



Subject/Course: Reading

Author Notes:

This plan describes procedures for supplemental instruction to improve the decoding and reading fluency of struggling readers. It accompanies the Teaching Tutorial, *A Guide to Implementing a Small Group Decoding Intervention for Struggling Readers*, by Lisa M. Liberty, Maya Smith-Henry, and Roxanne F. Hudson. You can find it in the Tutorial section of TeachingLD.org

DLD member teachers created this lesson plan, using evidence-based practices in their own classrooms. They have shared them with TeachingLD.org so that other teachers may benefit from their experience. If you try the plan out in your classroom, please send us an email with your reflections.

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Procedure

For teaching with these methods, it is most effective to work in groups of one to three students. The goal of the intervention is to supplement on-going reading instruction. It will not be effective as the only reading instruction. There are three steps to this process: (1) phonemic awareness warm-up, (2) isolated letter sound practice, and (3) word family practice.

Scheduling

20-8 minutes, two to four days per week

Materials *(see the Teaching Tutorial for more description)*

(phonemic awareness activities came from Road to the code; Blachman, Bell, Black, and Tangel, 2000)

- Plastic disks and a paperwork space for each student
- 16 isolated letter pages that begin with continuous sounds, move to stop sounds, and end with vowel consonant combinations
- The first page had five sounds that were repeated to make 35 sounds on the page
- Each subsequent page increased by five sounds to the ultimate goal of 60 per page
- 40 word pages with three to four word families per page, made up of sounds in the same progression as the individual sounds pages
- First page began with words repeated to make 25 words on a page
- Increased to five words per page with an ultimate goal of 100 words per page

Generic Lesson Plan

Step 1: Phonemic Awareness Warm Up (3-4 minutes)

Say it and Move it

(Say it and move it words: up, mat, jam, it, can, tan, cat)

1. Remind students of the Say It and Move It game they will play each time they work with you to get ‘warmed up.’
2. Give each student two chips and a Say It and Move It Mat.
3. Have the students place their chips on the picture at the top of their mats.
4. Say, “Up. Now say it and move it.”
5. Have the students segment the word (up) into phonemes by saying each sound and moving the chips. The students move the chips down to the arrow line. If the children have trouble segmenting up, model it.
6. Have the students repeat the word while sliding their finger below the chips in a left-to-right sequence. Then have them sweep their disks back to the picture.
7. Put one more disk on each student’s mat. Say, “Notice that something’s different. Now I’m going to be tricky. Listen carefully because the words will have different

numbers of sounds. Watch me.” Say *mat*. “I’m going to say it and move it.” Demonstrate saying and moving the three disks. “I used all three disks because it had three sounds. You try it.”

Say *jam*. “Now say it and move it.”

Say *it*. “Say it and move it.” If needed, help them notice that *it* only has two sounds and that they will leave one disk on the picture. Reinforce the idea that they will use the same number of disks as sounds that they hear.

Repeat with the rest of the words. Provide assistance as needed by segmenting the words orally and having students say the sounds with you as they move the disks.

Step 2: Sound Practice and Graphing (2-3 minutes per student)

Because this is the first time they do the practice page, everyone will be on the same page.

1. Give each student Sound Practice 1. Say, “We are going to practice these sounds together today. Each time you see a letter, say its sound. I’ll help you with any that you don’t know. I’ll get you started on the first one. /s/. Now you do it.” Follow along as students say each sound.
2. “Now that you practiced, I am going to listen to each one of you say the sounds. While I’m listening to one person read, the rest of you should practice the sounds quietly to yourself.” In turn, listen to each person read. As you do this, follow these steps in turn:
 - a. Ask if there are any sounds that the student needs help with, had problems with, etc. Provide any modeling or correction that is needed.
 - b. Show the student the graph and point out that his or her goal is to say all the sounds on the page in one minute with two or less errors.
 - c. Set the timer for one minute. Tell the student, “I am using this to help me remember how long to have you say the sounds. Your goal is to say all the sounds on the page before I say stop, but remember that you need to read them correctly. Please say the sounds as quickly and carefully as you can. Ready? Begin.”
 - d. Listen to the student say the letter sounds, marking any mistakes on your copy. If a student hesitates for more than three seconds, give the sound and mark it wrong. After one minute, stop the student.
 - e. Give positive feedback to the student, then provide corrections for any mistakes the student made. Model the correct sound and have the student repeat after you. Then point to two to three other instances of that sound on the page and ask the student to say the sound each time.
 - f. Count the number of sounds read and number of errors and record them on the student summary sheet (on the back of the graph). Calculate the number of sounds said correctly.
 - g. Take out the graph, find session 1 and record the number of correct sounds read and the number of errors in the data section. Find session 1 on the graph and put a dot for the number of correct sounds read at the appropriate place. Involve the student in this process.
 - h. Together, determine if the goal of reading to the end of the page with two or less mistakes was met.

- i. If so, celebrate, provide motivation, and tell the student he or she will rocket on to a new page the next time you work together. Draw a line on the graph with your highlighter to delineate between pages.
- j. If not, provide support and talk about how he or she will want to work hard to make it next time.
- k. Tell the student to move on to practicing the words while you listen to the next student say the sounds.
- l. Rotate through the students following all of these steps. Be sure to rotate who starts first each session.

Step 3: Word Family Practice and Graphing (2-3 minutes per student)

Follow the same steps with the Word Family sheet. Begin again with the student started the sounds first. Use a separate graph for the word practice; be sure to circle Word Practice at the bottom of the page.

In turn, listen to each person read. As you do this, follow these steps in turn:

1. Ask if there are any words that the student needs help with, had problems with, etc. Provide any modeling or correction that is needed.
2. Show the student the graph and point out that his or her goal is to say all the words on the page in one minute with two or less errors. If the page has 25 words, then the goal is 25. If it has 40 words on it, then the goal is 40, but always with two or fewer mistakes.
3. Set the timer for one minute. Tell the student, "I am using this to help me remember how long to have you read. Your goal is to read all the words on the page before I say stop, but remember that you need to read them correctly. Please say the words as quickly and carefully as you can. Ready? Begin.
4. Listen to the student read the words, marking any mistakes on your copy. If a student hesitates for more than three seconds, give the word and mark it wrong. After one minute, stop the student.
5. Give positive feedback to the student. Then provide corrections for any mistakes the student made. Model the correct word by saying each sound and then blending them together. Have the student repeat after you. Then point to two or three other instances of that word on the page and ask the student to say the word each time.
6. Count the number of words read and number of errors and record them on the student summary sheet (on the back of the graph).
 - a. Calculate the number of words read correctly.
 - b. Take out the graph. Find session 1 and record the number of words read and the number of errors in the data section. Find session 1 on the graph and put a dot for the number of correct words read at the appropriate place. Involve the student in the process.
 - c. Together, determine if the goal of reading to the end of the page with two or less mistakes was met.

- d. If so, celebrate, provide motivation, and tell the student he or she will rocket on to a new page the next time you work together. Draw a line on the graph with your highlighter to delineate between pages.
- e. If not, provide support and talk about how he or she will want to work hard to make it next time.
- f. Tell the student to keep practicing the words while you listen to the next student. Rotate through the students following all of these steps.

Progress Monitoring (Graphing)

For progress monitoring, students should have a separate graph for the sound practice and word family practice. At the beginning of each lesson, show students the graph so they can see where they were during the last session and what their goal is for this one. Point out that the goal is to say all the sounds on the page in one minute with two or less errors and demonstrate where the goal is on the graph.