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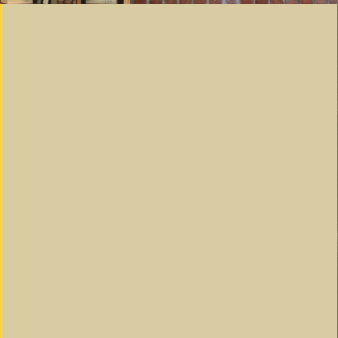
School of Education

Inspiring the extraordinary

Supplementary Lesson Plans for Grade/Year 3 & 4 Struggling Readers

Teacher Copy

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Lesson Plans for Primary Grade Struggling Readers

TEACHING GUIDE

Teaching Tips

- Please read the lesson plan before working with a student
- During planning stage, consider the need for extension activities
- A timer, if available, may be needed for some sessions
- Implement lessons in one-on-one or small group (3 to 5 students) settings
- Blue italicized text is a guide on what teachers can say. Feel free to edit and adapt the verbatim to suit your students' needs.
- The time suggested to implement each lesson component is a guide and may vary for each individual teacher and their students

Target Audience

These lessons are designed for primary/elementary school students

- in Grade/Years 3 and 4
- who are below average at word reading, reading comprehension, and/or other reading-related tasks compared to their grade-level peers

Lesson Objectives

To improve students'

- decoding skills
- sight word reading skills
- reading fluency
- vocabulary knowledge
- reading comprehension monitoring
- writing skills

Acknowledgements

This work has been funded by the Economic and Social Research Council's Impact Acceleration Accounts provided to Durham University.

These lessons are for the sole purpose of illustration of multicomponent supplementary reading instruction for students with learning difficulties/disabilities. I, Dr Johny Daniel, have derived these lessons based on my experience working on reading intervention projects at the Meadows Center for Preventing Educational Risk at the University of Texas at Austin and my reading-related coursework at Vanderbilt University's Peabody College. My sole intention in creating these lessons is to combine my knowledge of the science of reading and the recommendations in the field to bridge the research-to-practice gap by providing scripted open educational resources for special educators, teaching aides, parents, and care givers of students with learning difficulties/disabilities. Credit for developing the strategies presented in the lessons goes to the many valuable researchers whose work I reference. Most of this work is derived from various Institute of Educational Sciences practice guides. My team and I would like to thank the authors of these practice guides for their contribution to the field of reading instruction.

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Instructional Scope and Sequence (Set 3)

Lesson	Decoding Common Phonographs	Reading Fluency	Building Vocabulary	Reading Comprehension Strategies	Grade-level Passage	Sight Word Reading
21	pr ; fr - Word reading ^{Ext} - Sentence reading ^{Ext}	Billie Jean King ^{Ext}	equality / inequality	Keyword and Main Idea Does it make sense?	-	-
22	tr ; st - Word reading ^{Ext} - Sentence reading ^{Ext}	Malala Yousafzai ^{Ext}	education	Keyword and Main Idea Does it make sense?	-	-
23	gr ; br ; cr - Word reading ^{Ext}	Florence Nightingale ^{Ext}	attentive / inattentive	Keyword and Main Idea Does it make sense?	-	281 to 300
24	sp ; sk ; sc - Word reading ^{Ext}	Amelia Earhart ^{Ext}	solo	Keyword and Main Idea Does it make sense?	-	301 to 320
25	Review	Coco Chanel ^{Ext}	sew	Keyword and Main Idea Does it make sense?	-	321 to 340
26	sm ; sn - Word reading ^{Ext}	Billie Jean King	observation	Keyword and Main Idea	Jane Goodall	341 to 360
27	pl ; cl ; bl - Word reading ^{Ext}	Malala Yousafzai	-	Asking questions Comp questions	Jane Goodall	361 to 380
28	fl ; sl ; gl - Word reading ^{Ext}	Florence Nightingale		Keyword and Main Idea	Ellen Ochoa	Review
29	Review	Amelia Earhart	-	Asking questions Comp questions	Ellen Ochoa	Review
30	Progress Monitoring Assessment					

Ext: Has extension activity

Comp = Reading comprehension

LESSON 21

Word Reading Instruction (5 to 7 minutes)^{7,8,9,10,11,20}

Today we are going to practice reading a list of words. These words have a group of letters that make the same sound in many words.

- Write on the whiteboard—**pr** and **fr**.
- Write the word **pray** under **pr**.

The letters p-r say /p/ /r/ as in pray. [point to the word]

What sound do the letters p-r make together? [wait for students to respond]

- Write the word **fry** under **fr**.

The letters f-r say /f/ /r/ as in fry. [point to the word]

What sound do the letters f-r make together? [wait for students to respond]

Now we'll look at different words that have these sounds

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
 - If working with a small group, have each student read a word as you go around the group covering all the words.
 - If working one-on-one, student and teacher alternate reading words on the list.

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember f-r together make the sounds /f//r/. What sound? [Wait for student response.] *That's right /f//r/. The word is /f//r//ow//n/. What word?* [Wait]

Extension Activity

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the picture.
- If they are unsure what word is associated with an image, the teacher can say it aloud.

- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many words as possible for one or two minutes.
- Check spellings and provide corrective feedback.

Sentence Reading (5 to 7 minutes) ^{7,8,9,10,11,20}

Now we're going to read a list of sentences. The goal is to read them accurately and quickly. My turn first.

Sentences	First Read	Second Read	Third Read
Frank <u>presented</u> the <u>proof</u> to the <u>press</u> .	T	S and S	S
The <u>spray</u> <u>froze</u> in the winter.	T	S and S	S
Pratt met his <u>French</u> <u>friend</u> during <u>spring</u> break.	T	S and S	S
The <u>priest</u> <u>prayed</u> for <u>freedom</u> .	T	S and S	S
Preeti likes <u>fresh</u> <u>produce</u> instead of <u>frozen</u> .	T	S and S	S
The chef <u>fried</u> the <u>prawns</u> in the <u>fryer</u> .	T	S and S	S
The <u>frock</u> was a <u>pricey</u> <u>present</u> .	T	S and S	S

- First read: The teacher reads all the sentences leaving out words with *p-r* or *f-r*. For instance, the teacher reads: Frank presented the ____ to the ____ [students respond: proof; press]
- Second read: Paired reading—student 1 reads and student 2 listens and marks any errors. Each student reads alternate sentences. If a student can't read a word, the peer waits for three seconds and then says, "That word is ____; what word?"
- Third read: Whip around. The first student reads a sentence. Then the next student reads a sentence and so on until all the sentences are read. Teachers and peers listen and provide corrective feedback.

Error Correction

- If students get stuck on a word, wait for three seconds and give them the word. For instance, say *That word has the letters p-r which make the sound /p//r/, what sound?* Wait for students to respond. *That word is pricey. What word?* Wait for students to respond.
- If a student makes an error while reading the sentence, wait for the student to finish the sentence, then point to the word and say *That word is winter. What word?* Wait for the student to respond.

Extension Activity

- Have students underline/highlight all the words with the *p-r* and *f-r* letter teams. Have them read all the underlined words aloud.

Vocabulary Instruction (3 to 4 minutes)^{21,22,23}

*We'll be reading about a world-class tennis player who fought for equal rights for women. Before we read, let's understand what the word **equality** means.*

Write **equality** on the white board.

Say: *equality. What word?* (Wait for students to repeat the word)

Student friendly definition: ***Equal** means to have something that is the same in size, number, or amount. **Equality** means having the same rights and opportunities.*

Example Sentence: Say *To achieve **equality**, women and men must have the same pay at work.*

Example:

In ancient Greece, all men over the age of 20 had the right to vote.

NonExample:

In ancient Greece, only men could vote. Women were not allowed to vote.

- Say: *This is an example of inequality. Inequality is when some groups have more power or rights and more opportunities than others. In ancient Greece men had more power than women.*

Deeper Engagement with the Word

I'm now going to read some sentences. Listen carefully, think about whether the sentence is about equal opportunities or unequal opportunities. After listening to each sentence say 'equality' or 'inequality.'

1. *In the past, some companies did not give jobs to people with disabilities. This is an example of _____ [inequality]*
2. *The boys' and girls' football teams played their games on the same ground and got the same awards. This is an example of _____ [equality]*
3. *In some countries, girls don't get to go to school. Many girls don't have the chance to study. This is an example of _____ [inequality]*
4. *In the US, Black people could not vote in the past. But now the laws have changed and people of every race and colour can vote. This is an example of _____ [equality]*

Say the word again:

Ask: *What word means having the same rights and opportunities?* (equality)

Reading Fluency (7 to 8 minutes) ^{13,14,17,18,19,20}

For the next couple of weeks, we are going to read about women in history. Our goal is to read this passage quickly and accurately. My turn first.

Billie Jean King

Billie Jean King is a world-class **tennis** player. She began playing tennis around the age of ten. Billie loved the sport! She aimed to be the number one tennis player. Billie's dream came true!

When Billie played tennis, female players were paid less money than male players. Men thought they were better than women at that time. This thinking changed when Billie won a tennis match against a man called Bobby. The famous match was watched by millions of people. It helped other women believe they were just as good as men.

For many years, Billie fought for equality between male and female tennis players. She also came out as gay and stood up for people who are LGBTQ+. This helped them feel better about themselves! Do you feel good about yourself?

Lexile Range: 410-600L

Total Words: 132

Students read the passage three times.

1. The teacher reads it the first time leaving out words for students to read together
2. Students either read in pairs or choral read (everyone reads together) with teacher
3. Students whisper read the passage

After reading, the teacher asks,

Who is this passage mostly about?

The teacher models: *This passage is about Billie Jean King* [Wait for students to write it down]

What are some keywords that describe the passage? Keywords tell us about the most important ideas about the passage.

Keywords for this passage (highlighted in bold): *Billie Jean, equality, fought, tennis* [Wait for students to write it down]

What is the most important idea about Billie Jean?

Let's use our keywords to write a main idea statement about this passage.

Billie Jean was a tennis player who fought for equality in pay for men and women. [Wait for students to write it down]

Let me check to see if I have all my keywords in this main idea sentence.

Extension Activity

- For struggling readers, we recommend the extension activity that allows students to develop reading fluency.

Does it Make Sense (2 to 3 minutes) ^{15,16,20}

We'll now read a list of sentences silently and decide if they make sense. If a sentence makes sense, we put a check mark in the box. If it does not make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.

- Teacher reads the first sentence aloud. Thinks out loud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence then discuss why the sentence does not make sense.
- If students are unable to read the sentence, the teacher can read all the sentences aloud and ask students if each sentence makes sense. If not, ask why it doesn't make sense.

Sentences	✓ or ✗
1. Billie Jean King loved playing tennis. She started playing tennis around the age of ten. She aimed to be the best tennis player.	✓
2. Billie found out that female tennis players were <u>paied</u> less money than male players. (paid)	✗
3. She was very upset about the inequality in pay and fought for equal pay for women.	✓
4. Billie wanted to show the world that men and women are equal. She played and won a match against a male tennis player. This helped her fight for <u>equal</u> in pay for women. (equality)	✗

Corrective Feedback

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change it to, to make sense of the sentence.

Exit Ticket ^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 22

Word Reading Instruction (5 to 7 minutes) ^{7,8,9,10,11,20}

Today we are going to practice reading a list of words with a group of letters that make the same sound in many words.

- Write on the whiteboard—**tr** and **st**.
- Write the word **tray** under **tr**.

The letters t-r say /t//r/ as in tray. [point to the word]

What sound do the letters t-r make? [wait for students to respond]

- Write the word **stay** under **st**.

The letters s-t say /s//t/ as in stay. [point to the word]

What sound do the letters s-t make? [wait for students to respond]

Now we'll look at different words that have one of these two sounds.

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
 - If working with a small group, have each student read a word as you go around the group covering all the words.
 - If working one-on-one, student and teacher alternate reading words on the list.

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember the letters t-r make the sounds /t//r/. What sounds? [Wait for student response] *That's right /t//r/. The word is /r/ /e/ /t/ /r/ /o/ retro. What word?* [Wait for student response]

Extension Activity

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the picture.
- If they are unsure what word is associated with an image, the teacher can say it aloud.

Set 1

- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

Sentence Reading (2 to 3 minutes) ^{7,8,9,10,11,20}

Now we're going to try and read a list of sentences. The goal is to read them accurately and quickly. My turn first.

Sentences	First Read	Second Read	Third Read
Throw the <u>straw</u> in the <u>trash</u> .	T	S and S	S
Don't <u>try</u> to get <u>extra</u> <u>stew</u> .	T	S and S	S
Many people <u>trek</u> to the <u>forest</u> .	T	S and S	S
Someone <u>stole</u> the <u>treats</u> from the <u>pantry</u> .	T	S and S	S
The <u>tourist</u> saw the <u>crystal</u> on the <u>trophy</u> .	T	S and S	S

- First read: The teacher reads all the sentences leaving out words with s-t or t-r. For instance, the teacher reads: *Throw the _____ in the ____* [students respond: straw; trash]
- Second read: Paired reading—student 1 reads and student 2 listens and marks any errors. Each student reads alternate sentences. If a student can't read a word, the peer waits for three seconds and then says, *"That word is ____; what word?"*
- Third read: Whip around. The first student reads a sentence. Then, the next student reads a sentence and so on until all the sentences are read. Teachers and peers listen and provide corrective feedback.

Error Correction

- If students get stuck on a word, wait for three seconds, and give them the word. For instance, say *That word has the letters t-r, which make the sounds /t/ /r/, what sound?* Wait for students to respond. *That word is trophy. What word?* Wait for students to respond.
- If a student makes an error while reading the sentence, wait for the student to finish the sentence, then point to the word and say *That word is people. What word?* Wait for the student to respond.

Extension Activity

- Have students underline/highlight all the words with the letter teams t-r and s-t. Have them read all the underlined words aloud.

Vocabulary Instruction (3 to 4 minutes) ^{21,22,23}

*We'll be reading about **Malala** and how she fought for equality in education for girls. Before we read, let's understand what the word **education** means.*

Write **education** on the white board.

Say: *education. What word?* (Wait for students to repeat the word)

Student friendly definition: *Education means **the knowledge and skills you develop from attending school, college, or university***

Example Sentence: *A good **education** helps you learn new skills and gain new knowledge.*

Example: *Megan studied to be a doctor. Her time at college helped her learn about how the human body works.*

NonExample: *Judith's parents did not send her to school. She finds it hard to get a good job as she has very few skills.*

Deeper Engagement with Word

Now I am going to ask you a question. I want you to think about it for a minute and share your answer with the person next to you. Then report back to the group.

What is something you have learnt during your education at [school name] and what more do you want to learn or know?

Say the word again:

Ask: What word describes the knowledge and skills you develop from attending school, college, or university? (Education)

Reading Fluency (7 to 8 minutes) ^{13,14,17,18,19,20}

*Today we're going to read about **Malala**. Our goal is to read this passage quickly and accurately. My turn first.*

Malala Yousafzai

Do any of you like school? Malala Yousafzai, a girl from Pakistan, loved her school. Her dad was a teacher there. However, a group called the Taliban did not want girls to go to school. They said school was only for boys. So, they blew up many of the girls' schools.

Malala fought back for her right to go to school. She wrote a blog and gave speeches. The Taliban did not like this. They attacked and almost killed her. Malala had to fly to England to get better. For her safety, Malala stayed in England.

Set 1

However, she did not give up! She now fights for every girl's education. She does so through her very own charity. Recently, Malala became a student at Oxford University, one of the best places to study in England!

Lexile: 410-600L

Word Count: 134 words

Students read the passage three times.

1. Teacher reads it the first time leaving out words for students to read together
2. Students either read in pairs or choral read with teacher
3. Students whisper read the passage.

After reading, the teacher asks,

Who is this passage mostly about?

Teacher models: *This passage is mostly about Malala* [Wait for students to write it down]

What are some keywords that describe the passage? Keywords tell us about the most important ideas about the passage.

Keywords for this passage (highlighted in bold): *Malala, education, fought* [Wait for students to write it down]

What is the most important idea about Malala?

Let's use our keywords to write a main idea statement about this passage.

Malal fought for girls' education against the Taliban. [Wait for students to write it down]

Let me check to see if I have all my keywords in this main idea sentence.

Extension Activity

- For struggling readers, we recommend the extension activity that allows students to develop reading fluency.

Does it Make Sense (2 to 3 minutes) ^{15,16,20}

We'll now read a list of sentences silently and decide if each sentence makes sense. If they make sense, we put a check mark in the box. If they don't make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.

- Teacher reads the first sentence aloud. Thinks aloud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence then discuss if it does or does not make sense.
- If students are unable to read the sentence, the teacher can read all the sentences out loud and ask students if the sentence makes sense. If not, ask why it doesn't make sense.

Set 1

Sentences	✓ or ✗
1. Malala never gave <u>down</u> . She fought for her right to go to school and get a good education. (gave up)	✗
2. Malala grew up in Pakistan. She went to a school where her dad was a teacher. She loved her school.	✓
3. She had to take a trip to England to get better. For her safety, she did not go back home and stayed in England.	✓
4. Today, she helps other girls get a good education. She is also getting <u>his</u> education at Oxford university. (her)	✗

Corrective Feedback

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change to make sense of the sentence.

Exit Ticket^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 23

Word Reading Instruction (5 to 7 minutes) ^{7,8,9,10,11,20}

Today we are going to practice reading a list of words with a group of letters that make the same sound in many words.

- Write on the whiteboard— **gr**, **br**, and **cr**.
- Write the word **grow** under **gr**.

The letters g-r say /g//r/ as in grow. [point to the word]

What sound do the letters g-r make together? [wait for students to respond]

- Write the word **brow** under **br**.

The letters b-r say /b//r/ as in brow. [point to the word]

What sound do the letters b-r make together? [wait for students to respond]

- Write the word **crow** under **cr**.

The letters c-r say /c//r/ as in crow. [point to the word]

What sound do the letters c-r make together? [wait for students to respond]

Now we'll look at different words that have one of these letter combinations.

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
 - If working with a small group, have each student read a word as you go around the group covering all the words.
 - If working one-on-one, student and teacher alternate reading words on the list.

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember the letters b-r together make the sound /b//r/. What sound? [Wait for student response] *That's right, /b//r/. The word is /b//r//a//g/ brag. What word?* [Wait]

Extension Activity

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the image.
- If they are unsure what word is associated with an image, the teacher can say it aloud.
- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

Vocabulary Instruction (3 to 4 minutes) ^{21,22,23}

*We'll be reading about a woman who was an attentive learner and did a lot to help care for hurt soldiers. Before we read, let's understand what the word **attentive** means.*

Write **attentive** on the white board.

Say: *attentive. What word?* (Wait for students to repeat the word)

Student friendly definition: *Attentive means to watch or listen to someone or something very carefully*

Example Sentence: *The **attentive** waiter always knew when someone needed more food and drinks.* [In this sentence, the waiter is watching his customers carefully to see what they need]

Example: *Students listen to their teacher and ask questions.* [in the image the students are attentive because there are watching and listening to their teacher]

NonExample: *While the teacher is teaching, one student is playing with their mobile phone.* [this is an example of being inattentive. In this example the student is not listening to their teacher but playing with their phone.]

Deeper Engagement with Word

I'm now going to read a list of sentences. You tell me if the person in the sentence is attentive or inattentive. Remember attentive means to watch or listen to someone carefully, inattentive is when you are not listening or watching someone carefully.

1. *The car rammed into a brick wall because the driver was reading text messages. Is this an example of attentive or inattentive behaviour?* [Inattentive] Ask: *Who was inattentive?* [the driver]
2. *The airline crew were slow, but they made sure that the airplane was safe to fly. They checked everything. Is this an example of attentive or inattentive behaviour?* [attentive] Ask: *Who was attentive?* [the airline crew]

Set 1

3. *No one knew who was going to win the race. It was so close. Everyone in the stadium had their eyes focused on the athletes. Is this an example of attentive or inattentive behaviour?* [attentive]. Ask: *Who was attentive?* [the crowd / everyone in the stadium]

Say the word again:

Ask: *What word describes watching or listening to someone or something very carefully?* (attentive)

Reading Fluency (7 to 8 minutes) ^{13,14,17,18,19,20}

*Today we're going to read about **a woman who helped wounded soldiers**. Our goal is to read this passage quickly and accurately. My turn first.*

Florence Nightingale

Florence Nightingale was born in 1820. Girls were not taught much at that time. But Florence's father did not feel the same. He gave her a good education. He taught Florence math, history, and other subjects. She was an attentive learner.

Florence also loved caring for the sick. She wanted to work and help people. Her mother and sister would not allow it. Women from rich families were not allowed to work. But Florence did not give up.

At that time, lots of British soldiers were hurt in a war. Florence became a nurse and travelled to Turkey. There, she looked after the hurt British soldiers. She would walk with a lamp at night, caring for them. Because of this, she became known as the Lady with the Lamp.

Florence was so good at being a nurse that she started her own nursing school! It was called the Nightingale School of Nursing.

Lexile: 410-600L

Word Count: 152 words

Students read the passage three times.

1. Teacher reads it the first time and students follow along. Teachers leave out a word
2. Students either read in pairs or choral read (everyone reads together) with teacher
3. Students whisper read the passage.

After reading, the teacher asks,

Who is this passage mostly about?

Teacher models: *This passage is mostly about Florence Nightingale* [Wait for students to write it down]

Set 1

What are some keywords that describe the passage? Keywords tell us about the most important ideas about the passage.

Keywords for this passage: Florence, nurse, care, soldiers, nursing school

What is the most important idea about Florence?

Let's use our keywords to write a main idea statement about this passage. [Wait for students to write their main idea sentence. Do emphasize that they should use all the keywords in their sentence]

Florence Nightingale was a nurse who took care of hurt soldiers. OR Florence was a nurse who later started her own nursing school. [Wait for students to write it down]

Let me check to see if we have all our keywords in this main idea sentence.

Extension Activity

- For struggling readers, we recommend the extension activity that allows students to develop reading fluency.

Does it Make Sense (2 to 3 minutes) ^{15,16,20}

We'll now read a list of sentences silently and decide if the sentence makes sense. If it makes sense, we put a check mark in the box. If it does not make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.

- Teacher reads the first sentence aloud. Thinks out loud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence then discuss if it does or does not make sense.
- If students are unable to read the sentence, the teacher can read all the sentences out loud and ask students if the sentence makes sense. If not, ask why it doesn't make sense.

Sentences	✓ or ✗
1. Lots of <u>Grutish</u> soldiers were hurt in the war. They needed someone to look after them. (British)	✗
2. Girls did not go to school in 1820. But Florence's father had other ideas. He made sure that Florence had a good <u>educate</u> . (education)	✗
3. Later in her life, Florence decided to start a nursing school. She trained women to become nurses.	✓
4. Florence's mother and sister did not want her to work. In those days, women from <u>poor</u> families were not allowed to work. (rich)	✗

Corrective Feedback

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change to make sense of the sentence.

Word List (3 to 5 minutes)^{18,20}

For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.

- First read: Say each word aloud and wait for students to repeat after you.
- Second read: Have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

SIGHT WORD LIST

Words	1 st read	2 nd read	3 rd read	4 th read
country				
school				
head				
story				
under				
while				
something				
example				
paper				
often				
mile				
white				
river				
state				
talk				
mountain				
girl				
idea				
important				

Set 1

every				
-------	--	--	--	--

1st read: Time _____; Accuracy _____/20

2nd read: Time _____; Accuracy _____/20

3rd read: Time _____; Accuracy _____/20

4th read: Time _____; Accuracy _____/20

Exit Ticket^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 24

Word Reading Instruction (5 to 7 minutes) ^{7,8,9,10,11,20}

Today we are going to practice reading a list of words with a group of letters that make the same sound in many words.

- Write on the whiteboard—**sp**, **sk** and **sc**.
- Write the word **spin** under **sp**.

The letters s-p say /s//p/ as in spin. [point to the word]

What sound do the letters s-p make? [wait for students to respond]

- Write the word **skin** under **sk**.

The letters s-k say /s//k/ as in skin. [point to the word]

What sound do the letters s-k make together? [wait for students to respond]

- Write the word **scan** under **sc**.

The letters s-c say /s//k/ as in scan. [point to the word]

What sound do the letters s-c make together? [wait for students to respond]

So, remember, s-k and s-c often make the same sound which is /s//k/

Now we'll look at different words that have one of these letter teams.

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
 - If working with a small group, have each student read a word as you go around the group covering all the words.
 - If working one-on-one, student and teacher alternate reading words on the list.

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember s-c- make the sound /s//k/. What sound? [Wait for student response] *That's right, /s//k/. The word is /s//k/ /r//ew/ screw. What word?* [Wait]

Extension Activity

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the image.
- If they are unsure what word is associated with an image, the teacher can say it aloud.
- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

Sentence Reading (2 to 3 minutes) ^{7,8,9,10,11,20}

Now we're going to read a list of sentences. The goal is to read them accurately and quickly. My turn first.

Sentences	First Read	Second Read	Third Read
He got the <u>spear</u> for the <u>skit</u> .	T	S and S	S
The <u>scary</u> movie <u>spooked</u> <u>Skylar</u> .	T	S and S	S
<u>Scott</u> <u>skipped</u> his <u>sports'</u> day.	T	S and S	S
<u>Spark</u> had <u>speed</u> on his side.	T	S and S	S
The <u>skater</u> <u>spun</u> in the air to show his <u>skills</u> .	T	S and S	S

- First read: The teacher reads all the sentences and leaves out words with s-p, s-k or s-c. For instance, the teacher reads: *He got the ____ for the ____* [students respond: spear; skit]
- Second Read: Paired reading—student 1 reads and student 2 listens and marks any errors. Each student reads alternate sentences. If a student can't read a word, the peer waits for three seconds and then says, *"That word is ____; what word?"*
- Third Read: Whip around. The first student reads a sentence. Then, the next student reads a sentence and so on until all the sentences are read. Teachers and peers listen and provide corrective feedback.

Error Correction

- If a student or students are stuck on a word, wait for three seconds and give them the word. For instance, say *That word has the letters s-k which make the sounds /s//k/, what sound?* Wait for students to respond. *That word is skater. What word?* Wait for students to respond.
- If a student makes an error while reading the sentence, wait for the student to finish the sentence, then point to the word and say *That word is going. What word?* Wait for the student to respond.

Extension Activity

- Have students underline/highlight all words that have the letter teams s-k, s-c and s-p. Have them read all the underlined words aloud.

Vocabulary Instruction (3 to 4 minutes) ^{21,22,23}

*We'll be reading about the first female pilot who flew solo. Before we read, let's understand what the word **solo** means.*

Write **solo** on the white board.

Say: *solo. What word?* (Wait for students to repeat the word)

Student friendly definition: *Solo means **doing an activity alone without another person***

Example Sentence: *Gymnastics, running, swimming and riding are some sports you can enjoy **solo**.*

Example: *Mark climbed the mountain on his own. He did not go with any of his friends.*

NonExample: *Laura climbed the mountain with her friends. She wanted to climb and spend time with her friends.*

Deeper Engagement with Word

If any of the sentences I read are an example of people doing things solo or all by themselves, say 'solo'. If not, don't say anything.

- Lee went to meet his friends, and they all played basketball. [-]
- Maria went swimming at the beach on her own. [solo]
- Gabriel's teacher was teaching him horseback riding. They both rode the horses for a long time.
- Nate had six months to travel the world. He was not going to see any of his family or friends while he travelled alone. [solo]
- Mika loved to go to museums, but his friends did not. So, he would go by himself and spend time looking at the paintings. [solo]

Say the word again:

Ask: *What word means doing an activity alone without another person?* (solo)

Reading Fluency (7 to 8 minutes) ^{13,14,17,18,19,20}

Today we're going to read about Amelia Earhart. She was the first woman to fly solo. Let's start. My turn first.

Amelia Earhart

Amelia Earhart was an American pilot who set multiple or many flight records. Amelia was ten when she saw her first airplane at a fair. But she did not get on one for a ride until she was 23 years old. It was just a ten-minute flight. But right then, Amelia decided that she would learn to fly an airplane. She started lessons just a few days later. In two years, Amelia was a pilot.

In 1932, Amelia flew solo across the Atlantic. This trip took her almost 15 hours. Next, Amelia flew **solo** across the Pacific Ocean. She was setting records. In 1937, Amelia decided to fly around the globe. She was taking a risk, and she knew it. Amelia began this trip on June 1, 1937. However, on July 2, Amelia's airplane went missing. It was never found.

Lexile: 410-600L

Word Count: 140

Students read the passage three times.

1. Teacher reads it the first time leaving out words for students to read together
2. Students either read in pairs or choral read (everyone reads together) with teacher
3. Students whisper read the passage.

After reading, the teacher asks,

Who is this passage mostly about? [Wait for students to respond]

Amelia Earhart

What are some keywords that describe the passage? Keywords tell us about the most important ideas about the passage. [Wait for students to respond]

Potential keywords for this passage: Amelia, solo, flight, records

What is the most important idea about Amelia?

Let's use our keywords to write a main idea statement about this passage.

[Wait for students to complete writing the sentence]

Amelia Earhart set many flight records or

Amelia Earhart flew solo and set many flight records.

Provide corrective feedback if needed.

Extension Activity

- For struggling readers, we recommend the extension activity that allows students to develop reading fluency.

Does it Make Sense (2 to 3 minutes)^{15,16,20}

We'll now read a list of sentences silently and decide if the sentences make sense. If a sentence makes sense, we put a check mark in the box. If it does not make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.

- Teacher reads the first sentence aloud. Thinks out loud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence then discuss if it does or does not make sense.
- If students are unable to read the sentence, the teacher can read all the sentences out loud and ask students if the sentence makes sense. If not, ask why it doesn't make sense.

Sentences	✓ or ✗
1. Amelia took a <u>frisk</u> flying around the globe. (risk)	✗
2. It took Amelia two years to become a pilot. She had to take multiple lessons.	✓
3. When she was 23 years old, she got to ride in an airplane. It was not a long flight.	✓
4. Her first solo <u>tip</u> was across the Atlantic Ocean. The trip took 15 hours. (trip)	✗
5. Amelia's flight went missing one month after she took off to fly around the globe. No one has ever found her missing <u>pain</u> . (plane)	✗

Corrective Feedback

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change to make sense of the sentence.

Word List (3 to 5 minutes)^{18,20}

For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.

- First read: Say each word out loud, wait for students to repeat after you.

Set 1

- Next, have students work in pairs. One student reads the list while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

SIGHT WORD LIST

Words	1 st read	2 nd read	3 rd read	4 th read
body				
told				
music				
colour				
complete				
knew				
room				
since				
piece				
usually				
during				
low				
didn't				
today				
ever				
short				
however				
friends				
better				
best				

1st read: Time _____; Accuracy _____/20

2nd read: Time _____; Accuracy _____/20

3rd read: Time _____; Accuracy _____/20

4th read: Time _____; Accuracy _____/20

Exit Ticket ^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 25

Word Reading Instruction (5 to 7 minutes) ^{7,8,9,10,11,20}

Today we are going to practice reading a list of words with a group of letters that make the same sounds in many words.

- Pair students (or work one-on-one with a student)
- When paired, Student A reads one list of words while student B marks any errors.
- Students switch roles and continue until all lists are read.
- Teacher observes and provides feedback

p-r as in pry f-r as in fry	t-r as in trip s-t as in stir	g-r as in great b-r as in break c-r as in crack	s-p as in spin s-c as in scar s-k as in skin
promo	trust	grams	spooky
apron	tribe	grandma	splash
prime	retry	regret	dispute
premix	pastry	broom	score
print	triangle	fabric	scream
fryer	stood	abroad	scratch
frost	steel	credit	skill
fresh	enlist	creamy	risky
afraid	rooster	secret	mask
fraction	history	outcry	desktop

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember s-k make the sound /s//k/. What sounds? [Wait for student response] *That's right, /s//k/. The word is /s//k//i/ /ll/ skill. What word?* [Wait]

Vocabulary Instruction (3 to 4 minutes) ^{21,22,23}

We'll be reading about a woman who became famous for her sewing skills. Before we read, let's understand what the word sew or sewing means.

Write **sew** on the white board. [sew sounds like 'so']

Say: *sew. What word?* (Wait for students to repeat the word)

Student friendly definition: *Sew means to use needle and thread to make or repair clothes by hand or a machine.*

Set 1

Example Sentence: [Point to the image on the student sheet] My mother sews her own dresses by hand.

Example: A person using needle and thread to make a new wedding dress.

NonExample: A person going to the store to buy a new wedding dress.

Deeper Engagement with Word

If any of the phrases I read are examples of things that can be sewed, say “can sew”, if not don’t say anything.

1. *A hole in my jeans* [Can sew]
2. *A Halloween dress* [Can sew]
3. *A face mask to wear outside.* [Can sew]
4. *A chair to sit on.*
5. *A cup to drink tea.*
6. *A t-shirt to wear to work.* [Can sew]

Say the word again:

Ask: *What word means to use needle and thread to make or repair clothes?* (sew)

Reading Fluency (7 to 8 minutes) ^{13,14,17,18,19,20}

*Today we’re going read about **Coco Chanel**. Our goal is to read this passage quickly and accurately. My turn first.*

Coco Chanel

Coco Chanel is a big name in the fashion world. She is famous for creating Chanel No. 5, Chanel suits, and the little black dress. Coco died in 1971, but her fashion house is still doing well today.

Coco was born in France as Gabrielle Chanel. She later began to call herself Coco. Chanel’s parents were poor. When she was 12, Coco lost her mother. Her father could not take care of her. So, he put her in an orphanage. The orphanage was run by nuns. They taught Coco to **sew**. Her skill in **sewing** would one day make Coco Chanel famous.

In 1910, Coco opened a hat shop. From her shop, Coco also sold dresses she **sewed**. Soon, many French actors began to wear her hats in movies. Then, in 1921, Coco began to sell a perfume called Chanel No. 5. It made her world-famous.

Lexile: 410-600L

Word Count: 146

Set 1

Students read the passage three times.

1. Teacher reads it the first time leaving out words for students to read together
2. Students either read in pairs or choral read (everyone reads together) with teacher
3. Students whisper read the passage.

After reading, the teacher asks,

Who is this passage mostly about? [Wait for students to respond]

Coco Chanel

What are some keywords that describe the passage? Keywords tell us about the most important ideas about the passage. [Wait for students to respond]

Potential keywords for this passage: sew, clothes, create, perfumes, famous

What is the most important idea about Coco Chanel?

Let's use our keywords to write a main idea statement about this passage.

[Wait for students to complete writing the sentence]

Coco Chanel became famous by sewing clothes and hats.

Coco is famous for creating clothes and perfumes.

- Provide corrective feedback if needed.

Vocabulary Knowledge Check (5 minutes) ^{21,22,23}

Now we'll read a list of sentences and choose the best answer.

- Call on a student to read sentence 1a and another student to read sentence 1b. After both sentences are read, ask the class, *Which of these two sentences talks about [vocabulary word]?*
- Have students independently read and answer the remaining questions
- As a group, discuss answers and provide feedback

1. Which one of these two sentences talks about an **attentive** person:
 - a. Mary found it hard to focus. She did not finish her work and spent her time watching videos of cats online.
 - b. Margaret was focused. She spent an entire hour watching her teacher's lesson video and making notes.

Teacher: *Yes, B is the right answer. Can someone tell me how you know Margaret was attentive?* [Wait] *Yes, she was watching the video and making notes.*

2. Which of these two sentences talks about a **solo** activity:
 - a. Being in a group can be so much fun. Lana and her friends spent the entire day swimming near the waterfall.
 - b. Being in a group can be fun but Mylo wanted some alone time. He went swimming all by himself.

Set 1

Teacher: *Yes, B is the right answer. Can someone tell me what solo activity Mylo was doing?*
[Wait] *Yes, swimming by himself.*

3. Which of these two sentences talks about **equality**:
- Becky demanded that she get the same amount of money for her work as the men were getting.
 - Aleena and her brother counted the money. They had the exact same amount of money in their piggy banks.

Teacher: *Yes, A is the right answer. Can someone tell me why you think sentence A talks about equality?* [Wait] *Yes, that's right. Becky wanted the same pay for the same work she was doing as the men.*

4. Which of these two sentences talks about **an education**:
- Ava works as a security guard at the university.
 - Noah is studying to become a lawyer at the university.

Teacher: *Yes, B is the right answer. Can someone tell me what kind of education Noah is getting?* [Wait] *Yes, he's studying to be a lawyer.*

Word List (3 to 5 minutes)^{18,20}

For our last activity today, we're going to read a list of words. We will be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.

- First read: Say each word out loud, wait for students to repeat after you.
- Next, have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

SIGHT WORD LIST

Words	1 st read	2 nd read	3 rd read	4 th read
order				
easy				
sun				
heard				
stand				
question				
red				
fish				
across				

Set 1

bird				
ship				
problem				
top				
become				
horse				
dog				
mark				
door				
sure				
area				

1st read: Time _____; Accuracy _____/20

2nd read: Time _____; Accuracy _____/20

3rd read: Time _____; Accuracy _____/20

4th read: Time _____; Accuracy _____/20

Exit Ticket ^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 26

Word Reading Instruction (5 to 7 minutes) ^{7,8,9,10,11,20}

Today we are going to practice reading a list of words with a group of letters that make the same sounds in many words.

- Write on the whiteboard—**sm** and **sn**.
- Write the word **smug** under **sm**.

The letters s-m say /s//m/ as in smug. [point to the word]

What sound do the letters s-m make? [wait for students to respond]

- Write the word **snap** under **sn**.

The letters s-n say /s//n/ as in snap. [point to the word]

What sound do the letters s-n make? [wait for students to respond]

Now we'll look at different words that have one of these two sounds.

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
 - If working with a small group, have each student read a word as you go around the group covering all the words.
 - If working one-on-one, student and teacher alternate reading words on the list.

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember s-m make the sounds /s//m/. What sound? [Wait for student response] *That's right, /s//m/. The word is /s//m//o//k/ smoke. What word?* [Wait]

Extension Activity

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the image.
- If they are unsure what word is associated with an image, the teacher can say it aloud.

Set 1

- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

Reading Fluency (5 minutes) ^{13,14,17,18,19,20}

*We're going to reread the passage about **Billie Jean King**. Our goal is to read this passage quickly and accurately. When I ask you to start reading, start from the first word {point to the first word} and read until I tell you to stop. If you don't know a word, I'll tell it to you.*

Ready? Begin. [Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds, then, say the word aloud. Mark this word as an error.
 - At the end of one minute, count the total words read and subtract the errors to calculate the words read correctly per minute.
 - Have each student read the passage out loud for one minute. Count the correct words per minute and graph it on the graph sheet.
- OR
- Have the other students follow along and mark any errors they find in their peers' reading.
 - Have each student read the passage at least once. If possible, have them read it twice and report both reading times on the graph sheet.

Billie Jean King

Billie Jean King is a world-class tennis player. She began playing tennis around the [14]
age of ten. Billie loved the sport! She aimed to be the number one tennis player. [30]
Billie's dream came true! [34]

When Billie played tennis, female players were paid less money than male players. [47]
Men thought they were better than women at that time. This thinking changed when [61]
Billie won a tennis match against a man called Bobby. The famous match was watched [76]
by millions of people. It helped other women believe they were just as good as men. [92]

For many years, Billie fought for equality between male and female tennis players. [105]
She also came out as gay and stood up for people who are LGBTQ+. This helped them [122]
feel better about themselves! Do you feel good about yourself? [132]

Total Words - 132

Vocabulary Instruction (3 to 4 minutes) ^{21,22,23}

*We'll be reading about a woman and how her **observations** helped us learn more about a very special animal. Before we start reading let's look at what the word **observation** means.*

Set 1

Write **observation** on the white board.

Say: *observation. What word?* (Wait for students to repeat the word)

Student friendly definition: *the word observe means to watch or listen carefully. an **observation** is similar, observation is **something someone carefully watches for a period of time and makes a note of.***

Example Sentence: *After her accident, the doctors kept Lee under **observation** for three nights in the hospital.* [in this sentence, the doctors are watching Louis and making notes on her recovery]

Example: The new teacher sat at the back of the room. She watched and listened to the lesson. As she listened, she also made some notes.

NonExample: The new teacher sat at the back of the room and worked on her laptop.

Deeper Engagement with Word

I'm going to read some sentences. If any of these sentences is an example of someone making an observation, say 'That's an observation', if not, don't say anything.

1. *When you visit the doctor, she checks your heartbeat and looks inside your mouth and makes notes in her computer.* [That's an observation].
2. *When you go to the grocery store, the cashier scans all your items.*
3. *For your science project, you go to the zoo and watch an elephant for 2 hours. You make a note of all the things the elephant did during that time.* [That's an observation].
4. *For your science project, you and your friends look at the diagram of a windmill and you make notes on how to build one.* [That's an observation].
5. *For your school project, you and your friends collect money for a new playground.*

Say the word again: *What word means watching something or someone carefully for a period of time and making notes?* [observation]

Grade-level Reading Comprehension (15 to 17 minutes)²⁰

*We will be reading about **Jane Goodall**. As we read, underline any word you don't understand. At the end of each section, we will stop and identify some keywords and write the main idea for each section. My turn to read first.*

Section 1

- Teacher reads section one. Students follow along on their sheets.

Jane Goodall is a British scientist. All her life Jane has studied chimpanzees and worked to protect them. She was born in London, England in 1934. Even as a little child, Jane loved animals and had several pets. Apart from dogs and cats, Jane had caterpillars, snails, guinea pigs, and a hamster.

Set 1

As a child, she spent hours in the henhouse observing how hens laid their eggs. She would bring worms home and put them under her pillow. Her mother never stopped her because she knew Jane loved animals.

When a chimpanzee was born at the London Zoo, Jane's father bought her a stuffed chimp. It became her 'teddy bear.' She named the toy chimp Jubilee and loved playing with it. Jane still has Jubilee after all these years.

- After reading section 1, ask the students, *What are some key words in section 1?* (Jane, animals, scientist)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Jane is a famous scientist who loved animals as a kid).

What are some keywords in Section 1? _____

Using the keywords, write a summary sentence for Section 1: _____

Section 2

- Teacher and students read section 2 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words for students to fill in.

When Jane was 22, she got an invitation to visit her friend's farm in Kenya. Jane was excited because she had always wanted to visit Africa and see the wildlife there. But Jane did not have enough money to travel to Africa. It took her a year to work and save for the trip.

In Kenya, Jane met a famous British animal scientist named Louis Leakey. He saw Jane's love for animals and chose her for a new task. He wanted her to learn more about chimpanzees because very little was known about them.

In 1960, Jane went to live in a protected area for wild animals. It was in an African country called Tanzania. The chimpanzees she was told to study lived there. Jane set up camp and began her **observation** of the group of chimps.

- After reading section 2, ask the students, *What are some key words in section 2?* (e.g., Jane, observation, chimpanzees, Africa/Tanzania)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Jane started her first observation of chimpanzees in Africa/Tanzania).

Section 3

- Teacher and students read section 3 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or teacher can read and leave out words that students fill in.

Because she did not have an education in studying animals, Jane went about her **observation** differently. Instead of giving each chimp a number, Jane gave each of them a name. She gave baby chimps names starting with the same letter as their mother's name. All the babies and grandchildren of a chimp named Flo, for example, were given names starting with the letter 'F.'

Very quickly, Jane made important discoveries about chimpanzees. Her most important discovery or finding was that chimpanzees make and use tools. At that time, people thought only humans were smart enough to do that. However, Jane watched the chimps stick a blade of grass down a termite hole to catch some termites.

Jane also discovered or found out that chimpanzees are omnivores; they eat both meat and plants. Jane watched the chimpanzees trap and prey on a smaller monkey. Through her **observations**, Jane learned that some chimps were kind and caring while others were bullies. The chimps also showed feelings such as anger, sadness, and joy. They gave each other hugs, kisses, pats on the back and even tickles.

- After reading section 3, ask the students, *What are some key words in section 3?* (e.g., Jane, observation, discoveries, chimpanzees)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Jane's observations led to important discoveries about chimpanzees).

Lexile: 610-800L

Word Count: 450

Corrective Feedback

WORD READING

If students make an error in reading a word, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember p-r make the sounds /p//r/. What sounds? [Wait for student response] *That's right /p//r/. The word is /p//r/ /ey/ prey. What word?* [Wait]

If the word is a sight word or an irregular word, say the word out loud and have the students repeat after. *That word is discovery. What word?*

COMPREHENSION

If a student fails to identify the keyword or the main idea statement, teachers need to model identifying the keywords and writing the main idea statement.

Word List (2 to 3 minutes)^{18,20}

For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.

- First read, say each word out loud, wait for students to repeat after you.
- Next, have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

SIGHT WORD LIST

Words	1 st read	2 nd read	3 rd read	4 th read
five				
hours				
farm				
toward				
pulled				
black				
step				
several				
draw				
product				
whole				
morning				
fast				
seen				
hold				
passed				
happen				
himself				
towel				
voice				

1st read: Time _____; Accuracy _____/20

2nd read: Time _____; Accuracy _____/20

3rd read: Time _____; Accuracy _____/20

4th read: Time _____; Accuracy _____/20

Exit Ticket^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 27

Word Reading Instruction (5 to 7 minutes) ^{7,8,9,10,11,20}

Today we are going to practice reading a list of words with a group of letters that make the same sound in many words.

- Write on the whiteboard—**pl**, **cl** and **bl**.
- Write the word **play** under **pl**.

The letters p-l say /p//l/ as in play. [point to the word]

What sounds do the letters p-l make? [wait for students to respond]

- Write the word **clay** under **cl**.

The letters c-l say /k//l/ as in clay. [point to the word]

What sounds do the letters c-l make? [wait for students to respond]

- Write the word **blow** under **bl**.

The letters b-l say /b//l/ as in blow. [point to the word]

What sounds do the letters b-l make? [wait for students to respond]

Now we'll look at different words that have one of these two sounds.

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
 - If working with a small group, have each student read a word as you go around the group covering all the words.
 - If working one-on-one, student and teacher alternate reading words on the list.

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember b-l make the sounds /b//l/. What sound? [Wait for student response] *That's right, /b//l/. The word is /b//l/ /o/ blow. What word?* [Wait]

Extension Activity

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the image.
- If they are unsure what word is associated with an image, the teacher can say it aloud.
- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

Reading Fluency (5 minutes) ^{13,14,17,18,19,20}

*We're going to reread the passage about **Malala Yousafzai**. Our goal is to read this passage quickly and accurately. When I ask you to start reading, start from the first word {point to the first word} and read until I tell you to stop. If you don't know a word, I'll tell it to you. Ready? Begin.* [Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds and then say the word out loud. Mark this word as an error.
 - At the end of one, minute count the total words read and subtract the errors to calculate the words read correctly per minute.
 - Have each student read the passage out loud for one minute. Count the correct words per minute and graph it on the graph sheet.
- OR
- Have the other students follow along and mark any errors they find in their peers' reading.
 - Have each student read the passage at least once. If possible, have them read it twice and report both reading times on the graph sheet.

Malala Yousafzai

Do any of you like school? Malala Yousafzai, a girl from Pakistan, loved her school. [15]
 Her dad was a teacher there. However, a group called the Taliban did not want girls [31]
 to go to school. They said school was only for boys. So, they blew up many of the girls' [50]
 schools. Malala fought back for her right to go to school. She wrote a blog and gave [67]
 speeches. The Taliban did not like this. They attacked and almost killed her. Malala [81]
 had to fly to England to get better. For her safety, Malala stayed in England. [96]

However, she did not give up! She now fights for every girl's education. She does so [112]
 through her very own charity. Recently, Malala became a student at Oxford University, [125]
 one of the best places to study in England! [134]

Total Words: 134

Asking Question (1 minute)²⁰

We're now going to learn to ask questions about what we read to check if we can answer our own questions. This is a good way to check if you have understood what you just read. Questions generally start with WHO, WHAT, WHERE, WHEN, HOW, and WHY. Look at the image on your sheet.

Who	A person or group	Who baked the cake?	George
Where	A place or location	Where was the cake?	On the table.
What	Description or an effect	What was on the table?	The cake.
When	Related to time	When did he bake the cake?	Before the party.
How	A process or characteristic	How did he learn to bake?	He read a book on baking cakes.
Why	A reason or cause	Why did he bake the cake?	Because it was his friend's birthday.

As we read the next passage, think of one question starting with who, where, what, when, how, or why.

Grade-level Reading Comprehension (15 to 17 minutes)²⁰

*We'll be re-reading the passage about **Jane Goodall**. After reading each section, we'll ask and answer some comprehension questions.*

Section 1

- Students read in pairs. Student 1 reads paragraph one and student 2 follows. Students switch roles until the end of section 1.

Jane Goodall is a British scientist. All her life Jane has studied chimpanzees and worked to protect them. She was born in London, England in 1934. Even as a little child, Jane loved animals and had several pets. Apart from dogs and cats, Jane had caterpillars, snails, guinea pigs, and a hamster.

As a child, she spent hours in the henhouse learning how hens laid their eggs. She would bring worms home and put them under her pillow. Her mother never stopped her because she knew Jane loved animals.

When a chimpanzee was born at the London Zoo, Jane's father bought her a stuffed chimp. It became her 'teddy bear.' She named the toy chimp Jubilee and loved playing with it. Jane still has Jubilee after all these years.

After reading, the teacher says:

I hope you have thought of one question. My turn first:

Why did Jane's mother let her bring worms home? Remember why tells us about a reason for a cause. [Wait for students to respond] (Because she knew that Jane loved animals).

Set 1

[If students don't know the answer, direct them to the paragraph and have them re-read the paragraph and then answer].

Now, I want you to write a question that starts with Who, Where, Why, How, What or When.

[Wait for students to write one or two questions]

Examples:

- Who was Jane Goodall? (A British scientist)
- Where was Jane born? (London, England)
- When was Jane born? (In 1934)
- What did Jane's father buy her? (A stuffed chimp)
- Why did Jane spend hours in the henhouse? (To see how the hens laid their eggs)

Once students have written their question(s), have them ask their question to the group and have someone answer the question.

- If working one-on-one, have the student answer their own question.
- If students do not know the answer, direct them to the paragraph and have them re-read the paragraph and then answer].

Section 2

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

When Jane was 22, she got an invitation to visit her friend's farm in Kenya. Jane was excited because she had always wanted to visit Africa and see the wildlife there. But Jane did not have enough money to travel to Africa. It took Jane a year to work and save for the trip.

In Kenya, Jane met a famous British animal scientist named Louis Leakey. He saw Jane's love for animals and chose her for a new task. He wanted her to learn more about chimpanzees because very little was known about them.

In 1960, Jane went to live in a protected area for wild animals. It was in an African country called Tanzania. The chimpanzees she was told to study lived there. Jane set up camp and began her **observation** of the group of chimps.

After reading, the teacher asks,

How did Jane feel when she received an invitation to go to Kenya? [Wait for students to respond] (She felt excited).

[If students do not know the answer, direct them to the paragraph and have them re-read the paragraph and then answer.]

Now, I want you to write a question that starts with Who, Where, Why, How, What or When.

[Wait for students to write one or two questions]

Examples:

- Why did it take Jane one year to travel to Kenya? (Because she did not have enough money and had to save up)

Set 1

- Who did Jane meet in 1960? (A British animal scientist / Louis Leakey)
- Where did Jane go to observe chimpanzees? (Tanzania)
- What did Jane have to do with a group of chimpanzees? (Observe them)
- Once students have written their question(s), have them ask their question to the group and have someone answer the question.
 - If working one-on-one, have the student answer their own question.

Section 3

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

Because she did not have an education in studying animals, Jane went about her observation differently. Instead of giving each chimp a number, Jane gave each of them a name. She gave baby chimps names starting with the same letter as their mother's name. All the babies and grandchildren of a chimp named Flo, for example, were given names starting with the letter 'F.'

Very quickly, Jane made important discoveries about chimpanzees. Her most important discovery or finding was that chimpanzees make and use tools. At that time, people thought only humans were smart enough to do that. However, Jane watched the chimps stick a blade of grass down a termite hole to catch some termites.

Jane also discovered or found out that chimpanzees are omnivores; they eat both meat and plants. Jane watched the chimpanzees trap and prey on a smaller monkey. Through her observations, Jane learned that some chimps were kind and caring while others were bullies. The chimps also showed feelings such as anger, sadness, and joy. They gave each other hugs, kisses, pats on the back and even tickles.

- Teacher asks a student to read question 1. Ask the group for the answer and their source for the answer.
- Teacher reads question 2 and waits for students to write their responses. Teacher provides corrective feedback if needed.
- If students can't answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

Q1. What did Jane discover about chimpanzees during her observations? (e.g., They used tools / They are omnivores / Each of them behaved differently / They acted like humans sometimes)

Q2. In your own words, write what you think was the most important idea about Jane's story. (Answers will vary)

Word List (2 to 3 minutes)^{18,20}

For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.

- First read: Say each word out loud, wait for students to repeat after you.
- Next, have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

SIGHT WORD LIST

Words	1 st read	2 nd read	3 rd read	4 th read
space				
rock				
numbers				
wind				
table				
listen				
cover				
pattern				
true				
waves				
reached				
north				
early				
map				
money				
remember				
against				
hundred				
slowly				
measure				

1st read: Time _____; Accuracy _____/20

2nd read: Time _____; Accuracy _____/20

3rd read: Time _____; Accuracy _____/20

4th read: Time _____; Accuracy _____/20

Set 1

Exit Ticket^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 28

Word Reading Instruction (3 minutes) ^{7,8,9,10,11,20}

Today we are going to practice reading a list of words with a group of letters that make the same sound in many words.

- Write on the whiteboard—**fl, sl, gl**.
- Write the word **flow** under **fl**.

The letters f-l say /f//l/ as in flow. [point to the word]

What sound do the letters f-l make? [wait for students to respond]

- Write the word **slow** under **sl**.

The letters s-l say /s//l/ as in slow. [point to the word]

What sound do the letters s-l make? [wait for students to respond]

- Write the word **glow** under **gl**.

The letters g-l say /g//l/ as in glow. [point to the word]

What sound do the letters g-l make? [wait for students to respond]

Now we'll look at different words that have these letter teams.

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
 - If working with a small group, have each student read a word as you go around the group covering all the words.
 - If working one-on-one, student and teacher alternate reading words on the list.

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember the letters g-l make the sounds /g//l/. What sound? [Wait for student response] *That's right, /g//l/. The word is /a//n/ /g/ /l/ angle. What word?* [Wait]

Extension Activity

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the image.
- If they are unsure what word is associated with an image, the teacher can say it aloud.
- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

Reading Fluency (5 minutes) ^{13,14,17,18,19,20}

*We're going to reread the passage about **Florence Nightingale**, also known as the lady with the lamp. The goal is to read these passages quickly and accurately. When I ask you to start reading, start from the first word {point to the first word} and read until I tell you to stop. If you don't know a word, I'll tell it to you. Ready. Begin.* [Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds and then say the word out loud. Mark this word as an error.
 - At the end of one minute, count the total words read and subtract the errors to calculate the words read correctly per minute.
 - Have each student read the passage out loud for one minute. Count the correct words per minute and graph it on the graph sheet.
- OR
- Have the other students follow along and mark any errors they find in their peers' reading.
 - Have each student read the passage at least once. If possible, have them read it twice and report both reading times on the graph sheet.

Florence Nightingale

Florence Nightingale was born in 1820. Girls were not taught much at that time. But [15]
 Florence's father did not feel the same. He gave her a good education. He taught [30]
 Florence math, history, and other subjects. She was an attentive learner. Florence also [43]
 loved caring for the sick. She wanted to work and help people. Her mother and sister [59]
 would not allow it. Women from rich families were not allowed to work. But Florence [74]
 did not give up. [78]
 At that time, lots of British soldiers were hurt in a war. Florence became a nurse and [95]
 travelled to Turkey. There, she looked after the hurt British soldiers. She would walk [109]
 with a lamp at night, caring for them. Because of this, she became known as the Lady [126]
 with the Lamp. [129]
 Florence was so good at being a nurse that she started her own nursing school! [144]
 It was called the Nightingale School of Nursing. [152]

Total Words – 152

Vocabulary Instruction (3 to 4 minutes) ^{21,22,23}

*We'll be reading about **Ellen Ochoa** a famous astronaut. Before we read, let's understand what the word **astronaut** means.*

Write **astronaut** on the white board.

Say: *astronaut. What word?* (Wait for students to repeat the word)

Student friendly definition: *An astronaut is a person who is trained to travel and work in a space flight or spacecraft*

Example Sentence: *Three astronauts travelled to the space station on a new mission.*

Example: *Samantha was the first Italian woman to do a spacewalk.*

NonExample: *Sam builds spacecrafts that can travel to the moon. He is not trained to work in space.*

Say the word again: *What word means a person who is trained to travel and work in a space flight or spacecraft?* [astronaut]

Grade-level Reading Comprehension (15 to 17 minutes) ²⁰

*We'll be reading about **Ellen Ochoa**. As we read underline any word you don't understand. At the end of each section, we will stop and identify some keywords and write the main idea for each section. My turn to read first.*

Section 1

- Teacher reads section one. Students follow along on their sheets.

Ellen Ochoa

Ellen Ochoa is an American **astronaut** and the first Hispanic woman to travel to space. Becoming an astronaut was not Ellen's childhood dream. When Ellen was a little girl, no other woman had ever been to space. In fact, in May 1958, when Ellen was born, no human had yet travelled to space. So, Ellen had no idea she would make multiple space trips one day.

From an early age, Ellen enjoyed studying. She was an excellent student. After high school, Ellen got the chance to study at one of the best universities in the world—Stanford University. But she chose not to go to Stanford. Ellen's parents were divorced, and her mother had to work hard. Ellen wanted to stay close to home so she could help her mother.

- After or while reading section 1 say, *Ellen was a Hispanic woman* [point to the word in the first sentence]. *Hispanic means anyone from a Spanish or Portuguese speaking country in South America*

Set 1

- ask the students, *What are some key words in section 1?* (e.g., Ellen, astronaut, student)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Ellen was an excellent student, and she became an astronaut).

Section 2

- Teacher and students read section 2 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words for students to fill in.

Ellen chose to go to San Diego State University which was close to her house. There, she was not sure what to study. She discovered her musical skills for playing the flute and considered studying music.

But she soon realized that her favourite subjects were math, physics, and engineering. Ellen chose to study physics. After she got her degree in San Diego, Ellen got the chance to study at Stanford again. Her mother encouraged her to accept the offer, and Ellen went to Stanford. There, she studied to become an electrical engineer.

A few years after she finished her education, Ellen began to work for NASA. The people at NASA study everything about space. Ellen's main work at NASA was to help computers "see." For example, Ellen's work could help computers find objects in space photos.

- After reading section 2, ask the students, *What are some key words in section 2?* (e.g., Ellen, NASA, education, engineer)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., After completing her education in engineering, Ellen worked at NASA.)

Section 3

- Teacher and students read section 3 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words for students to fill in.

In 1983, Sally Ride was chosen to be the first American female astronaut to go to space. Two years after Sally Ride was chosen, Ellen applied to become an astronaut. But she was not selected. She tried again in 1987 with the same result. Ellen tried for the third time in 1990. This time, she was successful. Ellen then got lots of training to prepare for her mission. Finally, in 1993, she was ready for her nine-day mission on the space shuttle Discovery. Ellen took her flute with her on her first space trip.

Over time, Ellen was chosen for three more space missions. She spent a total of 40 days in space. If you count that in hours, Ellen spent almost a thousand hours in space. A few years after she stopped flying, Ellen became the head of one of NASA's space centres. She was the first Hispanic woman to lead a NASA space centre. Ellen retired from NASA in 2018.

Set 1

Today, Ellen continues to work in the field of science, which she loves. Ellen also cares deeply about education. She continues to encourage more women to study science and technology and become leaders. To do this, she sometimes travels and gives speeches. For her work, Ellen has received many awards. In the United States of America, there are six schools named after Ellen Ochoa.

- After reading section 3, ask the students, *What are some key words in section 3?* (e.g., Ellen, space, females, mission)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Ellen went on several space missions. She now encourages other women to study science and become leaders.)

Lexile: 610-800

Word Count: 492

Corrective Feedback

WORD READING

If students make an error in reading a word, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember a-t together make the sound /at/. What sound? [Wait for student response] *That's right, /at/. The word is /ch//a/ /t/ chat. What word?* [Wait]

If the word is a sight word or an irregular word, say the word aloud and have the student repeat after. *That word is Hispanic. What word?*

COMPREHENSION

If a student fails to identify the keyword or the main idea statement, teachers need to model identifying the keywords and writing the main idea statement.

Word List (2 to 3 minutes)^{18,20}

For our last activity today, we're going to read a list of words that you have already read before. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.

- First read: Say each word out loud, wait for students to repeat after you.
- Next, have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

Set 1

SIGHT WORD LIST

Words	1 st read	2 nd read	3 rd read	4 th read
colour				
paper				
often				
mile				
country				
something				
example				
mountain				
important				
usually				
complete				
however				
friends				
better				
idea				
story				
question				
problem				
become				
order				

1st read: Time _____; Accuracy _____/20

2nd read: Time _____; Accuracy _____/20

3rd read: Time _____; Accuracy _____/20

4th read: Time _____; Accuracy _____/20

Exit Ticket^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 29

Word Reading Instruction (5 minutes) ^{7,8,9,10,11,20}

Today we're going to practice reading a list of words with a group of letters that make the same sound in many words.

- Pair students (or work one-on-one with a student)
- When paired, Student A reads one list of words while student B marks any errors.
- Students switch roles and continue until all lists are read.
- Teacher observes and provides feedback

sm as in smack sn as in snack	pl as in play cl as in clay bl as in black	fl as in flow sl as in slow gl as in glow
smog	plenty	floor
Smit	replay	flute
smash	plunge	mayfly
smith	temple	riffle
smitten	splash	waffle
smooth	clash	sleep
smoothie	clutter	slider
snake	cycling	hassle
snap	vehicle	nonslip
sneak	include	backslap
snooker	blind	globe
snowball	bloom	angle
sneeze	table	gloom
snapper	mumble	jingle

Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember f-l make the sounds /f//l/. What sounds? [Wait for student response] *That's right, /f//l/. The word is /f//l//a//g/ flag. What word?* [Wait]

Reading Fluency (5 minutes) ^{13,14,17,18,19,20}

*We're going to reread the passage about **Amelia Earhart the woman who tried to fly around the globe**. Our goal is to read this passage quickly and accurately. When I ask you to start reading, start from the first word {point to the first word} and read until I tell you to*

stop. If you don't know a word, I'll tell it to you. Ready? Begin. [Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds and then say the word out loud. Mark this word as an error.
 - At the end of one minute, count the total words read and subtract the errors to calculate the words read correctly per minute.
 - Have each student read the passage out loud for one minute. Count the correct words per minute and graph it on the graph sheet.
- OR
- Have the other students follow along and mark any errors they find in their peers' reading.
 - Have each student read the passage at least once. If possible, have them read it twice and report both reading times on the graph sheet.

Amelia Earhart

Amelia Earhart is an American pilot who set multiple or many flight records. Amelia [14]
 was ten when she saw her first airplane at a fair. But she did not get on one for a ride [35]
 until she was 23 years old. It was just a ten-minute flight. But right then, Amelia [51]
 decided that she would learn to fly an airplane. She started lessons just a few days [67]
 later. In two years, Amelia was a pilot. [75]

In 1932, Amelia flew solo across the Atlantic. This trip took her almost 15 hours. [90]
 Next, Amelia flew solo across the Pacific Ocean. She was setting records. In 1937, [104]
 Amelia decided to fly around the globe. She was taking a risk and knew it. Amelia [120]
 began this trip on June 1, 1937. However, on July 2, Amelia's airplane went missing. [134]
 It was never found. [138]

Total Words: 138

Asking Question (1 minute)²⁰

We're now going to learn to ask questions about what we read to check if we can answer our own questions. This is a good way to check if you have understood what you just read. Questions generally start with WHO, WHAT, WHERE, WHEN, HOW, and WHY. Look at the image on your sheet.

Who	A person or group	Who baked the cake?	George
Where	A place or location	Where was the cake?	On the table.
What	Description or an effect	What was on the table?	The cake.
When	Related to time	When did he bake the cake?	Before the party.
How	A process or characteristic	How did he learn to bake?	He read a book on baking cakes.
Why	A reason or cause	Why did he bake the cake?	Because it was his friend's birthday.

As we read the next passage, think of one question starting with who, where, what, when, how, or why.

Grade-level Reading Comprehension (15 to 17 minutes)²⁰

*We'll be re-reading the passage about **Ellen Ochoa**. After reading each section, we'll ask and answer some comprehension questions.*

Ellen Ochoa

Section 1

- Students read in pairs. Student 1 reads paragraph one and student 2 follows. Students switch roles until the end of section 1.

Ellen Ochoa is an American astronaut and the first Hispanic woman to travel to space. Becoming an astronaut was not Ellen's childhood dream. When Ellen was a little girl, no other woman had ever been to space. In fact, in May 1958, when Ellen was born, no human had yet travelled to space. So, Ellen had no idea she would make multiple space trips one day.

From an early age, Ellen enjoyed studying. She was an excellent student. After high school, Ellen got the chance to study at one of the best universities in the world—Stanford University. But she chose not to go to Stanford. Ellen's parents were divorced, and her mother had to work hard. Ellen wanted to stay close to home so she could help her mother.

After reading, the teacher says:

I hope you have thought of one question. My turn first:

What did Ellen enjoy at an early age? [Wait for students to respond] (She enjoyed studying.)
[If students do not know the answer, direct them to the paragraph and have them re-read the paragraph and then answer.]

Now, I want you to write a question that starts with Who, Where, Why, How, What or When.
[Wait for students to write one or two questions]

Examples:

- Why did Ellen not go to Stanford? (Because she wanted to stay close to home and help her mom)
- Who is Ellen? (An American astronaut)
- What year was Ellen born in? (1958)
- Where did Ellen get a chance to study after high school? (Stanford University)

Once students have written their question(s), have them ask their question to the group and have someone answer the question.

- If working one-on-one, have the student answer their own question.
- If students don't know the answer, direct them to the paragraph and have them re-read the paragraph and then answer.

Section 2

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

Ellen chose to go to San Diego State University which was close to her house. There, she was not sure what to study. She discovered her musical skills for playing the flute and considered studying music.

But she soon realized that her favourite subjects were math, physics, and engineering. Ellen chose to study physics. After she got her degree in San Diego, Ellen got the chance to study at Stanford again. Her mother encouraged her to accept the offer, and Ellen went to Stanford. There, she studied to become an electrical engineer.

A few years after she finished her studies, Ellen began to work for NASA. The people at NASA study everything about space. Ellen's main work at NASA was to help computers "see." For example, Ellen's work could help computers find objects in space photos.

After reading, the teacher asks,

What did Ellen study at Stanford university? [Wait for students to respond] (Electrical engineering)

[If students do not know the answer, direct them to the paragraph and have them re-read the paragraph and then answer.]

Now, I want you to write a question that starts with Who, Where, Why, How, What or When.
[Wait for students to write one or two questions]

Examples:

- Where did Ellen start working after finishing her studies? (NASA)
- What did Ellen do at NASA? (She helped computers find objects in space)
- Who encouraged Ellen to go to Stanford? (Ellen's mom)
- Once students have written their question(s), have them ask their question to the group and have someone answer the question.
 - If working one-on-one, have the student answer their own question.

Section 3

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

In 1983, Sally Ride was chosen to be the first American female astronaut to go to space. Two years after Sally Ride was chosen, Ellen applied to become an astronaut. But she was not selected. She tried again in 1987 with the same result. Ellen tried for the third time in 1990. This time, she was successful. Ellen then got lots of training to prepare for her mission. Finally, in 1993, she was ready for her nine-day mission on the space shuttle Discovery. Ellen took her flute with her on her first space trip.

Set 1

Over time, Ellen was chosen for three more space missions. She spent a total of 40 days in space. If you count that in hours, Ellen spent almost a thousand hours in space. A few years after she stopped flying, Ellen became the head of one of NASA's space centres. She was the first Hispanic woman to lead a NASA space centre. Ellen retired from NASA in 2018.

Today, Ellen continues to work in the field of science, which she loves. Ellen also cares deeply about education. She continues to encourage more females to study science and technology and become leaders. To do this, she sometimes travels and gives speeches. For her work, Ellen has received many awards. In the United States of America, there are six schools named after Ellen Ochoa.

- Teacher asks a student to read question 1. Ask the group for the answer and its source.
- Teacher reads question 2 and waits for students to write their responses. Teacher provides corrective feedback if needed.
- If students cannot answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

Q1. How much time did Ellen spend in space? (e.g., 40 days / More than thousand hours)

Q2. In your own words, write what you think was the most important idea about Ellen's story. (Answers will vary)

Word List (2 to 3 minutes)^{18,20}

For our last activity today, we're going to reread a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.

SIGHT WORD LIST

Words	1 st read	2 nd read	3 rd read	4 th read
red				
map				
early				
listen				
rock				
space				
himself				
draw				
number				

Set 1

pattern				
reached				
remember				
hundred				
measure				
against				
morning				
toward				
product				
passed				
happen				

1st read: Time _____; Accuracy _____/20

2nd read: Time _____; Accuracy _____/20

3rd read: Time _____; Accuracy _____/20

4th read: Time _____; Accuracy _____/20

Exit Ticket^{24,25}:

Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?

LESSON 30

Curriculum Based Measure

- If working with a small group, have all students start with the Does It Make Sense sentences. As students are working on these sentences, pull one student aside at a time and conduct the word reading assessment (activity 4).
- If students finish the test early, have them pick either Anne Frank or William's story. Ask them to read it and write down at least three questions regarding things they would like to know more about. Have them read silently.
- If a student struggles to read a word or sentence, the teacher can read it aloud and ask the student for the answer. (e.g., Teacher reads: *The Queen of England is a famous person. Does that sentence make sense?*)

Activity 1: Does It Make Sense^{15,16,20}

Read the sentences. Then, decide if each sentence makes sense or not. If it does not make sense, underline the word or words that don't make sense.

Sentences	✓ or ✗
1. After <u>primary</u> school, Ellen got a chance to study at one of the best universities in the world. (high)	✗
2. Ellen did not go to Stanford because she wanted to stay close to her mother. She also wanted to help her mom.	✓
3. Jane had never been to Africa before. She was excited to make the <u>frip</u> . But she had to save some money first. (trip)	✗
4. During her time in Tanzania, Jane made many important discoveries about chimpanzees. She found that they also use tools.	✓
5. Amelia Earhart was one of the first female pilots. However, during her trip around the globe, her plane went <u>hissing</u> . No one has ever found her plane. (missing)	✗
6. Billie played a tennis <u>march</u> against a man named Bobby. She won the match and made women believe that they were just as good as the men. (match)	✗
7. When <u>he</u> was very young, Coco lost her mother. Her father could not take care of her. So, he put her in an orphanage. (she)	✗
8. Malala had to live in England for her own safety. She now works to help young girls get a good education.	✓

Activity 2: What's the word?^{21,22,23}

astronaut	education	observation	solo	equality	inattentive	sew
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What's the word? Use words from the word bank to select the word that fits the meaning:

1. when someone does an activity alone without another person (solo)
2. when you are *not* listening or *not* watching someone carefully (inattentive)
3. to watch something or someone carefully for a period of time and make a note of it (observation)
4. to have the same rights and opportunities as others (equality)
5. a person who is trained to travel and work in space (astronaut)

Activity 3: Read the passage and answer comprehension questions.²⁰

Coco Chanel

Coco Chanel is a big name in the fashion world. She is famous for creating Chanel No. 5, Chanel suits, and the little black dress. Coco died in 1971, but her fashion house is still doing well today.

Coco was born in France as Gabrielle Chanel. She later began to call herself Coco. Chanel's parents were poor. When she was 12, Coco lost her mother. Her father could not take care of her. So, he put her in an orphanage. The orphanage was run by nuns. They taught Coco to sew. Her skill in sewing would one day make Coco Chanel famous.

In 1910, Coco opened a hat shop. From her shop, Coco also sold dresses she sewed. Soon, many French actors began to wear her hats in movies. Then, in 1921, Coco began to sell a perfume called Chanel No. 5. It made her world-famous.

1. When did Coco Chanel open her hat shop?
 - a. **1910**
 - b. 1921
 - c. 1971
 - d. 1980
2. What does the word 'sew' mean as it is used in this passage?
 - a. to open a store
 - b. to sell clothes in a store
 - c. **to use needle and thread to make clothes by hand or machine**
 - d. to sell needles and threads in a store
3. What made Coco famous?
 - a. Her hats
 - b. The little black dress
 - c. A perfume called Chanel No. 5
 - d. **All of the above**

4. Why did Coco's father leave her at the orphanage?
- Because the nuns wanted to teach Coco
 - Because Coco's father could not take care of her on his own**
 - Because Coco's mother wanted her to go to an orphanage
 - Because Coco's father wanted her to become world-famous

Total score: _____ / 17

Activity 4: Word reading^{7,8,9,10,11,20}

Now I want you to read a list of words. Read them as fast as you can but also as accurately as you can. Begin at the top and go down the list, if you don't know a word, skip it and go to the next word. Ready?

- If you have a timer, time student's reading.
- As the student reads, strikethrough words that were skipped, misread, or needed your help to be read correctly. You can also add ticks and crosses.
- Record the total number of words read correctly at the bottom of the student sheet
- If the student is making errors with a specific letter team, it would be helpful to reteach that word reading lesson.

angle	gasp
sloth	risk
fly	disco
bloom	batsman
clean	snake
plus	maple
snout	class
smash	blur
screw	flag
mask	slug
spot	glue

Set 1

Accuracy: _____/22

Speed: _____ seconds

Below we reference past literature that has guided us in developing this open educational resource:

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