

Set 1

# FAMOUS KIDS



## 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

### 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

### ACKNOWLEDGEMENT

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## **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>





### 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—**ay** and **ai**.
- Write the word **pay** under **ay**.

*The letters a-y say /ay/ as in pay.* [point to the word]

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

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

*The letters a-i also say /ai/ as in pain.* [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 the /ay/ sound, which may read as a-y or a-i.*

- 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-y together make the sound /ay/. What sound?* [Wait for student response.] *That's right /ay/. The word is /s/ay/ say. What word?* [Wait]

*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 /mer//maid/ mermaid. 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 (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
They <u>played</u> with the <u>chain</u> .	T	S and S	S
We <u>always</u> take a <u>train</u> .	T	S and S	S
We took the <u>subway</u> on a <u>rainy day</u> .	T	S and S	S
We <u>paint</u> at <u>midday</u> .	T	S and S	S
Matt had to <u>pay</u> the <u>maid</u> .	T	S and S	S
The <u>mayor</u> went up the <u>stair</u> .	T	S and S	S
<u>Ray</u> took <u>aim</u> with his dart.	T	S and S	S
We <u>stayed</u> to see the <u>rainbow</u> .	T	S and S	S
The <u>mailbox</u> was <u>sprayed</u> .	T	S and S	S
The <u>train</u> was ten minutes late.	T	S and S	S

- First read: The teacher reads all the sentences leaving out words with *a-y* or *a-i*. For instance, the teacher reads: *They \_\_\_\_ with the \_\_\_\_* [students respond: played; chain]
- 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.

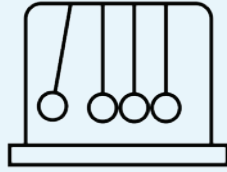
## Error Correction

- If students get stuck on a word, wait for three seconds and give them the word. For instance, say *That word has the letters a-y which make the sound /ay/, what sound?* Wait for students to respond. *That word is sprayed. What word?* Wait for students to respond.
- 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 closed. What word?* Wait for the student to respond.

## Extension Activity

- Have students underline/highlight all the words with the letters *a-y* and *a-i*. Have them read all the underlined words aloud.

**sway**



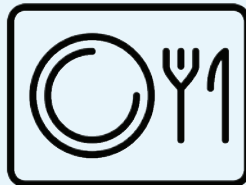
**pray**



**play**



**tray**



**relay**



**aim**



**maid**



**paid**



**rain**



**gain**



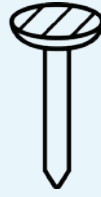
**sail**



**mail**



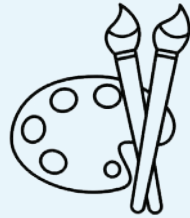
**nail**



**raise**



**paint**





## Activity 2

Read the sentences with speed and accuracy.

1 They played with the chain.

2 We always take a train.

3 We took the subway on a rainy day.

4 We paint at midday.

5 Matt had to pay the maid.

6 The mayor went up the stair.

7 Ray took an aim with his gun.

8 We stayed to see the rainbow.

9 The mailbag was grey.

10 The train was ten minutes late.

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—**ip** and **ap**.
- Write the word **tip** under **ip**.

The letters *i-p* say /ip/ as in *tip*. [point to the word]

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

- Write the word **cap** under **ap**.

The letters *a-p* say /ap/ as in *cap*. [point to the word]

What sound do the letters *a-p* 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 the letters i-p together make the sound /ip/. What sound?* [Wait for student response] *That's right /ip/. The word is /l/ /i/ /p/ lip. What word?* [Wait for student response]

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

## Set 1

- 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)

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>slipper</u> had two <u>straps</u> .	T	S and S	S
Don't <u>rip</u> the <u>map</u> .	T	S and S	S
<u>Apples</u> were sent by <u>ship</u> .	T	S and S	S
The <u>chap</u> gave me a <u>tulip</u> .	T	S and S	S
She <u>ripped</u> her <u>cap</u> .	T	S and S	S

- First read: The teacher reads all the sentences leaving out words with i-p or a-p. For instance, the teacher reads: *The \_\_\_\_\_ had two \_\_\_\_\_* [students respond: straps]
- 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 i-p, which together make the sound /ip/, what sound?* Wait for student to respond. *That word is ship. What word?* Wait for student 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 apples. What word?* Wait for the student to respond.

### Extension Activity

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

# Activity 1

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

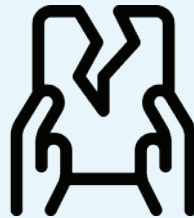
**tip**



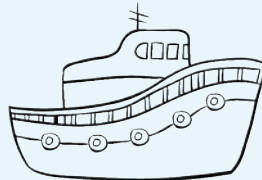
**lip**



**rip**



**ship**



**tulip**



**skip**



**trip**



**chip**



**hippo**



**whip**



**map**



gap



clap



snap



trap



wrap

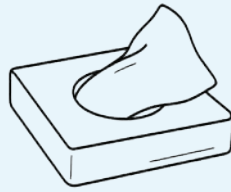


chap

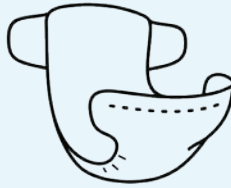




**napkin**



**nappy**



**happy**



## Activity 2

Read the sentences with speed and accuracy.

1

The slipper had two straps.

2

Don't rip the map.

3

Apples were sent by ship.

4

The chap gave me a tulip.

5

She ripped her cap.

### 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—**ack** and **ick**.
- Write the word **pack** under **ack**.

*The letters a-c-k say /ack/ as in pack.* [point to the word]

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

- Write the word **lick** under **ick**.

*The letters i-c-k say /ick/ as in lick.* [point to the word]

*What sound do the letters i-c-k 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 i-c-k together make the sound /ick/. What sound?* [Wait for student response] *That's right, /ick/. The word is /k/i/ /ck/ kick. 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.

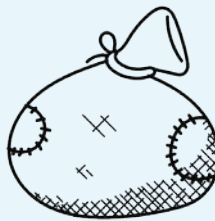
# Activity 1

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

**lack**



**sack**



**pack**



**track**



**crack**



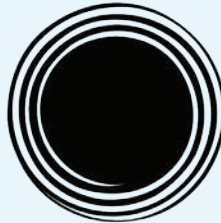
**attack**



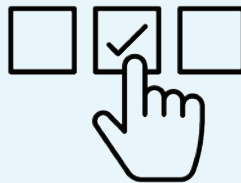
**snack**



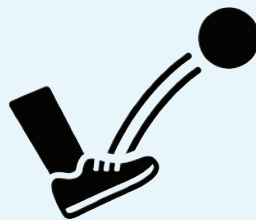
**black**



**pick**



**kick**



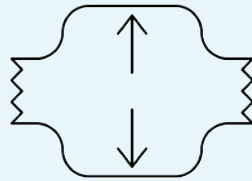
**lick**



**stick**



**thick**



**prick**



**flick**



**ticket**





### 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—**ell** and **ill**.
- Write the word **tell** under **ell**.

*The letters e-l-l say /ell/ as in tell.* [point to the word]

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

- Write the word **pill** under **ill**.

*The letters i-l-l say /ill/ as in pill.* [point to the word]

*What sound do the letters i-l-l 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 e-l-l together make the sound /ell/. What sound?* [Wait for student response] *That's right, /ell/. The word is /sh/e//ll/ shell. 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)

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>Jill</u> <u>sells</u> snacks on the <u>hill</u> .	T	S and S	S
We need to <u>chill</u> the <u>yellow</u> box.	T	S and S	S
Kay <u>fell</u> onto the <u>telly</u> stand.	T	S and S	S
The <u>villain</u> was always <u>telling</u> lies.	T	S and S	S

- First read: The teacher reads all the sentences and leaves out words with i-l-l or e-l-l. For instance, the teacher reads: Jill \_\_\_\_ snacks on the \_\_\_\_ [students respond: sells; hill]
- 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 e-l-l which make the sound /ell/, what sound?* Wait for students to respond. *That word is telling. 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 box. What word?* Wait for the student to respond.

#### Extension Activity

- Have students underline/highlight all words that have the letter teams i-l-l and e-l-l. Have them read all the underlined words aloud.

# Activity 1

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

**bill**



**chill**



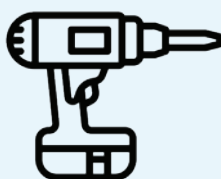
**will**



**fill**



**drill**



**skill**



**mill**



**thrill**



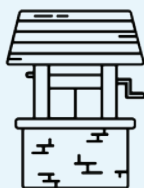
**grill**



**uphill**



**well**



fell



yell



smell



shell



spell



swell



hello



bellow



fellow





## Activity 2

Read the sentences with speed and accuracy.

1

Jill sells snacks on the hill.

2

We need to chill the yellow box.

3

Kay fell onto the telly stand.

4

The villain was always telling lies.

### 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—**at** and **ot**.
- Write the word **hat** under **at**.

*The letters a-t say /at/ as in hat.* [point to the word]

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

- Write the word **hot** under **ot**.

*The letters o-t say /ot/ as in hot.* [point to the word]

*What sound do the letters o-t 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-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]

#### 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.

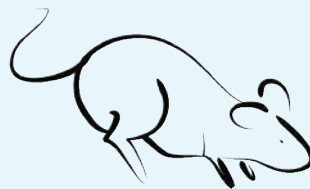
# Activity 1

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

**sat**



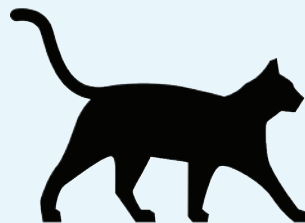
**rat**



**hat**



**cat**



**pat**



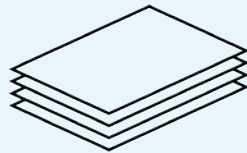
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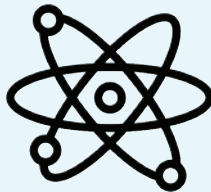
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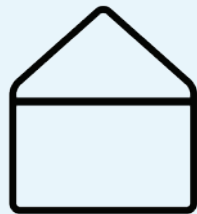
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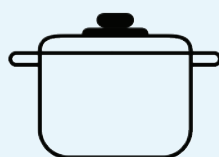
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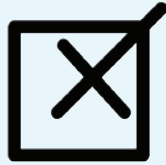
**attic**



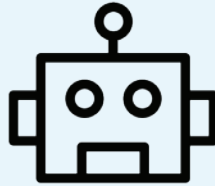
**pot**



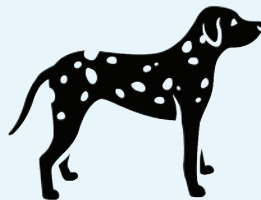
**not**



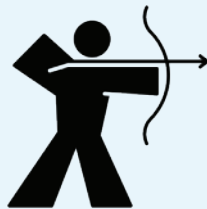
**bot**



**spot**



**shot**



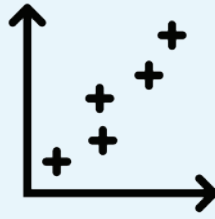
**trot**



**blot**



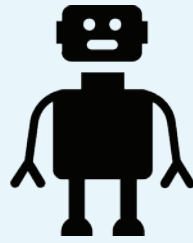
**plot**



**lots**



**robot**



### 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—**am** and **og**.
- Write the word **ram** under **am**.

*The letters a-m say /am/ as in ram.* [point to the word]

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

- Write the word **rag** under **ag**.

*The letters a-g say /ag/ as in rag.* [point to the word]

*What sound do the letters a-g 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-g together make the sound /ag/. What sound?* [Wait for student response] *That's right, /ag/. The word is /t//a//g/ tag. 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.

# Activity 1

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

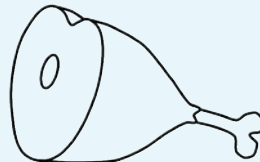
**jam**



**dam**



**ham**



**tram**



**damp**





ramp



lamp



slam



cramp



amber



tag



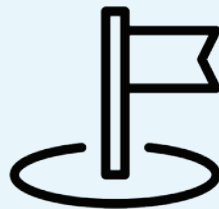
sag



wag



flag



swag



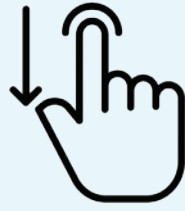
brag



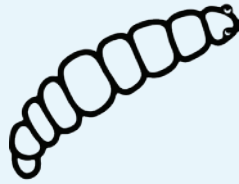
stag



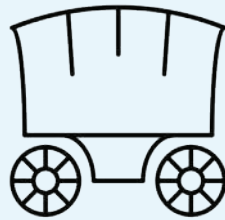
**drag**



**maggot**



**wagon**



**Word Reading Instruction (3 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—**ing**.
- Write the word **ring** under **ing**.

*The letters i-n-g say /ing/ as in ring.* [point to the word]

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

*Now we'll look at different words that have this sound.*

- 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 i-n-g together make the sound /ing/. What sound?* [Wait for student response] *That's right, /ing/. The word is /b//i//n//g//o/ bingo. 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.

# Activity 1

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

**ring**



**sing**



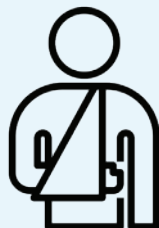
**wing**



**king**



**sling**



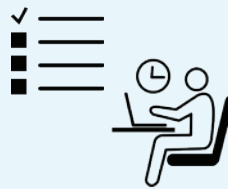
**cling**



**going**



**doing**



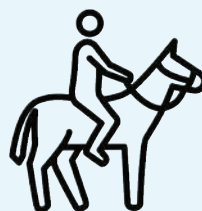
**bingo**



**dingo**



**trotting**



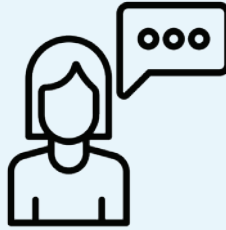
**willing**



**singing**



**telling**



**packing**



**ringing**



**ticking**



**kicking**



**staying**



**paying**





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

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