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Program 101-1, Week 37

From FreeReading

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Week 37, Day 1

Reintroduce multiple irregular words: school, father, city, earth, eye, thought

Activity Type: Reintroduce

Activity Form: Standard

Grade: K, 1

Group Size: Small Group, Whole Class

Length: 5 minutes

Materials: Irregular Words II index cards (print them here)

Goal: Given a printed irregular word, say its sound (irregword -> "irregword")

Items: The set of irregular words for this lesson

What to do

1. Arrange all the new irregular words on the board.
2. **Let's review these words. Pay attention because they are trick words.**
3. Point to each word in turn, model its sound, and have students repeat.
4. Next, point to words randomly and let students say the word without your help. Give students individual turns. If students attempt to sound out a word before saying it, say: **Remember, these are trick words, so you can't sound them out. Can you say this word without sounding out? Try it.**
5. If students mispronounce a word, model the correct way to say it and have them try again. Keep going until everyone has mastered these words.
6. If time allows, to help students 'deep process' a word, ask an individual student, **Can you make a sentence with the word around in it?** Select a different word from today's set for each student. An alternative formulation you can use for variety is, **I'll say the first part of a sentence and you have to make up an ending for it:** *The dog ran around and around the oak tree because...* Student: *...there was a squirrel in it.*

Related activities

- Introduce multiple irregular words
- Introduce an irregular word
- Irregular word fluency
- All Irregular Word Activities

Reading connected text accuracy (passage): (An

80-word fiction passage.)

Activity Type: Build Accuracy

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: None

Goal: Given a written passage, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: Select a fiction or non-fiction passage here

What to do

1. Write the story on the board or print it and project it on an overhead projector.
2. **Let's read a story. Get ready.** Wait until everyone is sitting ready.
3. **I'm not going to read this first. You're going to read each word as I point to it. Remember to sound out the word silently if you don't recognize it straight away. Ready?**
4. Point just beneath the first word. Pause for three seconds (less if all students are able to keep up). **What's the word?**
5. Continue with the other words in the sentence, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of each sentence.
6. For irregular words say: **The next word is a trick word.** Point beneath the word and pause for three seconds. **What's the word?** If you are confident students can read irregular words, fade this prompt--just point beneath the word as you do for other words.
7. **Okay, now let's read the story again from the beginning.** Go back through the story with slightly shorter pauses. Give individuals who are not following a chance to read a sentence on their own.
8. Optionally, go through the story one more time, a little faster again and without asking **What's the word?**

Related activities

- Reading connected text fluency (passage)
- All Reading Connected Text Activities

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Week 37, Day 2

Irregular word fluency: your .. thought

Activity Type: Build Fluency

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: Irregular word index cards (print them here)

Goal: Given a printed irregular word, say its sound with automaticity (irregword -> "irregword")

Items: All irregular words learned so far

What to do

1. Assemble a stack of word index cards. The cards should be a mix of all irregular words learned so far. (Optionally, once students are comfortable with irregular words, you can include some regular words in the pack too.)
2. **Now let's play a game. We're going to try to go through this stack of cards as fast as we can saying the word on each card. Let's see how fast we can go. My turn first.**
3. Next, model taking the top card of the stack, showing it to the students, and saying the word after a pause. Continue through the stack.
4. **Do you think you can go faster than I did?** Call on a single student in the group, starting with a student you think may be slower. Show the first card: **What's the word?** If the student is incorrect, correct him, have him repeat your answer, and move to the next card. Praise correct answers.
5. Select the next quicker student and repeat until all students in the group have worked through the stack.
6. **Okay, now let's go faster.** Shuffle the stack of cards and repeat with students in the same order, but encouraging them to go faster.
7. If time and focus allow, shuffle and repeat at an even faster pace.
8. For students who struggle, give them help and make a note in an Activity Log.

Related activities

- Introduce an irregular word
- Introduce multiple irregular words
- All Irregular Word Activities

Reading connected text fluency (passage): (An 80-word non-fiction passage students have read before.)

Activity Type: Build Fluency

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 12 minutes

Materials: None

Goal: Given a written passage, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: Click here to select a fiction or non-fiction passage you have read with these students before

What to do

1. Write the story on the board or print it and project it on an overhead projector.
2. **Here's a story you've read before. Let's read it slowly and then see if we can read it more quickly. Get ready.** Wait until everyone is sitting ready.
3. **You're going to read each word as I point to it. Remember to sound out the word silently if you don't recognize it straight away. Ready?**
4. Point just beneath the first word. Pause for three seconds (less if all students are able to keep up). **What's the word?**
5. Continue with the other words in the story, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of each sentence.
6. **Okay, now let's read the story again from the beginning.** Go back through the story with slightly shorter pauses.
7. **Great. Now let's try really fast. This time I'm not going to ask "What's the word?" Just read each word as I point at it.** Point beneath each word at a rate of around one word per second or a bit longer (so students get a feel for what reading at 40+ words per minute is like). Again, give individuals a turn on their own until you have everyone reading at speed. You can tell when a student is reading fluently: it sounds like normal speech.
8. **So now I want you to think of a question about this story. Everybody think of their own question. It could be a Who question, a Where question, a When question, a Why question, or a What question. You choose.** Give students a moment to think. The first few times you do this activity, give examples of the different question types: Who hid in the tunnel? Where was it? When did that happen? Why would he do that? What might have happened next? Etc.
9. **Have you thought of a question? Good. Now turn to your neighbor. One of you ask the question and the other answer, then switch roles. Ready? Go ahead.** The first few times you do this, model it by asking a student for their question and answering it, then asking one back. After students have discussed their answers, ask a few of them to share what they were asked and what answer they gave.

Related activities

- Reading connected text accuracy (passage)
- All Reading Connected Text Activities

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Week 37, Day 3

Introduce multiple irregular words: head, don't, few, something, open, example

Activity Type: Introduce

Activity Form: Standard

Grade: K, 1

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: Irregular Words II index cards (print them here)

Goal: Given a printed irregular word, say its sound (irregword -> "irregword")

Items: The set of irregular words for this lesson

What to do

1. **Let's meet some more words that try to trick you: when you try to sound them out, it doesn't work.**
2. Write the first irregular word--take *your* as an example--on the board in letters at least a foot high or, for a small group, show students the index card printed word. **This word is *your*. What's the word? That's right. Can you spell *your*?** Help students spell the word. **Right. What word did you spell? Correct: *Your*.**
3. Continue with the other irregular words you are introducing for this session.
4. Now create a random arrangement of the new words on the board. **Here are all the words we just learned. When I point to a word, say it. My turn first.** Point to a series of words and read them.
5. **Your turn. Ready?** Point to words randomly, holding on each one for a few seconds. Have students respond as a group, and then give students individual turns. If students attempt to sound out a word before saying it, say: **Remember, these are trick words, so you can't sound them out. Can you say this word without sounding out? Try it.**
6. If students mispronounce a word, model the correct way to say it and have them try again. Keep going until everyone has it.

Related activities

- Reintroduce multiple irregular words
- Introduce an irregular word
- Irregular word fluency
- All Irregular Word Activities

Reading connected text accuracy (passage): (An 80-word non-fiction passage.)

Activity Type: Build Accuracy

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: None

Goal: Given a written passage, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: Select a fiction or non-fiction passage here

What to do

1. Write the story on the board or print it and project it on an overhead projector.
2. **Let's read a story. Get ready.** Wait until everyone is sitting ready.
3. **I'm not going to read this first. You're going to read each word as I point to it. Remember to sound out the word silently if you don't recognize it straight away. Ready?**
4. Point just beneath the first word. Pause for three seconds (less if all students are able to keep up). **What's the word?**

5. Continue with the other words in the sentence, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of each sentence.
6. For irregular words say: **The next word is a trick word.** Point beneath the word and pause for three seconds. **What's the word?** If you are confident students can read irregular words, fade this prompt--just point beneath the word as you do for other words.
7. **Okay, now let's read the story again from the beginning.** Go back through the story with slightly shorter pauses. Give individuals who are not following a chance to read a sentence on their own.
8. Optionally, go through the story one more time, a little faster again and without asking **What's the word?**

Related activities

- Reading connected text fluency (passage)
- All Reading Connected Text Activities

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Week 37, Day 4

Reintroduce multiple irregular words: head, don't, few, something, open, example

Activity Type: Reintroduce

Activity Form: Standard

Grade: K, 1

Group Size: Small Group, Whole Class

Length: 5 minutes

Materials: Irregular Words II index cards (print them here)

Goal: Given a printed irregular word, say its sound (irregword -> "irregword")

Items: The set of irregular words for this lesson

What to do

1. Arrange all the new irregular words on the board.
2. **Let's review these words. Pay attention because they are trick words.**
3. Point to each word in turn, model its sound, and have students repeat.
4. Next, point to words randomly and let students say the word without your help. Give students individual turns. If students attempt to sound out a word before saying it, say: **Remember, these are trick words, so you can't sound them out. Can you say this word without sounding out? Try it.**
5. If students mispronounce a word, model the correct way to say it and have them try again. Keep going until everyone has mastered these words.
6. If time allows, to help students 'deep process' a word, ask an individual student, **Can you make a sentence with the word around in it?** Select a different word from today's set for each student. An alternative formulation you can use for variety is, **I'll say the first part of a sentence and you have to make up an ending for it:** *The dog ran around and around the oak tree because...* Student: *...there was a squirrel in it.*

Related activities

- Introduce multiple irregular words
- Introduce an irregular word
- Irregular word fluency
- All Irregular Word Activities

Reading connected text fluency (passage): (An 80-word fiction passage students have read before.)

Activity Type: Build Fluency

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 12 minutes

Materials: None

Goal: Given a written passage, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: Click here to select a fiction or non-fiction passage you have read with these students before

What to do

1. Write the story on the board or print it and project it on an overhead projector.
2. **Here's a story you've read before. Let's read it slowly and then see if we can read it more quickly. Get ready.** Wait until everyone is sitting ready.
3. **You're going to read each word as I point to it. Remember to sound out the word silently if you don't recognize it straight away. Ready?**
4. Point just beneath the first word. Pause for three seconds (less if all students are able to keep up). **What's the word?**
5. Continue with the other words in the story, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of each sentence.
6. **Okay, now let's read the story again from the beginning.** Go back through the story with slightly shorter pauses.
7. **Great. Now let's try really fast. This time I'm not going to ask "What's the word?" Just read each word as I point at it.** Point beneath each word at a rate of around one word per second or a bit longer (so students get a feel for what reading at 40+ words per minute is like). Again, give individuals a turn on their own until you have everyone reading at speed. You can tell when a student is reading fluently: it sounds like normal speech.
8. **So now I want you to think of a question about this story. Everybody think of their own question. It could be a Who question, a Where question, a When question, a Why question, or a What question. You choose.** Give students a moment to think. The first few times you do this activity, give examples of the different question types: Who hid in the tunnel? Where was it? When did that happen? Why would he do that? What might have happened next? Etc.
9. **Have you thought of a question? Good. Now turn to your neighbor. One of you ask the question and the other answer, then switch roles. Ready? Go ahead.** The first few times you do this, model it by asking a student for their question and answering it, then asking one back. After students have discussed their answers, ask a few of them to share what they were asked and what answer they gave.

Related activities

- Reading connected text accuracy (passage)
- All Reading Connected Text Activities

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Week 37, Day 5

Irregular word fluency: your .. example

Activity Type: Build Fluency

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: Irregular word index cards (print them here)

Goal: Given a printed irregular word, say its sound with automaticity (irregword -> "irregword")

Items: All irregular words learned so far

What to do

1. Assemble a stack of word index cards. The cards should be a mix of all irregular words learned so far. (Optionally, once students are comfortable with irregular words, you can include some regular words in the pack too.)
2. **Now let's play a game. We're going to try to go through this stack of cards as fast as we can saying the word on each card. Let's see how fast we can go. My turn first.**
3. Next, model taking the top card of the stack, showing it to the students, and saying the word after a pause. Continue through the stack.
4. **Do you think you can go faster than I did?** Call on a single student in the group, starting with a student you think may be slower. Show the first card: **What's the word?** If the student is incorrect, correct him, have him repeat your answer, and move to the next card. Praise correct answers.
5. Select the next quicker student and repeat until all students in the group have worked through the stack.
6. **Okay, now let's go faster.** Shuffle the stack of cards and repeat with students in the same order, but encouraging them to go faster.
7. If time and focus allow, shuffle and repeat at an even faster pace.
8. For students who struggle, give them help and make a note in an Activity Log.

Related activities

- Introduce an irregular word
- Introduce multiple irregular words
- All Irregular Word Activities

Reading connected text accuracy (passage): (An 80-word fiction passage.)

Activity Type: Build Accuracy

Activity Form: Standard

Grade: K

Group Size: Small Group, Whole Class

Length: 10 minutes

Materials: None

Goal: Given a written passage, read it aloud (abc def ghi -> "abc" "def" "ghi")

Items: Select a fiction or non-fiction passage here

What to do

1. Write the story on the board or print it and project it on an overhead projector.
2. **Let's read a story. Get ready.** Wait until everyone is sitting ready.
3. **I'm not going to read this first. You're going to read each word as I point to it. Remember to sound out the word silently if you don't recognize it straight away. Ready?**
4. Point just beneath the first word. Pause for three seconds (less if all students are able to keep up). **What's the word?**
5. Continue with the other words in the sentence, pointing beneath the word, pausing for three seconds, then asking: **What's the word?** Try to ensure you are bringing all students with you. If needed, give individual students a chance to start again from the beginning of each sentence.
6. For irregular words say: **The next word is a trick word.** Point beneath the word and pause for three seconds. **What's the word?** If you are confident students can read irregular words, fade this prompt--just point beneath the word as you do for other words.
7. **Okay, now let's read the story again from the beginning.** Go back through the story with slightly shorter pauses. Give individuals who are not following a chance to read a sentence on their own.
8. Optionally, go through the story one more time, a little faster again and without asking **What's the word?**

Related activities

- Reading connected text fluency (passage)
- All Reading Connected Text Activities

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