

Iversen Publishing  
Your Literacy Intervention  
Specialists

# Quick60

Set I

Intervention Levels I.I-2.4

Lesson Plans  
Colour-Coded Check Sheets  
Data Point Sheets

Quick60 Lesson Plans,  
Colour-Coded Check Sheets  
and Data Point Sheets  
provide you with  
a comprehensive plan  
for each book  
as well as ongoing formative  
and summative assessment.



# Quick60 Lesson Plans – Set I Intervention Levels I.I – 2.4

If you are starting your *Quick60 Programme* at Set 1 Level 1 with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

## **Lesson 1**

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Skill – *short a*.

Introduce the New Book – *Living or Not*

## **Lesson 2**

Use the Quick Quiz.

Use the Quick Check - Colour-Coded Check Sheet for *Living or Not*.

Use the Quick Write.

Revise the New Skill – *short a*.

Introduce the New Book – *Gas Makes It Go*.

## **Lesson 3**

Use the Quick Quiz.

Use the Quick Read with *Living or Not*.

Use the Quick Check – Colour-Coded Check Sheet for *Gas Makes It Go*.

Use the Quick Write.

Introduce the New Skill – *short i*

Introduce the New Book – *Pip and Kip*.

Follow the entire lesson plan from Day 4.



# Living or Not

Level: 1.1

Word Count: 40

|                         |   |
|-------------------------|---|
| Quick Quiz              | Reading: <i>will, he, go, and, for</i><br>Spelling: <i>will, he, go, and, for</i> |
| New High-Frequency Word |   |
| Quick Read              | Alphabet Book Ww<br>Alphabet Book Xx  |
| Quick Check             | Alphabet Book Yy  |
| Quick Write             | <i>Go and look for my cat.</i>  |
| New Skill               | short a   |
| New Book                | Living or Not   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *will, he, go, and, for*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *will, he, go, and, for*. If students are having difficulty with any word, show them the card so that they can copy the word.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books:  
*Alphabet Book Xx* and *Alphabet Book Ww*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Alphabet Book Yy*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Alphabet Book Yy* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.

- Check comprehension by asking these questions:

#### Literal

*What was the name of the animal in the book?*

*What in the book sails on water?*

*Which two things in the book can you eat?*

*What is a yo-yo?*

#### Inferential

*Which part of the book did you like best? Why?*

*What is another animal that looks like a yak?*

*What fruit can you eat with yogurt?*

*What is another name for a yacht?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Go and look for my cat.*
- Remind the students to start their sentence with a capital letter and write *go, and, look, for,* and *my*. Remind the students that they know how to write these words. Remind them to leave a finger space between each word.
- Revise the hearing sounds in words task.  
Say: *I'm going to show you how to hear the sounds in the word cat so that you will be able to spell it.*
- Say *cat* slowly breaking the word into its separate sounds or phonemes *c - a - t*.
- Say *c - a - t* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *c - a - t* with you as they clap.
- Ask the students how many sounds there are in *cat*.
- Draw a box on the board and divide it into three.  

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|
- Ask the students which sound they can hear at the beginning of *cat*.
- Ask them which letter has the / *c* / sound and where you should write it. Praise any student who says *k* but point out that in this case the / *c* / sound is made by the letter *c*.
- Invite a volunteer to write *c* in the first box.  

|   |  |  |
|---|--|--|
| c |  |  |
|---|--|--|
- Have the students say *c - a - t* again.
- Ask them the letter for the next sound and where you should write it.
- Invite a volunteer to write *a* in the next box.  

|   |   |  |
|---|---|--|
| c | a |  |
|---|---|--|
- Have the students say *c - a - t* again. Ask them the sound at the end of *cat*.
- Ask them which letter has *a / t* / sound.
- Invite a volunteer to write *t* in the last box.  

|   |   |   |
|---|---|---|
| c | a | t |
|---|---|---|
- Remind the students to leave a finger space and write *cat* into their sentence.
- Remind the students to put a full stop at the end of their sentence.
- If the students have trouble with *go, and, look, for,* or *my*, provide the correct spelling and have the students practise writing the word five times. Add them to the words to be written in the Quick Quiz the following day.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Cat** to introduce or reinforce this skill.

- Write the letter *a* on the board. Read the letter *a* to the students so they know the sound it makes. Have them read it again with you.
- Say *Sam* slowly. Ask the students to listen for the / *a* / sound as you say the word *Sam* slowly again.
- Write *Sam* on the board. Read what you have written to the students. Have them read the word *Sam* with you.
- Say *sat* slowly. Ask the students to listen for the / *a* / sound as you say the word *sat* slowly again.
- Write *sat* on the board. Read what you have written to the students. Have them read the word *sat* with you.
- Write *S a m* and *s a t* on the board.  
Read the words slowly emphasizing the / *a* / sound
- Invite a volunteer to circle the letter that makes the / *a* / sound.
- Write *Sam*, *Pam*, and *ram*, under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the / *a* / sound.
- Write *sat*, *cat*, *hat* and *rat*, under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the / *a* / sound.
- Ask the students what is the same about all the words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Living or Not*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that are living and some things that are not living.*
- Discuss the cover photo. Tell the students that the man and the boy are living but their clothes and their shoes are not living.
- Have the students turn to the title page and look at the photo. Have them say which things are living and which things are not.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure and extend understanding say things such as:  
*This is a map. It shows you where countries are. You can find maps in books called atlases. This is a ram. A ram is a male sheep.*

*People use fans to keep cool when it is very hot.  
Ham is a type of meat.*

- Tell the students that there are some words in this book that have the short / a / sound in them. They should look for words with a in them to help them as they read.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
  
- Check comprehension by asking the students to retell the main points
- Have students turn to page 2 and find and read *man*. Ensure that they read the label as well as the word in the text.
- Have the students find and read *cat* on page 4.
- Have them find and read *van* on page 7.
- Have them find and read the words with a in them on pages 9 and 10.
- Have the students turn to page 12. Explain that this is a table that shows you which things are living and which things are not. Have the students use the table to say which things are living and which things are not.
  
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Living or Not* again.
- Read and re-read *Living or Not* using the audio and/or e - version.
- Re-read Alphabet Books Ww, Xx, and Yy.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Alphabet Book Yy

**Intervention Level:** Alphabet Books

**Word count:** 31

**New phonic skill:** letter Yy

Key

New high-frequency

Previously taught high-frequency

Accessible from photos

2

Go and look for the yak.

4

Go and look for the yam.

6

Go and look for the yo-yo.

8

Go and look for the yacht.

10

Go and look for the yogurt.

## Comprehension Questions

### Literal

*What was the name of the animal in the book?*

*What in the book sails on water?*

*Which two things in the book can you eat?*

*What is a yo-yo?*

### Inferential

*Which part of the book did you like best? Why?*

*What is another animal that looks like a yak?*

*What fruit can you eat with yogurt?*

*What is another name for a yacht?*

# Data Point Sheet

Alphabet Book Yy

Name:

Date:

Word Count 31 Level Alphabet Books

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 30px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 0 - 1 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 30px;" type="text"/> | 2 - 4 errors  | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 30px;" type="text"/> | 5 + errors  | text is difficult<br>66% - 86%     |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 30px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 30px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 30px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|                               |                                  |   |                            |  |                               |           |                               |      |                               |            |
|-------------------------------|----------------------------------|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>  | <b>Comprehension Inferential</b> |   |                            |  |                               |           |                               |      |                               |            |
| Number correct                | Number correct                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>    |                                  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct | very good                        |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct | good                             |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct | needs help                       |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct      | Number partially correct         |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect              | Number incorrect                 |   |                            |  |                               |           |                               |      |                               |            |

|                                |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--------------------------------|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>                 | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads fluently with expression | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;">February</td> <td style="width: 20%;">July</td> <td style="width: 20%;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|                                |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2                         |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3                         | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4                         | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads with moderate fluency    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads slowly - word by word    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Gas Makes It Go

Level: 1.2      Word Count: 26

|                         |   |
|-------------------------|---|
| Quick Quiz              | Reading: <i>he, go, and, for, at</i><br>Spelling: <i>he, go, and, for, at</i> |
| New High-Frequency Word |   |
| Quick Read              | Alphabet Book Xx<br>Alphabet Book Yy  |
| Quick Check             | Living or Not (1.1)   |
| Quick Write             | <i>He can look for the hat.</i>   |
| New Skill               | short a   |
| New Book                | Gas Makes It Go   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *he, go, and, for, at*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *he, go, and, for, at*.  
If students are having difficulty with any word, show them the card so that they can copy the word.

## Quick Read

### Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Alphabet Book Yy* and *Alphabet Book Xx*
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Living or Not*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along, not to call out if the reader makes a mistake.
- Use the *Living or Not* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking the following questions:

#### Literal

*Is a hat living or not?*

*Is a ram living or not?*

*Which of these things is living – cat, van, dad, man?*

*Can you tell me two things that are not living?*

#### Inferential

*What is the main idea in this book?*

*Which photo in the book did you like the best?*

*Why?*

*What other things do you know that are living?*

*What are some things that living things can do that nonliving things can't do?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*He can look for the hat.*
- Remind the students to start their sentence with a capital letter and write *he, can, look, for* and *the*. Remind the students that they know how to write these words. Remind them to leave a finger space between each word.
- Revise the *hearing sounds in words* task.  
Say: *I'm going to show you how to hear the sounds in the word hat so that you will be able to spell it.*
- Say *hat* slowly breaking the word into its separate sounds or phonemes *h - a - t*.
- Say *h - a - t* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *h - a - t* with you as they clap.
- Ask the students how many sounds there are in *hat*.
- Draw a box on the board and divide it into three.  

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|
- Ask the students which sound they can hear at the beginning of *hat*.
- Ask them which letter has the / *h* / sound and where you should write it.
- Invite a volunteer to write *h* in the first box.  

|   |  |  |
|---|--|--|
| h |  |  |
|---|--|--|
- Have the students say *h - a - t* again.
- Ask them the letter for the next sound and where you should write it.
- Invite a volunteer to write *a* in the next box.  

|   |   |  |
|---|---|--|
| h | a |  |
|---|---|--|
- Have the students say *h - a - t* again. Ask them the sound at the end of *hat*.
- Ask them which letter has a / *t* / sound.
- Invite a volunteer to write *t* in the last box.  

|   |   |   |
|---|---|---|
| h | a | t |
|---|---|---|
- Write *hat* on the board. Have the students read the word. Tell the students there is another way they could have learned how to spell *hat*.
- Erase the *h* from the beginning of *hat*. Have the students read the new word. Tell them if they know how to spell *at*, they can spell *hat* by adding an *h* on the front of *at*. Write the *h* back on the front of *at*.
- Remind the students to leave a finger space before they write *hat* into their sentence.
- Remind the students to put a full stop at the end of their sentence.
- If the students had trouble spelling *he, can, look, for* or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the words to be written in the Quick Quiz the following day.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Ram** to introduce or reinforce this skill.

- Write *am* on the board. Have the students read the word *am*.  
Tell the students they are going to learn to read and write some more words that sound like and look like *am*.
- Write *Sam*, *Pam*, *ham*, *dam*, *jam* and *ram*, on the board under *am*. Make sure the *am* part of each word is directly underneath the one above so the students can see that each word contains *am*.
- Read the words to the students and then have them read the words with you.
- Tell the students what is the same about each word, that is *am*
- Invite a volunteer to circle the letters which make the / *am* / sound in each word.
- Write *at*, *sat*, *cat*, *hat*, *mat*, *pat*, *rat* and *fat* on the board in a list so that the *at* part of each word is directly underneath the one above so the students can see that each word contains *at*.
- Tell the students what is the same about each word, that is *at*
- Have the students read the words with you.
- Invite a volunteer to circle the letters which make the / *at* / sound in each word.
- Write *an*, *ban*, *can*, *Dan*, *fan*, *man*, *pan*, *ran* and *tan* on the board in a list so that the *an* part of each word is directly underneath the one above so the students can see that each word contains *an*.
- Invite volunteers to circle the letters which make the / *an* / sound in each word reading the word as they circle the letters.
- Tell students that when they can recognise these word families, they will be able to read and write lots of words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Gas Makes It Go*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about some things that use gas to make them go.*
- Discuss the cover photo. Ask the students to describe what they see. Then explain where the gas comes from and how it generates the heat to cook the food.
- Have the students turn to the title page and look at the photo. Have them say what gas is making go in the photo.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.

- To ensure and extend understanding say things such as:  
*This is a hot air balloon. Under the balloon are burners. The burners use gas to make them go. The burners heat the air in the balloon. This makes the balloon go. You can see the gas jets on this stove. That's how you know that gas, not electricity makes this stove go.*  
*This fire has flames like a wood fire, but it is gas not wood that gives out the heat.*
  - Tell the students that there is a word in this book that has the short / a / sound in it. They should look for the word with a in it to help them as they read.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points:
  - Have students turn to page 2 and find and read *gas*.
  - Have the students find and read *gas* on page 4.
  - Have them find and read *gas* on page 6.
  - Have the students turn to page 12 and read the photo glossary.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Gas Makes It Go* again.
- Read and re-read *Gas Makes It Go* using the audio and/or e - version.
- Re-read *Alphabet Books X and Y* and *Living or Not*
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Living or Not

**Intervention Level:** 1.1

**Word count:** 40

**New phonic skill:** short a

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

A man is living.

3

A hat is not.

4

A cat is living.

5

A bag is not.

6

A ram is living.

7

A van is not.

8

A rat is living.

9

A fan is not.

10

A dad is living.

11

A ham is not

## Comprehension Questions

Literal

*Is a hat living or not?*

*Is a ram living or not?*

*Which of these things is living – cat, van, dad, man?*

*Can you tell me two things that are not living?*

Inferential

*What is the main idea in this book?*

*Which photo in the book did you like the best?*

*Why?*

*What other things do you know that are living?*

*What are some things that living things can do that nonliving things can't do?*

# Data Point Sheet

Living or Not

Name:

Date:

Word Count 40 Level 1

|  |   |  |                             |                                    |
|--|---|--|-----------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> |  | 0 - 2 errors                | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |   |  | 3 - 5 errors                | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> |  | 6 + errors                  | text is difficult<br>66% - 86%     |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> |  |                             |                                    |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |  |                             |                                    |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |  |                             |                                    |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |  |                             |                                    |
|  |   |  | <b>Self Correction Rate</b> | $\frac{E + SC}{SC}$                |
|  |   |  | Ratio                       | good                               |
|  |   |  | 1:3 - 1:6                   |                                    |
|  |   |  | 1:7 +                       | needs help                         |

|  |  |   |
|--|--|---|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |

|  |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>   | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|  |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2   |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3   | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4   | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Pip and Kip

Level: 1.3

Word Count: 33

|                         |   |
|-------------------------|---|
| Quick Quiz              | Reading: <i>go, and, for, at, look</i><br>Spelling: <i>go, and, for, at, look</i> |
| New High-Frequency Word |   |
| Quick Read              | Alphabet Book Yy<br>Living or Not (1.1)   |
| Quick Check             | Gas Makes It Go (1.2)   |
| Quick Write             | <i>Look at the hat on the ram.</i>  |
| New Skill               | short i   |
| New Book                | Pip and Kip   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *go, and, for, at, look*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *go, and, for, at, look*. If students are having difficulty with any word, show them the card so that they can copy the word.

## Quick Read

### **Builds reading fluency, vocabulary, and comprehension on connected text**

- Give each student a copy of the following books: *Alphabet Book Yy* and *Living or Not*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### **Monitors oral reading and checks on vocabulary and comprehension strategies**

- Give each student a copy of the book *Gas Makes It Go*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Gas Makes It Go* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking the following questions:

#### Literal

*Does gas make a fire go?*

*What makes a balloon go?*

*Which other things rely on gas to make them go?*

*Can you have a gas fire outside?*

#### Inferential

*What other things can make a fire go?*

*Why do you think people have outside fires?*

*What could happen if you get too close to a stove with pots on it?*

*Why should children stay away from barbecues?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Look at the hat on the ram.*
- Remind the students to start their sentence with a capital letter and write *look, at* and *the*. Remind the students that they know how to write these words. Remind them to leave a finger space between each word.
- Tell the students that there are two good ways to write *hat*. They could listen for each of the sounds and write them down or they could break the word into two parts *h* and *at*. Have them write the *h* and then write *at* which is a word they know how to spell.
- Remind the students that they know how to write the next two words, *on* and *the*.
- Revise the *hearing sounds in words* task.  
Say: *I'm going to show you how to hear the sounds in the word ram so that you will be able to spell it.*
- Say *ram* slowly breaking the word into its separate sounds or phonemes *r - a - m*.
- Say *r - a - m* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *r - a - m* with you as they clap.
- Ask the students how many sounds there are in *ram*.
- Draw a box on the board and divide it into three.  

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|
- Ask the students which sound they can hear at the beginning of *ram*.
- Ask them which letter has the / *r* / sound and where you should write it.
- Invite a volunteer to write *r* in the first box.  

|   |  |  |
|---|--|--|
| r |  |  |
|---|--|--|
- Have the students say *r - a - m* again.
- Ask them the letter for the next sound and where you should write it.
- Invite a volunteer to write *a* in the next box.  

|   |   |  |
|---|---|--|
| r | a |  |
|---|---|--|
- Have the students say *r - a - m* again.
- Ask them the sound at the end of *ram*.
- Ask them which letter has an / *m* / sound.
- Invite a volunteer to write *m* in the last box.  

|   |   |   |
|---|---|---|
| r | a | m |
|---|---|---|
- Tell the students there is another way they could have learned how to spell *ram*.
- Write *ram* on the board. Have the students read the word.
- Erase the *r* from the beginning of *ram*. Have the students read the new word. Tell them if they know how to spell *am*, they can spell *ram* by adding an *r* on the front of *am*. Write the *r* back on the front of *am*.
- Remind the students to leave a finger space before they write *ram* into their sentence.
- Remind the students to put a full stop at the end of their sentence.

- If the students had trouble spelling *look*, *at*, *the*, or *on*, provide the correct spelling and have the students practise writing the word five times. Add them to the words to be written in the Quick Quiz the following day.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Pig** to introduce or reinforce this skill.

- Write the letter *i* on the board. Read the letter *i* to the students so they know the sound it makes. Have them read it again with you.
- Say *rip* slowly. Ask the students to listen for the /i/ sound as you say the word *rip* slowly again.
- Write *rip* on the board. Read what you have written to the students. Have them read the word *rip* with you.
- Say *lit* slowly. Ask the students to listen for the /i/ sound as you say the word *lit* slowly again.
- Write *lit* on the board. Read what you have written to the students. Have them read the word *lit* with you.
- Write *rip* and *lit* on the board. Read the words slowly emphasizing the /i/ sound
- Invite a volunteer to circle the letter that makes the /i/ sound.
- Write *rip*, *dip* and *hip* under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the /i/ sound
- Write *lit*, *bit*, *pit* and *sit* under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the /i/ sound.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Pip and Kip*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out who Pip and Kip are and what they do.*
- Discuss the cover photo. Tell the students that Pip and Kip are big dogs. Pip is black and Kip is white and black. They live together.
- Have the students turn to the title page and look at the photo. Have them say what Pip and Kip are doing in this photo.
- Take a picture walk discussing each photo in the book.

- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure and extend understanding say things such as:  
*Jim is a vet. A vet is a person who looks after sick animals. Another word for sick is ill.*
  - Tell the students that there are words in this book that have the short / i / sound in them. They should look for words with *i* in them to help them as they read.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 3 and find and read *Kip*. Make sure they read the label as well as the text.
  - Have the students find and read *bit* and *lip* on page 6.
  - Have them find and read all the words with the short / i / sound on pages 8 and 9.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Pip and Kip* again.
- Read and re-read *Pip and Kip* using the audio and/or e - version.
- Re-read *Alphabet Book Yy, Living or Not,* and *Gas Makes It Go.*
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Gas Makes It Go  
Intervention Level: 1.2  
Word count: 26  
New phonic skill: short a

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Gas makes this balloon go.

4/5

Gas makes this car go.

6/7

Gas makes this stove go.

8/9

Gas makes this fire go.

10/11

Gas makes this fire go, too.

## Comprehension Questions

### Literal

*Does gas make a fire go?*

*What makes a balloon go?*

*Which other things rely on gas to make them go?*

*Can you have a gas fire outside?*

### Inferential

*What other things can make a fire go?*

*Why do you think people have outside fires?*

*What could happen if you get too close to a stove with pots on it?*

*Would you like to go in a hot air balloon? Why or why not?*

# Data Point Sheet

Gas Makes It Go

Name:

Date:

Word Count 26 Level 1

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 1 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 2 - 3 errors  | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 4 + errors  | text is difficult<br>66% - 86%     |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|                               |                                  |   |                            |  |                               |           |                               |      |                               |            |
|-------------------------------|----------------------------------|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>  | <b>Comprehension Inferential</b> |   |                            |  |                               |           |                               |      |                               |            |
| Number correct                | Number correct                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td>7-8 correct/partially correct</td> <td>very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>    |                                  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct | very good                        |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct | good                             |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct | needs help                       |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct      | Number partially correct         |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect              | Number incorrect                 |   |                            |  |                               |           |                               |      |                               |            |

|                                       |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---------------------------------------|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|                                       |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2                                |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3                                | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4                                | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Tim's Goal/Hockey

Level: 1.4      Word Count: 31

|                         |   |
|-------------------------|---|
| Quick Quiz              | Reading: <i>and, for, at, look, she</i><br>Spelling: <i>and, for, at, look, she</i> |
| New High-Frequency Word |   |
| Quick Read              | Living or Not (1.1)<br>Gas Makes It Go (1.2)  |
| Quick Check             | Pip and Kip (1.3)   |
| Quick Write             | <i>Look at Pip. He bit Kip on the lip.</i>  |
| New Skill               | <i>Short vowel i</i>  |
| New Book                | Tim's Goal  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *and, for, at, look, she*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *and, for, at, look, she*. If students are having difficulty with any word, show them the card so that they can copy the word.

## Quick Read

### Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Living or Not* and *Gas Makes It Go*
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Pip and Kip*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Pip and Kip* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking the following questions:

#### Literal

*What did Kip do to Pip?*

*Why did Jim have to come?*

*What did Jim do?*

*What did Kip and Pip have to learn not to do?*

#### Inferential

*Do Pip and Kip like each other? Why or why not?*

*Who is Jim?*

*What do vets do?*

*What is another word for nip?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Look at Pip. He bit Kip on the lip.*
- Tell the students to start their sentence with a capital letter and write *look* and *at*. Tell the students that they know how to write these words. Remind them to leave a finger space between each word.
- Revise the hearing sounds in words task.  
Say: *I'm going to show you how to hear the sounds in the word Pip so that you will be able to spell it.*
- Say *Pip* slowly breaking the word into its separate sounds or phonemes *P – i – p*.
- Say *P – i – p* again, clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *P – i – p* with you as they clap.
- Tell the students that there are three sounds in *Pip*.
- Draw a box on the board and divide it into three.  

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|
- Ask the students which sound they can hear at the beginning of *Pip*.
- Ask the students which letter has a / *p* / sound and where you should write it.
- Invite a volunteer to write *p* in the first box. Remind them to use a capital letter because *Pip* is a name.  

|   |  |  |
|---|--|--|
| P |  |  |
|---|--|--|
- Have the students say *P – i – p* again.
- Ask them the letter for the next sound and where you should write it
- Invite a volunteer to write *i* in the next box.  

|   |   |  |
|---|---|--|
| P | i |  |
|---|---|--|
- Have the students say *P – i – p* again.
- Invite a volunteer to write *p* in the last box.  

|   |   |   |
|---|---|---|
| P | i | p |
|---|---|---|
- Tell the students to leave a finger space and write *Pip* into their sentence and put a full stop because this is the end of the first sentence.
- Dictate the second sentence again and tell the students to write *he*. Remind them to use a capital letter.
- Repeat the sound box instruction with the word *bit*.
- Tell the students a good way to spell *Kip* and *lip* is to take the *p* away from *pip* and change it into the letters that make the / *k* / and / *l* / sounds.
- Write *Pip* on the board. Have the students read the word.
- Change the *P* to *K* and ask the students to read the new word.
- Change the *K* to *l* and ask the students to read the new word.
- Dictate the second sentence again and have the students complete their writing.

- If the students had trouble spelling *look, at, he, on* or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

**Squid** to introduce or reinforce this skill.

- Write *it* on the board. Have the students read the word *it*.  
Tell the students they are going to learn to read and write some more words that sound like and look like *it*.
- Write *bit, fit, hit, lit, pit* and *sit*, on the board under *it*. Make sure the *it* part of each word is directly underneath the one above so the students can see that each word contains *it*.
- Read the words to the students and then have them read the words with you.
- Tell the students what is the same about each word, that is *it*.
- Invite a volunteer to circle the letters which make the / *it* / sound in each word.
- Write *ill, Bill, fill, hill, Jill, mill, pill* and *will* on the board in a list so that the *ill* part of each word is directly underneath the one above so the students can see that each word contains *ill*.
- Tell the students what is the same about each word, that is *ill*
- Have the students read the words with you.
- Invite a volunteer to circle the letters which make the / *ill* / sound in each word.
- Write *in, bin, din, fin, pin, tin* and *win* on the board in a list so that the *in* part of each word is directly underneath the one above so the students can see that each word contains *in*.
- Invite volunteers to circle the letters which make the / *in* / sound in each word reading the word as they circle the letters.
- Tell students that when they can recognize these word families, they will be able to read and write lots of words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Tim's Goal*
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out how Tim scored his goal.*
- Discuss the cover photo. Tell the students that the boy is Tim. Explain that he is going to use the hockey stick to score the goal.
- Have the students turn to the title page and look at the photo. Have them say what the boy is doing in this photo. Talk about the uniforms, the hockey stick and the ball.

- Take a picture walk discussing each photo in the book.
  - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure understanding say things such as:  
*There are two teams in a game of hockey. They wear uniforms so you tell who is on which team.*  
*The purpose is to hit the ball into the other team's goal.*  
*The winning team is the one who scores the most goals.*
  - Have the students read the picture glossary with you to reinforce the vocabulary.
  - Tell the students that there are words in this book that have the short /i/ sound in them. They should look for words with *i* in them to help them as they read.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- After reading, check comprehension by asking the students to retell the main points:
  - Have students turn to page 2 and find *Tim*.
  - Have the students find and read *Bill* on page 4.
  - Have them find and read *Jill* on page 8. Ask them what is the same about the words *Bill* and *Jill*.
  - Have them find and read all the words with *i* in them on page 10. Ask them what is the same about *it* and *hit*.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Tim's Goal* again.
- Read and re-read *Tim's Goal* using the audio and/or e - version.
- Re-read *Living or Not*, *Gas Makes It Go*, and *Pip and Kip*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Pip and Kip  
**Intervention Level:** 1.3  
**Word count:** 33  
**New phonic skill:** short i

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

This is Pip.

3

This is Kip.

4/5

Nip, nip, nip, nip.

6/7

Kip bit Pip on the lip.

8

Pip is ill.

9

Jim gives Pip a pill.

10

Sit Pip.

11

Sit Kip.

12

No more nip, nip, nip.

### Comprehension Questions

Literal

*What did Kip do to Pip?*

*Why did Jim have to come?*

*What did Jim do?*

*What did Kip and Pip have to learn not to do?*

Inferential

*Do Pip and Kip like each other? Why or why not?*

*Who is Jim?*

*What do vets do?*

*What is another word for nip?*

# Data Point Sheet

Pip and Kip

Name:

Date:

Word Count 33 Level 1

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 30px;" type="text"/> | 0 - 1 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 2 - 4 errors  | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 30px;" type="text"/> | 5 + errors  | text is difficult<br>66% - 86%     |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 30px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 30px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 30px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 30px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|  |  |   |                            |  |                               |           |                               |      |                               |            |
|--|--|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |                            |  |                               |           |                               |      |                               |            |
| Number correct <input style="width: 50px; height: 30px;" type="text"/>           | Number correct <input style="width: 50px; height: 30px;" type="text"/>           | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>   |  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct  | very good  |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct  | good   |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct  | needs help   |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct <input style="width: 50px; height: 30px;" type="text"/> | Number partially correct <input style="width: 50px; height: 30px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect <input style="width: 50px; height: 30px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 30px;" type="text"/>         |   |                            |  |                               |           |                               |      |                               |            |

|  |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>   | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads fluently with expression <input style="width: 50px; height: 30px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|  |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2   |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3   | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4   | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads with moderate fluency <input style="width: 50px; height: 30px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads slowly - word by word <input style="width: 50px; height: 30px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Jobs

Level: 2.1

Word Count: 35

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>for, at, look, she, see</i><br>Spelling: <i>for, at, look, she, see</i> |
| New Word    |   |
| Quick Read  | Gas Makes It Go (1.2)<br>Pip and Kip (1.3)  |
| Quick Check | Tim's Goal/Hockey (1.4)   |
| Quick Write | <i>Tim will hit the ball.</i>   |
| New Skill   | short vowel o   |
| New Book    | Jobs  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *for, at, look, she, see*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *for, at, look, she, see*. If students are having difficulty with any word, show them the card so that they can copy the word.

## Quick Read

### **Builds reading fluency, vocabulary, and comprehension on connected text**

- Give each student a copy of the following books: *Pip and Kip* and *Gas Makes It Go*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### **Monitors oral reading and checks on vocabulary and comprehension strategies**

- Give each student a copy of the book *Tim's Goal*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Tim's Goal* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking the following questions:

#### Literal

- What are the names of the children in the book?*
- Who passed the ball to Tim?*
- What position does Jill play?*
- Who got the goal?*

#### Inferential

- Who is the best player on the team? Why?*
  - Can you tell me in one sentence what happened in this book?*
  - What happened after Tim hit the ball?*
  - Why do goalies wear helmets and pads?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.

*Tim will hit the ball.*

- Revise the hearing sounds in words *task*.

Say: *I'm going to show you how to hear the sounds in the word Tim so that you will be able to spell it.*

- Say *Tim* slowly breaking the word into its separate sounds or phonemes *T - i - m*.
- Say *T - i - m* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *T - i - m* with you as they clap.
- Ask the students how many sounds there are in *Tim*.
- Draw a box on the board and divide it into three.

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

- Ask the students which sound they can hear at the beginning of *Tim* and which letter you should write.
- Invite a volunteer to write *t* in the first box. Remind the volunteer to use a capital letter because *Tim* is a name.

|   |  |  |
|---|--|--|
| T |  |  |
|---|--|--|

- Have the students say *T - i - m* again. Ask them the second sound they can hear and the letter you should write.
- Invite a volunteer to write *i* in the next box.

|   |   |  |
|---|---|--|
| T | i |  |
|---|---|--|

- Have the students say *T - i - m* again. Ask them which letter you would write for the sound at the end of *Tim*.
- Invite a volunteer to write *m* in the last box.

|   |   |   |
|---|---|---|
| T | i | m |
|---|---|---|

- Dictate the sentence again and ask the students to write the next word. Remind them to leave a finger space.
- Repeat the sound box procedure with the word *hit*. Then ask the students to write *the* into their sentence.
- Ask the students what they can hear at the beginning of *ball*. Tell them how to spell the rest of the word.
- Remind the students to end their sentence with a full stop.

- If the students had trouble spelling *will* or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Dog** to introduce or reinforce this skill.

- Write the letter *o* on the board. Read the letter *o* to the students so they know the sound it makes. Have them read it again with you.
- Say *log* slowly. Ask the students to listen for the / *o* / sound as you say the word *log* slowly again.
- Write *log* on the board. Read what you have written to the students. Have them read the word *log* with you.
- Say *rot* slowly. Ask the students to listen for the / *o* / sound as you say the word *rot* slowly again.
- Write *rot* on the board. Read what you have written to the students. Have them read the word *rot* with you.
- Write *l o g* and *r o t* on the board. Read the words slowly emphasizing the / *o* / sound.
- Invite a volunteer to circle the letter that makes the / *o* / sound.
- Write *log*, *bog*, and *hog*, under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the / *o* / sound.
- Write *rot*, *cot*, *hot* and *dot*, under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the / *o* / sound.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Jobs*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that people do for a job.*
- Discuss the cover photo. Tell the students that the photo is of a man working. It is the man's job to make clothes using a sewing machine. That is his job.
- Have the students turn to the title page and look at the photo. Have them say what the people are doing in this photo. Talk about the computers and who may use a computer to do their job.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Von's job has something to do with science. She is testing things in a laboratory. Her assistant is writing down what Von has found out. Bob's job is to guide blind people.*
- Have the students read the picture glossary with you to reinforce the vocabulary.

- Tell the students that there are words in this book that have the short / o / sound in them. They should look for words with o in them to help them as they read.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking the students to retell the main points.
- Have students turn to page 2 and find *job*.
- Have the students find and read *Pop* on page 4.
- Have them find and read *Don* on page 8.
- Have them find and read all the words with o in them on page 10.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Jobs* again.
- Read and re-read *Jobs* using the audio and/or e - version.
- Re-read *Gas Makes It Go*, *Pip and Kip*, and *Tim's Goal*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Tim's Goal  
Intervention Level: 1.4  
Word count: 31  
New phonic skill: short i

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

This is Tim.

Tim has a stick.

4/5

This is Bill.

Bill has a stick.

6/7

Tim has the ball.

8/9

This is Jill.

10/1

Hit it Tim.

Hit it Tim.

12

Tim hits it.

Goal!

## Comprehension Questions

Literal

*What are the names of the children in the book?*

*Who passed the ball to Tim?*

*What position does Jill play?*

*Who got the goal?*

Inferential

*Who is the best player on the team? Why?*

*Can you tell me in one sentence what happened in this book?*

*What happened after Tim hit the ball?*

*Why do goalies wear helmets and pads?*

# Data Point Sheet

Tim's Goal

Name:

Date:

Word Count 31 Level 1

|  |   |  |   |                                   |                            |              |                                    |            |                                |
|--|---|--|---|-----------------------------------|----------------------------|--------------|------------------------------------|------------|--------------------------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">0 -1 errors</td> <td style="width: 50%;">text is easy<br/>95% - 100%</td> </tr> <tr> <td>2 - 4 errors</td> <td>text is instructional<br/>87% - 94%</td> </tr> <tr> <td>5 + errors</td> <td>text is difficult<br/>66% - 86%</td> </tr> </table>  | 0 -1 errors                       | text is easy<br>95% - 100% | 2 - 4 errors | text is instructional<br>87% - 94% | 5 + errors | text is difficult<br>66% - 86% |
| 0 -1 errors  | text is easy<br>95% - 100%                              |  |   |                                   |                            |              |                                    |            |                                |
| 2 - 4 errors   | text is instructional<br>87% - 94%                      |  |   |                                   |                            |              |                                    |            |                                |
| 5 + errors   | text is difficult<br>66% - 86%                          |  |   |                                   |                            |              |                                    |            |                                |
| <b>Type of Error</b>                                   |   |  |   |                                   |                            |              |                                    |            |                                |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> |  |   |                                   |                            |              |                                    |            |                                |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> |  |   |                                   |                            |              |                                    |            |                                |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |  |   |                                   |                            |              |                                    |            |                                |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |  |   |                                   |                            |              |                                    |            |                                |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |  |   |                                   |                            |              |                                    |            |                                |
|  |   |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$        | 1:3 – 1:6    | good                               | 1:7 +      | needs help                     |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |  |   |                                   |                            |              |                                    |            |                                |
| 1:3 – 1:6  | good  |  |   |                                   |                            |              |                                    |            |                                |
| 1:7 +  | needs help  |  |   |                                   |                            |              |                                    |            |                                |

|                               |   |                                  |   |                            |  |                               |           |                               |      |                               |            |
|-------------------------------|---|----------------------------------|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>  |   | <b>Comprehension Inferential</b> |   |                            |  |                               |           |                               |      |                               |            |
| Number correct                | <input style="width: 50px; height: 25px;" type="text"/> | Number correct                   | <input style="width: 50px; height: 25px;" type="text"/>   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct      | <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct         | <input style="width: 50px; height: 25px;" type="text"/>   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect              | <input style="width: 50px; height: 25px;" type="text"/> | Number incorrect                 | <input style="width: 50px; height: 25px;" type="text"/>   |                            |  |                               |           |                               |      |                               |            |
|                               |   |                                  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>    |   |                                  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct | very good   |                                  |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct | good  |                                  |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct | needs help  |                                  |   |                            |  |                               |           |                               |      |                               |            |

|                                       |  |   |          |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |  |
|---------------------------------------|--|---|----------|----------|------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|--|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |   |          |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |  |
| <i>Reads fluently with expression</i> | <input style="width: 50px; height: 25px;" type="text"/>  |   |          |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |  |
| <i>Reads with moderate fluency</i>    | <input style="width: 50px; height: 25px;" type="text"/>  |   |          |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |  |
| <i>Reads slowly - word by word</i>    | <input style="width: 50px; height: 25px;" type="text"/>  |   |          |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |  |
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**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Dogs

Level: 2.2

Word Count: 45

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>at, look, she, see, can</i><br>Spelling: <i>at, look, she, see, can</i> |
| New Word    |   |
| Quick Read  | Pip and Kip (1.3)<br>Tim's Goal (1.4)   |
| Quick Check | Jobs (2.1)  |
| Quick Write | <i>Look at Pop. He has a job.</i>   |
| New Skill   | Short vowel o   |
| New Book    | Dogs  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *at, look, she, see, can*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *at, look, she, see, can*. If students are having difficulty with any word, show them the card so that they can copy the word.

## Quick Read

### **Builds reading fluency, vocabulary, and comprehension on connected text**

- Give each student a copy of the following books: *Pip and Kip* and *Tim's Goal*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### **Monitors oral reading and checks on vocabulary and comprehension strategies**

- Give each student a copy of the book *Jobs*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along, not to call out if the reader makes a mistake.
- Use the *Jobs* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What job does Don do?*

*What job does Bob do?*

*Who works outside?*

*Who works inside?*

#### Inferential

*What kinds of clothes does Pop make?*

*Why does Don have to rake the soil?*

*How does Bob know what to do?*

*Where does Von work?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Look at Pop. He has a job.*
- Invite the students to write the first two words of the sentence making sure they start *look* with a capital letter.
- Revise the hearing sounds in words task.  
*Say: I'm going to show you how to hear the sounds in the word Pop so that you will be able to spell it.*
- Say *pop* slowly breaking the word into its separate sounds or phonemes *P - o - p*.
- Say *P - o - p* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *P - o - p* with you as they clap.
- Ask the students how many sounds there are in *Pop*.
- Draw a box on the board and divide it into three.  

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|
- Ask the students which sound they can hear at the beginning of *Pop*.
- Ask them which letter has a / *p* / sound and where you should write it.
- Invite a volunteer to write the letter *p* in the first box. Remind the volunteer to use a capital letter because *Pop* is a name.  

|   |  |  |
|---|--|--|
| P |  |  |
|---|--|--|
- Have the students say *P - o - p* again.
- Ask them the second sound they can hear and which letter they should write.
- Invite a volunteer to write *o* in the next box.  

|   |   |  |
|---|---|--|
| P | o |  |
|---|---|--|
- Have the students say *P - o - p* again. Ask them the sound at the end of *Pop* and which letter to write.
- Invite a volunteer to write a *p* in the last box.  

|   |   |   |
|---|---|---|
| P | o | p |
|---|---|---|
- Ask the students what they know about the beginning and end of the word *Pop*.
- Have the students put a full stop at the end of this sentence and then dictate the second sentence again. Have the students write the first three words. Remind them about the capital letter and the finger spaces.
- Repeat the sound box procedure with the word *job*.
- If the students had trouble spelling *look*, *at*, *he* or *has*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

**Cod** – to introduce or reinforce this skill.

- Write *got* on the board. Have the students read the word *got*.  
Tell the students they are going to learn to read and write some more words that sound like and look like *got*.
- Write *not*, *cot* and *hot* on the board under *got*. Make sure the *ot* part of each word is directly underneath the one above so the students can see that each word contains *ot*.
- Read the words to the students and then have them read the words with you.
- Tell the students what is the same about each word, that is *ot*
- Invite a volunteer to circle the letters which make the / *ot* / sound in each word.
- Write *dog*, *log*, *hog*, *bog*, *fog* and *jog* on the board in a list so that the *og* part of each word is directly underneath the one above so the students can see that each word contains *og*.
- Tell the students what is the same about each word, that is *og*
- Have the students read the words with you.
- Invite a volunteer to circle the letters which make the / *og* / sound in each word.
- Write *hop*, *cop*, *lop*, *mop* and *top* on the board in a list so that the *op* part of each word is directly underneath the one above so the students can see that each word contains *op*.
- Invite volunteers to circle the letters which make the / *op* / sound in each word reading the word as they circle the letters.
- Tell students that when they can recognize these word families, they will be able to read and write lots of words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Dogs*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things about dogs.*
- Discuss the cover photo. Tell the students that this dog is a Saint Bernard dog. It is a very big dog.
- Have the students turn to the title page and look at the photo. Have them say what more they know about dogs from looking at this photo.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.

- To ensure understanding say things such as:  
*Some dogs are very small. They are smaller than a cat. Some dogs with long hair feel the heat in summer. They keep out of the sun to stay cool. You can teach dogs to do lots of things. Some dogs are so smart they have a job.*
- Tell the students that there are words in this book that have the short / o / sound in them. They should look for words with o in them to help them as they read.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have students turn to page 4 and find *not* and *dog*.
- Have the students find and read *hot* and *dog* on page 6.
- Have them find and read *not* and *hot* on page 8. Ask them what is the same about the words.
- Have them find and read all the words with o in them on page 10.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Dogs* again.
- Read and re-read *Dogs* using the audio and/or e - version.
- Re-read *Pip and Kip*, *Tim's Goal*, and *Jobs*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Jobs  
Intervention Level: 2.1  
Word count: 35  
New phonic skill: short o

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

Pg 2/3

Von has a job.

What is it?

Pg 4/5

Pop has a job.

What is it?

Pg 6/7

Don has a job.

What is it?

Pg 8/9

Bob has a job.

What hat is it?

Pg 10/11

Pat has a job.

What is it?

## Comprehension Questions

Literal

*What job does Don do?*

*What job does Bob do?*

*Who works outside?*

*Who works inside?*

Inferential

*What kinds of clothes does Pop make?*

*Why does Don have to rake the soil?*

*How does Bob know what to do?*

*Where does Von work?*

# Data Point Sheet

Jobs

Name:

Date:

Word Count 35 Level 2

|  |  |              |                            |              |                                    |            |                                |                                      |                     |           |      |       |            |
|--|--|--------------|----------------------------|--------------|------------------------------------|------------|--------------------------------|--------------------------------------|---------------------|-----------|------|-------|------------|
| <p><b>Number of Errors</b> <input style="width: 50px; height: 25px;" type="text"/></p> <p><b>Type of Error</b></p> <p><i>Red</i>    <i>new decodable skills</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Green</i>    <i>previously taught skills or word families</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Blue</i>    <i>new high-frequency words</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Pink</i>    <i>previously taught high-frequency words</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Brown</i>    <i>words accessible from content or context</i> <input style="width: 50px; height: 25px;" type="text"/></p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">0 - 1 errors</td> <td>text is easy<br/>95% - 100%</td> </tr> <tr> <td>2 - 4 errors</td> <td>text is instructional<br/>87% - 94%</td> </tr> <tr> <td>5 + errors</td> <td>text is difficult<br/>66% - 86%</td> </tr> </table><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate</b><br/>Ratio</td> <td style="text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> | 0 - 1 errors | text is easy<br>95% - 100% | 2 - 4 errors | text is instructional<br>87% - 94% | 5 + errors | text is difficult<br>66% - 86% | <b>Self Correction Rate</b><br>Ratio | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| 0 - 1 errors   | text is easy<br>95% - 100%   |              |                            |              |                                    |            |                                |                                      |                     |           |      |       |            |
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| <b>Self Correction Rate</b><br>Ratio   | $\frac{E + SC}{SC}$  |              |                            |              |                                    |            |                                |                                      |                     |           |      |       |            |
| 1:3 - 1:6  | good   |              |                            |              |                                    |            |                                |                                      |                     |           |      |       |            |
| 1:7 +  | needs help   |              |                            |              |                                    |            |                                |                                      |                     |           |      |       |            |

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|---|---|--|
| <p><b>Comprehension Literal</b></p> <p>Number correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number partially correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number incorrect <input style="width: 50px; height: 25px;" type="text"/></p> | <p><b>Comprehension Inferential</b></p> <p>Number correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number partially correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number incorrect <input style="width: 50px; height: 25px;" type="text"/></p> | <p><b>Comprehension Score</b></p> <p>7-8 correct/partially correct very good<br/>5-6 correct/partially correct good<br/>0-4 correct/partially correct needs help</p> |
|---|---|--|

|  |  |           |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--|--|-----------|----------|------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <p><b>Fluency</b></p> <p><i>Reads fluently with expression</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Reads with moderate fluency</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Reads slowly - word by word</i> <input style="width: 50px; height: 25px;" type="text"/></p> | <p><b>Oral Fluency Level - Words Read per Minute</b><br/>DIBELS ® 2006 at or above 60th percentile</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
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**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Cut It Up

Level: 2.3

Word Count: 40

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>look, she, see, can, in</i><br>Spelling: <i>look, she, see, can, in</i> |
| New Word    |   |
| Quick Read  | Tim's Goal (1.4)<br>Jobs (2.1)  |
| Quick Check | Dogs (2.2)  |
| Quick Write | <i>Go and see the hot dog.</i>  |
| New Skill   | Short vowel u   |
| New Book    | Cut It Up   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *look, she, see, can, in*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *look, she, see, can, in*. If students are having difficulty with any word, show them the card so that they can copy the word.

## Quick Read

### Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Jobs* and *Tim's Goal*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Dogs*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Dogs* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*Are all dogs little?*

*What can dogs do to stay cool?*

*Do all dogs have jobs?*

*What does the dog with the job do?*

#### Inferential

*How can you tell when dogs are hot?*

*What is the same about the little dog and the dog without a job?*

*Which photo do you like best? Why?*

*Would you rather have a little dog or a big dog?*

*Why?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Go and see the hot dog.*
  - Invite the students to write the first four words of the sentence. Remind them that they know how to spell these words.
  - Remind them to start their sentence with a capital letter.
  - Revise the *hearing sounds in words* task.  
Say: *I'm going to show you how to hear the sounds in the word hot so that you will be able to spell it.*
  - Say *hot* slowly breaking the word into its separate sounds or phonemes *h - o - t*.
  - Say *h - o - t* again clapping once for each sound.
  - Invite the students to clap with you as you say the word again.
  - Invite the students to say *h - o - t* with you as they clap.
  - Ask the students how many sounds there are in *hot*.
  - Draw a box on the board and divide it into three  

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|
  - Ask the students which sound they can hear at the beginning of *hot*.
  - Ask the students which letter has an / *h* / sound.
  - Invite a volunteer to write *h* in the first box.  

|   |  |  |
|---|--|--|
| h |  |  |
|---|--|--|
  - Have the students say *h - o - t* again. Ask them the second sound they can hear and which letter to write.
  - Invite a volunteer to write *o* in the next box.  

|   |   |  |
|---|---|--|
| h | o |  |
|---|---|--|
  - Have the students say *h - o - t* again. Ask them the sound at the end of *hot* and the letter to write.
  - Invite a volunteer to write *t* in the last box.  

|   |   |   |
|---|---|---|
| h | o | t |
|---|---|---|
  - Have the students write *hot* into their sentence.
  - Repeat the sound box procedure with the word *dog*.
  - Remind the students to end their sentence with a full stop.
- 
- If the students have trouble with *go*, *and*, *see* or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

**Bug** to introduce or reinforce this skill.

- Write the letter *u* on the board. Read the letter *u* to the students so they know the sound it makes. Have them read it again with you.
- Say *nut* slowly. Ask the students to listen for the / *u* / sound as you say the word *nut* slowly again.
- Write *nut* on the board. Read what you have written to the students. Have them read the word *nut* with you.
- Say *run* slowly. Ask the students to listen for the / *u* / sound as you say the word *run* slowly again.
- Write *run* on the board. Read what you have written to the students. Have them read the word *run* with you.
- Write *n u t* and *r u n* on the board.  
Read the words slowly emphasizing the / *u* / sound
- Invite a volunteer to circle the letter that makes the / *u* / sound.
- Write *nut*, *cut*, and *hut* under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the / *u* / sound.
- Write *run*, *fun*, *gun* and *sun* under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the / *u* / sound.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Cut It Up*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out what is inside some fruit.*
- Discuss the cover photo. Tell the students that this fruit is a kiwi. They can see the seeds inside.
- Have the students turn to the title page and look at the photo. Have them say what they can see inside the lemon.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as:  
*Fruit like lemons are very sour. Some fruit have lots of seeds, some just have a few. Melons have a lot of seeds.*
- Have the students read the picture glossary with you to reinforce the vocabulary.

- Tell the students that there are words in this book that have the short / u / sound in them. They should look for words with *u* in them to help them as they read.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- After reading, check comprehension by asking the students to retell the main points.
  - Have students turn to page 4 and find *cut* and *up*.
  - Have the students find and read *cut* and *up* on page 6.
  - Have them find and read *cut* and *up* on page 8.
  - Have them find and read all the words with *u* in them on page 10.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Cut It Up* again.
- Read and re-read *Cut It Up* using the audio and/or e - version.
- Re-read *Tim's Goal, Jobs, and Dogs*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Dogs

**Intervention Level:** 2.2

**Word count:** 45

**New phonic skill:** short o

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Look at this dog.

It is big.

4/5

Look at this dog.

It is not big.

6/7

Look at this dog.

It is hot.

8/9

Look at this dog.

It is not hot.

10/11

Look at this dog.

It has a job.

12

Look at this dog.

It does not.

### Comprehension Questions

Literal

*Are all dogs little?*

*What can dogs do to stay cool?*

*Do all dogs have jobs?*

*What does the dog with the job do?*

Inferential

*How can you tell when dogs are hot?*

*What is the same about the little dog and the dog without a job?*

*Which photo do you like best? Why?*

*Would you rather have a little dog or a big dog?*

*Why?*

# Data Point Sheet

Dogs

Name:

Date:

Word Count 45 Level 2

|  |   |  |                                   |                                    |
|--|---|--|-----------------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 20px;" type="text"/> |  | 0 - 2 errors                      | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |   |  | 3 - 6 errors                      | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 20px;" type="text"/> |  | 7 + errors                        | text is difficult<br>86% or less   |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 20px;" type="text"/> |  |                                   |                                    |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 20px;" type="text"/> |  |                                   |                                    |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 20px;" type="text"/> |  |                                   |                                    |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 20px;" type="text"/> |  |                                   |                                    |
|  |   |  | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$                |
|  |   |  | 1:3 - 1:6                         | good                               |
|  |   |  | 1:7 +                             | needs help                         |

|  |  |   |
|--|--|---|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |
| Number correct <input style="width: 50px; height: 20px;" type="text"/>           | Number correct <input style="width: 50px; height: 20px;" type="text"/>           | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number partially correct <input style="width: 50px; height: 20px;" type="text"/> | Number partially correct <input style="width: 50px; height: 20px;" type="text"/> |   |
| Number incorrect <input style="width: 50px; height: 20px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 20px;" type="text"/>         |   |

|   |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>  | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i> <input style="width: 50px; height: 20px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|   |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2  |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3  | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4  | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i> <input style="width: 50px; height: 20px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i> <input style="width: 50px; height: 20px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Around the House

Level: 2.4      Word Count: 48

|                         |   |
|-------------------------|---|
| Quick Quiz              | Reading: <i>she, see, can, in, are</i><br>Spelling: <i>she, see, can, in, are</i> |
| New High-Frequency Word |   |
| Quick Read              | Jobs (2.1)<br>Dogs (2.2)  |
| Quick Check             | Cut It Up (2.3)   |
| Quick Write             | <i>Cut up a lemon and a melon.</i>  |
| New Skill               | Short vowel u   |
| New Book                | Around the House  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *she, see, can, in, are*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *she, see, can, in, are*. If students are having difficulty with any word, show them the card so that they can copy the word.

## Quick Read

### **Builds reading fluency, vocabulary, and comprehension on connected text**

- Give each student a copy of the following books: *Jobs* and *Dogs*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### **Monitors oral reading and checks on vocabulary and comprehension strategies**

- Give each student a copy of the book *Cut It Up*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Cut It Up* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*Do apples have seeds?*

*Which fruit have lots of seeds?*

*Which fruit do not have many seeds?*

*Do pears have seeds?*

#### Inferential

*Why do people cut up fruit?*

*Why do you think some fruit have more seeds than others?*

*Which fruit do you think would be the easiest to eat? Why?*

*Which fruit can you eat without cutting it up?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Cut up a lemon and a melon.*
- Revise the hearing sounds in words task. Remind the students that they know how to listen for the sounds in short words and that they should be able to write *cut* and *up* without using the boxes to help them.
- Tell them to say *cut* slowly and write down the first sound they can hear. Praise any student who writes *k* but tell them the letter in *cut* that makes this sound is *c*.
- Have the students say *cut* again and write down the next sound they can hear. Revisit the short / *u* / sound if necessary.
- Invite the students to say *cut* again and write the last letter.
- Have the students write *cut*, beginning with a capital letter. Remind them to leave a space and follow the same listening and recording procedure to write *up*.
- Say: *Now I'm going to show you how to hear the sounds in the word lemon so that you will be able to spell it.*
- Say *lemon* slowly breaking the word into its separate sounds or phonemes  
*l - e - m - o - n.*
- Say *l - e - m - o - n* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *l - e - m - o - n* with you as they clap.
- Ask the students how many sounds there are in *lemon*.
- Draw a box on the board and divide it into five.
- Ask the students which sound they can hear at the beginning of *lemon*.
- Ask the students which letter has an / *l* / sound.
- Invite a volunteer to write *l* in the first box.  

|   |  |  |  |  |
|---|--|--|--|--|
| l |  |  |  |  |
|---|--|--|--|--|
- Have the students say *l - e - m - o - n* again. Ask them the second sound they can hear and which letter to write. Invite a volunteer to write *e* in the next box.  

|   |   |  |  |  |
|---|---|--|--|--|
| l | e |  |  |  |
|---|---|--|--|--|
- Have the students say *l - e - m - o - n* again. Ask them the third sound they can hear and which letter to write. Invite a volunteer to write *m* in the next box.  

|   |   |   |  |  |
|---|---|---|--|--|
| l | e | m |  |  |
|---|---|---|--|--|
- Have the students say *l - e - m - o - n* again. Ask them the next sound they can hear and which letter to write. Invite a volunteer to write *o* in the next box.  

|   |   |   |   |  |
|---|---|---|---|--|
| l | e | m | o |  |
|---|---|---|---|--|
- Have the students say *l - e - m - o - n* again. Ask them the last sound they can hear and which letter to write. Invite a volunteer to write *n* in the next box.  

|   |   |   |   |   |
|---|---|---|---|---|
| l | e | m | o | n |
|---|---|---|---|---|
- Have the students write *lemon* into their sentence.

- Dictate the sentence again and remind the students that they know how to spell *and* and *a*.
- Repeat the sound-box procedure with the word *melon*.
- Remind the students to end their sentence with a full stop.
- If the students had trouble with *a* or *and*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

**Cub** to introduce or reinforce this skill.

- Write *up* on the board. Have the students read the word *up*.  
Tell the students they are going to learn to read and write some more words that sound like and look like *up*.
- Write *sup*, *cup* and *pup* on the board under *up*. Make sure the *up* part of each word is directly underneath the one above so the students can see that each word contains *up*.
- Read the words to the students and then have them read the words with you.
- Tell the students what is the same about each word, that is *up*.
- Invite a volunteer to circle the letters which make the / *up* / sound in each word.
- Write *bug*, *dug*, *hug*, *jug*, *lug*, *tug* and *mug* on the board in a list so that the *ug* part of each word is directly underneath the one above so the students can see that each word contains *ug*.
- Tell the students what is the same about each word, that is *ug*
- Have the students read the words with you.
- Invite a volunteer to circle the letters which make the / *ug* / sound in each word.
- Write *but*, *cut*, *gut*, *hut*, and *nut* on the board in a list so that the *ut* part of each word is directly underneath the one above so the students can see that each word contains *ut*.
- Invite volunteers to circle the letters which make the / *ut* / sound in each word reading the word as they circle the letters.
- Tell students that when they can recognise these word families, they will be able to read and write lots of words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Around the House*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about*

*some things that you can see around the house. They could be things that you can see in your house.*

- Discuss the cover photo. Tell the students you have a jug of water and some glasses like these in your house.
  - Have the students turn to the title page and look at the photo. Have them say what they can see. What room is this?
  - Take a picture walk discussing each photo in the book.
  - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure understanding say things such as: *The room where you can see the sun is a bedroom. The sun is painted on the wall. Flowers have a bud before the flower opens. The flower petals are closed up to make the bud.*
  - Have the students read the picture glossary with you to reinforce the vocabulary.
  - Tell the students that there are words in this book that have the short / u / sound in them. They should look for words with u in them to help them as they read.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- After reading, check comprehension by asking the students to retell the main points.
  - Have students turn to page 4 and find *rug*.
  - Have the students find and read *bud* on page 6.
  - Have them find and read *jug* on page 8.
  - Have them find and read all the words with u in them on page 10. Ask the students what is the same about *rug*, *jug*, and *mug*.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Around the House* again.
- Read and re-read *Around the House* using the audio and/or e - version.
- Re-read *Jobs, Dogs, and Cut It Up*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Cut It Up  
Intervention Level: 2.3  
Word count: 40  
New phonic skill: short u

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Cut up an apple.

Look at the seeds.

4/5

Cut up a lemon.

Look at the seeds.

6/7

Cut up a pear.

Look at the seeds.

8/9

Cut up a melon.

Look at the seeds.

10/11

Cut up a kiwi.

Look at the seeds.

## Comprehension Questions

Literal

*Do apples have seeds?*

*Which fruit have lots of seeds?*

*Which fruit do not have many seeds?*

*Do pears have seeds?*

Inferential

*Why do people cut up fruit?*

*Why do you think some fruit have more seeds than others?*

*Which fruit do you think would be the easiest to eat? Why?*

*Which fruit can you eat without cutting it up?*

# Data Point Sheet

Cut It Up

Name:

Date:

Word Count 40 Level 2

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 20px;" type="text"/> | 0 - 2 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 3 - 5 errors  | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 20px;" type="text"/> | 6 + errors  | text is difficult<br>86% or less   |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 20px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 20px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 20px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 20px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|                               |                                  |   |                            |  |                               |           |                               |      |                               |            |
|-------------------------------|----------------------------------|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>  | <b>Comprehension Inferential</b> |   |                            |  |                               |           |                               |      |                               |            |
| Number correct                | Number correct                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>    |                                  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct | very good                        |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct | good                             |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct | needs help                       |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct      | Number partially correct         |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect              | Number incorrect                 |   |                            |  |                               |           |                               |      |                               |            |

|                                       |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---------------------------------------|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;">February</td> <td style="width: 20%;">July</td> <td style="width: 20%;">December</td> </tr> <tr> <td>Year 2</td> <td>N/A</td> <td>34 - 64</td> <td>65 +</td> </tr> <tr> <td>Year 3</td> <td>66 - 89</td> <td>90 - 108</td> <td>109 +</td> </tr> <tr> <td>Year 4</td> <td>97 - 109</td> <td>110 - 128</td> <td>129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|                                       |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2                                |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
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| Year 4                                | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**

# Quick60 Lesson Plans

## Set I

### Intervention Levels I.I-2.4

|                       |    |
|-----------------------|----|
| Living or NOT.....    | 3  |
| Gas Makes It Go.....  | 11 |
| Pip and Kip.....      | 19 |
| Tim's Goal.....       | 27 |
| Jobs.....             | 35 |
| Dogs.....             | 43 |
| Cut It Up.....        | 51 |
| Around the House..... | 59 |

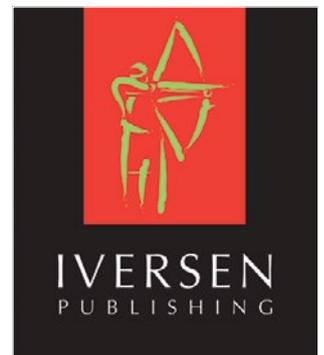
Permission is given to copy these lesson plans for use with the Quick60 Programme

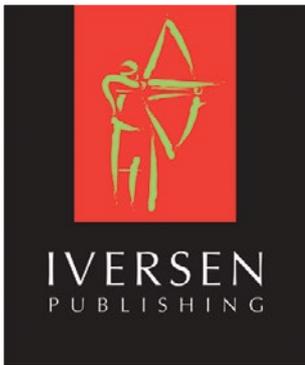
Lesson Plans Set 1 Levels 1 - 2 © Iversen Publishing

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# Quick60

Set I

Intervention Levels 3.I-4.4

Lesson Plans  
Colour-Coded Check Sheets  
Data Point Sheets

Quick60 Lesson Plans,  
Colour-Coded Check Sheets  
and Data Point Sheets  
provide you with  
a comprehensive plan  
for each book  
as well as ongoing formative  
and summative assessment.



# Quick60 Lesson Plans – Set I Intervention Levels 3.I – 4.4

If you are starting your *Quick60 Programme* at Set 1 Level 3 with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

## **Lesson 1**

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Word – to.

Introduce the New Skill – *short e*.

Introduce the New Book – *Ten*.

## **Lesson 2**

Use the Quick Quiz.

Introduce the New Word – which.

Use the Quick Check - Colour-Coded Check Sheet for *Ten*.

Use the Quick Write.

Revise the New Skill – *short e*.

Introduce the New Book – *Can You Tell?*.

## **Lesson 3**

Use the Quick Quiz.

Introduce the New Word – who.

Use the Quick Read with *Ten*.

Use the Quick Check – Colour-Coded Check Sheet for *Can You Tell?*.

Use the Quick Write.

Revise short vowels.

Introduce the New Book – *Who Lives Here?*.

Follow the entire lesson plan from Day 4.



# Ten

Level: 3.1

Word Count: 56

|                         |   |
|-------------------------|---|
| Quick Quiz              | Reading: <i>see, can, in, are, you</i><br>Spelling: <i>see, can, in, are, you</i> |
| New High-Frequency Word | to  |
| Quick Read              | Dogs (2.2)<br>Cut It Up (2.3)   |
| Quick Check             | Around the House (2.4)  |
| Quick Write             | <i>You can see the bug on the rug.</i>  |
| New Skill               | Short vowel e   |
| New Book                | Ten   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *see, can, in, are, you*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *see, can, in, are, you*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

**Introduces a new high-frequency word into the reading and writing vocabulary**

- Tell the students that now they are going to learn a new word – *to*.
- Hold up the *to* word card for the students to see.
- Have them read the word together.
- Have the students write *to* in the air with their fingers while still looking at the card.
- Have them write *to* on the floor or table with their fingers.
- Have them write *to* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

**Builds reading fluency, vocabulary and comprehension on connected text**

- Give each student a copy of the following books: *Dogs* and *Cut It Up*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

**Monitors oral reading and checks on vocabulary and comprehension strategies**

- Give each student a copy of the book *Around the House*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Around the House* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What was in the room with the bed in it?*  
*What was the flower stem with the bud sitting on?*  
*Which room were the cup and the mug in?*  
*Which room has a sun on the wall?*

#### Inferential

*Which rooms in the house wouldn't have a rug on the floor? Why?*  
*What is the difference between a cup and a mug?*  
*What will the buds turn into?*  
*Which room is the television in? How do you know?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*You can see the bug on the rug.*
- Remind the students that they know how to write *you*, *can*, *see* and *the*. Have them write these words starting with a capital letter.
- Revise the hearing sounds in words task. Remind the students that they know how to listen for the sounds in short words and that they should be able to write *bug* without using the boxes to help them.
- Tell them to say *bug* slowly and write down the first sound they can hear.
- Have the students say *bug* again and write down the next sound they can hear. Revisit the short / u / sound if necessary.
- Invite the students to say *bug* again and write the last letter.
- Dictate the sentence again and have the students write *on* and *the*.
- Write *bug* on the board and show the students how to change *bug* into *rug*.
- Remind the students to finish their sentence with a full stop.
- If the students had trouble with *you*, *can*, *see*, *on* and *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

**Hen** to introduce or reinforce this skill.

- Write the letter e on the board. Read the letter e to the students so they know the sound it makes. Have them read it again with you.

- Say *pet* slowly. Ask the students to listen for the / e / sound as you say the word *pet* slowly again.
- Write *pet* on the board. Read what you have written to the students. Have them read the word *pet* with you.
- Say *red* slowly. Ask the students to listen for the / e / sound as you say the word *red* slowly again.
- Write *red* on the board. Read what you have written to the students. Have them read the word *red* with you.
- Write *p e t* and *r e d* on the board. Read the words slowly emphasizing the / e / sound.
- Invite a volunteer to circle the letter that makes the / e / sound.
- Write *pet*, *wet* and *net* under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the / e / sound.
- Write *red*, *bed*, *fed* and *Jed* under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the / e / sound.

## New Book

**Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text**

- Give each student a copy of the book *Ten*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about some people who went to different places and saw things. Some people went to a farm, some people went to a river and some people went to a game.*
- Discuss the cover photo. Tell the students there are ten deer in the photo. Tell them that you can see deer in the wild and also on deer farms. The horns on the deer are called antlers.
- Have the students turn to the title page and look at the photo. Have them say what they can see ten of on this page.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *The players wear protective gear so they don't get hurt. You can buy things like pens at a book store or a supermarket. People use nets like these to catch little fish.*
- Have the students read the picture glossary with you to reinforce the vocabulary.
- Tell the students that there are words in this book that have the short / e / sound in them. They should look for words with e in them to help them as they read.
- Tell them also that the new word *to* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *to* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 4 and find *Meg, Ted, ten* and *pens*.
  - Have the students find and read *Jed, Jen* and *ten* on page 6.
  - Have them find and read *Ned* and *Jeb* on page 8.
  - Have them find and read all the words with *e* in them on page 10.
  - Have the students go through the book looking for *to* and rereading the sentences with *to* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Ten* again.
- Read and re-read *Ten* using the audio and/or e - version.
- Re-read *Dogs, Cut It Up, and Around the House*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Around the House  
Intervention Level: 2.4  
Word count: 48  
New phonic skill: short u

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Look in this room.

Can you see the sun?

4/5

Look in this room.

Can you see the rug?

6/7

Look in this room.

Can you see the bud?

8/9

Look in this room.

Can you see the jug?

10/11

Look in this room.

Can you see the cup  
and the mug?

## Comprehension Questions

Literal

*What was in the room with the bed in it?*

*What was the flower stem with the bud sitting on?*

*Which room were the cup and the mug in?*

*Which room has a sun on the wall?*

Inferential

*Which rooms in the house wouldn't have a rug on the floor? Why?*

*What is the difference between a cup and a mug?*

*What will the buds turn into?*

*Which room is the television in? How do you know?*

# Data Point Sheet

Around the House

Name:

Date:

Word Count 48 Level 2

|  |   |   |                                   |                            |              |                                    |            |                                |
|--|---|---|-----------------------------------|----------------------------|--------------|------------------------------------|------------|--------------------------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> |   |                                   |                            |              |                                    |            |                                |
| <b>Type of Error</b>                                   |   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">0 - 2 errors</td> <td style="width: 50%;">text is easy<br/>95% - 100%</td> </tr> <tr> <td>3 - 6 errors</td> <td>text is instructional<br/>87% - 94%</td> </tr> <tr> <td>7 + errors</td> <td>text is difficult<br/>66% - 86%</td> </tr> </table>   | 0 - 2 errors                      | text is easy<br>95% - 100% | 3 - 6 errors | text is instructional<br>87% - 94% | 7 + errors | text is difficult<br>66% - 86% |
| 0 - 2 errors   | text is easy<br>95% - 100%                              |   |                                   |                            |              |                                    |            |                                |
| 3 - 6 errors   | text is instructional<br>87% - 94%                      |   |                                   |                            |              |                                    |            |                                |
| 7 + errors   | text is difficult<br>66% - 86%                          |   |                                   |                            |              |                                    |            |                                |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> |   |                                   |                            |              |                                    |            |                                |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> |   |                                   |                            |              |                                    |            |                                |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                   |                            |              |                                    |            |                                |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                   |                            |              |                                    |            |                                |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                   |                            |              |                                    |            |                                |
|  |   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$        | 1:3 - 1:6    | good                               | 1:7 +      | needs help                     |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                   |                            |              |                                    |            |                                |
| 1:3 - 1:6  | good  |   |                                   |                            |              |                                    |            |                                |
| 1:7 +  | needs help  |   |                                   |                            |              |                                    |            |                                |

|  |  |   |
|--|--|---|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |

|  |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>   | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 25%;">February</td> <td style="width: 25%;">July</td> <td style="width: 35%;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
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| Year 4   | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Can You Tell?

Level: 3.2

Word Count: 55

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>can, in, are, you, to</i><br>Spelling: <i>can, in, are, you, to</i> |
| New Word    | which   |
| Quick Read  | Cut It Up (2.3)<br>Around the House (2.4)                                       |
| Quick Check | Ten (3.1)   |
| Quick Write | <i>Ben went to look for ten hens.</i>   |
| New Skill   | Short vowel e   |
| New Book    | Can You Tell?   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *can, in, are, you, to*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *can, in, are, you, to*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *which*.
- Hold up the *which* word card for the students to see.
- Have them read the word together.
- Have the students write *which* in the air with their fingers while still looking at the card.
- Have them write *which* on the floor or table with their fingers.
- Have them write *which* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Cut It Up* and *Around the House*
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Ten*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Ten* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

*Who went to the store?  
 What did they see?  
 Who saw the ten men?  
 Who went to the river?*

Inferential

*Where else could you go to see ten of the same things together?  
 What would people use the nets at the river for?  
 What other pets might you see ten of at the pet store?  
 Why do you think the author wrote a book about 10?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Ben went to look for ten hens.*
- Remind the students that they know how to listen for the sounds in short words and that they should be able to write *Ben* without using the boxes to help them.
- Tell them to say *Ben* slowly and write down the first sound they can hear.
- Have the students say *Ben* again and write down the next sound they can hear. Revisit the short / e / sound if necessary.
- Invite the students to say *Ben* again and write the last letter.  
*Say: Now I'm going to show you how to hear the sounds in the word went so that you will be able to spell it.*
- Say *w - e - n - t* slowly clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Ask the students how many sounds there are in *went*.
- Draw a box on the board and divide it into four.
- Ask the students which sound they can hear at the beginning of *went*.
- Ask the students which letter has a / w / sound.
- Invite a volunteer to write *w* in the first box.  

|   |  |  |  |
|---|--|--|--|
| w |  |  |  |
|---|--|--|--|
- Have the students say *w - e - n - t* again.
- Ask them the second sound they can hear and which letter they should write. Invite a volunteer to write *e* in the next box.  

|   |   |  |  |
|---|---|--|--|
| w | e |  |  |
|---|---|--|--|
- Have the students say *w - e - n - t* again. Ask them the next sound in *went* and which letter to write. Invite a volunteer to write *n* in the next box.  

|   |   |   |  |
|---|---|---|--|
| w | e | n |  |
|---|---|---|--|
- Have the students say *w - e - n - t* again. Ask them the last sound in *went* and which letter to write.  

|   |   |   |   |
|---|---|---|---|
| w | e | n | t |
|---|---|---|---|

- Dictate the sentence again and remind the students that they know how to write *to look* and *for*.
- Write *Ben* on the board and show the students how to change *Ben* into *ten* and *hen*. Have them write *ten* and *hen* into their sentence.
- Say: *If I want to change hen into hens I need to put an s on the end. The s tells me that there is more than one hen.*
- If the students had trouble with *look*, *for*, or *to*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write *get* on the board. Have the students read the word *get*. Tell the students they are going to learn to read and write some more words that sound like and look like *get*.
- Write *pet*, *wet*, *set* and *yet* on the board under *get*. Make sure the *et* part of each word is directly underneath the one above so the students can see that each word contains *et*.
- Read the words to the students and then have them read the words with you.
- Tell the students what is the same about each word, that is *et*.
- Invite a volunteer to circle the letters which make the / *et* / sound in each word.
- Write *Ben*, *men*, *hen*, *den*, *pen* and *ten* on the board in a list so that the *en* part of each word is directly underneath the one above so the students can see that each word contains *en*.
- Tell the students what is the same about each word, that is *en*.
- Have the students read the words with you.
- Invite a volunteer to circle the letters which make the / *en* / sound in each word.
- Write *bed*, *fed*, *led*, *red* and *wed* on the board in a list so that the *ed* part of each word is directly underneath the one above so the students can see that each word contains *ed*.
- Invite volunteers to circle the letters which make the / *ed* / sound in each word reading the word as they circle the letters.
- Tell students that when they can recognise these word families, they will be able to read and write lots of words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Can You Tell?*
- Read the title to the students. Point out the question mark that comes on the end of a sentence that asks a question.

- Set the purpose for reading by saying: *You are going to read this book to find out the difference between two things.*
- Discuss the cover photo. Tell the students that one of these pets is wet. Can they tell which one it is? Is it the cat or the fish?
- Have the students turn to the title page and look at the photo. Can they tell which tennis player is wearing the red cap?
- Take a picture walk discussing each photo in the book.
- To ensure understanding say things such as: *These boys are on the rocky shore. They are using their nets to catch little shrimps in the rock pools.*
- Have the students read the picture glossary with you to reinforce the vocabulary.
- Tell the students that there are words in this book that have the short / e / sound in them. They should look for words with e in them to help them as they read.
- Tell them also that the new word *which* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *which* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.  
Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have students turn to page 2 and find *red* and *pen*.
- Have the students find and read *tell* and *red* on page 6.
- Have them find and read *pet* and *wet* on page 8. Ask them what is the same about *pet* and *wet*.
- Have them find and read all the words with e in them on page 10.
- Have the students go through the book looking for *which* and rereading the sentences with *which* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Can You Tell?* again.
- Read and re-read *Can You Tell?* using the audio and/or e - version.
- Re-read *Cut It Up*, *Around the House*, and *Ten*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Ten  
Intervention Level: 3.1  
Word count: 56  
New phonic skill: short e  
New high-frequency word(s): to

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Ben and Nell

went to the game.

They saw ten men.

4/5

Meg and Ted

went to the store.

They saw ten pens.

6/7

Jen and Jed

went to the farm.

They saw ten deer.

8/9

Ned and Jeb  
went to the river.

They saw ten nets.

10/11

Pat and Bill  
went to the zoo.

They saw ten pet rabbits.

## Comprehension Questions

Literal

*Who went to the store?*

*What did they see?*

*Who saw the ten men?*

*Who went to the river?*

Inferential

*Where else could you go to see ten of the same things together?*

*What would people use the nets at the river for?*

*What other pets might you see ten of at the zoo?*

*Why do you think the author wrote a book about 10?*

# Data Point Sheet

Ten

Name:

Date:

Word Count 56 Level 3

|   |   |                                   |                                    |
|---|---|-----------------------------------|------------------------------------|
| <b>Number of Errors</b>                                       | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 3 errors                      | text is easy<br>95% - 100%         |
| <b>Type of Error</b>  |   | 4 - 7 errors                      | text is instructional<br>87% - 94% |
| <i>Red</i> <i>new decodable skills</i>                        | <input style="width: 50px; height: 25px;" type="text"/> | 8 + errors                        | text is difficult<br>66% - 86%     |
| <i>Green</i> <i>previously taught skills or word families</i> | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
| <i>Blue</i> <i>new high-frequency words</i>                   | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
| <i>Pink</i> <i>previously taught high-frequency words</i>     | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
| <i>Brown</i> <i>words accessible from content or context</i>  | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
|   |   | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$                |
|   |   | 1:3 - 1:6                         | good                               |
|   |   | 1:7 +                             | needs help                         |

|  |  |   |
|--|--|---|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |

|                                       |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---------------------------------------|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 25%;">February</td> <td style="width: 25%;">July</td> <td style="width: 35%;">December</td> </tr> <tr> <td>Year 2</td> <td>N/A</td> <td>34 - 64</td> <td>65 +</td> </tr> <tr> <td>Year 3</td> <td>66 - 89</td> <td>90 - 108</td> <td>109 +</td> </tr> <tr> <td>Year 4</td> <td>97 - 109</td> <td>110 - 128</td> <td>129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|                                       |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2                                |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3                                | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4                                | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i>    | <input style="width: 50px; height: 25px;" type="text"/>   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i>    | <input style="width: 50px; height: 25px;" type="text"/>   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Who Lives Here?

Level: 3.3

Word Count: 60

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>in, are, you, to, which</i><br>Spelling: <i>in, are, you, to, which</i> |
| New Word    | who   |
| Quick Read  | Around the House (2.4)<br>Ten (3.1)   |
| Quick Check | Can You Tell? (3.2)   |
| Quick Write | <i>Sam can tell which pet is wet.</i>   |
| New Skill   | Revision of short vowel sounds  |
| New Book    | Who Lives Here?   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *in, are, you, to, which*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *in, are, you, to, which*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *who*.
- Hold up the *who* word card for the students to see.
- Have them read the word together.
- Have the students write *who* in the air with their fingers while still looking at the card.
- Have them write *who* on the floor or table with their fingers.
- Have them write *who* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Around the House* and *Ten*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Can You Tell?*
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Can You Tell?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*Were the pens red or wet?  
Which pet was wet?  
What else was wet?  
Which things were red?*

#### Inferential

*What are the boys doing with the nets?  
What are the people using the rods for on the beach?  
What do you think the people with the pens are doing?  
What is the name of the tennis game where there are two people on the same side of the net? Why does it have that name?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Sam can tell which pet is wet.*
- Revise the hearing sounds in words task. Remind the students that they know how to listen for the sounds in short words and that they should be able to write *Sam* without using the boxes to help them.
- Tell them to say *Sam* slowly and write down the first sound they can hear.
- Have the students say *Sam* again and write down the next sound they can hear. Revisit the short / a / sound if necessary.
- Invite the students to say *Sam* again and write the last letter.
- Remind the students that they know how to spell *can*. They should write that in their sentence and then write *tell*. Check that the students put two *ls* on the end of *tell*. Say: *Tell has three sounds but four letters. You need to put another l on the end of tell to make it look right.*
- Dictate the sentence again and have the students write *which*. Remind them to leave a space between the words.
- Ask the students to say *pet* slowly and write down the sounds as they hear them, and then write *is*.
- Write *pet* on the board and show the students how to change *pet* into *wet*.
- Invite the students to complete the sentence.
- If the students had trouble with *can*, *which* or *is*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write *pat, pet, pit, pot* and *put* on the board.
- Invite the students to read the words with you.
- Ask the students what is the same and what is different about the words.
- Invite volunteers to circle the letter in each word that is different. Have them read the word as they circle the letter.
- Tell them that you can change short words like this by changing the middle letter.
  
- Use the word *pit* to show students that you can change a word by changing the first or last letter.
- Change the *p* of *pit* to a *b*. Have the students read the new word.
- Change the *b* to an *f* and again have the students read the new word.
- Continue doing changing the first letter to *h, k, l, p, s* and *w*. Have the students read the words as you make them.
  
- Write *pit* on the board again and follow the same process changing the last letter each time. Use the letters *g, n, p,* and *t*.
- Explain to the students that they can change the first, middle and last letters in short words this way to make many new words that they can then read and write.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Who Lives Here?*
- Read the title to the students. Point out the question mark that comes on the end of a sentence that asks a question.
- Set the purpose for reading by saying: *You are going to read this book to find out which animals do and don't live in the same places.*
- Discuss the cover photo. Tell the students that this is a bug. Tell them that you can often see bugs like this one living on old logs.
- Have the students turn to the title page and look at the photo. Can they name this animal and say where it might live? Would it live on a log?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Bats are animals that live in dark places like caves. A fox's den is like a hole in the ground. An ox is too big to live in a den. A ram is a male sheep. A female sheep is called a ewe.*
- Have the students read the picture glossary with you to reinforce the vocabulary.
- Tell the students that there are some words in this book that have short vowel sounds in them like *bat, den, pig, dog* and *rug*. They should look for words with *a, e, i, o* and *u* in them to help them read.

- Tell them also that the new word *who* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *who* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently. Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have students turn to page 2 and find *bat*.
- Have the students find and read *pig* on page 6.
- Have them find and read *fox* and *ox* on page 4.
- Have them reread page 10 and identify the word with the short e sound.
- Have the students go through the book looking for *who* and rereading the sentences with *who* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Who Lives Here?* again.
- Read and re-read *Who Lives Here?* using the audio and/or e - version.
- Re-read *Around the House, Ten, and Can You Tell?*
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Can You Tell?

**Intervention Level:** 3.2

**Word count:** 55

**New phonic skill:** short e

**New high-frequency word:** which

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Can you tell

which pen is red?

I can.

Can you?

4/5

Can you tell

which net is wet?

I can.

Can you?

6/7

Can you tell

which cap is red?

I can.

Can you?

8/9

Can you tell  
which pet is wet?

I can.

Can you?

10/11

Can you tell  
which rod is red?

I can.

Can you?

## Comprehension Questions

Literal

*Were the pens red or wet?*

*Which pet was wet?*

*What else was wet?*

*Which things were red?*

Inferential

*What are the boys doing with the nets?*

*What are the people using the rods for on the beach?*

*What do you think the people with the pens are doing?*

*What is the name of the tennis game where there are two people on the same side of the net? Why does it have that name?*

# Data Point Sheet

Can You Tell?

Name:

Date:

Word Count 55 Level 3

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 2 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 3 - 7 errors  | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 8 + errors  | text is difficult<br>66% - 86%     |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|  |  |   |                            |  |                               |           |                               |      |                               |            |
|--|--|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |                            |  |                               |           |                               |      |                               |            |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td>7-8 correct/partially correct</td> <td>very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>   |  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct  | very good  |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct  | good   |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct  | needs help   |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |                            |  |                               |           |                               |      |                               |            |

|  |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>   | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|  |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2   |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3   | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4   | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Get Fit

Level: 3.4      Word Count: 60

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>are, you, to, which, who</i><br>Spelling: <i>are, you, to, which, who</i> |
| New Word    | said  |
| Quick Read  | Ten (3.1)<br>Can You Tell? (3.2)  |
| Quick Check | Who Lives Here? (3.3)   |
| Quick Write | <i>Who lives on this rug?</i>   |
| New Skill   | Revision of short vowel sounds  |
| New Book    | Get Fit   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *are, you, to, which, who*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *are, you, to, which, who*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *said*.
- Hold up the *said* word card for the students to see.
- Have them read the word together.
- Have the students write *said* in the air with their fingers while still looking at the card.
- Have them write *said* on the floor or table with their fingers.
- Have them write *said* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Ten* and *Can You Tell?*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Who Lives Here?*
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Who Lives Here?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking the following questions:

Literal

*What animal lives in a pen?*

*Where does a ram live?*

*What animal lives on the rug?*

*Does an ox live in a den?*

Inferential

*Can you name some other animals that live in a log?*

*Why doesn't an ox live in a den?*

*What is another name for a pig pen?*

*Could a rat live on a rug? Why or why not?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Who lives on this rug?*
- Remind the students that they know how to spell *who*. Remind them to start their sentence with a capital letter.
- Revise the hearing sounds in words task.  
*Say: Now I'm going to show you how to hear the sounds in the word lives so that you will be able to spell it.*
- Say *lives* slowly breaking the word into its separate sounds or phonemes *l - i - v - s*.
- Say *l - i - v - s* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *l - i - v - s* with you as they clap.
- Ask the students how many sounds there are in *lives*.
- Draw a box on the board and divide it into four.
- Ask the students which sound they can hear at the beginning of *lives*.
- Ask the students which letter has an / l / sound. Invite a volunteer to write *l* in the first box.  

|   |  |  |  |
|---|--|--|--|
| l |  |  |  |
|---|--|--|--|
- Have the students say *l - i - v - s* again.
- Ask them the second sound they can hear and which letter they should write. Invite a volunteer to write *i* in the next box.  

|   |   |  |  |
|---|---|--|--|
| l | i |  |  |
|---|---|--|--|
- Have the students *l - i - v - s* again.
- Ask them the next sound they can hear and which letter they should write. Invite a volunteer to write *v* in the next box.  

|   |   |   |  |
|---|---|---|--|
| l | i | v |  |
|---|---|---|--|
- Ask the students the last sound they can hear and which letter they should write. Praise any student who say *z* because the sound is similar.
- Tell the students that there are four sounds in *lives* but there are five letters. Write *e* before the *s* in the last box.  

|   |   |   |    |
|---|---|---|----|
| l | i | v | es |
|---|---|---|----|

|   |   |   |    |
|---|---|---|----|
| l | i | v | es |
|---|---|---|----|

- Have the students write *lives* in their sentence.
- Dictate the sentence again and remind the students that they know how to write the next two words.
- Remind the students that they know how to listen for the sounds in short words and that they should be able to write *rug* without using the boxes to help them.
- Tell them to say *rug* slowly and write down the first sound they can hear.
- Have the students say *rug* again and write down the next sound they can hear. Revisit the short / u / sound if necessary.
- Invite the students to say *rug* again and write the last letter.
- Remind the students to end their sentence with a question mark.
- If the students have trouble with *who*, *on*, or *this*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write *pat*, *pet*, *pit*, *pot* and *put* on the board.
- Invite the students to read the words with you.
- Ask the students what is the same and what is different about the words.
- Invite volunteers to circle the letter in each word that is different. Have them read the word as they circle the letter.
- Tell the students that you are going to change the first letter in *pat* to an *s*. Have them read the new word *sat*.
- Now tell them that you are going to change the middle letter to make another word.
- Change the *a* in *sat* to an *i*. Have the students read the new word *sit*.
- Tell the students that you are going to change the last letter to make another word.
- Change *t* to *p*. Have the students read the new word *sip*.
- Change the first letter to *t* telling the students what you are doing and having them read the word *tip*.
- Change the middle letter to *o* to make *top* and then the first letter to *m* to make *mop*. Have the students read along as you make the changes.
- Explain to the students that they can change the all the letters in short words this way to make many new words that they can then read and write.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Get Fit*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some ways that people get fit.*
- Discuss the cover photo. Tell the students that this boy is doing handstands to get fit. He will be strengthening his arm and back muscles by doing handstands.

- Have the students turn to the title page and look at the photo. What is this person doing to get fit? How will this make her fitter?
  - Take a picture walk discussing each photo in the book.
  - To ensure understanding say things such as: *Eating healthy food helps you keep fit. Vegetables and fruit are healthy foods because you won't get fat if you eat lots of fruit and vegetables. Running up hills makes you fit because it keeps your heart healthy.*
  - Tell the students that there are some words in this book that have short vowel sounds. They should look for words with *e*, *i* and *u* in them to help them read.
  - Tell them also that the new word *said* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *said* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read the words with the short / *i* / sound. Ask them what is the same between *Jill* and *will*?
  - Have the students find and read *Tom* on page 4. Ask them what Tom's name would be if the *o* was changed to *i*.
  - Have them find and read *get*, *well* and *Meg* on page 6. Have them say what is different about these words. What would Meg's name be if it started with *p*.
  - Have them find *Sam* on page 8 and *Pat* on page 10. What would they need to do to change *Sam* to *Pat*?
  - Have the students go through the book looking for *said* and rereading the sentences with *said* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Get Fit* again.
- Read and re-read *Get Fit* using the audio and/or e - version.
- Re-read *Ten*, *Can You Tell?*, and *Who Lives Here?*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Who Lives Here?

**Intervention Level:** 3.3

**Word count:** 60

**New phonic skill:** revision short vowel sounds

**New high-frequency word:** who

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Who lives in this log?

Is it a bug or a bat?

4/5

Who lives in this den?

Is it a fox or an ox?

6/7

Who lives in this pen?

Is it a pig or a cat?

8/9

Who lives on this rug?

Is it a dog or a rat?

10/11

Who lives on this hill?

Is it a ram or a hen?

### Comprehension Questions

Literal

*What animal lives in a pen?*

*Where does a ram live?*

*What animal lives on the rug?*

*Does an ox live in a den?*

Inferential

*Can you name some other animals that live in a log?*

*Why doesn't an ox live in a den?*

*What is another name for a pig pen?*

*Could a rat live on a rug? Why or why not?*

# Data Point Sheet

Who Lives Here?

Name:

Date:

Word Count 60 Level 3

|  |                      |              |                                    |
|--|----------------------|--------------|------------------------------------|
| <b>Number of Errors</b>                                | <input type="text"/> | 0 - 3 errors | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |                      | 4 - 7 errors | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input type="text"/> | 8 + errors   | text is difficult<br>66% - 86%     |
| <i>Green</i> previously taught skills or word families | <input type="text"/> |              |                                    |
| <i>Blue</i> new high-frequency words                   | <input type="text"/> |              |                                    |
| <i>Pink</i> previously taught high-frequency words     | <input type="text"/> |              |                                    |
| <i>Brown</i> words accessible from content or context  | <input type="text"/> |              |                                    |

|                                   |                     |
|-----------------------------------|---------------------|
| <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ |
| 1:3 - 1:6                         | good                |
| 1:7 +                             | needs help          |

|                              |                      |                                  |                      |   |
|------------------------------|----------------------|----------------------------------|----------------------|---|
| <b>Comprehension Literal</b> |                      | <b>Comprehension Inferential</b> |                      | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number correct               | <input type="text"/> | Number correct                   | <input type="text"/> |   |
| Number partially correct     | <input type="text"/> | Number partially correct         | <input type="text"/> |   |
| Number incorrect             | <input type="text"/> | Number incorrect                 | <input type="text"/> |   |

|                                       |                      |  |          |           |          |
|---------------------------------------|----------------------|--|----------|-----------|----------|
| <b>Fluency</b>                        |                      | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |          |           |          |
| <i>Reads fluently with expression</i> | <input type="text"/> |  | February | July      | December |
| <i>Reads with moderate fluency</i>    | <input type="text"/> | Year 2   | N/A      | 34 - 64   | 65 +     |
| <i>Reads slowly - word by word</i>    | <input type="text"/> | Year 3   | 66 - 89  | 90 - 108  | 109 +    |
|                                       |                      | Year 4   | 97 - 109 | 110 - 128 | 129 +    |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Sink or Float

Level: 4.1

Word Count: 75

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>you, to, which, who, said</i><br>Spelling: <i>you, to, which, who, said</i> |
| New Word    | put   |
| Quick Read  | Can You Tell? (3.2)<br>Who Lives Here (3.3)   |
| Quick Check | Get Fit (3.4)   |
| Quick Write | <i>"We will get fit," said Bob and Tim.</i>   |
| New Skill   | ck  |
| New Book    | Sink or Float?  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *you, to, which, who, said*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *you, to, which, who, said*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *put*.
- Hold up the *put* word card for the students to see.
- Have them read the word together.
- Have the students write *put* in the air with their fingers while still looking at the card.
- Have them write *put* on the floor or table with their fingers.
- Have them write *put* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Can You Tell?* and *Who Lives Here?*
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Get Fit*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Get Fit* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking the following questions:

#### Literal

*What did Meg do to get fit?*  
*Who ran up a hill to get fit?*  
*What did Pat do to get fit?*  
*What was Tom doing?*

#### Inferential

*What are some other things people can do to get fit?*  
*Why do all the people in this book want to get fit?*  
*Why do you think the author wrote this book?*  
*Are you fit? Why or why not?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*"We will get fit," said Bob and Tim.*
- Remind the students that they know how to spell *we* and *will*. Remind them to start their sentence with a capital letter.
- Revise the *hearing sounds in words* task. Remind the students that they know how to listen for the sounds in short words and that they should be able to write *get* and *fit* without using the boxes to help them.
- Tell them to say *get* slowly and write down the first sound they can hear.
- Have the students say *get* again and write down the next sound they can hear. Revisit the short / e / sound if necessary.
- Invite the students to say *get* again and write the last letter.
- Repeat the process with *fit*.
- Show the students how to insert the correct punctuation.
- Write *We will get fit* on the board. Tell the students that Bob and Tim are saying *We will get fit* so that there needs to be speech marks either side of what they are saying and a comma at the end of what they say. Insert the speech marks and the comma. *"We will get fit,"*.
- Have the students punctuate their sentence.
- Dictate the sentence again and remind the students that they know how to spell *said* and *and*.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *Bob* and *Tim* without using the boxes to help them. Encourage them to say the words slowly as they listen for the sounds and write the letters.
- Remind the students to check their writing to make sure they have all the capital letters at the beginning of people's names, and a full stop at the end of the sentence.
- If the students have trouble with *we*, *will*, *said* or *and*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards **Chick** and/or **Duck** to introduce or reinforce this skill.

- Write *duck* on the board.
- Read the word asking the students to listen for the end sound.
- Tell the students that there are many words that have *ck* on the end and the end sounds the same as the end of *duck*.
- Write the following words, reading them as you write; *quack, pick, luck, and rock*.
- Have the students read the words with you.
- Invite volunteers to circle the letters that make the / k / sound.
- Write *si* on the board. Ask the students what letters you will need to add to make the word *sick*. Complete the word.
- Write *pe, sa, su, lo* and *ti* on the board. Invite volunteers to write the letters that make the / k / sound on the end of each and then read the word.
- Write *back* on the board.  
*Say: I'm going to change the first letter to make another word.*
- Write *hack* and invite a volunteer to read what you have written.
- Invite volunteers to write new *-ack* words on the board changing the first letter and reading what they have written. If necessary prompt them to use the following letters: *J, l, M, p, qu, r, s, t*.
- Tell the students that if they come to an unknown word when they are reading they should look to see if *ack, eck, ick, ock* or *uck* are at the end. That will help them with their reading.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Sink or Float*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that sink and some things that float.*
- Discuss the cover photo. Tell the students that this boy is testing things to see which of them will sink and which will float. He has a toy duck in the water and it is floating.
- Have the students turn to the title page and look at the photo. Can they say what the boy is testing now and is it sinking or floating?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as:  
*Blocks of wood will float, but blocks of iron will sink because they are heavier than water.*
- Have the students look at the table on each page and the larger table of page 12. Explain that a table like this is a good way to summarize information.

You can see straight away what sinks and what floats.

- Tell the students that there are some words in this book that end in *ck*. They should look for the words with *ck* at the end to help them read.
  - Tell them also that the new word *put* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *put* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find *rock* and *sink*.
  - Have the students find and read *duck* and *sink* on page 4.
  - Have them find and read the words with *ck* on the end on page 6.
  - Have them find and read *tick* throughout the book.
  - Have the students go through the book looking for *put* and rereading the sentences with *put* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Sink or Float?* again.
- Read and re-read *Sink or Float* using the audio and/or e - version.
- Re-read *Can You Tell?*, *Who Lives Here?* and *Get Fit*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Get Fit

**Intervention Level:** 3.4

**Word count:** 60

**New phonic skill:** revision short vowels

**New high-frequency word:** said

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

“I will get fit,” said Jill.

“I will run.”

4/5

“I will get fit,” said Tom.

“Look at me.”

6/7

“I will get fit,” said Meg.

“I will eat well.

I will not get fat.”

8/9

“I will get fit,” said Sam.

“I will run up a hill.”

10/11

“I will get fit,” said Pat.

“I will run and run.”

12

“We will get fit.”

## Comprehension Questions

Literal

*What did Meg do to get fit?*

*Who ran up a hill to get fit?*

*What did Pat do to get fit?*

*What was Tom doing?*

Inferential

*What are some other things people can do to get fit?*

*Why do all the people in this book want to get fit?*

*Why do you think the author wrote this book?*

*Are you fit? Why or why not?*

# Data Point Sheet

Get Fit

Name:

Date:

Word Count 60 Level 3

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 -3 errors   | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 4 - 7 errors  | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 8 + errors  | text is difficult<br>66% - 86%     |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|  |  |   |                            |  |                               |           |                               |      |                               |            |
|--|--|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |                            |  |                               |           |                               |      |                               |            |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>   |  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct  | very good  |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct  | good   |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct  | needs help   |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |                            |  |                               |           |                               |      |                               |            |

|  |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>   | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|  |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2   |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3   | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4   | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Long

Level: 4.2

Word Count: 74

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>to, which, who, said, put</i><br>Spelling: <i>to, which, who, said, put</i> |
| New Word    | have  |
| Quick Read  | Who Lives Here? (3.3)<br>Get Fit (3.4)  |
| Quick Check | Sink or Float? (4.1)  |
| Quick Write | <i>Put a sack in. Will it sink?</i>   |
| New Skill   | ng  |
| New Book    | Long  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *to, which, who, said, put*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *to, which, who, said, put*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *have*.
- Hold up the *have* word card for the students to see.
- Have them read the word together.
- Have the students write *have* in the air with their fingers while still looking at the card.
- Have them write *have* on the floor or table with their fingers.
- Have them write *have* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Who Lives Here?* and *Get Fit*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Sink or Float*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Sink or Float?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking the following questions:

#### Literal

*Did the block sink or float?*

*Did the duck sink?*

*What items floated?*

*What did the sock do?*

#### Inferential

*Why do you think the duck and the block float?*

*Why do you think the rock and the tack sink?*

*What other things do you know that sink or float?*

*How else could you record things that sink and things that float?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Put a sack in. Will it sink?*
- Remind the students that they know how to spell *put*, *a* and *in*. Remind them to start their sentence with a capital letter.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *sack* without using the boxes to help them. Encourage them to say the *sack* slowly as they listen for the sounds and write the letters. Remind them that they need two letters to make the / *k* / sound.
- Dictate the second sentence and ask the students to write *will* and *it*.
- Revise the *hearing sounds in words* task.
- Say *sink* slowly breaking the word into its separate sounds or phonemes *s - i - n - k*.
- Say *s - i - n - k* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *s - i - n - k* with you as they clap.
- Ask the students how many sounds there are in *sink*.
- Ask the students which sound they can hear at the beginning of *sink* and which letter they would expect to write.
- Have them write the *s*.
- Have the students say *s - i - n - k* again.
- Ask them the second sound they can hear and which letter they should write. Have them write the *i*.
- Have the students say *s - i - n - k* again. Ask them the next sound in *sink* and which letter to write. Have them write the *n*.
- Have the students say *s - i - n - k* again. Ask them the last sound in *sink* and which letter to write. Praise any student who says *c* because the sound is the same but explain that it is *k*. Have them write the *k*.
- Remind the students to check their punctuation. Have them put in the full stop and the question mark?

- If the students have trouble with *put*, *in*, *will* or *it*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write *song* on the board.
- Read the word asking the students to listen for the end sound.
- Tell the students that there are many words that have *ng* on the end and the end sounds the same as the end of *song*.
- Write the following words, reading them as you write; *rang*, *wing*, *long*, and *hung*.
- Have the students read the words with you.
- Invite volunteers to circle the letters that make the / *ng* / sound.
- Write *ri* on the board. Ask the students what letters you will need to add to make the word *ring*. Complete the word.
- Write *fa* on the board. Invite a volunteer to complete the word *fang*. Write *ra*, *ki*, *do*, and *lu* on the board. Invite volunteers to write the letters that make the / *ng* / sound on the end of each and then read the word.
- Write *ping* on the board. Say: *I'm going to change the first letter to make another word.*
- Write *ding* and invite a volunteer to read what you have written.
- Invite volunteers to write new *-ing* words on the board changing the first letter and reading what they have written. If necessary prompt them to use the following letters: *k*, *r*, *s*, *w* and *z*.
- Tell the students that if they come to an unknown word when they are reading they should look to see if *ang*, *ing*, *ong* or *ung* are at the end. That will help them with their reading.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Long*
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out which animals have things like long necks and long hair.*
- Discuss the cover photo. Tell the students that this animal is an anteater. They can see it has a long nose.
- Have the students turn to the title page and look at the photo. Can they name this animal and say what it has that is long?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *An elephant's nose is called a trunk.*

*Llamas have long hair. Some people use the llama hair like we use sheep wool to make rugs and clothes.*

- Have the students read the picture glossary on page 12 to reinforce vocabulary.
  - Tell the students that there are some words in this book that end in *ng*. They should look for the words with *ng* in them to help them read.
  - Point out the word *tongue*. Read it to the students so that they can hear the / *ng* / sound. Tell them that the *ue* on the end of *tongue* is silent. That is you don't say it.
  - Tell them also that the new word *have* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *have* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find *long*.
  - Have the students find and read *long* and *tongue* on page 4.
  - Have them find and read the words with *ng* on the end on page 6.
  - Have them read the labels throughout the book.
  - Have the students go through the book looking for *have* and rereading the sentences with *have* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Long* again.
- Read and re-read *Long* using the audio and/or e - version.
- Re-read *Who Lives Here? Get Fit, and Sink or Float*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Write further sentences to add to the Quick Write sentence.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Sink or Float  
Intervention Level: 4.1  
Word Count: 75  
New phonic skill: ck  
New high frequency word: put

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Put a rock in.

Look at it.

Will the rock sink

or will it float?

Check the box.

4/5

Put a duck in.

Look at it.

Will the duck sink

or will it float?

Check the box.

6/7

Put a tack in.

Will it sink  
or will it float?

Check the box.

8/9

Put a block in.

Will the block sink  
or float?

10/11

Put a sock in.

Look at the sock.

Float, float.

Sink, sink.

## Comprehension Questions

Literal

*Did the block sink or float?*

*Did the duck sink?*

*What items floated?*

*What did the sock do?*

Inferential

*Why do you think the duck and the block float?*

*Why do you think the rock and the tack sink?*

*What other things do you know that sink or float?*

*How else could you record things that sink and things that float?*

# Data Point Sheet

Sink or Float

Name:

Date:

Word Count 75 Level 4

|   |   |   |                                    |                                   |                     |           |      |       |            |
|---|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                       | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 4 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>  |   | 5 - 9 errors  | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> <i>new decodable skills</i>                        | <input style="width: 50px; height: 25px;" type="text"/> | 10 + errors   | text is difficult<br>66% - 86%     |                                   |                     |           |      |       |            |
| <i>Green</i> <i>previously taught skills or word families</i> | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                             | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6   | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +   | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> <i>new high-frequency words</i>                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> <i>previously taught high-frequency words</i>     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> <i>words accessible from content or context</i>  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|   |   |   |                            |  |                               |           |                               |      |                               |            |
|---|---|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>                            | <b>Comprehension Inferential</b>                        |   |                            |  |                               |           |                               |      |                               |            |
| <i>Number correct</i>                                   | <i>Number correct</i>                                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>                              |   |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct                           | very good   |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct                           | good  |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct                           | needs help  |   |                            |  |                               |           |                               |      |                               |            |
| <input style="width: 50px; height: 25px;" type="text"/> | <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| <i>Number partially correct</i>                         | <i>Number partially correct</i>                         |   |                            |  |                               |           |                               |      |                               |            |
| <input style="width: 50px; height: 25px;" type="text"/> | <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| <i>Number incorrect</i>                                 | <i>Number incorrect</i>                                 |   |                            |  |                               |           |                               |      |                               |            |
| <input style="width: 50px; height: 25px;" type="text"/> | <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |

|   |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>  | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i>                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|   |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2  |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3  | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4  | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <input style="width: 50px; height: 25px;" type="text"/> |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i>                      | <input style="width: 50px; height: 25px;" type="text"/>   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i>                      | <input style="width: 50px; height: 25px;" type="text"/>   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# A Fish, A Bug

Level: 4.3      Word Count: 75

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>which, who, said, put, have</i><br>Spelling: <i>which, who, said, put, have</i> |
| New Word    | has   |
| Quick Read  | Get Fit (3.4)<br>Sink or Float (4.1)  |
| Quick Check | Long (4.2)  |
| Quick Write | <i>"Have you got my ring?" said the king.</i>   |
| New Skill   | sh  |
| New Book    | A Fish, A Bug   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *which, who, said, put, have*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *which, who, said, put, have*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *has*.
- Hold up the *has* word card for the students to see.
- Have them read the word together.
- Have the students write *has* in the air with their fingers while still looking at the card.
- Have them write *has* on the floor or table with their fingers.
- Have them write *has* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Get Fit* and *Sink or Float?*
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Long*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Long* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*Which animals have a long tongue?*

*Which animal has a long tail?*

*Which animals have long hair?*

*Which animal has long legs and a long neck?*

#### Inferential

*What do giraffes use their long neck and long legs for?*

*Where is this anteater? What gives you a clue?*

*What are some things elephants could use their long trunk for?*

*Do you think the spider monkey and the anteater are in the same place? Why or why not?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### **Builds writing and spelling strategies**

- Dictate the following sentence for the students to write.  
*"Have you got my ring?" said the king.*
- Remind the students that they know how to spell *have*, *you*, *my*, *said* and *the*.
- Remind them that they need to think about the punctuation because the king is asking a question. Tell them that they need to think about where to put the speech marks, the question mark and the full stop. They also need to start their sentence with a capital letter.
- Invite the students to write *Have* and *you* and then remind them that they know how to listen for the sounds in short words and that they should be able to write *got* without using the boxes to help them. Encourage them to say *got* slowly as they listen for the sounds and write the letters.
- Remind them also that they should be able to write *ring* and *king*. Remind them of the letters that make the / *ing* / sound.
- Check that the students have all their punctuation correct.
- If the students have trouble with *have*, *you*, *the* or *said*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards

**Fish, Sheep, or Shark** to introduce or reinforce this skill

- Write the letters *sh* on the board. Explain to the students that when they see these letters at the beginning or end of a word they make the / *sh* / sound.
- Say *shop*. Ask the students to listen for the / *sh* / sound as you say the word *shop* again.
- Write *shop* on the board.
- Invite a volunteer to circle the letters that makes the / *sh* / sound.
- Say *cash*. Ask the students to listen for the / *sh* / sound as you say the word *cash* again.
- Write *cash* on the board.
- Invite a volunteer to circle the letters that makes the / *sh* / sound.
- Write *fi* on the board and invite a volunteer to add the letters to make the word *fish*. Have the students read the word.
- Write *ba\_\_*, *di\_\_* and *ru\_\_* on the board. Invite volunteers to write in the letters that make the / *sh* / sound and read the word they have made.
- Write *\_\_ell*, *\_\_ip* and *\_\_ut* on the board. Invite volunteers to write in the letters that make the / *sh* / sound and read the word they have made.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *A Fish, A Bug*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about some fish and some bugs.*
- Discuss the cover photo. Tell the students that this fish is called a clown fish. It probably gets its name clown fish because it has bright stripes like you see on some clown costumes.
- Have the students turn to the title page and look at the photo. Tell the students that this bug is a stag beetle. They are called stag beetles because the part of their mouth that crushes things looks like a stag's antlers. You can refer the tudnets to the deer in *Ten*.
- Take a picture walk discussing each photo in the book.
- Point out the *s* ending on plural words – *fin fins, leg legs, wing wings*.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Fins help fish swim like wings help bugs and birds fly. A shell is a covering that keeps some animals and insects safe. A turtle has a shell. A snail has a shell.*
- Have the students read the picture glossary on page 12 to reinforce vocabulary.
- Tell the students that there are some words in this book that start and end with *sh*. They should look for the words with *sh* in them to help them read.

- Tell them also that the new word *has* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *has* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- After reading, check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find *fish*.
  - Have the students find and read *fish* on page 6.
  - Have them find and read *shell* on page 8.
  - Have them find and read the words with *sh* in them on page 10.
  - Have the students go through the book looking for *has* and rereading the sentences with *has* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *A Fish, A Bug* again.
- Read and re-read *A Fish, A Bug* using the audio and/or e - version.
- Re-read *Get Fit, Sink or Float, and Long*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Long

**Intervention Level:** 4.2

**Word count:** 74

**New phonic skill:** ng

**New high-frequency word:** have

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

This animal is a giraffe.

Giraffes have a long neck.

They have long legs.

They have a long tongue.

4/5

This animal is an anteater.

Anteaters have a long nose.

They have a long tongue.

6/7

This animal is an elephant.

Elephants have a long trunk.

Look at the long trunk.

8/9

This animal is a llama.

Llamas have long hair.

10/11

This animal is a monkey.

Monkeys like this have long hair.

They have a long tail.

## Comprehension Questions

Literal

*Which animals have a long tongue?*

*Which animal has a long tail?*

*Which animals have long hair?*

*Which animal has long legs and a long neck?*

Inferential

*What do giraffes use their long neck and long legs for?*

*Where is this anteater? What gives you a clue?*

*What are some things elephants could use their long trunk for?*

*Do you think the spider monkey and the anteater are in the same place? Why or why not?*

# Data Point Sheet

Long

Name:

Date:

Word Count 74 Level 4

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 4 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 5 - 9 errors  | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 10 + errors   | text is difficult<br>86% or less   |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|                               |                                  |   |                            |  |                               |           |                               |      |                               |            |
|-------------------------------|----------------------------------|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>  | <b>Comprehension Inferential</b> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>    |                                  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct | very good                        |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct | good                             |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct | needs help                       |   |                            |  |                               |           |                               |      |                               |            |
| Number correct                | Number correct                   |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct      | Number partially correct         |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect              | Number incorrect                 |   |                            |  |                               |           |                               |      |                               |            |

|                                       |  |                            |   |                        |
|---------------------------------------|--|----------------------------|---|------------------------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |                            |   |                        |
| <i>Reads fluently with expression</i> | <input style="width: 50px; height: 25px;" type="text"/>  | February                   | July  | December               |
| <i>Reads with moderate fluency</i>    | <input style="width: 50px; height: 25px;" type="text"/>  | Year 2<br>Year 3<br>Year 4 | N/A<br>34 - 64<br>66 - 89<br>90 - 108<br>97 - 109 | 65 +<br>109 +<br>129 + |
| <i>Reads slowly - word by word</i>    | <input style="width: 50px; height: 25px;" type="text"/>  |                            |   |                        |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Chicks

Level: 4.4

Word Count: 75

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>who, said, put, have, has</i><br>Spelling: <i>who, said, put, have, has</i> |
| New Word    | out   |
| Quick Read  | Sink or Float (4.1)<br>Long (4.2)   |
| Quick Check | A Fish, A Bug (4.3)   |
| Quick Write | <i>Which dish has a fish on it?</i>   |
| New Skill   | ch  |
| New Book    | Chicks  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *who, said, put, have, has*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *who, said, put, have, has*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *out*.
- Hold up the *out* word card for the students to see.
- Have them read the word together.
- Have the students write *out* in the air with their fingers while still looking at the card.
- Have them write *out* on the floor or table with their fingers.
- Have them write *out* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Sink or Float* and *Long*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *A Fish, A Bug*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *A Fish, A Bug* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

*What helps fish swim?*

*What helps bugs fly?*

*Which fish has fins that look like wings?*

*Which bug has a shell?*

Inferential

*Why do you think the fish is called a clown fish?*

*What does the photo of the flying fish remind you of?*

*How many other things do you know that have six legs and wings?*

*Where do shellfish live?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Which dish has a fish on it?*
- Remind the students that they know how to spell *which*, *has*, *a*, *on* and *it*.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *dish* and *fish* without using the boxes to help them. Encourage them to say *dish* and *fish* slowly when they come to write them and listen for the sounds and write the letters. Remind them that they need two letters to make the / *sh* / sound.
- Remind the students to check that they started their sentence with capital letter and ended with a question mark.
- If the students have trouble with *which*, *has*, *a*, *on* or *it*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards **Chimp** and/or **Finch** to introduce or reinforce this skill.

- Write the letters *ch* on the board. Explain to the students that when they see these letters at the beginning or end of a word they make the / *ch* / sound.
- Say *cheese*. Ask the students to listen for the / *ch* / sound as you say the word *cheese* again.
- Write *cheese* on the board.
- Invite a volunteer to circle the letters that makes the / *ch* / sound.

- Say *each*. Ask the students to listen for the / *ch* / sound as you say the word each again.
- Write *each* on the board.
- Invite a volunteer to circle the letters that makes the / *ch* / sound.
- Write *bea* on the board and invite a volunteer to add the letters to make the word beach. Have the students read the word.
- Invite volunteers to add different first letters each to make other words. Prompt them with the following letters if necessary: *r*, *p* and *t*.
- Write *tea*\_, *ea*\_, *su*\_ and *mu*\_ on the board. Invite volunteers to write in the letters that make the / *ch* / sound to make the words *teach*, *each*, *such* and *much*. Read the new words with the students.
- Write *\_ip*, *\_op*, *\_um* and *\_at* on the board. Invite volunteers to write in the letters that make the / *ch* / sound and read the word they have made.
- Write *church* on the board and point out to students that some words have *ch* on the beginning and the end.

## New Book

**Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text**

- Give each student a copy of the book *Chicks*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out who are the parents of some chicks.*
- Discuss the cover photo. Tell the students that these birds are emus. They are very big birds. They lay big eggs and have big chicks.
- Have the students turn to the title page and look at the photo. Can they name this bird? What do they know about it?
- Take a picture walk discussing each photo in the book.
- Point out the *s* ending on plural words – *chick chicks, egg eggs*.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Pigeons lay their eggs in a nest in the trees. Gulls live near the beach because they eat fish. Emus live in Australia.*
- Tell the students that there are some words in this book that start or end with *ch*. They should look for the words with *ch* in them to help them read.
- Tell them also that the new word *out* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *out* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- After reading, check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find *hatch* and *chicks*.
  - Have the students find and read *hatch* and *chicks* on page 6.
  - Have them find and read the word ending with *ch* on page 8.
  - Have them find and read the words starting with *ch* in them on page 12.
  - Have the students go through the book looking for *out* and rereading the sentences with *out* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Chicks* again.
- Read and re-read *Chicks* using the audio and/or e - version.
- Re-read *Sink or Float*, *Long*, and *A Fish, A Bug*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: A Fish, A Bug  
Intervention Level 4.3  
Word Count: 75  
New phonic skill: sh  
New high frequency word: has

## Key

New decodable  
Previously taught decodable and/or word family  
New high-frequency  
Previously taught high-frequency  
Accessible from context and/or photos

2/3

Look at this fish.  
It has fins.  
It is a clown fish.

4/5

Look at this bug.  
It has six legs.  
It has wings.  
It is a fly.

6/7

Look at this fish.  
It has fins.  
The fins look like wings.  
It is a flying fish.

8/9

Look at this bug.

It has six legs.

It has wings.

It has a shell.

It is a stag beetle.

10/11

Look at this shellfish.

It is a shrimp.

It has a shell.

## Comprehension Questions

Literal

*What helps fish swim?*

*What helps bugs fly?*

*Which fish has fins that look like wings?*

*Which bug has a shell?*

Inferential

*Why do you think the fish is called a clown fish?*

*What does the photo of the flying fish remind you of?*

*How many other things do you know that have six legs and wings?*

*Where do shellfish live?*

# Data Point Sheet

A Fish, A Bug

Name:

Date:

Word Count 75

Level 4

|   |   |   |                                    |                                      |                     |           |      |       |            |
|---|---|---|------------------------------------|--------------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                       | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 4 errors  | text is easy<br>95% - 100%         |                                      |                     |           |      |       |            |
| <b>Type of Error</b>  |   | 5 - 9 errors  | text is instructional<br>87% - 94% |                                      |                     |           |      |       |            |
| <i>Red</i> <i>new decodable skills</i>                        | <input style="width: 50px; height: 25px;" type="text"/> | 10 + errors   | text is difficult<br>86% or less   |                                      |                     |           |      |       |            |
| <i>Green</i> <i>previously taught skills or word families</i> | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                      |                     |           |      |       |            |
| <i>Blue</i> <i>new high-frequency words</i>                   | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate</b><br/>Ratio</td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate</b><br>Ratio | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate</b><br>Ratio                          | $\frac{E + SC}{SC}$                                     |   |                                    |                                      |                     |           |      |       |            |
| 1:3 - 1:6   | good  |   |                                    |                                      |                     |           |      |       |            |
| 1:7 +   | needs help  |   |                                    |                                      |                     |           |      |       |            |
| <i>Pink</i> <i>previously taught high-frequency words</i>     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                      |                     |           |      |       |            |
| <i>Brown</i> <i>words accessible from content or context</i>  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                      |                     |           |      |       |            |

|   |   |   |                            |  |                               |           |                               |      |                               |            |
|---|---|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>                            | <b>Comprehension Inferential</b>                        |   |                            |  |                               |           |                               |      |                               |            |
| <i>Number correct</i>                                   | <i>Number correct</i>                                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>                              |   |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct                           | very good   |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct                           | good  |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct                           | needs help  |   |                            |  |                               |           |                               |      |                               |            |
| <input style="width: 50px; height: 25px;" type="text"/> | <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| <i>Number partially correct</i>                         | <i>Number partially correct</i>                         |   |                            |  |                               |           |                               |      |                               |            |
| <input style="width: 50px; height: 25px;" type="text"/> | <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| <i>Number incorrect</i>                                 | <i>Number incorrect</i>                                 |   |                            |  |                               |           |                               |      |                               |            |
| <input style="width: 50px; height: 25px;" type="text"/> | <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |

|   |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>  | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i>                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|   |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2  |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
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| Year 4  | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <input style="width: 50px; height: 25px;" type="text"/> |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i>                      |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <input style="width: 50px; height: 25px;" type="text"/> |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i>                      |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <input style="width: 50px; height: 25px;" type="text"/> |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**

# Quick60 Lesson Plans

## Set I

### Intervention Levels 3.I - 4.4

|                      |    |
|----------------------|----|
| Ten.....             | 3  |
| Can You Tell?.....   | II |
| Who Lives Here?..... | I9 |
| Get Fit.....         | 27 |
| Sink or Float.....   | 35 |
| Long.....            | 43 |
| A Fish, A Bug.....   | 5I |
| Chicks.....          | 59 |

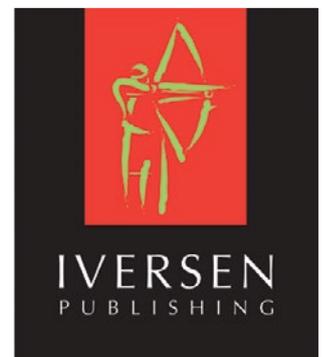
Permission is given to copy these lesson plans for use with the Quick60 Programme

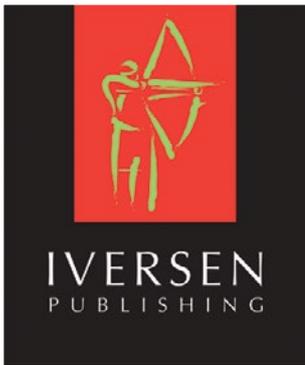
Lesson Plans Set 1 Levels 3 - 4 © Iversen Publishing

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# Quick60

Set I

Intervention Levels 5.I-6.4

Lesson Plans  
Colour-Coded Check Sheets  
Data Point Sheets

Quick60 Lesson Plans,  
Colour-Coded Check Sheets  
and Data Point Sheets  
provide you with  
a comprehensive plan  
for each book  
as well as ongoing formative  
and summative assessment.



# Quick60 Lesson Plans – Set I Intervention Levels 5.I – 6.4

If you are starting your *Quick60 Programme* at Set 1 Level 5 with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

## **Lesson 1**

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Word – *some*.

Introduce the New Skill – *bl*.

Introduce the New Book – *Black, White, Blue*.

## **Lesson 2**

Use the Quick Quiz.

Introduce the New Word – *of*.

Use the Quick Check - Colour-Coded Check Sheet for *Black, White, Blue*.

Use the Quick Write.

Introduce the New Skill – *cl*.

Introduce the New Book – *Little Noise, Big Noise*.

## **Lesson 3**

Use the Quick Quiz.

Introduce the New Word – *these*.

Use the Quick Read with *Black, White, Blue*.

Use the Quick Check – Colour-Coded Check Sheet for *Little Noise, Big Noise*.

Use the Quick Write.

Introduce the New Skill – *fl*.

Introduce the New Book – *Where Do Butterflies Come From?*.

Follow the entire lesson plan from Day 4.



# Black, White, Blue

Level: 5.1

Word Count: 89

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>said, put, have, has, out</i><br>Spelling: <i>said, put, have, has, out</i> |
| New Word    | some  |
| Quick Read  | Long (4.2)<br>A Fish, A Bug (4.3)   |
| Quick Check | Chicks (4.4)  |
| Quick Write | <i>Check out this big chick.</i>  |
| New Skill   | bl  |
| New Book    | Black, White, Blue  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *said, put, have, has, out*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *said, put, have, has, out*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *some*
- Hold up the *some* word card for the students to see.
- Have them read the word together.
- Have the students write *some* in the air with their fingers while still looking at the card.
- Have them write *some* on the floor or table with their fingers.
- Have them write *some* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Long and A Fish, A Bug*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Chicks*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Chicks* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

- Where do most birds lay eggs?*
- How many chicks hatched out of the pigeon eggs?*
- Which bird lays big eggs?*
- Where does a penguin lay its egg?*

#### Inferential

- What do gulls, emus and penguins have in common?*
- What are the dangers of laying eggs on the ground?*
- What do pigeons make their nests out of?*
- How big do you think baby emus are?*
- Record the number of correct or partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Check out this big chick.*
- Remind the students that they know how to spell *out* and *this*.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *big*, *check* and *chick* without using the boxes to help them. Encourage them to say all the words slowly when they come to write them and listen for the sounds and write the letters. Remind them that they need two letters to make the / *ch* / sound and two letters to make the / *ck* / sound.
- Remind the students to check their capital letters and punctuation.
- If the students have trouble with *this* or *out*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *check* or *chick*, help them and then revise the phonic element.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write the letters *b* and *l* on the board. Pronounce the letters separately. Have the students pronounce them, with you.
- Tell the students that you are going to blend *b* and *l* together to make a / *bl* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *bl* / sound.

- Say *blog*. Ask the students to listen for the / *bl* / sound as you say the word *blog* again.
- Write *blog* on the board.
- Invite a volunteer to circle the letters that makes the / *bl* / sound.
- Say *block*. Ask the students to listen for the / *bl* / sound as you say the word *block* again.
- Write *block* on the board.
- Invite a volunteer to circle the letters that makes the / *bl* / sound.
- Write *\_ink* on the board and invite a volunteer to add the letters to make the word *blink*. Have the students read the word.
- Write *\_ob*, *\_ed*, and *\_ess* on the board. Invite volunteers to write in the letters that make the / *bl* / sound. Have them read the word they made.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Black, White, Blue*.
  - Read the title to the students.
  - Set the purpose for reading by saying: *You are going to read this book to find out some things we know that are black, white or blue.*
  - Discuss the cover photo. Have the students say what these animals are and what colours they can see.
  - Have the students turn to the title page and look at the photo. Can they name this animal? What colour is it?
  - Take a picture walk discussing each photo in the book.
  - Point out the *s* ending on plural words – *rock rocks*.
  - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure understanding say things such as: *Sand can be many colours. Some sand looks yellow. Rocks can be many colours too. Some rocks are red and some are brown. Sheep are mostly white.*
  - Discuss the index on page 12 with the students. Tell them that the index helps them find information in a book. If they look at this book they will see that they can read about rocks on pages 4 and 5.
  - Tell the students that there are some words in this book that start with *bl*. They should look for the words with *bl* in them to help them as they read.
  - Tell them also that the new word *some* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *some* word card to remind students.
- 
- Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 3 and find *black*.

- Have the students find and read *black* on page 5. Make sure they read the label as well as the text.
  - Have them find and read the words starting with *bl* on page 8 and 9.
  - Have them find and read the words starting with *bl* on page 10 and 11.
  - Have the students go through the book looking for *some* and rereading the sentences with *some* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Black, White, Blue* again.
- Read and re-read *Black, White, Blue* using the audio and/or e - version.
- Re-read *Long, A Fish, A Bug, and Chicks*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Chicks

**Intervention Level:** 4.4

**Word count:** 75

**New phonic skill:** ch

**New high-frequency word:** out

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Look at the eggs.

Will chicks hatch

out of the eggs?

Yes they will.

4/5

Look at this egg.

Will a chick hatch

out of this egg?

Yes it will.

6/7

Look at the big eggs.

Will chicks hatch

out of the big eggs?

8/9

Yes they will.

Emu chicks

will hatch out of the eggs.

10/11

Look at this egg.

Will a chick

hatch out of this egg?

12

Yes.

A penguin chick

will hatch out of this egg.

## Comprehension Questions

### Literal

*Where do most birds lay eggs?*

*How many chicks hatched out of the pigeon eggs?*

*Which bird lays big eggs?*

*Where does a penguin lay its egg?*

### Inferential

*What do gulls, emus and penguins have in common?*

*What are the dangers of laying eggs on the ground?*

*What do pigeons make their nests out of?*

*How big do you think baby emus are?*

# Data Point Sheet

Chicks

Name:

Date:

Word Count 75 Level 4

|  |   |  |   |                                    |                                   |                     |           |      |       |            |
|--|---|--|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> |  | 1 - 4 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   |  | 5 - 10 errors   | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> |  | 11 + errors   | text is difficult<br>66% - 86%     |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |  |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |  |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |  |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |  |   |                                    |                                   |                     |           |      |       |            |

|  |  |   |                            |  |                               |           |                               |      |                               |            |
|--|--|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |                            |  |                               |           |                               |      |                               |            |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>   |  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct  | very good  |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct  | good   |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct  | needs help   |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |                            |  |                               |           |                               |      |                               |            |

|  |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>   | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
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| Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Little Noise, Big Noise

Level: 5.2

Word Count: 88

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>put, have, has, out, some</i><br>Spelling: <i>put, have, has, out, some</i> |
| New Word    | of  |
| Quick Read  | A Fish, A Bug (4.3)<br>Chicks (4.4)   |
| Quick Check | Black, White, Blue (5.1)  |
| Quick Write | <i>Some hens and chicks are black.</i>  |
| New Skill   | cl  |
| New Book    | Little Noise, Big Noise   |

## Quick Quiz

### **Builds fluency in reading and spelling words in isolation**

- Use the following word cards: *put, have, has, out, some*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *put, have, has, out, some*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *of*
- Hold up the *of* word card for the students to see.
- Have them read the word together.
- Have the students write *of* in the air with their fingers while still looking at the card.
- Have them write *of* on the floor or table with their fingers.
- Have them write *of* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Chicks* and *A Fish, A Bug*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Black, White, Blue*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along, not to call out if the reader makes a mistake.
- Use the *Black, White, Blue* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

What colours can sand be?  
 Can rocks be brown and black?  
 What colour is the sky when the sun is up?  
 What colour is the night sky?

#### Inferential

Why do you think some sand is black?  
 Why is the sky black at night?  
 What interesting things do you know about zebras?  
 Why do you think the black and white sheep has pink marks on its back?

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Some hens and chicks are black.*
- Remind the students that they know how to spell *some*, *and* and *are*.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *hens* without using the boxes to help them. Encourage them to say *hens* slowly when they come to write it and listen for the sounds and write the letters. Remind them that the *s* on the end of *hens* means that there is more than one hen.
- Remind the students that they know the two letters needed to write *ch* at the beginning of *chicks* and *ck* at the end of *chicks* even though there is only one sound.
- Tell the students that now they know so much about letters you are going to show them how to use letter boxes, rather than sound boxes to spell *black*.
- Draw five boxes on the board.
- Have the students say *black* slowly and identify the first sound and the letter that represents it. Invite a volunteer to write that letter in the first box.

|   |  |  |  |  |
|---|--|--|--|--|
| b |  |  |  |  |
|---|--|--|--|--|

- Have the students say *black* slowly again and identify the second sound and the letter that represents it. Invite a volunteer to write that letter in the second box.

|   |   |  |  |  |
|---|---|--|--|--|
| b | l |  |  |  |
|---|---|--|--|--|

- Have the students say *black* slowly again and identify the third sound and the letter that represents it. Invite a volunteer to write that letter in the third box.

|   |   |   |  |  |
|---|---|---|--|--|
| b | l | a |  |  |
|---|---|---|--|--|

- Have the students say *black* slowly again and identify the last sound. Ask them for the two letters that make the / *ck* / sound. Invite a volunteer to write those letters in the last two boxes.

|   |   |   |   |   |
|---|---|---|---|---|
| b | l | a | c | k |
|---|---|---|---|---|

- Invite the students to complete their sentence and check that they have started with a capital letter and have the correct punctuation at the end.
- If the students had trouble with *some*, *and* or *are*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write the letters *c* and *l* on the board. Pronounce the letters separately. Have the students pronounce them with you.
- Tell the students that you are going to blend *c* and *l* together to make a / *cl* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *cl* / sound.
- Say *clam*. Ask the students to listen for the / *cl* / sound as you say the word *clam* again.
- Write *clam* on the board.
- Invite a volunteer to circle the letters that makes the / *cl* / sound.
- Say *clump*. Ask the students to listen for the / *cl* / sound as you say the word *clump* again.
- Write *clump* on the board.
- Invite a volunteer to circle the letters that makes the / *cl* / sound.
- Write *\_ink* on the board and invite a volunteer to add the letters to make the word *clink*. Have the students read the word.
- Write *\_ap*, *\_ad*, *\_ip* and *\_ock* on the board. Invite volunteers to write in the letters that make the / *cl* / sound. Have them read the word they made.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Little Noise, Big Noise*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that make big and little noises.*
- Discuss the cover photo. Tell the students that this girl is listening to a clock. This clock makes a little noise. It can be hard to hear the tick-tock noise that a clock makes.
- Have the students turn to the title page and look at the photo. Have them think of a very big noise they can hear in a thunderstorm.
- Take a picture walk discussing each photo in the book.
- Point out the *s* ending on plural words – *hen hens, pen pens, plate, plates*.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary. Point out the *ing* ending on the words.

- To ensure understanding say things such as: *If someone is carrying too many cups and saucers and plates – they can rattle. Some times you call that rattle noise a clatter. If you drop them and they break it is a really big clattering noise.*
  - Tell the students that there are some words in this book that start with *cl*. They should look for the words with *cl* in them to help them as they read. They should also look at the end of the words. Remind them that they know the *ck* and *ng* endings.
  - Tell them also that the new word *of* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *of* word card to remind students.
- 
- Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and 3 and find *clock*.
  - Have the students find and read *cluck* on page 4.
  - Have them find and read the words starting with *cl* on page 8.
  - Have them find and read the words starting with *cl* on page 10 and 11.
  - Invite the students to read the labels. Remind them to look for the *ing* endings.
  - Have the students go through the book looking for *of* and rereading the sentences with *of* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Little Noise, Big Noise* again.
- Read and re-read *Little Noise, Big Noise* using the audio and/or e - version.
- Re-read *A Fish, A Bug, Chicks*, and *Black, White, Blue*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Black, White, Blue

Intervention Level: 5.1

Word count: 89

New phonic skill: **bl**

New high-frequency word: **some**

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Look at this sand.

Sand can be yellow.

This sand is white.

3

But some sand is black .

4

Look at these rocks.

Rocks can be red.

These rocks are brown.

5

But some rocks are black.

6

Look at this sheep.

It is white.

But some sheep are black.

7

Some sheep are black and white.

Look at this sheep.

What is black ?

What is white?

8

The sky is blue

when the sun is up.

9

The sky is black

when the moon is up.

10/11

Zebras are black and white.

They are not blue.

### Comprehension Questions

Literal

*What colours can sand be?*

*Can rocks be brown and black?*

*What colour is the sky when the sun is up?*

*What colour is the night sky?*

Inferential

*Why do you think some sand is black?*

*Why is the sky black at night?*

*What interesting things do you know about zebras?*

*Why do you think the black and white sheep has pink marks on its back?*

# Data Point Sheet

Black, White, Blue

Name:

Date:

Word Count 89 Level 5

|  |                      |   |                                    |                                   |                     |           |      |       |            |
|--|----------------------|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input type="text"/> | <b>1 - 4 errors</b>   | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |                      | <b>5 - 12 errors</b>  | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input type="text"/> | <b>13 + errors</b>  | text is difficult<br>66% - 86%     |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 - 1:6</td> <td>good</td> </tr> <tr> <td>1:7 +</td> <td>needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$  |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good                 |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help           |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|   |                      |                                  |                      |                            |  |                               |           |                               |      |                               |            |
|---|----------------------|----------------------------------|----------------------|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>  |                      | <b>Comprehension Inferential</b> |                      |                            |  |                               |           |                               |      |                               |            |
| Number correct  | <input type="text"/> | Number correct                   | <input type="text"/> |                            |  |                               |           |                               |      |                               |            |
| Number partially correct  | <input type="text"/> | Number partially correct         | <input type="text"/> |                            |  |                               |           |                               |      |                               |            |
| Number incorrect  | <input type="text"/> | Number incorrect                 | <input type="text"/> |                            |  |                               |           |                               |      |                               |            |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td>7-8 correct/partially correct</td> <td>very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> |                      |                                  |                      | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>  |                      |                                  |                      |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct   | very good            |                                  |                      |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct   | good                 |                                  |                      |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct   | needs help           |                                  |                      |                            |  |                               |           |                               |      |                               |            |

|                                       |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---------------------------------------|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|                                       |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2                                |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3                                | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4                                | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i>    | <input type="text"/>  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i>    | <input type="text"/>  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Where Do Butterflies Come From?

Level: 5.3

Word Count: 89

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>have, has, out, some, of</i><br>Spelling: <i>have, has, out, some, of</i> |
| New Word    | these   |
| Quick Read  | Chicks (4.4)<br>Black, White, Blue (5.1)  |
| Quick Check | Little Noise, Big Noise (5.2)   |
| Quick Write | <i>The clap of hands can be a big noise.</i>  |
| New Skill   | fl  |
| New Book    | Where Do Butterflies Come From?   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *have, has, out, some, of*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *have, has, out, some, of*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *these*.
- Hold up the *these* word card for the students to see.
- Have them read the word together.
- Have the students write *these* in the air with their fingers while still looking at the card.
- Have them write *these* on the floor or table with their fingers.
- Have them write *these* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Chicks and Black, White, Blue*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Little Noise, Big Noise*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Little Noise, Big Noise* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What clucks?*
- What clangs?*
- What things make a little noise?*
- What noise does thunder make?*

Inferential

- What else could you call the noise thunder makes?*
- What makes the pens click?*
- What do you think makes the bell ring?*
- What sort of noise would the plates make if the person carrying them dropped them?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.

*The clap of hands can be a big noise.*

- Remind the students that they know how to spell *the*, *of*, *can* and *a*.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *clap*, *be* and *big* without using the boxes to help them. Encourage them to say *clap* slowly when they come to write it and listen for the sounds and write the letters.
- Revise the hearing sounds in words task to help the students write *hands*. Ask the students to say *h - a - n - d - s* slowly and say how many sounds they can hear.
- Draw five boxes on the board.
- Have the students say *h - a - n - d - s* slowly and identify the first sound and the letter that represents it. Invite a volunteer to write that letter in the first box.

|   |  |  |  |  |
|---|--|--|--|--|
| h |  |  |  |  |
|---|--|--|--|--|

- Have the students say *h - a - n - d - s* slowly again and identify the second sound and the letter that represents it. Invite a volunteer to write that letter in the second box.

|   |   |  |  |  |
|---|---|--|--|--|
| h | a |  |  |  |
|---|---|--|--|--|

- Have the students say *h - a - n - d - s* slowly again and identify the third sound and the letter that represents it. Invite a volunteer to write that letter in the third box.

|   |   |   |  |  |
|---|---|---|--|--|
| h | a | n |  |  |
|---|---|---|--|--|

- Have the students say *h - a - n - d - s* slowly again and identify the next sound.
- Invite the students to read the word in the boxes and then ask them what would need to go on the end to change *hand* into *hands*. Have a volunteer fill in the last boxes.

|   |   |   |   |   |
|---|---|---|---|---|
| h | a | n | d | s |
|---|---|---|---|---|

- Write *hands* on the board and circle the word *and*. Tell students that another way to spell *hands* would be to write the first letter, then *and* which they know and then add an *s*.

Tell them that they could write other words by knowing how to do this, for example, *bands, lands, sands*.

- Re read the sentence to the students and have them continue writing until they get to *noise*.
- Write *noise* on the board for the students to copy.
- Invite the students to check that they have started with a capital letter and have the correct punctuation at the end.
  
- If the students had trouble with *the, of, or can*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards

**Flea**, and/or **Fly** to introduce or reinforce this skill.

- Write the letters *f* and *l* on the board. Pronounce the letters separately. Have the students pronounce them with you.
- Tell the students that you are going to blend *f* and *l* together to make a / *fl* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *fl* / sound.
- Say *fling*. Ask the students to listen for the / *fl* / sound as you say the word *fling* again.
- Write *fling* on the board.
- Invite a volunteer to circle the letters that makes the / *fl* / sound.
- Say *flower*. Ask the students to listen for the / *fl* / sound as you say the word *flower* again.
- Write *flower* on the board.
- Invite a volunteer to circle the letters that makes the / *fl* / sound.
- Write *\_eck* on the board and invite a volunteer to add the letters to make the word *fleck*. Have the students read the word.
- Write *\_op*, *\_at*, *\_ick* and *\_ock* on the board. Invite volunteers to write in the letters that make the / *fl* / sound. Have them read the word they made.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Where Do Butterflies Come From?*
- Read the title to the students. Point out the question mark that comes on the end of a sentence that asks a question.
- Set the purpose for reading by saying: *You are going to read this book to find out about the life cycle of butterflies.*
- Discuss the cover photo. Tell the students that this is a butterfly, but it didn't always look like this.

- Have the students turn to the title page and look at the photo. Have them look at the butterfly's wings and compare them with the picture on the cover.
  - Take a picture walk discussing each photo in the book.
  - Point out the *s* ending on plural words – *egg eggs, caterpillar caterpillars cocoon cocoons, wing wings*.
  - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure understanding say things such as: *Butterflies lay their eggs on leaves Caterpillars hatch out of the eggs. Caterpillars turn into pupa wrapped in a cocoon or chrysalis. The butterfly that comes out of the cocoon or chrysalis doesn't look anything like the caterpillar.*
  - Discuss the diagram on page 12 with the students. Explain to them that a diagram like this helps them explain something very easily.
  - Tell the students that there are some words in this book that start with *fl*. They should look for the words with *fl* in them to help them as they read.
  - Tell them also that the new word *these* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *these* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 8 and 9 and find and read the words starting with *fl*.
  - Have the students go through the book looking for *these* and rereading the sentences with *these* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Where Do Butterflies Come From?* again.
- Read and re-read *Where Do Butterflies Come From?* using the audio and/or e - version.
- Re-read *Chicks, Black, White, Blue, and Little Noise, Big Noise*
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Little Noise, Big Noise

Intervention Level: 5.2

Word count: 88

New phonic skill: cl

New high-frequency word: of

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Tick, tock, tick, tock.

The tick of a clock is a little noise.

Can you hear it tick?

4/5

Cluck, cluck, cluck, cluck.

The cluck of hens is a little noise.

Can you hear them cluck?

6/7

Click, click, click, click.

The click of pens is a little noise.

Can you hear them click?

8/9

The clang of a big bell is a big noise.

Clang! Clang! Clang! Clang!

10/11

The clatter of plates is a big noise.

Clatter! Clatter! Clatter! Clatter!

12

And a clap of thunder is a very big noise!

### Comprehension Questions

Literal

*What clucks?*

*What clangs?*

*What things make a little noise?*

*What noise does thunder make?*

Inferential

*What else could you call the noise thunder makes?*

*What makes the pens click?*

*What do you think makes the bell ring?*

*What sort of noise would the plates make if the person carrying them dropped them?*

# Data Point Sheet

Little Noise, Big Noise

Name:

Date:

Word Count 88 Level 5

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 1 - 4 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 5 - 11 errors   | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 12 + errors   | text is difficult<br>66% - 86%     |                                   |                     |           |      |       |            |
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| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|                               |                                  |   |                            |  |                               |           |                               |      |                               |            |
|-------------------------------|----------------------------------|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>  | <b>Comprehension Inferential</b> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>    |                                  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct | very good                        |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct | good                             |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct | needs help                       |   |                            |  |                               |           |                               |      |                               |            |
| Number correct                | Number correct                   |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct      | Number partially correct         |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect              | Number incorrect                 |   |                            |  |                               |           |                               |      |                               |            |

|                                       |  |          |          |           |
|---------------------------------------|--|----------|----------|-----------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |          |          |           |
| <i>Reads fluently with expression</i> | <input style="width: 50px; height: 25px;" type="text"/>  | February | July     | December  |
| <i>Reads with moderate fluency</i>    | <input style="width: 50px; height: 25px;" type="text"/>  | Year 2   | N/A      | 34 - 64   |
| <i>Reads slowly - word by word</i>    | <input style="width: 50px; height: 25px;" type="text"/>  | Year 3   | 66 - 89  | 90 - 108  |
|                                       |  | Year 4   | 97 - 109 | 110 - 128 |
|                                       |  |          |          | 65 +      |
|                                       |  |          |          | 109 +     |
|                                       |  |          |          | 129 +     |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Plants

Level: 5.4

Word Count: 84

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>has, out, some, of, these</i><br>Spelling: <i>has, out, some, of, these</i> |
| New Word    | they  |
| Quick Read  | Black, White, Blue (5.1)<br>Little Noise, Big Noise (5.2)                               |
| Quick Check | Where Do Butterflies Come From? (5.3)   |
| Quick Write | <i>These flies flit and flip and flop.</i>  |
| New Skill   | pl  |
| New Book    | Plants  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *has, out, some, of, these*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *has, out, some, of, these*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *they*.
- Hold up the *they* word card for the students to see.
- Have them read the word together.
- Have the students write *they* in the air with their fingers while still looking at the card.
- Have them write *they* on the floor or table with their fingers.
- Have them write *they* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Little Noise*, *Big Noise* and *Black, White, Blue*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Where Do Butterflies Come From?*
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Where Do Butterflies Come From?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What is the first stage of the butterfly life cycle?*  
*What does a caterpillar do before it turns into a pupa?*  
*What happens to the caterpillar while it is inside the cocoon?*  
*What comes out of a cocoon?*

#### Inferential

*Why do you think the author sometimes puts the answers to the questions on the next page?*  
*Why does the caterpillar have to eat lots of food?*  
*Why does a butterfly flap its wings when it first hatches?*  
*Why do you think the diagram is called a life cycle? What does cycle mean?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*These flies flit and flip and flop.*
- Repeat the sentence again asking the students to listen for the words that start with the / fl / sound. Remind the students that they know these two letters.
- Remind them also that they know how to spell *these* and *and*.
- Have the students write *these* and the first two letters of *flies*.
- Write *fly* on the board. Read *fly* to the students. Explain that when they want to change *fly* into *flies* they can't just put an s on the end. Tell them they have to change the y into i and add es. Write *flies* on the board and have the students write it into their sentence.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *flit*, *flip* and *flop* without using the boxes to help them. Encourage them to say the words slowly when they come to write them and listen for the sounds and write the letters.
- Remind the students to check their capital letters and punctuation.
- Explain to the students that there is another way they could have worked out how to write *flit*, *flip* and *flop*.
- Write *flit* on the board. Erase the t and write p.
- Say: *I've changed one letter to change flit into flip. Now I'm going to change another letter to change flip into flop.* Tell the students when they can do this it will give them another way to spell words.
- If the students had trouble with *and* or *these*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write the letters *p* and *l* on the board. Pronounce the letters separately. Have the students pronounce them, with you.
- Tell the students that you are going to blend *p* and *l* together to make a / *pl* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *pl* / sound.
- Say *plank*. Ask the students to listen for the / *pl* / sound as you say the word *plank* again.
- Write *plank* on the board.
- Invite a volunteer to circle the letters that makes the / *pl* / sound.
- Say *please*. Ask the students to listen for the / *pl* / sound as you say the word *please* again.
- Write *please* on the board.
- Invite a volunteer to circle the letters that makes the / *pl* / sound.
- Write *\_ane* on the board and invite a volunteer to add the letters to make the word *plane*. Have the students read the word.
- Write *\_an*, *\_od*, *\_op*, *\_ug* and *\_uck* on the board. Invite volunteers to write in the letters that make the / *pl* / sound. Have them read the word they made.
- Tell the students that they have now learned about *bl*, *fl*, *cl*, and *pl*. They can apply this knowledge to words starting with *gl*.
- Write *gland* on the board. Cover *gl* and ask the students to read what they can see, and. Uncover *gl* and have the students read the word.
- Write *plan* on the board. Have the students read the word. Say: *I'm going to change the first letter to make another word.*
- Write *clan* on the board and have the students read the new word.
- Write *flan* on the board and invite a volunteer to read the new word.
- Tell the students when they can do this they will be able to write and read many new words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Plants*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out which type of places some plants can live and grow in.*
- Discuss the cover photo. Tell the students that this plant is a water lily. It needs water to grow in.
- Have the students turn to the title page and look at the photo. Have them say what this plant is and what type of climate it might need to grow.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.

- To ensure understanding say things such as: *All plants cannot grow in the same place. Fir trees cannot grow in water, coconut palms cannot grow where it is cold. Many trees can grow in warm places.*
  - Have the students read the picture glossary on page 12 to reinforce the vocabulary.
  - Tell the students that there are some words in this book that start with *pl*. They should look for the words with *pl* in them to help them as they read.
  - Tell them also that the new word *they* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *they* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read the words starting with *pl*.
  - Have students turn to page 6 and find and read the words starting with *pl*.
  - Have students turn to page 8 and find and read the words starting with *pl*.
  - Have the students go through the book looking for *they* and rereading the sentences with *they* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Plants* again.
- Read and re-read *Plants* using the audio and/or e - version.
- Re-read *Black, White, Blue, Little Noise, Big Noise, and Where Do Butterflies Come From?*
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Where Do Butterflies Come From?

**Intervention Level:** 5.3

**Word count:** 89

**New phonic skill:** fl

**New high-frequency word:** these

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Where do butterflies come from?

I will tell you.

Look at these eggs.

What will come out of these eggs?

4/5

Caterpillars.

Look at this caterpillar.

It came out of an egg.

It will eat and eat.

What will it be?

6/7

A pupa.

The pupa is in a cocoon.

Look at these cocoons.

What is coming out of these cocoons?

Butterflies.

8/9

Look at this butterfly.

It flaps its wings.

It flies.

It flies from flower to flower.

10/11

This butterfly will lay eggs.

And what will come out of the eggs?

## Comprehension Questions

### Literal

*What is the first stage of the butterfly life cycle?*

*What does a caterpillar do before it turns into a pupa?*

*What happens to the caterpillar while it is inside the cocoon?*

*What comes out of a cocoon?*

### Inferential

*Why do you think the author sometimes puts the answers to the questions on the next page?*

*Why does the caterpillar have to eat lots of food?*

*Why does a butterfly flap its wings when it first hatches?*

*Why do you think the diagram is called a life cycle?*

*What does cycle mean?*

# Data Point Sheet

Where Do Butterflies Come From?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Word Count**    89        **Level**    5

|   |   |   |                                    |                                   |                     |           |      |       |            |
|---|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                       | <input style="width: 50px; height: 25px;" type="text"/> | 1 - 4 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>  |   | 5 - 12 errors   | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> <i>new decodable skills</i>                        | <input style="width: 50px; height: 25px;" type="text"/> | 13 + errors   | text is difficult<br>66% - 86%     |                                   |                     |           |      |       |            |
| <i>Green</i> <i>previously taught skills or word families</i> | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> <i>new high-frequency words</i>                   | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                             | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6   | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +   | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> <i>previously taught high-frequency words</i>     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> <i>words accessible from content or context</i>  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|   |   |   |                            |  |                               |           |                               |      |                               |            |
|---|---|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>                            | <b>Comprehension Inferential</b>                        |   |                            |  |                               |           |                               |      |                               |            |
| <i>Number correct</i>                                   | <i>Number correct</i>                                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>                              |   |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct                           | very good   |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct                           | good  |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct                           | needs help  |   |                            |  |                               |           |                               |      |                               |            |
| <input style="width: 50px; height: 25px;" type="text"/> | <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| <i>Number partially correct</i>                         | <i>Number partially correct</i>                         |   |                            |  |                               |           |                               |      |                               |            |
| <input style="width: 50px; height: 25px;" type="text"/> | <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| <i>Number incorrect</i>                                 | <i>Number incorrect</i>                                 |   |                            |  |                               |           |                               |      |                               |            |
| <input style="width: 50px; height: 25px;" type="text"/> | <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |

|                                       |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---------------------------------------|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|                                       |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2                                |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3                                | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4                                | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i>    | <input style="width: 50px; height: 25px;" type="text"/>   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i>    | <input style="width: 50px; height: 25px;" type="text"/>   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Reading Level**



# What Is It?

Level: 6.1

Word Count: 97

|                         |   |
|-------------------------|---|
| Quick Quiz              | Reading: <i>out, some, of, these, they</i><br>Spelling: <i>out, some, of, these, they</i> |
| New High-Frequency Word | do  |
| Quick Read              | Little Noise, Big Noise (5.2)<br>Where Do Butterflies Come From? (5.3)                    |
| Quick Check             | Plants (5.4)  |
| Quick Write             | <i>These are plum trees. Can they grow here?</i>  |
| New Skill               | Long a  |
| New Book                | What Is It?   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *out, some, of, these, they*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *out, some, of, these, they*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *do*.
- Hold up the *do* word card for the students to see.
- Have them read the word together.
- Have the students write *do* in the air with their fingers while still looking at the card.
- Have them write *do* on the floor or table with their fingers.
- Have them write *do* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Little Noise, Big Noise* and *Where Do Butterflies Come From?*
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Plants*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Plants* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:  
 Literal  
*Which plants grow in hot, dry places?*  
*Which plants can grow where it is wet?*  
*What kind of place does a plum tree need to grow?*  
*Can a cactus grow in snow?*  
 Inferential  
*Why do you think cactuses can grow in hot, dry places?*  
*What do all plants need to live and grow?*  
*What are some differences between a plum tree and a fir tree?*  
*Which of the plants in the book are most alike? Why?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*These are plum trees. Can they grow here?*
- Explain to the students that they are going to write two sentences so they need to remember to start both with capital letters.
- Remind the students that they know how to spell *these, are, can, they* and *here*.
- Have the students write *these are* and *plum*.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *plum* without using the boxes to help them. Encourage them to say *plum* slowly when they come to write it and listen for the sounds and write the letters.
- Tell the students that now they know so much about sounds and letters you are going to show them how to use letter boxes, rather than sound boxes to spell *trees*.
- Draw five boxes on the board.
- Have the students say *trees* slowly and identify the first sound and the letter that represents it. Invite a volunteer to write that letter in the first box.  

|   |  |  |  |  |
|---|--|--|--|--|
| t |  |  |  |  |
|---|--|--|--|--|
- Have the students say *trees* slowly again and identify the second sound and the letter that represents it. Invite a volunteer to write that letter in the second box.  

|   |   |  |  |  |
|---|---|--|--|--|
| t | r |  |  |  |
|---|---|--|--|--|
- Have the students say *trees* slowly again and identify the third sound and the letter that represents it. Invite a volunteer to write that letter in the third box.  

|   |   |   |  |  |
|---|---|---|--|--|
| t | r | e |  |  |
|---|---|---|--|--|
- Tell the students that there is another letter before the last one in *trees*. The letter is another e.
- Invite a volunteer to write the e in the next box and read the word.
- Ask what letter would go on the end to change *tree* into *trees*.
- Invite a volunteer to complete the spelling of *trees*.

- Tell the students that this is the end of the first sentence. Dictate the second sentence again and have the students start writing. Tell them how to spell *grow*.
- Remind the students to check their capital letters and punctuation. Remind them that the second sentence is a question.
- If the students have trouble with *are*, *can*, *they*, *here* or *these*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards **Ape**, **Snake**, or **Whale** to introduce or reinforce this skill.

- Write the *mat* on the board. Have the students read *mat*.
- Tell the students that you are going to add an *e* on to the end of *mat*.
- Add the *e* to make *mate*.
- Explain to the students that you do not say the *e* when you read the word. The *e* is silent, but it changes the way you say the *a*.
- Read *mat* and *mate* having the students listen for the difference.
- Write *fad* and *fade* on the board.
- Invite the students to read both words listening for the different sound the *a* makes. Write *dam*, *Sam*, *sham*, *cap*, *gap*, *tap*, *at*, *fat*, *hat*, *rat*, on the board.
- Invite volunteers to read a word, add an *e* to the end of the word, and read the new word they made.
- Tell the students that when they can do this they will be able to read and spell many words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *What Is It?*
- Read the title to the students.
- Set the purpose for reading by saying: *This book is like a riddle book. It tells you some facts and you have to say what the animal is.*
- Discuss the cover photo. Tell the students that this is one of the animals. It is a peacock. They have to read the book to find out some things about it.
- Have the students turn to the title page and look at the photo. Have them say what this animal is and where it might live.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.

- To ensure understanding say things such as: *There is a question on each page of the book. The question is always the same except on page 10. Each page starts by telling you where the animal lives. You can tell the peacock is a male because it has a beautiful tail that it fans out. The female peahen is not pretty like the peacock.*
  - Have the students read the picture glossary on page 12 to reinforce the vocabulary.
  - Tell the students that there are some words in this book that have a silent e which makes the vowel have the long / a / sound. They should look for the words with a and the silent e to help them as they read.
  - Tell them also that the new word *do* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *do* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to recall the main points.
  - Have students turn to page 2 and find and read the word with the silent e. If the students read *live* as if it rhymes with *hive*, praise them, but point out that it does not sound right or make sense in this book. Tell them that you can say live in two ways.
  - Have students turn to page 6 and 7 and find and read the words with the silent e.
  - Have the students go through the book looking for *do* and rereading the sentences with *do* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *What Is It?* again.
- Read and re-read *What Is It?* using the audio and/or e - version.
- Re-read *Little Noise, Big Noise, Where Do Butterflies Come From?*, and *Plants*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Plants

**Intervention Level:** 5.4

**Word count:** 84

**New phonic skill:** pl

**New high-frequency word:** they

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

These plants are cactuses.

They can grow in hot, dry places.

4/5

This plant is a water lily.

It can grow in wet places.

6/7

These plants are coconut palms.

They can grow in hot, wet places.

You can see the coconuts.

You can eat the coconuts.

8/9

This plant is a plum tree.

It can grow in warm places.

You can see the plums.

You can eat the plums.

10/11

These plants are fir trees.

They can grow in cold places.

They can grow in the snow.

### Comprehension Questions

#### Literal

*Which plants grow in hot, dry places?*

*Which plants can grow where it is wet?*

*What kind of place does a plum tree need to grow?*

*Can a cactus grow in snow?*

#### Inferential

*Why do you think cactuses can grow in hot, dry places?*

*What do all plants need to live and grow?*

*What are some differences between a plum tree and a fir tree?*

*Which of the plants in the book are most alike?*

*Why?*

# Data Point Sheet

Plants

Name:

Date:

Word Count 84 Level 5

|   |   |   |                                    |                                   |                     |           |      |       |            |
|---|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                       | <input style="width: 50px; height: 25px;" type="text"/> | 1 - 4 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>  |   | 5 - 11 errors   | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> <i>new decodable skills</i>                        | <input style="width: 50px; height: 25px;" type="text"/> | 12 + errors   | text is difficult<br>66% - 86%     |                                   |                     |           |      |       |            |
| <i>Green</i> <i>previously taught skills or word families</i> | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                             | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6   | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +   | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> <i>new high-frequency words</i>                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> <i>previously taught high-frequency words</i>     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> <i>words accessible from content or context</i>  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|   |   |   |                            |  |                               |           |                               |      |                               |            |
|---|---|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>                            | <b>Comprehension Inferential</b>                        |   |                            |  |                               |           |                               |      |                               |            |
| <i>Number correct</i>                                   | <i>Number correct</i>                                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td>7-8 correct/partially correct</td> <td>very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>                              |   |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct                           | very good   |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct                           | good  |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct                           | needs help  |   |                            |  |                               |           |                               |      |                               |            |
| <input style="width: 50px; height: 25px;" type="text"/> | <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| <i>Number partially correct</i>                         | <i>Number partially correct</i>                         |   |                            |  |                               |           |                               |      |                               |            |
| <input style="width: 50px; height: 25px;" type="text"/> | <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| <i>Number incorrect</i>                                 | <i>Number incorrect</i>                                 |   |                            |  |                               |           |                               |      |                               |            |
| <input style="width: 50px; height: 25px;" type="text"/> | <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |

|   |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>  | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i>                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|   |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2  |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3  | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4  | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <input style="width: 50px; height: 25px;" type="text"/> |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i>                      |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <input style="width: 50px; height: 25px;" type="text"/> |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i>                      |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <input style="width: 50px; height: 25px;" type="text"/> |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Shapes

Level: 6.2      Word Count: 94

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>some, of, these, they, do</i><br>Spelling: <i>some, of, these, they, do</i> |
| New Word    | what  |
| Quick Read  | Where Do Butterflies Come From? (5.3)<br>Plants (5.4)                                   |
| Quick Check | What Is It? (5.1)   |
| Quick Write | <i>Do tame snakes have manes?</i>   |
| New Skill   | Long a  |
| New Book    | Shapes  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *some, of, these, they, do*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *some, of, these, they, do*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *what*
- Hold up the *what* word card for the students to see.
- Have them read the word together.
- Have the students write *what* in the air with their fingers while still looking at the card.
- Have them write *what* on the floor or table with their fingers.
- Have them write *what* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Plants* and *Where Do Butterflies Come From?*
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *What Is It?*
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along, not to call out if the reader makes a mistake.
- Use the *What Is It?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it.* If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

*Which animal lives on grasslands and has a mane?*

*Which animal has no legs?*

*Which animal is tame?*

*Where does a bat live?*

Inferential

*What other animals live in caves?*

*Why do you think lions live in grasslands?*

*Why do you think the author used a question and answer format for this book?*

*Which photo do you like best? Why?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Do tame snakes have manes?*
- Remind them that they know how to listen for the sounds in short words, but they need to remember that some short words have more letters than sounds.
- Say *tame* slowly and ask the students how many sounds they hear.
- Tell them that for *a* to make the long / *a* / sound, it needs a silent *e* on the end of the word. That will make *tame* have three sounds but four letters.
- Have the students write *do* and *tame*.
- Tell the students that now they know so much about sounds and letters that you are going to show them how to use letter boxes, rather than sound boxes to spell *snakes*.
- Say: *You are going to use letter boxes to make the word snake, then you can add the letter on the end to make snake into snakes.*
- Say *snake* slowly segmenting the sounds. Have the students say *snake* with you as you say it again.
- Draw five boxes on the board.
- Have the students say *snake* slowly and identify the first sound and the letter that represents it. Invite a volunteer to write that letter in the first box.  

|   |  |  |  |  |
|---|--|--|--|--|
| s |  |  |  |  |
|---|--|--|--|--|
- Have the students say *snake* slowly and identify the second sound and the letter that represents it. Invite a volunteer to write that letter in the second box.  

|   |   |  |  |  |
|---|---|--|--|--|
| s | n |  |  |  |
|---|---|--|--|--|
- Have the students say *snake* slowly again and identify the third sound and the letter that represents it. Invite a volunteer to write that letter in the third box.  

|   |   |   |  |  |
|---|---|---|--|--|
| s | n | a |  |  |
|---|---|---|--|--|
- Have the students say *snake* slowly again and identify the fourth sound and the letter that represents it. Praise any student who says *c*, but point out that in this case the letter is *k*. Invite a volunteer to write that letter in the fourth box and a letter in the fifth box to make the *a* have a long sound.

- Ask what letter would go on the end to change snake into snakes and have the students write snakes into their sentence.
- Dictate the sentence again and have the students complete writing it.
- Remind them that they need to think about the silent letter and the letter on the end that makes mane plural.
- Remind the students to end their sentence with the appropriate punctuation given that it is a question.
- If the students have trouble with do or have, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards **Ape**, **Snake**, or **Whale** to introduce or reinforce this skill.

- Write *cake* on the board. Have the students read the word *cake*. Tell the students they are going to learn to read and write some more words that sound like and look like *cake*.
- Write *bake, fake, make, lake take, wake, Jake, Blake* and *shake* on the board under *cake*. Make sure the *ake* part of each word is directly underneath the one above so the students can see that each word contains *ake*.
- Read the words to the students and then have them read the words with you.
- Tell the students what is the same about each word, that is *ake*.
- Invite a volunteer to circle the letters which make the / *ake* / sound in each word.
- Write *came, fame, game, name, same, blame, shame* and *flame* on the board.
- Tell the students what is the same about each word, that is *ame*.
- Have the students read the words.
- Invite volunteers to circle the letters which make the / *ame* / sound in a word and read the word as they circle the letters.
- Tell students that when they can recognize these word families, they will be able to read and write lots of words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Shapes*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out the shapes of some things that you see everyday.*
- Discuss the cover photo. Tell the students that it is a plate and a dish. They are both round – they have a circle shape.

- Have the students turn to the title page and look at the photo. Have them say what shapes the blocks are.
  - Take a picture walk discussing each photo in the book.
  - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure understanding say things such as: *Dates are fruit. They grow on date palm trees. They taste very sweet. Most of the pages in books are rectangles.*
  - Have the students read the index on page 12. Which page would they turn to, to read about the shape of a window?
  - Tell the students that there are some words in this book that have a silent *e* which makes the vowel have the long / *a* / sound. They should look for the words with *a* and the silent *e* to help them as they read.
  - Tell them also that the new word *what* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *what* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read the words with the silent *e*.
  - Have students turn to page 4 and find and read the words with the silent *e*.
  - Have students turn to page 8 and find and read the words with the silent *e*.
  - Have the students go through the book looking for *what* and rereading the sentences with *what* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Shapes* again.
- Read and re-read *Shapes* using the audio and/or e - version.
- Re-read *Where Do Butterflies Come From?*, *Plants*, and *What Is It?*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** What Is It?

**Intervention Level:** 6.1

**Word count:** 97

**New phonic skill:** long a

**New high-frequency word:** do

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

This animal lives in a cave.

It has wings.

Do you know what it is?

3

It is a bat.

4

This animal lives on grasslands.

It has a mane.

Do you know what it is?

5

It is a lion.

6

This animal lives on grass and rocks.

It has no legs.

Do you know what it is?

7

It is a snake.

8

This animal lives in a pen.

It is tame.

Do you know what it is?

9

It is a pig.

10

This animal is a male.

How can you tell?

Do you know what it is?

11

It is a peacock.

## Comprehension Questions

Literal

*Which animal lives on grasslands and has a mane?*

*Which animal has no legs?*

*Which animal is tame?*

*Where does a bat live?*

Inferential

*What other animals live in caves?*

*Why do you think lions live in grasslands?*

*Why do you think the author used a question and answer format for this book?*

*Which photo do you like best? Why?*

# Data Point Sheet

What Is It?

Name:

Date:

Word Count 97 Level 6

|  |   |  |                                   |                                    |
|--|---|--|-----------------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> |  | 0 - 5 errors                      | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |   |  | 6 - 13 errors                     | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> |  | 14 + errors                       | text is difficult<br>86% or less   |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> |  |                                   |                                    |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |  |                                   |                                    |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |  |                                   |                                    |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |  |                                   |                                    |
|  |   |  | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$                |
|  |   |  | 1:3 – 1:6                         | good                               |
|  |   |  | 1:7 +                             | needs help                         |

|  |  |   |
|--|--|---|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |

|   |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>  | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i> <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|   |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2  |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3  | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4  | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i> <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i> <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Fun Outside

Level: 6.3

Word Count: 95

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>of, these, they, do, what</i><br>Spelling: <i>of, these, they, do, what</i> |
| New Word    | with  |
| Quick Read  | Plants (5.4)<br>What Is It? (6.1)   |
| Quick Check | Shapes (6.2)  |
| Quick Write | <i>What can Jane and Dave bake? A cake?</i>   |
| New Skill   | Long i  |
| New Book    | Fun Outside   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *of, these, they, do, what*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *of, these, they, do, what*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *with*.
- Hold up the *with* word card for the students to see.
- Have them read the word together.
- Have the students write *with* in the air with their fingers while still looking at the card.
- Have them write *with* on the floor or table with their fingers.
- Have them write *with* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Plants and What Is It?*
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Shapes*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Shapes* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

*What shape are dates?*

*What shape are the windows in the house?*

*What has an oval shape?*

*What shape are blocks?*

Inferential

*What is similar between a dish and a plate?*

*What else do you know that has an oval shape?*

*What is the same about a rectangle and a square?*

*Could a house have a rectangular window? Why or why not?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*What can Jane and Dave bake? A cake?*
- Tell the students that they are going to write two sentences and both of them are questions so they need to think about their capital letters and punctuation.
- Remind the students that they know how to spell *what*, *can* and *and*.
- Remind them that they know how to listen for the sounds in short words, but they need to remember that some short words have more letters than sounds.
- Invite the students to write the first sentence. Remind them to use what they know about the silent *e* on the end of words to make the vowel make the long sound.
- Remind them of their punctuation and then have them write the second sentence. Remind them that they can change *bake* to *cake* by changing the first letter.
- If the students have trouble with *what*, *can* or *and*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards

**Mice**, or **Swine** to introduce or reinforce this skill.

- Write the *bit* on the board. Have the students read *bit*.
- Tell the students that you are going to add an *e* on to the end of *bit*.
- Add the *e* to make *bite*.
- Explain to the students that you do not say the *e* when you read the word. The *e* is silent, but it changes the way you say the *i*.
- Read *bit* and *bite* having the students listen for the difference.

- Write *Tim* and *time* on the board.
- Invite the students to read both words listening for the different sound the *i* makes. Write *hid, rid, din, fin, pin, shin, win, pip,* and *rip* on the board
- Invite volunteers to read a word, add an *e* to the end of the word, and read the new word they made.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Fun Outside*.
  - Read the title to the students.
  - Set the purpose for reading by saying: *You are going to read this book to find out some fun things that the person talking about the event does outside with his friend Mike.*
  - Discuss the cover photo. Tell the students that these boys are having fun outside - they are playing ball on the beach.
  - Have the students turn to the title page and look at the photo. What are the two boys now doing outside?
  - Take a picture walk discussing each photo in the book.
  - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure understanding say things such as: *Notice that both boys have on helmets and jackets with safety stripes to keep them safe when they ride their bikes on the road. Skydiving is jumping from a plane with a parachute on. Skydivers free fall for a time before they open their parachutes. Hiking is another word for tramping.*
  - Tell the students that there are some words in this book that have a silent *e* which makes the vowel have the long / *i* / sound. They should look for the words with *i* and the silent *e* to help them as they read.
  - Tell them also that the new word *with* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *with* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read the words with the silent *e*.
  - Have students turn to page 4 and find and read the words with the silent *e*.
  - Have students turn to page 10 and find and read the words with the silent *e*.
  - Have the students go through the book looking for *with* and rereading the sentences with *with* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Fun Outside* again.
- Read and re-read *Fun Outside* using the audio and/or e - version.
- Re-read *Plants, What Is It?*, and *Shapes*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Shapes

**Intervention Level:** 6.2

**Word count:** 94

**New phonic skill:** long a

**New high-frequency word:** what

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Look at the dish.

Look at the plate.

What shape are they?

They are circles.

What do you know that has a circle shape?

4/5

Look at the dates.

What shape is a date?

A date is oval.

What do you know that has an oval shape?

6/7

Look at the pages in the book.

What shape are they?

They are rectangles.

8/9

Look at the windows.

What shape are they?

They are squares.

What do you know that has the same shape as a window?

10/11

Look at the blocks.

What shape are they?

They are cubes.

## Comprehension Questions

Literal

*What shape are dates?*

*What shape are the windows in the house?*

*What has an oval shape?*

*What shape are blocks?*

Inferential

*What is similar between a dish and a plate?*

*What else do you know that has an oval shape?*

*What is the same about a rectangle and a square?*

*Could a house have a rectangular window?*

*Why or why not?*

# Data Point Sheet

Shapes

Name:

Date:

Word Count 94 Level 6

|  |   |                                   |                                    |
|--|---|-----------------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 5 errors                      | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |   | 6 - 12 errors                     | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 13 + errors                       | text is difficult<br>86% or less   |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
|  |   | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$                |
|  |   | 1:3 - 1:6                         | good                               |
|  |   | 1:7 +                             | needs help                         |

|  |  |   |
|--|--|---|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |

|   |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>  | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
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|   |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2  |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3  | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4  | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i> <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i> <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Fruit

Level: 6.4

Word Count: 98

|                         |   |
|-------------------------|---|
| Quick Quiz              | Reading: <i>these, they, do, what, with</i><br>Spelling: <i>these, they, do, what, with</i> |
| New High-Frequency Word | know  |
| Quick Read              | What Is It? (6.1)<br>Shapes (6.2)   |
| Quick Check             | Fun Outside (6.3)   |
| Quick Write             | <i>Mike rides his bike with Jake.</i>   |
| New Skill               | Long i  |
| New Book                | Fruit   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: these, they, do, what, with.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: these, they, do, what, with. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *know*.
- Hold up the *know* word card for the students to see.
- Have them read the word together.
- Have the students write *know* in the air with their fingers while still looking at the card.
- Have them write *know* on the floor or table with their fingers.
- Have them write *know* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Shapes* and *What Is It?*
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Fun Outside*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Fun Outside* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*Who goes first on the bikes?*

*Where did the boys play ball?*

*Who is first to go swimming?*

*Where do the boys go when they go hiking?*

*Who is in front when they hike in the hills?*

#### Inferential

*Which of these outside things would you most like to do? Why?*

*Why do you think the author does most things before Mike?*

*Why do you think Mike is first hiking up the hill?*

*What does having fun mean?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Mike rides his bike with Jake and Tim.*
- Remind the students that they know how to spell *with* and *and*.
- Tell them that there are people's names in this sentence and that names need to start with a capital letter.
- Remind them that they know how to listen for the sounds in short words, but they need to remember that some short words have more letters than sounds.
- Remind students also that they need to use what they know about the silent e on the end of words to make the vowel make the long sound.
- Say *Mike* and *bike* and ask the students what they need to do to change *Mike* into *bike*.
- Dictate the sentence again and invite the students to start writing.
- Help individual students as required.
- If the students have trouble with *with* or *and*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *his* or *Tim*, ask them to say the word slowly listening for the sounds and write down the letters as they hear the sounds.
- If the students have trouble with *Mike*, *rides*, *bike* or *Jake*, ask them to say the word slowly listening for the sounds and write down the letters as they hear the sounds. Remind them of the silent e on the end of the words with the long *a* and *i* sound.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards

**Mice** or **Swine** to introduce or reinforce this skill.

- Write *dine* on the board. Have the students read the word *dine*. Tell the students they are going to learn to read and write some more words that sound like and look like *dine*.
- Write *fine, line, mine, nine, pine, vine* and *shine* on the board under *dine*. Make sure the *ine* part of each word is directly underneath the one above so the students can see that each word contains *ine*.
- Read the words to the students and then have them read the words with you.
- Tell the students what is the same about each word, that is *ine*.
- Invite a volunteer to circle the letters which make the / *ine* / sound in each word.
- Write *bide, hide, ride, side, tide, wide* and *chide* on the board.
- Tell the students what is the same about each word, that is *ide*
- Have the students read the words.
- Invite volunteers to circle the letters which make the / *ide* / sound in a word and read the word as they circle the letters.
- Tell students that when they can recognize these word families, they will be able to read and write lots of words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Fruit*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some facts about five different fruit.*
- Discuss the cover photo. Tell the students that this man is in the fruit department in the supermarket. He is getting some apples.
- Have the students turn to the title page and look at the photo. What are these fruit?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Lemons and limes are both citrus fruit like oranges. Oranges are sweet but lemons and limes are sour. Banana skins are yellow when the bananas are ripe. The skins are green when they are not yet ripe. Bananas and grapes are sweet when they are ripe. They are not sour like lemons and limes. Peaches, nectarines and apricots have stones in them like plums.*
- Read the glossary with the students to reinforce the vocabulary.
- Tell the students that there are some words in this book that have a silent e which makes the vowel have the long / *i* / sound. They should look for the words with *i* and the silent e to help them as they read.

- Tell them also that the new word *know* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *know* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 4 and find and read the words with the silent e.
  - Have students turn to page 8 and find and read the words with the silent e. Praise them if they identify *stone* – it will show that they can apply the rule even though *long o* has not yet been taught.
  - Have students turn to page 10 and find and read the words with the silent e.
  - Have the students go through the book looking for *know* and rereading the sentences with *know* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Fruit* again.
- Read and re-read *Fruit* using the audio and/or e - version.
- Re-read *What Is It?, Shapes, and Fun Outside*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Fun Outside

**Intervention Level:** 6.3

**Word count:** 95

**New phonic skill:** long i

**New high-frequency word:** with

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

I ride my bike with Mike.

We ride and ride.

I go first.

We have fun.

4/5

I play on the sand with Mike.

I throw the ball to Mike.

He throws it back to me.

We have fun.

6/7

I go for a swim with Mike.

I go in first.

I dive.

I come up.

We have fun.

8/9

I skydive with Mike.

I dive first.

We have fun.

10/11

I hike in the hills with Mike.

We hike and we hike.

We hike up and we hike down.

12

Mike is first this time.

We have fun.

## Comprehension Questions

### Literal

*Who goes first on the bikes?*

*Where did the boys play ball?*

*Who is first to go swimming?*

*Where do the boys go when they go hiking?*

*Who is in front when they hike in the hills?*

### Inferential

*Which of these outside things would you most like to do? Why?*

*Why do you think the author does most things before Mike?*

*Why do you think Mike is first hiking up the hill?*

*What does having fun mean?*

# Data Point Sheet

Fun Outside

Name:

Date:

Word Count 95 Level 6

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 20px;" type="text"/> | 0 - 5 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 6 - 12 errors   | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 20px;" type="text"/> | 13 + errors   | text is difficult<br>86% or less   |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 20px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 20px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 20px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 20px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|                               |                                  |   |                            |  |                               |           |                               |      |                               |            |
|-------------------------------|----------------------------------|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>  | <b>Comprehension Inferential</b> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>    |                                  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct | very good                        |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct | good                             |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct | needs help                       |   |                            |  |                               |           |                               |      |                               |            |
| Number correct                | Number correct                   |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct      | Number partially correct         |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect              | Number incorrect                 |   |                            |  |                               |           |                               |      |                               |            |

|                                       |  |        |          |           |          |
|---------------------------------------|--|--------|----------|-----------|----------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |        |          |           |          |
| <i>Reads fluently with expression</i> | <input style="width: 50px; height: 20px;" type="text"/>  |        | February | July      | December |
| <i>Reads with moderate fluency</i>    | <input style="width: 50px; height: 20px;" type="text"/>  | Year 2 | N/A      | 34 - 64   | 65 +     |
| <i>Reads slowly - word by word</i>    | <input style="width: 50px; height: 20px;" type="text"/>  | Year 3 | 66 - 89  | 90 - 108  | 109 +    |
|                                       |  | Year 4 | 97 - 109 | 110 - 128 | 129 +    |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**

# Quick60 Lesson Plans Set 1 Intervention Levels 5.1 – 6.4

|                                      |    |
|--------------------------------------|----|
| Black, White, Blue.....              | 3  |
| Little Noise, Big Noise.....         | 11 |
| Where Do Butterflies Come From?..... | 19 |
| Plants.....                          | 27 |
| What Is It?.....                     | 35 |
| Shapes.....                          | 43 |
| Fun Outside.....                     | 51 |
| Fruit.....                           | 59 |

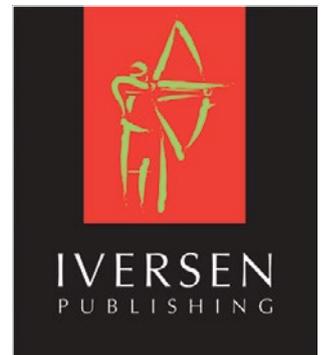
Permission is given to copy these lesson plans for use with the Quick60 Programme

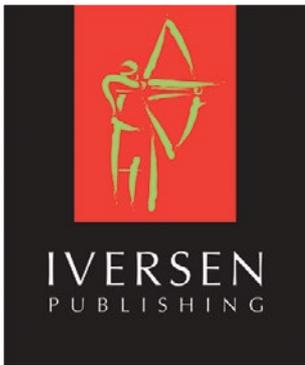
Lesson Plans Set 1 Levels 5 - 6 © Iversen Publishing

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# Quick60

Set 1

Intervention Levels 7.I-8.4

Lesson Plans  
Colour-Coded Check Sheets  
Data Point Sheets

Quick60 Lesson Plans,  
Colour-Coded Check Sheets  
and Data Point Sheets  
provide you with  
a comprehensive plan  
for each book  
as well as ongoing formative  
and summative assessment.



# Quick60 Lesson Plans – Set I Intervention Levels 7.I – 8.4

If you are starting your *Quick60 Programme* at Set 1 Level 7 with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

## **Lesson 1**

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Word – *their*.

Introduce the New Skill – long o.

Introduce the New Book – *Firefighters*.

## **Lesson 2**

Use the Quick Quiz.

Introduce the New Word – *her*.

Use the Quick Check - Colour-Coded Check Sheet for *Firefighters*.

Use the Quick Write.

Revise the New Skill – long o.

Introduce the New Book – *Mother Polar Bear*.

## **Lesson 3**

Use the Quick Quiz.

Introduce the New Word – *all*.

Use the Quick Read with *Firefighters*.

Use the Quick Check – Colour-Coded Check Sheet for *Mother Polar Bear*.

Use the Quick Write.

Introduce the New Skill – long u.

Introduce the New Book – *Cubes*.

Follow the entire lesson plan from Day 4.



# Firefighters

Level: 7.1      Word Count: 102

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>they, do, what, with, know</i><br>Spelling: <i>they, do, what, with, know</i> |
| New Word    | their   |
| Quick Read  | Shapes (6.2)<br>Fun Outside (6.3)   |
| Quick Check | Fruit (6.4)   |
| Quick Write | <i>Do you know the time when the clock chimes?</i>  |
| New Skill   | Long o  |
| New Book    | Firefighters  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *they, do, what, with, know*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *they, do, what, with, know*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *their*
- Hold up the *their* word card for the students to see.
- Have them read the word together.
- Have the students write *their* in the air with their fingers while still looking at the card.
- Have them write *their* on the floor or table with their fingers.
- Have them write *their* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Shapes* and *Fun Outside*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Fruit*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Fruit* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

- Which fruits are sweet?*
- Which fruits are sour?*
- Where do grapes grow?*
- What colour are unripe banana skins?*

#### Inferential

- Which fruits in the book are similar? How are they similar?*
- What do grapes and bananas have in common?*
- Which fruit do you think is the sweetest?*
- Which fruit in the book is the least juicy?*
- Record the number of correct or partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Do you know the time when the clock chimes?*
- Remind the students that they know how to spell *do*, *you*, *know*, and *the*.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *time* without using the boxes to help them. Remind them that they need to write a silent letter on the end of *time* so the *i* makes the long sound.
- Revise how to change the first letter of a word to spell another word. Say *time* and *chime*. Ask the students which part of these words sound the same. Then ask them which part of the word will need to change.
- Write *time* on the board. Invite a volunteer to circle the part of *time* that will need to be changed to spell *chime*.
- Ask the students which two letters make the / *ch* / sound.
- Invite a volunteer to write *chime* on the board.
- Revise the letter boxes task. Say: *You're going to use the letter boxes to help you spell clock.*
- Draw five boxes on the board. Have the students say *clock* slowly and identify the first sound and the letter that represents it. Invite a volunteer to write that letter in the first box.  

|   |  |  |  |  |
|---|--|--|--|--|
| c |  |  |  |  |
|---|--|--|--|--|
- Have the students say *clock* slowly again and identify the second sound and the letter that represents it. Invite a volunteer to write that letter in the second box.  

|   |   |  |  |  |
|---|---|--|--|--|
| c | l |  |  |  |
|---|---|--|--|--|
- Have the students say *clock* slowly again and identify the third sound and the letter that represents it. Invite a volunteer to write that letter in the third box.  

|   |   |   |  |  |
|---|---|---|--|--|
| c | l | o |  |  |
|---|---|---|--|--|
- Tell the students that they know the two letters that make the last sound.
- Invite a volunteer to write those letters in the next two boxes.

|   |   |   |   |   |
|---|---|---|---|---|
| c | l | o | c | k |
|---|---|---|---|---|

- Invite the students to write the sentence. Tell them how to spell *when* when they come to write it.
- Remind the students to end their sentence with the correct punctuation given that it is a question.
- If the students had trouble with *do*, *you*, *know* or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

**Mole** to introduce or reinforce this skill.

- Write *hose* on the board. Have the students read the word *hose*. Tell the students they are going to learn to read and write some more words that sound like and look like *hose*.
- Write *nose*, *pose*, *rose*, *chose*, and *close* on the board under *hose*. Make sure the *ose* part of each word is directly underneath the one above so the students can see that each word contains *ose*.
- Read the words to the students and then have them read the words with you. Tell the students what is the same about each word, that is *ose*.
- Invite a volunteer to circle the letters which make the / *ose* / sound in each word.
- Write *coke*, *joke*, *poke*, *woke*, *yoke*, and *choke* on the board.
- Tell the students what is the same about each word, that is *oke*.
- Have the students read the words.
- Invite volunteers to circle the letters which make the / *oke* / sound in a word and read the word as they circle the letters.
- Tell students that when they can recognize these word families, they will be able to read and write lots of words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Firefighters*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that firefighters do.*
- Discuss the cover photo. Tell the students that these two firefighters are on the roof of a building. They are hosing the flames to put the fire out.
- Have the students turn to the title page and look at the photo. What are the firefighters doing in this photo?
- Take a picture walk discussing each photo in the book.

- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure understanding say things such as: *Firefighters need to wear protective clothes to keep them safe. They have hard hats in case beams fall down on them. They sometimes need to wear a mask so they can breathe when they go into burning buildings.*
  - Tell the students that there are some words in this book that have a silent e which makes the vowel have the long / o / sound. They should look for the words with o and the silent e to help them as they read.
  - Tell them also that the new word *their* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *their* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 4 and find and read the words with the silent e. They should find *fire* and *flames* as well as *smoke*.
  - Have students turn to page 8 and find and read the words with the silent e. They should find *flames*, *fire* and *late* as well as *hose* and *smoke*.
  - Have students turn to page 10 and find and read the words with the silent e. They should find *flames* as well as *hose* and *smoke*.
  - Have the students go through the book looking for *their* and rereading the sentences with *their* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Firefighters* again.
- Read and re-read *Firefighters* using the audio and/or e - version.
- Re-read *Shapes*, *Fun Outside*, and *Fruit*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Fruit

**Intervention Level:** 6.4

**Word count:** 98

**New phonic skill:** long i

**New high-frequency word:** know

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Do you know a fruit that is sour?

A lemon is sour.

A lime is sour.

4/5

Do you know a fruit that grows on a vine?

Grapes grow on vines.

Grapes are sweet if they are ripe.

6/7

Do you know a fruit that is yellow?

Bananas are yellow.

Bananas are yellow and sweet if they are ripe.

Green bananas are not ripe.

8/9

Do you know a fruit with a stone in it?

A plum has a stone in it.

A plum is sweet if it is ripe.

10/11

Look at these fruits.

They are ripe.

Which do you like?

## Comprehension Questions

Literal

*Which fruits are sweet?*

*Which fruits are sour?*

*Where do grapes grow?*

*What colour are unripe banana skins?*

Inferential

*Which fruits in the book are similar? How are they similar?*

*What do grapes and bananas have in common?*

*Which fruit do you think is the sweetest?*

*Which fruit in the book is the least juicy?*

# Data Point Sheet

Fruit

Name:

Date:

Word Count 98 Level 6

|  |   |                                      |                                    |
|--|---|--------------------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 5 errors                         | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |   | 6 - 13 errors                        | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 14 + errors                          | text is difficult<br>86% or less   |
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|  |   | <b>Self Correction Rate</b><br>Ratio | $\frac{E + SC}{SC}$                |
|  |   | 1:3 - 1:6                            | good                               |
|  |   | 1:7 +                                | needs help                         |

|  |  |   |
|--|--|---|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |

|   |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>  | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
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| Year 4  | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i> <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i> <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Mother Polar Bear

Level: 7.2      Word Count: 107

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>do, what, with, know, their</i><br>Spelling: <i>do, what, with, know, their</i> |
| New Word    | her   |
| Quick Read  | Fun Outside (6.3)<br>Fruit (6.4)  |
| Quick Check | Firefighters (7.1)  |
| Quick Write | <i>Some firefighters choke as they get their hose.</i>                                      |
| New Skill   | Long o  |
| New Book    | Mother Polar Bear   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *do, what, with, know, their*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *do, what, with, know, their*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *her*.
- Hold up the *her* word card for the students to see.
- Have them read the word together.
- Have the students write *her* in the air with their fingers while still looking at the card.
- Have them write *her* on the floor or table with their fingers.
- Have them write *her* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Fruit and Fun Outside*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Firefighters*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along, not to call out if the reader makes a mistake.
- Use the *Firefighters* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

- What clothes do firefighters wear?*
- What equipment do firefighters have?*
- What happened to the man the firefighters saw?*
- What did the firefighters do when it was dark?*

#### Inferential

- Why do firefighters carry axes?*
- What are some qualities that firefighters must have?*
- How do firefighters keep themselves safe?*
- What can start fires?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Some firefighters choke as they get their hose.*
- Remind the students that they know how to spell *some*, *they* and *their*.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *as* and *get* without using the boxes to help them.
- Remind the students that some words have more letters than sounds. They should think about the words with the long vowel sound and remember that they need a silent e on the end.
- Revise the / *ch* / sound in *choke*.
- Dictate the sentence again and invite the students to start writing.
- Remind them that they know how to spell *fire*. Write *fighters* on the board for them to copy.
- Work individually with any student who requires help.
- If the students have trouble with *some*, *they* or *their*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

**Mole** to introduce or reinforce this skill.

- Write *rode* on the board. Have the students read the word *rode*. Tell the students you are going to change the *o* to make another word.
- Write *ride* on the board. Have the students read the word *ride*.

- Write *pope* on the board. Have the students read the word *pope*.
- Invite a volunteer to change the *o* to *i* and read the new word.
- Write *rope* and *rose* on the board. Invite volunteers to read a word and then change the *o* to *i* and read the new word.
- Write *coke* on the board. Invite a volunteer to read the word, then change the *o* to *a* and read the new word.
- Write *dome*, *joke*, and *woke* on the board. Invite volunteers to read a word and then change the *o* to *a* and read the new word.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Mother Polar Bear*.
  - Read the title to the students.
  - Set the purpose for reading by saying: *You are going to read this book to find out some things about mother polar bears. You will find out something about polar bear cubs, too.*
  - Discuss the cover photo. Tell the students that this photo shows the mother polar bear with her two cubs.
  - Have the students turn to the title page and look at the photo. What can they say about where a mother polar bear lives?
  - Take a picture walk discussing each photo in the book.
  - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure understanding say things such as: *A globe is like a map. It shows you where places are on Earth. A globe is like a ball on a stand. You can twirl it around to see the different countries and oceans. Polar bears live near the North Pole in the Arctic. Even though its just as cold near the South Pole, there are no polar bears in the Antarctic. Polar bears live alone. They don't live in family groups like lions do. Female polar bears eat lots of food before they have their cubs. They do this so that they will not need to eat while the cubs are small, but she will have enough milk to feed them.*
  - Tell the students that there are some words in this book that have a silent *e* which makes the vowel have the long / *o* / sound. They should look for the words with *o* and the silent *e* to help them as they read.
  - Tell them also that the new word *her* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *her* word card to remind students.
- 
- Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read the words with the silent *e*.

- Have students turn to page 6 and find and read the words with the silent e.
- Have the students go through the book looking for *her* and rereading the sentences with *her* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Mother Polar Bear* again.
- Read and re-read *Mother Polar Bear* using the audio and/or e - version.
- Re-read *Fun Outside, Fruit, and Firefighters*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Firefighters

Intervention Level: 7.1

Word count: 102

New phonic skill: long o

New high-frequency word: their

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

These are firefighters.

Their hats keep them safe.

Their masks keep them safe.

Their gloves and coats

keep them safe.

He has a hose.

4/5

Fire! Fire!

The firefighters go to the fire.

They see the smoke.

They see the flames.

6/7

They see a man.

They get him out.

He is safe.

But the fire is not out.

8/9

It is late.

The fire is still not out.

The firefighters hose the flames.

They hose the smoke.

The fire will not go out.

10/11

They go onto the roof.

They hose the flames.

They hose the smoke.

12

The fire is out.

The firefighters are safe.

## Comprehension Questions

Literal

*What clothes do firefighters wear?*

*What equipment do firefighters have?*

*What happened to the man the firefighters saw?*

*What did the firefighters do when it was dark?*

Inferential

*Why do firefighters carry axes?*

*What are some qualities that firefighters must have?*

*How do firefighters keep themselves safe?*

*What can start fires?*

# Data Point Sheet

Firefighters

Name:

Date:

Word Count 102 Level 7

|  |                      |                             |                                    |
|--|----------------------|-----------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input type="text"/> | 0 - 5 errors                | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |                      | 6 - 14 errors               | text is instructional<br>87% - 95% |
| <i>Red</i> new decodable skills                        | <input type="text"/> | 15 + errors                 | text is difficult<br>86% or less   |
| <i>Green</i> previously taught skills or word families | <input type="text"/> |                             |                                    |
| <i>Blue</i> new high-frequency words                   | <input type="text"/> | <b>Self Correction Rate</b> | $\frac{E + SC}{SC}$                |
| <i>Pink</i> previously taught high-frequency words     | <input type="text"/> | Ratio                       | good                               |
| <i>Brown</i> words accessible from content or context  | <input type="text"/> | 1:3 - 1:6                   |                                    |
|  |                      | 1:7 +                       | needs help                         |

|                              |                      |                                  |                      |   |
|------------------------------|----------------------|----------------------------------|----------------------|---|
| <b>Comprehension Literal</b> |                      | <b>Comprehension Inferential</b> |                      | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number correct               | <input type="text"/> | Number correct                   | <input type="text"/> |   |
| Number partially correct     | <input type="text"/> | Number partially correct         | <input type="text"/> |   |
| Number incorrect             | <input type="text"/> | Number incorrect                 | <input type="text"/> |   |

|                                       |                      |  |          |           |          |
|---------------------------------------|----------------------|--|----------|-----------|----------|
| <b>Fluency</b>                        |                      | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |          |           |          |
| <i>Reads fluently with expression</i> | <input type="text"/> |  | February | July      | December |
| <i>Reads with moderate fluency</i>    | <input type="text"/> | Year 2   | N/A      | 34 - 64   | 65 +     |
| <i>Reads slowly - word by word</i>    | <input type="text"/> | Year 3   | 66 - 89  | 90 - 108  | 109 +    |
|                                       |                      | Year 4   | 97 - 109 | 110 - 128 | 129 +    |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Cubes

Level: 7.3

Word Count: 106

|                         |   |
|-------------------------|---|
| Quick Quiz              | Reading: <i>what, with, know, their, her</i><br>Spelling: <i>what, with, know, their, her</i> |
| New High-Frequency Word | all   |
| Quick Read              | Fruit (6.4)<br>Firefighters (7.1)   |
| Quick Check             | Mother Polar Bear (7.2)   |
| Quick Write             | <i>This cub chose to poke her nose out of the den.</i>  |
| New Skill               | Long u  |
| New Book                | Cubes   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *what, with, know, their, her*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *what, with, know, their, her*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high frequency-word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *all*.
- Hold up the *all* word card for the students to see.
- Have them read the word together.
- Have the students write *all* in the air with their fingers while still looking at the card.
- Have them write *all* on the floor or table with their fingers.
- Have them write *all* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Fruit and Firefighters*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Mother Polar Bear*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Mother Polar Bear* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*Where in the world do polar bears live?*

*What two things does the mother polar bear do before she has her cubs?*

*When does the mother polar bear take her cubs out onto the ice?*

*Where do the polar bears live when they leave the den?*

#### Inferential

*Why does Mother Polar Bear make her den on a slope?*

*How long do you think the cubs stay in the den for?*

*Do you think polar bears could live in warm places? Why or why not?*

*Would you like to go to the Artic Zone and see polar bears? Why or why not?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*This cub chose to poke her nose out of the den.*
- Remind the students that they know how to spell *this, to, her, out, of* and *the*.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *cub* and *den* without using the boxes to help them.
- Remind the students that some words have more letters than sounds. They should think about the words with the long vowel sound and remember that they need a silent *e* on the end.
- Revise changing the first letter task. Say *chose* and *nose* and ask the students what they need to do to change *chose* into *nose*.
- Remind them of the letters that make the / *ch* / sound if necessary.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as required.
- If the students have trouble with *this, to, her, out, of* or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

**Mule** to introduce or reinforce this skill.

- Write *use* on the board. Have the students read the word *use*. Tell the students they are going to learn to read and write some more words that sound like and look like *use*.

- Write *fuse* and *muse* on the board under *use*. Make sure the *use* part of each word is directly underneath the one above so the students can see that each word contains *use*.
- Read the words to the students and then have them read the words with you. Tell the students what is the same about each word, that is *use*.
- Invite a volunteer to circle the letters which make the / *use* / sound in each word.
- Write *cute*, *jute*, *lute*, *mute*, *chute*, and *flute* on the board.
- Tell the students what is the same about each word, that is *ute*.
- Have the students read the words.
- Invite volunteers to circle the letters which make the / *ute* / sound in a word and read the word as they circle the letters.
- Tell students that when they can recognize these word families, they will be able to read and write lots of words.

## New Book

### **Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text**

- Give each student a copy of the book *Cubes*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things about cubes.*
- Discuss the cover photo. Tell the students that this photo shows a bowl with lumps of sugar in it. Each sugar lump is a cube.
- Have the students turn to the title page and look at the photo. What can they say about the boxes? Are they all cubes?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Not all objects with four sides are cubes. For an object to be a cube all the edges have to measure the same. All the faces have to be square. If the faces are rectangles, the object is not a cube. It is easy to make a cube. When you have finished reading this book, you can make a cube.*
- Tell the students that there are some words in this book that have a silent *e* which makes the vowel have the long / *u* / sound. They should look for the words with *u* and the silent *e* to help them as they read.
- Tell them also that the new word *all* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *all* word card to remind students.
- Write *called* on the board. Tell the students that if they know *all*, it can help them read words like *called*.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read the words with the silent e. They should find *sides*, *same* and *faces* as well as *cubes*.
  - Have students turn to page 4 and find and read the words with the silent e. They should find *sides*, *same* and *faces* as well as *cubes*. If a student identifies *some*, ask them to say *some* and listen to see if it has the long / o / sound.
  - Have the students go through the book looking for *all* and rereading the sentences with *all* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Cubes* again.
- Read and re-read *Cubes* using the audio and/or e - version.
- Re-read *Fruit*, *Firefighters*, and *Mother Polar Bear*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Mother Polar Bear

**Intervention Level:** 7.2

**Word count:** 107

**New phonic skill:** long o

**New high-frequency word:** her

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Mother polar bears live in the Arctic zone.

Look at the globe.

You can see the Arctic zone.

4/5

A mother polar bear lives on the ice.

This is her home.

Her home is cold.

6/7

A mother polar bear makes a den.

She digs a hole on a slope for her den.

It is not so cold in the den.

She eats and eats.

8/9

She has her cubs in the den.

She does not go out.

She stays in the den with her cubs.

10/11

When it is not so cold,

a mother polar bear takes her cubs out onto the ice.

12

Now they live out on the ice.

### Comprehension Questions

#### Literal

*Where in the world do polar bears live?*

*What two things does the mother polar bear do before she has her cubs?*

*When does the mother polar bear take her cubs out onto the ice?*

*Where do the polar bears live when they leave the den?*

#### Inferential

*Why does Mother Polar Bear make her den on a slope?*

*How long do you think the cubs stay in the den for?*

*Do you think polar bears could live in warm places? Why or why not?*

*Would you like to go to the Artic Zone and see polar bears? Why or why not?*

# Data Point Sheet

Mother Polar Bear

Name:

Date:

Word Count 107 Level 7

| <p><b>Number of Errors</b> <input style="width: 50px; height: 25px;" type="text"/></p> <p><b>Type of Error</b></p> <p><i>Red</i> new decodable skills <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Green</i> previously taught skills or word families <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Blue</i> new high-frequency words <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Pink</i> previously taught high-frequency words <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Brown</i> words accessible from content or context <input style="width: 50px; height: 25px;" type="text"/></p>   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">0 - 5 errors</td> <td>text is easy<br/>95% - 100%</td> </tr> <tr> <td>6 - 14 errors</td> <td>text is instructional<br/>87% - 94%</td> </tr> <tr> <td>15 + errors</td> <td>text is difficult<br/>86% or less</td> </tr> </table><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>  | 0 - 5 errors  | text is easy<br>95% - 100%   | 6 - 14 errors              | text is instructional<br>87% - 94%      | 15 + errors                        | text is difficult<br>86% or less         | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good    | 1:7 +    | needs help |        |          |           |       |
|--|---|---|--|----------------------------|---|------------------------------------|--|-----------------------------------|---------------------|-----------|---------|----------|------------|--------|----------|-----------|-------|
| 0 - 5 errors   | text is easy<br>95% - 100%  |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| 6 - 14 errors  | text is instructional<br>87% - 94%  |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| 15 + errors  | text is difficult<br>86% or less  |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| <b>Self Correction Rate Ratio</b>  | $\frac{E + SC}{SC}$   |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| 1:3 - 1:6  | good  |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| 1:7 +  | needs help  |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Comprehension Literal</b></p> <p>Number correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number partially correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number incorrect <input style="width: 50px; height: 25px;" type="text"/></p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Comprehension Inferential</b></p> <p>Number correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number partially correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number incorrect <input style="width: 50px; height: 25px;" type="text"/></p> </td> </tr> </table> | <p><b>Comprehension Literal</b></p> <p>Number correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number partially correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number incorrect <input style="width: 50px; height: 25px;" type="text"/></p>   | <p><b>Comprehension Inferential</b></p> <p>Number correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number partially correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number incorrect <input style="width: 50px; height: 25px;" type="text"/></p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>Comprehension Score</b></td> </tr> <tr> <td>7-8 correct/partially correct very good</td> </tr> <tr> <td>5-6 correct/partially correct good</td> </tr> <tr> <td>0-4 correct/partially correct needs help</td> </tr> </table> | <b>Comprehension Score</b> | 7-8 correct/partially correct very good | 5-6 correct/partially correct good | 0-4 correct/partially correct needs help |                                   |                     |           |         |          |            |        |          |           |       |
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| <b>Comprehension Score</b>   |   |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| 7-8 correct/partially correct very good  |   |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| 5-6 correct/partially correct good   |   |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| 0-4 correct/partially correct needs help   |   |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| <p><b>Fluency</b></p> <p><i>Reads fluently with expression</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Reads with moderate fluency</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Reads slowly - word by word</i> <input style="width: 50px; height: 25px;" type="text"/></p>   | <p style="text-align: center;"><b>Oral Fluency Level - Words Read per Minute</b><br/>DIBELS® 2006 at or above 60th percentile</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">February</th> <th style="text-align: center;">July</th> <th style="text-align: center;">December</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </tbody> </table> |   | February   | July                       | December                                | Year 2                             | N/A                                      | 34 - 64                           | 65 +                | Year 3    | 66 - 89 | 90 - 108 | 109 +      | Year 4 | 97 - 109 | 110 - 128 | 129 + |
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| Year 2   | N/A   | 34 - 64   | 65 +   |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
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| Year 4   | 97 - 109  | 110 - 128   | 129 +  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| <p><b>Overall comment</b> – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency</p><br><br><br><p><b>Reading Level</b></p>  |   |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |



# Luke and June

Level: 7.4      Word Count: 103

|                         |   |
|-------------------------|---|
| Quick Quiz              | Reading: <i>with, know, their, her, all</i><br>Spelling: <i>with, know, their, her, all</i> |
| New High-Frequency Word | going   |
| Quick Read              | Firefighters (7.1)<br>Mother Polar Bear (7.2)   |
| Quick Check             | Cubes (7.3)   |
| Quick Write             | <i>Jude and Ike made all these cubes.</i>   |
| New Skill               | Long u  |
| New Book                | Luke and June   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *with, know, their, her, all*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *with, know, their, her, all*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *going*.
- Hold up the *going* word card for the students to see.
- Have them read the word together.
- Have the students write *going* in the air with their fingers while still looking at the card.
- Have them write *going* on the floor or table with their fingers.
- Have them write *going* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Mother Polar Bear* and *Firefighters*
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Cubes*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Cubes* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What is the same about all cubes?*

*What things does the book say are cube-shaped?*

*Can a box be a cube if the sides are not all the same size?*

*How do you make a cube?*

#### Inferential

*What could people put in cube-shaped boxes?*

*Which of the cube-shaped things can you eat?*

*How are the cube-shaped boxes different from the other boxes?*

*Is it hard to make a cube? Why or why not?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Jude and Ike made all these cubes.*
- Remind the students that they know how to spell *and*, *all* and *these*.
- Remind them that they know how to listen for the sounds in short words and that some words have more letters than sounds. They should think about the words with the long vowel sound and remember that they need a silent *e* on the end.
- Remind them also to add *s* to make the plural.
- Remind the students to check their capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as required.
- If the students have trouble with *and*, *all* or *these*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

**Mule** to introduce or reinforce this skill.

- Write *fume* on the board. Have the students read the word *fume*. Tell the students you are going to change the *u* to make another word.
- Write *fame* on the board. Have the students read the word *fame*.
- Write *mule* on the board. Have the students read the word *mule*.
- Invite a volunteer to change the *u* to *i* and read the new word.
- Invite another volunteer to change the *i* to *a* and read the new word.
- Invite another volunteer to change the *a* to *o* and read the new word.

- Write *lute*, *flume* and *mute* on the board. Invite volunteers to read a word and then change the *u* to *a* and read the new word.
- Write *mute* on the board. Invite a volunteer to read the word, then change the *u* to *a* and read the new word, then change the *a* to *i* and read the new word.
- Tell the students that when they can do this with many words it will help them with their reading and spelling.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Luke and June*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that Luke and June are doing at school.*
- Discuss the cover photo. Tell the students that this photo shows Luke and June looking at books and making notes.
- Have the students turn to the title page and look at the photo. What can they say about where Luke and June may be going and what they may be going to do?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Some schools call their library the media centre. You can get information from many different places. You can get it from books, from the Internet and from asking people questions.*
- Tell the students that there are some words in this book that have a silent *e* which makes the vowel have the long / *u* / sound. They should look for the words with *u* and the silent *e* to help them as they read.
- Tell them also that the new word *going* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *going* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have students turn to page 2 and find and read the words with the silent *e*. They should find *Luke*, *cute* and *use*.
- Have students turn to page 10 and find and read the words with the silent *e*. They should find *take* and *notes* as well as *Luke and June*.
- Have students turn to page 12 and find and read the word with the silent *e*. They should find *make*.
- Have the students go through the book looking for *going* and rereading the sentences with *going* in them.

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Luke and June* again.
- Read and re-read *Luke and June* using the audio and/or e - version.
- Re-read *Firefighters*, *Mother Polar Bear*, and *Cubes*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Cubes

Intervention Level: 7.3

Word Count: 106

New phonic skill: long u

New high frequency word: all

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Look at these lumps of sugar.

They are cubes.

Cubes have six sides.

The sides are called faces.

The faces are all the same size.

4/5

Look at these boxes.

Some have six sides.

Some have six faces.

But they are not all cubes.

The faces of a cube  
are all the same size.

6/7

These are little cubes.

Do you know some things  
that are little cubes like these?

8/9

These cubes all taste sweet.

Do you know some cubes  
that taste sweet?

10/11

You can make a cube.

You draw a net.

You cut it out.

You fold it up.

All the faces are the same size.

## Comprehension Questions

Literal

*What is the same about all cubes?*

*What things does the book say are cube-shaped?*

*Can a box be a cube if the sides are not all the same size?*

*How do you make a cube?*

Inferential

*What could people put in cube-shaped boxes?*

*Which of the cube-shaped things can you eat?*

*How are the cube-shaped boxes different from the other boxes?*

*Is it hard to make a cube? Why or why not?*

# Data Point Sheet

Cubes

Name:

Date:

Word Count 106 Level 7

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 5 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 6 - 14 errors   | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 15+ errors  | text is difficult<br>86% or less   |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|  |  |   |                            |  |                               |           |                               |      |                               |            |
|--|--|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |                            |  |                               |           |                               |      |                               |            |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>   |  |   |                            |  |                               |           |                               |      |                               |            |
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| 5-6 correct/partially correct  | good   |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct  | needs help   |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |                            |  |                               |           |                               |      |                               |            |

|  |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>   | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
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| Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Brush, Brush, Brush, Brush

Level: 8.1

Word Count: 114

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>know, their, her, all, going</i><br>Spelling: <i>know, their, her, all, going</i> |
| New Word    | when  |
| Quick Read  | Mother Polar Bear (7.2)<br>Cubes (7.3)  |
| Quick Check | Luke and June (7.4)   |
| Quick Write | <i>Luke and June are going to use the computer.</i>   |
| New Skill   | br  |
| New Book    | Brush, Brush, Brush, Brush  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *know, their, her, all, going*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *know, their, her, all, going*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *when*
- Hold up the *when* word card for the students to see.
- Have them read the word together.
- Have the students write *when* in the air with their fingers while still looking at the card.
- Have them write *when* on the floor or table with their fingers.
- Have them write *when* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Mother Polar Bear and Cubes*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Luke and June*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Luke and June* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

- What did Luke use the computer for?*
- What animal did June think was cute?*
- Why did Luke and June go to the library?*
- Why did Luke and June take notes?*

#### Inferential

- Why did Luke decide to study monkeys?*
- What other things does a librarian like Ms Flute do?*
- What does take notes mean?*
- Why do Luke and June take notes?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Luke and June are going use the computer.*
- Remind the students that they know how to spell *and*, *are*, *going* and *the*.
- Remind them that they know how to listen for the sounds in short words and that some words have more letters than sounds. They should think about the words with the long vowel sound and remember that they need a silent e on the end.
- Teach the students how to break a multisyllabic word into syllables to help with spelling.
- Say *computer* slowly, clapping the syllables.
- Tell the students that there are three syllables in *computer*.
- Tell them that you are going to spell *computer* a syllable at a time.
- Say *computer* again, stressing the first syllable, *com*.
- Write *com* on the board.
- Say *computer* again, stressing the second syllable, *pu*, then write these letters on the board, *compu*.
- Say *computer* again, stressing the last syllable, *ter*, and complete the spelling.
- Erase *computer* from the board and tell the students that when they come to write *computer* in their sentence they should follow the same procedure.
- Remind the students to check their capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as required.
- If the students have trouble with *and*, *are*, *going* or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If they have trouble with *Luke*, *June* or *use*, revise the vowel + e spelling rule.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write the letters *b* and *r* on the board. Pronounce the letters separately. Have the students pronounce them, with you.
- Tell the students that you are going to blend *b* and *r* together to make a / *br* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *br* / sound. Remind them that they previously learned how to blend *b* and *l* together. Tell them that this is the same strategy using different letters.
- Say *brim*. Ask the students to listen for the / *br* / sound as you say the word *brim* again.
- Write *brim* on the board.
- Invite a volunteer to circle the letters that makes the / *br* / sound.
- Say *bring*. Ask the students to listen for the / *br* / sound as you say the word *bring* again.
- Write *bring* on the board.
- Invite a volunteer to circle the letters that makes the / *br* / sound and read the new word.
- Write *\_ick* on the board and invite a volunteer to add the letters to make the word *brick*. Have the students read the word.
- Write *\_ide, \_ave, \_an, \_anch, \_ash, \_at, \_ibe, \_ick, \_ing, \_ush,* on the board.
- Invite volunteers to write *br* in front of a group of letters and read the word they have made.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Brush, Brush, Brush, Brush*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some different kinds of brushes.*
- Discuss the cover photo. Tell the students that this photo shows a man grooming his horse. The horse's name is Brownie.
- Have the students turn to the title page and look at the photo. What can they say about this girl, what she is doing, and what kind of brush she is using?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Some people have electric toothbrushes to help them keep their teeth clean. You groom a horse to keep its coat clean. The grooming brush brushes dust and dirt out. It also stops the tail and mane from matting. Paintbrushes come in many sizes. You use a thin one for painting pictures. You use wider ones for painting large areas like houses. The part of a brush that does the cleaning is made up of bristles. Bristles can be made of many things. The bristles in a broom are often made of straw.*

- Discuss the index with the students. Invite them to say which pages they would turn to, to read about toothbrushes.
  - Tell the students that there are some words in this book that start with *br*. They should look for the words with *br* to help them as they read.
  - Tell them also that the new word *when* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *when* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 4 and find and read the words starting with *br*. They should find *Brice, brush, brushes* and *brushing*.
  - Have students turn to page 6 and find and read the words starting with *br*. They should find *Brad, brush, brushes, Brownie* and *brushing*.
  - Have students turn to page 10 and find and read the words starting with *br*. They should find *Brooke, brush* and *broom*.
  - Have the students go through the book looking for *when* and rereading the sentences with *when* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Brush, Brush, Brush, Brush* again.
- Read and re-read *Brush, Brush, Brush, Brush* using the audio and/or e - version.
- Re-read *Mother Polar Bear, Cubes, and Luke and June*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Luke and June  
Intervention Level: 7.3  
Word Count: 103  
New phonic skill: long u  
New high frequency word: going

## Key

New decodable  
Previously taught decodable and/or word family  
New high-frequency  
Previously taught high-frequency  
Accessible from context and/or photos

2/3

Luke is going to use the computer.  
He is going to use the computer  
to look for monkeys.  
Luke thinks monkeys are cute.

4/5

June is going to use the computer, too.  
She is going to use the computer  
to look for dolphins.  
June likes dolphins.  
She thinks they are cute.

6/7

Luke and June  
are going to the library.  
They are going to use books.  
They are going to look  
for dolphins and monkeys.

8/9

Miss Flute gets the books  
on monkeys and dolphins  
for Luke and June.

10/11

Luke and June look at the books.  
They take notes.

12

They make books on  
dolphins and monkeys.

## Comprehension Questions

Literal

- What did Luke use the computer for?*
- What animal did June think was cute?*
- Why did Luke and June go to the library?*
- Why did Luke and June take notes?*

Inferential

- Why did Luke decide to study monkeys?*
- What other things does a librarian like Ms Flute do?*
- What does take notes mean?*
- Why do Luke and June take notes?*

# Data Point Sheet

Luke and June

Name:

Date:

**Word Count** 103 **Level** 7

|  |   |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
|--|---|---|--|----------------------------|---|------------------------------------|--|-----------------------------------|---------------------|-----------|---------|----------|------------|--------|----------|-----------|-------|
| <p><b>Number of Errors</b> <input style="width: 50px; height: 30px;" type="text"/></p> <p><b>Type of Error</b></p> <p><i>Red</i> new decodable skills <input style="width: 50px; height: 30px;" type="text"/></p> <p><i>Green</i> previously taught skills or word families <input style="width: 50px; height: 30px;" type="text"/></p> <p><i>Blue</i> new high-frequency words <input style="width: 50px; height: 30px;" type="text"/></p> <p><i>Pink</i> previously taught high-frequency words <input style="width: 50px; height: 30px;" type="text"/></p> <p><i>Brown</i> words accessible from content or context <input style="width: 50px; height: 30px;" type="text"/></p>   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">0 - 5 errors</td> <td>text is easy<br/>95% - 100%</td> </tr> <tr> <td>6 - 13 errors</td> <td>text is instructional<br/>87% - 94%</td> </tr> <tr> <td>14 + errors</td> <td>text is difficult<br/>86% or less</td> </tr> </table><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>  | 0 - 5 errors  | text is easy<br>95% - 100%   | 6 - 13 errors              | text is instructional<br>87% - 94%      | 14 + errors                        | text is difficult<br>86% or less         | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 – 1:6 | good    | 1:7 +    | needs help |        |          |           |       |
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| 1:3 – 1:6  | good  |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| 1:7 +  | needs help  |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Comprehension Literal</b></p> <p>Number correct <input style="width: 50px; height: 30px;" type="text"/></p> <p>Number partially correct <input style="width: 50px; height: 30px;" type="text"/></p> <p>Number incorrect <input style="width: 50px; height: 30px;" type="text"/></p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Comprehension Inferential</b></p> <p>Number correct <input style="width: 50px; height: 30px;" type="text"/></p> <p>Number partially correct <input style="width: 50px; height: 30px;" type="text"/></p> <p>Number incorrect <input style="width: 50px; height: 30px;" type="text"/></p> </td> </tr> </table> | <p><b>Comprehension Literal</b></p> <p>Number correct <input style="width: 50px; height: 30px;" type="text"/></p> <p>Number partially correct <input style="width: 50px; height: 30px;" type="text"/></p> <p>Number incorrect <input style="width: 50px; height: 30px;" type="text"/></p>   | <p><b>Comprehension Inferential</b></p> <p>Number correct <input style="width: 50px; height: 30px;" type="text"/></p> <p>Number partially correct <input style="width: 50px; height: 30px;" type="text"/></p> <p>Number incorrect <input style="width: 50px; height: 30px;" type="text"/></p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>Comprehension Score</b></td> </tr> <tr> <td>7-8 correct/partially correct very good</td> </tr> <tr> <td>5-6 correct/partially correct good</td> </tr> <tr> <td>0-4 correct/partially correct needs help</td> </tr> </table> | <b>Comprehension Score</b> | 7-8 correct/partially correct very good | 5-6 correct/partially correct good | 0-4 correct/partially correct needs help |                                   |                     |           |         |          |            |        |          |           |       |
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| 0-4 correct/partially correct needs help   |   |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| <p><b>Fluency</b></p> <p><i>Reads fluently with expression</i> <input style="width: 50px; height: 30px;" type="text"/></p> <p><i>Reads with moderate fluency</i> <input style="width: 50px; height: 30px;" type="text"/></p> <p><i>Reads slowly - word by word</i> <input style="width: 50px; height: 30px;" type="text"/></p>   | <p style="text-align: center;"><b>Oral Fluency Level - Words Read per Minute</b><br/>DIBELS® 2006 at or above 60th percentile</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |   | February   | July                       | December                                | Year 2                             | N/A                                      | 34 - 64                           | 65 +                | Year 3    | 66 - 89 | 90 - 108 | 109 +      | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|  | February  | July  | December   |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| Year 2   | N/A   | 34 - 64   | 65 +   |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| Year 3   | 66 - 89   | 90 - 108  | 109 +  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| Year 4   | 97 - 109  | 110 - 128   | 129 +  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |
| <p><b>Overall comment</b> – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency</p><br><br><br><p><b>Reading Level</b></p>  |   |   |  |                            |   |                                    |  |                                   |                     |           |         |          |            |        |          |           |       |



# Crabs

Level: 8.2      Word Count: 118

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>their, her, all, going, when</i><br>Spelling: <i>their, her, all, going, when</i> |
| New Word    | them  |
| Quick Read  | Cubes (7.3)<br>Luke and June (7.4)  |
| Quick Check | Brush, Brush, Brush, Brush, (8.1)   |
| Quick Write | "When can you brush Bracken for me?" said Brenda.   |
| New Skill   | cr  |
| New Book    | Crabs   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *their, her, all, going, when*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *their, her, all, going, when*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *them*
- Hold up the *them* word card for the students to see.
- Have them read the word together.
- Have the students write *them* in the air with their fingers while still looking at the card.
- Have them write *them* on the floor or table with their fingers.
- Have them write *them* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Luke and June* and *Cubes*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Brush, Brush Brush, Brush*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along, not to call out if the reader makes a mistake.
- Use the *Brush, Brush Brush, Brush* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

- What did Brianna use a brush for?*
- What kind of brush did Brad use?*
- What was Brent doing?*
- What did Brook have and what was she doing?*

#### Inferential

- What is the difference between Brianna's and Brice's toothbrushes?*
- Why does Brad have to brush Brownie?*
- What does grooming mean?*
- How else could Brooke keep the steps clean?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*"When can you brush Bracken for me?" said Brenda.*
- Remind the students that they know how to spell *when, you, can, for, me* and *said*.
- Remind them that they know how to listen for the sounds in short words and that some words have more letters than sounds. They should think about this when they come to write *brush*. Remind them that they know all the sounds in *brush* and which letters they need to write.
- Revise how to break a two-syllable word into syllables to help with spelling.
- Say *Bracken* slowly, clapping the syllables.
- Tell the students that there are two syllables in *Bracken*.
- Tell them that you are going to spell *Bracken* a syllable at a time.
- Say *Bracken* again, stressing the first syllable, *Brack*.
- Invite volunteers to help you write *Brack* on the board. Ask a volunteer which two letters make the / *br* / sound. Write these on the board, *Br*. Remind students that you are using a capital letter because it is a name.
- Have the students say *Brack* with you, listening for the next sound. Invite a volunteer to tell you the next letter to write and write it on the board, *Bra*.
- Remind the students that they know the two letters that make the / *k* / sound. Invite a volunteer to tell you what the letters are. Write them on the board, *Brack*.
- Say *Bracken* again, stressing the second syllable, *en*. Have the students listen for the sounds as you say *en* again slowly and tell you the letters you need to write to complete *Bracken*.
- Erase *Bracken* from the board and tell the students that when they come to write *Brenda* in their sentence they should follow the same procedure. Assure them that you will help them as they write.
- Remind the students that someone is saying something so that they need to remember to put speech marks.
- Remind them also that the person is asking a question so they will need a question mark.

- Dictate the sentence again and invite the students to start writing.
- Work with individual students as required.
- If the students have trouble with *when, you, can, for, me* or *said*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If they have trouble with *brush*, revise the appropriate phonic rule, for example *br* or *sh*.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Crab** to introduce or reinforce this skill.

- Write the letters *c* and *r* on the board. Pronounce the letters separately. Have the students pronounce them, with you.
- Tell the students that you are going to blend *c* and *r* together to make a / *cr* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *cr* / sound. Remind them that they previously learned how to blend *b* and *r* together. Tell them that this is the same strategy using different letters.
- Say *crop*. Ask the students to listen for the / *cr* / sound as you say the word *crop* again.
- Write *crop* on the board.
- Invite a volunteer to circle the letters that makes the / *cr* / sound.
- Say *crack*. Ask the students to listen for the / *cr* / sound as you say the word *crack* again.
- Write *crack* on the board.
- Invite a volunteer to circle the letters that makes the / *cr* / sound and read the new word.
- Write *\_ash* on the board and invite a volunteer to add the letters to make the word *crash*. Have the students read the word.
- Write *\_ate, \_est, \_oss, \_ab, \_ane, \_ave, \_aze, \_ess, \_ib, \_ush*, on the board.
- Invite volunteers to write *cr* in front of a group of letters and read the word they have made.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Crabs*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things about crabs.*
- Discuss the cover photo. Tell the students that this photo shows a crab walking on sand. They can see from this photo what a crab looks like and where you could go to see one.
- Have the students turn to the title page and look at the photo. What can they say about this crab. What is the same and different from the crab on the cover? What more do they now know about crabs?

- Take a picture walk discussing each photo in the book.
  - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure understanding say things such as: *The hard shell keeps crabs safe from some of their enemies. Crabs use their legs for walking and for swimming. They use their claws to help them move around and to help them eat. Crabs can live in the water as well as on land. Some people catch crabs for a job. They sell the crabs. People can buy crabs, cook them and eat them.*
  - Discuss the index with the students. Invite them to say which pages they would turn to, to read about a crab's claws.
  - Tell the students that there are some words in this book that start with *cr*. They should look for the words with *cr* to help them as they read.
  - Tell them also that the new word *them* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *them* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 4 and find and read the words starting with *cr*. They should find *crabs* and *crawl*.
  - Have students turn to page 6 and find and read the words starting with *cr*. They should find *crabs*, *crawl*, and *crawling*.
  - Have students turn to page 10 and find and read the words starting with *cr*. They should find *crabs*.
  - Have the students go through the book looking for *them* and rereading the sentences with *them* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Crabs* again.
- Read and re-read *Crabs* using the audio and/or e - version.
- Re-read *Cubes*, *Luke and June*, and *Brush Brush, Brush, Brush*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Brush, Brush, Brush, Brush

**Intervention Level:** 8.1

**Word count:** 114

**New phonic skill:** br

**New high-frequency word:** when

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Brush, brush, brush, brush.

Brianna is brushing her teeth.

When Brianna brushes her teeth, she uses a toothbrush like this.

4/5

Brush, brush, brush, brush.

Brice is brushing his teeth.

When Brice brushes his teeth, he uses a toothbrush like this.

6/7

Brush, brush, brush, brush.

Brad is brushing Brownie.

When Brad brushes Brownie, he uses a brush like this.

8/9

Brush, brush, brush, brush.

Brent is painting the house.

When Brent paints the house, he uses a brush like this.

A brush like this is called a paintbrush.

10/11

Brush, brush, brush, brush.

Brooke is sweeping the steps.

When Brooke sweeps the steps, she uses a brush like this.

A brush like this is called a broom.

### Comprehension Questions

Literal

*What did Brianna use a brush for?*

*What kind of Brush did Brad use?*

*What was Brent doing?*

*What did Brook have and what was she doing?*

Inferential

*What is the difference between Brianna's and Brice's toothbrushes?*

*Why does Brad have to brush Brownie?*

*What does grooming mean?*

*How else could Brooke keep the steps clean?*

# Data Point Sheet

Brush, Brush, Brush, Brush

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Word Count 114 Level 8

|  |   |   |   |                     |                            |               |                                    |             |                                  |
|--|---|---|---|---------------------|----------------------------|---------------|------------------------------------|-------------|----------------------------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> |   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">0 - 6 errors</td> <td style="width: 50%;">text is easy<br/>95% - 100%</td> </tr> <tr> <td>7 - 15 errors</td> <td>text is instructional<br/>87% - 94%</td> </tr> <tr> <td>16 + errors</td> <td>text is difficult<br/>86% or less</td> </tr> </table> | 0 - 6 errors        | text is easy<br>95% - 100% | 7 - 15 errors | text is instructional<br>87% - 94% | 16 + errors | text is difficult<br>86% or less |
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| <b>Type of Error</b>                                   |   |   |   |                     |                            |               |                                    |             |                                  |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> |   |   |                     |                            |               |                                    |             |                                  |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> |   |   |                     |                            |               |                                    |             |                                  |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |   |                     |                            |               |                                    |             |                                  |
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| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |   |                     |                            |               |                                    |             |                                  |
| 1:3 – 1:6  | good  |   |   |                     |                            |               |                                    |             |                                  |
| 1:7 +  | needs help  |   |   |                     |                            |               |                                    |             |                                  |

|  |  |   |
|--|--|---|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |

|  |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>   | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 20%;">February</td> <td style="width: 20%;">July</td> <td style="width: 45%;">December</td> </tr> <tr> <td>Year 2</td> <td>N/A</td> <td>34 - 64</td> <td>65 +</td> </tr> <tr> <td>Year 3</td> <td>66 - 89</td> <td>90 - 108</td> <td>109 +</td> </tr> <tr> <td>Year 4</td> <td>97 - 109</td> <td>110 - 128</td> <td>129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
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| Year 2   |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
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| Year 4   | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

\_\_\_\_\_

\_\_\_\_\_

**Reading Level**

\_\_\_\_\_



# The Wedding

Level: 8.3

Word Count: 112

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>her, all, going, when, them</i><br>Spelling: <i>her, all, going, when, them</i> |
| New Word    | was   |
| Quick Read  | Luke and June (7.4)<br>Brush, Brush, Brush, Brush (8.1)                                     |
| Quick Check | Crabs (8.2)   |
| Quick Write | <i>You can crush crabs if you step on them.</i>   |
| New Skill   | gr  |
| New Book    | The Wedding   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *her, all, going, when, them*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *her, all, going, when, them*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *was*.
- Hold up the *was* word card for the students to see.
- Have them read the word together.
- Have the students write *was* in the air with their fingers while still looking at the card.
- Have them write *was* on the floor or table with their fingers.
- Have them write *was* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Luke and June* and *Brush, Brush, Brush, Brush*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Crabs*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Crabs* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*Where would you go to see a crab?  
How many legs do crabs have?  
What is an odd thing for a crab to eat?  
How do people catch crabs?*

#### Inferential

*How do claws help a crab eat?  
How long do you think you'd have to leave a crab pot in the water before there were some crabs in it?  
What is the same and what is different between the crabs in this book?  
Do you think a crab could hurt you if you picked one up? If you said Yes - how would it hurt you?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*You can crush crabs if you step on them.*
- Remind the students that they know how to spell *you, can, if, on* and *them*.
- Remind them that they know what letter to put on the end to make the word plural. They should think about this when they write *crabs*.
- Remind them that they know how to listen for the sounds in short words.
- Remind them also that some words have more letters than sounds. They should think about this when they come to write *crush*. Remind them that they know all the sounds in *crush* and which letters they need to write.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as required.
- If the students have trouble with *you, can, if, on* or *them*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If they have trouble with *step*, have them say the word slowly and write down the letters as they hear the sounds.
- If they have trouble with *crabs* or *crush*, revise the appropriate phonic rule, for example *cr* or *sh*.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write the letters *g* and *r* on the board. Pronounce the letters separately. Have the students pronounce them with you.
- Tell the students that you are going to blend *g* and *r* together to make a / *gr* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *gr* / sound. Remind them that they previously learned how to blend *b* and *r*, and *c* and *r* together. Tell them that this is the same strategy using different letters.
- Say *grub*. Ask the students to listen for the / *gr* / sound as you say the word *grub* again.
- Write *grub* on the board.
- Invite a volunteer to circle the letters that makes the / *gr* / sound.
- Say *grass*. Ask the students to listen for the / *gr* / sound as you say the word *grass* again.
- Write *grass* on the board.
- Invite a volunteer to circle the letters that makes the / *gr* / sound and read the new word.
- Write *\_and* on the board and invite a volunteer to add the letters to make the word *grand*. Have the students read the word.
- Write *\_ade, \_ip, \_ave, \_ab, \_it, \_aze, \_ill, \_im, \_ime, \_ope,* on the board.
- Invite volunteers to write *gr* in front of a group of letters and read the word they have made.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *The Wedding*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that happened at Grant and Grace's wedding.*
- Discuss the cover photo. Tell the students that this photo shows Grant and Grace after they got married. They are walking to a place where they will have more photos taken.
- Have the students turn to the title page and look at the photo. What can they say about where Grant and Grace got married?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Some people get married in churches, others get married in other places. The bride and groom usually have attendants at their wedding. The groom has a best man. The bride has bridesmaids. Sometimes there are flower girls and pages. The book that the bride and groom write in is called a register. They have to write in it when they get married.*
- Tell the students that there are some words in this book that start with *gr*. They should look for the words with *gr* to help them as they read.

- Tell them also that the new word *was* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *was* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 4 and find and read the words starting with *gr*. They should find *Grace* and *green*.
  - Have students turn to page 6 and find and read the words starting with *gr*. They should find *Grant* and *Grace*.
  - Have students turn to page 10 and find and read the words starting with *gr*. They should find *Grant* and *Grace*.
  - Have the students go through the book looking for *was* and rereading the sentences with *was* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *The Wedding* again.
- Read and re-read *The Wedding* using the audio and/or e - version.
- Re-read *Luke and June*, *Brush, Brush, Brush, Brush*, and *Crabs*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Crabs

**Intervention Level:** 8.2

**Word count:** 118

**New phonic skill:** cr

**New high-frequency word:** them

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Crabs have a hard shell.

They have eight legs.

They have two claws.

4/5

You can see crabs in lots of places.

You can them at the beach.

They swim in the water.

Their back legs help them swim.

They crawl on the sand.

6/7

You can see crabs on rocks.

They crawl on the rocks.

They use six legs for crawling.

Their legs help them crawl on the rocks.

8/9

Crabs eat lots of things.

They use their claws to help them eat.

This crab is eating a rope.

10/11

Do you know how to catch crabs?

You catch them in pots.

You put the pots into the water.

You come back and see if some crabs are in the pots.

### Comprehension Questions

Literal

*Where would you go to see a crab?*

*How many legs do crabs have?*

*What is an odd thing for a crab to eat?*

*How do people catch crabs?*

Inferential

*How do claws help a crab eat?*

*How long do you think you'd have to leave a crab pot in the water before there were some crabs in it?*

*What is the same and what is different between the crabs in this book?*

*Do you think a crab could hurt you if you picked one up? If you said Yes - how would it hurt you?*

# Data Point Sheet

Crabs

Name:

Date:

Word Count 118 Level 8

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 6 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 7 - 16 errors   | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 17 + errors   | text is difficult<br>86% or less   |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|  |  |   |                            |  |                                 |           |                                 |      |                                 |            |
|--|--|---|----------------------------|--|---------------------------------|-----------|---------------------------------|------|---------------------------------|------------|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct / partially correct | very good | 5-6 correct / partially correct | good | 0-4 correct / partially correct | needs help |
| <b>Comprehension Score</b>   |  |   |                            |  |                                 |           |                                 |      |                                 |            |
| 7-8 correct / partially correct  | very good  |   |                            |  |                                 |           |                                 |      |                                 |            |
| 5-6 correct / partially correct  | good   |   |                            |  |                                 |           |                                 |      |                                 |            |
| 0-4 correct / partially correct  | needs help   |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |                            |  |                                 |           |                                 |      |                                 |            |

|   |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>  | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
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| Year 4  | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i> <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i> <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Trucks

Level: 8.4

Word Count: 118

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>all, going, when, them, was</i><br>Spelling: <i>all, going, when, them, was</i> |
| New Word    | from  |
| Quick Read  | Brush, Brush, Brush, Brush (8.1)<br>Crabs (8.2)   |
| Quick Check | The Wedding (8.3)   |
| Quick Write | <i>Grace's grandma was going to the wedding.</i>  |
| New Skill   | tr  |
| New Book    | Trucks  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *all, going, when, them, was*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *all, going, when, them, was*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *from*.
- Hold up the *from* word card for the students to see.
- Have them read the word together.
- Have the students write *from* in the air with their fingers while still looking at the card.
- Have them write *from* on the floor or table with their fingers.
- Have them write *from* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Crabs* and *Brush, Brush, Brush, Brush*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *The Wedding*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *The Wedding* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*Where did Grant and Grace get married?  
Who did Grace come into the garden with?  
What did the bridesmaids wear?  
What did Cole do?*

#### Inferential

*Was the wedding in the town or the country? How do you know?  
What time of year was it? How do you know?  
What are wedding vows?  
Why do you think the author wrote a book about a wedding?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Grace's grandma was going to the wedding.*
- Remind the students that they know how to spell *was*, *going*, *to*, and *the*.
- Help the students write the word *Grace's*. Say *Grace's* slowly.
- Invite a volunteer to say which two letters make the / *gr* / sound. Write *Gr* on the board. Explain that you have used a capital letter because it is someone's name.
- Say *Grace's* slowly again. Invite a student to say which letter you should write next. Write *Gra* on the board.
- Explain that the / *s* / sound in *Grace* is made by the letter *c* not the letter *s*. Write the *c* into *Grac*.
- Ask the students which letter you will write next in *Grace*. Remind them of the *vc + e* rule that makes the vowel *a* have the long sound. Complete writing *Grace*.
- Say *Grace's* again slowly and ask a volunteer for the last letter. Add the *s* to *Grace -* *Graces*.
- Explain to the students that the sentence says *Grace's Grandma*. That means that the grandma belongs to *Grace*. You have to put an apostrophe in the word before the *s* to show the ownership.
- Write *Sam's cat*, *Ben's dog*, and *Kim's pig* on the board. Have the students read and discuss what you have written.
- Revise how to break a two-syllable word into syllables to help with spelling.
- Say *grandma* slowly, clapping the syllables.
- Tell the students that there are two syllables in *grandma*.
- Tell them that you are going to spell *grandma* one syllable at a time.
- Say *grandma* again, stressing the first syllable, *grand*.
- Invite volunteers to help you write *grand* on the board. Ask a volunteer which two letters make the / *gr* / sound. Write these on the board, *gr*.
- Say *gr-and* again emphasizing *and*. Invite a volunteer to tell you the word they can hear and how to spell it.
- Write *grand* on the board.

- Say *grandma* again, stressing the second syllable, *ma*.
- Invite a volunteer to tell you which letters to write on the end of *grand* to make the word *grandma*.
- Erase *grandma* from the board and tell the students that when they come to write *wedding* in their sentence they should follow the same procedure. Assure them that you will help them as they write.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as required.
- If the students have trouble with *was*, *going*, *to*, or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write the letters *t* and *r* on the board. Pronounce the letters separately. Have the students pronounce them with you.
- Tell the students that you are going to blend *t* and *r* together to make a / *tr* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *tr* / sound. Remind them that they previously learned how to blend *b* and *r*, *c* and *r* and *g* and *r* together. Tell them that this is the same strategy using different letters.
- Say *track*. Ask the students to listen for the / *tr* / sound as you say the word *track* again.
- Write *track* on the board.
- Invite a volunteer to circle the letters that makes the / *tr* / sound.
- Say *trade*. Ask the students to listen for the / *tr* / sound as you say the word *trade* again.
- Write *trade* on the board.
- Invite a volunteer to circle the letters that makes the / *tr* / sound and read the new word.
- Write *\_ap* on the board and invite a volunteer to add the letters to make the word *trap*. Have the students read the word.
- Write *\_ash*, *\_,ip \_ench*, *\_ace*, *\_ek*, *\_ench*, *\_ess*, *\_ibe*, *\_ick*, *\_im*, *\_ipe*, *\_ot*, *\_uck*, on the board.
- Invite volunteers to write *tr* in front of a group of letters and read the word they have made.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Trucks*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things about Trucks.*
- Discuss the cover photo. Tell the students that this photo shows a large truck. This truck has a canopy on the back to keep the things that it is transporting dry.

- Have the students turn to the title page and look at the photo. What can they say about this truck? What is it used for?
  - Take a picture walk discussing each photo in the book.
  - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure understanding say things such as: *Some trucks have containers on the back. The containers are full of goods. The whole container can be unloaded. A landfill is sometimes called a tip or a dump. The back of the concrete trucks spins or rotates so the concrete keeps mixing while it is in the truck. Logs are tied onto the truck with big chains. A mill is a place where the logs are made into other products, like wood to build houses. Some trucks that move food around are refrigerated to keep the food cool.*
  - Review the glossary to ensure understanding.
  - Tell the students that there are some words in this book that start with *tr*. They should look for the words with *tr* to help them as they read.
  - Tell them also that the new word *from* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *from* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 4 and find and read the sentences with *truck* in them.
  - Have students turn to page 8 and find and read the sentences with *truck* in them.
  - Have students turn to page 10 and find and read the words starting with *tr*. They should find *truck* and *trip*.
  - Have the students go through the book looking for *from* and rereading the sentences with *from* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Trucks* again.
- Read and re-read *Trucks* using the audio and/or e - version.
- Re-read *Brush, Brush, Brush, Brush, Crabs, and The Wedding*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: The Wedding  
Intervention Level: 7.3  
Word Count: 112  
New phonic skill: **gr**  
New high frequency word: **was**

## Key

New decodable  
Previously taught decodable and/or word family  
New high-frequency  
Previously taught high-frequency  
Accessible from context and/or photos

2/3

Grace and Grant **got** married  
in the garden.  
Grant **was** in the garden.  
Jack, Cole, and Ben  
were in the garden with Grant.  
Emma **was** in the garden, too.

4/5

Grace **had** two bridesmaids.  
They **had** green dresses.  
They **came into the** garden.  
Grace **had** a white dress.  
She **came into the** garden  
with her mother **and** father.

6/7

Jack **was the** best man.  
He **had the** rings.  
He **gave the** rings to Cole.  
Cole **looked after the** rings.  
He **gave the** rings  
to Grant **and** Grace.

8/9

Grace and Grant  
made their wedding vows.

10/11

Grace wrote in the wedding book.  
Grant and Jack  
wrote in the wedding book, too.

12

Grace and Grant were married.

## Comprehension Questions

Literal

*Where did Grant and Grace get married?  
Who did Grace come into the garden with?  
What did the bridesmaids wear?  
What did Cole do?*

Inferential

*Was the wedding in the town or the country? How do you know?  
What time of year was it? How do you know?  
What are wedding vows?  
Why do you think the author wrote a book about a wedding?*

# Data Point Sheet

The Wedding

Name:

Date:

Word Count 112 Level 8

|   |   |   |                                    |                                   |                     |           |      |       |            |
|---|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                       | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 6 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>  |   | 7 - 14 errors   | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> <i>new decodable skills</i>                        | <input style="width: 50px; height: 25px;" type="text"/> | 15 + errors   | text is difficult<br>86% or lower  |                                   |                     |           |      |       |            |
| <i>Green</i> <i>previously taught skills or word families</i> | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> <i>new high-frequency words</i>                   | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                             | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6   | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +   | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> <i>previously taught high-frequency words</i>     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> <i>words accessible from content or context</i>  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|   |   |   |                            |  |                                 |           |                                 |      |                                 |            |
|---|---|---|----------------------------|--|---------------------------------|-----------|---------------------------------|------|---------------------------------|------------|
| <b>Comprehension Literal</b>                            | <b>Comprehension Inferential</b>                        |   |                            |  |                                 |           |                                 |      |                                 |            |
| <i>Number correct</i>                                   | <i>Number correct</i>                                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct / partially correct | very good | 5-6 correct / partially correct | good | 0-4 correct / partially correct | needs help |
| <b>Comprehension Score</b>                              |   |   |                            |  |                                 |           |                                 |      |                                 |            |
| 7-8 correct / partially correct                         | very good   |   |                            |  |                                 |           |                                 |      |                                 |            |
| 5-6 correct / partially correct                         | good  |   |                            |  |                                 |           |                                 |      |                                 |            |
| 0-4 correct / partially correct                         | needs help  |   |                            |  |                                 |           |                                 |      |                                 |            |
| <input style="width: 50px; height: 25px;" type="text"/> | <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                                 |           |                                 |      |                                 |            |
| <i>Number partially correct</i>                         | <i>Number partially correct</i>                         |   |                            |  |                                 |           |                                 |      |                                 |            |
| <input style="width: 50px; height: 25px;" type="text"/> | <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                                 |           |                                 |      |                                 |            |
| <i>Number incorrect</i>                                 | <i>Number incorrect</i>                                 |   |                            |  |                                 |           |                                 |      |                                 |            |
| <input style="width: 50px; height: 25px;" type="text"/> | <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                                 |           |                                 |      |                                 |            |

|   |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>  | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i>                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|   |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2  |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3  | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4  | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <input style="width: 50px; height: 25px;" type="text"/> |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i>                      |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <input style="width: 50px; height: 25px;" type="text"/> |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i>                      |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <input style="width: 50px; height: 25px;" type="text"/> |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**

# Quick60 Lesson Plans

## Set I

### Intervention Levels 7.I - 8.4

|                                 |    |
|---------------------------------|----|
| Firefighters.....               | 3  |
| Mother Polar Bear.....          | II |
| Cubes.....                      | 19 |
| Luke and June.....              | 27 |
| Brush, Brush, Brush, Brush..... | 35 |
| Crabs.....                      | 43 |
| The Wedding.....                | 5I |
| Trucks.....                     | 59 |

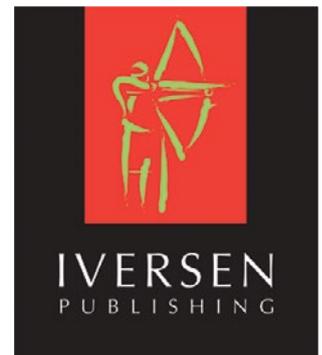
Permission is given to copy these lesson plans for use with the Quick60 Programme

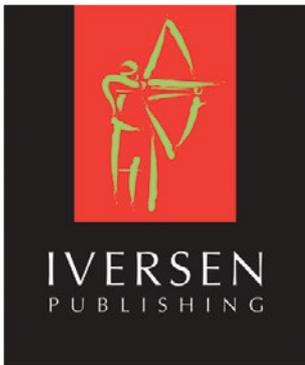
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# Quick60

Set I

Intervention Levels 9.I-10.4

Lesson Plans  
Colour-Coded Check Sheets  
Data Point Sheets

Quick60 Lesson Plans,  
Colour-Coded Check Sheets  
and Data Point Sheets  
provide you with  
a comprehensive plan  
for each book  
as well as ongoing formative  
and summative assessment.



# Quick60 Lesson Plans – Set I Intervention Levels 9.I – 10.4

If you are starting your *Quick60 Programme* at Set 1 Level 9 with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

## **Lesson 1**

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Word – *stay*.

Introduce the New Skill – *sl*.

Introduce the New Book – *Slugs*.

## **Lesson 2**

Use the Quick Quiz.

Introduce the New Word – *little*.

Use the Quick Check - Colour-Coded Check Sheet for *Slugs*.

Use the Quick Write.

Introduce the New Skill – *sp*.

Introduce the New Book – *What Looks Little in Space?*.

## **Lesson 3**

Use the Quick Quiz.

Introduce the New Word – *your*.

Use the Quick Read with *Slugs*.

Use the Quick Check – Colour-Coded Check Sheet for *What Looks Little in Space?*.

Use the Quick Write.

Introduce the New Skill – *st*.

Introduce the New Book – *Things That Sting*.

Follow the entire lesson plan from Day 4.



# Slugs

Level: 9.1

Word Count: 121

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>going, when, them, was, from</i><br>Spelling: <i>going, when, them, was, from</i> |
| New Word    | stay  |
| Quick Read  | Crabs (8.2)<br>The Wedding (8.3)  |
| Quick Check | Trucks (8.4)  |
| Quick Write | <i>This big truck is going from the landfill.</i>   |
| New Skill   | sl  |
| New Book    | Slugs   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *going, when, them, was, from*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *going, when, them, was, from*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high frequency-word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *stay*
- Hold up the *stay* word card for the students to see.
- Have them read the word together.
- Have the students write *stay* in the air with their fingers while still looking at the card.
- Have them write *stay* on the floor or table with their fingers.
- Have them write *stay* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Crabs* and *The Wedding*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Trucks*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Trucks* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What does a rubbish truck do?*

*How does the concrete get out of a concrete truck?*

*How do logs get off a logging truck?*

*Where do trucks carrying food come from and go to?*

#### Inferential

*What do people use concrete for?*

*What is a chute?*

*Why do you need a crane to get the logs off a logging truck?*

*What sort of food could not be in the food truck? Why?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*This big truck is going from the landfill.*
- Remind the students that they know how to spell *this, is, going, from* and *the*.
- Remind them that they know how to listen for the sounds in short words like *big*, and that some words have more letters than sounds. They should think about this when they come to write *truck*. Remind them that they know all the sounds in *truck* and which letters they need to write.
- Teach the students how to break a compound word into the two small words to help with spelling.
- Say *landfill* slowly.
- Tell the students that there are two words in *landfill*. The words are *land* and *fill*.
- Tell them that they know how to spell both *land* and *fill*.
- Remind them that they know two ways to spell *land*. The first way is to sound out *land* and write down the letters for the sounds they hear. The second way is to use the part of the word they know how to write, *and*, and add *l* to the beginning. Demonstrate on the board if necessary.
- Tell the students that *fill* is one of those short words that has more letters than sounds. Write *hill* and *mill* on the board, and invite a volunteer to read the words and say which extra letter they may need to write as they write *fill*.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as required.
- If the students have trouble with *this, is, going, from* or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Sloth** to introduce or reinforce this skill.

- Write the letters *s* and *l* on the board. Pronounce the letters separately. Have the students pronounce them with you.
- Tell the students that you are going to blend *s* and *l* together to make a / *sl* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *sl* / sound. Remind them that they previously learned how to blend *b* and *l*, together. Tell them that this is the same strategy using different letters.
- Say *slip*. Ask the students to listen for the / *sl* / sound as you say the word *slip* again.
- Write *slip* on the board.
- Invite a volunteer to circle the letters that makes the / *sl* / sound.
- Say *slope*. Ask the students to listen for the / *sl* / sound as you say the word *slope* again.
- Write *slope* on the board.
- Invite a volunteer to circle the letters that makes the / *sl* / sound and read the new word.
- Write *\_ot* on the board and invite a volunteer to add the letters to make the word *slot*. Have the students read the word.
- Write *\_ash, \_ack, \_ide, \_ab, \_am, \_ang, \_ate, \_ave, \_ice, \_ick, \_ime, \_ob, \_um*, on the board.
- Invite volunteers to write *sl* in front of a group of letters and read the word they have made.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Slugs*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things about Slugs.*
- Discuss the cover photo. Tell the students that this photo shows a slug. They can see the slug's feelers.
- Have the students turn to the title page and look at the photo. What more can they say about slugs from looking at this photo? How many feelers can they see?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *You can see snails and worms in places where you would see slugs. If slugs get too dry, they will die. They need to keep wet or damp. The slime that slugs make also helps them move along. They can slip along more easily on their slime when they are on a rough surface. A crop is a plant which someone grows a lot of. You may grow a crop of tomatoes to eat. If you are a farmer you may grow a crop of corn for your cows to eat.*

- Review the index. Ask the students which page they would go to, to read about *slime*.
  - Tell the students that there are some words in this book that start with *sl*. They should look for the words with *sl* to help them as they read.
  - Tell them also that the new word *stay* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *stay* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read the sentences with *slugs* in them.
  - Have students turn to page 4 and find and read the sentences with *slugs* in them.
  - Have students turn to page 8 and find and read the words starting with *sl*. They should find *slugs*, *slime* and *slimy*.
  - Have the students go through the book looking for *stay* and rereading the sentences with *stay* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Slugs* again.
- Read and re-read *Slugs* using the audio and/or e - version.
- Re-read *Crabs*, *The Wedding*, and *Trucks*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Trucks

**Intervention Level:** 8.4

**Word count:** 118

**New phonic skill:** tr

**New high-frequency word:** from

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Trucks, trucks, trucks.

You see trucks on the road.

Trucks take things from place to place.

4/5

This is a rubbish truck.

It takes the rubbish from your place to the landfill.

The back of the rubbish truck tips.

It tips the rubbish into the landfill.

6/7

This is a concrete truck.

It takes concrete from the yard to a building site.

It has a chute on the back.

The wet concrete comes down the chute.

8/9

This is a logging truck.

It takes logs from the forest to the mill.

A crane takes the logs  
off the logging truck.

10/11

This truck is making a long trip.

It is taking food from the factory  
to a shop a long way away.

### Comprehension Questions

#### Literal

*What does a rubbish truck do?*

*How does the concrete get out of a concrete truck?*

*How do logs get off a logging truck?*

*Where do trucks carrying food come from and go to?*

#### Inferential

*What do people use concrete for?*

*What is a chute?*

*Why do you need a crane to get the logs off a logging truck?*

*What sort of food could not be in the food truck?*

*Why?*

# Data Point Sheet

Trucks

Name:

Date:

Word Count 118 Level 8

|  |   |   |                                    |                                      |                     |           |      |       |            |
|--|---|---|------------------------------------|--------------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 6 errors  | text is easy<br>95% - 100%         |                                      |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 7 - 15 errors   | text is instructional<br>87% - 94% |                                      |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 16 + errors   | text is difficult<br>86% or lower  |                                      |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate</b><br/>Ratio</td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate</b><br>Ratio | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate</b><br>Ratio                   | $\frac{E + SC}{SC}$                                     |   |                                    |                                      |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                      |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                      |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                      |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                      |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                      |                     |           |      |       |            |

|  |  |   |                            |  |                                 |           |                                 |      |                                 |            |
|--|--|---|----------------------------|--|---------------------------------|-----------|---------------------------------|------|---------------------------------|------------|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct / partially correct | very good | 5-6 correct / partially correct | good | 0-4 correct / partially correct | needs help |
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| 7-8 correct / partially correct  | very good  |   |                            |  |                                 |           |                                 |      |                                 |            |
| 5-6 correct / partially correct  | good   |   |                            |  |                                 |           |                                 |      |                                 |            |
| 0-4 correct / partially correct  | needs help   |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |                            |  |                                 |           |                                 |      |                                 |            |

|  |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>   | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|  |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2   |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3   | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4   | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# What Looks Little in Space?

Level: 9.2

Word Count: 122

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>when, them, was, from, stay</i><br>Spelling: <i>when, them, was, from, stay</i> |
| New Word    | little  |
| Quick Read  | The Wedding (8.3)<br>Trucks (8.4)   |
| Quick Check | Slugs (9.1)   |
| Quick Write | <i>Slugs make slime so they can stay on a slope.</i>  |
| New Skill   | sp  |
| New Book    | What Looks Little in Space?   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *when, them, was, from, stay*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *when, them, was, from, stay*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *little*
- Hold up the *little* word card for the students to see.
- Have them read the word together.
- Have the students write *little* in the air with their fingers while still looking at the card.
- Have them write *little* on the floor or table with their fingers.
- Have them write *little* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Trucks* and *The Wedding*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Slugs*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Slugs* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*How many feelers do slugs have? What do they use them for?*

*What animals do slugs look like?*

*What are four ways slugs can stay wet?*

*What do slugs eat?*

#### Inferential

*Can you tell me the main points of this book in just two sentences?*

*What is the same and what is different between the photos of the slugs?*

*What is the most important things for slugs to do?*

*Why do you think that the things that slugs have to see and smell with are called feelers?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Slugs make slime so they can stay on a slope.*
- Remind the students that they know how to spell *they*, *can*, *stay*, *on* and *a*.
- Remind them that they know how to listen for the sounds in short words like *so*, and that some words have more letters than sounds. They should think about this when they come to write *make*, *slime* and *slope*. Remind them of the *vc+e* rule to help them spell these words.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as required.
- If the students have trouble with *they*, *can*, *stay*, *on* or *a*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *make*, *slime* or *slope*, revise the long vowel spelling with silent *e*.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write the letters *s* and *p* on the board. Pronounce the letters separately. Have the students pronounce them, with you.
- Tell the students that you are going to blend *s* and *p* together to make a / *sp* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *sp* / sound. Remind them that they previously learned how to blend *s* and *l*, together. Tell them that this is the same strategy using different letters.
- Say *spell*. Ask the students to listen for the / *sp* / sound as you say the word *spell* again.

- Write *spell* on the board.
- Invite a volunteer to circle the letters that makes the / *sp* / sound.
- Say *spoke*. Ask the students to listen for the / *sp* / sound as you say the word *spoke* again.
- Write *spoke* on the board.
- Invite a volunteer to circle the letters that makes the / *sp* / sound and read the new word.
- Write *\_ot* on the board and invite a volunteer to add the letters to make the word *spot*. Have the students read the word.
- Write *\_ade, \_eck, \_ike, \_ace, \_an, \_ice, \_ill, \_in, \_ine, \_it*, on the board.
- Invite volunteers to write *sp* in front of a group of letters and read the word they have made.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *What Looks Little in Space?*
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about some things that look little when you look up into space.*
- Discuss the cover photo. Tell the students that this photo shows clouds, the moon and some stars. The stars look very little in space, but really they are big. They look little because they are so far away.
- Have the students turn to the title page and look at the photo. Do they know what this is? Is it big? Will it look little when it goes into space?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *All the things that you can see way up in space look little because they are so far away. Some things are so far away that you can't see them at all. You can see stars better on nights when it is dark. The more light there is, the harder it is to see stars. Sparkle means to shine. Venus is a planet like Earth. It is one of the four planets near the sun. The other three planets near the sun are Earth, Mars and Mercury. The space shuttle takes astronauts and materials to the international space station.*
- Review the index. Ask the students which page they would go to, to read about the space shuttle.
- Tell the students that there are some words in this book that start with *sp*. They should look for the words with *sp* to help them as they read.
- Tell them also that the new word *little* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *little* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read the sentence with *space* in it.
  - Have students turn to page 6 and find and read the sentences with *spot* in them.
  - Have students turn to page 8 and find and read the words starting with *sp*. They should find *space* and *speeds*.
  - Have the students go through the book looking for *little* and rereading the sentences with *little* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *What Looks Little in Space?* again.
- Read and re-read *What Looks Little in Space?* using the audio and/or e - version.
- Re-read *The Wedding, Trucks, and Slugs*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Slugs  
Intervention Level: 9.1  
Word count: 121  
New phonic skill: **sl**  
New high-frequency word: **stay**

## Key

**New decodable**

**Previously taught decodable and/or word family**

**New high-frequency**

**Previously taught high-frequency**

**Accessible from context and/or photos**

2/3

Slugs are like **bugs** with **no legs**.

They look like **snails** with **no shell**.

They look like **fat** worms.

Slugs **can** grow longer  
than your finger.

4/5

Slugs **do not** have eyes.

They **do not** have a nose.

They **have** feelers.

Slugs **have** two feelers **to see**.

They **have** two feelers **to smell**.

6/7

Slugs **have to** **stay wet**.

They **can** **stay out of the sun**  
**to stay wet**.

They **can** **dig in the mud**.

They **can** **hide under logs and rocks**.

They **can** **come out at night**.

8/9

Slugs make slime.

The slime makes slug feel slimy.

The slime helps slugs stay wet.

10/11

Slugs eat leaves.

They eat holes in leaves.

Some slugs eat crops.

Some slugs eat dead bugs  
and dead slugs.

## Comprehension Questions

Literal

*How many feelers do slugs have? What do they use them for?*

*What animals do slugs look like?*

*What are four ways slugs can stay wet?*

*What do slugs eat?*

Inferential

*Can you tell me the main points of this book in just two sentences?*

*What is the same and what is different between the photos of the slugs?*

*What is the most important things for slugs to do?*

*Why do you think that the things that slugs have to see and smell with are called feelers?*

# Data Point Sheet

Slugs

Name:

Date:

Word Count 121 Level 9

|  |   |                                   |                                    |
|--|---|-----------------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 6 errors                      | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |   | 7 - 16 errors                     | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 17 + errors                       | text is difficult<br>86% or lower  |
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| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
|  |   | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$                |
|  |   | 1:3 - 1:6                         | good                               |
|  |   | 1:7 +                             | needs help                         |

|  |  |   |
|--|--|---|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |

|  |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>   | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
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|  |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2   |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3   | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4   | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Things That Sting

Level: 9.3

Word Count: 122

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>them, was, from, stay, little</i><br>Spelling: <i>them, was, from, stay, little</i> |
| New Word    | your  |
| Quick Read  | Trucks (8.4)<br>Slugs (9.1)   |
| Quick Check | What Looks Little in Space? (9.2)   |
| Quick Write | <i>The space shuttle looks little in space.</i>   |
| New Skill   | Consonant blend st  |
| New Book    | Things That Sting   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *them, was, from, stay, little*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *them, was, from, stay, little*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *your*.
- Hold up the *your* word card for the students to see.
- Have them read the word together.
- Have the students write *your* in the air with their fingers while still looking at the card.
- Have them write *your* on the floor or table with their fingers.
- Have them write *your* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Trucks* and *Slugs*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *What Looks Little in Space?*
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *What Looks Little in Space?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What can you see in space at night?*
- Why do stars look little?*
- Which planet can you often see in the night sky?*
- What is out in space that you can't see?*

Inferential

- Why do the stars look smaller than the moon?*
- What is another word the author could use instead of sparkle?*
- Where do you think the space shuttle is going?*
- Why does the moon look different on page 3 and on page 7?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*The space shuttle looks little in space.*
- Remind the students that they know how to spell *the, little, look, and in.*
- Remind them that they know how to listen for the sounds in short words and to remember to put an e on the end of words with long vowel sounds.
- Revise the letter boxes task. Say: *You're going to use the letter boxes to help you spell shuttle.*
- Tell the students that there are four sounds in shuttle but there are seven letters.
- Draw seven boxes on the board. Have the students say *shuttle* slowly and identify the first sound and the letters that represents it. Invite a volunteer to write those letters in the first two boxes.  

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| s | h |  |  |  |  |  |
|---|---|--|--|--|--|--|
- Have the students say *shuttle* slowly again and identify the second sound and the letter that represents it. Invite a volunteer to write that letter in the third box.  

|   |   |   |  |  |  |  |
|---|---|---|--|--|--|--|
| s | h | u |  |  |  |  |
|---|---|---|--|--|--|--|
- Have the students say *shuttle* slowly again and identify the third sound and the letter that represents it. Invite a volunteer to write that letter in the fourth box.  

|   |   |   |   |  |  |  |
|---|---|---|---|--|--|--|
| s | h | u | t |  |  |  |
|---|---|---|---|--|--|--|
- Explain that there are two *ts* that make the / t / sound in shuttle and have a volunteer fill in the next letter box  

|   |   |   |   |   |  |  |
|---|---|---|---|---|--|--|
| s | h | u | t | t |  |  |
|---|---|---|---|---|--|--|
- Have the students say *shuttle* slowly again and identify the next sound and the letter that represents it. Invite a volunteer to write that letter in the next box.  

|   |   |   |   |   |   |  |
|---|---|---|---|---|---|--|
| s | h | u | t | t | l |  |
|---|---|---|---|---|---|--|
- Explain to the students that the letter on the end of *shuttle* is the same as the letter on the end of *little*.
- Write *shuttle* and *little* on the board and invite a student to circle the ending that is the

same on each of these words. The student should circle *tle* rather than *e*.

- Have the students read *shuttle* and *little* with you listening for the / *tl* / ending sound.
- Invite another volunteer to write the final letter of *shuttle* into final letter box.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *the*, *little*, *look*, or *in*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Stag** to introduce or reinforce this skill.

- Write the letters *s* and *t* on the board. Pronounce the letters separately. Have the students pronounce them with you.
- Tell the students that you are going to blend *s* and *t* together to make a / *st* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *st* / sound. Remind them that they previously learned how to blend *s* and *p*, and *s* and *l*, together. Tell them that this is the same strategy using different letters.
- Say *stop*. Ask the students to listen for the / *st* / sound as you say the word *stop* again.
- Write *stop* on the board.
- Invite a volunteer to circle the letters that makes the / *st* / sound.
- Say *stack*. Ask the students to listen for the / *st* / sound as you say the word *stack* again.
- Write *stack* on the board.
- Invite a volunteer to circle the letters that makes the / *st* / sound and read the new word.
- Write *\_and* on the board and invite a volunteer to add the letters to make the word *stand*. Have the students read the word.
- Write *\_op*, *\_ack*, *\_ab*, *\_ing*, *\_ag*, *\_ake*, *\_ate*, *\_ep*, *\_ick*, *\_one*, *\_ove*, *\_uff*, on the board.
- Invite volunteers to write *st* in front of a group of letters and read the word they have made.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Things That Sting*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out about some things that can sting you.*
- Discuss the cover photo. Tell the students that this insect is a bee and bees can sting you.
- Have the students turn to the title page and look at the photo. Have them say what this is and whether they think it would sting you.

- Take a picture walk discussing each photo in the book.
  - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure understanding say things such as: *The hairs on stinging nettles are very small so you may not see them before they sting you. You may see jellyfish when you are swimming at the beach. Animals and plants that have tentacles use them to touch or grasp things like you use your fingers. Some people are allergic to bee stings. They have to go to hospital if they get stung. Not all ants sting.*
  - Have the students read the glossary on page 12 to reinforce the vocabulary.
  - Tell the students that there are some words in this book that start with *st*. They should look for the words with *st* to help them as they read.
  - Tell them also that the new word *your* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *your* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 8 and find and read the words starting with *st*.
  - Have the students find *sting* three times in the book and read the sentences with *sting* in them.
  - Have the students go through the book looking for *your* and rereading the sentences with *your* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Things That Sting* again.
- Read and re-read *Things That Sting* using the audio and/or e - version.
- Re-read *Trucks, Slugs, and What Looks Little in Space*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** What Looks Little in Space?

**Intervention Level:** 9.2

**Word count:** 122

**New phonic skill:** sp

**New high-frequency word:** little

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Look up into space at night.

What can you see?

You can see the moon.

The moon looks little.

You can see stars.

The stars look little, too.

4/5

Stars look like little spots.

They sparkle in the night sky.

They are far away in space.

That makes them look little.

6/7

You can see planets in space.

You can see the planet Venus when you look into the sky.

Look at the little spot.

The little spot is Venus.

8/9

You can see the space shuttle going into space.

The space shuttle takes off.

It speeds away.

It looks little out in space.

10/11

The space station is in space.

You cannot see it.

It is out in space.

It is too little for you to see.

### Comprehension Questions

#### Literal

*What can you see in space at night?*

*Why do stars look little?*

*Which planet can you often see in the night sky?*

*What is out in space that you can't see?*

#### Inferential

*Why do the stars look smaller than the moon?*

*What is another word the author could use instead of sparkle?*

*Where do you think the space shuttle is going?*

*Why does the moon look different on page 3 and on page 7?*

# Data Point Sheet

What Looks Little in Space?

Name:

Date:

Word Count 122 Level 9

|  |                      |                                   |                                    |
|--|----------------------|-----------------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input type="text"/> | 0 - 6 errors                      | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |                      | 7 - 16 errors                     | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input type="text"/> | 17 + errors                       | text is difficult<br>86% or lower  |
| <i>Green</i> previously taught skills or word families | <input type="text"/> |                                   |                                    |
| <i>Blue</i> new high-frequency words                   | <input type="text"/> |                                   |                                    |
| <i>Pink</i> previously taught high-frequency words     | <input type="text"/> |                                   |                                    |
| <i>Brown</i> words accessible from content or context  | <input type="text"/> |                                   |                                    |
|  |                      | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$                |
|  |                      | 1:3 - 1:6                         | good                               |
|  |                      | 1:7 +                             | needs help                         |

|                              |                      |                                  |                      |   |
|------------------------------|----------------------|----------------------------------|----------------------|---|
| <b>Comprehension Literal</b> |                      | <b>Comprehension Inferential</b> |                      | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number correct               | <input type="text"/> | Number correct                   | <input type="text"/> |   |
| Number partially correct     | <input type="text"/> | Number partially correct         | <input type="text"/> |   |
| Number incorrect             | <input type="text"/> | Number incorrect                 | <input type="text"/> |   |

|                                       |                      |  |          |           |          |
|---------------------------------------|----------------------|--|----------|-----------|----------|
| <b>Fluency</b>                        |                      | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |          |           |          |
| <i>Reads fluently with expression</i> | <input type="text"/> |  | February | July      | December |
| <i>Reads with moderate fluency</i>    | <input type="text"/> | Year 2   | N/A      | 34 - 64   | 65 +     |
| <i>Reads slowly - word by word</i>    | <input type="text"/> | Year 3   | 66 - 89  | 90 - 108  | 109 +    |
|                                       |                      | Year 4   | 97 - 109 | 110 - 128 | 129 +    |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# New Zealand Swamps

Level: 9.4      Word Count: 125

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>was, from, stay, little, your</i><br>Spelling: <i>was, from, stay, little, your</i> |
| New Word    | one   |
| Quick Read  | Slugs (9.1)<br>What Looks Little in Space? (9.2)  |
| Quick Check | Things That Sting (9.3)   |
| Quick Write | <i>This jellyfish is going to sting your legs.</i>  |
| New Skill   | Consonant blend sw  |
| New Book    | New Zealand Swamps  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *was, from, stay, little, your.*
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *was, from, stay, little, your.* If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *one*.
- Hold up the *one* word card for the students to see.
- Have them read the word together.
- Have the students write *one* in the air with their fingers while still looking at the card.
- Have them write *one* on the floor or table with their fingers.
- Have them write *one* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *What Looks Little in Space?* and *Slugs*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Things that Sting*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Things that Sting* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

*Which thing that stings has tentacles?*

*How do stinging nettles sting?*

*What happens to the stinger when a bee stings you?*

*What parts of your body can fire ants sting?*

Inferential

*Why has the author written Ouch! Ouch! Ouch! on page 2?*

*Where would you be if you were stung by stinging nettles?*

*How might you upset a honeybee?*

*Why do you think the author wrote a book about things that sting?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.

*This jellyfish is going to sting your legs.*

- Remind the students that they know how to spell *this*, *is*, *going*, *to* and *your*.
- Remind them that they know how to listen for the sounds in short words like *leg* and to remember to put an *s* on the end of the word to make it plural.
- Explain to the students that the letters on the end of *sting* are the same as on the end of *going*.
- Say *going* and *sting* slowly emphasizing *ing*. Remind the students that knowing this will help them spell *sting* as they can already spell *going*.
- Revise how to break a compound word into the two small words to help with spelling.
- Say *jellyfish* slowly.
- Tell the students that there are two words in *jellyfish*. The words are *jelly* and *fish*.
- Tell them that they know how to spell *fish*. Remind them that there are two letters that make the / *sh* / sound.
- Revise the hearing sounds in words task to help the students spell *jelly*.
- Draw four boxes on the board. Invite the students to say *jelly* slowly and say which letter to write in the first box. Write *j* in the first box.

|   |  |  |  |
|---|--|--|--|
| j |  |  |  |
|---|--|--|--|

- Invite the students to say *jelly* again slowly and say which letter to write in the next box. Write *e* in the next box.

|   |   |  |  |
|---|---|--|--|
| j | e |  |  |
|---|---|--|--|

- Invite the students to say *jelly* again slowly and say which letter to write in the next box. Write two *l*s in the next box and explain to the students that *jelly* is one of the words that has more letters than sounds.

|   |   |    |  |
|---|---|----|--|
| j | e | ll |  |
|---|---|----|--|

- Tell the students that the letter that makes the / *e* / sound on the end of *jelly* is *y* not *e*. Write *y* in the last box.

|   |   |    |   |
|---|---|----|---|
| j | e | ll | y |
|---|---|----|---|

- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *this, is, going, to* or *your*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Swine** to introduce or reinforce this skill.

- Write the letters *s* and *w* on the board. Pronounce the letters separately. Have the students pronounce them with you.
- Tell the students that you are going to blend *s* and *w* together to make a / *sw* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *sw* / sound. Remind them that they previously learned how to blend *s* and *p*, *s* and *t* and *s* and *l*, together. Tell them that this is the same strategy using different letters.
- Say *swot*. Ask the students to listen for the / *sw* / sound as you say the word *swot* again.
- Write *swot* on the board.
- Invite a volunteer to circle the letters that makes the / *sw* / sound.
- Say *swim*. Ask the students to listen for the / *sw* / sound as you say the word *swim* again.
- Write *swim* on the board.
- Invite a volunteer to circle the letters that makes the / *sw* / sound and read the new word.
- Write *\_ell* on the board and invite a volunteer to add the letters to make the word *swell*. Have the students read the word.
- Write *\_ine, \_ing, \_ipe, \_itch, \_ish*, on the board.
- Invite volunteers to write *sw* in front of a group of letters and read the word they have made.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *New Zealand Swamps*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will out some things about sNew Zealand swamps.*
- Discuss the cover photo. Tell the students that a swmp is a placea where there is shallow water. There may also be mud. Animals and plants live in swamps. They can see ducks, flax and grass in this swamp photo.
- Have the students turn to the title page and look at the photo. Have them say what

what they know about swamps from looking at this photo. Tell them the bird is called a pukeko if they do not volunteer this.

- Take a picture walk discussing each photo in the book.
- To ensure understanding say things such as: *Shallow water is not deep. Mangrove trees can grow in salty water as well as fresh water. You usually see mangrove trees in rivers and bays near the coast. You cannot eat mangrove fruit. Birds like tuis like to eat the nectar of flax flowers. The feathery plant next to the flax is toitoi. Toitoi leaves can cut your finger. Mosquitos breed in swamps.*
- Read the chart on page 12 with the students. Have them say what else they could add to the chart.
- Tell the students that there are some words in this book that start with sw. They should look for the words with sw to help them as they read.
- Tell them also that the new word *one* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *one* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
  
- Check comprehension by asking the students to retell the main points.
- Have students turn to page 7 and find and read the words starting with sw. They should find *sways*.
- Have the students turn to page 10 and find and read the words starting with sw. They should find *swamps*, *swimming* and *swamp*.
- Have the students find *swamp* three times in the book and read the sentences with *swamp* in them.
- Have the students go through the book looking for *one* and rereading the sentences with *one* in them.
  
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *New Zealand Swamps* again.
- Read and re-read *New Zealand Swamps* using the audio and/or e - version.
- Re-read *Slugs*, *What Looks Little in Space* and *Things That Sting*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Things That Sting

**Intervention Level:** 9.3

**Word count:** 122

**New phonic skill:** st

**New high-frequency word:** your

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Some things sting the things they touch.

The thing they touch may be you.

Ouch! Ouch! Ouch!

4/5

These are stinging nettles.

Stinging nettles have stinging hairs on their stem and leaves.

When the hairs touch your skin, they sting you.

6/7

This is a jellyfish.

You see jellyfish in the sea.

Jellyfish have tentacles.

When the tentacles touch your skin, they sting you.

8/9

This is a honeybee.

Honeybees have a stinger.

When you upset a honeybee, it will sting you.

The stinger will come off the bee and go into your skin.

10/11

This is a fire ant.

If you step on fire ants, they will sting your feet.

They will sting your legs.

And they may sting the skin on your hands and face.

## Comprehension Questions

### Literal

*Which thing that stings has tentacles?*

*How do stinging nettles sting?*

*What happens to the stinger when a bee stings you?*

*What parts of your body can fire ants sting?*

### Inferential

*Why has the author written Ouch! Ouch! Ouch! on page 2?*

*Where would you be if you were stung by stinging nettles?*

*How might you upset a honeybee?*

*Why do you think the author wrote a book about things that sting?*

# Data Point Sheet

Things That Sting

Name:

Date:

Word Count 122 Level 9

|  |                      |                                      |                                    |
|--|----------------------|--------------------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input type="text"/> | 0 - 6 errors                         | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |                      | 7 - 16 errors                        | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input type="text"/> | 17 + errors                          | text is difficult<br>86% or lower  |
| <i>Green</i> previously taught skills or word families | <input type="text"/> |                                      |                                    |
| <i>Blue</i> new high-frequency words                   | <input type="text"/> |                                      |                                    |
| <i>Pink</i> previously taught high-frequency words     | <input type="text"/> |                                      |                                    |
| <i>Brown</i> words accessible from content or context  | <input type="text"/> |                                      |                                    |
|  |                      | <b>Self Correction Rate</b><br>Ratio | $\frac{E + SC}{SC}$                |
|  |                      | 1:3 - 1:6                            | good                               |
|  |                      | 1:7 +                                | needs help                         |

|                              |                      |                                  |                      |   |
|------------------------------|----------------------|----------------------------------|----------------------|---|
| <b>Comprehension Literal</b> |                      | <b>Comprehension Inferential</b> |                      | <b>Comprehension Score</b><br>7-8 correct / partially correct very good<br>5-6 correct / partially correct good<br>0-4 correct / partially correct needs help |
| Number correct               | <input type="text"/> | Number correct                   | <input type="text"/> |   |
| Number partially correct     | <input type="text"/> | Number partially correct         | <input type="text"/> |   |
| Number incorrect             | <input type="text"/> | Number incorrect                 | <input type="text"/> |   |

|                                       |                      |  |          |           |          |
|---------------------------------------|----------------------|--|----------|-----------|----------|
| <b>Fluency</b>                        |                      | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |          |           |          |
| <i>Reads fluently with expression</i> | <input type="text"/> |  | February | July      | December |
| <i>Reads with moderate fluency</i>    | <input type="text"/> | Year 2   | N/A      | 34 - 64   | 65 +     |
| <i>Reads slowly - word by word</i>    | <input type="text"/> | Year 3   | 66 - 89  | 90 - 108  | 109 +    |
|                                       |                      | Year 4   | 97 - 109 | 110 - 128 | 129 +    |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Living on a Rock/Gannets

Level: 10.1      Word Count: 133

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>from, stay, little, your, one</i><br>Spelling: <i>from, stay, little, your, one</i> |
| New Word    | find  |
| Quick Read  | What Looks Little in Space? (9.2)<br>Things That Sting (9.3)                                    |
| Quick Check | New Zealand Swamps (9.4)  |
| Quick Write | <i>Which one of these animals swims in a swamp?</i>   |
| New Skill   | Y as a vowel – long i sound   |
| New Book    | Living on a Rock  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *from, stay, little, your, one*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *from, stay, little, your, one*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *find*.
- Hold up the *find* word card for the students to see.
- Have them read the word together.
- Have the students write *find* in the air with their fingers while still looking at the card.
- Have them write *find* on the floor or table with their fingers.
- Have them write *find* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *What Looks Little in Space?* and *Things That Sting*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *New Zealand Swamps*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *New Zealand Swamps* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What is a swamp?*

*What plants grow in swamps?*

*What two birds can you see in swamps?*

*What animal can you see in a swamp? What does it eat?*

#### Inferential

*What did you learn about New Zealand swamps from reading this book?*

*What things do all swamps have in common?*

*Why do you think pukekos can be called swamp hens?*

*Why would the author write a book about New Zealand swamps?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Which one of these animals swims in a swamp?*
- Remind the students that they know how to spell *which, one, of, these, in* and *a*.
- Remind them that they know how to listen for the sounds in short words like *swamp*. Tell them that they know the first two letters that make the / *sw* / sound. They can say *swamp* slowly and here the last two sounds / *m* / and / *p* /. Tell them that the / *o* / sound in the middle of *swamp* is represented by the letter *a*, not *o*.
- Revise how to break a multi-syllabic word into syllables to help with spelling.
- Say *animal* slowly clapping the three syllables *an - i - mal*
- Tell the students that there are three syllables in *animal*.
- Invite a volunteer to spell the first syllable *an*. Write it on the board.
- Have the students say *animal* again listening for the sound in the second syllable. Emphasize this as you say it with them.
- Invite a volunteer to tell you what letter to write for the / *i* / sound. Write this on the board *ani*.
- Have the students say *animal* again listening for the sounds in the last syllable, *mal*.
- Invite volunteers to say *mal* slowly and tell you the letters to write on the end of *animal*. Complete the word on the board.
- Ask which letter the students will have to write on the end of *animal* to make it into the plural, *animals*.
- Remind the students to think about capital letters and punctuation. Remind them that this sentence is a question.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *which, one, of, these, in* or *a*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Fly** to introduce or reinforce this skill.

- Write *my* on the board. Read the word to the students and comment on the spelling. Tell them that sometimes *y* makes the same sound as the long *i*.
- Tell the students *y* often makes this sound at the end of a short word
- Say *by*. Ask the students to listen for the / *i* / sound as you say the word *by* again.
- Write *by* on the board.
- Invite a volunteer to circle the letter that makes the / *i* / sound.
- Say *why*. Ask the students to listen for the / *i* / sound as you say the word *why* again.
- Write *why* on the board.
- Invite a volunteer to circle the letter that makes the / *i* / sound and read the new word.
- Write *fl\_* on the board. Invite a volunteer to add the final letter to make *fly*.
- Write *cr\_*, *st\_*, *sl\_*, *tr\_*, *dr\_*, *fr\_*, *pr\_sk\_*, *sp\_*, on the board.
- Invite volunteers to write *y* on the end of the letters and read the word they have made.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Living on a Rock/Gannets*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out some things about Gannets.*
- Discuss the cover photo. Tell the students that this bird is a gannet. They can see from looking at this photo what gannets eat.
- Have the students turn to the title page and look at the photo. Have them say what more they know about gannets from looking at this photo.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Gannets live together in large groups called colonies. Spring is the time when gannets find a mate and lay their eggs. They make their nests very close together on the rock or cliff where the colony is. The chicks hatch in early summer. If you go to a gannet colony, you can see the chicks flap their wings as they learn to fly.*
- Tell the students that there are some short words in this book that end with *y*. They should look for the words with *y* to help them as they read.
- Tell them also that the new word *find* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *find* word card to remind students.
- Invite the students to read the title again and open their books to page 2.

- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have students turn to page 4 and find and read the word ending with *y*. They should find *by*.
- Have the students turn to page 8 and find and read the words ending with *y*. They should find *by* and *fly*.
- Have the students turn to page 10 and find and read the words ending with *y*. They should find *try* and *fly*.
- Have the students go through the book looking for *find* and rereading the sentences with *find* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Living on a Rock* again.
- Read and re-read *Living on a Rock* using the audio and/or e - version.
- Re-read *What Looks Little in Space?*, *Things That Sting*, and *New Zealand Swamps*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** New Zealand Swamps

**Intervention Level:** 9.4

**Word count:** 125

**New phonic skill:** sw

**New high-frequency word:** one

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

New Zealand has lots of swamps.

A swamp is a wet place.

The water in a swamp is shallow.

Lots of plants and animals live in swamps.

4

You can see mangrove trees in swamps.

This one has fruit.

5

This one is not as big.

It does not have fruit yet.

6

You can see flax in swamps.

This one has flowers.

7

This one has flowers, too.

It sways in the wind.

8

Pukekos live in swamps.

They can be called swamp hens.

This one is looking for food in the water.

9

This one is looking for food on the land.

10/11

You can see frogs in swamps.

This frog is swimming in the swamp water.

It is looking for a mosquito to eat.

Mosquitos live in swamps, too.

## Comprehension Questions

Literal

*What is a swamp?*

*What plants grow in swamps?*

*What two birds can you see in swamps?*

*What animal can you see in a swamp? What does it eat?*

Inferential

*What did you learn about New Zealand swamps from reading this book?*

*What things do all swamps have in common?*

*Why do you think pukekos can be called swamp hens?*

*Why would the author write a book about New Zealand swamps?*

# Data Point Sheet

New Zealand Swamps

Name:

Date:

Word Count 125 Level 9

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 30px;" type="text"/> | 0 - 6 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 7 - 16 errors   | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 30px;" type="text"/> | 17 + errors   | text is difficult<br>86% or lower  |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 30px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 30px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 30px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 30px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|                               |                                  |   |                            |  |                               |           |                               |      |                               |            |
|-------------------------------|----------------------------------|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>  | <b>Comprehension Inferential</b> |   |                            |  |                               |           |                               |      |                               |            |
| Number correct                | Number correct                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>    |                                  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct | very good                        |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct | good                             |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct | needs help                       |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct      | Number partially correct         |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect              | Number incorrect                 |   |                            |  |                               |           |                               |      |                               |            |

|                                |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--------------------------------|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>                 | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads fluently with expression | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|                                |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2                         |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3                         | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4                         | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads with moderate fluency    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads slowly - word by word    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Auckland

Level: 10.2    Word Count: 138

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>stay, little, your, one, find</i><br>Spelling: <i>stay, little, your, one, find</i> |
| New Word    | very  |
| Quick Read  | Things That Sting (9.3)<br>New Zealand Swamps (9.4)   |
| Quick Check | Living on a Rock (10.1)   |
| Quick Write | <i>This gannet chick finds out it cannot fly.</i>   |
| New Skill   | Y as a vowel – long e sound   |
| New Book    | Auckland  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *stay, little, your, one, find*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *stay, little, your, one, find*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *very*
- Hold up the *very* word card for the students to see.
- Have them read the word together.
- Have the students write *very* in the air with their fingers while still looking at the card.
- Have them write *very* on the floor or table with their fingers.
- Have them write *very* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *New Zealand Swamps* and *Things that Sting*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary, and comprehension strategies

- Give each student a copy of the book *Living on a Rock*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Living on a Rock* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What colour are gannets?*

*What do gannets do in springtime?*

*What does the male gannet do to find food?*

*What can happen when the male gannet comes back with the fish?*

#### Inferential

*Why do you think the gannet cannot land when he first sees his mate?*

*Why do you think gannets live together on the rock?*

*What could happen if there was a storm?*

*Why do you think the chicks fly away?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*This gannet chick finds out it cannot fly.*
- Remind the students that they know how to spell *this*, *finds*, *out*, and *it*.
- Remind them that they know how to listen for the sounds in short words like *fly*. Tell them that they know the first two letters that make the / fl / sound and the last letter that makes the long / i / sound.
- Remind them that they know how so listen for the sounds in words like *chick*. Tell them that this word has more letters than sounds and they know the letters that make the / ck / sound.
- Revise how to break a multi-syllabic word into syllables to help with spelling.
- Say *gannet* slowly clapping the two syllables *gan - net*.
- Tell the students that there are two syllables in *gannet*.
- Say the first syllable *gan* again and invite a volunteer to spell it for you to write on the board.
- Have the students say *gannet* again listening for the sounds in the second syllable. Emphasize *net* as you say it with them.
- Invite a volunteer to tell you what letters to write for the *net* syllable. Write *gannet* on the board.
- Revise how to break a compound word into two little words to help with spelling.
- Say *cannot*. Ask the student which two little words they can hear in *cannot*. Tell them that they know how to spell *can* and *not*.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *this*, *finds*, *out*, or *it*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Pony** and **Bunny** to introduce or reinforce this skill.

- Tell the students that in the last lesson they learned that *y* can make the same sound as the long *i* when it is on the end of a short word. Today they are going to learn that sometimes *y* makes the long / *e* / sound on the end of a word.
- Say *baby*. Ask the students to listen for the / *e* / sound as you say the word *baby* again.
- Write *baby* on the board.
- Invite a volunteer to circle the letter that makes the / *e* / sound. Point out that the vowel *a* makes the long sound.
- Write *daddy* on the board.
- Invite a volunteer to circle the letter that makes the / *e* / sound and read the new word.
- Tell the students that some words like *daddy* have two letters that are the same before the *y*. When they read these words they use the short vowel sound. Say *baby* and *daddy* and have the students listen for the difference.
- Write *Ton\_* on the board. Invite a volunteer to add the final letter to make *Tony*.
- Write *sunn\_* on the board. Invite a volunteer to add the final letter to make *sunny*.
- Write *pon\_*, *Kat\_*, *shad\_*, *lad\_*, *laz\_*, *craz\_*, *tin\_*, *tid\_*, on the board.
- Invite volunteers to write *y* on the end of a group of letters and read the word they have made.
- Write *funn\_*, *Sall\_*, *happ\_*, *kitt\_*, *joll\_*, *popp\_*, *chopp\_*, on the board.
- Invite volunteers to write *y* on the end of a group of letters and read the word they have made.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Auckland*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you learn about some things about the city of Auckland.*
- Discuss the cover photo. Tell the students these are some of the buildings in Auckland. The tallest building is the Sky Tower.
- Have the students turn to the title page and look at the photo. Have them say what this is and what it tells them about the city of Auckland.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *The water that you can see in the photos is the Waitemata Harbour. There is also another harbour in Auckland called the Maunkau harbour. Auckland is built between the two harbours. The Harbour Bridge joins Auckland City with the North Shore. The museum is a big white building. It has columns on the front.*

- Discuss the map on page 12. Have the students identify the streets, the parks and the Harbour Bridge.
  - Tell the students that there are some short words in this book that end with *y*. They should look for the words with *y* to help them as they read.
  - Tell them also that the new word *very* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *very* word card to remind students. Point out that *very* has the *y* ending that makes the long / e / sound.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read the word ending with *y*. They should find *very*, *busy*, *city*.
  - Have the students turn to page 6 and find and read the words ending with *y*. They should find *very* and *busy*.
  - Have the students turn to page 10 and find and read the words ending with *y*. They should find *pretty*.
  - Have the students go through the book looking for *very* and rereading the sentences with *very* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Auckland* again.
- Read and re-read *Auckland* using the audio and/or e - version.
- Re-read *Things That Sting*, *New Zealand Swamps* and *Living on a Rock*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Living on a Rock

Intervention Level: 10.1

Word count: 133

New phonic skill: **y as a vowel (long i sound)**

New high-frequency word: **find**

Key

**New decodable**

**Previously taught decodable and/or word family**

**New high-frequency**

**Previously taught high-frequency**

**Accessible from context and/or photos**

2/3

**A lot of** birds live **on this big** rock.

**The** birds **are** gannets.

**It is** springtime.

4/5

**A lot** goes on in springtime.

**The** gannets **find** a mate.

**They** make a nest.

**Some** nests **are by the** edge  
of the rock.

6

**The** female gannet **lays** an egg.

**She** sits on the nest.

**The** male gannet **goes to** find fish.

**He** has to fly off the rock.

**He** has to dive into the ocean  
to find fish.

8

The male gannet comes back.  
He looks down  
to see if he can find his mate.  
He sees her but he cannot land.  
He has to fly by.

10/11

When the chicks hatch,  
they cannot fly.  
One day they will try to fly.  
They will fly a long way away.

12

Some day they will fly  
back to the rock.

## Comprehension Questions

Literal

*What colour are gannets?*

*What do gannets do in springtime?*

*What does the male gannet do to find food?*

*What can happen when the male gannet comes back with the fish?*

Inferential

*Why do you think the gannet cannot land when he first sees his mate?*

*Why do you think gannets live together on the rock?*

*What could happen if there was a storm?*

*Why do you think the chicks fly away?*

# Data Point Sheet

Living on a Rock

Name:

Date:

**Word Count** 133 **Level** 10

|  |   |  |                                    |                                      |                     |           |      |       |            |
|--|---|--|------------------------------------|--------------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> |  |                                    |                                      |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 0 - 6 errors   | text is easy<br>95% - 100%         |                                      |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 7 - 17 errors  | text is instructional<br>87% - 94% |                                      |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> | 18 + errors  | text is difficult<br>86% or lower  |                                      |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate</b><br/>Ratio</td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate</b><br>Ratio | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate</b><br>Ratio                   | $\frac{E + SC}{SC}$                                     |  |                                    |                                      |                     |           |      |       |            |
| 1:3 - 1:6  | good  |  |                                    |                                      |                     |           |      |       |            |
| 1:7 +  | needs help  |  |                                    |                                      |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |  |                                    |                                      |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |  |                                    |                                      |                     |           |      |       |            |

|                              |   |  |   |
|------------------------------|---|--|---|
| <b>Comprehension Literal</b> | <b>Comprehension Inferential</b>                        | <p style="text-align: center;"><b>Comprehension Score</b></p> <p>7-8 correct/partially correct very good<br/>5-6 correct/partially correct good<br/>0-4 correct/partially correct needs help</p> |   |
| Number correct               | <input style="width: 50px; height: 25px;" type="text"/> |  | <input style="width: 50px; height: 25px;" type="text"/> |
| Number partially correct     | <input style="width: 50px; height: 25px;" type="text"/> |  | <input style="width: 50px; height: 25px;" type="text"/> |
| Number incorrect             | <input style="width: 50px; height: 25px;" type="text"/> |  | <input style="width: 50px; height: 25px;" type="text"/> |

|                                       |  |        |          |           |          |
|---------------------------------------|--|--------|----------|-----------|----------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |        |          |           |          |
| <i>Reads fluently with expression</i> | <input style="width: 50px; height: 25px;" type="text"/>  |        | February | July      | December |
| <i>Reads with moderate fluency</i>    | <input style="width: 50px; height: 25px;" type="text"/>  | Year 2 | N/A      | 34 - 64   | 65 +     |
| <i>Reads slowly - word by word</i>    | <input style="width: 50px; height: 25px;" type="text"/>  | Year 3 | 66 - 89  | 90 - 108  | 109 +    |
|                                       |  | Year 4 | 97 - 109 | 110 - 128 | 129 +    |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Giraffe Giants

Level: 10.3 Word Count: 137

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>little, your, one, find, very</i><br>Spelling: <i>little, your, one, find, very</i> |
| New Word    | use   |
| Quick Read  | New Zealand Swamps (9.4)<br><i>Living on a Rock</i> (10.1)                                      |
| Quick Check | Auckland (10.2)   |
| Quick Write | <i>Very lucky children can catch a fish from the wharf</i>                                      |
| New Skill   | Soft g  |
| New Book    | Giraffe Giants  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *little, your, one, find, very*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *little, your, one, find, very*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *use*.
- Hold up the *use* word card for the students to see.
- Have them read the word together.
- Have the students write *use* in the air with their fingers while still looking at the card.
- Have them write *use* on the floor or table with their fingers.
- Have them write *use* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *New Zealand Swamps* and *Gannets*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Auckland*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Auckland* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What can you see on the streets in Auckland?  
 What is the tallest building in Auckland called?  
 What can't you do on the Harbour Bridge?  
 What are three things you can do in Auckland?*

#### Inferential

*Why do you think Auckland's bridge is called the Harbour Bridge?  
 Would you like to go to downtown Auckland? Why or Why not?  
 What can you see on Auckland streets besides traffic?  
 What can you do on the Auckland Harbour besides fish? What tells you this?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Very lucky children can catch a fish from the wharf.*
- Remind the students that they know how to spell *can, very, a, on, from* and *the*.
- Remind them that they know how to listen for the sounds in short words like *catch, fish* and *lucky*. Remind them that these words have more letters than sounds and they know the letters that make the / *ck* /, / *ch* / and / *sh* / sounds. They also know the letter to write on the end of *lucky*.
- Revise how to break a multi-syllabic word into syllables to help with spelling.
- Say *children* slowly clapping the two syllables *chil - dren*.
- Tell the students that there are two syllables in *children*.
- Say the first syllable *chil* again and invite a volunteer to spell it for you to write on the board. Remind the students that they know the letters that make the / *ch* / sound.
- Have the students say *children* again listening for the sounds in the second syllable. Emphasise *dren* as you say it with them.
- Invite volunteers to tell you what letters to write for the *dren* syllable. Say it again slowly if necessary. Complete *children* on the board.
- Write *wharf* on the board and tell the students they should copy this word when they come to write it.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *can, very, a, on, the* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *catch, fish* or *lucky*, revise the appropriate skills.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write *g* on the board. Tell the students that they already learned the sound that *g* usually makes like in *goat* and *garden*. Today they are going to learn that sometimes *g* has a /j/ sound. *G* sometimes, but not all the time, has the /j/ sound when it is followed by *e*, *i* or *y*.
- Say *gentle*. Ask the students to listen for the /j/ sound as you say the word *gentle* again.
- Write *gentle* on the board.
- Invite a volunteer to circle the letter that makes the /j/ sound. Point out that *g* is followed by *e*.
- Say *giant*. Ask the students to listen for the /j/ sound as you say the word *giant* again.
- Write *giant* on the board.
- Invite a volunteer to circle the letter that makes the /j/ sound. Point out that *g* is followed by *i*.
- Say *gymnast*. Ask the students to listen for the /j/ sound as you say the word *gymnast* again.
- Write *gymnast* on the board.
- Invite a volunteer to circle the letter that makes the /j/ sound. Point out that *g* is followed by *y*.
- Write *\_em*, *\_ene*, *\_erman*, *\_ibe*, *\_inger*, *\_ist*, *\_ym*, *\_erbil*, on the board.
- Invite volunteers to write *g* at the beginning of a group of letters and read the word they have made. Help the students with the longer words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Giraffe Giants*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out some things about Giraffes.*
- Discuss the cover photo. Tell the students that giraffes live on the grasslands in Africa. You can also see giraffes in zoos.
- Have the students turn to the title page and look at the photo. Have them say what else they know about giraffes from looking at this photo.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Male giraffes are taller and heavier than female giraffes. Giraffes have patterns on their bodies. No two patterns are exactly the same. Giraffes are herbivores. This means that they eat grasses and leaves. They don't eat meat. Giraffes have enemies. The enemies are usually meat eaters like lions. But they have other enemies like rhinos who want to come into their territory and share their food. Poachers are also the giraffes' enemies. Poachers may kill giraffes so they can sell their skin.*
- Discuss the index. Which page would the students turn to, to find out about male giraffes?

- Tell the students that there are some words in this book that start with *g*. They should look for the words with *g* to help them as they read.
  - Tell them also that the new word *use* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *use* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read the sentences with *giraffe* in them.
  - Have the students turn to page 6 and find and read the sentences with *giraffe* in them.
  - Have the students turn to page 8 and find and read the words starting with *g*. They should find *giraffes* and *gentle*.
  - Have the students go through the book looking for *use* and rereading the sentences with *use* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Giraffe Giants* again.
- Read and re-read *Giraffe Giants* using the audio and/or e - version.
- Re-read *New Zealand Swamps*, *Living on a Rock*, and *Auckland*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Auckland

**Intervention Level:** 10.2

**Word count:** 138

**New phonic skill:** y as a vowel (long e sound)

**New high-frequency word:** very

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Auckland is a very big city.

The streets are very busy.

You can see cars and buses on busy Auckland streets.

You can see bikes and vans, too.

4/5

Auckland is by the water.

There are some very tall buildings by the water in Auckland.

The Sky Tower is a very tall building in Auckland.

6/7

Auckland has a Harbour Bridge.

Cars, vans and buses go on the Harbour Bridge.

The Harbour Bridge can get very busy.

You cannot ride your bike on the Harbour Bridge.

8/9

Auckland is a sunny city.

There are lots of things to do in Auckland.

You can go to the museum.

You can go out in the sun and fish from the wharf.

10/11

Auckland is a pretty city.

It has pretty parks.

You can walk in the parks

You can play in the parks, too.

## Comprehension Questions

### Literal

*What can you see on the streets in Auckland?*

*What is the tallest building in Auckland called?*

*What can't you do on the Harbour Bridge?*

*What are three things you can do in Auckland?*

### Inferential

*Why do you think Auckland's bridge is called the Harbour Bridge?*

*Would you like to go to downtown Auckland? Why or Why not?*

*What can you see on Auckland streets besides traffic?*

*What can you do on the Auckland Harbour besides fish? What tells you this?*

# Data Point Sheet

Auckland

Name:

Date:

Word Count 138 Level 10

|  |   |                                   |                                    |
|--|---|-----------------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 7 errors                      | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |   | 8 - 18 errors                     | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 19 + errors                       | text is difficult<br>86% or lower  |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
|  |   | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$                |
|  |   | 1:3 - 1:6                         | good                               |
|  |   | 1:7 +                             | needs help                         |

|  |  |   |
|--|--|---|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |

|   |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>  | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i> <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|   |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2  |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3  | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4  | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i> <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i> <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Cities

Level: 10.4      Word Count: 137

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>your, one, find, very, use</i><br>Spelling: <i>your, one, find, very, use</i> |
| New Word    | where   |
| Quick Read  | <i>Living on a Rock</i> (10.1)<br><i>Auckland</i> (10.2)                                  |
| Quick Check | <i>Giraffe Giants</i> (10.3)  |
| Quick Write | <i>Do giraffes go to the gym to get fit?</i>  |
| New Skill   | Soft c  |
| New Book    | Cities  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *your, one, find, very, use*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *your, one, find, very, use*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

**Introduces a new high-frequency word into the reading and writing vocabulary**

- Tell the students that now they are going to learn a new word – *where*.
- Hold up the *where* word card for the students to see.
- Have them read the word together.
- Have the students write *where* in the air with their fingers while still looking at the card.
- Have them write *where* on the floor or table with their fingers.
- Have them write *where* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

**Builds reading fluency, vocabulary, and comprehension on connected text**

- Give each student a copy of the following books: *Auckland* and *Gannets*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

**Monitors oral reading and checks on vocabulary and comprehension strategies**

- Give each student a copy of the book *Giraffe Giants*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Giraffe Giants* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*How tall can male giraffes grow?*

*What do giraffes use their long tongue for?*

*How do giraffes fight?*

*What is hard for a giraffe to do?*

#### Inferential

*What kind of animals would be giraffe enemies? Why?*

*Where would you go to see giraffes in the wild?*

*Why do you think the author called the book *Giraffe Giants*?*

*What else have you found out about giraffes from reading this book?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Do giraffes go to the gym to get fit?*
- Remind the students that they know how to spell *do*, *go*, *to*, and *the*.
- Remind them that they know how to listen for the sounds in short words like *gym*, *get* and *fit*. Remind them that know the letter to write on the beginning of *gym*.
- Write *giraffe* on the board and tell the students they should copy this word when they come to write it.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *do*, *go*, *to*, or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *get*, *fit* or *gym*, revise the appropriate skill.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write *c* on the board. Tell the students that they already learned the sound that *c* usually makes, like in words like *cat* and *coat*. Today they are going to learn that sometimes *c* has an / *s* / sound. *C* has the / *s* / sound when it is followed by *e*, *i* or *y*.
- Say *celebrate*. Ask the students to listen for the / *s* / sound as you say the word *celebrate* again.
- Write *celebrate* on the board.
- Invite a volunteer to circle the letter that makes the / *s* / sound. Point out that *c* is followed by *e*.
- Say *cicada*. Ask the students to listen for the / *s* / sound as you say the word *cicada* again.
- Write *cicada* on the board.

- Invite a volunteer to circle the letter that makes the / s / sound. Point out that c is followed by i.
- Say *cygnet*. Ask the students to listen for the / s / sound as you say the word *cygnet* again.
- Write *cygnet* on the board.
- Invite a volunteer to circle the letter that makes the / s / sound. Point out that s is followed by y.
- Write *\_ell, \_ellar, \_ity \_ircus, \_ent, \_ircle, \_ycle*, on the board.
- Invite volunteers to write c at the beginning of a group of letters and read the word they have made. Help the students with the longer words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Cities*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things about cities.*
- Discuss the cover photo. Tell the students that this is a photo of New York City. New York has lots of very tall buildings. These buildings are called skyscrapers because they go right up into the sky. Some of the buildings in this city are very old. Some are new.
- Have the students turn to the title page and look at the photo. Have them say what else they know about cities from looking at this photo. Can they see old and new buildings? What else can they see?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Lets look at this map of the world and find out where some big cities are. What are the biggest cities in the country where you live? Most big cities have parks. People can go to parks and do all sorts of things. Most people who live in cities live in the suburbs, but some live in apartments downtown. Often there are only offices and shops downtown. In some cities you can buy food from street stalls and markets.*
- Discuss the index. Which page would the students turn to, to find out about markets?
- Write *city* on the board. Tell the students that when you want to change *city* into *cities*, you have to change the y to i and add es. Write *cities* under *city* on the board. Tell them this rule applies to other words ending in y also. Write the following examples on the board; *baby, babies, fly, flies*.
- Tell the students that there are some words in this book that start with c. They should look for the words with c to help them as they read.
- Tell them also that the new word *where* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *where* word card to remind students.
- Invite the students to read the title again and open their books to page 2.

- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have students turn to page 2 and find and read the sentences with *cities* in them.
- Have the students turn to page 4 and find and read the sentences with *cities* and *city* in them.
- Have the students turn to page 8 and find and read the words starting with *c*. They should find *city*, *cities* and *crabs*.
- Have the students go through the book looking for *where* and rereading the sentences with *where* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Cities* again.
- Read and re-read *Cities* using the audio and/or e - version.
- Re-read *Living on a Rock*, *Auckland*, and *Giraffe Giants*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Giraffe Giants

**Intervention Level:** 10.3

**Word count:** 137

**New phonic skill:** soft g

**New high-frequency word:** use

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Giraffes are giants.

They are very, very tall.

Male giraffes can be up to 610 centimetres tall.

Their legs can be 300 centimetres long.

Their neck can be 210 centimetres long.

Female giraffes are not as tall as males.

4/5

Giraffes have a very, very long tongue.

It can be 51 centimetres long.

Giraffes use their long tongue to pull leaves from trees.

6/7

Giraffes can see well.

They use their eyes and long neck to see their enemies.

They use their long legs to run away.

Giraffes can run very, very fast.

8/9

Giraffes look gentle.

But they can fight when they have to.

Giraffes use their long legs when they fight.

They kick out with their long legs.

10/11

Being a giant can be hard for a giraffe.

It is hard to drink water when you have long legs.

### Comprehension Questions

#### Literal

*How tall can male giraffes grow to be?*

*What do giraffes use their long tongue for?*

*How do giraffes fight?*

*What is hard for a giraffe to do?*

#### Inferential

*What kind of animals would be giraffe enemies?*

*Why?*

*Where would you go to see giraffes in the wild?*

*Why do you think the author called the book Giraffe Giants?*

*What else have you found out about giraffes from reading this book?*

# Data Point Sheet

Giraffe Giants

Name:

Date:

Word Count 137 Level 10

|  |   |                                   |                                    |
|--|---|-----------------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input style="width: 100%;" type="text"/> | <b>0 - 7 errors</b>               | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |   | <b>8- 18 errors</b>               | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input style="width: 100%;" type="text"/> | <b>19 + errors</b>                | text is difficult<br>86% or lower  |
| <i>Green</i> previously taught skills or word families | <input style="width: 100%;" type="text"/> |                                   |                                    |
| <i>Blue</i> new high-frequency words                   | <input style="width: 100%;" type="text"/> |                                   |                                    |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 100%;" type="text"/> |                                   |                                    |
| <i>Brown</i> words accessible from content or context  | <input style="width: 100%;" type="text"/> |                                   |                                    |
|  |   | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$                |
|  |   | 1:3 – 1:6                         | good                               |
|  |   | 1:7 +                             | needs help                         |

|  |  |   |
|--|--|---|
| <b>Comprehension Literal</b>                                       | <b>Comprehension Inferential</b>                                   |   |
| Number correct <input style="width: 100%;" type="text"/>           | Number correct <input style="width: 100%;" type="text"/>           | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number partially correct <input style="width: 100%;" type="text"/> | Number partially correct <input style="width: 100%;" type="text"/> |   |
| Number incorrect <input style="width: 100%;" type="text"/>         | Number incorrect <input style="width: 100%;" type="text"/>         |   |

|                                       |  |          |           |
|---------------------------------------|--|----------|-----------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |          |           |
| <i>Reads fluently with expression</i> | <input style="width: 100%;" type="text"/>  |          |           |
| <i>Reads with moderate fluency</i>    | <input style="width: 100%;" type="text"/>  | February | July      |
| <i>Reads slowly - word by word</i>    | <input style="width: 100%;" type="text"/>  | December |           |
|                                       |  | Year 2   | Year 3    |
|                                       |  | Year 4   |           |
|                                       |  | N/A      | 34 - 64   |
|                                       |  | 66 - 89  | 90 - 108  |
|                                       |  | 97 - 109 | 110 - 128 |
|                                       |  | 65 +     | 109 +     |
|                                       |  | 129 +    |           |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**

# Quick60 Lesson Plans

## Set I

### Intervention Levels 9.I -I0.4

|                                  |    |
|----------------------------------|----|
| Slugs.....                       | 3  |
| What Looks Little in Space?..... | II |
| Things That Sting.....           | I9 |
| New Zealand Swamps.....          | 27 |
| Living on a Rock.....            | 35 |
| Auckland.....                    | 43 |
| Giraffe Giants.....              | 5I |
| Cities.....                      | 59 |

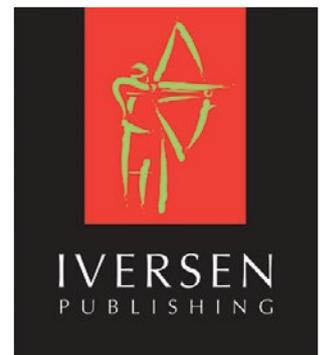
Permission is given to copy these lesson plans for use with the Quick60 Programme

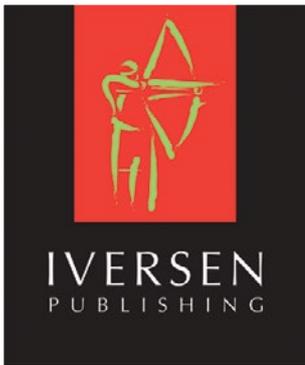
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# Quick60

Set I

Intervention Levels II.I-I2.4

Lesson Plans  
Colour-Coded Check Sheets  
Data Point Sheets

Quick60 Lesson Plans,  
Colour-Coded Check Sheets  
and Data Point Sheets  
provide you with  
a comprehensive plan  
for each book  
as well as ongoing formative  
and summative assessment.



# Quick60 Lesson Plans – Set I Intervention Levels II.I – I2.4

If you are starting your *Quick60 Programme* at Set 1 Level 11 with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

## **Lesson 1**

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Word – *then*.

Introduce the New Skill – *ee*.

Introduce the New Book – *Apple Trees*.

## **Lesson 2**

Use the Quick Quiz.

Introduce the New Word – *how*.

Use the Quick Check - Colour-Coded Check Sheet for *Apple Trees*.

Use the Quick Write.

Introduce the New Skill – *ea*.

Introduce the New Book – *Animals Speak*.

## **Lesson 3**

Use the Quick Quiz.

Introduce the New Word – *there*.

Use the Quick Read with *Apple Trees*.

Use the Quick Check – Colour-Coded Check Sheet for *Animals Speak*.

Use the Quick Write.

Introduce the New Skill – *ai*.

Introduce the New Book – *Workers in My Street*.

Follow the entire lesson plan from Day 4.



# Apple Trees

Level: 11.1      Word Count: 144

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>one, find, very, use, where</i><br>Spelling: <i>one, find, very, use, where</i> |
| New Word    | then  |
| Quick Read  | Chicago (10.2)<br>Giraffe Giants (10.3)   |
| Quick Check | Cities (10.4)   |
| Quick Write | <i>Can you buy a crab for fifty cents in the city?</i>                                      |
| New Skill   | ee vowel digraph  |
| New Book    | Apple Trees   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *one, find, very, use, where*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *one, find, very, use, where*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *then*
- Hold up the *then* word card for the students to see.
- Have them read the word together.
- Have the students write *then* in the air with their fingers while still looking at the card. Have them write *then* on the floor or table with their fingers.
- Have them write *then* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Giraffes Giants* and *Chicago*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Cities*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Cities* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*How many big cities are shown on the map in Asia?*  
*What do city people use parks for?*  
*Where in a city would you find downtown?*  
*What sort of food can you buy on some city streets?*

#### Inferential

*What is the same about all the cities mentioned in this book?*  
*Can you name some food that you can get on the street in some cities?*  
*Why are the crabs packed in ice at the market?*  
*Which city would you most like to go to? Why?.*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Can you buy a crab for fifty cents in the city?*
- Remind the students that they know how to spell *can, you, a, for, in* and *the*.
- Remind them that they know how to listen for the sounds in short words like *crab, cents* and *city*. Remind them that know the letter to write on the beginning of *cents* and *city*. Remind them that they also know the letter to write on the end of *city*.
- Revise how to break a multi-syllabic word into syllables to help with spelling.
- Say *fifty* slowly clapping the two syllables *fif – ty*.
- Tell the students that there are two syllables in *fifty*.
- Say the first syllable *fif* again and invite a volunteer to spell it for you to write on the board.
- Have the students say *fifty* again listening for the sounds in the second syllable. Emphasize *ty* as you say it with them.
- Invite a volunteer to tell you what letters to write for the *ty* syllable. Tell the students that it is the same letter that makes the / e / sound on the end of *baby, pretty, and very*. Write *fifty* on the board.
- Write *by* on the board and tell the students this is how you spell *by* when it means going past something. When *buy* means to purchase something, it is spelt with an extra letter. Write *buy* on the board.
- Remind the students to think about capital letters and punctuation. Remind them that the sentence is a question.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *crab, cents* or *city*, revise the appropriate skill.
- If the students have trouble with *can, you, a, for, in* or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards **Bee** and **Sheep** to introduce or reinforce this skill.

- Write *ee* on the board. Explain to the students that when they see these two letters together in a word they make the long / e / sound.
- Say *deed*. Ask the students to listen for the long / e / sound as you say the word *deed* again.
- Write *deed* on the board.
- Invite a volunteer to circle the letters that make the long / e / sound.
- Say *breeze*. Ask the students to listen for the long / e / sound as you say the word *breeze* again.
- Write *breeze* on the board.
- Invite a volunteer to circle the letters that make the long / e / sound.
- Write *s\_d* on the board. Invite a volunteer to add in the letters to make *seed*.
- Write *b\_, fr\_, l\_ch, sp\_ch, f\_d, gr\_d, s\_k, ch\_k, h\_l, st\_l, k\_n, gr\_n, d\_p, sh\_p, b\_t, sw\_t* on the board.
- Invite volunteers to fill in a group of letters and read the word they have made.
- Tell students that there are lots more words with *ee* in them like the ones they have just made and read. When they can recognize these word families, they will be able to read and write lots of words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Apple Trees*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things about apple trees.*
- Discuss the cover photo. Tell the students that this is a photo of an apple tree in an orchard. An orchard is the name given to a place where lots of fruit trees grow.
- Have the students turn to the title page and look at the photo. Have them say what else they know about apple trees from looking at this photo. Do these apples look like they are growing on big trees?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *The flowers that grow on fruit trees are called blossom. The blossom has some fine yellow powder in it called pollen. Bees going from blossom to blossom take the pollen with them. It sticks to their legs. The pollen from one flower mixes with the pollen from another flower. This is called pollination. When an apple tree has been pollinated, apples will grow. Some apple growers keep their trees small so they can pick the apples more easily. They cut the branches to keep the trees small. Cutting the branches is called pruning.*

- Discuss the chart on page 12. Explain to the students that the chart shows the steps from see to apple.
  - Tell the students that there are some words in this book that have *ee* in them. They should look for the words with *ee* to help them as they read.
  - Tell them also that the new word *then* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *then* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read the sentences with *ee* words in them in them. They should find *tree, trees, seed, seeds, and green.*
  - Have the students turn to page 4 and find and read the sentences with *trees* in them.
  - Have the students turn to page 6 and reread the first sentence. Have them identify the words with *ee* spelling.
  - Have the students go through the book looking for *then* and rereading the sentences with *then* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Apple Trees* again.
- Read and re-read *Apple Trees* using the audio and/or e - version.
- Re-read *Chicago, Giraffe Giants, and Cities.*
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Cities

**Intervention Level:** 10.4

**Word count:** 137

**New phonic skill:** soft c

**New high-frequency word:** where

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Cities are big places where lots of people live.

Do you know where some of the big cities

in the world are?

Look at the map.

4/5

Do you know where you can see big buildings

called skyscrapers?

You can see them in cities.

New York City has lots of skyscrapers.

6/7

Do you know that big cities have a lot of parks?

Parks are places where people can run.

They can ride bikes.

People can go to parks to play games.

8/9

Do you know where  
the heart of a city is?

Downtown is the heart  
of some cities.

Some cities have markets downtown.

You can get crabs  
at some downtown markets.

10/11

You can get food on the street  
in some big cities.

You can get hot food and cold food.

You can eat the food on the street.

## Comprehension Questions

Literal

*How many big cities are shown on the map in Asia?*

*What do city people use parks for?*

*Where in a city would you find downtown?*

*What sort of food can you buy on some city streets?*

Inferential

*What is the same about all the cities mentioned in this book?*

*Can you name some food that you can get on the street in some cities?*

*Why are the crabs packed in ice at the market?*

*Which city would you most like to go to? Why?*

# Data Point Sheet

Cities

Name:

Date:

Word Count 137 Level 10

|  |   |   |                                    |                                      |                     |           |      |       |            |
|--|---|---|------------------------------------|--------------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 7 errors  | text is easy<br>95% - 100%         |                                      |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 8 - 18 errors   | text is instructional<br>87% - 94% |                                      |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 19+ errors  | text is difficult<br>86% or lower  |                                      |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate</b><br/>Ratio</td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate</b><br>Ratio | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate</b><br>Ratio                   | $\frac{E + SC}{SC}$                                     |   |                                    |                                      |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                      |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                      |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                      |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                      |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                      |                     |           |      |       |            |

|  |  |   |                            |  |                                 |           |                                 |      |                                 |            |
|--|--|---|----------------------------|--|---------------------------------|-----------|---------------------------------|------|---------------------------------|------------|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct / partially correct | very good | 5-6 correct / partially correct | good | 0-4 correct / partially correct | needs help |
| <b>Comprehension Score</b>   |  |   |                            |  |                                 |           |                                 |      |                                 |            |
| 7-8 correct / partially correct  | very good  |   |                            |  |                                 |           |                                 |      |                                 |            |
| 5-6 correct / partially correct  | good   |   |                            |  |                                 |           |                                 |      |                                 |            |
| 0-4 correct / partially correct  | needs help   |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |                            |  |                                 |           |                                 |      |                                 |            |

|  |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>   | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|  |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2   |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3   | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4   | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Animals Speak

Level: 11.2 Word Count: 145

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>find, very, use, where, then</i><br>Spelling: <i>find, very, use, where, then</i> |
| New Word    | how   |
| Quick Read  | Giraffe Giants (10.3)<br>Cities (10.4)  |
| Quick Check | Apple Trees (11.1)  |
| Quick Write | <i>Apple trees need bees so they can grow apples.</i>   |
| New Skill   | ea vowel digraph  |
| New Book    | Animals Speak   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *find, very, use, where, then*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *find, very, use, where, then*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *how*
- Hold up the *how* word card for the students to see.
- Have them read the word together.
- Have the students write *how* in the air with their fingers while still looking at the card.
- Have them write *how* on the floor or table with their fingers.
- Have them write *how* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Giraffe Giants* and *Cities*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Apple Trees*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along, not to call out if the reader makes a mistake.
- Use the *Apple Trees* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

- What do apple trees grow from?*
- How are bees important to apple trees?*
- What is the name of the place where you can pick apples?*
- What are apple-tree flowers called?*

#### Inferential

- What will happen if the apple trees don't get pollinated?*
- Why do you think some apple trees are tied to a stake?*
- Where can you see an apple seed?*
- What are some important things you've learned from reading this book?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Apple trees need bees so they can grow apples.*
  - Remind the students that they know how to spell *they* and *can*.
  - Remind them that they know how to listen for the sounds in short words like *so*, and that they should be able to write *trees*, *need* and *bees* by remembering that some words with the long / e / sound have two e's in them.
  - Remind them of the *s* ending in *trees*, *bees* and *apples* which shows there are more than one.
  - Revise the change-the-first-letter task. Write *know* on the board and have the students read what you have written.
  - Ask the students what they will need to do to *know* to help them spell *grow*.
  - Invite a volunteer to write *grow* on the board and explain how they knew how to spell *grow*.
  - Revise the letter boxes task. Say: *You're going to use the letter boxes to help you spell apple. Apple has only three sounds but it has five letters.*
  - Draw five boxes on the board.
  - Have the students say *apple* slowly and identify the first sound and the letter that represents it. Invite a volunteer to write that letter in the first box.
- |   |  |  |  |  |
|---|--|--|--|--|
| a |  |  |  |  |
|---|--|--|--|--|
- Have the students say *apple* slowly again and identify the second sound and the letter that represents it. Invite a volunteer to write that letter in the second box.
  - Tell the students that there are two *p*'s that make the / p / sound in *apple*. Have a student write another *p* in the third box.
- |   |   |   |  |  |
|---|---|---|--|--|
| a | p | p |  |  |
|---|---|---|--|--|
- Have the students say *apple* slowly again and identify the third sound and the letter that represents it. Invite a volunteer to write that letter in the next box.
- |   |   |   |   |  |
|---|---|---|---|--|
| a | p | p | l |  |
|---|---|---|---|--|

- Tell the students that the last letter in *apple* is the same as the last letter in *little*, a word that they already know.
- Write *little* on the board. Have the students talk about the similarities between *little* and *apple*, that is, the double consonant followed by *le*.
- Invite a volunteer to write the last letter in the last box.

|   |   |   |   |   |
|---|---|---|---|---|
| a | p | p | l | e |
|---|---|---|---|---|

- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *can* or *they*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards

**Flea** and **Seal** to introduce or reinforce this skill.

- Write the letters *ea* on the board. Explain to the students that these letters also make the long / e / sound like the *ee* spelling pattern that they learned before. Write *tree* and *peak* on the board. Say: *Some words with the long / e / sound like tree are spelled with two ees, but other words like peak are spelled with ea. Some words like been can be spelled with ee and ea and mean different things.*
- Write *been* and *bean* on the board and discuss the different meanings with the students.
- Tell the students that today they are going to learn about words with the *ea* spelling.
- Say *easy*. Ask the students to listen for the long / e / sound as you say the word again.
- Write *easy* on the board.
- Invite a volunteer to circle the letters that make the long / e / sound.
- Say *beak*. Ask the students to listen for the long / e / sound as you say the word *beak* again.
- Write *beak* on the board.
- Invite a volunteer to circle the letters that make the long / e / sound.
- Say: *I'm going to change the first letter in beak to make a new word.*
- Write the following words on the board and have the students read them as you write: *weak, speak, sneak, peak, leak, freak, creak, bleak, squeak, tweak.*
- Write *b\_\_ch, pr\_\_ch, b\_\_d, pl\_\_d, d\_\_l, z\_\_l, t\_\_m, dr\_\_m, m\_\_n, cl\_\_n, h\_\_p, ch\_\_p, m\_\_t, ch\_\_t* on the board.
- Invite volunteers to fill in a group of letters and read the word they have made.
- Explain to the students that there are lots more words with *ea* in them like the ones they have just made and read. When they can recognize word families like these they will be able to read and write lots of words.

## New Book

**Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text**

- Give each student a copy of the book *Animals Speak*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out how some animals speak.*
- Discuss the cover photo. Tell the students that these animals are goats and you call the noise they make when they speak a bleat.
- Have the students turn to the title page and look at the photo. Have them say what this animal is and what you would call the noise it makes when it speaks.
- Take a picture walk discussing each photo in the book.
- To ensure understanding say things such as: *Many people say pigs oink when they speak, but some people call this noise a grunt. A seal's bark is not quite the same as a dog's. You can see gulls like this at the beach. They eat fish. Giraffes are silent animals.*
- Have the students read the index on page 12 to find out which page they would go to, to find out about animals bleating.
- Tell the students that there are some words in this book that have *ea* in them. They should look for the words with *ea* to help them as they read.
- Tell them also that the new word *how* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have the students find *seal* and *meal* on page 6 and reread the sentences.
- Have the students go through the book looking for *how* and rereading the sentences with *how* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

**Revises, consolidates and extends learning**

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Animals Speak* again.
- Read and re-read *Animals Speak* using the audio and/or e - version.
- Re-read *Giraffe Giants*, *Cities*, and *Apple Trees*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Apple Trees

**Intervention Level:** 11.1

**Word Count:** 144

**New phonic skill:** ee

**New high frequency word:** then

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Look at these trees.

They are apple trees.

Apple trees grow from seeds.

Roots grow down from the seed.

Then a green stem grows up.

The stem gets long and fat as it grows.

Then it is the tree trunk.

4/5

Apple trees get their flowers in springtime.

You call the flowers of an apple tree, blossom.

Apple-tree blossom is white.

6/7

Apple trees need bees.

The bees fly from flower to flower.

They take pollen from flower to flower.

They pollinate the apple trees.

Then the apple trees will get apples.

8/9

These apple trees are in an orchard.

They grow in rows.

They are tied to a stake.

The apple trees are not big but they have lots of red apples.

10/11

These apple trees are big.

They have lots of green apples.

You can go to the orchard to pick apples.

Then you can eat them.

### Comprehension Questions

Literal

*What do apple trees grow from?*

*How are bees important to apple trees?*

*What is the name of the place where you can pick apples?*

*What are apple-tree flowers called?*

Inferential

*What will happen if the apple trees don't get pollinated?*

*Why do you think some apple trees are tied to a stake?*

*Where can you see an apple seed?*

*What are some important things you've learned from reading this book?*

# Data Point Sheet

Apple Trees

Name:

Date:

Word Count 144 Level 11

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 7 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 8 - 19 errors   | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 20 + errors   | text is difficult<br>86% or lower  |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|  |  |   |                            |  |                               |           |                               |      |                               |            |
|--|--|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |                            |  |                               |           |                               |      |                               |            |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>   |  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct  | very good  |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct  | good   |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct  | needs help   |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |                            |  |                               |           |                               |      |                               |            |

|                                       |  |                            |   |                        |
|---------------------------------------|--|----------------------------|---|------------------------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |                            |   |                        |
| <i>Reads fluently with expression</i> | <input style="width: 50px; height: 25px;" type="text"/>  | February                   | July                                    | December               |
| <i>Reads with moderate fluency</i>    | <input style="width: 50px; height: 25px;" type="text"/>  | Year 2<br>Year 3<br>Year 4 | N/A<br>34 - 64<br>90 - 108<br>110 - 128 | 65 +<br>109 +<br>129 + |
| <i>Reads slowly - word by word</i>    | <input style="width: 50px; height: 25px;" type="text"/>  |                            |   |                        |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Workers in My Street

Level: 11.3    Word Count: 146

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>very, use, where, then, how</i><br>Spelling: <i>very, use, where, then, how</i> |
| New Word    | there   |
| Quick Read  | Cities (10.4)<br>Apple Trees (11.1)   |
| Quick Check | Animals Speak (11.2)  |
| Quick Write | <i>This is how these animals speak. They bleat.</i>   |
| New Skill   | ai vowel digraph  |
| New Book    | Workers in My Street  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *very, use, where, then, how*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *very, use, where, then, how*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

**Introduces a new high-frequency word into the reading and writing vocabulary**

- Tell the students that now they are going to learn a new word – *there*.
- Hold up the *there* word card for the students to see.
- Have them read the word together.
- Have the students write *there* in the air with their fingers while still looking at the card.
- Have them write *there* on the floor or table with their fingers.
- Have them write *there* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

**Builds reading fluency, vocabulary and comprehension on connected text**

- Give each student a copy of the following books: *Apple Trees* and *Cities*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

**Monitors oral reading and checks on vocabulary and comprehension strategies**

- Give each student a copy of the book *Animals Speak*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Animals Speak* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

Literal

- Which animals moo?*
- What noise do mice make?*
- Which animals make a noise like dogs?*
- What do you call this noise?*

Inferential

- Do you think animals know what other animals are saying? Why or why not?*
- What other animals speak the same way as seals?*
- What is another word you could use instead of scream for the sound gulls make?*
- Which other animal sounds do you know?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*This is how these animals speak. They bleat.*
- Remind the students that they know how to spell *they, this, is, these* and *how*.
- Remind them that they know how to listen for the sounds in short words like *mice, bleat* and *speak*. Remind them that each of these words has more letters than sounds.
- Revise how to break a multi-syllabic word into syllables to help with spelling.
- Say *animal* slowly clapping the two syllables *an – i – mal*.
- Tell the students that there are three syllables in *animal*.
- Say the first syllable *an* again and invite a volunteer to spell it for you to write on the board.
- Have the students say *animal* again listening for the sound in the second syllable. Emphasize *i* as you say it with them.
- Invite a volunteer to tell you what letters to write for the *i* syllable. Add it to the *an* on the board *ani*.
- Have the students say *animal* again listening for the sounds in the last syllable. Emphasize *mal* as you say it with them.
- Invite a volunteer to tell you what letters to write to complete writing *animal*. Add it to the *ani* on the board *animal*.
- Remind the students to think about capital letters and punctuation especially as there are two sentences for them to write.
- Dictate the sentences again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *they, this, is, these* or *how*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *mice, speak* or *bleat*, revise the appropriate skills.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Snail** to introduce or reinforce this skill.

- Write the letters *ai* on the board. Explain to the students that these letters make the long / a / sound like the spelling pattern that they learned before that had an *a*, then a consonant and then a silent *e*, for example *gate* and *same*. Write these words on the board to remind students of the spelling pattern.
- Write *sale* and *sail* on the board. Read the words to the students. Explain that some words can be spelled both ways. They sound the same but the different spelling leads to a different meaning. Discuss the different meanings. When a store sells things at a reduced price, it is having a sale. A yacht has sails. The sails catch the wind and make the yacht move.
- Say *gain*. Ask the students to listen for the long / a / sound as you say the word again.
- Write *gain* on the board.
- Invite a volunteer to circle the letters that make the long / a / sound.
- Say *bail*. Ask the students to listen for the long / a / sound as you say the word *bail* again.
- Write *bail* on the board.
- Invite a volunteer to circle the letters that make the long / a / sound.
- Say: *I'm going to change the first letter in bail to make a new word.*
- Write the following words on the board and have the students read them as you write: *fail, hail, jail, mail, nail, pail, rail, sail, quail, tail, wail, snail, trail.*
- Write *f\_\_nt, s\_\_nt, r\_\_n, dr\_\_n, st\_\_n, b\_\_t, tr\_\_t*, on the board.
- Invite volunteers to fill in a group of letters and read the word they have made.
- Explain to the students that there are lots more words with *ai* in them like the ones they have just made and read. When they can recognize word families like these they will be able to read and write lots of words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Workers in My Street*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about the jobs some people do.*
- Discuss the cover photo. Tell the students that this person works in a glasshouse. She grows plants in the glasshouse.
- Have the students turn to the title page and look at the photo. What is this person's job. What does she do?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Builders need to wear safety gear to protect them.*

*The safety glasses can stop tiny pieces of wood, called splinters, from going in their eyes. Another word for a sailboat is a yacht. Some sailors run classes on their sailboats so that people can learn how to sail. The railing on the sailboat is there to protect the people on the boat from falling overboard. The sailor wears waterproof clothing and a life jacket. This is part of his safety gear. People grow plants in glasshouses so they can protect them from cold weather.*

- Have the students read the index on page 12 to find out which page they would go to, to find out about vets.
- Tell the students that there are some words in this book that have *ai* in them. They should look for the words with *ai* to help them as they read.
- Tell them also that the new word *there* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *there* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
  
- Check comprehension by the asking students to retell the main points
- Have students turn to page 4 and find and read the sentences with *sail*, *sailboat* and *pain* in them.
- Have the students find *pain* and *paid* on page 6 and reread the sentences.
- Have the students go through the book looking for *there* and rereading the sentences with *there* in them.
  
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete the following activities.

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Workers in My Street* again.
- Read and re-read *Workers in My Street* using the audio and/or e - version.
- Re-read *Cities*, *Apple Trees*, and *Animals Speak*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Animals Speak

**Intervention Level:** 11.2

**Word count:** 145

**New phonic skill:** ea

**New high-frequency word:** how

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

Pages 2/3

Do you know how these animals speak?

Do they moo?

No. Cows moo.

Do they grunt?

No. Pigs grunt.

These animals are goats.

Goats bleat to speak.

Pages 4/5

Do you know how these animals speak?

Do they grunt like pigs?

Do they bleat like goats?

No. These animals are mice.

How do mice speak?

They squeak.

Pages 6/7

Do you know how these animals speak?

Do they bleat like goats? No.

Do they squeak like mice? No.

These animals are seals.

Seals bark when they want a meal.

Pages 8/9

Do you know how these birds speak?

Do they squeak like mice?

Do they bark like a seal

when they want a meal? No.

These birds are gulls.

They scream when they want a meal.

This is how gulls speak.

Pages 10/11

How do these animals speak?

Do they bleat?

Do they squeak?

Do they scream? No.

These animals do not speak.

### Comprehension Questions

Literal

*Which animals moo?*

*What noise do mice make?*

*Which animals make a noise like dogs?*

*What do you call this noise?*

Inferential

*Do you think animals know what other animals are saying? Why or why not?*

*What other animals speak the same way as seals?*

*What is another word you could use instead of scream for the sound gulls make?*

*Which other animals sounds do you know?*

# Data Point Sheet

Animals Speak

Name:

Date:

Word Count 145 Level 11

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 7 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 8 - 19 errors   | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 20 + errors   | text is difficult<br>86% or lower  |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|  |  |   |                            |  |                               |           |                               |      |                               |            |
|--|--|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |                            |  |                               |           |                               |      |                               |            |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>   |  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct  | very good  |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct  | good   |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct  | needs help   |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |                            |  |                               |           |                               |      |                               |            |

|   |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>  | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i> <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|   |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2  |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3  | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4  | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i> <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i> <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# A Run to the Bay

Level: 11.4      Word Count: 148

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>use, where, then, how, there</i><br>Spelling: <i>use, where, then, how, there</i> |
| New Word    | down  |
| Quick Read  | Apple Trees (11.1)<br>Animals Speak (11.2)  |
| Quick Check | Workers in My Street (11.3)   |
| Quick Write | <i>This mailman is putting mail in the mailbox.</i>   |
| New Skill   | ay vowel digraph  |
| New Book    | A Run to the Bay  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *use, where, then, how, there*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *use, where, then, how, there*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *down*.
- Hold up the *down* word card for the students to see.
- Have them read the word together.
- Have the students write *down* in the air with their fingers while still looking at the card.
- Have them write *down* on the floor or table with their fingers.
- Have them write *down* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Apple Trees* and *Animals Speak*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Workers in My Street*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Workers in My Street* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

- Who gets paid to help sick animals?*
- What does the builder use to build houses?*
- Where does a mailman put the mail?*
- What does the sailor get paid to do?*

#### Inferential

- What is the main idea in this book?*
- Which worker do you think gets paid the most money? Why?*
- Which jobs could the worker in the wheelchair do and not do?*
- Which of these workers would you like to be? Why?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*This mailman is putting mail in the mailbox.*
- Remind the students that they know how to spell *this*, *is*, *the*, and *in*.
- Remind them that they know how to listen for the sounds in short words like *mail*. Remind them that *mail* has more letters than sounds and that they know the letters that make the long / a / sound.
- Revise how to break a compound word into two words to help with spelling.
- Say *mailman* slowly clapping the two words as you say *mailman*.
- Tell the students that two shorter words make the word *mailman*.
- Say the first word *mail* again and invite a volunteer to spell it for you to write on the board.
- Have the students say *mailman* again listening for the second word. Emphasize *man* as you say it with them.
- Invite a volunteer to tell you what letters you need to write *man*. Write it on the board.
- Tell the students to use the same process when they come to write *mailbox*.
- Show the students how to add *ing* to the end of a word.
- Write *put* on the board. Have the students read what you have written.
- Tell the students that to change *put* into *putting* not only do they have to add *ing* to the end, they also have to double the *t*. Write *put* and *putting* on the board.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *this*, *is*, *the*, or *in*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *mail*, revise the *ai* spelling.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Jay** to introduce or reinforce this skill.

- Write the letters *ay* on the board. Explain to the students that these letters make the long / a / sound like the *ai* and the *a* consonant and silent e patterns that they learned before. Write *male* and *mail* on the board to remind students of the spelling patterns. Invite the students to read the words.
- Say *day*. Ask the students to listen for the long / a / sound as you say the word again.
- Write *day* on the board.
- Invite a volunteer to circle the letters that make the long / a / sound.
- Say *clay*. Ask the students to listen for the long / a / sound as you say the word *clay* again.
- Write *clay* on the board.
- Invite a volunteer to circle the letters that make the long / a / sound.
- Say: *I'm going to change the first letter in day to make a new word.*
- Write the following words on the board and have the students read them as you write: *day, hay, bay, jay, lay, may, pay, ray, say, way, bray, fray, play, pray, slay, stay, sway, tray.*
- Explain to the students that when they can recognize word families like these they will be able to read and write lots of words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *A Run to the Bay*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about how a blind boy goes for a run.*
- Discuss the cover photo. Tell the students that Clay is taking his blind friend for a run. They are going to the beach and back. The boy is telling the story. He tells what he can feel and hear.
- Have the students turn to the title page and look at the photo. What is one of the places they will pass as they run to the beach?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *A rope is a good thing to use to help blind runners. It lets them run and it keeps them safe. There is a lot of seaweed on the beach. This means that it was stormy a few days before. A bay is a name for a curved part of the coastline. Spray is the drops of water that splash up from the water on a windy day.*
- Have the students turn to page 2. Point out the word *don't*. Write *don't* and *do not* on the board. Explain that *don't* is called a contraction. It is a shortened form of *do not*. When you write a contraction like this, you put an apostrophe for letter that is left out.

- Tell the students that there are some words in this book that have *ay* in them. They should look for the words with *ay* to help them as they read.
  - Tell them also that the new word *down* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *down* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 4 and find and read the sentences with *day*, *Clay* and *bay* in them.
  - Have the students find the words with *ay* in them on page 6. They should find *playing and bay*.
  - Have the students find *bay* and *spray* on page 8 and reread the sentences.
  - Have the students go through the book looking for *down* and rereading the sentences with *down* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *A Run to the Bay* again.
- Read and re-read *A Run to the Bay* using the audio and/or e - version.
- Re-read *Apple Trees*, *Animals Speak*, and *Workers in My Street*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Workers in My Street

**Intervention Level:** 11.3

**Word Count:** 146

**New phonic skill:** ai

**New high frequency word:** there

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

There is a builder in my street.

She uses wood to build houses.

She has a hard hat.

She has safety glasses.

The hat and glasses keep her safe.

She gets paid to build houses.

4/5

There is a sailor in my street.

He has a sailboat.

He takes people on his sailboat.

They learn to sail on his sailboat.

He gets paid to work on the sailboat.

6/7

There is a vet in my street.

She helps animals in pain.

She helps a sick dog.

She gets paid to help the sick dog.

8/9

There is a mailman

in my street.

He brings the mail.

He puts the mail into the mailboxes.

He gets paid to bring the mail.

10/11

There is a woman in my street.

She works in a glasshouse.

She looks after the plants  
in the glasshouse.

She gets paid to look after  
the plants.

## Comprehension Questions

Literal

*Who gets paid to help sick animals?*

*What does the builder use to build houses?*

*Where does a mailman put the mail?*

*What does the sailor get paid to do?*

Inferential

*What is the main idea in this book?*

*Which worker do you think gets paid the most money? Why?*

*Which jobs could the worker in the wheelchair do and not do?*

*Which of these workers would you like to be? Why?*

# Data Point Sheet

Workers in My Street

Name:

Date:

Word Count 146 Level 11

|  |                      |                             |                                    |
|--|----------------------|-----------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input type="text"/> | 0 - 7 errors                | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |                      | 8 - 19 errors               | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input type="text"/> | 20 + errors                 | text is difficult<br>86% or lower  |
| <i>Green</i> previously taught skills or word families | <input type="text"/> |                             |                                    |
| <i>Blue</i> new high-frequency words                   | <input type="text"/> | <b>Self Correction Rate</b> | $\frac{E + SC}{SC}$                |
| <i>Pink</i> previously taught high-frequency words     | <input type="text"/> | Ratio                       | good                               |
| <i>Brown</i> words accessible from content or context  | <input type="text"/> | 1:3 - 1:6                   |                                    |
|  |                      | 1:7 +                       | needs help                         |

|                              |                      |                                  |                      |   |
|------------------------------|----------------------|----------------------------------|----------------------|---|
| <b>Comprehension Literal</b> |                      | <b>Comprehension Inferential</b> |                      | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number correct               | <input type="text"/> | Number correct                   | <input type="text"/> |   |
| Number partially correct     | <input type="text"/> | Number partially correct         | <input type="text"/> |   |
| Number incorrect             | <input type="text"/> | Number incorrect                 | <input type="text"/> |   |

|                                       |                      |  |          |           |          |
|---------------------------------------|----------------------|--|----------|-----------|----------|
| <b>Fluency</b>                        |                      | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |          |           |          |
| <i>Reads fluently with expression</i> | <input type="text"/> |  | February | July      | December |
| <i>Reads with moderate fluency</i>    | <input type="text"/> | Year 2   | N/A      | 34 - 64   | 65 +     |
| <i>Reads slowly - word by word</i>    | <input type="text"/> | Year 3   | 66 - 89  | 90 - 108  | 109 +    |
|                                       |                      | Year 4   | 97 - 109 | 110 - 128 | 129 +    |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Toads

Level: 12.1      Word Count: 152

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>where, then, how, there, down</i><br>Spelling: <i>where, then, how, there, down</i> |
| New Word    | water   |
| Quick Read  | Animals Speak (11.2)<br>Workers in My Street (11.3)   |
| Quick Check | A Run to the Bay (11.4)   |
| Quick Write | <i>It was a fine day for my run down main street to the bay.</i>                                |
| New Skill   | oa vowel digraph  |
| New Book    | Toads   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *where, then, how, there, down*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *where, then, how, there, down*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *water*
- Hold up the *water* word card for the students to see.
- Have them read the word together.
- Have the students write *water* in the air with their fingers while still looking at the card.
- Have them write *water* on the floor or table with their fingers.
- Have them write *water* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Workers in My Street* and *Animals Speak*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *A Run to the Bay*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *A Run to the Bay* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What does the boy hear as they pass the park?*

*What can the boy feel when it is windy at the bay?*

*Which way do they run on the way home?*

*What does the boy say to Clay when they get home?*

#### Inferential

*What things tell you the boy suffers from vision loss?*

*How do you think the boy feels when they pass the skateboard ramp? Why?*

*Which of the things the boy does in this book could he do without holding the rope?*

*What other things can people with vision loss do by themselves?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*It was a fine day for my run down main street to the bay.*
- Remind the students that they know how to spell *it, was, a, for, my down, to* and *the*.
- Remind them that they know how to listen for the sounds in short words like *fine, run, main, street and day*. Remind them that all these words except *run* have more letters than sounds and that they know the letter combinations that they need to write.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *it, was, a, for, my down, to* or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *main, fine, street* or *day* revise the appropriate spelling.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards **Toad**, **Foal**, and **Goat** to introduce or reinforce this skill.

- Write the letters *oa* on the board. Explain to the students that these letters make the long / *o* / sound like the *o* consonant and *silent e* pattern that they learned before.
- Write *rode* and *road* on the board. Invite the students to read the words. Discuss the fact that the words sound the same, are spelled differently and have different meanings.
- Say *coach*. Ask the students to listen for the long / *o* / sound as you say the word again.
- Write *coach* on the board.

- Invite a volunteer to circle the letters that make the long / o / sound.
- Say *boat*. Ask the students to listen for the long / o / sound as you say the word *boat* again.
- Write *boat* on the board.
- Invite a volunteer to circle the letters that make the long / o / sound.
- Say: *I'm going to change the first letter in boat to make a new word.*
- Write the following words on the board and have the students read them as you write: *coat, goat, moat, gloat, float.*
- Write *p\_\_ch, l\_\_d, r\_\_d, s\_\_k, cl\_\_k, c\_\_l, sh\_\_l, r\_\_m, m\_\_n, gr\_\_n,* on the board.
- Invite volunteers to fill in a group of letters and read the word they have made.
- Explain to the students that there are lots more words with *oa* in them like the ones they have just made and read. When they can recognize word families like these they will be able to read and write lots of words.

## New Book

### **Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text**

- Give each student a copy of the book *Toads*.
  - Read the title to the students.
  - Set the purpose for reading by saying: *You are going to read this book to find out some things about toads.*
  - Discuss the cover photo. Tell the students that this animal looks like a frog but it is a toad.
  - Have the students turn to the title page and look at the photo. What more can they say about toads from looking at this photo?
  - Take a picture walk discussing each photo in the book.
  - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure understanding say things such as: *All animals have glands. You have glands in your body. Sometimes when you are ill, the glands in your neck get swollen. When you can't see a toad because it is hidden in leaves and twigs which are the same colour as it is, you say that it is camouflaged. Predators are enemies. Baby frogs are called tadpoles, too.*
  - Discuss the glossary with the students. Tell them that a glossary explains the meaning of some of the words in the book. Read the glossary with the students.
  - Tell the students that there are some words in this book that have *oa* in them. They should look for the words with *oa* to help them as they read.
  - Tell them also that the new word *water* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *water* word card to remind students.
- 
- Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read the sentences with *toads* in them.
  - Have the students find the words with *oa* in them on page 8. They should find *toads*, *throat* and *croak*.
  - Have the students find the words with *oa* in them on page 6. They should find *toads* and *soak*.
  - Have the students go through the book looking for *water* and rereading the sentences with *water* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Toads* again.
- Read and re-read *Toads* using the audio and/or e - version.
- Re-read *Animals Speak*, *Workers in My Street*, and *A Run to the Bay*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** A Run to the Bay

**Intervention Level:** 11.4

**Word count:** 148

**New phonic skill:** ay

**New high-frequency word:** down

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Clay and I are going for a run today.

I cannot see, so I do not know the way.

Clay has a rope.

I hold the rope.

4/5

We are going to run down to the bay.

It is a good day for a run.

Clay and I set off down the street.

6/7

We pass the park.

I can hear children playing.

I can hear skateboards going up and down on the ramp.

We run on down to the bay.

8/9

We get to the bay.

I like it here.

I like to feel the sand on my feet.

I like to hear the waves.

When it is windy, I can feel the spray on my face.

10/11

I hold the rope and we run home.

This time we cross the main street.

I hear the cars, but I am safe with Clay.

12

We are home.

“Thank you, Clay,” I say.

### Comprehension Questions

#### Literal

*What does the boy hear as they pass the park?*

*What can the boy feel when it is windy at the bay?*

*Which way do they run on the way home?*

*What does the boy say to Clay when they get home?*

#### Inferential

*What things tell you the boy suffers from vision loss?*

*How do you think the boy feels when they pass the skateboard ramp? Why?*

*Which of the things the boy does in this book could he do without holding the rope?*

*What other things can people with vision loss do by themselves?*

# Data Point Sheet

A Run to the Bay

Name:

Date:

Word Count 148 Level 11

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 40px; height: 25px;" type="text"/> | 0 - 7 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 8 - 19 errors   | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 40px; height: 25px;" type="text"/> | 20+ errors  | text is difficult<br>86% or lower  |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 40px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 40px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 40px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 40px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|                               |                                  |   |                            |  |                               |           |                               |      |                               |            |
|-------------------------------|----------------------------------|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>  | <b>Comprehension Inferential</b> |   |                            |  |                               |           |                               |      |                               |            |
| Number correct                | Number correct                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>    |                                  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct | very good                        |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct | good                             |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct | needs help                       |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct      | Number partially correct         |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect              | Number incorrect                 |   |                            |  |                               |           |                               |      |                               |            |

|                                |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--------------------------------|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>                 | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS® 2006 at or above 60th percentile   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads fluently with expression | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|                                |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2                         |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3                         | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4                         | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads with moderate fluency    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads slowly - word by word    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Snowy Weather

Level: 12.2      Word Count: 151

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>then, how, there, down, water</i><br>Spelling: <i>then, how, there, down, water</i> |
| New Word    | long  |
| Quick Read  | Workers on My Street (11.3)<br>A Run to the Bay (11.4)  |
| Quick Check | Toads (12.1)  |
| Quick Write | <i>Look at this male toad soaking in the water.</i>   |
| New Skill   | ow vowel digraph  |
| New Book    | Snowy Weather   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *then, how, there, down, water*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *then, how, there, down, water*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *long*
- Hold up the *long* word card for the students to see.
- Have them read the word together.
- Have the students write *long* in the air with their fingers while still looking at the card.
- Have them write *long* on the floor or table with their fingers.
- Have them write *long* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Workers in My Street* and *A Run to the Bay*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Toads*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Toads* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

- Why is it sometimes hard to see toads?*
- Why do toads go in the water?*
- What do male toads do in the mating season?*
- Where do female toads lay their eggs?*

#### Inferential

- What are the main facts in this book?*
- What is the same about toads and frogs?*
- Which photo do you like the best? Why?*
- What other animals do you know where the young doesn't look like the adult?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Look at this male toad soaking in the water.*
- Remind the students that they know how to spell *look, at, this, in, water* and *the*.
- Remind them that they know how to listen for the sounds in short words like *male* and *toad*. Remind them that these words have more letters than sounds and that they know the letter combinations that they need to write.
- Revise adding *ing* to the end of words. Say *soak* and invite a volunteer to spell it for you to write on the board. Write *soak*.
- Remind the students that they know the letters that make *ing* like on the end of *going*. Tell them that they do not have to make any changes to the end of *soak* before adding the *ing* ending.
- Remind the students to remember their capital letter and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *look, at, this, in, water* or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *male* or *toad* revise the appropriate spelling pattern.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Crow** to introduce or reinforce this skill.

- Write the letters *ow* on the board. Explain to the students that these letters make the long / o / sound like *oa* and the o consonant and silent e pattern that they learned before.

- Write *rode*, *road* and *rowed* on the board. Invite the students to read the words. Discuss the fact that the words sound the same, are spelled differently and have different meanings.
- Say *low*. Ask the students to listen for the long / o / sound as you say the word again.
- Write *low* on the board.
- Invite a volunteer to circle the letters that make the long / o / sound.
- Say *mow*. Ask the students to listen for the long / o / sound as you say the word *mow* again.
- Write *mow* on the board.
- Invite a volunteer to circle the letters that make the long / o / sound.
- Say: *I'm going to change the first letter in mow to make a new word.*
- Write the following words on the board and have the students read them as you write: *row, sow, tow.*
- Write *bl\_, cr\_, fl\_, gl\_, gr\_, sh\_, sl\_, sn\_, st\_*, on the board.
- Invite volunteers to fill in a group of letters and read the word they have made.
- Explain to the students that when they can recognize word families like these they will be able to read and write lots of words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Snowy Weather*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that happen when it is snowing.*
- Discuss the cover photo. Tell the students that people have to be careful when they drive cars in the snow. People also have to dress in warm clothes if they are going out in the snow.
- Have the students turn to the title page and look at the photo. What more can they say about what can happen in snowy weather from looking at this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *There are different names for different kinds of snowy weather. Flurries are like snow showers. When you have rain showers, it isn't raining all the time. The rain stops and starts. It's the same with a snow flurry. The snow doesn't stay on the ground when there are flurries because it doesn't snow long enough for the snow to build up. Gale-force winds blow and it snows when there is a blizzard. Blizzards can be very dangerous. People can get lost in blizzards because sometimes they can't see where they are going. Trucks with blades move the snow off the road. These trucks often spread sand and salt on the road to make the road safer.*
- Discuss the index with the students. Which page would they go to, to find out about snowdrifts?

- Tell the students that there are some words in this book that have *ow* in them. They should look for the words with *ow* to help them as they read. Point out that *snowplough* has two *ow* letter combinations, but only the first has the long / o / sound.
  - Tell them also that the new word *long* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *long* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read the sentences with *snow* in them.
  - Have the students find the compound word with *snow* in it on page 6. They should find *snowstorm*.
  - Have the students find the compound word with *snow* in it on page 8. They should find *snowdrifts*.
  - Have the students go through the book looking for *long* and rereading the sentences with *long* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Snowy Weather* again.
- Read and re-read *Snowy Weather* using the audio and/or e - version.
- Re-read *Workers in My Street*, *A Run to the Bay*, and *Toads*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Toads

**Intervention Level:** 12.1

**Word count:** 152

**New phonic skill:** oa

**New high-frequency word:** water

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Toads look like frogs.

They are brown and green.

They have dry skin with lots of bumps on it.

Toads have two big bumps on their head.

The bumps are called glands.

4/5

You can see toads on the land.

They stay in the sun to keep warm.

It can be hard to see toads when they hide in twigs and leaves.

They hide to keep safe from predators.

6/7

You can see toads in water.

They soak in water to keep cool.

They do not drink the water.

They soak water in through their dry skin.

8/9

Toads mate in the spring.

Male toads go to the pond.

They blow up their throat and croak.

The female toads come when the male toads croak.

10/11

Female toads lay their eggs in the pond.

The eggs hatch into tadpoles.

The tadpoles do not look like toads, yet.

They have a long tail.

They have no legs.

### Comprehension Questions

#### Literal

*Why is it sometimes hard to see toads?*

*Why do toads go in the water?*

*What do male toads do in the mating season?*

*Where do female toads lay their eggs?*

#### Inferential

*What are the main facts in this book?*

*What is the same about toads and frogs?*

*Which photo do you like the best? Why?*

*What other animals do you know where the young doesn't look like the adult?*

# Data Point Sheet

Toads

Name:

Date:

Word Count 152 Level 12

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 8 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 9 - 20 errors   | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 21 + errors   | text is difficult<br>86% or lower  |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 – 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 – 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|  |  |   |                            |  |                                 |           |                                 |      |                                 |            |
|--|--|---|----------------------------|--|---------------------------------|-----------|---------------------------------|------|---------------------------------|------------|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct / partially correct | very good | 5-6 correct / partially correct | good | 0-4 correct / partially correct | needs help |
| <b>Comprehension Score</b>   |  |   |                            |  |                                 |           |                                 |      |                                 |            |
| 7-8 correct / partially correct  | very good  |   |                            |  |                                 |           |                                 |      |                                 |            |
| 5-6 correct / partially correct  | good   |   |                            |  |                                 |           |                                 |      |                                 |            |
| 0-4 correct / partially correct  | needs help   |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |                            |  |                                 |           |                                 |      |                                 |            |

|   |  |          |           |          |
|---|--|----------|-----------|----------|
| <b>Fluency</b>  | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |          |           |          |
| <i>Reads fluently with expression</i> <input style="width: 50px; height: 25px;" type="text"/> |  | February | July      | December |
| <i>Reads with moderate fluency</i> <input style="width: 50px; height: 25px;" type="text"/>    | Year 2   | N/A      | 34 - 64   | 65 +     |
| <i>Reads slowly - word by word</i> <input style="width: 50px; height: 25px;" type="text"/>    | Year 3   | 66 - 89  | 90 - 108  | 109 +    |
|   | Year 4   | 97 - 109 | 110 - 128 | 129 +    |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Look at the Land

Level: 12.3 Word Count: 154

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>how, there, down, water, long</i><br>Spelling: <i>how, there, down, water, long</i> |
| New Word    | that  |
| Quick Read  | A Run to the Bay (11.4)<br>Toads (12.1)   |
| Quick Check | Snowy Weather (12.2)  |
| Quick Write | <i>Snow falls for a long time and blows into a heap.</i>  |
| New Skill   | nd word ending  |
| New Book    | Look at the Land  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *how, there, down, water, long*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *how, there, down, water, long*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *that*.
- Hold up the *that* word card for the students to see.
- Have them read the word together.
- Have the students write *that* in the air with their fingers while still looking at the card.
- Have them write *that* on the floor or table with their fingers.
- Have them write *that* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Toads* and *A Run to the Bay*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Snowy Weather*.
- Check comprehension by asking students to recall the main facts in *Snowy Weather*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Snowy Weather* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What is a flurry?*

*What is a snowdrift?*

*What makes a snowstorm a blizzard?*

*What moves the snow from the roads?*

#### Inferential

*Which is the worst kind of snowfall? Why?*

*What else could happen to trucks and cars in a bad snowstorm?*

*What fun things can people do after a snowstorm?*

*What other vehicle could people use to move snow from the streets?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Snow falls for a long time and blows into a heap.*
- Remind the students that they know how to spell *for, a, and, long* and *into*.
- Remind them that they know how to listen for the sounds in short words like *snow, blows, time* and *heap*. Remind them that these words have more letters than sounds and that they know the letter combinations that they need to write.
- Revise adding or changing the first letter of words to help with spelling new words. Say *all* and invite a volunteer to spell it for you to write on the board. Remind the students that they know how to spell *all*. Write *all* on the board.
- Ask the students what they need to do to change *all* into *fall*.
- Ask them what they would then need to do to make *fall* into *falls*.
- Remind the students to remember their capital letter and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble *for, a, and, long* or *into*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *snow, blows, time* or *heap*, revise the appropriate spelling pattern.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Hound** to introduce or reinforce this skill.

- Write the letters *nd* on the board. Explain to the students that many words end in these two letters and looking for these letters in words that they don't know can help them with their reading.
- Say *find*. Ask the students to listen for the / *nd* / sound as you say the word again.
- Write *find* on the board.
- Invite a volunteer to circle the letters that make the / *nd* / sound.
- Say *sand*. Ask the students to listen for the / *nd* / sound as you say the word *sand* again.
- Write *sand* on the board.
- Invite a volunteer to circle the letters that make the / *nd* / sound.
- Write *ble*\_, *po*\_, *blo*\_, *fro*\_, *gra*\_, *gri*\_, *bli*\_, *spe*\_, *me*\_, *ha*\_, *sta*\_ on the board.
- Invite volunteers to fill in a group of letters and read the word they have made.
- Write *bl\_nd*, *bl\_nd*, *bl\_nd*, *bl\_nd*. Invite a volunteer to complete the words with a, e, i and o and read the words they have made.
- Explain to the students that when they can recognize end letter combinations like *nd* they will be able to read and write lots more words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Look at the Land*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about some landforms.*
- Discuss the cover photo. Tell the students that this landform is a mountain. The mountain is called Mount Fuji and it is in Japan.
- Have the students turn to the title page and look at the photo. Ask them if they know what this landform is. Discuss what a canyon is. Tell the students that this is the Grand Canyon.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *You often see mountains in ranges. A range is a lot of mountains together. A valley is the land between hills and mountains. When rivers are near the sea they flow slowly. They may wind and sometimes they fork into smaller rivers that wind across the land. This area is called the river delta. Many landforms are formed by water and wind. Over thousands of years, water and wind wear the land away and change its shape.*
- Discuss the glossary with the students. Read the glossary definitions with the students to assist with understanding.

- Tell the students that there are some words in this book that have *nd* on end. They should look for the words with *nd* to help them as they read.
  - Tell them also that the new word *that* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *that* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read the sentences with *land* in them.
  - Have the students find the words ending in *nd* on page 8. They should find *land*.
  - Have the students find the words ending in *nd* on page 10. They should find *land*, *sand* *wind* and *grind*.
  - Have the students go through the book looking for *that* and rereading the sentences with *that* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Look at the Land* again.
- Read and re-read *Look at the Land* using the audio and/or e - version.
- Re-read *A Run to the Bay*, *Toads*, and *Snowy Weather*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Snowy Weather  
Intervention Level: 12.2  
Word count: 151  
New phonic skill: **ow**  
New high-frequency word: **long**

## Key

**New decodable**  
**Previously taught decodable and/or word family**  
**New high-frequency**  
**Previously taught high-frequency**  
**Accessible from context and/or photos**

2/3

When it is very cold, snow falls.  
Some snow falls for a short time.  
It does not stay on the ground for long.  
The snow melts when it stops snowing.  
This kind of snowfall is called a flurry.  
You can go out in a flurry.

4/5

When snow falls for a long time,  
it is called a snowstorm.  
There is a lot of snow  
in a snowstorm.  
The snow can stay on the ground  
for a long time.

6/7

A very bad snowstorm  
is called a blizzard.  
Snow can fall for a long time.  
In a blizzard, the wind blows.  
The wind can blow for a long time.

8/9

The snow gets blown all over the place  
in blizzards.

The snow can get blown into heaps.

These heaps are called snowdrifts.

Trucks can get stuck in snowdrifts.

10/11

When the snow stops,  
trucks with blades on the front  
push the snow out of the way.

## Comprehension Questions

Literal

*What is a flurry?*

*What is a snowdrift?*

*What makes a snowstorm a blizzard?*

*What moves the snow from the roads?*

Inferential

*Which is the worst kind of snowfall? Why?*

*What else could happen to trucks and cars in a  
bad snowstorm?*

*What fun things can people do after a snowstorm?*

*What other vehicle could people use to move snow  
from the streets?*

# Data Point Sheet

Snowy Weather

Name:

Date:

Word Count 151 Level 12

|   |   |  |                             |                                    |
|---|---|--|-----------------------------|------------------------------------|
| <b>Number of Errors</b>                                       | <input style="width: 50px; height: 25px;" type="text"/> |  | 0 - 8 errors                | text is easy<br>95% - 100%         |
| <b>Type of Error</b>  |   |  | 9 - 20 errors               | text is instructional<br>87% - 94% |
| <i>Red</i> <i>new decodable skills</i>                        | <input style="width: 50px; height: 25px;" type="text"/> |  | 21+ errors                  | text is difficult<br>86% or lower  |
| <i>Green</i> <i>previously taught skills or word families</i> | <input style="width: 50px; height: 25px;" type="text"/> |  |                             |                                    |
| <i>Blue</i> <i>new high-frequency words</i>                   | <input style="width: 50px; height: 25px;" type="text"/> |  |                             |                                    |
| <i>Pink</i> <i>previously taught high-frequency words</i>     | <input style="width: 50px; height: 25px;" type="text"/> |  |                             |                                    |
| <i>Brown</i> <i>words accessible from content or context</i>  | <input style="width: 50px; height: 25px;" type="text"/> |  |                             |                                    |
|   |   |  | <b>Self Correction Rate</b> | $\frac{E + SC}{SC}$                |
|   |   |  | Ratio                       | good                               |
|   |   |  | 1:3 - 1:6                   |                                    |
|   |   |  | 1:7 +                       | needs help                         |

|                                 |                                  |   |
|---------------------------------|----------------------------------|---|
| <b>Comprehension Literal</b>    | <b>Comprehension Inferential</b> |   |
| <i>Number correct</i>           | <i>Number correct</i>            | <input style="width: 50px; height: 25px;" type="text"/>   |
| <i>Number partially correct</i> | <i>Number partially correct</i>  | <input style="width: 50px; height: 25px;" type="text"/>   |
| <i>Number incorrect</i>         | <i>Number incorrect</i>          | <input style="width: 50px; height: 25px;" type="text"/>   |
|                                 |                                  | <b>Comprehension Score</b>  |
|                                 |                                  | 7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |

|                                       |   |           |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---------------------------------------|---|-----------|----------|------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i> | <input style="width: 50px; height: 25px;" type="text"/>   |           |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i>    | <input style="width: 50px; height: 25px;" type="text"/>   |           |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i>    | <input style="width: 50px; height: 25px;" type="text"/>   |           |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
|                                       | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|                                       | February  | July      | December |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2                                | N/A   | 34 - 64   | 65 +     |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3                                | 66 - 89   | 90 - 108  | 109 +    |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4                                | 97 - 109  | 110 - 128 | 129 +    |      |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Cockatoos for Pets

Level: 12.4 Word Count: 154

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>there, down, water, long, that</i><br>Spelling: <i>there, down, water, long, that</i> |
| New Word    | need  |
| Quick Read  | Toads (12.1)<br>Snowy Weather (12.2)  |
| Quick Check | Look at the Land (12.3)   |
| Quick Write | <i>Look at that canyon. It has very steep sides.</i>  |
| New Skill   | st word ending  |
| New Book    | Cockatoos for Pets  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *there, down, water, long, that*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *there, down, water, long, that*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *need*.
- Hold up the *need* word card for the students to see.
- Have them read the word together.
- Have the students write *need* in the air with their fingers while still looking at the card.
- Have them write *need* on the floor or table with their fingers.
- Have them write *need* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Toads* and *Snowy Weather*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Look at the Land*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Look at the Land* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What is a canyon?*

*How can rocks change to sand?*

*What is the difference between a valley and a canyon?*

*What is a delta?*

#### Inferential

*What is the main idea in this book?*

*Which landforms can you compare?*

*What is the same about rocks and mountains? What is different?*

*Which landform would you most like to visit? Why?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Look at that canyon. It has very steep sides.*
- Remind the students that they know how to spell *look, at, that, it, has,* and *very*.
- Remind them that they know how to listen for the sounds in short words like *steep* and *sides*. Remind them that these words have more letters than sounds and that they know the letter combinations that they need to write.
- Revise breaking a word into syllables to help with spelling new words. Say *canyon*. Tell the students that there are two syllables in *canyon*.
- Have the students say *canyon* with you, clapping the syllables. Emphasize the first syllable can as you say the word.
- Invite a volunteer to tell you how to spell *can* and write it on the board.
- Have the students say *canyon* again, listening for the second syllable. Emphasize *yon* as you say the word with them.
- Invite a volunteer to tell you how to spell *yon* and write it on the board, *canyon*.
- Remind the students to remember their capital letters and punctuation especially as they have two sentences to write.
- Dictate the sentences again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble *look, at, that, it, has,* or *very*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *steep* or *sides*, revise the appropriate spelling pattern.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write the letters *st* on the board. Explain to the students that they know how to use these two letters at the beginning of words like *stop* and *stick*. Tell them that many words also end in *st* and looking for these letters in words that they don't know can help them with their reading.
- Say *fast*. Ask the students to listen for the / *st* / sound as you say the word again.
- Write *fast* on the board.
- Invite a volunteer to circle the letters that make the / *st* / sound.
- Say *west*. Ask the students to listen for the / *st* / sound as you say the word *west* again.
- Write *west* on the board.
- Invite a volunteer to circle the letters that make the / *st* / sound.
- Write *best, jest, lest, nest, pest, rest, test, vest, zest, blest, chest, crest* on the board and invite the students to read the words as you write them.
- Write *bla\_, po\_, pa\_, fro\_, twi\_, fi\_, du\_, cru\_, tru\_* on the board.
- Invite volunteers to fill in a group of letters and read the word they have made.
- Write *m\_st, m\_st, m\_st, m\_st*. Invite a volunteer to complete the words with a, i, o and u and read the words they have made.
- Explain to the students that when they can recognize end letter combinations like *st* they will be able to read and write lots more words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Cockatoos for Pets*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things about cockatoos.*
- Discuss the cover photo. Tell the students that cockatoos look like parrots. This is a black cockatoo which is unusual. Most cockatoos that people know about are white. Discuss what the cockatoo is eating.
- Have the students turn to the title page and look at the photo. Ask them what else they know about cockatoos from looking at this photo.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Cockatoos have beaks and a crest of feathers on their head. They have four toes, two at the front and two at the back of their feet. Toes like this help them stand on their perch. Cockatoos like people talking to them and are clever enough to learn to say some words. They also like to come out of their cage and sit on their owner's shoulder. As well as learning to talk, cockatoos can learn tricks. The oldest cockatoos live to be well over 100 years old.*

- Tell the students that there are some words in this book that have *st* on end. They should look for the words with *st* to help them as they read.
  - Tell them also that the new word *need* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *need* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 4 and find and read the sentences with *crest* in them.
  - Have the students find the words ending in *st* on page 4. They should find *most* and *crest*.
  - Have the students find the word ending in *st* on page 12. They should find *oldest*.
  - Have the students go through the book looking for *need* and rereading the sentences with *need* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Cockatoos for Pets* again.
- Read and re-read *Cockatoos for Pets* using the audio and/or e - version.
- Re-read *Toads*, *Snowy Weather*, and *Look at the Land*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Look at the Land  
Intervention Level: 12.3  
Word count: 154  
New phonic skill: **nd**  
New high-frequency word: **that**

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Look at **that** land over **there**.

You are looking at a mountain.

A mountain is a landform.

A mountain has **sides**

**that** slope up to the top.

**That** mountain is Mount Fuji.

4/5

Look at **that** land over **there**.

You are looking at a valley.

A valley is the land

between mountains **or** hills.

A valley is a landform.

6/7

Look at **that** land over **there**.

You are looking at a canyon.

A canyon is a **deep** valley.

It has very steep sides.

That canyon is a very big canyon.

It is the Grand Canyon.

8/9

Look at that land over there.

That land is a delta.

A delta is the flat land where a river winds to the ocean.

A delta is a landform.

10/11

Look at that land over there.

That land is a beach.

There is sand on the beach.

Look at the rocks.

Water and wind will grind some of the rocks into sand.

### Comprehension Questions

#### Literal

*What is a canyon?*

*How can rocks change to sand?*

*What is the difference between a valley and a canyon?*

*What is a delta?*

#### Inferential

*What is the main idea in this book?*

*Which landforms can you compare?*

*What is the same about rocks and mountains?*

*What is different?*

*Which landform would you most like to visit? Why?*

# Data Point Sheet

Look at the Land

Name:

Date:

Word Count 154 Level 12

|  |   |                                   |                                    |
|--|---|-----------------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input style="width: 100%;" type="text"/> | <b>0 - 8 errors</b>               | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |   | <b>9 - 20 errors</b>              | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input style="width: 100%;" type="text"/> | <b>21 + errors</b>                | text is difficult<br>86% or lower  |
| <i>Green</i> previously taught skills or word families | <input style="width: 100%;" type="text"/> |                                   |                                    |
| <i>Blue</i> new high-frequency words                   | <input style="width: 100%;" type="text"/> |                                   |                                    |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 100%;" type="text"/> |                                   |                                    |
| <i>Brown</i> words accessible from content or context  | <input style="width: 100%;" type="text"/> |                                   |                                    |
|  |   | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$                |
|  |   | 1:3 – 1:6                         | good                               |
|  |   | 1:7 +                             | needs help                         |

|  |  |   |
|--|--|---|
| <b>Comprehension Literal</b>                                       | <b>Comprehension Inferential</b>                                   |   |
| Number correct <input style="width: 100%;" type="text"/>           | Number correct <input style="width: 100%;" type="text"/>           | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number partially correct <input style="width: 100%;" type="text"/> | Number partially correct <input style="width: 100%;" type="text"/> |   |
| Number incorrect <input style="width: 100%;" type="text"/>         | Number incorrect <input style="width: 100%;" type="text"/>         |   |

| <b>Fluency</b>  | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <i>Reads fluently with expression</i> <input style="width: 100%;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>February</th> <th>July</th> <th>December</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>N/A</td> <td>34 - 64</td> <td>65 +</td> </tr> <tr> <td>Year 3</td> <td>66 - 89</td> <td>90 - 108</td> <td>109 +</td> </tr> <tr> <td>Year 4</td> <td>97 - 109</td> <td>110 - 128</td> <td>129 +</td> </tr> </tbody> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|   |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2  |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3  | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4  | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i> <input style="width: 100%;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i> <input style="width: 100%;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**

# Quick60 Lesson Plans

## Set I

### Intervention Levels II.I -I2.4

|                           |    |
|---------------------------|----|
| Apple Trees.....          | 3  |
| Animals Speak.....        | II |
| Workers in My Street..... | I9 |
| A Run to the Bay.....     | 27 |
| Toads.....                | 35 |
| Snowy Weather.....        | 43 |
| Look at the Land.....     | 5I |
| Cockatoos for Pets.....   | 59 |

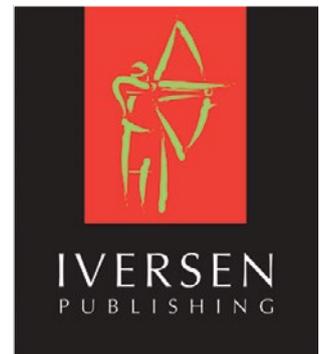
Permission is given to copy these lesson plans for use with the Quick60 Programme

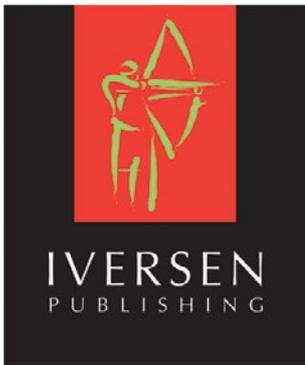
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# Quick60

Set I

Intervention Levels I3.I-I4.4

Lesson Plans  
Colour-Coded Check Sheets  
Data Point Sheets

Quick60 Lesson Plans,  
Colour-Coded Check Sheets  
and Data Point Sheets  
provide you with  
a comprehensive plan  
for each book  
as well as ongoing formative  
and summative assessment.



# Quick60 Lesson Plans – Set I Intervention Levels I3.I – I4.4

If you are starting your *Quick60 Programme* at Set 1 Level 13 with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

## Lesson 1

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Word – *most*.

Introduce the New Skill – *nk*.

Introduce the New Book – *Stinky Skunks*.

## Lesson 2

Use the Quick Quiz.

Introduce the New Word – *why*.

Use the Quick Check - Colour-Coded Check Sheet for *Stinky Skunks*.

Use the Quick Write.

Introduce the New Skill – *mp*.

Introduce the New Book – *Why Does a Frog?*.

## Lesson 3

Use the Quick Quiz.

Introduce the New Word – *today*.

Use the Quick Read with *Stinky Skunks*.

Use the Quick Check – Colour-Coded Check Sheet for *Why Does a Frog?*.

Use the Quick Write.

Introduce the New Skill – *ar*.

Introduce the New Book – *A Day on the Farm*.

Follow the entire lesson plan from Day 4.



# Stinky Skunks

Level: 13.1      Word Count: 169

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>down, water, long, that, need</i><br>Spelling: <i>down, water, long, that, need</i> |
| New Word    | most  |
| Quick Read  | Snowy Weather (12.2)<br>Look at the Land (12.3)   |
| Quick Check | Cockatoos for Pets (12.4)   |
| Quick Write | <i>The cockatoo with the black crest needs a big cage.</i>                                      |
| New Skill   | nk word ending  |
| New Book    | Stinky Skunks   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *down, water, long, that, need*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *down, water, long, that, need*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

**Introduces a new high-frequency word into the reading and writing vocabulary**

- Tell the students that now they are going to learn a new word – *most*.
- Hold up the *most* word card for the students to see.
- Have them read the word together.
- Have the students write *most* in the air with their fingers while still looking at the card.
- Have them write *most* on the floor or table with their fingers.
- Have them write *most* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

**Builds reading fluency, vocabulary and comprehension on connected text**

- Give each student a copy of the following books: *Look at the Land and Snowy Weather*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

**Monitors oral reading and checks on vocabulary and comprehension strategies**

- Give each student a copy of the book *Cockatoos for Pets*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Cockatoos for Pets* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What colours are cockatoos mostly?*

*What do cockatoos eat?*

*How old are some cockatoos?*

*What does a pet cockatoo need?*

#### Inferential

*What are the important things to consider if you are getting a pet cockatoo?*

*How can you compare cockatoos and parrots?*

*What other tricks do you think you could teach a cockatoo?*

*Would you like a cockatoo for a pet? Why or why not?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*The cockatoo with the black crest needs a big cage.*
- Remind the students that they know how to spell *the*, *with*, *needs*, and *a*.
- Remind them that they know how to listen for the sounds in short words like *big*, *black*, *crest* and *cage*. Remind them that *black* has more letters than sounds, and that they know the letter combination that they need to write. Remind them also that the /j/ sound in *cage* is represented by the same letter as the /j/ sound in *giraffe*.
- Revise breaking a word into syllables to help with spelling new words. Say *cockatoo*. Tell the students that there are three syllables in *cockatoo*.
- Have the students say *cock-a-too* with you, clapping the syllables. Emphasize the first syllable *cock* as you say the word.
- Invite a volunteer to tell you how to spell *cock* and write it on the board.
- Have the students say *cockatoo* again, listening for the second syllable. Emphasize *a* as you say the word with them.
- Invite a volunteer to tell you the letter to write for the second syllable and write it on the board, *cocka*.
- Have the students say *cockatoo* again, listening for the last syllable. Emphasize *too* as you say the word with them.
- Invite a volunteer to tell you the letters to write the last syllable and write it on the board, *cockatoo*.
- Remind the students to remember their capital letters and punctuation especially as they have two sentences to write.
- Dictate the sentences again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble *the*, *with*, *needs*, or *a*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *black*, *crest* or *cage*, revise the appropriate spelling pattern.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

**Mink** to introduce or reinforce this skill.

- Write the letters *nk* on the board. Explain to the students that these letters like *nd* and *st* end many words. Looking for these letters in words that they don't know can help them with their reading.
- Say *bank*. Ask the students to listen for the / *nk* / sound as you say the word again.
- Write *bank* on the board.
- Invite a volunteer to circle the letters that make the / *nk* / sound.
- Say *rink*. Ask the students to listen for the / *nk* / sound as you say the word *rink* again.
- Write *rink* on the board.
- Invite a volunteer to circle the letters that make the / *nk* / sound.
- Say *dunk*. Ask the students to listen for the / *nk* / sound as you say the word *dunk* again.
- Write *dunk* on the board.
- Invite a volunteer to circle the letters that make the / *nk* / sound.
- Tell the students that there are three main word families that end in *nk*. These are *ank* as in *bank*, *ink* as in *rink* and *unk* as in *dunk*.
- Write *hank, lank, rank, tank, yank, blank, clank, crank, drank, flank, Frank, plank, prank, shank, stank, thank* on the board and invite the students to read the words as you write them.
- Write *bli\_, bu\_, li\_, hu\_, mi\_, su\_, pi\_, chu\_, wi\_ sku\_, cli\_, tru\_* on the board.
- Invite volunteers to fill in a group of letters and read the word they have made.
- Write *st\_nk, st\_nk, st\_nk, cl\_nk, cl\_nk, cl\_nk, dr\_nk, dr\_nk, dr\_nk*, on the board. Invite volunteers to complete the words with a, i, and u and read the words they have made.
- Explain to the students that when they can recognize end letter combinations like *ank, ink, unk* they will be able to read and write lots more words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Stinky Skunks*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things about skunks.*
- Discuss the cover photo. Tell the students that skunks are about the size of a small dog. They are usually black and white and are best known for the smell they can make.
- Have the students turn to the title page and look at the photo. Have them discuss the physical features of skunks that they can see from this photo.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Skunks are mammals and they give birth to*

*live babies. The babies stay in the den with their mother until the end of winter. Skunks have enemies. When an enemy approaches, the skunk makes a smell. The smell is so bad it keeps most of the enemies away. Some people keep skunks for pets. If they do they often get a vet to take away the glands that make the smell.*

- Discuss the index with the students. Which page would they turn to, to find out about skunks stripes?
  - Tell the students that there are some words in this book that have *nk* on end. They should look for the words with *nk* to help them as they read. Point to the word *stinky* in the title. Point out that the *nk* is not always on the end of the word.
  - Tell them also that the new word *most* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *most* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- After reading, check comprehension by asking the students to retell the main points
  - Have students turn to page 2 and find and read the sentences with *skunks* in them.
  - Have the students find the words with *nk* on page 6 and reread the sentences. They should find *skunks*.
  - Have the students find the words ending with *nk* on page 10. They should find *skunks*, *stinky*, *stink*.
  - Have the students go through the book looking for *most* and rereading the sentences with *most* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Stinky Skunks* again.
- Read and re-read *Stinky Skunks* using the audio and/or e - version.
- Re-read *Snowy Weather*, *Look at the Land*, and *Cockatoos for Pets*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Cockatoos for Pets

Intervention Level: 12.4

Word Count: 154

New phonic skill: **st**

New high frequency word: **need**

Key

**New decodable**

**Previously taught decodable and/or word family**

**New high-frequency**

**Previously taught high-frequency**

**Accessible from context and/or photos**

2/3

Cockatoos **are** birds

**that look like** parrots.

**They have beaks like** parrots.

**They have feet like** parrots.

**The feet have** two toes **on the front**.

**They have** two toes **on the back**.

4/5

**Most cockatoos are** white,

**but they can be** pink **and black**.

**Cockatoos have a crest of** feathers  
**on their** head.

**The crest can be** up **or down**.

6/7

**Cockatoos make some of the best** pets.

**You need a big** cage **for them**.

**You need to** talk **to them**.

**You need to** play **with them**.

**You need to let them out of the** cage  
**and let them sit on your** shoulder.

8/9

You need to feed your cockatoo.

You can feed it

with seeds and nuts.

Cockatoos like to eat corn and bugs, too.

10/11

Cockatoos are smart.

You can teach them to do things.

This cockatoo can ride a bike.

12

Your cockatoo may live longer than you.

Some of the oldest cockatoos

live to be a 100 years old.

## Comprehension Questions

Literal

*What colours are cockatoos mostly?*

*What do cockatoos eat?*

*How old are some cockatoos?*

*What does a pet cockatoo need?*

Inferential

*What are the important things to consider if you are getting a pet cockatoo?*

*How can you compare cockatoos and parrots?*

*What other tricks do you think you could teach a cockatoo?*

*Would you like a cockatoo for a pet? Why or why not?*

# Data Point Sheet

Cockatoos for Pets

Name:

Date:

Word Count 154 Level 12

|  |                      |                                   |                                    |
|--|----------------------|-----------------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input type="text"/> | 0 - 8 errors                      | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |                      | 9 - 20 errors                     | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input type="text"/> | 21+ errors                        | text is difficult<br>86% or lower  |
| <i>Green</i> previously taught skills or word families | <input type="text"/> |                                   |                                    |
| <i>Blue</i> new high-frequency words                   | <input type="text"/> |                                   |                                    |
| <i>Pink</i> previously taught high-frequency words     | <input type="text"/> |                                   |                                    |
| <i>Brown</i> words accessible from content or context  | <input type="text"/> |                                   |                                    |
|  |                      | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$                |
|  |                      | 1:3 - 1:6                         | good                               |
|  |                      | 1:7 +                             | needs help                         |

|                              |                      |                                  |                      |   |
|------------------------------|----------------------|----------------------------------|----------------------|---|
| <b>Comprehension Literal</b> |                      | <b>Comprehension Inferential</b> |                      | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number correct               | <input type="text"/> | Number correct                   | <input type="text"/> |   |
| Number partially correct     | <input type="text"/> | Number partially correct         | <input type="text"/> |   |
| Number incorrect             | <input type="text"/> | Number incorrect                 | <input type="text"/> |   |

|                                       |                      |  |          |           |          |
|---------------------------------------|----------------------|--|----------|-----------|----------|
| <b>Fluency</b>                        |                      | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |          |           |          |
| <i>Reads fluently with expression</i> | <input type="text"/> |  | February | July      | December |
| <i>Reads with moderate fluency</i>    | <input type="text"/> | Year 2   | N/A      | 34 - 64   | 65 +     |
| <i>Reads slowly - word by word</i>    | <input type="text"/> | Year 3   | 66 - 89  | 90 - 108  | 109 +    |
|                                       |                      | Year 4   | 97 - 109 | 110 - 128 | 129 +    |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Why Does a Frog?

Level: 13.2 Word Count: 168

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>water, long, that, need, most</i><br>Spelling: <i>water, long, that, need, most</i> |
| New Word    | why   |
| Quick Read  | Look at the Land (12.3)<br>Cockatoos for Pets (12.4)  |
| Quick Check | Stinky Skunks (13.1)  |
| Quick Write | <i>What do most skunks drink? Is it milk or water?</i>  |
| New Skill   | mp word ending  |
| New Book    | Why Does a Frog?  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *water, long, that, need, most*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *water, long, that, need, most*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *why*
- Hold up the *why* word card for the students to see.
- Have very read the word together.
- Have the students write *why* in the air with their fingers while still looking at the card.
- Have them write *why* on the floor or table with their fingers.
- Have them write *why* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Look at the Land and Cockatoos for Pets*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Stinky Skunks*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Stinky Skunks* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

- What colours can skunks be?*
- What do skunks eat?*
- When do skunks make a smell?*
- What can skunks do well and not well?*

#### Inferential

- Why do skunk kits stay with their mother until the end of winter?*
- What other animals do skunks look like?*
- What are some words you could use to describe a skunk's smell?*
- Would you like a skunk for a pet? Why or why not?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*What do most skunks drink? Is it milk or water?*
- Remind the students that they know how to spell *what, do, most, is, it* and *water*.
- Remind them that they know how to listen for the sounds in short words like *skunks, drink,* and *milk*, and that they know the letter combinations to write.
- Revise adding or deleting initial letters of known words to help with spelling new words.
- Write *for* on the board. Have the students read the word.
- Tell students that they should use *for* to help them spell *or*, that they do not know.
- Erase the *f* from the beginning of *for*.
- Invite a volunteer read the new word.
- Remind the students to remember their capital letters and punctuation especially as they have two sentences to write and they are both questions.
- Dictate the sentences again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble *what, do, most, is, it* or *water*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *skunks, drink,* or *milk*, revise the appropriate spelling pattern.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

**Chimp** to introduce or reinforce this skill.

- Write the letters *mp* on the board. Explain to the students that these letters like *nd*, *nk* and *st* end many words. Looking for these letters in words that they don't know can help them with their reading.
- Say *camp*. Ask the students to listen for the / *mp* / sound as you say the word again.
- Write *camp* on the board.
- Invite a volunteer to circle the letters that make the / *mp* / sound.
- Say *limp*. Ask the students to listen for the / *mp* / sound as you say the word *limp* again.
- Write *limp* on the board.
- Say *rump*. Ask the students to listen for the / *mp* / sound as you say the word *rump* again.
- Write *rump* on the board.
- Invite a volunteer to circle the letters that make the / *mp* / sound.
- Write *limp*, *vamp*, *blimp*, *cramp*, *primp*, *stamp*, *chomp*, *tramp*, *hump*, *jump*, *clump*, *slump* on the board and invite the students to read the words as you write them.
- Write *chi*\_, *ski*\_, *ra*\_, *cla*\_, *ro*\_, *sto*\_, *pu*\_, *gru*\_ on the board.
- Invite volunteers to fill in a group of letters and read the word they have made.
- Write *l*\_ *mp*, *l*\_ *mp*, *l*\_ *mp*, *ch*\_ *mp*, *ch*\_ *mp*, *ch*\_ *mp*, *ch*\_ *mp*, on the board. Invite volunteers to complete the words with a, i, o, or u and read the words they have made.
- Explain to the students that when they can recognize end letter combinations like *amp*, *imp*, *omp*, and *ump* they will be able to read and write lots more words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Why Does a Frog?*
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some reasons why frogs live in swamps and other animals live in the places they do.*
- Discuss the cover photo. Tell the students that frogs need to keep their skin damp. That's why they live in ponds and swamps.
- Have the students turn to the title page and look at the photo. Have them discuss why this frog is out of the water.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Frogs are amphibians. Amphibians live in the water and on land. Shrimps are animals called crustaceans. Crustaceans have shells. Some shrimps live in the salt water, other shrimps live in fresh water. Slugs need to keep damp, like frogs. But slugs are not amphibians. They do not go into water to keep damp. Chimps is short for chimpanzees.*

- Read the glossary with the students to reinforce vocabulary.
  - Tell the students that there are some words in this book that have *mp* on end. They should look for the words with *mp* to help them as they read. Point out that if the word ending with *mp* is plural there will be an *s* after the *mp*.
  - Tell them also that the new word *why* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *why* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- After reading, check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read the sentences with *swamp* and *damp* in them.
  - Have the students find the words with *mp* on page 8 and reread the sentences. They should *stump* and *damp*.
  - Have the students find the words with *mp* on page 10. They should find *chimp*, *chimps*.
  - Have the students go through the book looking for *why* and rereading the sentences with *why* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Why Does a Frog?* again.
- Read and re-read *Why Does a Frog?* using the audio and/or e - version.
- Re-read *Look at the Land*, *Cockatoos for Pets*, and *Stinky Skunks*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Stinky Skunks  
Intervention Level: 13.1  
Word count: 169  
New phonic skill: nk  
New high-frequency word: most

## Key

New decodable  
Previously taught decodable and/or word family  
New high-frequency  
Previously taught high-frequency  
Accessible from context and/or photos

2/3

These animals are skunks.  
Most skunks are black and white.  
But some skunks are brown.  
Some skunks are bigger than others.  
But most skunks  
are the same size as a small dog.

4/5

Most skunks have stripes.  
Some skunks have one wide stripe  
on their back and tail.  
Some skunks have two thin stripes  
on their back and tail.  
Some skunks have white spots  
and broken stripes.  
Some skunks have stripes on their legs.

6/7

Skunks have thick fur.

They have a long tail.

They have short legs.

Skunks cannot see well, but they can hear and smell well.

8/9

Skunks dig a den.

They sleep in the den.

They have their babies in the den.

The babies are called kits.

The kits stay with their mother until the end of winter.

They go out with their mother to look for bugs and mice to eat.

They eat nuts, too.

10/11

Skunks make a stinky smell to keep their enemies away.

The stink keeps them safe from most of their enemies.

### Comprehension Questions

#### Literal

*What colours can skunks be?*

*What do skunks eat?*

*When do skunks make a smell?*

*What can skunks do well and not well?*

#### Inferential

*Why do skunk kits stay with their mother until the end of winter?*

*What other animals do skunks look like?*

*What are some words you could use to describe a skunk's smell?*

*Would you like a skunk for a pet? Why or why not?*

# Data Point Sheet

Stinky Skunks

Name:

Date:

Word Count 169 Level 13

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 9 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 10 - 22 errors  | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 23 + errors   | text is difficult<br>86% or lower  |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|                               |                                  |   |                            |  |                               |           |                               |      |                               |            |
|-------------------------------|----------------------------------|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>  | <b>Comprehension Inferential</b> |   |                            |  |                               |           |                               |      |                               |            |
| Number correct                | Number correct                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>    |                                  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct | very good                        |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct | good                             |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct | needs help                       |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct      | Number partially correct         |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect              | Number incorrect                 |   |                            |  |                               |           |                               |      |                               |            |

|                                       |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---------------------------------------|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|                                       |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2                                |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3                                | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4                                | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# A Day on the Farm

Level: 13.3      Word Count: 160

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>long, that, need, most, why</i><br>Spelling: <i>long, that, need, most, why</i> |
| New Word    | today   |
| Quick Read  | Cockatoos for Pets (12.4)<br>Stinky Skunks (13.1)   |
| Quick Check | Why Does a Frog? (13.2)   |
| Quick Write | <i>Why do most slugs hide in damp tree stumps?</i>  |
| New Skill   | r-controlled vowel sound ar   |
| New Book    | A Day on the Farm   |

## Quick Quiz

### **Builds fluency in reading and spelling words in isolation**

- Use the following word cards: *long, that, need, most, why*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *long, that, need, most, why*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *today*.
- Hold up the *today* word card for the students to see.
- Have them read the word together.
- Have the students write *today* in the air with their fingers while still looking at the card.
- Have them write *today* on the floor or table with their fingers.
- Have them write *today* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Stinky Skunks* and *Cockatoos for Pets*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Why Does a Frog?*
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Why Does a Frog?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What are three reasons frogs live in swamps?*

*What are two reasons shrimps live in lakes?*

*What are three reasons slugs live on stumps?*

*What is one reason that chimps live in forests?*

#### Inferential

*What is the main idea or theme in this book?*

*Why does a frog need slow-flowing water to lay its eggs?*

*What is the same about a frog and a slug?*

*What does the photo on page 11 tell you about chimps?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Why do most slugs hide in damp tree stumps?*
- Remind the students that they know how to spell *why*, *do*, *most* and *in*.
- Remind them that they know how to listen for the sounds in short words like *slugs*, *hide*, *damp*, *tree* and *stumps*, and that they know the letter combinations to write. Remind them that *hide* and *tree* have more letters than sounds.
- Remind the students to remember their capital letters and punctuation especially as the sentence is a question.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble *why*, *do*, *most* and *in*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *slugs*, *hide*, *damp*, *tree* or *stumps*, revise the appropriate spelling pattern.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

**Shark** to introduce or reinforce this skill.

- Write the letters *ar* on the board.
- Explain to the students that when they see these letters together the *r* changes the pronunciation of the *a*. The *a* no longer makes the same sound as it does in *cat* or *date*. It make an / *ar* / sound like in *car*.
- Say *harm*. Ask the students to listen for the / *ar* / sound as you say the word *harm* again.

- Write *harm* on the board.
- Invite a volunteer to circle the letters that makes the / ar / sound.
- Say *smart*. Ask the students to listen for the / ar / sound as you say the word again.
- Write *smart* on the board.
- Invite a volunteer to circle the letters that makes the / ar / sound.
- Write the following words on the board and have the students read them: *yarn, card, March, start, large*. Invite a volunteer to circle what is the same in each word.
- Write *bark* on the board and explain to the students that you are going to change the first letter to make new words.
- Write the following words on the board and have the students read them as you write: *bark, Clark, dark, hark, lark, Mark, park, stark, shark, spark*.
- Explain to the students that you are now going to change the last letters to make a new word.
- Write the following words on the board and have the students read them as you write: *charm, chart, charge*.
- Explain to the students that when they learn these skill they will be able to read and spell many more words.

## New Book

### **Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text**

- Give each student a copy of the book *A Day on the Farm*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find what a farmer and his wife do during the day.*
- Discuss the cover photo. Tell the students that this is the farmer starting out his day with his dog.
- Have the students turn to the title page and look at the photo. Have them say what the farmer is doing now.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Farmers start work early in the morning. A barn is a building where a farmer keeps things. He may keep a tractor in the barn. Some farmers keep animals in barns. A bale of something is a large bundle. The bundle is tied up with something like wire or is wrapped in something like plastic or wire netting. Cows need hay to eat when there isn't enough grass.*
- Tell the students that there are some words in this book that have / ar / in them. They should look for the words with *ar* in them to help them as they read.
- Tell them also that the new word *today* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *today* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 8 and find and read the words with *ar* in them.
  - Have the students find *barn* twice on page 4 and read the sentences with *barn* in them.
  - Have the students go through the book looking for *today* and rereading the sentences with *today* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *A Day on the Farm* again.
- Read and re-read *A Day on the Farm* using the audio and/or e - version.
- Re-read *Cockatoos for Pets*, *Stinky Skunks*, and *Why Does a Frog?*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Why Does a Frog?

**Intervention Level:** 13.2

**Word count:** 164

**New phonic skill:** mp

**New high-frequency word:** why

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Why does a frog live in a swamp?

A swamp is a damp place.

Frogs need a damp place to live.

4/5

A swamp has water that does not flow fast.

A frog needs water like this to lay its eggs.

Bugs live in swamps.

Frogs eat bugs.

6/7

Why does a shrimp live in a lake?

Some shrimps need fresh water to live in.

Lakes have fresh water.

Parts of plants sink to the lake floor.

This is what shrimps eat.

8/9

Why does a slug live on a stump?

A slug needs a damp place to live.

A stump is a damp place.

A slug needs to stay out of the sun.

A stump can be out of the sun.

A slug needs a place to stay safe.

A stump keeps a slug safe.

10/11

Why does a chimp live in a forest?

Chimps need a place to live  
where they can find food.

The forest has grass and nuts  
for chimps to eat.

It has seeds and bugs, too.

## Comprehension Questions

### Literal

*What are three reasons frogs live in swamps?*

*What are two reasons shrimps live in lakes?*

*What are three reasons slugs live on stumps?*

*What is one reason that chimps live in forests?*

### Inferential

*What is the main idea or theme in this book?*

*Why does a frog need slow-flowing water to lay its eggs?*

*What is the same about a frog and a slug?*

*What does the photo on page 11 tell you about chimps?*

# Data Point Sheet

Why Does A Frog?

Name:

Date:

Word Count 168 Level 13

|  |                      |                                   |                                    |
|--|----------------------|-----------------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input type="text"/> | 0 - 9 errors                      | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |                      | 10 - 22 errors                    | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input type="text"/> | 23 + errors                       | text is difficult<br>86% or lower  |
| <i>Green</i> previously taught skills or word families | <input type="text"/> |                                   |                                    |
| <i>Blue</i> new high-frequency words                   | <input type="text"/> |                                   |                                    |
| <i>Pink</i> previously taught high-frequency words     | <input type="text"/> |                                   |                                    |
| <i>Brown</i> words accessible from content or context  | <input type="text"/> |                                   |                                    |
|  |                      | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$                |
|  |                      | 1:3 - 1:6                         | good                               |
|  |                      | 1:7 +                             | needs help                         |

|                              |                      |                                  |                      |   |
|------------------------------|----------------------|----------------------------------|----------------------|---|
| <b>Comprehension Literal</b> |                      | <b>Comprehension Inferential</b> |                      | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number correct               | <input type="text"/> | Number correct                   | <input type="text"/> |   |
| Number partially correct     | <input type="text"/> | Number partially correct         | <input type="text"/> |   |
| Number incorrect             | <input type="text"/> | Number incorrect                 | <input type="text"/> |   |

|                                       |                      |  |          |           |          |
|---------------------------------------|----------------------|--|----------|-----------|----------|
| <b>Fluency</b>                        |                      | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |          |           |          |
| <i>Reads fluently with expression</i> | <input type="text"/> |  | February | July      | December |
| <i>Reads with moderate fluency</i>    | <input type="text"/> | Year 2   | N/A      | 34 - 64   | 65 +     |
| <i>Reads slowly - word by word</i>    | <input type="text"/> | Year 3   | 66 - 89  | 90 - 108  | 109 +    |
|                                       |                      | Year 4   | 97 - 109 | 110 - 128 | 129 +    |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# After the Accident

Level: 13.4 Word Count: 166

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>that, need, most, why, today</i><br>Spelling: <i>that, need, most, why, today</i> |
| New Word    | now   |
| Quick Read  | Stinky Skunks (13.1)<br>Why Does a Frog? (13.2)   |
| Quick Check | A Day on the Farm (13.3)  |
| Quick Write | <i>The farmer's dog is not on the back of the pick-up truck today.</i>                        |
| New Skill   | r-controlled vowel sound er   |
| New Book    | After the Accident  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *that, need, most, why, today*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *that, need, most, why, today*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *now*.
- Hold up the *now* word card for the students to see.
- Have them read the word together.
- Have the students write *now* in the air with their fingers while still looking at the card.
- Have them write *now* on the floor or table with their fingers.
- Have them write *now* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Why Does a Frog?* and *Stinky Skunks*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *A Day on the Farm*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *A Day on the Farm* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What is the first thing the farmer does?*

*What is the farmer's wife doing?*

*How does the farmer move the hay bale?*

*What time does the farmer finish work?*

#### Inferential

*Can you retell the events in this book in sequential order?*

*What time of year is it? How do you know?*

*How else could the farmer and his wife move sheep from place to place?*

*Why do you think the author calls the farmer and his wife hard-working?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*The farmer's dog is not on the back of the pickup truck today.*
- Remind the students that they know how to spell *the, is, on, of* and *today*.
- Remind them that they know how to listen for the sounds in short words like *dog, not, back,* and *truck,* and that they know the letter combinations to write. Remind them that *back* and *truck* have more letters than sounds.
- Remind the students that they know how to break a compound word like *pickup* into the two small words *pick* and *up*. They know how to spell both these words.
- Write *farmers* and *dog* on the board. Explain to the students that the dog belongs to the farmer. To show this in their writing they need to add an apostrophe before the *s* in *farmers*. Add the apostrophe to the word on the board - *farmer's*.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *the, is, on, of* or *today,* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *back, truck* or *pickup,* revise the appropriate spelling pattern.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write the letters *er* on the board.
- Explain to the students that when they see these letters together the *r* changes the pronunciation of the *e*. The *e* no longer makes the same sound as it does in *pet* or *tree*. It make an / *er* / sound like in *her*.
- Say *jerk*. Ask the students to listen for the / *er* / sound as you say the word *jerk* again.
- Write *jerk* on the board.
- Invite a volunteer to circle the letters that make the / *er* / sound.
- Say *term*. Ask the students to listen for the / *er* / sound as you say the word again.
- Write *term* on the board.
- Invite a volunteer to circle the letters that makes the / *er* / sound.
- Write the following words on the board and have the students read them: *merge*, *germ*, *fern*, *nerve*. Invite a volunteer to circle what is the same in each word.
- Write *farm* and *farmer* on the board. Explain to the students that there are many words like *farmer*, that have *er* added onto the end of an existing word like *farm*.
- Write *fast*, *faster* and *teach*, *teacher* on the board. Have the students read the words with you.
- Write *big* and *bigger* on the board. Have the students read the words. Point out the double *g* in *bigger* and explain that sometimes you need to double the last consonant before you can add *er*.
- Write *fat*\_, *sad*\_, *quick*\_, *paint*\_, *print*\_, *old*\_, *heat*\_, *lead*\_, *sweet*\_, *beep*\_, *blend*\_, *dig*\_ on the board. Invite volunteers to complete a word and read what they have written.
- Explain to the students that when they learn to look for and use *er* they will be able to read and spell many more words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *After the Accident*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find what different people thought they couldn't do after an accident and then found out that they could.*
- Discuss the cover photo. Tell the students that this girl's name is Amber. She is learning to bowl a ball at skittles. When she can do that, her mother is going to take her bowling.
- Have the students turn to the title page and look at the photo. Have them say what this person is doing. What might he have been able to do before his accident?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.

- To ensure understanding say things such as: *A skateboard bowl is where skaters can go to practise tricks on their skateboards. There are often ramps and rails near the skateboard bowl. People in wheelchairs can play tennis. You can see people in wheelchairs in fun runs. You can also see them in competitive races like marathons. They often wear gloves so they don't get bad blisters their hands.*
  - Discuss the index with the students. Which pages would they turn to, to read about different accidents?
  - Tell the students that there are some words in this book that have / er / in them. They should look for the words with er in them to help them as they read.
  - Tell them also that the new word *now* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *now* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points
  - Have students turn to page 2 and find and read *after*, *Luther*, and *father*.
  - Have students turn to page 6 and find and read the words with *er* in them. They should find *after*, *Parker*, and *Hunter*.
  - Have students turn to page 8 and find and read the words with *er* in them. They should find *after*, *Carter*, and *brother*.
  - Have the students go through the book looking for *now* and rereading the sentences with *now* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *After the Accident* again.
- Read and re-read *After the Accident* using the audio and/or e - version.
- Re-read *Stinky Skunks*, *Why Does a Frog?*, and *A Day on the Farm*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: A Day on the Farm  
Intervention Level: 13.3  
Word count: 160  
New phonic skill: ar  
New high-frequency word: today

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

## Pages 2/3

The day starts early on the farm.

The farmer gets up at six o'clock.

His dog is waiting

on the back of the pickup truck.

The farmer will work hard today.

He has a lot of work to do today.

## Pages 4/5

The farmer drives to the barn.

He needs some hay

and it is in the barn.

He puts a bale of hay

onto the back of his pickup truck.

## Pages 6/7

He drives to where the cows are.

The cows need some hay to eat, today.

The farmer takes the netting

off the hay bale.

Then he will spread out the hay

for the cows to eat.

Pages 8/9

The farmer's wife  
is working hard today.  
She is rounding up the sheep.  
She is going to move them.  
She uses a quad bike  
to help her move the sheep  
from place to place.

Pages 10/11

It is six o'clock.  
The work for today is done.  
The farmer feeds his dog.

Page 12

The farmer and his wife  
eat their dinner.

## Comprehension Questions

Literal

*What is the first thing the farmer does?*

*What is the farmer's wife doing?*

*How does the farmer move the hay bale?*

*What time does the farmer finish work?*

Inferential

*Can you retell the events in this book in sequential order?*

*What time of year is it? How do you know?*

*How else could the farmer and his wife move sheep from place to place?*

*Why do you think the author calls the farmer and his wife hard-working?*

# Data Point Sheet

A Day on the Farm

Name:

Date:

Word Count 163 Level 13

|  |  |              |                            |                |                                    |             |                                   |                                   |                     |           |      |       |            |
|--|--|--------------|----------------------------|----------------|------------------------------------|-------------|-----------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <p><b>Number of Errors</b> <input style="width: 50px; height: 25px;" type="text"/></p> <p><b>Type of Error</b></p> <p><i>Red</i>    <i>new decodable skills</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Green</i>    <i>previously taught skills or word families</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Blue</i>    <i>new high-frequency words</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Pink</i>    <i>previously taught high-frequency words</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Brown</i>    <i>words accessible from content or context</i> <input style="width: 50px; height: 25px;" type="text"/></p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">0 - 9 errors</td> <td style="width: 50%;">text is easy<br/>95% - 100%</td> </tr> <tr> <td>10 - 22 errors</td> <td>text is instructional<br/>87% - 94%</td> </tr> <tr> <td>23 + errors</td> <td>text is difficult<br/>86% or lower</td> </tr> </table><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> | 0 - 9 errors | text is easy<br>95% - 100% | 10 - 22 errors | text is instructional<br>87% - 94% | 23 + errors | text is difficult<br>86% or lower | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| 0 - 9 errors   | text is easy<br>95% - 100%   |              |                            |                |                                    |             |                                   |                                   |                     |           |      |       |            |
| 10 - 22 errors   | text is instructional<br>87% - 94%   |              |                            |                |                                    |             |                                   |                                   |                     |           |      |       |            |
| 23 + errors  | text is difficult<br>86% or lower  |              |                            |                |                                    |             |                                   |                                   |                     |           |      |       |            |
| <b>Self Correction Rate Ratio</b>  | $\frac{E + SC}{SC}$  |              |                            |                |                                    |             |                                   |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good   |              |                            |                |                                    |             |                                   |                                   |                     |           |      |       |            |
| 1:7 +  | needs help   |              |                            |                |                                    |             |                                   |                                   |                     |           |      |       |            |

|   |   |  |
|---|---|--|
| <p><b>Comprehension Literal</b></p> <p>Number correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number partially correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number incorrect <input style="width: 50px; height: 25px;" type="text"/></p> | <p><b>Comprehension Inferential</b></p> <p>Number correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number partially correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number incorrect <input style="width: 50px; height: 25px;" type="text"/></p> | <p><b>Comprehension Score</b></p> <p>7-8 correct/partially correct very good<br/>5-6 correct/partially correct good<br/>0-4 correct/partially correct needs help</p> |
|---|---|--|

|  |  |           |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--|--|-----------|----------|------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <p><b>Fluency</b></p> <p><i>Reads fluently with expression</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Reads with moderate fluency</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Reads slowly - word by word</i> <input style="width: 50px; height: 25px;" type="text"/></p> | <p><b>Oral Fluency Level - Words Read per Minute</b><br/>DIBELS ® 2006 at or above 60th percentile</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|  | February   | July      | December |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2   | N/A  | 34 - 64   | 65 +     |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3   | 66 - 89  | 90 - 108  | 109 +    |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4   | 97 - 109   | 110 - 128 | 129 +    |      |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# The Very Big Storm

Level: 14.1      Word Count: 172

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>need, most, why, today, now</i><br>Spelling: <i>need, most, why, today, now</i> |
| New Word    | more  |
| Quick Read  | Why Does a Frog? (13.2)<br>A Day on the Farm (13.3)   |
| Quick Check | After the Accident (13.4)   |
| Quick Write | <i>Now is the time for Jennifer to take Pompom for a run..</i>                              |
| New Skill   | r-controlled vowel sound or   |
| New Book    | The Very Big Storm  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *need, most, why, today, now*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *need, most, why, today, now*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

**Introduces a new high-frequency word into the reading and writing vocabulary**

- Tell the students that now they are going to learn a new word – *more*
- Hold up the *more* word card for the students to see.
- Have them read the word together.
- Have the students write *more* in the air with their fingers while still looking at the card.
- Have them write *more* on the floor or table with their fingers.
- Have them write *more* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

**Builds reading fluency, vocabulary and comprehension on connected text**

- Give each student a copy of the following books: *Why Does a Frog?* and *A Day on the Farm*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

**Monitors oral reading and checks on vocabulary and comprehension strategies**

- Give each student a copy of the book *After the Accident*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *After the Accident* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What did Luther do?*  
*Who did Parker play tennis with?*  
*What did Carter's brother tell him?*  
*What did Jennifer think she couldn't do?*

#### Inferential

*What is the main idea in this book?*  
*What are some words you could use to describe the characters in this book?*  
*Do you think it was easy for the people to do what they did? Why or why not?*  
*How do you think you would react if you had a bad accident?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Now is the time for Jennifer to take Pompom for a run.*
- Remind the students that they know how to spell *now*, *is*, *the*, *for* and *to*.
- Remind them that they know how to listen for the sounds in short words like *time*, *take*, and *run*, and that they know the letter combinations to write. Remind them that *time* and *take* have more letters than sounds.
- Remind the students that they know how to break a two syllable word like *Pompom* into the two small words *pom* and *pom*. They know how to spell these words.
- Revise breaking a multisyllabic word into syllables to help with spelling. Say *Jennifer*. Tell the students that there are three syllables in *Jennifer*. Have the students say *Jennifer* with you clapping the syllables, *Jen-ni-fer*. Emphasize the first syllable.
- Invite a volunteer to spell the first syllable, *Jen*. Write *Jen* on the board.
- Have the students say *Jennifer* again. Emphasize the second syllable *ni* as you say it with them.
- Invite a volunteer to spell the second syllable, *ni*. Write *ni* on the board –*Jenni*.
- Have the students say *Jennifer* again. Emphasize the last syllable *fer* as you say it with them.
- Remind the students that they know the letters they require to finish spelling *Jennifer*.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *now*, *is*, *the*, *for* or *to*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *time* or *take*, revise the appropriate spelling pattern.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Stork** to introduce or reinforce this skill.

- Write the letters *or* on the board.
- Explain to the students that when they see these letters together the *r* changes the pronunciation of the *o* like it does with *ar* and *er*. The *o* no longer makes the same sound as it does in *on* or *bone*. It make an / *or* / sound like in *for*.
- Say *born*. Ask the students to listen for the / *or* / sound as you say the word *born* again.
- Write *born* on the board.
- Invite a volunteer to circle the letters that make the / *or* / sound.
- Say *cord*. Ask the students to listen for the / *or* / sound as you say the word again.
- Write *cord* on the board.
- Invite a volunteer to circle the letters that makes the / *or* / sound.
- Write the following words on the board and have the students read them: *core, more, sore, tore, wore, shore, score, chore, snore* and *store*. Invite a volunteer to circle what is the same in each word.
- Write *f\_\_d, f\_\_k, st\_\_k, st\_\_m, c\_\_n, t\_\_n, sh\_\_n, f\_\_t, sh\_\_t, sp\_\_t* on the board. Invite volunteers to complete a word and read what they have written.
- Explain to the students that when they learn to look for and use *or* they will be able to read and spell many more words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *The Very Big Storm*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find what the weather is like in a big storm.*
- Discuss the cover photo. Tell the students that this photo looks hazy because it is snowing. The storm in this book must happen in winter in a place that can get very cold.
- Have the students turn to the title page and look at the photo. Have them say what in this photo tells them that a storm is coming.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *A gale is when the wind blows very strongly. Trees can blow over in gales. If you live near a beach, you can hear the waves thumping on the shore when gale-force winds are blowing. Sometimes in a big storm it rains, sometimes it snows. Sometimes you can hear the rain thumping on the roof. Often when there is a big storm the power goes off. You have to use a flashlight or candles so you can see if it's dark outside. In big snowstorms, the snow can pile up so cars are stuck. If there is a lot of rain, places can flood. It's often very calm after a big storm.*

- Tell the students that there are some words in this book that have / or / in them. They should look for the words with *or* in them to help them as they read.
  - Tell them also that the new word *more* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *more* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read *form* and *storm*.
  - Have students turn to page 4 and find and read the words with *or* in them. They should find *more*, *force*, *shore* and *storm*.
  - Have students turn to page 6 and find and read the words with *or* in them. They should find *more*, and *storm*.
  - Have the students go through the book looking for *more* and rereading the sentences with *more* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *The Very Big Storm* again.
- Read and re-read *The Very Big Storm* using the audio and/or e - version.
- Re-read *Why Does a Frog?*, *A Day on the Farm*, and *After the Accident*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** After the Accident

**Intervention Level:** 13.4

**Word count:** 166

**New phonic skill:** er

**New high-frequency word:** now

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

After his accident, Luther said,

“I can’t use my skateboard now.”

“But you can still skate, Luther,” said his father.

“You can use your wheelchair at the skateboard bowl.”

So Luther went to the skateboard bowl  
and used his wheelchair for a skateboard.

4/5

After her accident, Amber said,

“I can’t go bowling now.”

“Yes, you can, Amber,” said her mother.

“You can bowl at these skittles.

After you can do that, we will go bowling.”

6/7

After his accident, Parker said,

“I can’t play tennis now.”

“I can’t run to hit the ball now.”

“Yes, you can,” said Hunter and Tom.

“You can come and play tennis with us.”

8/9

After his accident, Carter said,

“My legs don’t work. I can’t run now.”

“Yes, you can,” said his brother.

“Your wheels are your legs.”

So Carter went fast in his wheelchair.

10/11

After her accident, Jennifer said,

“I can’t take Pompom for a walk now.”

“Yes, you can, Jennifer,” said her mother.

So Jennifer took Pompom for a walk.

### Comprehension Questions

#### Literal

*What did Luther do?*

*Who did Parker play tennis with?*

*What did Carter’s brother tell him?*

*What did Jennifer think she couldn’t do?*

#### Inferential

*What is the main idea in this book?*

*What are some words you could use to describe the characters in this book?*

*Do you think it was easy for the people to do what they did? Why or why not?*

*How do you think you would react if you had a bad accident?*

# Data Point Sheet

After the Accident

Name:

Date:

Word Count 166 Level 13

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 9 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 10 - 22 errors  | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 23+ errors  | text is difficult<br>86% or lower  |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|  |  |   |                            |  |                               |           |                               |      |                               |            |
|--|--|---|----------------------------|--|-------------------------------|-----------|-------------------------------|------|-------------------------------|------------|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |                            |  |                               |           |                               |      |                               |            |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct/partially correct | very good | 5-6 correct/partially correct | good | 0-4 correct/partially correct | needs help |
| <b>Comprehension Score</b>   |  |   |                            |  |                               |           |                               |      |                               |            |
| 7-8 correct/partially correct  | very good  |   |                            |  |                               |           |                               |      |                               |            |
| 5-6 correct/partially correct  | good   |   |                            |  |                               |           |                               |      |                               |            |
| 0-4 correct/partially correct  | needs help   |   |                            |  |                               |           |                               |      |                               |            |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |                            |  |                               |           |                               |      |                               |            |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |                            |  |                               |           |                               |      |                               |            |

|   |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>  | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i> <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|   |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2  |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3  | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4  | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i> <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i> <input style="width: 50px; height: 25px;" type="text"/>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Ostriches

Level: 14.2    Word Count: 174

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>most, why, today, now, more</i><br>Spelling: <i>most, why, today, now, more</i> |
| New Word    | than  |
| Quick Read  | A Day on the Farm (13.3)<br>After the Accident (13.4)                                       |
| Quick Check | The Very Big Storm (14.1)   |
| Quick Write | <i>Raindrops thump on the road in a very big storm.</i>                                     |
| New Skill   | r-controlled vowel sound ir   |
| New Book    | Ostriches   |

## Quick Quiz

**Builds fluency in reading and spelling words in isolation**

- Use the following word cards: *most, why, today, now, more*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *most, why, today, now, more*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *than*.
- Hold up the *than* word card for the students to see.
- Have little read the word together.
- Have the students write *than* in the air with their fingers while still looking at the card.
- Have them write *than* on the floor or table with their fingers.
- Have them write *than* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *After the Accident* and *A Day on the Farm*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *The Very Big Storm*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *The Very Big Storm* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What forms in the sky before a storm?*

*What thumps on the roof?*

*What is a gale?*

*What can happen to cars in a storm?*

#### Inferential

*Why do you think the author chose this title for the book?*

*Can you retell the main events in sequential order?*

*What other words could the author have used instead of thump?*

*How does the use of the word thump add to the meaning of the text?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Raindrops thump on the road in a very big storm.*
- Remind the students that they know how to spell *on*, *in*, and *very*.
- Remind them that they know how to listen for the sounds in short words like *big*, *thump*, *storm* and *road*, and that they know the letter combinations to write. Remind them that *road* and *thump* have more letters than sounds.
- Remind the students that they know how to break a compound word like *raindrops* into the two small words *rain* and *drops*. They know how to spell these words.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *on*, *in*, or *very*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *thump*, *storm*, *rain*, *drops* or *road*, revise the appropriate spelling pattern.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write the letters *ir* on the board.
- Explain to the students that when they see these letters together the *r* changes the pronunciation of the *i* like it does with *or*, *ar* and *er*. The *i* no longer makes the same sound as it does in *in* or *ride*. It make an / *ir* / sound like in *sir*.

- Say *bird*. Ask the students to listen for the /ir/ sound as you say the word *bird* again.
- Write *bird* on the board.
- Invite a volunteer to circle the letters that make the /ir/ sound.
- Say *dirt*. Ask the students to listen for the /ir/ sound as you say the word again.
- Write *dirt* on the board.
- Invite a volunteer to circle the letters that makes the /ir/ sound.
- Write the following words on the board and have the students read them: *fir, quirk, flirt, birth*. Invite a volunteer to circle what is the same in each word.
- Write *st\_\_r, th\_\_d, sh\_\_k, sm\_\_k, sh\_\_t, sk\_\_t, g\_\_th* on the board. Invite volunteers to complete a word and read what they have written.
- Explain to the students that when they learn to look for and use *ir* they will be able to read and spell many more words.

## New Book

### **Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text**

- Give each student a copy of the book *Ostriches*.
  - Read the title to the students.
  - Set the purpose for reading by saying: *In this book you will find out some facts about ostriches.*
  - Discuss the cover photo. Tell the students that this photo shows you just how big ostriches are. They are the largest birds in the world. The students can tell what ostriches look like from looking at this photo.
  - Have the students turn to the title page and look at the photo. Have them say what else they can say about ostriches from looking at this photo.
  - Take a picture walk discussing each photo in the book.
  - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure understanding say things such as: *You can tell the difference between a male and a female ostrich because the male is taller and has different coloured feathers. Ostriches' long legs are very strong. They use their strong legs to run fast and to fight. Ostriches are too big to fly but they flap their wings to keep cool. They keep cool by flapping their wings in the dust, too. They also use their wings to keep their chicks cool.*
  - Discuss the index on page 12. Which page would the students turn to, to find out about ostrich feathers?
  - Tell the students that there are some words in this book that have /ir/ in them. They should look for the words with *ir* in them to help them as they read.
  - Tell them also that the new word *than* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *than* word card to remind students.
- 
- Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.

- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have students turn to page 2 and find and read *bird*.
- Have students turn to page 8 and find and read the words with *ir* in them. They should find *dirt* and *stir*.
- Have students turn to page 10 and find and read the word with *ir* in it. They should find *birds*.
- Have the students go through the book looking for *than* and rereading the sentences with *than* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Ostriches* again.
- Read and re-read *Ostriches* using the audio and/or e - version.
- Re-read *A Day on the Farm*, *After the Accident*, and *The Very Big Storm*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: The Very Big Storm

Intervention Level: 14.1

Word Count: 172

New phonic skill: or

New high frequency word: more

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Dark clouds form in the sky.

It is getting colder and colder.

The wind starts to blow the trees.

It starts to rain.

A very big storm is coming.

4/5

The wind blows more and more.

It is now gale force.

The waves at the beach

get bigger and bigger.

They thump onto the shore.

You cannot swim in a very big storm.

6/7

More and more rain falls.  
The raindrops thump on the roof.  
Then it starts to snow.  
The snowflakes flutter down.  
The wind blows the snowflakes.  
It blows them into piles.  
It is not safe to go outside.  
You have to stay inside  
in a very big storm.

8/9

More and more snow falls.  
The gale-force wind keeps blowing.  
Then the lights go out.  
It is dark.  
You need a flashlight  
to read in the dark.

10/11

The next day, the storm has passed.  
The snow is piled up on the cars.  
It will be hard to get the cars  
out of the snow.

12

But then you can go to the beach.

## Comprehension Questions

Literal

- What forms in the sky before a storm?*
- What thumps on the roof?*
- What is a gale?*
- What can happen to cars in a storm?*

Inferential

- Why do you think the author chose this title for the book?*
- Can you retell the main events in sequential order?*
- What other words could the author have used instead of thump?*
- How does the use of the word thump add to the meaning of the text?*

# Data Point Sheet

A Very Big Storm

Name:

Date:

Word Count 172 Level 14

|  |   |   |                                    |                                      |                     |           |      |       |            |
|--|---|---|------------------------------------|--------------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 9 errors  | text is easy<br>95% - 100%         |                                      |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 10 - 23 errors  | text is instructional<br>87% - 94% |                                      |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 24 + errors   | text is difficult<br>86% or lower  |                                      |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                      |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate</b><br/>Ratio</td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate</b><br>Ratio | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate</b><br>Ratio                   | $\frac{E + SC}{SC}$                                     |   |                                    |                                      |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                      |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                      |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                      |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                      |                     |           |      |       |            |

|  |   |  |   |  |   |  |                                    |  |  |  |
|--|---|--|---|--|---|--|------------------------------------|--|--|--|
| <b>Comprehension Literal</b>             | <b>Comprehension Inferential</b>                        | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>Comprehension Score</b></td> </tr> <tr> <td colspan="2" style="text-align: center;">7-8 correct/partially correct very good</td> </tr> <tr> <td colspan="2" style="text-align: center;">5-6 correct/partially correct good</td> </tr> <tr> <td colspan="2" style="text-align: center;">0-4 correct/partially correct needs help</td> </tr> </table> | <b>Comprehension Score</b>                              |  | 7-8 correct/partially correct very good |  | 5-6 correct/partially correct good |  | 0-4 correct/partially correct needs help |  |
| <b>Comprehension Score</b>               |   |  |   |  |   |  |                                    |  |  |  |
| 7-8 correct/partially correct very good  |   |  |   |  |   |  |                                    |  |  |  |
| 5-6 correct/partially correct good       |   |  |   |  |   |  |                                    |  |  |  |
| 0-4 correct/partially correct needs help |   |  |   |  |   |  |                                    |  |  |  |
| Number correct                           | <input style="width: 50px; height: 25px;" type="text"/> | Number correct   | <input style="width: 50px; height: 25px;" type="text"/> |  |   |  |                                    |  |  |  |
| Number partially correct                 | <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct   | <input style="width: 50px; height: 25px;" type="text"/> |  |   |  |                                    |  |  |  |
| Number incorrect                         | <input style="width: 50px; height: 25px;" type="text"/> | Number incorrect   | <input style="width: 50px; height: 25px;" type="text"/> |  |   |  |                                    |  |  |  |

|                                       |  |        |          |           |          |
|---------------------------------------|--|--------|----------|-----------|----------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |        |          |           |          |
| <i>Reads fluently with expression</i> | <input style="width: 50px; height: 25px;" type="text"/>  |        | February | July      | December |
| <i>Reads with moderate fluency</i>    | <input style="width: 50px; height: 25px;" type="text"/>  | Year 2 | N/A      | 34 - 64   | 65 +     |
| <i>Reads slowly - word by word</i>    | <input style="width: 50px; height: 25px;" type="text"/>  | Year 3 | 66 - 89  | 90 - 108  | 109 +    |
|                                       |  | Year 4 | 97 - 109 | 110 - 128 | 129 +    |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Girls' and Boys' Toys

Level: 14.3      Word Count: 176

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>why, today, now, more, than</i><br>Spelling: <i>why, today, now, more, than</i> |
| New Word    | were  |
| Quick Read  | After the Accident (13.4)<br>The Very Big Storm (14.1)                                      |
| Quick Check | Ostriches (14.2)  |
| Quick Write | <i>Big birds can stir up more dirt than a rabbit.</i>                                       |
| New Skill   | Vowel diphthong - oy  |
| New Book    | Girls' and Boys' Toys   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *why, today, now, more, than*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *why, today, now, more, than*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *were*.
- Hold up the *were* word card for the students to see.
- Have them read the word together.
- Have the students write *were* in the air with their fingers while still looking at the card.
- Have them write *were* on the floor or table with their fingers.
- Have them write *were* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *After the Accident* and *The Very Big Storm*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Ostriches*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Ostriches* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What are two ways you can tell the difference between male and female ostriches?  
On what parts of their body do ostriches not have feathers?  
How fast can an ostrich run?  
How many eggs might a female ostrich lay?*

#### Inferential

*Can you retell the main facts in this book in three sentences?  
What body parts do ostriches and people share?  
How does relating ostriches to men and cars help you understand how fast they run?  
How do ostriches cope with heat?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Big birds can stir up more dirt than a rabbit.*
  - Remind the students that they know how to spell *can*, *more*, and *than*.
  - Remind them that they know how to listen for the sounds in short words like *big*, and *up*, and that they know the letter combinations to write.
  - Remind them that they know the letter combination to spell *birds*, *stir* and *dirt*.
  - Remind the students that they know how to break two syllable word like *rabbit* into syllables to help with spelling. Have the students say *rabbit* slowly. Say *rabbit* with them emphasizing the first syllable *rab*.
  - Invite a volunteer to tell you how to spell *rab*. Write *rab* on the board.
  - Invite the students to say *rabbit* again. Emphasize the second syllable *bit* as you say it with them. Tell the students that they know how to spell *bit* so they will be able to complete *rabbit* by themselves.
  - Dictate the sentence again and invite the students to start writing.
  - Work with individual students as necessary.
- 
- If the students had trouble *can*, *more*, or *than*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
  - If the students have trouble with *birds*, *stir* or *dirt*, revise the *ir* spelling pattern.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write the letters *oy* on the board.
- Explain to the students that when they see these letters together they make an / *oy* / sound as in *boy*.
- Say *boy* again and ask the students to listen for the / *oy* / sound.
- Write *boy* on the board.
- Invite a volunteer to circle the letters that make the / *oy* / sound.
- Say *Roy*. Ask the students to listen for the / *oy* / sound as you say the word again.
- Write *Roy* on the board.
- Invite a volunteer to circle the letters that makes the / *oy* / sound.
- Write the following words on the board and have the students read them: *coy, joy, soy, toy, ploy*. Invite a volunteer to circle what is the same in each word.
- Explain to the students that when they learn to look for and use *oy* they will be able to read and spell many more words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Girls' and Boys' Toys*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out about some toys that girls and boys played with a long time ago. Some of the toys are similar to the toys that you play with today.*
- Discuss the cover photo. Tell the students that this photo shows children playing with small blocks. People as old as their grandparents also played with wooden blocks like these.
- Have the students turn to the title page and look at the photo. What are these children doing? Did grandparents have toys like this?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Some young children play with plastic skittles like these. They roll a ball at the skittles and see how many they can knock down. In the past skittles were made of wood. Today some children go to a bowling alley and knock down the pins. Pins in a bowling alley are like skittles. A remote-controlled boat is one that you can make go from a way off. It's like using the remote to turn the TV on and off. In the past children made paper boats. Some children make paper boats today. Children play marbles today the same way as they did in the past. In the past children didn't have race cars with engines. They had wagons or carts that someone had to pull or they had to go up a hill and ride down.*

- Discuss the glossary on page 12. Read the definitions with the students to ensure understanding.
  - Tell the students that there are some words in this book that have /oy/ in them. They should look for the words with oy in them to help them as they read.
  - Tell them also that the new word *were* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *were* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 2 and find and read *boys* and *toys*.
  - Have students turn to page 8 and find and read the words with oy in them. They should find *toys* and *boys*.
  - Have students turn to page 10 and find and read the words with oy in them. They should find *toy* and *boys*.
  - Have the students go through the book looking for *were* and rereading the sentences with *were* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Girls' and Boys' Toys* again.
- Read and re-read *Girls' and Boys' Toys* using the audio and/or e - version.
- Re-read *After the Accident*, *The Very Big Storm*, and *Ostriches*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Ostriches  
Intervention Level: 14.2  
Word count: 174  
New phonic skill: **ir**  
New high-frequency word: **than**

Key  
**New decodable**  
Previously taught decodable and/or word family  
New high-frequency  
Previously taught high-frequency  
Accessible from context and/or photos

2/3

The largest bird in the world  
is an ostrich.  
An ostrich is taller than a man.  
It has long legs and a long neck.  
Male ostriches have black feathers  
with white tips.  
Female ostriches are silver-brown.  
They are smaller than male ostriches.  
Ostriches don't have feathers  
on their legs or their neck and head.

4/5

Ostriches use their long legs  
to run very fast.  
They can run faster than a man.  
They can run faster than some cars.  
They run away from their enemies.  
Ostriches use their long legs  
to fight, too.  
They kick with their long legs  
when they fight.

6/7

Most birds can fly, but ostriches cannot.

They are too big.

They use their large wings to keep cool.

They use their large wings to shade their chicks from the sun.

8/9

Ostriches keep cool by having a dust bath, too.

They lie on the dirt.

They stir up the dirt.

Dust flies all over the place.

10/11

Ostriches are the largest birds and they lay the largest eggs.

Ostrich eggs are larger than chicken eggs.

### Comprehension Questions

#### Literal

*What are two ways you can tell the difference between male and female ostriches?*

*On what parts of their body do ostriches not have feathers?*

*How fast can an ostrich run?*

*How many eggs might a female ostrich lay?*

#### Inferential

*Can you retell the main facts in this book in three sentences?*

*What body parts do ostriches and people share?*

*How does relating ostriches to men and cars help you understand how fast they run?*

*How do ostriches cope with heat?*

# Data Point Sheet

Ostriches

Name:

Date:

Word Count 174 Level 14

|  |                      |                                   |                                    |
|--|----------------------|-----------------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input type="text"/> | 0 - 9 errors                      | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |                      | 10 - 23 errors                    | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input type="text"/> | 24+ errors                        | text is difficult<br>86% or lower  |
| <i>Green</i> previously taught skills or word families | <input type="text"/> |                                   |                                    |
| <i>Blue</i> new high-frequency words                   | <input type="text"/> |                                   |                                    |
| <i>Pink</i> previously taught high-frequency words     | <input type="text"/> |                                   |                                    |
| <i>Brown</i> words accessible from content or context  | <input type="text"/> |                                   |                                    |
|  |                      | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$                |
|  |                      | 1:3 - 1:6                         | good                               |
|  |                      | 1:7 +                             | needs help                         |

|                              |                      |                                  |                      |   |
|------------------------------|----------------------|----------------------------------|----------------------|---|
| <b>Comprehension Literal</b> |                      | <b>Comprehension Inferential</b> |                      | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number correct               | <input type="text"/> | Number correct                   | <input type="text"/> |   |
| Number partially correct     | <input type="text"/> | Number partially correct         | <input type="text"/> |   |
| Number incorrect             | <input type="text"/> | Number incorrect                 | <input type="text"/> |   |

|                                       |                      |  |          |           |          |
|---------------------------------------|----------------------|--|----------|-----------|----------|
| <b>Fluency</b>                        |                      | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |          |           |          |
| <i>Reads fluently with expression</i> | <input type="text"/> |  | February | July      | December |
| <i>Reads with moderate fluency</i>    | <input type="text"/> | Year 2   | N/A      | 34 - 64   | 65 +     |
| <i>Reads slowly - word by word</i>    | <input type="text"/> | Year 3   | 66 - 89  | 90 - 108  | 109 +    |
|                                       |                      | Year 4   | 97 - 109 | 110 - 128 | 129 +    |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Mashed, Baked, Fried

Level: 14.4    Word Count: 176

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>today, now, more, than, were</i><br>Spelling: <i>today, now, more, than, were</i> |
| New Word    | people  |
| Quick Read  | The Very Big Storm (14.1)<br>Ostriches (14.2)   |
| Quick Check | Girls' and Boys' Toys (14.3)  |
| Quick Write | <i>Skittles were toys that boys and girls used to play with.</i>                              |
| New Skill   | Vowel diphthong - oi  |
| New Book    | Mashed, Baked, Fried  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *today, now, more, than, were*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *today, now, more, than, were*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *people*.
- Hold up the *people* word card for the students to see.
- Have them read the word together.
- Have the students write *people* in the air with their fingers while still looking at the card.
- Have them write *people* on the floor or table with their fingers.
- Have them write *people* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Ostriches* and *The Very Big Storm*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Girls' and Boys' Toys*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Girls' and Boys' Toys* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What can you do today that is like playing skittles?*

*What three things did toy boats used to be made of?*

*What two things have marbles been made of?*

*What can children have today instead of a wagon?*

#### Inferential

*What does in the past mean?*

*Why do you think toys are made of different materials today?*

*What toys do you have today that girls and boys in the past didn't have?*

*Why do you think the author wrote this book?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Skittles were toys that boys and girls used to play with.*
- Remind the students that they know how to spell *were*, *and*, *that*, *used*, *to* and *with*. Point out that they need to add a *d* to the end of *use*.
- Remind them that they know how to listen for the sounds in short words like *girls*, *toys*, *boys* and *play*, and that they know the letter combinations to write.
- Revise changing the first letter of a known word to help spell a new word.
- Write *little* on the board. Have the students read the word.
- Ask them what word in the sentence rhymes with *little*.
- Invite the students to say what they need to do to change *little* into *skittle*.
- Have them say what they need to do to make *skittle* into *skittles*.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble *were*, *and*, *that*, *used*, *to* or *with*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *girls*, *toys*, *boys* or *play*, revise the appropriate spelling pattern.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write the letters *oi* on the board.
- Explain to the students that when they see these letters together they make the same sound as the *oy* in *boy*.

- Say *boil* and ask the students to listen for the /oi/ sound.
- Write *boil* on the board.
- Invite a volunteer to circle the letters that make the /oi/ sound.
- Say *coin*. Ask the students to listen for the /oi/ sound as you say the word again.
- Write *coin* on the board.
- Invite a volunteer to circle the letters that makes the /oi/ sound.
- Write the following words on the board and have the students read them: *coil, spoil, join, hoist*. Invite a volunteer to circle what is the same in each word. Write *f\_\_l, br\_\_l, l\_\_n, gr\_\_n, m\_\_st* on the board. Invite volunteers to complete a word and read the word they completed.
- Explain to the students that when they learn to look for and use *oi* as well as *oy* they will be able to read and spell many more words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Mashed, Baked, Fried*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out about some different ways to cook potatoes.*
- Discuss the cover photo. Tell the students that this is a baked potato. It was wrapped in foil and baked on the barbecue. When it was soft, someone unwrapped the foil, then cut the potato and put cheese, sour cream, and chives on the top.
- Have the students turn to the title page and look at the photo. What other way do they know that you can cook potatoes from looking at this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *These people are cooking their potatoes under the sack in the pit that they dug. Most people put salt in the water when they boil potatoes. You have to drain the water off when the potatoes are cooked. Sometimes people mash boiled potatoes when they are cooked. Other times they let the potatoes cool, cut them up and add mayonnaise to make potato salad.*
- Discuss the menu on page 12. Tell the students that they can see menus at restaurants. Menus list the food so that you can choose the meal you want. Read the menu with the students.
- Tell the students that there are some words in this book that have /oi/ in them. They should look for the words with *oi* in them to help them as they read.
- Tell them also that the new word *people* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *people* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have students turn to page 4 and find and read *oil* and *foil*.
  - Have students turn to page 6 and find and read the words with *oi* in them. They should find *oil* and *spoil*.
  - Have students turn to page 10 and find and read the word with *oi* in it. They should find *boiled*.
  - Have the students go through the book looking for *people* and rereading the sentences with *people* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Mashed, Baked, Fried* again.
- Read and re-read *Mashed, Baked, Fried* using the audio and/or e - version.
- Re-read *The Very Big Storm, Ostriches, and Girls' and Boys' Toys*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Girls' and Boys' Toys

**Intervention Level:** 14.3

**Word count:** 173

**New phonic skill:** oy

**New high-frequency word:** were

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Boys have always played with toys.

Girls have, too.

Some of the toys that boys and girls play with today,  
are the same as the toys boys and girls played with  
a long time ago.

4/5

Boys and girls have always played with skittles.

In the past, skittles were made of wood.

Now they are made of plastic.

Today, boys and girls can go bowling.

Bowling is like playing skittles.

6/7

Boys and girls have always played with toy boats.

In the past, toy boats were made of wood, paper and shells.

Boys and girls still make toy boats of wood and paper, today.

But today, boys and girls can play with remote-controlled boats.

8/9

Marbles are toys that boys and girls have always played with.

In the past, marbles were made of clay.

Today, most marbles are made of glass.

10/11

Boys and girls have always played with toy wagons.

In the past, some of the wagons were made out of wood.

Today, some boys and girls race cars.

They race their cars on a track.

## Comprehension Questions

### Literal

*What can you do today that is like playing skittles?*

*What three things did toy boats used to be made of?*

*What two things have marbles been made of?*

*What can children have today instead of a wagon?*

### Inferential

*What does in the past mean?*

*Why do you think toys are made of different materials today?*

*What toys do you have today that girls and boys in the past didn't have?*

*Why do you think the author wrote this book?*

# Data Point Sheet

Girls' and Boys' Toys

Name:

Date:

Word Count 173 Level 14

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 0 - 9 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 10 - 23 errors  | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> | 24+ errors  | text is difficult<br>86% or lower  |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate Ratio</b></td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|                              |                                  |   |
|------------------------------|----------------------------------|---|
| <b>Comprehension Literal</b> | <b>Comprehension Inferential</b> |   |
| Number correct               | Number correct                   | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number partially correct     | Number partially correct         |   |
| Number incorrect             | Number incorrect                 |   |

|                                       |  |        |          |           |          |
|---------------------------------------|--|--------|----------|-----------|----------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |        |          |           |          |
| <i>Reads fluently with expression</i> | <input style="width: 50px; height: 25px;" type="text"/>  |        | February | July      | December |
| <i>Reads with moderate fluency</i>    | <input style="width: 50px; height: 25px;" type="text"/>  | Year 2 | N/A      | 34 - 64   | 65 +     |
| <i>Reads slowly - word by word</i>    | <input style="width: 50px; height: 25px;" type="text"/>  | Year 3 | 66 - 89  | 90 - 108  | 109 +    |
|                                       |  | Year 4 | 97 - 109 | 110 - 128 | 129 +    |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**

# Quick60 Lesson Plans

## Set I

### Intervention Levels I3.I - I4.4

|                            |    |
|----------------------------|----|
| Stinky Skunks.....         | 3  |
| Why Does a Frog?.....      | II |
| A Day on the Farm.....     | I9 |
| After the Accident.....    | 27 |
| The Very Big Storm.....    | 35 |
| Ostriches.....             | 43 |
| Girls' and Boys' Toys..... | 5I |
| Mashed, Baked, Fried.....  | 59 |

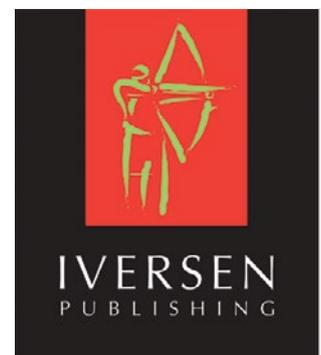
Permission is given to copy these lesson plans for use with the Quick60 Programme

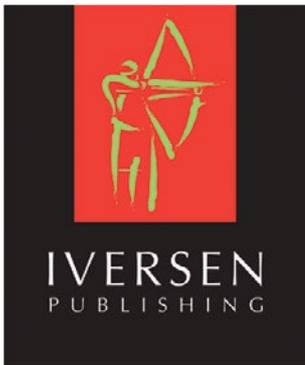
Lesson Plans Set 1 Levels 13 - 14 © Iversen Publishing

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# Quick60

**Set I**

**Intervention Level I5.I-I5.4**

**Lesson Plans  
Colour-Coded Check Sheets  
Data Point Sheets**

Quick60 Lesson Plans,  
Colour-Coded Check Sheets  
and Data Point Sheets  
provide you with  
a comprehensive plan  
for each book  
as well as ongoing formative  
and summative assessment.



# Quick60 Lesson Plans – Set I Intervention Levels I5.I – I5.4

If you are starting your *Quick60 Programme* at Set 1 Level 15 with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

## **Lesson 1**

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Word – *keep*.

Introduce the New Skill – *ou*.

Introduce the New Book – *Baby in a Pouch*.

## **Lesson 2**

Use the Quick Quiz.

Introduce the New Word – *other*.

Use the Quick Check - Colour-Coded Check Sheet for *Baby in a Pouch*.

Use the Quick Write.

Introduce the New Skill – *ow*.

Introduce the New Book – *Wolves*.

## **Lesson 3**

Use the Quick Quiz.

Introduce the New Word – *sometimes*.

Use the Quick Read with *Baby in a Pouch*.

Use the Quick Check – Colour-Coded Check Sheet for *Wolves*.

Use the Quick Write.

Introduce the New Skill – *compound words*.

Introduce the New Book – *Breakfast*.

Follow the entire lesson plan from Day 4.



# Baby in a Pouch

Level: 15.1      Word Count: 187

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>now, more, than, were, people</i><br>Spelling: <i>now, more, than, were, people</i> |
| New Word    | keep  |
| Quick Read  | Ostriches (14.2)<br>Girls' and Boys' Toys (14.3)  |
| Quick Check | Mashed, Baked, Fried (14.4)   |
| Quick Write | <i>People fry potatoes in oil to make fries.</i>  |
| New Skill   | Vowel diphthong - ou  |
| New Book    | Baby in a Pouch   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *now, more, than, were, people*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *now, more, than, were, people*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

**Introduces a new high-frequency word into the reading and writing vocabulary**

- Tell the students that now they are going to learn a new word – *keep*.
- Hold up the *keep* word card for the students to see.
- Have them read the word together.
- Have the students write *keep* in the air with their fingers while still looking at the card.
- Have them write *keep* on the floor or table with their fingers.
- Have them write *keep* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

**Builds reading fluency, vocabulary and comprehension on connected text**

- Give each student a copy of the following books: *Ostriches* and *Girls' and Boys' Toys*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

**Monitors oral reading and checks on vocabulary and comprehension strategies**

- Give each student a copy of the book *Mashed, Baked, Fried*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Mashed, Baked, Fried* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*What can you put on baked potatoes before you eat them?*

*How do you fry potatoes?*

*What happens if you leave fries cooking too long?*

*How do you make potato salad?*

#### Inferential

*Where would you be if you were offered a choice of potatoes cooked in different ways?*

*Why do restaurants have menus?*

*Which way of cooking potatoes is the easiest? Why?*

*Which potatoes do you like the best? Why?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*People fry potatoes in oil to make fries.*
- Remind the students that they know how to spell *people*, *in* and *to*.
- Remind them that they know how to listen for the sounds in short words like *fry*, *oil*, and *make*, and that they know the letter combinations to write. Remind them that *fry* and *my* sound alike and look alike. Remind them also that they need to change the *y* to *i* when they are writing *fries*.
- Revise breaking a multisyllabic word into syllables to help with spelling.
- Say *potato* slowly clapping the syllables *po-ta-to*.
- Have the students clap as they say *po-ta-to*. Make sure they clap three times.
- Invite a student to say what letters they need to write for the first syllable *po*. Write *po* on the board.
- Have them say *potato* again listening for the sounds in the second syllable.
- Invite a student to say what letters they need to write for the second syllable *ta*. Praise any student who says *tay*, but point out in this word the long /a / sound is made just by an *a*.
- Have them say *potato* again listening for the sounds in the last syllable.
- Invite a student to say what letters they need to write for the last syllable *to*. Praise any student who says *toe*, or *toa* but point out in this word the long / o / sound is made just by an *o*.
- Tell the students that to make *potato* into *potatoes*, they have to add *es* not just *s*.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *people*, *in* or *to*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

- If the students have trouble with *fry*, *oil*, *make* or *chips*, revise the appropriate spelling pattern.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards **Hound**, **Mouse** and **Trout** to introduce or reinforce this skill.

- Write the letters *ou* on the board.
- Explain to the students that when they see these letters together they make the /ou/ sound as the word *out*.
- Say *loud* and ask the students to listen for the /ou/ sound.
- Write *loud* on the board.
- Invite a volunteer to circle the letters that make the /ou/ sound.
- Say *mouse*. Ask the students to listen for the /ou/ sound as you say the word again.
- Write *mouse* on the board.
- Invite a volunteer to circle the letters that makes the /ou/ sound.
- Write the following words on the board and have the students read them: *bounce*, *couch*, *found*, *hour*, *lout*, *mouth*, *shout*. Invite a volunteer to circle what is the same in each word. Write *p\_\_ch*, *cr\_\_ch*, *cl\_\_d*, *p\_\_nce*, *b\_\_nd*, *s\_\_nd*, *gr\_\_nd*, *h\_\_se*, *sn\_\_t*, *tr\_\_t* on the board. Invite volunteers to complete a word and read the word they completed.
- Explain to the students that when they learn to look for and use *ou* they will be able to read and spell many more words.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Baby in a Pouch*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out some things about kangaroo babies.*
- Discuss the cover photo. Tell the students that this is a baby kangaroo called a joey. It is in its mother's pouch. All you can see is its head looking out.
- Have the students turn to the title page and look at the photo. What else can they say about baby kangaroos from looking at this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Kangaroos are mammals like dogs, cats and people. Their babies are born alive and they drink their mother's milk. Baby kangaroos are very tiny when they are born. They climb up into their mother's pouch and stay there while they grow. They are about five months old when they start to look out.*

Soon after that, the joey gets out of the pouch for part of the day. Then it gets back in again. Kangaroos bound over the ground. They use their strong back legs and tail to help them bound.

- Discuss the glossary on page 12. Read the glossary with the students to firm up understanding.
- Tell the students that there are some words in this book that have /ou/ in them. They should look for the words with *ou* in them to help them as they read.
- Tell them also that the new word *keep* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *keep* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
  
- Check comprehension by asking the student to retell the main points.
- Have students turn to page 4 and find and read *pouch, mouth, around, bounds, ground*.
- Have students turn to page 6 and find and read the words with *ou* in them. They should find *about* and *pouch*.
- Have students turn to page 10 and find and read the words with *ou* in them. They should find *pouch*.
- Have the students go through the book looking for *keep* and rereading the sentences with *keep* in them.
  
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Baby in a Pouch* again.
- Read and re-read *Baby in a Pouch* using the audio and/or e - version.
- Re-read *Ostriches, Girls' and Boys' Toys, and Mashed, Baked, Fried*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Mashed, Baked, Fried

Intervention Level: 14.4

Word Count: 176

New phonic skill: oi

New high frequency word: people

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Lots of people eat potatoes.

People cook them in a pot.

People cook them on a stove.

Some people cook them

in the ground.

You can cook potatoes, too.

4/5

You can bake potatoes.

Rub the potatoes with a little oil.

Wrap them in foil.

Bake them in the oven.

Bake them until they are soft.

Unwrap the foil.

Eat your baked potato

with sour cream and cheese.

6/7

You can fry potatoes.

Peel the potatoes and cut them up.

Heat some oil until it is very hot.

Fry the potatoes in the hot oil.

They turn brown when they are cooked.

Do not leave them too long or they will spoil.

8/9

You can boil potatoes.

Peel the potatoes and put them in a pot.

Put in some water and a little salt.

Put the pot on the stove.

Bring the water to the boil.

Boil the potatoes until they are soft.

Drain off the water.

Mash the potatoes.

Eat them with butter.

10/11

You can make a potato salad  
with boiled potatoes.

Dice them.

Toss them in mayonnaise.

### Comprehension Questions

Literal

*What can you put on baked potatoes before you eat them?*

*How do you fry potatoes?*

*What happens if you leave fries cooking too long?*

*How do you make potato salad?*

Inferential

*Where would you be if you were offered a choice of potatoes cooked in different ways?*

*Why do restaurants have menus?*

*Which way of cooking potatoes is the easiest?*

*Why?*

*Which potatoes do you like the best? Why?*

# Data Point Sheet

Mashed, Baked, Fried

Name:

Date:

Word Count 176 Level 14

|  |   |   |                                    |                                   |                     |           |      |       |            |
|--|---|---|------------------------------------|-----------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 9 errors  | text is easy<br>95% - 100%         |                                   |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 10 - 23 errors  | text is instructional<br>87% - 94% |                                   |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 24+ errors  | text is difficult<br>86% or lower  |                                   |                     |           |      |       |            |
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| <b>Self Correction Rate Ratio</b>                      | $\frac{E + SC}{SC}$                                     |   |                                    |                                   |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                   |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                   |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                   |                     |           |      |       |            |

|                                 |                                  |   |                            |  |                                 |           |                                 |      |                                 |            |
|---------------------------------|----------------------------------|---|----------------------------|--|---------------------------------|-----------|---------------------------------|------|---------------------------------|------------|
| <b>Comprehension Literal</b>    | <b>Comprehension Inferential</b> |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number correct                  | Number correct                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct / partially correct | very good | 5-6 correct / partially correct | good | 0-4 correct / partially correct | needs help |
| <b>Comprehension Score</b>      |                                  |   |                            |  |                                 |           |                                 |      |                                 |            |
| 7-8 correct / partially correct | very good                        |   |                            |  |                                 |           |                                 |      |                                 |            |
| 5-6 correct / partially correct | good                             |   |                            |  |                                 |           |                                 |      |                                 |            |
| 0-4 correct / partially correct | needs help                       |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number partially correct        | Number partially correct         |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number incorrect                | Number incorrect                 |   |                            |  |                                 |           |                                 |      |                                 |            |

|                                |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|--------------------------------|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>                 | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads fluently with expression | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|                                |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2                         |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3                         | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4                         | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads with moderate fluency    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Reads slowly - word by word    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Wolves

Level: 15.2      Word Count: 177

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>more, than, were, people, keep</i><br>Spelling: <i>more, than, were, people, keep</i> |
| New Word    | other   |
| Quick Read  | Girls' and Boys' Toys (14.3)<br>Mashed, Baked, Fried (14.4)                                       |
| Quick Check | Baby in a Pouch (15.1)  |
| Quick Write | <i>Kangaroos keep their baby in their pouch as they bound along.</i>                              |
| New Skill   | Vowel diphthong - ow  |
| New Book    | Wolves  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *more, than, were, people, keep*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *more, than, were, people, keep*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *other*
- Hold up the *other* word card for the students to see.
- Have them read the word together.
- Have the students write *other* in the air with their fingers while still looking at the card.
- Have them write *other* on the floor or table with their fingers.
- Have them write *other* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Mashed*, *Baked*, *Fried* and *Girls' and Boys' Toys*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Baby in a Pouch*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along, not to call out if the reader makes a mistake.
- Use the *Baby in a Pouch* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

- How small is a new-born kangaroo?*
- What stops the baby falling out of the pouch?*
- When does the baby get fur?*
- What do baby kangaroos eat?*

#### Inferential

- Why do you think baby kangaroos stay in their mother's pouch after they can eat grass?*
- What helps kangaroos bound across the ground?*
- What have you learned about kangaroos from reading this book?*
- What other animals do kangaroos remind you of? Why?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Kangaroos keep their baby in their pouch as they bound along.*
- Remind the students that they know how to spell *keep*, *their*, *they* and *in*.
- Remind them that they know the letters that make the /ou/ sound in *pouch* and *bound*.
- Remind them that they know the letters that make the /ng/ sound on the end of *along*. They also know the /ch/ sound on the end of *pouch*.
- Remind them that they know the letter that makes the long e sound on the end of *baby*.
- Revise breaking a multisyllabic word into syllables and hearing sounds in words task to help with spelling.
- Say *kangaroo* while clapping the three syllables, *kan - ga - roo*. Have the students clap the syllables with you.
- Draw eight boxes on the board.
- Have the students say *kangaroo* and clap the syllables again. Then invite a volunteer to fill in the letters of the first syllable, *kan*.  

|   |   |   |  |  |  |  |  |
|---|---|---|--|--|--|--|--|
| k | a | n |  |  |  |  |  |
|---|---|---|--|--|--|--|--|
- Have the students say *kangaroo* and clap the syllables again. Then invite a volunteer to fill in the letters of the second syllable, *ga*.  

|   |   |   |   |   |  |  |  |
|---|---|---|---|---|--|--|--|
| k | a | n | g | a |  |  |  |
|---|---|---|---|---|--|--|--|
- Have the students say *kangaroo* and clap the syllables again. Then invite a volunteer to fill in the letters of the last syllable, *roo*.  

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| k | a | n | g | a | r | o | o |
|---|---|---|---|---|---|---|---|
- Remind them that when they write *kangaroos* in their sentence, they will need to add an *s* to make *kangaroo* plural.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *keep*, *their*, *they* or *in*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

- If the students have trouble with *baby*, *pouch*, or *bound*, revise the appropriate spelling pattern.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards

**Cow** and **Owl** to introduce or reinforce this skill.

- Write the letters *ow* on the board. Explain to the students that when they see these letters together they make the same sound in some words as the *ou* spelling in *bound*, *ground* and *pouch*.
- Say *crown*. Ask the students to listen for the /ow/ sound as you say the word *crown* again.
- Write *crown* on the board.
- Invite a volunteer to circle the letters that makes the /ow/ sound.
- Say *flower*. Ask the students to listen for the /ow/ sound as you say the word again.
- Write *flower* on the board.
- Invite a volunteer to circle the letters that makes the /ow/ sound.
- Remind the students that not all words with the *ow* spelling sound like *crown*.
- Write the following words on the board and invite volunteers to read them: *now*, *know*, *how*, *crow*, *flow*, *mow*, *cow*.
- Write *bow* and *row* on the board.
- Explain to the students that some words with the *ow* spelling can be pronounced both ways. How you pronounce the word will depend on its meaning.
- Invite the students to give you a sentence with each of the words in it to show its meaning.

## New Book

### Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Wolves*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out some more things about wolves.*
- Discuss the cover photo. Tell the students that they can infer some things about wolves from this photo. For example they have big teeth, and they look ferocious.
- Have the students turn to the title page and look at the photo. Have them say what else they can infer about wolves from this photo.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *A pack is a group. You also call a group of dogs a pack. Not all groups of animals are called packs. You call a group of sheep, a flock. You call a group of cows a herd. When an animal prowls, it moves very quietly and slowly looking for food. The breeding season is the time of year when animals mate and have their young.*

- Read the index with the students. Ask which page they would turn to, to find out about wolves' prey.
  - Tell the students that there are some words in this book that have *ow* in them. They should look for the words with *ow* in them to help them as they read.
  - Tell them also that the new word *other* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *other* word card to remind students.
  - Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.
- 
- Check comprehension by asking the students to retell the main points.
  - Have the students turn to page 4 and find and read the words with the / *ow* / sound. Remind them to look for *ou* as well as *ow* spellings. They should find *prowl*, *around* and *pounce*.
  - Have them turn to page 6 and find and read *howl*.
  - Have students turn to page 10 and find and read the words with *ow* in them. They should find *growl* and *howl*.
  - Have the students go through the book looking for *other* and rereading the sentences with *other* in them.
- 
- Invite the students to read the book again with a partner.
  - Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Wolves* again.
- Read and re-read *Wolves* using the audio and/or e - version.
- Re-read *Girls' and Boys' Toys*, *Mashed*, *Baked*, *Fried*, and *Baby in a Pouch*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

**Title:** Baby in a Pouch

**Intervention Level:** 15.1

**Word count:** 187

**New phonic skill:** ou

**New high-frequency word:** keep

## Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Did you know that kangaroos are mammals?

Mammal babies are born alive.

Look at these kangaroos.

One of them has a baby.

Can you tell which one it is?

No, you cannot.

You cannot see the baby.

It is smaller than a mouse.

4/5

Kangaroos keep their baby in a pouch.

The pouch keeps the baby safe.

The baby has no fur.

It cannot see.

It drinks milk inside the pouch.

It puts its mouth around its mother's teat.

The teat keeps the baby in place as the mother bounds over the ground.

6/7

When it is about five months old,  
The baby pokes its head out of the pouch.  
The baby is still small.  
It has fur.  
It can see.  
But the pouch still keeps it safe.

8/9

The baby grows and grows in the mother's pouch.  
It still drinks milk but it starts to eat grass, too.  
When the mother bends down to eat, the baby eats, too.

10/11

As the baby gets bigger it comes out of the pouch.  
It stays by its mother.  
It still drinks her milk.  
Then it goes back into the pouch to sleep.

### Comprehension Questions

#### Literal

*How small is a new-born kangaroo?  
What stops the baby falling out of the pouch?  
When does the baby get fur?  
What do baby kangaroos eat?*

#### Inferential

*Why do you think baby kangaroos stay in their mother's pouch after they can eat grass?  
What helps kangaroos bound across the ground?  
What have you learned about kangaroos from reading this book?  
What other animals do kangaroos remind you of?  
Why?*

# Data Point Sheet

Baby in a Pouch

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Word Count** 187    **Level** 15

|   |   |                                   |                                    |
|---|---|-----------------------------------|------------------------------------|
| <b>Number of Errors</b>                                       | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 10 errors                     | text is easy<br>95% - 100%         |
| <b>Type of Error</b>  |   | 11 - 24 errors                    | text is instructional<br>87% - 94% |
| <i>Red</i> <i>new decodable skills</i>                        | <input style="width: 50px; height: 25px;" type="text"/> | 25 + errors                       | text is difficult<br>86% or lower  |
| <i>Green</i> <i>previously taught skills or word families</i> | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
| <i>Blue</i> <i>new high-frequency words</i>                   | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
| <i>Pink</i> <i>previously taught high-frequency words</i>     | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
| <i>Brown</i> <i>words accessible from content or context</i>  | <input style="width: 50px; height: 25px;" type="text"/> |                                   |                                    |
|   |   | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$                |
|   |   | 1:3 - 1:6                         | good                               |
|   |   | 1:7 +                             | needs help                         |

|  |  |   |
|--|--|---|
| <b>Comprehension Literal</b>   | <b>Comprehension Inferential</b>   |   |
| Number correct <input style="width: 50px; height: 25px;" type="text"/>           | Number correct <input style="width: 50px; height: 25px;" type="text"/>           | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number partially correct <input style="width: 50px; height: 25px;" type="text"/> | Number partially correct <input style="width: 50px; height: 25px;" type="text"/> |   |
| Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         | Number incorrect <input style="width: 50px; height: 25px;" type="text"/>         |   |

|                                       |   |           |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---------------------------------------|---|-----------|----------|------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i> | <input style="width: 50px; height: 25px;" type="text"/>   |           |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i>    | <input style="width: 50px; height: 25px;" type="text"/>   |           |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i>    | <input style="width: 50px; height: 25px;" type="text"/>   |           |          |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
|                                       | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|                                       | February  | July      | December |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2                                | N/A   | 34 - 64   | 65 +     |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3                                | 66 - 89   | 90 - 108  | 109 +    |      |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4                                | 97 - 109  | 110 - 128 | 129 +    |      |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Breakfast

Level: 15.3      Word Count: 193

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>than, were, people, keep, other</i><br>Spelling: <i>than, were, people, keep, other</i> |
| New Word    | sometimes   |
| Quick Read  | Mashed, Baked, Fried (14.4)<br>Baby in a Pouch (15.1)   |
| Quick Check | Wolves (15.2)   |
| Quick Write | <i>Cubs bark and growl at each other.</i>   |
| New Skill   | Compound words  |
| New Book    | Breakfast   |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *than, were, people, keep, other*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *than, were, people, keep, other*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *sometimes*.
- Hold up the *sometimes* word card for the students to see.
- Have them read the word together.
- Have the students write *sometimes* in the air with their fingers while still looking at the card.
- Have them write *sometimes* on the floor or table with their fingers.
- Have them write *sometimes* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Mashed*, *Baked*, *Fried* and *Baby in a Pouch*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Wolves*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Wolves* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

Literal

*Describe what a wolf looks like.*

*How do wolves kill their prey?*

*What do wolves do together in a pack?*

*How long do wolf cubs stay in the den?*

Inferential

*What are some reasons that wolves live in packs?*

*What are some other meanings of the word pack?*

*What other animals do you know that have their babies in a den?*

*What other baby animals do you know that are called pups?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Cubs bark and growl at each other.*
- Remind the students that they know how to spell *and*, *at* and *other*.
- Remind them that they know how to listen for the sounds in short words like *cubs*.
- Remind them that they know the letters that make the /ow/ sound in *growl*.
- Remind them that they know the letters that make the /ea/ and /ch/ sounds in *each*. They know that even though *each* has only two sounds, it has four letters.
- Remind them also that they know the letters that makes the long /ar/ sound in *bark*.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *and*, *at* or *other*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *growl*, *each*, or *bark*, revise the appropriate spelling pattern.

## New Skill

### Teaches new phonic skills explicitly and systematically

- Write *breakfast* on the board. Explain to the students that *breakfast* is a compound word, that is, two shorter words make up *breakfast*. The words are *break* and *fast*. Explain that when you fast you don't eat. When you eat your first meal of the day, you break your fast because you haven't eaten all through the night. That's why the first meal of the day is called breakfast.
- Remind the students that they have been breaking compound words into two little words in writing to help them with their spelling.

Now they are going to look for compound words to help them with new words when they are reading.

- Say *into* and write it on the board.
- Invite a volunteer to say which two little words are in *into*, and come and circle them on the board.
- Say *outside* and write it on the board. Invite a volunteer to circle the two little words in *outside*.
- Write the following words on the board and invite volunteers to read them and say which two words make up the compound words: *afternoon, airport, backbone, bedroom, cannot, checkout, cleanup, daytime, football, goldfish, haircut, himself, homework, lipstick, maybe, myself, network, popcorn, seagull, softball, today, upset, windmill*.
- Invite the students to give you a sentence with one of the compound words in it to show its meaning.

## New Book

**Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text**

- Give each student a copy of the book *Breakfast*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out some things that different people in different countries eat for breakfast.*
- Discuss the cover photo. Tell the students that this breakfast is bacon, eggs and toast. They should think about what they eat for breakfast. Is it the same or different from this?
- Have the students turn to the title page and look at the photo. Have them say what this breakfast is and how it is the same or different from what they eat.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *These boys are eating cornflakes for breakfast. Cornflakes are cereal. They are made from corn. Some people in Mexico eat burritos for breakfast. A burrito is a bit like a sandwich but Mexicans use a warm tortilla instead of bread. A tortilla is made of flour. Some people in Korea eat vegetables for breakfast. They may put the vegetables in a soup.*
- Read the chart on page 12 with the students. What else could they add to the chart that people eat for breakfast?
- Tell the students that there are some compound words in this book. They should look for the little words in the compound words to help them as they read.
- Tell them also that the new word *sometimes* that they learned earlier in the lesson is in this book. *Sometimes* is a compound word. Knowing this word will help them with their reading. Hold up the *sometimes* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 2 and find and read the compound words. They should find *today*, *breakfast*, *pancakes*, *cornflakes* and *sometimes*.
- Have them turn to page 4 and find and read *everything*. Have them say what the two words in *everything* are.
- Have students turn to page 6 and find and read the compound words. They should find *sometimes* and *breakfast*.
- Have the students go through the book looking for *sometimes* and rereading the sentences with *sometimes* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Breakfast* again.
- Read and re-read *Breakfast* using the audio and/or e - version.
- Re-read *Mashed*, *Baked*, *Fried*, *Baby in a Pouch*, and *Wolves*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Wolves

Intervention Level: 15.2

Word count: 177

New phonic skill: **ow**

New high-frequency word: **other**

Key

**New decodable**

Previously taught decodable and/or word family

**New high-frequency**

Previously taught high-frequency

Accessible from context and/or photos

2/3

Wolves **are** animals

**that look like** big dogs.

Most wolves **have** silver-brown fur.

**Other** wolves **have** black or white fur.

**They have** big teeth **and** yellow eyes.

4/5

Wolves live **in** packs.

**Some** packs have **four** wolves in them.

**Other** packs **are** bigger.

Wolves **hunt for** food **in** packs.

**They eat** sheep **and** goats.

**They also eat** pigs **and** deer.

**They prowl** around **looking for** prey.

**They pounce on their** prey **and** bite it.

**Their big teeth can** crush bones.

6/7

Wolves **howl** to let **other** wolves  
in the pack know where they are.  
They **howl** to keep **other** packs of wolves away.  
They **howl** in the breeding season.

8/9

You can hear wolves **howl** just before it gets dark.  
You can hear them **howl** at night, too.  
You can hear the **howls** a long way away.

10/11

Wolf pups are born in a den.  
They cannot see or hear.  
They stay in the den for about two months.  
Pups learn to bark when they want food.  
They learn to **growl** and **howl**.  
They **growl** when they are angry.  
They **howl** when they come out of the den.

## Comprehension Questions

### Literal

*Describe what a wolf looks like.  
How do wolves kill their prey?  
What do wolves do together in a pack?  
How long do wolf cubs stay in the den?*

### Inferential

*What are some reasons that wolves live in packs?  
What are some other meanings of the word pack?  
What other animals do you know that have their  
babies in a den?  
What other baby animals do you know that are  
called pups?*

# Data Point Sheet

Wolves

Name:

Date:

Word Count 177 Level 15

|  |                      |                                   |                                    |
|--|----------------------|-----------------------------------|------------------------------------|
| <b>Number of Errors</b>                                | <input type="text"/> | 0 - 10 errors                     | text is easy<br>95% - 100%         |
| <b>Type of Error</b>                                   |                      | 11 - 24 errors                    | text is instructional<br>87% - 94% |
| <i>Red</i> new decodable skills                        | <input type="text"/> | 25 + errors                       | text is difficult<br>86% or lower  |
| <i>Green</i> previously taught skills or word families | <input type="text"/> |                                   |                                    |
| <i>Blue</i> new high-frequency words                   | <input type="text"/> |                                   |                                    |
| <i>Pink</i> previously taught high-frequency words     | <input type="text"/> |                                   |                                    |
| <i>Brown</i> words accessible from content or context  | <input type="text"/> |                                   |                                    |
|  |                      | <b>Self Correction Rate Ratio</b> | $\frac{E + SC}{SC}$                |
|  |                      | 1:3 - 1:6                         | good                               |
|  |                      | 1:7 +                             | needs help                         |

|                              |                      |                                  |                      |   |
|------------------------------|----------------------|----------------------------------|----------------------|---|
| <b>Comprehension Literal</b> |                      | <b>Comprehension Inferential</b> |                      | <b>Comprehension Score</b><br>7-8 correct/partially correct very good<br>5-6 correct/partially correct good<br>0-4 correct/partially correct needs help |
| Number correct               | <input type="text"/> | Number correct                   | <input type="text"/> |   |
| Number partially correct     | <input type="text"/> | Number partially correct         | <input type="text"/> |   |
| Number incorrect             | <input type="text"/> | Number incorrect                 | <input type="text"/> |   |

|                                       |                      |  |          |           |          |
|---------------------------------------|----------------------|--|----------|-----------|----------|
| <b>Fluency</b>                        |                      | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile |          |           |          |
| <i>Reads fluently with expression</i> | <input type="text"/> |  | February | July      | December |
| <i>Reads with moderate fluency</i>    | <input type="text"/> | Year 2   | N/A      | 34 - 64   | 65 +     |
| <i>Reads slowly - word by word</i>    | <input type="text"/> | Year 3   | 66 - 89  | 90 - 108  | 109 +    |
|                                       |                      | Year 4   | 97 - 109 | 110 - 128 | 129 +    |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**



# Tandem Skydiving

Level: 15.4      Word Count: 188

|             |   |
|-------------|---|
| Quick Quiz  | Reading: <i>were, people, keep, other, sometimes</i><br>Spelling: <i>were, people, keep, other, sometimes</i> |
| New Word    | many  |
| Quick Read  | Baby in a Pouch (15.1)<br>Wolves (15.2)   |
| Quick Check | Breakfast (15.3)  |
| Quick Write | <i>Sometimes I have cornflakes and pancakes for breakfast.</i>  |
| New Skill   | Syllables – closed syllables  |
| New Book    | Tandem Skydiving  |

## Quick Quiz

### Builds fluency in reading and spelling words in isolation

- Use the following word cards: *were, people, keep, other, sometimes*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *were, people, keep, other, sometimes*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

### Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *many*.
- Hold up the *many* word card for the students to see.
- Have them read the word together.
- Have the students write *many* in the air with their fingers while still looking at the card.
- Have them write *many* on the floor or table with their fingers.
- Have them write *many* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

### Builds reading fluency, vocabulary' and comprehension on connected text

- Give each student a copy of the following books: *Wolves* and *Baby in a Pouch*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

### Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Breakfast*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Breakfast* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

#### Literal

*How do you make a burrito.*

*What do some Japanese people drink at breakfast time?*

*How do you cook bacon and eggs?*

*Who may eat cheese, meat and nuts for breakfast?*

#### Inferential

*Why do you think people around the world eat different food for breakfast?*

*Who, besides some people in Turkey, eat bread for breakfast?*

*What do these foods have in common - burrito, tortilla, toast, bread?*

*Which breakfast do you prefer? Why?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Sometimes I have cornflakes and pancakes for breakfast.*
- Remind the students that they know how to spell *sometimes*, *and*, *have* and *for*.
- Say *cornflakes*. Invite a volunteer to say what the two words are in *cornflakes*. Remind the students that they know how to listen for the sounds in short words like *corn* and *flakes*. Tell them that they know the letter combinations.
- Say *pancakes*. Invite a volunteer to say what the two words are in *pancakes*. Remind the students that they know how to listen for the sounds in short words like *pan* and *cakes*. Tell them that they know the letter combinations. Remind them about the similarities between *flakes* and *cakes*.
- Tell the children to check with the book if they can't remember how to spell *breakfast*.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *sometimes*, *and*, *have* or *for* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with the compound words, revise the appropriate spelling patterns in the small words.

## New Skill

### Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

**Kitten** to introduce or reinforce this skill.

- Write *rabbit* on the board. Explain to the students that *rabbit* has two syllables *rab* and *bit*. The way to break words like *rabbit* into syllables is to split the word between the

- middle two consonants. Draw a line to show the students what you mean, *rab/bit*.
- Remind the students that they have been breaking words into syllables in writing to help them with their spelling. Now they are going to look for where to break the syllables to help them with new words when they are reading.
- Write *traffic* on the board and read what you have written. Draw a line to show the students where to break the syllable, *traf/fic*.
- Tell the students that the words will not necessarily have the same letters in the middle.
- Write *basket* on the board. Read *basket* and show the students where to break the syllables, *bas/ket*.
- Write the following words on the board and invite volunteers to come and draw the line to show the syllables. Read the words with the students as they mark the syllable break: *sandwich, happen, tennis, blanket, magnet, lesson, dentist, picnic, kitten, cotton, problem, pumpkin*. They should do the following: *sand/wich, hap/pen, ten/nis, blan/ket, mag/net, les/son, den/tist, pic/nic, kit/ten, cot/ton, prob/lem*.
- Invite the students to give you a sentence with one of the words in it to show its meaning.

## New Book

**Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text**

- Give each student a copy of the book *Tandem Skydiving*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out about a boy who went skydiving.*
- Discuss the cover photo. Tell the students that there are two people skydiving in this photo. They have jumped out of a plane, opened the parachute and are now floating down to the ground.
- Have the students turn to the title page and look at the photo. Have them say what more they know about skydiving from looking at this photo.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Parachutes are made of fine fabric. They fold up so that they will fit into a backpack. It is very important to check the parachute after each skydive and make sure it is folded and packed properly for the next jump. If you don't do this and the parachute doesn't open, you will fall to the ground and probably die. You have to wear special clothes to go skydiving and you need a harness that you clip onto the person who is jumping with you. That person is called the tandem master. You have to go to an airport to skydive. The concrete where you walk at the airport is called the tarmac.*
- Tell the students that there are some two-syllable words in this book. They should look for where to split them to make them easier to read.
- Tell the students that there are also some compound words like *skydiving* and *jumpsuit*. They should look for the little words in these words to help them as they read.

- Tell them also that the new word *many* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *many* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking the students to retell the main points.
- Have the students turn to page 4 and find and read the two-syllable words. They should find *wor/kers*, and *har/ness*.
- Have them turn to page 6 and find and read the two-syllable words. They should find *tan/dem*, *mas/ter*, *tar/mac*, and *har/ness*. Invite volunteers to say where the syllable break is.
- Have students turn to page 8 and find and read *helmet* and *goggles*. Ask them where to break the syllables.
- Have the students go through the book looking for *many* and rereading the sentences with *many* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Tandem Skydiving* again.
- Read and re-read *Tandem Skydiving* using the audio and/or e - version.
- Re-read *Baby in a Pouch*, *Wolves*, and *Breakfast*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

# Colour-Coded Check Sheet

Title: Breakfast

Intervention Level: 15.3

Word Count: 189

New phonic skill: compound words

New high frequency word: sometimes

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

What did you have for breakfast today?

Did you have a bran muffin?

Did you have pancakes?

Did you have cornflakes?

Some people eat these things  
for breakfast.

But did you know that sometimes  
people eat and drink other things, too?

4/5

Did you know that  
sometimes people in Mexico  
eat burritos for breakfast?

They cook meat with tomato and eggs.

They grate some cheese.

They cut some lettuce.

They warm tortillas.

They put everything in a warm tortilla  
and eat it for breakfast.

6/7

Did you know that  
sometimes people in Korea  
eat rice and vegetables for breakfast?  
Sometimes they eat soup.  
They boil the rice. They make the soup.  
They cook the vegetables.  
They may put vegetables in the soup.  
They may drink green tea  
at breakfast time.

8/9

Did you know that  
sometimes people in England  
eat bacon and eggs for breakfast?  
They fry the bacon.  
They fry the eggs.  
They make the toast.  
They drink hot tea.

10/11

Did you know that  
sometimes people in Turkey  
eat bread and cheese for breakfast?  
They may eat eggs and meat  
with the bread and cheese.  
Sometimes they eat bread and nuts.  
They drink hot, black tea.

### Comprehension Questions

Literal

*How do you make a burrito.*

*What do some Korean people drink at breakfast time?*

*How do you cook bacon and eggs?*

*Who may eat cheese, meat and nuts for breakfast?*

Inferential

*Why do you think people around the world eat different food for breakfast?*

*Who, besides some people in Turkey, eat bread for breakfast?*

*What do these foods have in common - burrito, tortilla, toast, bread?*

*Which breakfast do you prefer? Why?*

# Data Point Sheet

Breakfast

Name:

Date:

Word Count 189 Level 15

|  |   |   |                                    |                                      |                     |           |      |       |            |
|--|---|---|------------------------------------|--------------------------------------|---------------------|-----------|------|-------|------------|
| <b>Number of Errors</b>                                | <input style="width: 50px; height: 25px;" type="text"/> | 0 - 10 errors   | text is easy<br>95% - 100%         |                                      |                     |           |      |       |            |
| <b>Type of Error</b>                                   |   | 11 - 24 errors  | text is instructional<br>87% - 94% |                                      |                     |           |      |       |            |
| <i>Red</i> new decodable skills                        | <input style="width: 50px; height: 25px;" type="text"/> | 25 + errors   | text is difficult<br>86% or lower  |                                      |                     |           |      |       |            |
| <i>Green</i> previously taught skills or word families | <input style="width: 50px; height: 25px;" type="text"/> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b>Self Correction Rate</b><br/>Ratio</td> <td style="width: 30%; text-align: center;"><math>\frac{E + SC}{SC}</math></td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table> |                                    | <b>Self Correction Rate</b><br>Ratio | $\frac{E + SC}{SC}$ | 1:3 - 1:6 | good | 1:7 + | needs help |
| <b>Self Correction Rate</b><br>Ratio                   | $\frac{E + SC}{SC}$                                     |   |                                    |                                      |                     |           |      |       |            |
| 1:3 - 1:6  | good  |   |                                    |                                      |                     |           |      |       |            |
| 1:7 +  | needs help  |   |                                    |                                      |                     |           |      |       |            |
| <i>Blue</i> new high-frequency words                   | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                      |                     |           |      |       |            |
| <i>Pink</i> previously taught high-frequency words     | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                      |                     |           |      |       |            |
| <i>Brown</i> words accessible from content or context  | <input style="width: 50px; height: 25px;" type="text"/> |   |                                    |                                      |                     |           |      |       |            |

|                                 |                                  |   |                            |  |                                 |           |                                 |      |                                 |            |
|---------------------------------|----------------------------------|---|----------------------------|--|---------------------------------|-----------|---------------------------------|------|---------------------------------|------------|
| <b>Comprehension Literal</b>    | <b>Comprehension Inferential</b> |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number correct                  | Number correct                   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Comprehension Score</b></td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table> | <b>Comprehension Score</b> |  | 7-8 correct / partially correct | very good | 5-6 correct / partially correct | good | 0-4 correct / partially correct | needs help |
| <b>Comprehension Score</b>      |                                  |   |                            |  |                                 |           |                                 |      |                                 |            |
| 7-8 correct / partially correct | very good                        |   |                            |  |                                 |           |                                 |      |                                 |            |
| 5-6 correct / partially correct | good                             |   |                            |  |                                 |           |                                 |      |                                 |            |
| 0-4 correct / partially correct | needs help                       |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number partially correct        | Number partially correct         |   |                            |  |                                 |           |                                 |      |                                 |            |
| Number incorrect                | Number incorrect                 |   |                            |  |                                 |           |                                 |      |                                 |            |

|                                       |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
|---------------------------------------|---|-----------|----------|----------|----------|--------|-----|---------|------|--------|---------|----------|-------|--------|----------|-----------|-------|
| <b>Fluency</b>                        | <b>Oral Fluency Level - Words Read per Minute</b><br>DIBELS ® 2006 at or above 60th percentile  |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads fluently with expression</i> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table> |           | February | July     | December | Year 2 | N/A | 34 - 64 | 65 + | Year 3 | 66 - 89 | 90 - 108 | 109 + | Year 4 | 97 - 109 | 110 - 128 | 129 + |
|                                       |   | February  | July     | December |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 2                                |   | N/A       | 34 - 64  | 65 +     |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 3                                | 66 - 89   | 90 - 108  | 109 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| Year 4                                | 97 - 109  | 110 - 128 | 129 +    |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads with moderate fluency</i>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |
| <i>Reads slowly - word by word</i>    |   |           |          |          |          |        |     |         |      |        |         |          |       |        |          |           |       |

**Overall comment** – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

**Reading Level**

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# Quick60 Lesson Plans

## Set I

### Intervention Level I5.I -I5.4

|                       |    |
|-----------------------|----|
| Baby in a Pouch.....  | 3  |
| Wolves.....           | II |
| Breakfast.....        | I9 |
| Tandem Skydiving..... | 27 |

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