Model Lesson Plans for Expediting Chapter 1 Instruction

Reading Horizons Discovery®

The purpose of this resource is to provide a step-by-step expedited path to addressing the skills, key concepts, and processes from Chapter 1 for students in second and third grade.

Day 1

Lesson Summary

On Day 1, you will review the letter names and sounds taught in Letter Groups 1–5. You will provide explicit instruction on the kinesthetic cue for each vowel, the concept of the slide, and the process of dictation.

Chapter 1 Key Concept Focus: The Slide

Slides help to develop blending sounds before moving to words. The slide arrow indicates it is not a whole word, that we blend the sounds together rather than segment them, and directionality (reading left to right).

Materials

- Letter cards or a prepared slideshow with the upper and lowercase letters for the Letter Groups
- Whole Class Transfer Cards for the Letter Groups
- Student Transfer Cards for the Letter Groups (for reference during instruction and dictation)

Processes

- Daily Core 4
- Dictation
- Whole Class Transfer Cards
- Informal Assessment

Review

Quickly go over all letter names and sounds in Letter Group 1 using letter cards or a slideshow.

Instruction

- Teach the kinesthetic cue for the vowel *a*.
- Teach the first key concept from Chapter 1: The Slide.
- Teach students the process of dictation.
  - Reinforce lowercase letters and writing in a column with corrections to the right of the original.
  - Remember that dictation is guided practice. Especially since the letters and concepts were introduced very quickly, guide student practice by reminding them what to mark and why.
  - Use questioning to determine that they know why they are using the markings.

Dictation

Dictate letters and slides using a Student Transfer Card from Letter Group 1.

> Observe and offer corrective feedback for student mistakes after every item that is dictated. Make note of students who need additional instruction. (Informal Assessment)

Repeat the process outlined above for Letter Groups 2–5.

- Review: Letter names and sounds for each Letter Group.
- Instruction: Introduce the kinesthetic cue for each vowel.
- Dictation: Dictate letters and slides using a Student Transfer Card from the corresponding Letter Group lesson.

Transfer

- Project the Whole Class Transfer Cards from all five Letter Groups, starting with the Whole Class Transfer Card for Letter Group 1.
- Teach students how to choral read Whole Class Transfer Cards.
  - Have students quickly read aloud the letter names/sounds and rows of slides on the cards as a class.

Assess and Reteach

- Based on data gathered from dictation and transfer (Informal Assessment), determine if any students need additional instruction and practice with letter names/sounds and slides.
- Reteach any letter names/sounds and provide practice with slides for any students who show areas of distress.
- Use kinesthetic cues and slides with all vowels to reinforce vowel sounds.

Day 2

Lesson Summary

On Day 2, you will review slides with kinesthetic cues for vowel sounds. You will provide explicit instruction on how to build words, and to identify the vowel in a word by marking an *x* underneath it.

Chapter 1 Key Concept Focus: X to Identify Vowels in Words

This process of feature analysis reinforces the structure of English words. Every word must contain a vowel and every syllable must have a vowel or vowel sound.

Materials

- Whole Class Transfer Cards for the Letter Groups
- Student Transfer Cards for the Letter Groups
- *Reading Horizons Discovery*® software

Processes

- Daily Core 4
- Dictation
- Student Transfer Cards
- Check-Ups
- Informal and Formal Assessment

Review

Quickly review slides with kinesthetic cues for vowel sounds. This could be accomplished by reading the Whole Class Transfer Card again and practicing choral reading.

Instruction

- Teach Lesson 3: Building Words.
- Teach the second key concept from Chapter 1: Identifying the vowel in a word by marking an x underneath it.
- Model how to mark a word by putting an x under the vowel.

Dictation

- Dictate words using Student Transfer Cards from all five Letter Groups.

> The Building Words and Nonsense Words lessons are usually taught after Letter Group 1, so words don't appear on the Letter Group 1 Transfer Cards. Consider dictating the following words along with any others you may choose to create: bag, fad, dad, gab.

- Reinforce the process of dictation that you taught on Day 1.
  - Remind students to use lowercase letters and write in a column with corrections to the right of the original.
  - Dictate words, then review slides and any letters in isolation that need review.
- Now that you're dictating words, remember to use them in sentences in order to develop vocabulary simultaneously.
- **Observe and offer corrective feedback for student mistakes after every item that is dictated. Make note of students who need additional instruction. (Informal Assessment)**

Transfer

- Project the Whole Class Transfer Cards from all five Letter Groups, starting with the Whole Class Transfer Card for Letter Group 1.
- Have students chorally read two rows of words on each card.
- Introduce the Student Transfer Cards and teach students how to partner read by taking turns reading every other column.

Assess and Reteach

- On the software, assign the Check-Up for the Building Words lesson to look for red flags to determine if additional instruction is needed. (Note: The Building Words Check-Up only covers Letter Group 1. The purpose of assigning this Check-Up is to make sure students understand the concept of building words and marking the vowel.)

> Check-Ups are a quick way to identify red flags on concepts taught that might need additional instruction and practice. Note: Only three Check-Ups can be assigned at a time.

- Reteach skills where there are gaps, either in small groups or one-on-one. Focus on areas of distress and remember to build from letter/sound to slide to a word. Use kinesthetic cues and slides with all vowels to reinforce vowel sounds.

Day 3

Lesson Summary

On Day 3, you'll review slides and words from Letter Groups 1–5. You'll provide explicit instruction on the concept of Nonsense Words and the process for marking them.

Chapter 1 Key Concept Focus: Nonsense Words

Nonsense words are marked with an asterisk (*) in front of the word and are valuable to assess if students can apply their phonics knowledge to a word they don't already know. Nonsense words simulate encountering unfamiliar words to ensure accurate decoding and spelling based on the skill.

Materials

- Whole Class Transfer Cards for the Letter Groups.
- Student Transfer Cards for the Letter Groups.
- *Reading Horizons Discovery*® software.
- Kindergarten Skill Check 1: Student Version and Teacher Version
- Kindergarten Skill Check 2: Student Version and Teacher Version
- Grades 1—3 Skill Check 1: Student Version and Teacher Version
- Grades 1—3 Skill Check 2: Student Version and Teacher Version

Processes

- Daily Core 4
- Dictation
- Student Transfer Cards
- Check-Ups
- Informal and Formal Assessment

Review

Quickly review slides and words, while layering routines and expectations. This could be accomplished using dictation.

Instruction

- Teach Lesson 4: Nonsense Words.

- Model how to mark a nonsense word by putting an asterisk in front of the word and marking an *x* under the vowel.

Dictation

- Dictate nonsense words using Student Transfer Cards from all five Letter Groups as a reference.

- Dictate nonsense words and review real words, slides, and any letters in isolation that need review.

  - Reinforce the process of dictation that you taught on Day 1.

  - Remind students to use lowercase letters and write in a column with corrections to the right of the original.

- Remember that dictation is guided practice. Especially since the concepts were introduced very quickly, guide student practice by reminding them what to mark and why. Use questioning to determine that they know why they are using the markings.

- **Observe and offer corrective feedback for student mistakes after every item that is dictated. Make note of students who need additional instruction. (Informal Assessment)**

Transfer

- Have students use Student Transfer Cards to partner read and build fluency.

- Have students read the rows of slides, real words, and nonsense words. Then, have students read the sentences for fluency and comprehension practice.

> It is important for students to practice reading to transfer their skills to text.

Assess and Reteach

- On the software, assign the Check-Up for Nonsense Words to look for red flags to determine if additional instruction is needed.

> The Nonsense Words Check-Up only covers Letter Group 1. The purpose of assigning this Check-Up is to make sure students understand the concepts of building words, marking the vowel, and marking nonsense words with an asterisk in front of the word.

- You can now assign the Check-Ups for Letter Groups 2, 3, 4, and 5 since the key concepts assessed have now been taught. (Note: Only three Check-Ups can be assigned at a time.)

- The paper/pencil Skill Checks (Formal Assessments) are a great way to pinpoint specific needs and progress monitor. If students struggle with the Check-Ups for Building Words, Nonsense Words, and/or Letter Groups 1–5, pull them into a small group and provide differentiated instruction and practice. If additional diagnostic assessment or progress monitoring is needed, students can be given Skill Check 1 and Skill Check 2.

- Reteach skills where there are gaps, either in small groups or one-on-one. Focus on areas of distress and remember to build from letter/sound, to slide, to word, to nonsense word. Use kinesthetic cues and slides with all vowels to reinforce vowel sounds.

Lesson Summary

On Day 4, you'll review real words and nonsense words and their associated markings. You'll provide explicit instruction on Spelling with *C* and *K*.

Chapter 1 Key Concept Focus: Spelling with *C* and *K*

- When the sound /k/ is followed by the vowels *a*, *o*, or *u*, it is spelled with a *c*.
- When the sound /k/ is followed by the vowels *i* or *e*, it is spelled with a *k*.

Materials

- Student Transfer Cards for Spelling with *C* and *K*
- *Games Supplement* Manual
- *Reading Horizons Discovery*® software
- Kindergarten Skill Check 3: Student Version and Teacher Version
- Grades 1–3 Skill Check 3: Student Version and Teacher Version

Processes

- Daily Core 4
- Dictation
- Student Transfer Cards
- Skill Checks
- Chapter Tests
- Games
- Informal and Formal Assessment

Review

- Play a game, such as Panic (modified to include markings), to review real words and nonsense words and their associated markings.
- Make note of students who need continued support and intervention with the concepts from Days 1–3. (Informal Assessment)

Instruction

Teach Spelling with *C* and *K* (Lesson 14).

Dictation

- Dictate words that contain the *C/K* spelling skill.

Use a selection of real words and nonsense words from the dictation section of the lesson and/or from the Spelling with *C* and *K* Student Transfer Cards. Make sure to use all of the vowels during dictation.

- **Observe and offer corrective feedback for student mistakes after every item that is dictated. Make note of students who need additional instruction. (Informal Assessment)**

Transfer

- Project the Whole Class Transfer Card for Lesson 14, Spelling with *C* and *K*. Have students chorally read the row of words and sentences at the bottom.

- Pass out the Student Transfer Cards from Lesson 14, Spelling with *C* and *K*. Have students read the sentences for fluency and comprehension practice.

> The Student Transfer Cards for Spelling with *C* and *K* have an embedded activity where students are to complete the word by filling in the correct letter using the skill they have learned. Have students complete this activity on paper and turn it in as a formative assessment.

Assess and Reteach

- Assign Skill Check 3 as a formal assessment to identify specific difficulties.

- Optional: Assign the Chapter 1 Assessment on the software for students who need to be assessed for mastery. (Summative Assessment)

- Reteach any areas of difficulty in small groups or one-on-one as needed.