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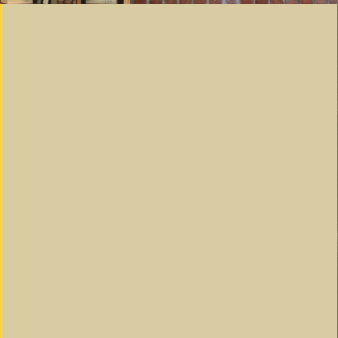
School of Education

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# **Supplementary Lesson Plans for Grade/Year 3 & 4 Struggling Readers**

Teacher Copy

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# TEACHING GUIDE

## Teaching Tips

- Please read the lesson plan before working with a student
- During planning stage, consider the need for extension activities
- A timer, if available, may be needed for some sessions
- Implement lessons in one-on-one or small group (3 to 5 students) settings
- Blue italicized text is a guide on what teachers can say. Feel free to edit and adapt the verbatim to suit your students' needs.
- The time suggested to implement each lesson component is a guide and may vary for each individual teacher and their students

## Target Audience

These lessons are designed for primary/elementary school students

- in Grade/Years 3 and 4
- who are below average at word reading, reading comprehension, and/or other reading-related tasks compared to their grade-level peers

## Lesson Objectives

To improve students'

- decoding skills
- sight word reading skills
- reading fluency
- vocabulary knowledge
- reading comprehension monitoring
- writing skills

## Acknowledgements

This work has been funded by the Economic and Social Research Council's Impact Acceleration Accounts provided to Durham University.

These lessons are for the sole purpose of illustration of multicomponent supplementary reading instruction for students with learning difficulties/disabilities. I, Dr Johny Daniel, have derived these lessons based on my experience working on reading intervention projects at the Meadows Center for Preventing Educational Risk at the University of Texas at Austin and my reading-related coursework at Vanderbilt University's Peabody College. My sole intention in creating these lessons is to combine my knowledge of the science of reading and the recommendations in the field to bridge the research-to-practice gap by providing scripted open educational resources for special educators, teaching aides, parents, and care givers of students with learning difficulties/disabilities. Credit for developing the strategies presented in the lessons goes to the many valuable researchers whose work I reference. Most of this work is derived from various Institute of Educational Sciences practice guides. My team and I would like to thank the authors of these practice guides for their contribution to the field of reading instruction.

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## Instructional Scope and Sequence (Set 1)

Lesson	Decoding Common Phonographs	Reading Fluency	Building Vocabulary	Reading Comprehension Strategies	Grade-level Passage	Sight Word Reading
1	ay ; ai - Word reading <sup>Ext</sup> - Sentence reading <sup>Ext</sup>	Ryan's World <sup>Ext</sup>	famous	Keyword and Main Idea Does it make sense?	-	-
2	ip ; ap - Word reading <sup>Ext</sup> - Sentence reading <sup>Ext</sup>	Greta Thunberg <sup>Ext</sup>	protect	Keyword and Main Idea Does it make sense?	-	-
3	ack ; ick - Word reading <sup>Ext</sup>	George Nissen <sup>Ext</sup>	build	Keyword and Main Idea Does it make sense?	-	1 to 20
4	ill ; ell - Word reading <sup>Ext</sup> - Sentence reading <sup>Ext</sup>	Momiji Nishiya <sup>Ext</sup>	skill	Keyword and Main Idea Does it make sense?	-	21 to 40
5	<b>Review</b> (ay, ai, ip, ap, ack, ick, ill, ell)	Frederick Gordon <sup>Ext</sup>	focus <b>Review</b>	Keyword and Main Idea Does it make sense?	-	41 to 60
6	at ; ot - Word reading <sup>Ext</sup>	Ryan's World	harvest	Keyword and Main Idea	William Kamkwamba	61 to 80
7	am ; ag - Word reading <sup>Ext</sup>	Greta Thunberg	-	Comp Questions	William Kamkwamba	81 to 100
8	ing - Word reading <sup>Ext</sup>	George Nissen	force	Keyword and Main Idea	Anne Frank	101 to 120
9	<b>Review</b> (at, ot, am, ag, ing)	Momiji Nishiya	-	Comp Questions	Anne Frank	121 to 140
10		Progress Monitoring Assessment				

Ext: Has extension activity

Comp = Reading comprehension

## LESSON 1

Word Reading Instruction (5 to 7 minutes)<sup>7,8,9,10,11,20</sup>

*Today we are going to practice reading a list of words. These words have a group of letters that make the same sound in many words.*

- Write on the whiteboard—**ay** and **ai**.
- Write the word **pay** under **ay**.

*The letters a-y say /ay/ as in pay.* [point to the word]

*What sound do the letters a-y make together?* [wait for students to respond]

- Write the word **pain** under **ai**.

*The letters a-i also say /ai/ as in pain.* [point to the word]

*What sound do the letters a-i make together?* [wait for students to respond]

*Now we'll look at different words that have the /ay/ sound, which may read as a-y or a-i.*

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
  - If working with a small group, have each student read a word as you go around the group covering all the words.
  - If working one-on-one, student and teacher alternate reading words on the list.

**Corrective Feedback**

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

*That's not quite right. Remember a-y together make the sound /ay/. What sound?* [Wait for student response.] *That's right /ay/. The word is /s//ay/ say. What word?* [Wait]

*That's not quite right. Remember a-i together make the sound /ai/. What sound?* [Wait for student response] *That's right, /ai/. The word is /mer//maid/ mermaid. What word?* [Wait]

**Extension Activity**

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the picture.

## Set 1

- If they are unsure what word is associated with an image, the teacher can say it aloud.
- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many words as possible for one or two minutes.
- Check spellings and provide corrective feedback.

### Sentence Reading (7 to 10 minutes) <sup>7,8,9,10,11,20</sup>

*Now we're going to read a list of sentences. The goal is to read them accurately and quickly. My turn first.*

Sentences	First Read	Second Read	Third Read
They <u>played</u> with the <u>chain</u> .	T	S and S	S
We <u>always</u> take a <u>train</u> .	T	S and S	S
We took the <u>subway</u> on a <u>rainy day</u> .	T	S and S	S
We <u>paint</u> at <u>midday</u> .	T	S and S	S
Matt had to <u>pay</u> the <u>maid</u> .	T	S and S	S
The <u>mayor</u> went up the <u>stair</u> .	T	S and S	S
<u>Ray</u> took <u>aim</u> with his dart.	T	S and S	S
We <u>stayed</u> to see the <u>rainbow</u> .	T	S and S	S
The <u>mailbox</u> was <u>sprayed</u> .	T	S and S	S
The <u>train</u> was ten minutes late.	T	S and S	S

- First read: The teacher reads all the sentences leaving out words with *a-y* or *a-i*. For instance, the teacher reads: *They \_\_\_\_\_ with the \_\_\_\_\_* [students respond: played; chain]
- Second read: Paired reading—student 1 reads and student 2 listens and marks any errors. Each student reads alternate sentences. If a student can't read a word, the peer waits for three seconds and then says, "*That word is \_\_\_\_\_; what word?*"
- Third read: Whip around. The first student reads a sentence. Then the next student reads a sentence and so on until all the sentences are read. Teachers and peers listen and provide corrective feedback.

### Error Correction

- If students get stuck on a word, wait for three seconds and give them the word. For instance, say *That word has the letters a-y which make the sound /ay/, what sound?* Wait for students to respond. *That word is sprayed. What word?* Wait for students to respond.

## Set 1

- If a student makes an error while reading the sentence, wait for them to finish the sentence, then point to the word and say *That word is closed. What word?* Wait for the student to respond.

### Extension Activity

- Have students underline/highlight all the words with the letters a-y and a-i. Have them read all the underlined words aloud.

### Vocabulary Instruction (3 to 4 minutes)<sup>21,22,23</sup>

*We'll be reading about **famous** kids from around the world. Before we read, let's understand what the word famous means.*

Write **famous** on the white board.

Say: *famous. What word?* (Wait for students to repeat the word)

**Student friendly definition:** *Famous means someone or something that is **known to many people***

**Example Sentence:** Say *Cristiano Ronaldo is a **famous** football player.*

[If football is not big in your country, use the example of another famous person]

**Example:**

*The Queen of England.*

**NonExample:**

*My grandma.*

### Deeper Engagement with the Word

*I'll say names of people and places. If I say the name of a place or person that is an example of famous, say "it's famous" for places or "he/she is famous" for people. If not, don't say anything.*

- Please feel free to change these names to famous people/places that your students will be more familiar with.
1. *Lionel Messi* (students respond: **He's famous**)
  2. *Ed Sheeran* (students respond: **He's famous**)
  3. *Name someone from your school* (**No response**)
  4. *London* (students respond: **It's famous**)
  5. *Adele* (students respond: **She's famous**)

**Say the word again:**

Ask: *What word describes a person who is known to many people?* (famous)

**Reading Fluency (7 to 8 minutes)**<sup>13,14,17,18,19,20</sup>

*For the next couple of weeks, we are going to read about famous children from around the world. Our goal is to read this passage quickly and accurately. My turn first.*

**Ryan's World**

**Ryan Kaji** is not a movie star. Yet, he is **famous**. When he was three years old, he started his own **YouTube channel** called **Ryan's World**. In his first video, Ryan shows how to build a Lego train set.

In his videos, Ryan has played with many toys. His favourite toys are Disney Cars and Thomas the Engine. Many people watch Ryan's videos. Today he has over 32 million followers. He also gets paid millions of dollars for sharing his videos.

Lexile Range: 410-600L

Total Words: 81

Students read the passage three times.

1. The teacher reads it the first time leaving out words for students to read together
2. Students either read in pairs or choral read (everyone reads together) with teacher
3. Students whisper read the passage.

After reading, the teacher asks,

*Who is this passage mostly about?*

The teacher models: *This passage is mostly about Ryan Kaji* [Wait for students to write it down]

*What are some keywords that describe the passage? Keywords tell us about the most important ideas in the passage.*

Keywords for this passage (highlighted in bold): *Ryan, Youtube channel, famous* [Wait for students to write it down]

*What is the most important idea about Ryan?*

*Let's use our keywords to write a main idea statement about this passage.*

*Ryan is famous for his YouTube channel.* [Wait for students to write it down]

*Let me check to see if I have all my keywords in this main idea sentence.*

**Extension Activity**

- For struggling readers, we recommend the extension activity that allows students to develop reading fluency.

Does it Make Sense (2 to 3 minutes)<sup>15,16,20</sup>

*We'll now read a list of sentences silently and decide if they make sense. If a sentence makes sense, we put a check mark in the box. If it does not make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.*

- Teacher reads the first sentence aloud. Thinks out loud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence then discuss why the sentence does not make sense.
- If students are unable to read the sentence, the teacher can read all the sentences aloud and ask students if each sentence makes sense. If not, why doesn't it make sense?

Sentences	✓ or ✗
1. Ryan's channel has over 32 million <u>famous</u> . (followers)	✗
2. Ryan plays with toys in his YouTube videos.	✓
3. Ryan was 3-years old when <u>she</u> made his first video. (he)	✗
4. People <u>patch</u> Ryan's videos on YouTube. (watch)	✗

**Corrective Feedback**

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change it to, to make sense of the sentence.

**Exit Ticket**<sup>24,25</sup>:

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*



## LESSON 2

Word Reading Instruction (5 to 7 minutes) <sup>7,8,9,10,11,20</sup>

*Today we are going to practice reading a list of words with a group of letters that make the same sound in many words.*

- Write on the whiteboard—**ip** and **ap**.
- Write the word **tip** under **ip**.

*The letters i-p say /ip/ as in tip.* [point to the word]

*What sound do the letters i-p make together?* [wait for students to respond]

- Write the word **cap** under **ap**.

*The letters a-p say /ap/ as in cap.* [point to the word]

*What sound do the letters a-p make together?* [wait for students to respond]

*Now we'll look at different words that have one of these two sounds.*

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
  - If working with a small group, have each student read a word as you go around the group covering the subsequent words.
  - If working one-on-one, student and teacher alternate reading words on the list.

**Corrective Feedback**

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

*That's not quite right. Remember the letters i-p together make the sound /ip/. What sound?* [Wait for student response] *That's right /ip/. The word is /l/ /i/ /p/ lip. What word?* [Wait for student response]

*That's not quite right. Remember the letters a-p together make the sound /ap/. What sound?* [Wait for student response] *That's right, /ap/. The word is /t/ /a/ /p/ tap. What word?* [Wait for student response]

**Extension Activity**

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

## Set 1

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the picture.
- If they are unsure what word is associated with an image, the teacher can say it aloud.
- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again, and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

### Sentence Reading (2 to 3 minutes) <sup>7,8,9,10,11,20</sup>

*Now we're going to read a list of sentences. The goal is to read them accurately and quickly. My turn first.*

Sentences	First Read	Second Read	Third Read
The <u>slipper</u> had two <u>straps</u> .	T	S and S	S
Don't <u>rip</u> the <u>map</u> .	T	S and S	S
<u>Apples</u> were sent by <u>ship</u> .	T	S and S	S
The <u>chap</u> gave me a <u>tulip</u> .	T	S and S	S
She <u>ripped</u> her <u>cap</u> .	T	S and S	S

- First read: The teacher reads all the sentences leaving out words with i-p or a-p. For instance, the teacher reads: *The \_\_\_\_\_ had two \_\_\_\_\_* [students respond: straps]
- Second read: Paired reading—student 1 reads and student 2 listens and marks any errors. Each student reads alternate sentences. If a student can't read a word, the peer waits for three seconds and then says, *"That word is \_\_\_\_; what word?"*
- Third read: Whip around. The first student reads a sentence. Then, the next student reads a sentence and so on until all the sentences are read. Teachers and peers listen and provide corrective feedback.

### Error Correction

- If students get stuck on a word, wait for three seconds, and give them the word. For instance, say *That word has the letters i-p, which together make the sound /ip/, what sound?* Wait for student to respond. *That word is ship. What word?* Wait for student to respond.
- If a student makes an error while reading the sentence, wait for the student to finish the sentence, then point to the word and say *That word is apples. What word?* Wait for the student to respond.

### Extension Activity

- Have students underline/highlight all the words with the letter teams i-p and a-p. Have them read all the underlined words aloud.

### Vocabulary Instruction (3 to 4 minutes)<sup>21,22,23</sup>

*We'll be reading about **Greta Thunberg** and how she wants to protect our planet. Before we read, let's understand what the word **protect** means.*

Write **protect** on the white board.

Say: *protect*. *What word?* (Wait for students to repeat the word)

**Student friendly definition:** *Protect means to keep someone or something safe from harm or damage*

**Example Sentence:** *The mask **protects** her from catching COVID.*

**Example:** *Keeping your bicycle covered in the rain.*

**NonExample:** *Leaving your mobile phone out in the rain.*

### Deeper Engagement with Word

*I'm going to ask some questions. For each question tell me if someone or something is being protected or harmed.*

*Remember **harm** means to hurt or damage something and **protect** means to keep something or someone safe from harm.*

1. *People throw a lot of garbage/trash in the river. Is that protecting the river or harming it? [harming]*
2. *You wear a raincoat when it starts raining. Are you protecting or harming yourself? [protecting]*
3. *Old cars produce a lot of smoke. Are they protecting or harming the air we breathe? [harming]*
4. *You wear swim shoes on a pebbly beach. Are you protecting or harming your feet? [protecting]*
5. *You friend throws your favourite toy against the wall. Is your friend protecting or harming your toy? [harming]*

**Say the word again:**

Ask: *What word describes keeping someone or something safe from harm or damage?*

(Protect)

**Reading Fluency (7 to 8 minutes)**<sup>13,14,17,18,19,20</sup>

*Today we're going to read about **Greta Thunberg**. Our goal is to read this passage quickly and accurately. My turn first.*

## **Greta Thunberg**

**Greta** Thunberg was eight when she got to know about **climate change**. It upset her. She wanted to do something to **protect** the planet. So, she made changes. She learned that airplanes give out gases that harm the planet. Therefore, Greta stopped making air trips.

In 2018, Sweden had the hottest summer in 262 years. Greta, who was 15, began a school strike asking for changes. She wanted her country to make laws to lower harmful gases. People from many countries heard of her strike or walkout.

Young people across the world have joined Greta in her fight. Like Greta, they too want to protect our world.

Lexile: 410-600L

Word Count: 107 words

Students read the passage three times.

1. Teacher reads it the first time leaving out words for students to read together
2. Students either read in pairs or choral read with teacher
3. Students whisper read the passage.

After reading, the teacher asks,

*Who is this passage mostly about?*

Teacher models: *This passage is mostly about Greta Thunberg.* [Wait for students to write it down]

*What are some keywords that describe the passage? Keywords tell us about the most important ideas about the passage.*

Keywords for this passage (highlighted in bold): *Greta, climate change, protect* [Wait for students to write it down]

*What is the most important idea about Greta?*

*Let's use our keywords to write a main idea statement for this passage.*

*Greta wants to protect the planet from climate change.* [Wait for students to write it down]

*Let me check to see if I have all my keywords in this main idea sentence.*

### **Extension Activity**

- For struggling readers, we recommend the extension activity, which allows students to develop reading fluency.

**Does it Make Sense (2 to 3 minutes)** <sup>15,16,20</sup>

*We'll now read a list of sentences silently and decide if they make sense. If they make sense, we put a check mark in the box. If they don't make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.*

- Teacher reads the first sentence aloud. Thinks aloud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence then discuss if it does or does not make sense.
- If students are unable to read the sentence, the teacher can read all the sentences out loud and ask students if each sentence makes sense. If not, why doesn't it make sense?

Sentences	✓ or ✗
1. Greta wants to protect the planet from gases that <u>help</u> the planet. (harm)	✗
2. Many young people also want to protect the planet and have joined Greta.	✓
3. To protect the planet, Greta stopped travelling by planes.	✓
4. Sweden had the hottest <u>winter</u> in 2018. (summer)	✗

**Corrective Feedback**

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change to make sense of the sentence.

**Exit Ticket** <sup>24,25</sup>:

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*

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## LESSON 3

Word Reading Instruction (5 to 7 minutes) <sup>7,8,9,10,11,20</sup>

*Today we are going to practice reading a list of words with a group of letters that make the same sound in many words.*

- Write on the whiteboard—**ack** and **ick**.
- Write the word **pack** under **ack**.

*The letters a-c-k say /ack/ as in pack.* [point to the word]

*What sound do the letters a-c-k make together?* [wait for students to respond]

- Write the word **lick** under **ick**.

*The letters i-c-k say /ick/ as in lick.* [point to the word]

*What sound do the letters i-c-k make together?* [wait for students to respond]

*Now we will look at different words that have one of these two letter combinations.*

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
  - If working with a small group, have each student read a word as you go around the group covering all the words.
  - If working one-on-one, student and teacher alternate reading words on the list.

**Corrective Feedback**

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

*That's not quite right. Remember the letters i-c-k together make the sound /ick/. What sound?* [Wait for student response] *That's right, /ick/. The word is /k/i/ /ck/ kick. What word?* [Wait]

**Extension Activity**

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the image.
- If they are unsure what word is associated with an image, the teacher can say it aloud.

## Set 1

- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

### Vocabulary Instruction (3 to 4 minutes) <sup>21,22,23</sup>

*We'll be reading about a boy who built something many of us enjoy playing on. Before we read, let's understand what the word **build** means.*

Write **build** / **built** on the white board.

Say: *build. What word?* (Wait for students to repeat the word)

Say: *The past tense of the word build is built. What is the past tense of build?* (built)

**Student friendly definition:** *Build means to put parts together and make something*

**Example Sentence:** *Construction workers **build** houses and bridges.*

**Example:** *My friend used Lego blocks to make a tower.*

**NonExample:** *My mum made a stack of pancakes.*

### Deeper Engagement with Word

*Turn to your partner and tell them about one thing you've built. Also, tell them what parts you needed to build it.*

- Give students a minute to share with their peers.
- Have students share with the group what their peer told them.
- Provide corrective feedback as necessary

**Say the word again:**

Ask: *What word describes putting parts together to make something?* (build)

### Reading Fluency (7 to 8 minutes) <sup>13,14,17,18,19,20</sup>

*Today we're going to read about **a boy who built the trampoline** [Point to the picture of the trampoline]. Can everyone say the word trampoline? what word? [Wait for students to respond]. Our goal is to read this passage quickly and accurately. My turn first.*

## George Nissen

When he was 16, **George Nissen** got tickets to a circus show. At the circus, George had an idea. It came to him when he saw the tumblers do flips on the safety net. George loved tumbling. He thought it would be fun to **build** something to flip and jump on again and again.

This fun idea stayed with George. A few years later, George shared this idea with his coach. Together, they built the first jumping frame. They called it the **trampoline**. George made his dream come true.

Today, many kids enjoy jumping on trampolines for fun. Maybe you do too!

Lexile: 410-600L

Word Count: 102 words

Students read the passage three times.

4. Teacher reads it the first time leaving out words for students to read together
5. Students either read in pairs or choral read with teacher
6. Students whisper read the passage

After reading, the teacher asks,

*Who is this passage mostly about?*

Teacher models: *This passage is mostly about George Nissen* [Wait for students to write it down]

*What are some keywords that describe the passage? Keywords tell us about the most important ideas about the passage.*

Keywords for this passage (highlight in bold): *George, build, trampoline* [Wait for students to write it down]

*What is the most important idea about George?*

*Let's use our keywords to write a main idea statement about this passage.* [Wait for students to write their main idea sentence. Do emphasize that they should use all the keywords in their sentence]

*George Nissen built the first trampoline.* [Wait for students to write it down]

*Let me check to see if we have all our keywords in this main idea sentence.*

### Extension Activity

- For struggling readers, we recommend the extension activity that allows students to develop reading fluency.



### Does it Make Sense (2 to 3 minutes)<sup>15,16,20</sup>

*We'll now read a list of sentences silently and decide if the sentence makes sense. If it makes sense, we put a check mark in the box. If it does not make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.*

- Teacher reads the first sentence aloud. Thinks out loud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence then discuss if it does or does not make sense.
- If students are unable to read the sentence, the teacher can read all the sentences out loud and ask students if the sentence makes sense. If not, why doesn't it make sense?

Sentences	✓ or ✗
1. Many kids enjoy jumping on trampolines in their backyards.	✓
2. George got <u>pickets</u> for the circus. (tickets)	✗
3. George wanted to <u>bud</u> something to jump on. This idea stayed with him. (build)	✗
4. Along with his coach, George built the first ever trampoline.	✓

#### Corrective Feedback

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change to make sense of the sentence.

### Word List (3 to 5 minutes)<sup>18,20</sup>

*For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.*

- First read: Say each word aloud and wait for students to repeat after you.
- Second read: Have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson

## Set 1

- Teacher listens to student pairs and provides feedback as necessary

### SIGHT WORD LIST

Words	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	4 <sup>th</sup> read
the				
of				
and				
to				
in				
is				
you				
that				
was				
it				
for				
on				
are				
with				
they				
this				
have				
from				
have				
his				

1<sup>st</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20  
 2<sup>nd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20  
 3<sup>rd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20  
 4<sup>th</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

### Exit Ticket <sup>24,25</sup>:

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*

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## LESSON 4

Word Reading Instruction (5 to 7 minutes) <sup>7,8,9,10,11,20</sup>

*Today we are going to practice reading a list of words with a group of letters that make the same sound in many words.*

- Write on the whiteboard—**ell** and **ill**.
- Write the word **tell** under **ell**.

*The letters e-l-l say /ell/ as in tell.* [point to the word]

*What sound do the letters e-l-l make together?* [wait for students to respond]

- Write the word **pill** under **ill**.

*The letters i-l-l say /ill/ as in pill.* [point to the word]

*What sound do the letters i-l-l make together?* [wait for students to respond]

*Now we'll look at different words that have one of these two sounds.*

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
  - If working with a small group, have each student read a word as you go around the group covering all the words.
  - If working one-on-one, student and teacher alternate reading words on the list.

**Corrective Feedback**

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

*That's not quite right. Remember e-l-l together make the sound /ell/. What sound?* [Wait for student response] *That's right, /ell/. The word is /sh//e//ll/ shell. What word?* [Wait]

**Extension Activity**

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the image.
- If they are unsure what word is associated with an image, the teacher can say it aloud.

## Set 1

- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

### Sentence Reading (2 to 3 minutes) <sup>7,8,9,10,11,20</sup>

*Now we're going to read a list of sentences. The goal is to read them accurately and quickly. My turn first.*

Sentences	First Read	Second Read	Third Read
Jill <u>sells</u> snacks on the <u>hill</u> .	T	S and S	S
We need to <u>chill</u> the <u>yellow</u> box.	T	S and S	S
Kay <u>fell</u> onto the <u>telly</u> stand.	T	S and S	S
The <u>villain</u> was always <u>telling</u> lies.	T	S and S	S

- First read: The teacher reads all the sentences and leaves out words with i-l-l or e-l-l. For instance, the teacher reads: Jill \_\_\_\_ snacks on the \_\_\_\_ [students respond: sells; hill]
- Second Read: Paired reading—student 1 reads and student 2 listens and marks any errors. Each student reads alternate sentences. If a student can't read a word, the peer waits for three seconds and then says, "That word is \_\_\_\_; what word?"
- Third Read: Whip around. The first student reads a sentence. Then, the next student reads a sentence and so on until all the sentences are read. Teachers and peers listen and provide corrective feedback.

### Error Correction

- If a student or students are stuck on a word, wait for three seconds and give them the word. For instance, say *That word has the letters e-l-l which make the sound /ell/, what sound?* Wait for students to respond. *That word is telling. What word?* Wait for students to respond.
- If a student makes an error while reading the sentence, wait for the student to finish the sentence, then point to the word and say *That word is box. What word?* Wait for the student to respond.

### Extension Activity

- Have students underline/highlight all words that have the letter teams i-l-l and e-l-l. Have them read all the underlined words aloud.

**Vocabulary Instruction (3 to 4 minutes)** <sup>21,22,23</sup>

*We'll be reading about a young girl who won an Olympic Gold medal for her skills. Before we read, let's understand what the word **skill** means.*

Write **skill** on the white board.

Say: *skill. What word?* (Wait for students to repeat the word)

**Student friendly definition:** *Skill means the ability to do something well*

**Example Sentence:** *You need special **skills** to perform heart surgery.*

**Example:** *A doctor performing brain surgery.*

**NonExample:** *A doctor checking your temperature.*

**Deeper Engagement with Word**

*What skills would these sportspeople need to be good at their sport*

- *Football player* [Wait for students to respond]
  - (running with the ball, shooting, passing, speed, dribbling)
- *Basketball player* [Wait for students to respond]
  - (shooting, dribbling, passing, jumping, speed)
- *Skateboarder* [Wait for students to respond]
  - (balance, rolling, stopping, falling, turning)
- *Swimmer* [Wait for students to respond]
  - (breathing properly, diving, learning strokes, speed)

**Say the word again:**

Ask: *What word describes the ability to do something well?* (skill)

**Reading Fluency (7 to 8 minutes)** <sup>13,14,17,18,19,20</sup>

*Today we're going to read about a kid who won an Olympic gold medal. Our goal is to read this passage quickly and accurately. My turn first.*

## Momiji Nishiya

**Momiji Nishiya** is a skateboarder from Japan. In 2021, she won an **Olympic gold medal**. She was just 13. It was the first time that **skateboarding** was added to the Olympic games.

Momiji was one of the youngest Olympic players to take part. She became the first woman to win an Olympic gold medal for skateboarding.

She also became the youngest Japanese to get a gold medal. To win, Momiji showed off her skills on stairs and ramps. She fell two times. But she got up with a smile and pressed on.

Lexile: 410-600L

Word Count: 92

Students read the passage three times.

1. Teacher reads it the first time leaving out words for students to read together
2. Students either read in pairs or choral read (everyone reads together) with teacher
3. Students whisper read the passage.

After reading, the teacher asks,

*Who is this passage mostly about?* [Wait for students to respond]

**Momiji Nishiya**

*What are some keywords that describe the passage? Keywords tell us about the most important ideas about the passage.* [Wait for students to respond]

Potential keywords for this passage: Momiji, Olympic, youngest, gold medal, skateboarding

*What is the most important idea about Momiji?*

*Let's use our keywords to write a main idea statement about this passage.*

[Wait for students to complete writing the sentence]

Momiji won an Olympic gold medal. Or

Momiji is one of the youngest people to win an Olympic gold medal. or

Momiji won an Olympic gold medal for skateboarding.

*Let me check to see if we have all our keywords in this main idea sentence.* Provide corrective feedback if needed.

### Extension Activity

- For struggling readers, we recommend the extension activity that allows students to develop reading fluency.

### Does it Make Sense (2 to 3 minutes)<sup>15,16,20</sup>

*We'll now read a list of sentences silently and decide if they make sense. If a sentence makes sense, we put a check mark in the box. If it does not make sense, we put an X in the box and underline the word or words that don't make sense. My turn first.*

- Teacher reads the first sentence aloud. Thinks out loud and says "..."
- Teacher reads the second sentence and asks students if the sentence makes sense.
- Students silently read the third sentence then discuss if it does or does not make sense.
- If students are unable to read the sentence, the teacher can read all the sentences out loud and ask students if the sentence makes sense. If not, ask why it doesn't make sense?

Sentences	✓ or ✗
1. Skateboarding was added to the Olympic games for the first time in 2021.	✓
2. Her tricks showed everyone that she has the <u>bills</u> to skateboard on ramps and stairs. (skills)	✗
3. Momiji won an Olympic <u>cold</u> medal for skateboarding. (gold)	✗
4. While skateboarding, she <u>tell</u> twice. But she got up and pressed on. (fell)	✗
5. Olympic gold medals are won by those who have the best skills in a sport.	✓

#### Corrective Feedback

- If a student incorrectly says the sentence makes sense, have the student re-read the sentence and focus on one section of the sentence. Say *Re-read the sentence and see if there is an issue in the first four words / the last three words.*
- If the student is still unable to identify the error, the teacher should think out loud and explain what word does not make sense and what to change to make sense of the sentence.

### Word List (3 to 5 minutes)<sup>18,20</sup>

*For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.*

- First read: Say each word out loud, wait for students to repeat after you.

## Set 1

- Next, have students work in pairs. One student reads the list while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
  - Students switch roles and continue till the end of the lesson
  - Teacher listens to student pairs and provides feedback as necessary
- 

### SIGHT WORD LIST

Words	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	4 <sup>th</sup> read
one				
had				
word				
but				
not				
all				
do				
how				
their				
when				
your				
can				
each				
which				
use				
said				
if				
were				
an				
there				

1<sup>st</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

2<sup>nd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

3<sup>rd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

4<sup>th</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

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### Exit Ticket <sup>24,25</sup>:

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*

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## LESSON 5

Word Reading Instruction (5 to 7 minutes) <sup>7,8,9,10,11,20</sup>

*Today we are going to review reading a list of words with a group of letters that make the same sound in many words.*

- Pair students (or work one-on-one with a student)
- When paired, Student A reads one list of words while student B marks any errors.
- Students switch roles and continue until all lists are read.
- Teacher observes and provides feedback

a-y as in May a-i as in maid	i-p as in tip a-p as in tap	a-c-k as in sack i-c-k as in sick	i-l-l as in Bill e-l-l as in bell
slay	flip	brick	fill
mayo	clip	pick	silly
always	rip	ticket	chilli
sunray	ip	uptick	million
play	ship	chicken	vanilla
aim	map	pack	tell
fail	strap	black	smell
snail	napkin	jacket	yell
remain	cap	back	bell
nail	trap	crack	retell

## Corrective Feedback

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

*That's not quite right. Remember e-l-l together make the sound /ell/. What sound?* [Wait for student response] *That's right, /ell/. The word is /sh//e//ll/ shell. What word?* [Wait]

Vocabulary Instruction (3 to 4 minutes) <sup>21,22,23</sup>

*We'll be reading about a boy from Scotland who beat a skilful chess player. Chess requires a lot of focus. Before we read the story, let's understand what the word **focus** means.*

Write **focus** on the white board.

Say: *focus. What word?* (Wait for students to repeat the word)

**Student friendly definition:** *Focus means to direct your attention to a particular person or task*

**Example Sentence:** [Point to the image on the student sheet] *Mark's sister watches him focus on his writing.*

## Set 1

**Example:** A student uses his magnifying glass to understand how ants eat.

**NonExample:** A student playing catch with the magnifying glass when asked to look at how ants eat.

### Deeper Engagement with Word

*If any of the things I say are examples of people **focused** on someone or something, say "he/she is focused", if not don't say anything.*

1. *Noah's teacher is showing the class how to add two numbers. Noah is sharpening his pencil and talking to his friend.*
2. *Jay is working with dangerous chemicals in the lab. He is not talking to anyone and is quietly working on his experiment. [He is focused]*
3. *Ali is trying to build the tallest Lego tower. His eyes are on the tower, and he is thinking of ways to make the tower taller. [He is focused]*
4. *Neha is driving, listening to music, and talking on the phone with her mother.*
5. *Marta is sitting in class, listening to her teacher, and taking notes. [She is focused]*

### Say the word again:

Ask: *What word means to direct your attention to a particular person or task?* (focus)

## Reading Fluency (7 to 8 minutes) <sup>13,14,17,18,19,20</sup>

*Today we're going to read about **a boy from Scotland**. Our goal is to read this passage quickly and accurately. My turn first.*

### Frederick Gordon

**Frederick** Gordon is an 11-year-old from Scotland. In March 2021, Frederick **beat chess grandmaster** Bogdan Lalic. A grandmaster is someone with the highest skills in playing chess.

Frederick was just 10 years old at that time. This match was played online because of Covid. Frederick sat in his father's study with the door shut. He told his parents and sister to be very quiet during his game. To help Frederick **focus**, his family waited in the garden.

When he won, Frederick jumped up and down! Then, he ran to the window and told his family that he had won. At school the next day, Frederick did not tell his friends.

Lexile: 410-600L

Word Count: 110

Students read the passage three times.

1. Teacher reads it the first time leaving out words for students to read together
2. Students either read in pairs or choral read (everyone reads together) with teacher
3. Students whisper read the passage.

## Set 1

After reading, the teacher asks,

*Who is this passage mostly about?* [Wait for students to respond]

**Fredrick Gordon**

*What are some keywords that describe the passage? Keywords tell us about the most important ideas about the passage.* [Wait for students to respond]

Potential keywords for this passage: Fredrick, chess, beat, grandmaster, focus

*What is the most important idea about Fredrick?*

*Let's use our keywords to write a main idea statement about this passage.*

[Wait for students to complete writing the sentence]

Fredrick beat a chess grandmaster at age 11. Or

Fredrick focused on his game to beat a chess grandmaster.

*Let me check to see if we have all our keywords in this main idea sentence.* Provide corrective feedback if needed.

Ask: *Can someone tell me what the last line of the passage means?* [Direct students to the last line]. *Why do you think Fredrick did not tell his friends that he beat a grandmaster?*

- Maybe he is shy
- Maybe he did not want to boast

## Vocabulary Knowledge Check (5 minutes)<sup>21,22,23</sup>

*Now we'll read a list of sentences and choose the best answer.*

- Call on a student to read sentence 1a and another student to read sentence 1b. After both sentences are read, ask the class, *Which of these two sentences talks about [vocabulary word]?*
- Have students independently read and answer the remaining questions
- As a group, discuss answers and provide feedback

1. Which one of these two sentences talks about a **famous** person:

- a. My brother is going to see the Adele concert next week.
- b. My brother is going on a school trip tomorrow.

Teacher: *Yes, A is the right answer. Can someone tell me who the famous person is?* [Wait] *Yes, Adele. What is she famous for?* [wait]

2. Which of these two sentences talks about **protecting** something or someone:

- a. Last week, some primary school children cleaned a beach to save our seas.
- b. Last week, some primary school children went to the museum to watch a movie on life in the sea.

Teacher: *Yes, A is the right answer. Can someone tell me what or who the children were protecting?* [Wait] *Yes, the beach/the sea.*

## Set 1

3. Which of these two sentences talks about **building** something:
- Mario and his mum are working on giving their dog a bath.
  - Mario and his mum are working on a tree house in their backyard.

Teacher: *Yes, B is the right answer. Can someone tell me what Mario and his mum are building?* [Wait] *Yes, a treehouse.*

4. Which of these two sentences talks about **a skill**:
- Gemma is going to the beach to watch the sunset.
  - Gemma is going to the beach to surf in the sea.

Teacher: *Yes, B is the right answer. Can someone tell me what skill Gemma has?* [Wait] *Yes, she knows how to surf in the sea.*

### Word List (3 to 5 minutes)<sup>18,20</sup>

*For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.*

- First read: Say each word out loud, wait for students to repeat after you.
- Next, have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

#### SIGHT WORD LIST

Words	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	4 <sup>th</sup> read
will				
about				
other				
two				
look				
see				
go				
into				
many				
so				
some				
write				
time				
like				
up				

Set 1

out				
then				
them				
these				
would				

1<sup>st</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

2<sup>nd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

3<sup>rd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

4<sup>th</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

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**Exit Ticket** <sup>24,25</sup>:

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*

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## LESSON 6

Word Reading Instruction (5 to 7 minutes) <sup>7,8,9,10,11,20</sup>

*Today we are going to practice reading a list of words with a group of letters that make the same sound in many words.*

- Write on the whiteboard—**at** and **ot**.
- Write the word **hat** under **at**.

*The letters a-t say /at/ as in hat.* [point to the word]

*What sound do the letters a-t make together?* [wait for students to respond]

- Write the word **hot** under **ot**.

*The letters o-t say /ot/ as in hot.* [point to the word]

*What sound do the letters o-t make together?* [wait for students to respond]

*Now we'll look at different words that have one of these two sounds.*

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
  - If working with a small group, have each student read a word as you go around the group covering all the words.
  - If working one-on-one, student and teacher alternate reading words on the list.

**Corrective Feedback**

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

*That's not quite right. Remember a-t together make the sound /at/. What sound?* [Wait for student response] *That's right, /at/. The word is /ch//a/ /t/ chat. What word?* [Wait]

**Extension Activity**

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the image.
- If they are unsure what word is associated with an image, the teacher can say it aloud.

## Set 1

- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

### Reading Fluency (5 minutes) <sup>13,14,17,18,19,20</sup>

*We're going to reread the passage about **Ryan's World**. Our goal is to read this passage quickly and accurately. When I ask you to start reading, start from the first word {point to the first word} and read until I tell you to stop. If you don't know a word, I'll tell it to you.*

*Ready? Begin.* [Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds, then, say the word aloud. Mark this word as an error.
  - At the end of one minute, count the total words read and subtract the errors to calculate the words read correctly per minute.
  - Have each student read the passage out loud for one minute. Count the correct words per minute and graph it on the graph sheet.
- OR
- Have the other students follow along and mark any errors they find in their peers' reading.
  - Have each student read the passage at least once. If possible, have them read it twice and report both reading times on the graph sheet.

### Ryan's World

Ryan Kaji is not a movie star. Yet, he is famous. When he was three-years old, he started [18]  
his own YouTube channel called Ryan's World. In his first video, Ryan buys a Lego [33]  
train set from a store. He brings it home and builds it. [45]

In the following months, Ryan played with many toys in his videos. His favourite [59]  
toys were Disney Cars and Thomas the Engine. Four months later, Ryan shared a [73]  
video that was watched by millions of people. [81]

As a result, Ryan's followers began to increase. Soon, he was being paid millions [95]  
of dollars. Ryan began to win awards in 2018 and continues to do so. Today, Ryan [111]  
is still popular. As of 2022, Ryan's channel has over 32 million followers. His videos [126]  
have had billions of views. [131]

Total Words - 131

**Vocabulary Instruction (3 to 4 minutes)** <sup>21,22,23</sup>

*We'll be reading about a boy who built something to help his family and his village. Before we start reading let's look at one of the key vocabulary words.*

Write **harvest** on the white board.

Say: *harvest. What word?* (Wait for students to repeat the word)

**Student friendly definition:** *To Harvest is to gather crops from the fields.*

**Example Sentence:** *Farmers harvest tomatoes between July and October each year.*

**Example:** Farmers sometimes use machines to gather the crops when they are ready.

**NonExample:** My parents go to the grocery store to buy the vegetables and fruits we need.

**Deeper Engagement with Word**

*When I name an item that you think can be harvested, say harvest, if not, don't say anything.*

1. *Potatoes* [Harvest]
2. *Rice* [Harvest]
3. *Milkshake*
4. *Corn* [Harvest]
5. *Bread*
6. *Apples* [Harvest]

**Say the word again:** *What word describes gathering crops from the fields?* [harvest]

**Grade-level Reading Comprehension (15 to 17 minutes)** <sup>20</sup>

*We'll be reading about **William Kamkwamba**. As we read, underline any word you don't understand. At the end of each section, we will stop and identify some keywords and write the main idea for each section. My turn to read first.*

**Section 1**

- Teacher reads section one. Students follow along on their sheets.

William Kamkwamba is from Malawi. About 19 million people live in this African country. Most people in Malawi work as farmers. They grow food for a living. Some crops farmers grow are corn, soybeans, and potatoes.

William's family grew corn. Each year, the family would **harvest** 15–20 bags of corn. These bags of corn were the food they ate for the rest of the year. They would grind or powder the corn and use it to make food.



## Set 1

- After reading section 1, ask the students, *What are some key words in section 1?* (Malawi, William, farmer)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., William is from Malawi, which is a country of farmers).

What are some keywords in Section 1? \_\_\_\_\_

Using the keywords, write a summary sentence for Section 1: \_\_\_\_\_

- Teacher and students read section 2 together. The teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words for students to fill in.

In the year 2000, William's father **harvested** just three bags of corn. That was a very difficult year for them. The family ate just one meal a day to make the corn last longer.

That year, William had to drop out of high school. His parents did not have the money to pay for it. William hoped he could go back to school the next year if the corn harvest was good, and his parents had more money.

He did not want to fall behind his classmates though. So, William began to spend time at the school library. The books in the school library were in English. William did not know much English. He could not understand the science books he wanted to read.

- After reading section 2, ask the students, *What are some key words in section 2?* (e.g., William, harvest, drop out, money)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Due to the poor harvest, William had to drop out of school. Or William's family had a poor harvest and had no money to send him to school).

## Section 3

- Teacher and students read section 3 together. The teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words that students fill in.

William began to study the diagrams in the science books. He learned the meanings of English words in the diagrams or images. That helped him understand the pictures better.

One day, William came across a book about wind energy. It had a picture of windmills on it. When William learned that he could create electricity from the wind, he was excited! The wind was free!

## Set 1

William decided to build a windmill to help his father water his crops and to create electricity for their house. Most people in Malawi had no electricity in their homes. So, this was a great idea.

However, William did not have any money to buy the materials he needed. This 14-year-old chap did not give up. He kept thinking of ways to build his windmill.

- After reading section 3, ask the students, *What are some key words in section 3?* (e.g., idea, diagrams, electricity)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Studying the diagrams in books gave William an idea to create electricity. Or The diagrams gave William an idea to create electricity).

### Section 4

- Students read this section in pairs. Student one reads the first paragraph and student two follows along. Students switch roles for each paragraph.
- Teacher monitors and provides feedback.
- If working one-on-one, teacher and student take turns reading each paragraph.

William found his materials at a scrap metal yard. This was a place where people dumped old or broken items such as old TVs. William picked many items of scrap metal and used them to build his first windmill.

The windmill sat atop a tall frame made of wooden poles. William's windmill began to create electricity! Soon, William's family were able to power some lamps in their house.

People began to notice. Slowly, William started to become popular.

Today, William is known in many countries. He travels and shares his story with students. He wrote a book, and Hollywood has made a movie that shows how he built his windmill.

- After reading section 4, ask the students, *What are some key words in section 4?* (e.g., windmill, famous, electricity)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., William became famous for creating electricity from his windmill).

Lexile: 610-800L

Word Count: 443

### Corrective Feedback

#### WORD READING

If students make an error in reading a word, isolate each phoneme/syllable, and blend the word. Say:

*That's not quite right. Remember a-t together make the sound /at/. What sound?* [Wait for student response] *That's right /at/. The word is /ch//a/ /t/ chat. What word?* [Wait]

## Set 1

If the word is a sight word or an irregular word, say the word out loud and have the student repeat after. *That word is electricity. What word?*

### COMPREHENSION

If a student fails to identify the keyword or the main idea statement, teachers need to model identifying the keywords and writing the main idea statement.

### Word List (2 to 3 minutes)<sup>18,20</sup>

*For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.*

- First read: Say each word out loud, wait for students to repeat after you.
- Next, have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

### SIGHT WORD LIST

Words	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	4 <sup>th</sup> read
no				
way				
people				
my				
than				
number				
call				
who				
water				
part				
get				
did				
been				
oil				
come				
may				
now				
long				
day				
down				

## Set 1

1<sup>st</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

2<sup>nd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

3<sup>rd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

4<sup>th</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

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### Exit Ticket <sup>24,25</sup>:

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*

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## LESSON 7

Word Reading Instruction (5 to 7 minutes) <sup>7,8,9,10,11,20</sup>

*Today we are going to practice reading a list of words with a group of letters that make the same sound in many words.*

- Write on the whiteboard—**am** and **og**.
- Write the word **ram** under **am**.

*The letters a-m say /am/ as in ram.* [point to the word]

*What sound do the letters a-m make together?* [wait for students to respond]

- Write the word **rag** under **ag**.

*The letters a-g say /ag/ as in rag.* [point to the word]

*What sound do the letters a-g make together?* [wait for students to respond]

*Now we'll look at different words that have one of these two sounds.*

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
  - If working with a small group, have each student read a word as you go around the group covering all the words.
  - If working one-on-one, student and teacher alternate reading words on the list.

**Corrective Feedback**

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

*That's not quite right. Remember a-g together make the sound /ag/. What sound?* [Wait for student response] *That's right, /ag/. The word is /t//a//g/ tag. What word?* [Wait]

**Extension Activity**

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the image.
- If they are unsure what word is associated with an image, the teacher can say it aloud.

## Set 1

- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

### Reading Fluency (5 minutes)<sup>13,14,17,18,19,20</sup>

*We're going to reread the passage about **Greta Thunberg**. Our goal is to read this passage quickly and accurately. When I ask you to start reading, start from the first word {point to the first word} and read until I tell you to stop. If you don't know a word, I'll tell it to you. Ready? Begin.* [Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds and then say the word out loud. Mark this word as an error.
  - At the end of one minute, count the total words read and subtract the errors to calculate the words read correctly per minute.
  - Have each student read the passage out loud for one minute. Count the correct words per minute and graph it on the graph sheet.
- OR
- Have the other students follow along and mark any errors they find in their peers' reading.
  - Have each student read the passage at least once. If possible, have them read it twice and report both reading times on the graph sheet.

**Greta Thunberg** was eight when she got to know about **climate change**. It upset her. [15]  
She wanted to do something to **protect** the planet. So, she made changes. For [29]  
example, she learned that airplanes give out gases that harm the planet. Therefore, [42]  
Greta stopped making air trips. [47]

In 2018, Sweden had the hottest summer in 262 years. Greta, who was 15, began a [63]  
school strike or walkout asking for change. She wanted her country to make laws to [78]  
lower gases that harm the planet. People from many countries heard of her strike or [93]  
walkout. [94]

Young people across the world have joined Greta in her fight. Like Greta, they too [109]  
want to protect our world. [114]

Total Words: 114

### Grade-level Reading Comprehension (15 to 17 minutes)<sup>20</sup>

*We'll be re-reading the passage about **William Kamkwambe**. After reading each section, we will answer some comprehension questions.*

#### Section 1

- Students read in pairs. Student 1 reads paragraph one and student 2 follows. Students switch roles until the end of section 1.

## Set 1

William Kamkwamba is from Malawi. About 19 million people live in this African country. Most people in Malawi work as farmers. They grow food for a living. Some crops farmers grow are corn, soybeans, and potatoes.

William's family grew corn. Each year, the family would **harvest** 15–20 bags of corn. These bags of corn were the food they ate for the rest of the year. They would grind or powder the corn and use it to make food.

- Teacher reads the first question and models a think-aloud. For instance, the teacher says, *It says here in passage one that most people in Malawi are farmers. So, my answer for question 1 is farmers.*
- Teacher asks a student to read question 2. He/she asks the group for the answer and its source.
- If students can't answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

**Q1.** What do most people in Malawi do for a living? (They farm, or They are farmers, or They grow crops).

**Q2.** How did William's family make food? (They ground the corn to a powder).

## Section 2

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

In the year 2000, William's father **harvested** just three bags of corn. That was a very difficult year for them. The family ate just one meal a day to make the corn last longer.

That year, William had to drop out of high school. His parents did not have the money to pay for it. William hoped he could go back to school the next year if the corn harvest was good, and his parents had more money.

He did not want to fall behind his classmates though. So, William began to spend time at the school library. The books in the school library were in English. But William did not know much English. He could not understand the science books he wanted to read.

- Teacher asks a student to read question 3. He/she asks the group for the answer and its source.
- If students can't answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

**Q3.** Why did William drop out of high school? (His family had no money, His family had a poor harvest, and they had no food and money)

### Section 3

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

William began to study the diagrams in the books. He learned the meanings of English words in the diagrams. That helped him understand the pictures better.

One day, William came across a book about wind energy. It had a picture of windmills on it. When William learned that he could create electricity from the wind, he was excited! The wind was free!

William decided to build a windmill to help his father water his crops and to create electricity for their house. Most people in Malawi had no electricity in their homes. So, this was a great idea.

However, William did not have any money to buy the materials he needed. This 14-year-old chap did not give up. He kept thinking of ways to build his windmill.

- Teacher asks a student to read question 4. He/she asks the group for the answer and its source. Repeat the process for question 5.
- If students can't answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

**Q. 4** Where did William find pictures of windmills? (In a book)

**Q. 5** Why did William decide to build a windmill? (To create electricity)

### Section 4

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

William found his materials at a scrap metal yard. This was a place where people dumped old or broken items such as bicycles. William picked many items of scrap metal and used them to build his first windmill.

The windmill sat atop a tall frame made of wooden poles. William's windmill began to create electricity! Soon, William's family were able to power some lamps in their house.

People began to notice. Slowly, William started to become popular.

Today, William is known in many countries. He travels and shares his story with students. He wrote a book, and Hollywood has made a movie that shows how he built his windmill.

- Teacher asks a student to read question 6. He/she asks the group for the answer and its source.



## Set 1

- Teacher reads Q7 and waits for students to write their responses. Teacher provides corrective feedback if needed.
- If students can't answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

**Q. 6** How did William become popular? (He built a windmill that created electricity).

**Q7.** In your own words, write what you think was the most important idea about William's story. (Answers will vary)

### Word List (2 to 3 minutes)<sup>18,20</sup>

*For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.*

- First read: Say each word out loud, wait for students to repeat after you.
- Next, have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

### SIGHT WORD LIST

Words	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	4 <sup>th</sup> read
new				
our				
just				
man				
think				
me				
back				
over				
sound				
live				
very				
good				
take				
year				
place				
know				

Set 1

work				
little				
name				
most				

1<sup>st</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

2<sup>nd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

3<sup>rd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

4<sup>th</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

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**Exit Ticket** <sup>24,25</sup>:

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets.*

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## LESSON 8

Word Reading Instruction (3 minutes) <sup>7,8,9,10,11,20</sup>

*Today we are going to practice reading a list of words with a group of letters that make the same sound in many words.*

- Write on the whiteboard—**ing**.
- Write the word **ring** under **ing**.

*The letters i-n-g say /ing/ as in ring.* [point to the word]

*What sound do the letters i-n-g make together?* [wait for students to respond]

*Now we'll look at different words that have this sound.*

- Show students each word along with the image, say the word, and have students repeat the word.
- Next, fold the paper to hide the images or cover the images with another sheet of paper. Show students only the word list.
  - If working with a small group, have each student read a word as you go around the group covering all the words.
  - If working one-on-one, student and teacher alternate reading words on the list.

**Corrective Feedback**

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

*That's not quite right. Remember the letters i-n-g together make the sound /ing/. What sound?* [Wait for student response] *That's right, /ing/. The word is /b/ /i/ /n/ /g/ /o/ bingo. What word?* [Wait]

**Extension Activity**

We highly recommend this extension activity for students who are well below average in reading words compared to their grade-level peers.

- For the extension activity, have students cover the written words with a sheet of paper.
- Have students look at the images and write the word associated with the image.
- If they are unsure what word is associated with an image, the teacher can say it aloud.
- If the student is unsure how to spell the word, have them uncover the word list, look at the word, then cover the word again and write the spelling.
- Have students write as many spellings as possible for one or two minutes.
- Check spellings and provide corrective feedback.

**Reading Fluency (5 minutes)** <sup>13,14,17,18,19,20</sup>

*We're going to reread the passage about **George Nissen, the boy who built the trampoline**. The goal is to read these passages quickly and accurately. When I ask you to start reading, start from the first word {point to the first word} and read until I tell you to stop. If you don't know a word, I'll tell it to you. Ready. Begin.* [Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds and then say the word out loud. Mark this word as an error.
  - At the end of one minute, count the total words read and subtract the errors to calculate the words read correctly per minute.
  - Have each student read the passage out loud for one minute. Count the correct words per minute and graph it on the graph sheet.
- OR
- Have the other students follow along and mark any errors they find in their peers' reading.
  - Have each student read the passage at least once. If possible, have them read it twice and report both reading times on the graph sheet.

**George Nissen**

When he was 16, George Nissen got tickets to a circus show. At the circus, George [16]  
had an idea. It came to him when he saw the tumblers do flips on the safety net. [34]  
George loved tumbling. He thought it would be fun to build something to flip and [49]  
jump on again and again. [54]

This fun idea stayed with George. A few years later, George shared this idea with his [70]  
coach. Together, they built the first jumping frame. They called it the trampoline. [83]  
George made his dream come true. George died at the age of 96 in his home in [100]  
California. [101]

Today, many kids enjoy jumping on trampolines for fun. Maybe you do too! [114]

Total Words: 114

**Vocabulary Instruction (3 to 4 minutes)** <sup>21,22,23</sup>

*We will be reading about **Anne Frank**. Before we read, let's understand what the word **forced** means.*

Write **forced** on the white board.

Say: *Force. What word?* (Wait for students to repeat the word)

**Student friendly definition:** *Force means to make someone do something they don't want to do*

## Set 1

**Example Sentence:** *Some kids are **forced** to work and cannot go to school.*

**Example:** *Jim does not eat fish, but his friends made him eat fish for lunch.*

**NonExample:** *David's friends asked him to try some fish and chips. David said no. He did not eat the fish.*

### Deeper Engagement with Word:

*I am going to start a sentence and I want you to think of an ending that makes sense.*

1. *I was **forced** to open the door because...*[e.g., someone kept banging on the it]
2. *The bus driver was **forced** to take a different road because...*[e.g., they were repairing the road; there was an accident]
3. *Some people are **forced** to leave their homes because...*[e.g., of war, of floods]
4. *I was **forced** to walk home because...*[e.g., I missed the bus]

**Say the word again:** *What word means to make someone do something they don't want to do?* [Force/Forced]

## Grade-level Reading Comprehension (15 to 17 minutes)<sup>20</sup>

*We'll be reading about **Anne Frank**. As we read underline any word you don't understand. At the end of each section, we will stop and identify some keywords and write the main idea for each section. My turn to read first.*

### Section 1

- Teacher reads section one. Students follow along on their sheets.

Anne Frank was born in Germany in June 1929. She was Jewish. Sadly, Anne would not live to see her 16<sup>th</sup> birthday. Anne, and a million more Jewish children, died during World War II.

From birth to the age of four, Anne lived in a city called Frankfurt in Germany. In 1933, Anne's father Otto got a job in the Netherlands. At that time, it was getting hard for Jews to live in Germany under the Nazi party led by Adolf Hitler. So, Otto Frank took the job in Amsterdam, the capital city of the Netherlands. He went alone at first.

Within a year, Anne had joined Otto in Amsterdam along with her mother and older sister. Anne began school and a few years passed without problems.

- After reading section 1, ask the students, *What are some key words in section 1?* (Anne, Amsterdam/Germany, Nazi/Adolf)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Anne and her family had to move from Germany because of the Nazi party).

## Section 2

- Teacher and students read section 2 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words for students to fill in.

In 1940, the Germans took over the Netherlands. Soon, they began to make life difficult for the Jews who lived there. Anne was **forced** to move to a Jewish school. Her family and the other Jews were not allowed to leave the city. Two years went by with life getting increasingly difficult for the Franks.

In June 1942, Anne turned 13 and got a diary as a birthday present. About two weeks later, the Franks went into **hiding** when Anne's sister was ordered by force to go to a Nazi work camp. The Germans sent thousands of Jews to work camps. In these camps, the Jews were **forced** to work hard under tough or difficult conditions.

Anne began writing in her diary soon after she got it. When the family went into hiding, Anne took her diary with her. The family hid in a **secret** apartment in her father's office building.

- After reading section 2, ask the students, *What are some key words in section 2?* (e.g., forced, hiding, secret, Nazi)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Anne and her family were forced to hide from the Nazis in a secret apartment).

## Section 3

- Teacher and students read section 3 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words for students to fill in.

A few days later, the Franks were joined in their hiding place by another family. Anne was glad to have new people to talk to. For two years, the Franks stayed hidden or out of sight. Only four of Otto's workers knew about this hiding place. They got the Franks food and other supplies and shared the latest news. Through the two years of hiding, Anne wrote in her diary. She mostly wrote about what happened in the secret apartment.

Anne and the others were found by the Germans in August 1944. Within a month, the Franks were on a train to a work camp in Poland. There, the family was separated. In a few months, Anne and her sister were moved again to a **work camp** in Germany. It was at this camp that Anne became ill and **died**.

Otto was the only one who lived. When the Germans lost the war, Otto was rescued from the German work camp. One of his workers gave him Anne's diary. After some thought,

## Set 1

Otto published it in 1947. In her **diary**, Anne had written of her dream to become a writer. By publishing her diary, Otto made her dream come true.

- After reading section 3, ask the students, *What are some key words in section 3?* (e.g., diary, work camp, died)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Anne Frank died at a German work camp, but her father published her diary to make her dream come true).

Lexile: 610-800

Word Count: 478

### Corrective Feedback

#### WORD READING

If students make an error in reading a word, isolate each phoneme/syllable, and blend the word. Say:

*That's not quite right. Remember a-t together make the sound /at/. What sound?* [Wait for student response] *That's right, /at/. The word is /ch//a/ /t/ chat. What word?* [Wait]

If the word is a sight word or an irregular word, say the word aloud and have the student repeat after. *That word is electricity. What word?*

#### COMPREHENSION

If a student fails to identify the keyword or the main idea statement, teachers need to model identifying the keywords and writing the main idea statement.

### Word List (2 to 3 minutes)<sup>18,20</sup>

*For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.*

- First read: Say each word out loud, wait for students to repeat after you.
- Next, have students work in pairs. One student reads the list, while the other student follows and marks any errors. If a timer is available, have students time their peers and write their time and accuracy at the bottom of the sheet.
- Students switch roles and continue till the end of the lesson
- Teacher listens to student pairs and provides feedback as necessary

Set 1

SIGHT WORD LIST

Words	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	4 <sup>th</sup> read
same				
three				
boy				
tell				
say				
before				
line				
also				
show				
around				
old				
mean				
where				
help				
line				
too				
form				
want				
follow				
came				

1<sup>st</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

2<sup>nd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

3<sup>rd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

4<sup>th</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

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**Exit Ticket** <sup>24,25</sup>:

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*

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## LESSON 9

Word Reading Instruction (5 minutes) <sup>7,8,9,10,11,20</sup>

*Today we're going to practice reading a list of words with a group of letters that make the same sound in many words.*

- Pair students (or work one-on-one with a student)
- When paired, Student A reads one list of words while student B marks any errors.
- Students switch roles and continue until all lists are read.
- Teacher observes and provides feedback

<b>at</b> as in hat <b>ot</b> as in hot	<b>am</b> as in ram <b>ag</b> as in rag	<b>ing</b> as in sing
mat	dam	wing
rat	jam	king
spat	ramp	thing
flat	lamb	sling
patty	slam	boxing
attic	ample	flying
tattoo	camel	rotting
dot	tag	jotting
pot	bag	patting
trot	stag	batting
slot	flag	cramping
shot	brag	ramping
clot	wagon	lagging
robot	dragon	bagging

**Corrective Feedback**

If students make an error, isolate each phoneme/syllable, and blend the word. Say:

*That's not quite right. Remember e-l-l together make the sound /ell/. What sound?* [Wait for student response] *That's right, /ell/. The word is /sh//e//ll/ shell. What word?* [Wait]

**Reading Fluency (5 minutes)** <sup>13,14,17,18,19,20</sup>

*We're going to reread the passage about **Momiji Nishiya the skillful skateboarder**. Our goal is to read this passage quickly and accurately. When I ask you to start reading, start from the first word {point to the first word} and read until I tell you to stop. If you don't know a word, I'll tell it to you. Ready? Begin.* [Start the timer and let the student read for one-minute].

- If a student comes to a word they can't read, wait for 3-seconds and then say the word out loud. Mark this word as an error.
  - At the end of one minute, count the total words read and subtract the errors to calculate the words read correctly per minute.
  - Have each student read the passage out loud for one minute. Count the correct words per minute and graph it on the graph sheet.
- OR
- Have the other students follow along and mark any errors they find in their peers' reading.
  - Have each student read the passage at least once. If possible, have them read it twice and report both reading times on the graph sheet.

### Momiji Nishiya

Momiji Nishiya is a skateboarder from Japan. In 2021, she won an Olympic gold medal. She [16]  
was just 13. It was the first time that skateboarding was added to the Olympic games. Also, [33]  
Momiji was one of the youngest Olympic players to take part. [44]

Momiji became the first woman to win an Olympic gold medal for skateboarding. She also [59]  
became the youngest Japanese to get a gold medal. To win, Momiji showed off her skills by [76]  
doing tricks on stairs and ramps. She fell two times. But she got up with a smile and pressed [95]  
on. In 2019, Momiji also won a silver medal at the Summer Games. [108]

Total Words: 108

**Grade-level Reading Comprehension (15 to 17 minutes)**<sup>20</sup>

*We'll be re-reading the passage about **Anne Frank**. After reading each section, we'll answer some comprehension questions.*

### Anne Frank

#### Section 1

- Students read in pairs. Student 1 reads paragraph one and student 2 follows. Students switch roles until the end of section 1.

Anne Frank was born in Germany in June 1929. She was Jewish. Sadly, Anne would not live to see her 16<sup>th</sup> birthday. Anne, and a million more Jewish children, died during World War II.

From birth to the age of four, Anne lived in a city called Frankfurt in Germany. In 1933, Anne's father Otto got a job in the Netherlands. At that time, it was getting hard for Jews to live in Germany under the Nazi party led by Adolf Hitler.

## Set 1

So, Otto Frank took the job in Amsterdam, the capital city of the Netherlands. He went alone at first. Within a year, Anne had joined Otto in Amsterdam along with her mother and older sister. Anne began school and a few years passed without problems.

- Teacher reads the first question. Models a think aloud. For instance, teacher says, *It says here in paragraph one that first Otto and then Anne moved to Amsterdam in the Netherlands. So, my answer for question 1 is Amsterdam/Netherlands.* [Point to the location in the passage where the information is located].
- Teacher asks a student to read question 2. He/she asks the group for the answer and its source.
- If students can't answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

**Q1.** Where did Anne and her family move to? (Amsterdam/Netherlands)

**Q2.** Why did Anne and her family leave Germany? (The Nazis were making it hard for the Jews to live in Germany).

### Section 2

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

In 1940, the Germans took over the Netherlands. Soon, they began to make life difficult for the Jews who lived there. Anne was forced to move to a Jewish school. Her family and the other Jews were not allowed to leave the city. Two years went by with life getting increasingly difficult for the Franks.

In June 1942, Anne turned 13 and got a diary as a birthday present. About two weeks later, the Franks went into hiding when Anne's sister was ordered by **force** to go to a Nazi work camp. The Germans sent millions of Jews to work camps. In these camps, the Jews were forced to work hard under tough or difficult conditions.

Anne began writing in her diary soon after she got it. When the family went into hiding, Anne took her diary with her. The family hid in a secret apartment in her father's office building.

- Teacher asks a student to read question 3. He/she asks the group for the answer and its source.
- If students can't answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

**Q3.** Who was forced to go to a work camp? (Jews and/or Anne's sister)

### Section 3

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

A few days later, the Franks were joined in their hiding place by another family. Anne was glad to have new people to talk to. For two years, the Franks stayed hidden or out of sight. Only four of Otto's workers knew about this hiding place. They got the Franks food and other supplies and shared the latest news. Through the two years of hiding, Anne wrote in her diary. She mostly wrote about what happened in the secret apartment.

Anne and the others were found by the Germans in August 1944. Within a month, the Franks were on a train to a work camp in Poland. There, the family was separated. In a few months, Anne and her sister were moved again to a work camp in Germany. It was at this camp that Anne became ill and died.

Otto was the only one who lived. When the Germans lost the war, Otto was rescued from the German work camp. One of his workers gave him Anne's diary. After some thought, Otto published it in 1947. In her diary, Anne had written of her dream to become a writer. By publishing her diary, Otto made her dream come true.

- Teacher asks a student to read question 4. He/she asks the group for the answer and its source. Repeat the process for questions 5 and 6.
- If students can't answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

**Q. 4** How long did Anne hide in the secret place? (2 years)

**Q. 5** Where did Anne die? (At a work camp / In Germany)

**Q.6** What was Anne's dream? (To become a writer)

- Discussion Question: Ask students the below question and discuss orally

*In your own words, what do you think was the most important idea about Anne's story?  
(Answers will vary)*

### Word List (2 to 3 minutes)<sup>18,20</sup>

*For our last activity today, we're going to read a list of words. We'll be reading the same list multiple times to time our reading and see how quickly but also how accurately we can read the list. My turn first.*

Set 1

SIGHT WORD LIST

Words	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	4 <sup>th</sup> read
such				
home				
set				
well				
put				
ask				
does				
end				
here				
move				
us				
land				
big				
large				
even				
because				
must				
why				
different				
men				

1<sup>st</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

2<sup>nd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

3<sup>rd</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

4<sup>th</sup> read: Time \_\_\_\_\_; Accuracy \_\_\_\_\_/20

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**Exit Ticket** <sup>24,25</sup>:

*Excellent work today everyone. Before we leave for the day, could you please complete the exit ticket on your student sheets?*

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## LESSON 10

## Curriculum Based Measure

- If working with a small group, have all students start with the Does It Make Sense sentences. As students are working on these sentences, pull one student aside at a time and conduct the word reading assessment (Activity 4).
- If students finish the test early, have them pick either Anne Frank or William's story. Ask them to read it and write down at least three questions regarding things they would like to know more about. Have them read silently.
- If a student struggles to read a word or sentence, the teacher can read it aloud and ask the student for the answer. (e.g., Teacher reads: *The Queen of England is a famous person. Does that sentence make sense?*)

**Activity 1: Does It Make Sense**<sup>15,16,20</sup>

Read the sentences. Then, decide if each sentence makes sense or not. If it does not make sense, underline the word or words that don't make sense.

Sentences	✓ or ✗
1. Close to 19 million people live in the African country of Malawi.	✓
2. Momiji was one of the youngest Olympic players to win a <u>god</u> medal. (gold)	✗
3. Airplanes give <u>in</u> gases that harm the planet. (out)	✗
4. Millions of <u>plots</u> watch videos on YouTube. (people)	✗
5. The Queen of England is a famous person.	✓
6. You need to focus when you build something new.	✓
7. Many kids enjoy <u>stumping</u> on the trampoline for fun. (jumping)	✗
8. When the Germans lost the war, many people were rescued from the work <u>damps</u> . (camps)	✗

**Activity 2: What's the word?**<sup>21,22,23</sup>

build	skill	protect	harvest	force	harm	focus
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**What's the word? Use words from the word bank to select the word that fits the meaning:**

1. to make someone do something that they don't want to do (force)
2. to gather crops from the fields (harvest)
3. the ability to do something well (skill)
4. to put parts together and make something (build)
5. to keep someone or something safe from harm or damage (protect)

**Activity 3: Read the passage and answer comprehension questions.**<sup>20</sup>

**Frederick Gordon**

Frederick Gordon is an 11-year-old from Scotland. In March 2021, Frederick beat chess grandmaster Bogdan Lalic. A grandmaster is someone with the topmost skills in playing chess.

Frederick was just 10 years old at that time. This match was played online because of Covid. Frederick sat in his father's study with the door shut. He told his parents and sister to be very quiet during his game. To help Frederick **focus**, his family waited in the garden until the game was over.

When he won, Frederick jumped up and down! Then, he ran to the window and told his family that he had won. At school the next day, Frederick did not tell his friends.

1. Who is a chess grandmaster?
  - a. A very old chess player
  - b. A very young chess player
  - c. A chess player with the topmost skills**
  - d. A chess player with the lowest skills
2. What does the word 'focus' mean as it is used in this passage?
  - a. to play chess with other people
  - b. to stay alone in a room and play
  - c. to help someone do something very well
  - d. to direct your attention to one thing**

Set 1

3. Why did Fredrick have to play his chess game online?
  - a. **Because of Covid**
  - b. Because he likes to be alone
  - c. Because he likes to focus
  - d. Because he only plays online
4. What did Frederick not do after he won his game?
  - a. Jump up and down
  - b. **Tell his friends**
  - c. Tell his family
  - d. Run to the window

Total score: \_\_\_\_\_ / 17

**Activity 4: Word reading**<sup>7,8,9,10,11,20</sup>

*Now I want you to read a list of words. Read them as fast as you can but also as accurately as you can. Begin at the top and go down the list, if you don't know a word, skip it and go to the next word. Ready?*

- If you have a timer, time student's reading.
- As the student reads, strikethrough words that were skipped, misread, or needed your help to be read correctly. You can also add ticks and crosses.
- Record the total number of words read correctly at the bottom of the student sheet
- If the student is making errors with a specific letter team, it would be helpful to reteach that word reading lesson.

lay	atom
rain	robot
ship	fellow
map	uphill
pack	hippo
kick	relay
fill	paint
well	happy
tag	attack



Set 1

<b>ramp</b>	<b>billing</b>
<b>king</b>	<b>ticket</b>

Accuracy: \_\_\_\_\_/22

Speed: \_\_\_\_\_ seconds

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