









The student will write the lowercase letters of the alphabet with speed and accuracy.

**Activity:** AUDITORY Drill/What Says?

**Materials:** spiral notebook, pencil, Alpha cards

List of letter sounds to dictate:

- p  
- c  
- u  
- h  
- n  
- e  
- sh  
- b  
- a  
- z  
- t  
- o

### Procedure:

1. Introduce activity
  - say “I am going to say a sound, you will repeat the sound, then write the letter that goes with the sound.”
  - say “Be sure to watch my mouth as I say each sound.”
1. Say the sound
  - say each sound and pause as the student repeats and writes down the letter(s).
2. After the student writes the letter
  - ask “Tell me what you wrote?”

**Teacher notes:**

- When the student writes the incorrect letter, instruct them to mark it with a slash.
- If they cannot think of what to write follow these steps:
  - Allow time to think
  - Have student repeat the sound (kinesthetic)
  - Ask the student for a keyword
    - ex. Keyword for p, pug.
  - Give them a keyword
    - ex. Apple for a
  - Have the student write the spelling and say the sound 3 times in their notebook.

[illegible]









**Materials:** Book: Animal Habitat by Julie K. Lundgren (pages 1-17), questions, vocabulary terms, comprehension questions

### Procedure:

1. Conduct a KWL chart
2. Read the passage to the student
3. Pause throughout the book and ask the questions below.
  - Page 6, what do you think turtles get from their habitat?
  - Page 8, do you know of some water habitats?
4. After reading, review the vocabulary.
  - Equator, grasslands, habitat, and shelter.
5. Introduce writing activity
  - Say “Now I would like you to identify details and facts from the passage and write it down on the sheet in front of you.”
  - Say “Don’t forget to use details in your sentences and include vocabulary words.”
6. Provide support and instruction on how to improve writing.
  - Sentence anchor chart
  - Questions to keep in mind: What does your student need to work on? What could they revise?

**Read Aloud:**

**SOL:**

**2.2 The student will expand understanding and use of word meanings.** a) Increase listening and speaking vocabularies.

**2.3 The student will use oral communication skills.** a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond. b) Share stories or information orally with an audience. c) Participate as a contributor and leader in a group. d) Retell information shared by others.

**2.8 The student will read and demonstrate comprehension of fictional texts.** a) Make and confirm predictions. b) Relate previous experiences to the main idea. c) Ask and answer questions about what is read.

**Objective:** The student will increase their listening comprehension strategies through a read-aloud of pages 6-12 of *Diary of a Wimpy Kid No brainer*.

**Activity:** Read aloud *Diary of a Wimpy Kid No Brainer* by Jeff Kinney.

**Materials:** Book, questions, vocabulary terms

**Procedure:**

1. Introduce the book by discussing the title page and chapter one title and illustrations.
2. Discuss predictions of what the story will be about.
3. Pause throughout the chapter to ask questions, and discuss events or vocabulary words.
  - Page 6, Has there ever been a bee in your classroom?
  - Page 7, Do you think that was the reason?
  - Page 8, Would you rather be working like your parents or in school?
  - Page 12, Are you interested in what you are learning about in class?
  - vocabulary;
    - productive; often describes a person's capability to do a lot of work, but it can refer to anything that produces a lot.
    - nonsense; foolish or meaningless
  - Ask, "Were there any other words that were unfamiliar to you?"
    - Review any unfamiliar words.
4. After reading the book to the student, discuss the original predictions. Ask the student to compare their prediction with the story details.
5. Complete the reading by allowing the student to share their thoughts about the text.

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