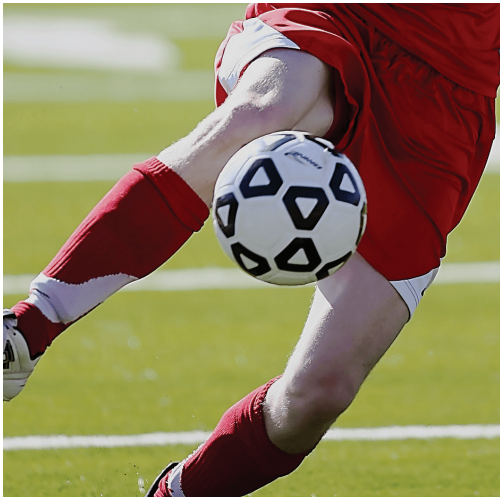


Set 2

POPULAR SPORTS PEOPLE



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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Daniel, J. (2022). *Multicomponent reading lessons for primary grade students with reading difficulties. An open educational resource for practitioners.* Durham University. Retrieved from: www.readingresourcecentre.org



We want to hear from *you*.

Thank you for downloading our lessons. We hope the lessons have a positive impact on your students' reading-related outcomes.

As you implement these lessons, we'd love to hear your thoughts. Your feedback can help us make our lessons more accessible and improve teachers' and students' experiences.

Please click the below link or scan the QR code to access the feedback form.

<https://www.readingresourcecentre.org/contact>



LESSON 11

Word Reading Instruction (5 to 7 minutes)

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—**ch** and **sh**.
- Write the word **chat** under **ch**.

The letters c-h say /ch/ as in chat. [point to the word]

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

- Write the word **shut** under **sh**.

The letters s-h say /sh/ as in shut. [point to the word]

What sound do the letters s-h make together? [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-h together make the sound /sh/. What sound? [Wait for student response.] *That's right /sh/. The word is /sh//ee/ /p/ sheep. What word?* [Wait]

That's not quite right. Remember c-h together make the sound /ch/. What sound? [Wait for student response] *That's right, /ch/. The word is /cha//tter/ chatter. 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.

Set 2

- 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 (7 to 10 minutes)

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
The <u>shoes</u> were an <u>inch</u> <u>short</u> .	T	S and S	S
The <u>chips</u> got <u>mashed</u> in the bag.	T	S and S	S
The <u>chef</u> baked some <u>fish</u> for <u>lunch</u> .	T	S and S	S
<u>Mitch</u> <u>chucked</u> the <u>radish</u> out.	T	S and S	S
<u>Shane</u> <u>showed</u> us his <u>lavish</u> <u>couch</u> .	T	S and S	S
The <u>chase</u> ended at the <u>shop</u> .	T	S and S	S
The <u>showman</u> made the <u>child</u> <u>vanish</u> .	T	S and S	S
<u>Shane</u> and <u>Shelby</u> went to <u>church</u> .	T	S and S	S
My mum met the <u>bishop</u> at the <u>march</u> .	T	S and S	S
That <u>chap</u> <u>polished</u> his <u>shoes</u> .	T	S and S	S

- First read: The teacher reads all the sentences leaving out words with *c-h* or *s-h*. For instance, the teacher reads: *The _____ were an _____.* [students respond: shoes; inch; short]
- 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 s-h which make the sound /sh/, what sound?* Wait for students to respond. *That word is polished. What word?* Wait for students to respond.

Set 2

- If a student makes an error while reading the sentence, wait for them to finish the sentence, then point to the word and say *That word is baked. What word?* Wait for the student to respond.

Extension Activity

- Have students underline/highlight all the words with the letters c-h and s-h. Have them read all the underlined words aloud.

Teacher Copy

Activity 1

Read the words out loud. After reading, cover the words and write the words in the last column.

chip



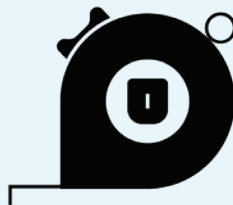
chew



much



inch



itch



fetch



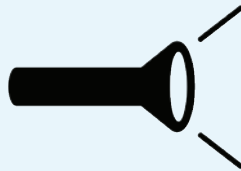
cheer



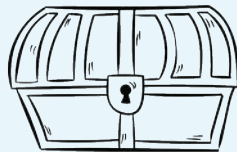
pinch



torch



chest



she



show



mash



shed



shoe



dash



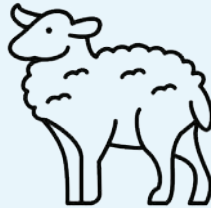
bush



sharp



sheep



trash



Activity 2

Read the sentences with speed and accuracy.

1 The shoes were an inch short.

2 The chips got mashed in the bag.

3 The chef baked some fish for lunch.

4 Mitch chucked the radish out.

5 Shane showed us his lavish couch.

6 The chase ended at the shop.

7 The showman made the child vanish.

8 Shane and Shelby went to church.

9 My mum met the bishop at the march.

10 That chap polished his shoes.

LESSON 12

Word Reading Instruction (5 to 7 minutes)

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—**ea** and **ee**.
- Write the word **sea** under **ea**.

The letters e-a say /ee/ as in sea. [point to the word]

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

- Write the word **see** under **ee**.

The letters e-e say /ee/ as in see. [point to the word]

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

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 the letters e-e together make the sound /ee/. What sound? [Wait for student response] *That's right /ee/. The word is /ee/ /l/ eel. What word?* [Wait for student response]

That's not quite right. Remember the letters e-a together make the sound /ee/. What sound? [Wait for student response] *That's right, /ee/. The word is /m//ea/ /t/ meat. 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.

Set 2

- 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 spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

Sentence Reading (2-3 minutes)

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
The <u>bee</u> sat on the <u>teapot</u> .	T	S and S	S
The <u>jeep</u> hit the <u>meat</u> van.	T	S and S	S
She ate <u>beef</u> for her <u>meal</u> at the <u>beach</u> .	T	S and S	S
They <u>need</u> to cut the <u>weeds</u> in the <u>heat</u> .	T	S and S	S
The <u>queen</u> stopped the <u>beast</u> with her <u>scream</u> .	T	S and S	S

- First read: The teacher reads all the sentences leaving out words with *e-a* or *e-e*. For instance, the teacher reads: The ____ sat on the ____ [students respond: bee; teapot]
- 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 e-e, which together make the sound /ee/, what sound?* Wait for students to respond. *That word is queen. 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 stopped. What word?* Wait for the student to respond.

Extension Activity

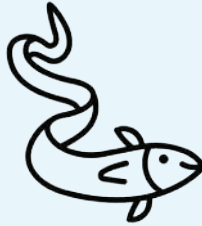
- Have students underline/highlight all the words with the letter teams e-a and e-e. Have them read all the underlined words aloud.

Teacher Copy

Activity 1

Read the words out loud. After reading, cover the words and write the words in the last column.

eel



feet



tree



peel



deer



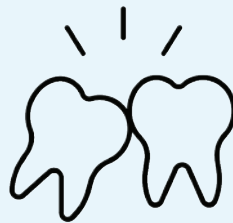
knee



wheel



teeth



sleep



kneel



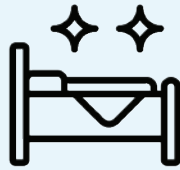
sea



reap



neat



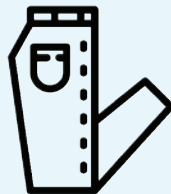
flea



leaf



jeans



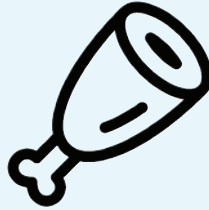
peak



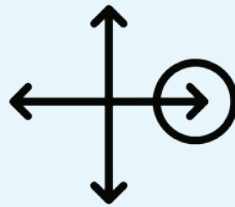
bean



meat



east



Activity 2

Read the sentences with speed and accuracy.

1

The bee sat on the teapot.

2

The jeep hit the meat van.

3

She ate beef for her meal at the beach.

4

They need to cut the weeds in the heat.

5

The queen stopped the beast with her scream.

LESSON 13

Word Reading Instruction (5 to 7 minutes)

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—**th** and **wh**.
- Write the word **think** under **th**.

The letters t-h say /th/ as in think. [point to the word]

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

- Write the word **whip** under **wh**.

The letters w-h say /wh/ as in whip. [point to the word]

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

Now we will look at different words that have one of these two 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 w-h together make the sound /wh/. What sound? [Wait for student response] *That's right, /wh/. The word is /wh//ea/ /t/ wheat. 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.

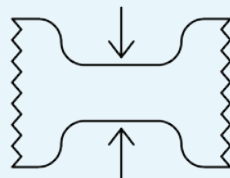
Activity 1

Read the words out loud. After reading, cover the words and write the words in the last column.

myth



thin



bath



moth



path



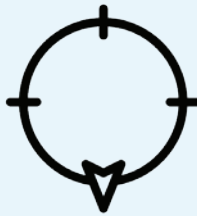
month



thumb



south



mouth



thief



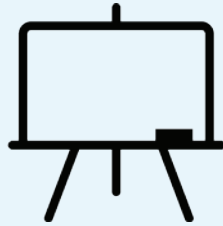
whip



what



white



wheel



whisk



whale



whirl



wheat



whine



awhile



LESSON 14

Word Reading Instruction (5 to 7 minutes)

- For this word reading lesson we recommend you watch this short 5-minute video to familiarize yourself with the voiced and unvoiced *th* sounds.
<https://www.youtube.com/watch?v=nIKNo1TGALA>

Today we're going to practice reading a list of words with a group of letters that make two different sounds.

- Write on the whiteboard—**th** (unvoiced) and **th** (voiced).
- Write the word **think** under **th** (unvoiced).

The letters t-h say /th/ as in think. [point to the word]

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

- Write the word **them** under **th**. (voiced).

In some words, the letters t-h say /th/ as in them. [point to the word]

What sound do the letters t-h also make together? [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 t-h together makes two sounds. In this word it makes the /th/ sound. What sound? [Wait for student response] *That's right, /th/. The word is /m//o/ /th/ /e/ /r/ mother. 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.

Set 2

- 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 (2-3 minutes)

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
<u>The</u> (v) <u>feather</u> (v) was <u>thick</u> (uv).	T	S and S	S
<u>These</u> (v) <u>thorns</u> (uv) are <u>thin</u> (uv).	T	S and S	S
<u>Mother</u> (v) got a <u>thick</u> (uv) book from over <u>there</u> (v).	T	S and S	S
<u>Father</u> (v) made <u>this</u> (v) <u>broth</u> (uv) for <u>thirty</u> (uv) people.	T	S and S	S
<u>That</u> (v) <u>athlete</u> (uv) came <u>fifth</u> (uv) in <u>another</u> (v) race.	T	S and S	S

(v) = voiced; (uv) = unvoiced

- First read: The teacher reads all the sentences and leaves out words with t-h. For instance, the teacher reads: *The _____ was _____* [students respond: feather and thick]
- 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 t-h which make the sound /th/, what sound?* Wait for students to respond. *That word is athlete. What word?* Wait for students to respond.

Set 2

- 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 words that have the letter teams t-h. Have them read all the underlined words aloud.

Teacher Copy

Activity 1

Read the words out loud. After reading, cover the words and write the words in the last column.

path



myth



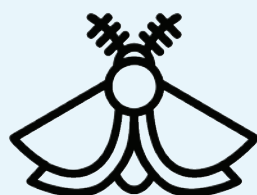
bath



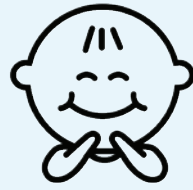
thug



moth



thank



thorn



panther



birthday



athlete



them



other



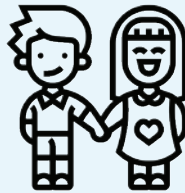
feather



mother



brother



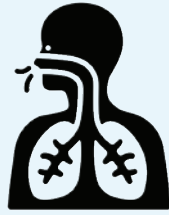
gather



weather



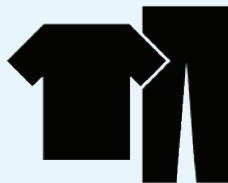
breathe



together



clothing



Activity 2

Read the sentences with speed and accuracy.

1

The feather was thick.

2

These thorns are thin.

3

Mother got a thick book from over there.

4

Father made this broth for thirty people.

5

That athlete came fifth in another race.

LESSON 15

Word Reading Instruction (5 to 7 minutes)

Today we are going to review 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

s-h as in wash c-h as in chat	e-a as in sea e-e as in see	w-h as in what	t-h as in think t-h as in them
ship	eat	when	thumb
cash	tea	whisk	cloth
clash	heap	whale	month
sheep	each	wheel	author
dasher	cheat	awhile	growth
chop	fee	nowhere	those
much	week	whilst	mother
fetch	bleed	whacked	smooth
cheer	teeth	whisker	either
archer	sleepy	whistle	weather

Corrective Feedback

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

That's not quite right. Remember e-e together make the sound /ee/. What sound? [Wait for student response] That's right, /ee/. The word is /s//l/ /ee/ /p/ /y/ sleepy. What word? [Wait]

Activity 1

Read the words out loud as accurately as possible.

s-h as in wash c-h as in chat	e-a as in sea e-e as in see	w-h as in what	t-h as in think t-h as in them
ship	eat	when	thumb
cash	tea	whisk	cloth
clash	heap	whale	month
sheep	each	wheel	author
dasher	cheat	awhile	growth
chop	fee	nowhere	those
much	week	whilst	mother
fetch	bleed	whacked	smooth
cheer	teeth	whisker	either
archer	sleepy	whistle	weather

LESSON 16

Word Reading Instruction (5 minutes)

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—**ew** and **ai**.
- Write the word **few** under **ew**.

The letters e-w say /ew/ as in few. [point to the word]

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

- Write the word **maid** under **ai**.

The letters a-i say /ai/ as in maid. [point to the word]

What sound do the letters a-i make together? [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 a-i together make the sound /ai/. What sound? [Wait for student response] *That's right, /ai/. The word is /d//ai/ /z/ /y/ daisy. 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 2

- 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)

David Beckham

Teacher Copy

Activity 1

Read the words out loud. After reading, cover the words and write the words in the last column.

new



brew



view



stew



dew



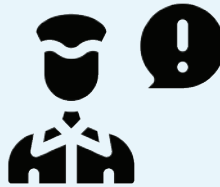
drew



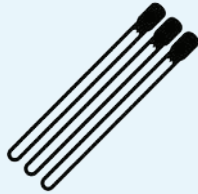
blew



knew



few



tail



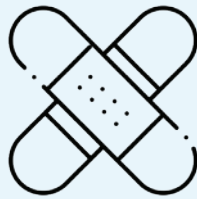
jail



nail



aid



grain



chain



brain



daisy



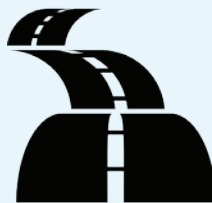
Activity 1

Read the words out loud. After reading, cover the words and write the words in the last column.

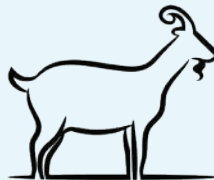
boat



road



goat



oats



toad



LESSON 17

Word Reading Instruction (5 minutes)

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—**oa** and **ow**.
- Write the word **oat** under **oa**.

The letters o-a say /oa/ as in oat. [point to the word]

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

- Write the word **cow** under **ow**.

The letters o-w say /ow/ as in cow. [point to the word]

What sound do the letters o-w make together? [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 the subsequent 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 o-w together make the sound /ow/. What sound? [Wait for student response] *That's right, /ow/. The word is /f//r/ /ow/ /n/ frown. 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 2

- 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.

Teacher Copy

soap



coast



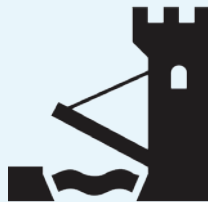
float



toast



moat



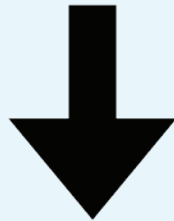
COW



gown



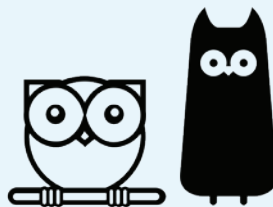
down



allow



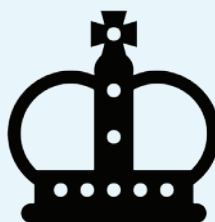
owls



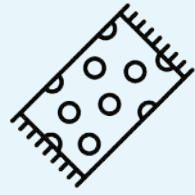
bow



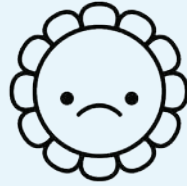
crown



towel



frown



clown



LESSON 19

Word Reading Instruction (5 minutes)

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

ew as in few ai as in paid	oa as in oats ow as in cow	th as in think th as is them
flew	soak	thorn
news	coal	cloth
fewer	goat	thief
chewy	toast	thirty
newly	poach	marathon
renew	throat	bathtub
nephew	floater	toothbrush
vain	owl	those
hail	brow	other
snail	gown	bathing
chain	frown	breathe
raisin	howdy	together
repaid	power	weather
Obtain	uptown	these

Corrective Feedback

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

That's not quite right. Remember o-w together make the sound /ow/. What sound? [Wait for student response] That's right, /ow/. The word is /g//ow/ /n/ gown. What word? [Wait]

Activity 1

Read the words out loud as accurately as possible.

ew as in few ai as in paid	oa as in oats ow as in cow	th as in think th as is them
flew	soak	thorn
news	coal	cloth
fewer	goat	thief
chewy	toast	thirty
newly	poach	marathon
renew	throat	bathtub
nephew	floater	toothbrush
vain	owl	those
hail	brow	other
snail	gown	bathing
chain	frown	breathe
raisin	howdy	together
repaid	power	weather
Obtain	uptown	these

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

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