

SAMPLE LESSON 5

(Appropriate for the middle of the year)

40 minutes

Component	Duration
Working With Words <ul style="list-style-type: none"> • New Sound Introduction and Practice • High-Frequency Word Flashcards • Word Sorts • Word Pattern Charts 	10 minutes
Fluency Practice and Assessment <ul style="list-style-type: none"> • Partner Reading (Two Rounds) • Fluency Practice for Star Reader (During Partner Reading Round 1) • Assessments (During Partner Reading Round 2) 	10 minutes
Daily Supported Reading of Text <ul style="list-style-type: none"> • Introducing a New Book • Daily Reading of a New Book • Teaching Word Reading in a Text 	10 minutes
Daily Supported Writing <ul style="list-style-type: none"> • Individual Student Journal Writing 	10 minutes

Materials

- Index cards
- Whiteboard or chart paper and markers
- Magnetic board and letters
- Writing paper and pencils
- High-frequency word flashcards (15–20)
- Cards for word sort
- Sticky notes
- Previously read books (for partner reading and fluency practice)
- Assessments
- New leveled book for Star Reader
- Anecdotal record form
- Student journals or sheets of writing paper

Notes to Teachers

- Teachers can use this sample lesson plan for 3 to 5 consecutive days so that students master the routines for each activity. When doing so, teachers still need to plan a unique lesson for each day's Star Reader (e.g., using different words for stretching or clapping, selecting a book at an appropriate level).
- Teachers should have students practice switching partners when the Star Reader fluency practice has ended and it is time to begin assessment with the previous day's Star Reader.

Working With Words (10 minutes)

New Sound Introduction and Practice

- Select a new sound to introduce after assessing students on the core reading curriculum's letter-sound assessment.
- This activity can be used with individual letter sounds and letter-combination sounds.
- Write the letter(s) representing the new sound on an index card, a whiteboard, or paper, OR display the letters representing the new sound on a magnetic board.
- Model the new sound. For example: "The letter *j* says /j/, as in _____." Point to the letters and ask students to repeat the corresponding sound.
- Use any word that aligns with the curriculum or begins with the /j/ sound. It helps if the picture associated with the word is displayed.
- As an extension, students can practice reading words containing the letter sounds or identifying letter sounds on flashcards.
- Refer to the district handwriting guidelines for your school's style.
- Write the letter(s) for one new sound on the top of a sheet of writing paper.
- Say: "This is how we write the new sound _____." Have students repeat the sound.
- Have students practice writing the letters on paper or a whiteboard, in group and then independent practice.
- After a week or two, provide cumulative practice of letter sounds previously taught.

High-Frequency Word Flashcards

- Select high-frequency words for the Star Reader to practice reading based on notes from anecdotal records and assessment using either a district high-frequency word list or words from the core reading curriculum (see template for making a high-frequency word assessment).
- Create flashcards for the selected words. To start, make only 15–20 flashcards. Once students have mastered a set of words, make a new set or add a few new words that students need practice reading.
- Select one word to model. Hold up the flashcard and say: "This word is _____. When you see this word, you will have to remember the word is _____ by looking at it." Have students repeat the word.

- Have each student read the word individually.
- Make a pile of high-frequency words, including some words students know by sight and a couple of words students are working on. As students are taught more words, the pile will grow.
- Practice the flashcards with students in groups and individually.
- Prompt students to read the whole word, not sound it out.

Word Sorts

- Word sorts pertaining to spellings or word families can be open or closed.
- In an **open sort**, lay out the cards and allow students to figure out the word-sort pattern.
- In a **closed sort**, select two or three different patterns that students must use to sort words into lists or piles. Letter patterns, such as *ai* and *ay*, can be written on sticky notes and placed on the table to show students where to sort the words.
- Use a published resource book that provides lists of various word sorts. Select a word sort containing letter-sound patterns that students need to practice. Make corresponding word cards or use word cards that come with the core reading curriculum.
- Tell students that they will read and sort words.
- Model word sorting with one or two word cards. Read the word, and then place it in the correct list, row, or pile. Model how to sound out a word, if needed, to show students they should not guess what the word is.
- Pass out cards to students for a closed sort. Have students read the word before placing it under the correct letter-sound pattern.

Word Pattern Charts

- Select a word pattern that corresponds to the letters or letter combinations students have been taught in a previous lesson. (Refer to published lists of word families or phonograms.)
- Prepare chart paper or paper on the wall for you and the students to write on.
- Write a word pattern, such as *th*, at the top of the chart paper and underline it. Ask students to make the /th/ sound. Write a word with the sound, such as *the*, under the *th*.
- Tell students they will help think of words with the /th/ sound.
- Help students write more words with the same word pattern, assisting students with spelling.
- Read the words as a group and then point to different words for individual students to respond to for independent practice.
- During subsequent lessons, if other words with the same word pattern come up during teaching, add them to the word pattern chart.
- For cumulative review, have students read past word pattern charts in groups and individually.

Fluency Practice and Assessment (10 minutes)

Partner Reading

- Place previously read books (on appropriate reading levels for students) in baskets or plastic bags.
- Model how to partner read. Each student or student pair should have a book. Sit beside one student while other students watch. Model the following types of partner reading.
 - **Sharing one book, alternating pages:** Student A reads one page in the book; Student B reads the next page. Reading continues with the two students alternating pages for the rest of the book.
 - **Different books:** Student A reads an entire book on his or her level while Student B listens and assists Student A with any errors. Student B then reads a book on his or her level while Student A listens and assists Student B with any errors.
 - **Same book, each student with a copy:** Student A reads and Student B “shadow reads” by listening and pointing to the words in his or her book. Student B prompts Student A to reread or sound out words if there are errors.
- After modeling, observe students practicing partner reading.
- Once the routine is established, partner reading occurs while the Star Reader engages in individual fluency practice with you for 5 minutes or less.
- Have students switch to another partner when the Star Reader’s fluency practice has ended and assessment of the Star Reader from the day before begins.

Fluency Practice for Star Reader

- Provide individual fluency practice to the Star Reader. Model fluent reading and have the Star Reader practice reading smoothly, accurately, and with expression. (Have other students partner read during this time.)
- Implement commonly used fluency strategies:
 - Echo reading while prompting the student to read smoothly
 - Reading phrases from a text while pointing out punctuation, modeling expression, and reading smoothly
 - Timed reading, in which you increase the pace as you read to prompt the student to read faster or tell the student to “make it sound like a grown-up talking”

Assessments

- Assess the previous day’s Star Reader on **only one** assessment. Running records should be given frequently and other assessments (e.g., letter-sound assessment, high-frequency word assessment, oral reading fluency) can be used to monitor progress as needed.
- Do not help or coach the student while giving an assessment. Follow assessment directions for scoring results.
- Use assessment results and anecdotal records to plan lessons for each day’s Star Student.

Daily Supported Reading of Text (10 minutes)

Introducing a New Book

- Select a leveled book appropriate for each day's Star Reader.
- The book should be at the student's instructional level and include three to five words to work on.
- The book should be one that the student has never seen or read before in class.
- If using a leveled chapter book, and if there is more than one student on the same reading level in a group, another student could continue reading the same book the next day.
- Provide a mixture of narrative and nonfiction books for students to read.
- Prepare for the lesson by identifying words or language in the book that may be difficult for the Star Reader.
- Briefly introduce the new book through one or two of the following strategies:
 - Preteach difficult vocabulary or irregular words on a whiteboard and explain what the words mean.
 - Set a purpose for reading (example: "We will read to find out...") and share a couple of pictures from the book. Briefly discuss what might happen in the story.
 - Introduce a comprehension or word-reading strategy before reading and then model it with a page in the book.
 - Make a prediction about what will happen by looking at a few pages in the book.
 - Build background knowledge by asking students what they already know about the title or the subject of the book.

Daily Reading of a New Book

- Have the Star Reader sit next to you with his or her leveled book. (At the beginning of the year, some students might need rebus books.)
- Explain that the Star Reader will read while other students follow along with their eyes, not reading aloud until told to do so. Students can point to words and follow along with the Star Reader at the beginning, but this practice should fade out as the intervention progresses. Praise students for following along.
- Prompt the Star Reader to read the book aloud. The Star Reader can read the entire book on the first read if it is short enough.
- Listen to the Star Reader and scaffold when he or she makes an error. (For example, write words students are having difficulty reading on a whiteboard so you can provide assistance with decoding.) Other students are not to shout out answers; only you should help the reader.
- On an anecdotal record form, make note of errors (e.g., incorrect words or letter sounds) while the student reads. These notes will be helpful for planning future lessons and awarding praise points after reading.

- After the Star Reader finishes, a second read begins. Have students read the book again in a format of your choosing (e.g., choral reading without the teacher, in a whisper voice at their own rate, taking turns reading pages).
- If time allows, students can reread the book a third time. You can prompt the students to read the book a little faster so it “sounds like talking.”

Teaching Word Reading in a Text

- Select a new leveled book for the Star Reader.
- Before the lesson, prepare prompts to use when students encounter a word they don't how to read. Some common prompts: “Do you see any letter sounds you know?” “What is the first sound?” and “Sound it out.” Refer to published reading materials for more prompts.
- Select a couple of prompts and write them on an index card for consistent use when helping struggling readers figure out words.
- Model a strategy for reading unfamiliar words.
 - Prompt students to look for letter sounds or letter combinations that they know in the word. Say: “When I get to a tricky word, I look for sounds I know. Watch me.”
 - Prompt students to slowly say sounds from left to right, reading the word correctly. You may wish to point in the book or write the word on a whiteboard.
 - Prompt students to go back to reread the sentence.
- At the end of the activity, students should be able to figure out words with little prompting from you.

Daily Supported Writing (10 minutes)

Individual Student Journal Writing

- Provide students with a journal, tablet, or piece of writing paper. Students can write with pencils, colored pencils, or markers. Have a small whiteboard handy to help students with spelling.
- Each day, after reading the new book, have the Star Reader come up with a sentence that relates to the book.
- Before the lesson, think of a question to ask the Star Reader or offer a sentence starter to help students think of a sentence. Questions could pertain to the following:
 - Story structure
 - What happened in a certain part of the book
 - What happened after a main event
- Have the Star Reader develop his or her sentence about the story.
- Have all students repeat the sentence a couple of times before they begin to write. (Every student will write the Star Reader's sentence.)

- Monitor and scaffold as all students write the sentence. If students have difficulties, prompt students by asking: “What does the word start with?” or “Do you know the letter that makes that sound?”
- Prompt students to say sounds as they write the words to help them think about the spellings. Using a whiteboard, provide the spellings of words that are beyond what students are expected to know for second grade. Use wide correction tape to cover up errors or to rewrite letters or words so students can correct errors quickly.
- Have students repeat the sentence as they write to make sure they do not forget the words.
- When a student is finished writing, check the sentence and provide feedback. Prompt students to capitalize the beginning of the sentence and put a period at the end of the sentence.
- Students who finish the sentence first can write another sentence on their own. Students can also practice writing high-frequency words on their journal page until all students have completed their writing.
- Help students who are having difficulty finishing.
- Have each student read his or her sentence independently to you.