Tutor: Madelyn Student Name: Brooklyn

Date/Session #: 3/27 (Week 8)

Purpose: To build the student's foundational skills and practice phonemic awareness skills.

Today at a glance:

- 1. Phonemic Awareness Warm-up (3-4 minutes) Sound Changes
- 2. Phonics Cumulative Review (2-3 minutes) Visual Drill
- 3. Phonics Assessment: (3-4 minutes) Oral Reading Fluency
- 4. Handwriting/Phonics (3-4 minutes) Auditory Drill
- 5. Word work/Phonics (2-3 minutes) Soundboard
- 6. Phonics/Decodable Text/Writing (3-5 minutes) Digraph Text
- 7. New Text/Writing (7-10 minutes) Animal Habitats
- 8. Read Aloud (5-10 minutes)

Phonemic Awareness Warm-Up: Sound changes	Anecdotal notes:
SOL: 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. d) Add or delete phonemes (sounds) to make words. Objectives: The student will be able to manipulate	
phonemes in words, specifically initial phoneme substitution.	
Materials: student sheet, picture sheet, and pencils.	
Procedure:	
 Before you start Set up: place the picture cards face up in rows. Provide the student with their sheet. Introduce activity Say "We are going to do an activity where we practice changing sounds in words, called phoneme substitution. We will also practice taking away sounds in words, called phoneme deletion." 	
 Say "I will say each word, you will repeat. Then I will say what to change or take away. You will say the new word. Then you will find and place the picture card of the new word next to the original picture. We will repeat the steps until all 12 words are completed." 	

 Example: "Say sock Now change /s/ to /r/. 	
Say the new word"	
Phonics Cumulative Review: Visual Drill	
SOL: 2.4 The student will orally identify, produce, and	
manipulate various units of speech sounds within	
words.	
2.5 The student will use phonetic strategies when	
reading and spelling. a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and	
spell words. b) Use knowledge of short, long, and	
r-controlled vowel patterns to decode and spell words.	
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Objective : The student will match graphemes to phonemes.	
A structure Vice and shall	
Activity: Visual card drill	
Materials: OG Card Deck	
materials. Se said Book	
List of letter cards:	
- Vowels: 22-26	
- Constants: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16,	
17, 18, 20, 21	-
- Digraphs: 27, 29, 30	
Procedure:	
Introduce the activity	
 say "We are going to review the letter names 	
and sounds of those covered so far."	
 say "I will display a card and you will say the sound." 	
o say "We will review vowels, consonants,	
digraphs, and vowel teams."	
Correction Procedure: Follow these steps until retrieval	
 Allow time to think (3-5) seconds 	
2. Ask student	
 say "Can you trace the grapheme on the table 	
3 times"	
Provide a keyword/short vowel signal	
o example say "/a/" or "apple"	
4. Expand	
 say "Can you write the grapheme and say the 	
sound 3 times in your notebook?"	
5. The card will go back into the deck to be reviewed	
again.	

Note any sounds that need to be corrected in your anecdotal notes.	
Phonics Assessment: Oral Reading Fluency SOL:	
2.5 The student will use phonetic strategies when reading and spelling. a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. c) Decode regular multisyllabic words.	
2.6 The student will use semantic clues and syntax to expand vocabulary when reading. a) Use information in the story to read words. b) Use knowledge of sentence structure. c) Use knowledge of story structure and sequence. d) Reread and self-correct.	
2.8 The student will read and demonstrate comprehension of fictional texts.	
Objective : The student will fluently read two timed grade-level passages. The student will orally retell each passage.	
Activity: Oral Reading Fluency (Audience)	
Materials: Copy of grade level passage -provided, timer (1-minute read), copy of passage for scoring	
Procedure:	
Introduce the reading task	
 Say "I would like you to read a story to me. I 	
want to see your best reading. If you do not	
know a word, I will read the word for you.	
Keep reading until I stay "stop". After you	
read, I will ask you to tell me about the story."	
Start audio recording.	
3. Provide a copy of the passage for the student	
 to say "Place your finger under the first word. 	
Ready, begin."	
Start timer once the student begins reading. Decord any mistakes while reading.	
5. Record any mistakes while reading.	
6. Stop the student when the timer is up.7. Ask the student to retell the story as you start	
another minute timer.	
8. Record how many words they use to retell the story.	

Stop the student when the timer is up.	
10. Remove the passage and praise the student's effort.	
11. Stop audio recording.	
Teacher notes:	
Reading passage	
 If the student pauses on a word for 3 seconds, read the word for them. 	
- If the student loses their place, guide them back to	
the correct spot.	
Retell	-
- If the student stops or hesitates for 3 seconds while	
retelling, provide a reminder. Say "Tell me as much	
as you can about the story" or "Can you tell me	
anything more about the story".After the first reminder, if the student doesn't say	
anything or gets off track for 5 seconds, say "thank	
you" and stop the retelling.	
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Scoring notes:	
Reading passage	
 Leave blank any words read correctly Mark a slash through errors (including skipped 	
words)	
Retell	
- As the student is responding, move your pencil	
through the retell numbers grid to count the number	
of words the student says that are related to the	
passage.	
 Stop moving your pencil through numbers if the student stops retelling the story or if the retelling isn't 	
relevant to the story just read.	
 When the student has finished responding or has 	
met the discontinue criteria, circle the total number of	
words in the student's retell, and record the number	
on the retell total line.	
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Handwriting/Phonics: Auditory Drill SOL:	
2.11 The student will maintain legible printing and begin	
to make the transition to cursive.	
2.4 The student will orally identify, produce, and	_
manipulate various units of speech sounds within	
words.	
Objective: The student will write the graphemes to	
correspond with the phonemes produced aloud by the	
teacher.	
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The student will write the lowercase letters of the alphabet with speed and accuracy.	
with opeca and accuracy.	
Activity: AUDITORY Drill/What Says?	
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Materials: spiral notebook, pencil, Alpha cards List of letter sounds to dictate:	
- p - c	
- C - u	
- u - h	
- 11 - N	
- e	
- sh	
- b	
- a	
- Z	
- t	
- 0	
Procedure:	
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).	
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	
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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	

 Look for handwriting errors. If you see any, follow 	
these steps.	
 Demonstrate writing the letter _ correctly in their notebook. 	
Write the letter two more times, while saying	
the name of the letter and the sound for that	
symbol.	
■ say " says //"	
 Have the student practice writing the letter in their notebook 3 times. 	
say "Now it's your turn to practice	
writing the letter correctly."	
■ say "be sure to say says /_/ as	
you write."	
 Expand instruction 	
■ Ask "Can you think of a word that	
starts with the letter?	
Word Work/Phonics: Soundboard	
SOL:	
2.4 The student will orally identify, produce, and	
manipulate various units of speech sounds within	
words.	
a) Count phonemes (sounds) within one-syllable words. b) Blend sounds to make one-syllable words. c) Segment	
one-syllable words into individual speech sounds	
(phonemes). d) Add or delete phonemes (sounds) to make	
words. e) Blend and segment multisyllabic words at the	·
syllable level.	
Objective: The student will practice letter-sound correspondence while reviewing the spelling feature blends.	
correspondence while reviewing the spelling leature blends.	
Activity: Soundboard instruction	
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Materials: Soundboard, letters	
Word List: - Lock, clock, click, lick, lack, black, block, flock, flop,	
glop.	
9.00.	
Procedure:	-
Set up the activity	
o and pull out the needed letters. Place	
consonants in the top pocket, and vowels in the middle.	
2. Introduce activity	
 Say "Today we are going to do an activity 	
where we build words that have the blend	
feature. Remember blends are two	

		consonants that glide together while keeping	
	_	their own sounds."	
	3.	Review sounds	
		 say "Before we begin, I would like you to 	
		touch each consonant and vowel as you say	
		the sound."	
		 Provide support or corrective feedback as 	
	4	needed.	
	4.	Provide examples on white board	
		 say "Let's look at a couple of practice words on the whiteboard." 	
		 write words on the board (vowels in read). 	
		spoon, drop, glass	
l		 say "Can you read the words and identify the 	
		blend you hear?"	
		 provide support and corrective feedback if 	
		needed.	
	5.		
l		 say "I will say a word, you will repeat it. Then 	
		you will use the letter cards in the soundboard	
		to build the word in the bottom pocket."	
		 say "After you build the word, you will point to 	
l		each letter card, produce the sound, and	
l		blend them."	
l	6.		
		pocket.	
l		o say "I do not want you to remove any letter	
		cards from the bottom pocket until you hear the next word."	
		1 (0 8 / 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
l		 ask "What do we need to change to build the new word? 	
l	7	Repeat steps 5 and 6 until all words are completed.	
		repeat steps o and o antil all words are completed.	
r	Phon	ics/Decodable Text /Writing	
	Link t	o decodable text resource:	
	Ⅲ UF	LI Foundations Decodable Text Guide	
	SOL:		
		ne student will use phonetic strategies when	
l		ng and spelling. a) Use knowledge of consonants,	
		nant blends, and consonant digraphs to decode and	
spell words. b) Use knowledge of short, long, and			
r-controlled vowel patterns to decode and spell words. c)			
l		de regular multisyllabic words. ne student will read and demonstrate	
	-	rehension of fictional texts. a) Make and confirm	
l	-	ctions. b) Relate previous experiences to the main idea.	
		and answer questions about what is read.	
	<i>5, 1</i> (3)	tana anomor quodiono about milat lo roda.	
	Objec	ctive: The student will be able to read the decodable	
		that has the feature digraphs.	
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Activity: Decodable Text	
Materials: Decodable text: Snacks for the pets	
Procedure: 1. Introduce Say "The decodable text is about pets and has words with digraphs." 2. Review any vocabulary 3. Support students as they read Say "I would like you to read the decodable passage to me. It's okay if you don't know what a word is, I am here to help." 4. Pause and ask questions. How many pets does she have? What did each pet say after being given the snack?	
New Text/Writing Third Grade	
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SOL:	
2.9 The student will read and demonstrate	
comprehension of nonfiction texts. a) Preview the	
selection using text features. b) Make and confirm	·
predictions about the main idea. c) Use prior and	
background knowledge as context for new learning. d) Set	
purpose for reading. e) Ask and answer questions about	
what is read. f) Locate information to answer questions. g)	
Identify the main idea. h) Read and reread familiar passages	
with fluency, accuracy, and meaningful expression.	
2.12 The student will write stories, letters, and simple	
explanations. a) Generate ideas before writing. b) Organize	
writing to include a beginning, middle, and end for narrative	
and expository writing. c) Expand writing to include	
descriptive detail. d) Revise writing for clarity.	
2.5 The student will investigate and understand that	
living things are part of a system. a) plants and animals	
7.	
are interdependent with their living and nonliving	
surroundings; b) an animal's habitat provides all of its basic	
needs; and c) habitats change over time due to many	
influences.	
Objective: The student will write 3-4 sentences including	
details on habitats.	
Activity: Writing response	

Materials: Book: Animal Habitat by Julie K. Lundgren	
(pages 1-17), questions, vocabulary terms, comprehension	
questions	
44-0-11-0-11-0	
Procedure:	
Conduct a KWL chart	
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?	
 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 Overtions to keep in mind. What does your.	
 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 listeries	
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.	

Activi	ty: Read aloud Diary of a Wimpy Kid No Brainer by	
Jeff Ki	nney.	
Materi	als: Book, questions, vocabulary terms	
		-
Proce		
1.	Introduce the book by discussing the title page and	
	chapter one title and illustrations.	
	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?	
	o 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.	