



Iversen Publishing
Your Literacy Intervention
Specialists

Quick60

Set 2

Intervention Levels IO.1-IO.4

Lesson Plans
Colour-Coded Check Sheets
Data Point Sheets

Quick60 Lesson Plans,
Colour-Coded Check Sheets
and Data Point Sheets
provide you with
a comprehensive plan
for each book
as well as ongoing formative
and summative assessment.



Quick60 Lesson Plans – Set 2

Intervention Levels IO.I – IO.4

If you are starting your *Quick60 Programme* at Set 2 Level 10 with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

Lesson 1

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Word – *about*.

Introduce the New Skill – *th*.

Introduce the New Book – *A Day on the Mountain*.

Lesson 2

Use the Quick Quiz.

Introduce the New Word – *could*.

Use the Quick Check - Colour-Coded Check Sheet for *A Day on the Mountain*.

Use the Quick Write.

Introduce the New Skill – *wh*.

Introduce the New Book – *Where Could You See These Wheels?*.

Lesson 3

Use the Quick Quiz.

Introduce the New Word – *three*.

Use the Quick Read with *A Day on the Mountain*.

Use the Quick Check – Colour-Coded Check Sheet for *Where Could You See These Wheels?*.

Use the Quick Write.

Introduce the New Skill – *ph*.

Introduce the New Book – *Photos of the Moon*.

Follow the entire lesson plan from Day 4.



A Day on the Mountain

Level: 2.10.1 Word Count: 206

Quick Quiz	Reading: <i>people, keep, other, sometimes, many</i> Spelling: <i>people, keep, other, sometimes, many</i>
New High-Frequency Word	about
Quick Read	Wolves (15.2) Breakfast (15.3)
Quick Check	Tandem Skydiving (15.4)
Quick Write	<i>Many people do a tandem skydive jump.</i>
New Skill	consonant digraph – th
New Book	A Day on the Mountain

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *people, keep, other, sometimes, many*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *people, keep, other, sometimes, many*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *about*.
- Hold up the *about* word card for the students to see.
- Have the students read the word together.
- Have them write *about* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Wolves* and *Breakfast*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Tandem Skydiving*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Tandem Skydiving* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What other three things did the boy have to wear besides a harness?

Where did the tandem master have the harness?

What is the difference between a parachute jump and skydiving?

How fast do you fall when you first jump out of the plane?

Inferential

Why do you think people do tandem skydives?

Why do skydivers wear goggles?

What things do tandem masters have to know?

Would you like to skydive? Why or why not?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Many people do a tandem skydive jump.
- Remind the students that they know how to spell *many*, *people*, and *do*.
- Remind them that they know how to listen for the sounds in short words like *jump*.
- Revise how to break a multi-syllabic word into syllables to help with spelling.
- Say *tandem* slowly clapping the two syllables *tan* – *dem*.
- Remind the students that there are two syllables in *tandem*.
- Say the first syllable *tan* again and invite a volunteer to spell it for you to write on the board.
- Have the students say *tandem* again listening for the sounds in the second syllable. Emphasise *dem* as you say it with them.
- Invite a volunteer to tell you what letters to write for the *dem* syllable. Write *tandem* on the board.
- Revise how to break a compound word into two little words to help with spelling.
- Say *skydive*. Ask the student which two little words they can hear in *skydive*. Remind them that they know how to spell *sky* and *dive*.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with, *many*, *people*, or *do*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that they previously learned the letter combinations *ck*, *ch*, *ng*, and *sh*.
- Revise the sounds these make using the words *duck*, *church*, *king*, *ship*, *fish*.
- Tell them that today they are going to learn *th*.
- Say *think*. Ask the students to listen for the / *th* / sound as you say the word *think* again.
- Write *think* on the board.
- Invite a volunteer to circle the letters that make the / *th* / sound.
- Write *moth* on the board. Say *moth*. Have the students listen for the / *th* / sound.
- Invite a volunteer to circle the letters that make the / *th* / sound in *moth*.
- Write *_e*, *_is*, *_at*, *_ey*, *_ese*, *_ose*, on the board.
- Invite volunteers to write *th* on the front of a group of letters and read the word they have made.
- Write *ba_*, *wi_*, *slo_*, *fro_*, on the board.
- Invite volunteers to write *th* and read the word they have made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *A Day on the Mountain*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out about some things you need to know if you are going walking in the mountains.*
- Discuss the cover photo. Talk about the clothing and equipment the hikers have.
- Have the students turn to the title page and look at the photo. Discuss what the hiker may have in his pack.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Thermals are made of special fabric that will keep you warm. A thermos is especially made to keep drinks hot or cold. Thermoses are insulated.*
- Tell the students that there are some words in this book that start with *th*. They should look for the words with *th* to help them as they read.
- Tell them also that the new word *about* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *about* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find and read the words starting with *th*. They should find *these, things, think, the, and thick*.
 - Have the students turn to page 6 and find and read the words starting with *th*. They should find *think, the, and thermos*.
 - Have the students go through the book looking for *about* and rereading the sentences with *about* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *A Day on the Mountain* again.
- Read and re-read *A Day on the Mountain* using the audio and/or e - version.
- Re-read *Wolves, Breakfast, and Tandem Skydiving*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Tandem Skydiving
Intervention Level: 15.4
Word Count: 187
New skill: syllables VC/CV
New high frequency word: many

Key

New skill
Previously taught skill
New high-frequency
Previously taught high-frequency
Accessible from context and/or photos

2/3

Skydiving is jumping out of a plane.

You have a parachute on your back but you do not open it right away.

You free fall first.

Then you open the parachute and float to the ground.

Many people go skydiving.

Last week it was me!

4/5

There were many workers at the skydiving place I went to.

One of the workers got me a jumpsuit and a harness.

He strapped the harness on to me.

6/7

Many people were skydiving the same day as me.

They were all doing a tandem skydive.

In a tandem dive, a tandem master jumps with you.

My tandem master came out
onto the tarmac to find me.
He had the parachute on his back.
He checked my harness.
Then we got on the plane.

8/9

We went up above the clouds.
I put on my helmet and goggles.
I was strapped to my tandem master.
We were at the door of the plane.
And then...
Woosh!

10/11

We fell very, very fast.
Then the parachute opened
and we started to float.
You could see many parachutes
coming down.

12

The blue parachute was me.
I was skydiving!

Comprehension Questions

Literal

*What other three things did the boy have to wear besides a harness?
Where did the tandem master have the harness?
What is the difference between a parachute jump and skydiving?
How fast do you fall when you first jump out of the plane?*

Inferential

*Why do you think people do tandem skydives?
Why do skydivers wear goggles?
What things do tandem masters have to know?
Would you like to skydive? Why or why not?*

Data Point Sheet

Tandem Skydiving

Name:

Date:

Word Count 187 Level 15 Set 1

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 9 errors	text is easy 95% - 100%						
Type of Error		10 - 24 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	25+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct / partially correct	very good	5-6 correct / partially correct	good	0-4 correct / partially correct	needs help
Comprehension Score										
7-8 correct / partially correct	very good									
5-6 correct / partially correct	good									
0-4 correct / partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Where Could You See These Wheels?

Level: 2.10.2 Word Count: 209

Quick Quiz	Reading: <i>keep, other, sometimes, many, about</i> Spelling: <i>keep, other, sometimes, many, about</i>
New High-Frequency Word	could
Quick Read	Breakfast (15.3) Tandem Skydiving (15.4)
Quick Check	A Day on the Mountain (2.10.1)
Quick Write	<i>Think about taking a thermos when you go to the mountains.</i>
New Skill	consonant digraph – wh
New Book	Where Could You See These Wheels?

2.10.2 Where Could You See These Wheels?

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *keep, other, sometimes, many, about*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *keep, other, sometimes, many, about*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *could*.
- Hold up the *could* word card for the students to see.
- Have them read the word together.
- Have them write *could* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Breakfast* and *Tandem Skydiving*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *A Day on the Mountain*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *A Day on the Mountain* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What clothes should you take when you hike in summer?

What extra clothes should you wear when you hike in winter?

What food is good to take to the mountain?

What are four things that people can do to stay safe on the mountain?

Inferential

What other things should you consider before setting out to hike in the mountains in the winter?

What is the author's main message in this book?

What are some likely effects of taking inappropriate clothes onto the mountain?

Why is it important to know about mountain safety?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Think about taking a thermos when you go to the mountains.
- Remind the students that they know how to spell *about, when, you, go, the, and to*.
- Remind them that they know how to listen for the sounds in short words like *think*.
- Remind them that they know the two letters that make the / *th* / sound.
- Remind them that they know how to delete the *e* and add *ing* to a word like *taking*
- Revise how to break a multi-syllabic word into syllables to help with spelling.
- Say *thermos* slowly clapping the two syllables *ther – mos*.
- Remind the students that there are two syllables in *thermos*.
- Say the first syllable *ther* again and invite a volunteer to spell it for you to write on the board.
- Have the students say *thermos* again listening for the sounds in the second syllable. Emphasise *mos* as you say it with them.
- Invite a volunteer to tell you what letters to write for the *mos* syllable. Write *thermos* on the board.
- Repeat this procedure with *mountain*, reminding the students that they know the letter combinations for the *ou* and *ai* sounds. Revise these if necessary.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *about, when, you, go, the, or to*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Remind the students that they previously learned the letter combination *th*.
- Tell them that today they are going to learn *wh*.
- Say *where*. Ask the students to listen for the / *wh* / sound as you say the word *where* again.
- Write *where* on the board.
- Invite a volunteer to circle the letters that make the / *wh* / sound.
- Write *which* on the board. Say *which*.
- Invite a volunteer to circle the letter that makes the / *wh* / sound in *which*.
- Write *_at, _am, _iff, _eat, _eeze, _ip, _ite*, on the board.
- Invite volunteers to write *wh* on the front of a group of letters and read the word they have made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Where Could You See These Wheels?*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will be asked where you could see certain wheels. You could guess before looking at the large photo.*
- Discuss the cover photo. Talk about the wheels on the quad bike. Discuss the size and thickness.
- Have the students turn to the title page and look at the photo. Discuss what is the difference between these wheels and those on the cover photo.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Containers can be lifted on and off trucks. The heavier the load, the more wheels a truck needs. Many farmers use quad bikes to get around their farm. In times gone by, they rode horses.*
- Tell the students that there are some words in this book that start with *wh*. They should look for the words with *wh* to help them as they read.
- Tell them also that the new word *could* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *could* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find and read the words starting with *wh*. They should find *where* and *wheels*.
 - Have the students turn to page 4 and find and read the words starting with *wh*. They should find *where*, *wheels* and *wheelchairs*.
 - Have the students go through the book looking for *could* and rereading the sentences with *could* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Where Could You See These Wheels?* again.
- Read and re-read *Where Could You See These Wheels?* using the audio and/or e-version.
- Re-read *Breakfast, Tandem Skydiving, and A Day on the Mountain*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: A Day on the Mountain
Intervention Level: 2.10.1
Word count: 206
New skill: th
New high-frequency word: about

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

These are some things to think about
when you go for a day on the mountain.

Clothes

Think about the clothes you are going to wear.

The day is cold.

It will be colder on the mountain.

Think about wearing a thermal t-shirt.

Think about wearing long thermal pants.

The thermal t-shirt and pants will keep you warm.

Wear a thick jacket.

A thick jacket will keep you warm, too.

Wear a hat. Wear gloves.

4/5

The day is hot.

It will be colder on the mountain.

Think about taking a thick jacket.

Take a hat. Take gloves.

6/7

Food

Think about the food you are going to take.

The day is cold.

Think about taking some sweet snacks.

Think about taking a banana.

Think about drinks, too.

Think about taking a thermos

with a hot drink in it.

The thermos will keep your drink hot.

8/9

The day is hot.

Think about taking some sweet snacks.

Think about taking a banana.

Think about drinks, too.

Think about taking a thermos

with a cold drink in it.

The thermos will keep your drink cold.

10/11

Staying Safe

Think about staying safe on the mountain.

Take warm clothes.

Take food and drink.

Do not go by yourself.

Stay on the track.*206

Comprehension Questions

Literal

What clothes should you take when you hike in summer?

What extra clothes should you wear when you hike in winter?

What food is good to take to the mountain?

What are four things that people can do to stay safe on the mountain?

Inferential

What other things should you consider before setting out to hike in the mountains in the winter?

What is the author's main message in this book?

What are some likely effects of taking inappropriate clothes onto the mountain?

Why is it important to know about mountain safety?

Data Point Sheet

A Day on the Mountain

Name:

Date:

Word Count 206 Level 10 Set 2

Number of Errors	<input type="text"/>	0 - 10 errors	text is easy 95% - 100%
Type of Error		11 - 26 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input type="text"/>	27 + errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input type="text"/>		
<i>Blue</i> new high-frequency words	<input type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input type="text"/>		
<i>Brown</i> words accessible from content or context	<input type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Photos of the Moon

Level: 2.10.3 Word Count: 209

Quick Quiz	Reading: <i>other, sometimes, many, about, could</i> Spelling: <i>other, sometimes, many, about, could</i>
New High-Frequency Word	three
Quick Read	Tandem Skydiving (15.4) A Day on the Mountain (2.10.1)
Quick Check	Where Could You See These Wheels? (2.10.2)
Quick Write	<i>Where could you see smooth wheels? On motorbikes and wheelchairs.</i>
New Skill	consonant digraph – ph
New Book	Photos of the Moon

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *other, sometimes, many, about, could*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *other, sometimes, many, about, could*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *three*.
- Hold up the *three* word card for the students to see.
- Have very read the word together.
- Have them write *three* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Tandem Skydiving* and *A Day on the Mountain*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Where Could You See These Wheels?*
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Where Could You See These Wheels?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What has hard and soft wheels?*
- What do little wheels on wheelchairs do?*
- What do some people use quad bikes for?*
- Which is bigger motorbike wheels or quad bike wheels?*

Inferential

- What might happen if you use hard skateboard wheels on a skateboard ramp?*
- What is the difference between quad bike and motorbike wheels?*
- How many ways can you compare and contrast the different wheels in this book?*
- What other vehicles need wheels that can turn quickly?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
Where could you see smooth wheels? On motorbikes and wheelchairs.
- Remind the students that they know how to spell *where, could, you, see, on,* and *and*.
- Remind them that they know how to listen for the sounds in short words like *smooth* and *wheels*, and that they know the letter combinations that make the *oo, ee, th,* and *wh* sounds. Revise these if necessary.
- Revise how to break a compound word into its two smaller words.
- Say *motorbikes* slowly clapping one clap for each words. Invite a volunteer to tell you the two words.
- Revise breaking *motor* into syllables.
- Say the first syllable *mo*, and invite a volunteer to spell it for you to write on the board.
- Say the second syllable *tor*, and invite a volunteer to spell it for you to write on the board.
- Remind the students that they know how to spell *bike*.
- Say *wheelchairs* slowly clapping one clap for each word. Invite a volunteer to tell you the two words.
- Remind the students that they know the letter combination required to write *ch* at the beginning of *chair*.
- Write *air* on the board. Tell the students that there are some words that end in *air*. List *fair, hair, pair, flair, chair*.
- Remind the students to think about capital letters and punctuation. Remind them that the first sentence is a question.
- Dictate the sentences again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with, *where, could, you, see, on, or, and*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Remind the students that they previously learned the letter combinations *th* and *wh*.
- Tell them that today they are going to learn *ph*.
- Explain that *ph* makes an / *f* / sound. Say *phone*. Ask the students to listen for the / *f* / sound as you say the word *phone* again.
- Write *phone* on the board.
- Invite a volunteer to circle the letters that make the / *f* / sound.
- Write *pheasant* on the board. Say *pheasant*.
- Invite a volunteer to circle the letter that makes the / *f* / sound in *pheasant*.
- Write *_ase*, *_lox*, *_oenix*, *_oto*, *_rase*, on the board.
- Invite volunteers to write *ph* on the front of a group of letters and read the word they have made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Photos of the Moon*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to look at photos of the moon in this book. The photos will show you the different phases of the moon.*
- Discuss the cover photo. Talk about the shape and size of the moon in this photo.
- Have the students turn to the title page and look at the photo. Discuss what is the difference between this photo and the one on the cover.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *The moon does not give out any light of its own. As the moon orbits Earth, different amounts of its surface are lit up by the sun. That is why the moon appears to change shape even though it is always round.*
- Read the glossary with the students to reinforce the vocabulary.
- Tell the students that there are some words in this book that start with *ph*. They should look for the words with *ph* to help them as they read.
- Tell them also that the new word *three* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *three* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking students to recall the main points.
- Have students turn to page 4 and find and read the words starting with *ph*. They should find *photos* and *phases*.

- Have students turn to page 4 and find and read the words starting with *ph*. They should find *photos* and *phases*.
- Have the students turn to page 10 and find and read the words starting with *ph*. They should find *phase* and *phases*.
- Have the students go through the book looking for *three* and rereading the sentences with *three* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Photos of the Moon* again.
- Read and re-read *Photos of the Moon* using the audio and/or e - version.
- Re-read *Tandem Skydiving*, *A Day on the Mountain* and *Where Could You See These Wheels?*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Where Could You See These Wheels?

Intervention Level: 2. 10.2

Word count: 209

New skill: wh

New high-frequency word: could

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Where could you see wheels like these?

You could see wheels like these on big trucks.

Big trucks have lots of big wheels.

Big trucks carry big loads.

They need lots of wheels to carry the big loads.

4/5

Where could you see wheels like these?

You could see wheels like these on wheelchairs.

Some Wheelchairs have two big wheels

and two little wheels.

The big wheels make the wheelchairs go.

The little wheels make the wheelchairs turn.

You can play tennis in wheelchairs that turn quickly.

6/7

Where could you see wheels like these?

You could see wheels like these on skateboards.

Skateboards have four little wheels.

Some wheels are very hard.

You need very hard wheels to ride on the street.

Very hard wheels can slow you down quickly.

Some wheels are softer.

You need softer wheels to do tricks on a ramp.

8/9

Where could you see wheels like these?

You could see wheels like these on quad bikes.

Quad-bike wheels can go over bumpy ground.

Some farmers have quad bikes on their farm.

Some people have quad bikes for fun.

They like a bumpy ride!

10/11

Where could you see wheels like these?

You could see wheels like these at a race.

A race where motorbikes go very fast! *209

Comprehension Questions

Literal

What has hard and soft wheels?

What do little wheels on wheelchairs do?

What do some people use quad bikes for?

Which is bigger motorbike wheels or quad bike wheels?

Inferential

What might happen if you use hard skateboard wheels on a skateboard ramp?

What is the difference between quad bike and motorbike wheels?

How many ways can you compare and contrast the different wheels in this book?

What other vehicles need wheels that can turn quickly?

Data Point Sheet

Where Could You See These Wheels? Name: _____

Date: _____

Word Count 209 Level 10 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 27 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28 + errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile		
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2	February
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 3	July
		Year 4	December
		N/A	34 - 64
		66 - 89	65 +
		97 - 109	109 +
		110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



It's Springtime Where I Live

Level: 2.10.4 Word Count: 203

Quick Quiz	Reading: <i>sometimes, many, about, could, three</i> Spelling: <i>sometimes, many, about, could, three</i>
New High-Frequency Word	new
Quick Read	A Day on the Mountain (2.10.1) Where Could You See These Wheels? (2.10.2)
Quick Check	Photos of the Moon (2.10.3)
Quick Write	<i>Three photos show the moon going through different phases.</i>
New Skill	three-letter blends/digraphs
New Book	It's Springtime Where I Live

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *sometimes, many, about, could, three*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *sometimes, many, about, could, three*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *new*.
- Hold up the *new* word card for the students to see.
- Have very read the word together.
- Have them write *new* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *A Day on the Mountain* and *Where Could You See These Wheels?*
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Photos of the Moon*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Photos of the Moon* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What shape is a full moon?

What happens when the moon is waning?

What is a waxing moon?

What do you call a moon that the sun doesn't light up?

Inferential

Can you describe the sequence from new moon to new moon?

The moon phases are called the lunar cycle. Why do you think this is so?

Why do you think the author chose to write a book about the moon's phases?

What is the best weather to see the moon? Why?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Three photos show the moon going through different phases.
- Remind the students that they know how to spell *the*, *three*, and *going*.
- Remind them that they know how to listen for the sounds in short words like *moon*, *phase* and *show*, and that they know the letter combinations that make the *oo*, *f*, and *ow* sounds. Revise these if necessary.
- Revise how to break words into syllables.
- Say *photos* slowly clapping one clap for each words. Invite a volunteer to tell you the two syllables.
- Say the first syllable *pho*, and invite a volunteer to spell it for you to write on the board. Remind them that they know the letters that make the / *f* / sound.
- Say the second syllable *tos*, and invite a volunteer to spell it for you to write on the board.
- Write *through* and *different* on the board for the students to copy.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *the*, *three*, or *going*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Remind the students that they previously learned two- letter combinations that have one or two sounds.
- Tell them that today they are going to learn three- letter combinations.
- Say *string*.
- Write *string* on the board and circle *str*.
- Write *_ess, _etch, _ide, _ike, _oke* on the board.
- Invite volunteers to write *str* on the front of a group of letters and read the word they have made.
- Say *throw*. Write *throw* on the board and invite a volunteer to circle the three- letter combination.
- Write *_ash, _ead, _ee, _ow, _ive*, on the board.
- Invite volunteers to write *str* on the front of a group of letters and read the word they have made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *It's Springtime Where I Live*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you about some things that happen in Springtime.*
- Discuss the cover photo. Talk about the trees and their white blossom.
- Have the students turn to the title page and look at the photo. Discuss what is the difference between this photo and the one on the cover.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Many trees get their blossoms before their leaves. Nectar is a sweet liquid that flowering plants produce to attract insects like bees. Many sheep have twin lambs, not many have triplets.*
- Read the glossary with the students to reinforce the vocabulary.
- Tell the students that there are some words in this book that start with three-letter combinations. They should look for the words with these to help them as they read.
- Tell them also that the new word *new* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *new* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking students to recall the main points.
 - Have students turn to page 2 and find and read the words starting with *three-letter combinations*. They should find *springtime* and *street*.
 - Have the students turn to page 4 and find and read the words starting with *three-letter combinations*. They should find *springtime*, *street*, *strong*, and *shrubs*.
 - Have the students go through the book looking for *new* and rereading the sentences with *new* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *It's Springtime Where I Live* again.
- Read and re-read *It's Springtime Where I Live* using the audio and/or e - version.
- Re-read *A Day on the Mountain, Where Could You See These Wheels?*, and *Photos of the Moon*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Photos of the Moon
Intervention Level: 2. 10.3
Word count: 209
New skill: ph
New high-frequency word: three

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Look at this photo of the moon.

The moon is round in this photo.

The sun lights up all of the moon.

You call this a full moon.

But sometimes the sun does not light up all of the moon.

Then the moon does not look round.

4/5

Look at these three photos of the moon.

The moon does not look round.

The sun lights up the part you can see.

You can see three shapes.

These shapes are called phases of the moon.

These are the first three phases.

The sun is lighting up more and more of the moon.

When the moon is getting lighter,

you say it is waxing.

6/7

Look at these three photos of the moon.

The moon does not look round.

The sun lights up the part you can see.

You can see three shapes.

These shapes are the last three phases of the moon.

The sun is lighting up less and less of the moon.

When the moon is getting darker, you say it is waning.

8/9

You cannot see the moon in this photo.

The sun is not lighting up the moon.

You call this a new moon.

10/11

The phases of the moon go on and on.

One phase ends.

The next phase starts. *209

Comprehension Questions

Literal

What shape is a full moon?

What happens when the moon is waning?

What is a waxing moon?

What do you call a moon that the sun doesn't light up?

Inferential

Can you describe the sequence from new moon to new moon?

The moon phases are called the lunar cycle. Why do you think this is so?

Why do you think the author chose to write a book about the moon's phases?

What is the best weather to see the moon? Why?

Data Point Sheet

Photos of the Moon

Name:

Date:

Word Count 209 Level 10 Set 2

Number of Errors	<input type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 27 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input type="text"/>	28 + errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input type="text"/>		
<i>Blue</i> new high-frequency words	<input type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input type="text"/>		
<i>Brown</i> words accessible from content or context	<input type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct/ partially correct very good 5-6 correct/ partially correct good 0-4 correct/ partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level

Quick60 Lesson Plans

Set 2

Intervention Levels IO.I -IO.4

A Day on the Mountain.....	30
Where Could You See These Wheels?.....	II
Photos of the Moon.....	I9
It's Springtime Where I Live.....	27

Permission is given to copy these lesson plans for use with the Quick60 Programme

Lesson Plans Set 2 Level 10 © 2013 Iversen Publishing

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright owner.

While every care has been taken to trace and acknowledge copyright, the publishers tender their apologies for any accidental infringement where copyright has proved untraceable.

Published by
Iversen Publishing
5 Douglas Alexander Parade
Rosedale
Auckland 0632
New Zealand
www.iversenpublishing.com





Iversen Publishing
Your Literacy Intervention
Specialists

Quick60

Set 2

Intervention Levels II.I-I2.4

Lesson Plans
Colour-Coded Check Sheets
Data Point Sheets

Quick60 Lesson Plans,
Colour-Coded Check Sheets
and Data Point Sheets
provide you with
a comprehensive plan
for each book
as well as ongoing formative
and summative assessment.



Quick60 Lesson Plans – Set 2

Intervention Levels II.I -I2.4

If you are starting your *Quick60 Programme* at Set 2 Level 11 ==with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

Lesson 1

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Word – *always*.

Introduce the New Skill – *kn*.

Introduce the New Book – *Knights and Knitters*.

Lesson 2

Use the Quick Quiz.

Introduce the New Word – *each*.

Use the Quick Check - Colour-Coded Check Sheet for *Knights and Knitters*.

Use the Quick Write.

Introduce the New Skill – *wr*.

Introduce the New Book – *Wrestling*.

Lesson 3

Use the Quick Quiz.

Introduce the New Word – *would*.

Use the Quick Read with *Knights and Knitters*.

Use the Quick Check – Colour-Coded Check Sheet for *Wrestling*.

Use the Quick Write.

Introduce the New Skill – *sc*.

Introduce the New Book – *Scissors and Shears*.

Follow the entire lesson plan from Day 4.



Knights and Knitters

Level: 2.11.1 Word Count: 217

Quick Quiz	Reading: <i>many, about, could, three, new</i> Spelling: <i>many, about, could, three, new</i>
New High-Frequency Word	always
Quick Read	Where Could You See These Wheels? (2.10.2) Photos of the Moon (2.10.3)
Quick Check	It's Springtime Where I Live (2.10.4)
Quick Write	<i>Shrubs on my street get new leaves in spring.</i>
New Skill	silent letters kn
New Book	Knights and Knitters

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *many, about, could, three, new.*
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *many, about, could, three, new.* If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *always*.
- Hold up the *always* word card for the students to see.
- Have them read the word together.
- Have them write *always* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Where Could You See These Wheels?* and *Photos of the Moon*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *It's Springtime Where I Live*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *It's Springtime Where I Live* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What happens in springtime in the trees?

What do lambs do in springtime?

Where do the horse riders go?

What does mother bird do to the food before she feeds it to her babies?

Inferential

Why does the mother bird make the food small for her babies?

Why do you think the author says spring grass is sweet?

What other things tell you it's springtime?

What things can you do in springtime that you can't do in winter?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Shrubs on my street get new leaves in spring.
- Remind the students that they know how to spell *on*, *my*, *new*, and *in*.
- Remind them that they know how to listen for the sounds in short words like *shrubs*, *street*, *get*, *leaves*, and *spring*, and that they know the letter combinations they need to write.
- Revise three-letter combinations in *spring*, *shrubs* and *street* if necessary.
- Remind students of the different spellings for the long / e / sound – *ee* in *street* and *ea* in *leaves*.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *on*, *my*, *new*, or *in*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that today they are going to learn about letter combinations where one letter is silent.
- Write *not* on the board and have the students read the word.
- Write *knot* on the board. Read the word and explain to the students what a knot is. Explain that in this word the *k* is silent.

- Write *night* and *knight* on the board. Read the words to the students and explain the different meanings.
- Write *_ob*, *_ock*, *_ow*, *_oll*, on the board.
- Invite volunteers to write *kn* on the front of a group of letters and read the word they have made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Knights and Knitters*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book is about some things that start with kn.*
- Discuss the cover photo. Talk to the students about jousting contests that knights engaged in.
- Have the students turn to the title page and look at the photo. Discuss what this person is doing. Explain that this person is knitting.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Knights wear helmets and masks to protect themselves. They need to keep safe from the other knight's lance. Helmets and masks also help when a knight is pushed off his horse. Many garments that you wear are knitted, but today many of them are knitted on big knitting machines in factories. Another name for a knapsack is a backpack.*
- Look at the index and ask the students to say which page they would turn to find information on knapsacks.
- Tell the students that there are some words in this book that start with *kn*. They should look for the words with *kn* to help them as they read.
- Tell them also that the new word *always* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *always* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have students turn to page 2 and find and read the words starting with *kn*. They should find *knights*, *know*, and *knock*.
- Have the students turn to page 4 and find and read the words starting with *kn*. They should find *know*, *knitting*, and *knits*.
- Have the students go through the book looking for *always* and rereading the sentences with *always* in them.

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Knights and Knitters* again.
- Read and re-read *Knights and Knitters* using the audio and/or e - version.
- Re-read *Where Could You See These Wheels?*, *Photos of the Moon*, and *It's Springtime Where I Live*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: It's Springtime Where I Live
Intervention Level: 2. 10.4
Word count: 203
New skill: three letter blends/digraphs
New high-frequency word: new

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

It's springtime on the street where I live.

The sun comes out. The sky is blue.

The trees get their new leaves. The new leaves are green.

Some trees get their new flowers.

The flowers are called blossoms.

Some blossoms are white. These blossoms are pink.

4/5

It's springtime on the street where I live.

The shrubs get their new leaves. The new leaves are green.

Some shrubs get their new flowers. These flowers are white.

They have a strong, sweet smell.

Honeybees come to the new flowers.

They come to get the nectar.

6/7

It's springtime in the trees.

Baby birds hatch out of eggs.

They cannot fly yet. They stay in the nest.

The baby birds are hungry.

Their mother will bring them some food.

She will eat the food to make it small.

Then she will feed it to the baby birds.

8/9

It's springtime in the fields.

New grass grows. The new grass is green.

New lambs are born in springtime.

They drink their mother's milk.

They eat the sweet, new grass.

10/11

We go horse riding in springtime.

The sun is up. The sky is blue.

We ride in the fields. We ride across a stream.

We like riding horses in the springtime. *203

Comprehension Questions

Literal

What happens in springtime in the trees?

What do lambs do in springtime?

Where do the horse riders go?

What does mother bird do to the food before she feeds it to her babies?

Inferential

Why does the mother bird make the food small for her babies?

Why do you think the author says spring grass is sweet?

What other things tell you it's springtime?

What things can you do in springtime that you can't do in winter?

Data Point Sheet

It's Springtime Where I Live

Name:

Date:

Word Count 203 Level 10 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 10 errors	text is easy 95% - 100%						
Type of Error		11 - 26 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	27+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
7-8 correct/partially correct	very good									
5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Wrestling

Level: 2.11.2 Word Count: 214

Quick Quiz	Reading: <i>about, could, three, new, always</i> Spelling: <i>about, could, three, new, always</i>
New High-Frequency Word	each
Quick Read	Photos of the Moon (2.10.3) It's Springtime Where I Live (2.10.4)
Quick Check	Knight and Knitters (2.11.1)
Quick Write	<i>Do you know if knitters always use needles when they knit?</i>
New Skill	silent letters wr
New Book	Wrestling

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *about, could, three, new, always*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *about, could, three, new, always*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *each*.
- Hold up the *each* word card for the students to see.
- Have them read the word together.
- Have them write *each* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Photos of the Moon* and *It's Springtime Where I Live*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Knights and Knitters*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Knights and Knitters* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What do knights use lances for?*
- What do the people have in their knapsacks?*
- What does the woman do when the dog puts its legs up?*
- What does the man use to clean his fish?*

Inferential

- Would you like to try jousting? Why or why not?*
- What training do you think knights have to have before they joust?*
- Why kind of clothes do the people have in their knapsacks?*
- Which do you think is easiest, knitting or gutting fish? Why?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Do you know if knitters always use needles when they knit?
- Remind the students that they know how to spell *do, you, know, always, use, when,* and *they*.
- Remind them that they know how to listen for the sounds in short words like *if* and *knit*.
- Revise breaking words into syllables to help with spelling. Have the students say *knitters* slowly, clapping the syllables.
- Invite a volunteer to tell you which letters you will need to write for the first syllable. Write *knit* on the board.
- Write *other* and *water* on the board. These are both previously taught high-frequency words.
- Have the students read these words. Explain that they have the same ending as *knitter*.
- Invite a volunteer to complete writing *knitters* by adding the *er* and the plural *s*.
- Invite a volunteer to tell you which letters you will need to write for the first part of *needles*. Write *need* on the board and complete the ending.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *do, you, know, always, use, when,* or *they*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that previously they learned *kn* as a silent letter combination, today they are going to learn *wr*.
- Write *ring* on the board and have the students read the word.
- Write *wring* on the board. Read the word and explain to the students what *wring* means.
Explain that in this word the *w* is silent.
- Write *rap* and *wrap* on the board. Read the words to the students and explain the different meanings.
- Write *_eck*, *_ist*, *_ench*, *_ite*, on the board.
- Invite volunteers to write *wr* on the front of a group of letters and read the word they have made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Wrestling*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you're going to find out some things about Olympic wrestling and sumo wrestling.*
- Discuss the cover photo. Tell the students that these are sumo wrestlers. Discuss their size and their clothing.
- Have the students turn to the title page and look at the photo. Explain that this is a photo of the ring where a sumo-wrestling match takes place.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Even if you want to wrestle for fun you need to be fit so you don't get hurt. Olympic wrestlers are not as big as sumo wrestlers. They wear different clothes. They wear a helmet to protect their head. We have ceremonies to start some of our big matches. We sing the national anthem.*
- Look at the index and ask the students to say which page they would turn to find information on rings.
- Tell the students that there are some words in this book that start with *wr*. They should look for the words with *wr* to help them as they read.
- Tell them also that the new word *each* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *each* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 4 and find and read the words starting with *wr*. They should find *wrestlers*, *wrestle*, *wrestler*, and *wrap*.
 - Have the students turn to page 8 and find and read the words starting with *wr*. They should find *wrestlers* and *wrestling*.
 - Have the students go through the book looking for *each* and rereading the sentences with *each* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Wrestling* again.
- Read and re-read *Wrestling* using the audio and/or e - version.
- Re-read *Photos of the Moon*, *It's Springtime Where I Live*, and *Knights and Knitters*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Knights and Knitters

Level: 11.1

Word count: 217

New phonic skill: **kn**

New high-frequency word: **always**

Key

New decodable

Previously taught decodable and/or word family

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Do you know what these men are?

They are knights on horses.

The knights always wear a helmet.

They always wear a mask.

The mask and helmet are made of steel.

The knights have a lance in their hand.

They use the lance

to knock other knights

off their horse.

4/5

Do you know what this person is doing?

She is knitting.

She always knits when she watches TV.

She knits hats for her grandchildren.

She knits socks for the man next door.

The socks will keep his feet warm

when it is cold.

6/7

Do you know what these people are doing?

They are going out for the day.

They are carrying knapsacks on their back.

They always carry knapsacks

when they go out for the day.

They have clothes in their knapsacks.

They have food and drink in their knapsacks.

8/9

Do you know what this person is doing?

She is playing with her dog.

She always kneels on her knees

to play with her dog.

The dog rolls onto its side.

It puts up its legs.

She scratches the dog's side.

10/11

Do you know what this person is doing?

He is cleaning fish.

He always uses a sharp knife

to clean the fish.* 204

The sharp knife helps him

get the bones out of the fish.

Comprehension Questions

Literal

What do knights use lances for?

What do the people have in their knapsacks?

What does the woman do when the dog puts its legs up?

What does the man use to clean his fish?

Inferential

Would you like to try jousting? Why or why not?

What training do you think knights have to have before they joust?

Why kind of clothes do the people have in their knapsacks?

Which do you think is easiest, knitting or gutting fish? Why?

Data Point Sheet

Knights and Knitters

Name: _____

Date: _____

Word Count 217 Level 11 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 28 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	29+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
7-8 correct/partially correct	very good									
5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Scissors and Shears

Level: 2.11.3 Word Count: 219

Quick Quiz	Reading: <i>could, three, new, always, each</i> Spelling: <i>could, three, new, always, each</i>
New High-Frequency Word	would
Quick Read	It's Springtime Where I Live (2.10.4) Knights and Knitters (2.11.1)
Quick Check	Wrestling (2.11.2)
Quick Write	<i>Sumo wrestlers try to knock each other out of the ring.</i>
New Skill	silent letters sc
New Book	Scissors and Shears

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *could, three, new, always, each*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *could, three, new, always, each*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *would*.
- Hold up the *would* word card for the students to see.
- Have them read the word together.
- Have them write *would* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *It's Springtime Where I Live* and *Knights and Knitters*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Wrestling*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Wrestling* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- How do you win an Olympic wrestling match?*
- What does a sumo-wrestling ring look like?*
- Why don't sumo wrestlers wear many clothes?*
- What do sumo wrestlers do when they fight?*

Inferential

- What are the similarities and differences between Olympic and Sumo wrestling?*
- What other words could the author have used on page 10 instead of tug and slap?*
- Do you think there are officials at an Olympic wrestling match? Why or why not?*
- What do sumo wrestlers do that Olympic wrestlers do not?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Sumo wrestlers try to knock each other out of the ring.
- Remind the students that they know how to spell *to, each, other, out, of,* and *the*.
- Remind them that they know how to listen for the sounds in short words like *try, ring,* and *knock*.
- Remind them that they know how to break *sumo* into syllables to help with spelling.
- Invite a volunteer to tell you which four letters you will need to write the *wres* part of *wrestlers*. Write *wres* on the board.
- Explain to the students that the next letter in *wrestlers* is also silent. It is a silent *t*. Add *t* to *wres* on the board.
- Have the students say the word *wrestler* listening for the sound that comes after *wres*. Write the *l* on the board.
- Explain that *wrestlers* has the same ending as *knitters*.
- Invite a volunteer to complete writing *wrestlers* by adding the *er* and the plural *s*.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *to, each, other, out, of,* or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that previously they learned *kn* and *wr* as silent letter combinations, and today they are going to learn *sc*. Remind them that in many words like *scale* and *scamp* and *scare*, the *c* is not silent.
- Write *science* on the board and read it to the students. Explain that the *c* is silent.
- Write *sci-fi* on the board. Invite the students to read *sci-fi*. Explain to the students what *sci-fi* is if they don't know. Explain that the *c* is silent.
- Write *_ene*, *_ent*, *_enic*, *_enery*, on the board.
- Invite volunteers to write *sc* on the front of a group of letters and read the word they have made. Explain the meanings of the words.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Scissors and Shears*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you're going to find out some things about scissors and shears.*
- Discuss the cover photo. Tell the students that this person is a hairdresser. She is using special hairdressing scissors to cut hair.
- Have the students turn to the title page and look at the photo. Ask them what this person is doing and tell them that she is using shears. Shears are like big scissors.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Things made of steel rust over time when they get wet. Some people use clippers instead of scissors to cut their nails.*
- Read the glossary with the students to consolidate vocabulary.
- Tell the students that there are some words in this book that start with *sc*. They should look for the words with *sc* to help them as they read.
- Tell them also that the new word *would* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *would* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
- Have students turn to page 4 and find and read the words starting with *sc*. They should find *scissors* four times including the heading.
- Have the students turn to page 6 and find and read the words starting with *sc*. They should find *scissors* seven times including the heading.

- Have the students go through the book looking for *would* and rereading the sentences with *would* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Scissors and Shears* again.
- Read and re-read *Scissors and Shears* using the audio and/or e - version.
- Re-read *It's Springtime Where I Live*, *Knights and Knitters*, and *Wrestling*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Wrestling
Intervention Level: 2.11.2
Word count: 214
New skill: wr
New high-frequency word: each

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key
New skill
Previously taught skill
New high-frequency word
Previously taught high-frequency words
Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

People have been wrestling for a long time.

Two people wrestle.

Wrestlers have to be very fit.

They have to train very hard.

They want to win the wrestling match.

4/5

Olympic Wrestlers

The best wrestlers, wrestle in the Olympics.

They train very hard to get to the Olympics.

They wrestle on a mat.

They wrap their arms around each other.

They try to get the other wrestler down on the mat.

The winner presses the other wrestler's shoulders down on the mat.

6/7

Sumo Wrestlers

Sumo wrestlers are very big men.

They train very hard to be sumo wrestlers.

They eat lots of food to make them big.

They wrestle in a ring.

The ring is up off the ground.

It has a roof over the top.

Lots of people go to see sumo wrestlers, wrestling.

8/9

Sumo wrestlers do not wear many clothes.

The clothes get in the way.

A sumo-wrestling match starts with a ceremony.

The wrestlers wear special clothes for the ceremony.

They do special things at the ceremony.

10/11

The fight starts when the ceremony is over.

Sumo wrestlers push and pull each other.

They tug and slap each other.

They grab each other.

They try to knock the other wrestler down.

They try to knock the other wrestler out of the ring. *2 14

Comprehension Questions

Literal

How do you win an Olympic wrestling match?

What does a sumo-wrestling ring look like?

Why don't sumo wrestlers wear many clothes?

What do sumo wrestlers do when they fight?

Inferential

What are the similarities and differences between Olympic and Sumo wrestling?

What other words could the author have used on page 10 instead of tug and slap?

Do you think there are officials at an Olympic wrestling match? Why or why not?

What do Sumo wrestlers do that Olympic wrestlers do not?

Data Point Sheet

Wrestling

Name: _____

Date: _____

Word Count 214 Level 11 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12- 27 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



A Quick Quiz

Level: 2.11.4 Word Count: 212

Quick Quiz	Reading: <i>three, new, always, each, would</i> Spelling: <i>three, new, always, each, would</i>
New High-Frequency Word	number
Quick Read	Knights and Knitters (2.11.1) Wrestling (2.11.2)
Quick Check	Scissors and Shears (2.11.3)
Quick Write	<i>Would you use nail scissors to cut your hair?</i>
New Skill	silent letters qu
New Book	A Quick Quiz

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *three, new, always, each, would*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *three, new, always, each, would*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *number*.
- Hold up the *number* word card for the students to see.
- Have very read the word together.
- Have them write *number* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Knights and Knitters* and *Wrestling*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Scissors and Shears*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Scissors and Shears* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What kind of scissors do you use at school?*
- Which scissors need to be sharp?*
- Which scissors can be curved?*
- What do you use shears for?*

Inferential

- What is the main difference between scissors and shears?*
- Why are some nail scissors curved?*
- Which of the scissors in the book would be best for cutting string? Why?*
- Why do garden shears have long handles and blades?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Would you use nail scissors to cut your hair?
- Remind the students that they know how to spell *would, you, use, to,* and *your*.
- Remind them that they know how to listen for the sounds in short words like *nail, cut,* and *hair*, and that they know the letter combinations to write. Revise *ai* in *nail* and *hair* if necessary.
- Remind them that they know how to break *scissors* into syllables to help with spelling.
- Invite a volunteer to tell you which four letters you will need to write the *scis* part of *scissors*. Write *scis* on the board.
- Explain to the students that they need to double the *s* before adding the ending. Add another *s* to *scis* on the board.
- Have the students say the last syllable and tell you the letters to write.
- Complete writing *scissors*.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *would, you, use, to,* or *your*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that previously they learned *kn*, *wr*, and *sc* as silent letter combinations, and today they are going to learn *qu*. Tell the students that *u* always comes after *q* in English spelling.
- Write *quack* on the board and read it to the students.
- Write *quarter* on the board. Read this word to the students.
- Write *_een*, *_ail*, *_iet*, *_ick*, *_ilt*, on the board.
- Invite volunteers to write *qu* on the front of a group of letters and read the word they have made. Discuss the meanings of the words.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *A Quick Quiz*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *This book asks you questions and gives you answers to chose from. There are small photos in this book that also give you clues.*
 - Discuss the cover photo. Ask the students what they think it is. Record all their guesses and confirm or revise them as you go through the book.
 - Have the students turn to the title page and look at the photo. Ask them what this is. Record answers for later confirmation.
 - Take a picture walk discussing each photo in the book.
 - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *Most crowns have jewels like diamonds in them. Many water birds have webbed feet. The webbed feet help them paddle through the water. An alpaca is an animal with long hair. People raise alpacas like they do sheep. They use the hair to make clothes.*
 - Tell the students that there are some words in this book that start with *qu*. They should look for the words with *qu* to help them as they read.
 - Tell them also that the new word *number* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *number* word card to remind students.
-
- Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 4 and find and read the words starting with *qu*. They should find *quick*, *quiz*, *question*, and *quail*.

- Have the students turn to page 6 and find and read the words starting with *qu*. They should find *quick*, *quiz*, and *question*.
- Have the students go through the book looking for *number* and rereading the sentences with *number* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *A Quick Quiz* again.
- Read and re-read *A Quick Quiz* using the audio and/or e - version.
- Re-read *Knights and Knitters*, *Wrestling*, and *Scissors and Shears*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Scissors and Shears

Intervention Level: 2.11.3

Word count: 219

New skill: sc

New high-frequency word: would

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

People have been using scissors to cut things for a long, long, time.

They use little scissors to cut little things.

They use sharp scissors to cut thick things.

They use big scissors called shears, to cut very big things.

4/5

Nail Scissors

Lots of people use little scissors

to cut their fingernails and toenails.

These little scissors are called nail scissors.

Would people use shears to cut their nails?

No. Shears are too big to cut fingernails and toenails.

6/7

Craft Scissors

Who would use craft scissors?

You would use craft scissors at school.

You cut paper with craft scissors.

You do not need very sharp scissors to cut paper.

You need sharp scissors to cut card and fabric.

Would you use nail scissors to cut thick card?

No. It would take too long.

Hairdressing Scissors

Hairdressers use scissors to cut hair.

They need sharp scissors to cut hair.

Would hairdressers use nail scissors to cut hair?

No. It would take too long to cut hair with little scissors like nail scissors.

10/11

Shears

Who would use shears?

Gardeners use shears.

They use shears to cut back plants.

They use shears to cut back trees.

Would gardeners use the scissors you use at school

to cut back plants and trees?

No. The scissors you use at school would be too small. *219

Comprehension Questions

Literal

What kind of scissors do you use at school?

Which scissors need to be sharp?

Which scissors can be curved?

What do you use shears for?

Inferential

What is the main difference between scissors and shears?

Why are some nail scissors curved?

Which of the scissors in the book would be best for cutting string? Why?

Why do garden shears have long handles and blades?

Data Point Sheet

Scissors and Shears

Name:

Date:

Word Count 219 Level 11 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 28 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	29+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct / partially correct	very good	5-6 correct / partially correct	good	0-4 correct / partially correct	needs help
Comprehension Score										
7-8 correct / partially correct	very good									
5-6 correct / partially correct	good									
0-4 correct / partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Fun in the Trees

Level: 2.12.1 Word Count: 224

Quick Quiz	Reading: <i>new, always, each, would, number</i> Spelling: <i>new, always, each, would, number</i>
New High-Frequency Word	after
Quick Read	Wrestling (2.11.2) Scissors and Shears (2.11.3)
Quick Check	A Quick Quiz (2.11.4)
Quick Write	<i>Here is a quick quiz. What number comes before ten?</i>
New Skill	contractions
New Book	Fun in the Trees

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *new, always, each, would, number*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *new, always, each, would, number*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *after*.
- Hold up the *after* word card for the students to see.
- Have them read the word together.
- Have them write *after* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Wrestling* and *Scissors and Shears*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *A Quick Quiz*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *A Quick Quiz* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the *Quick Quiz* the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- Which animal was on the cover?*
- Which animal hisses and spits?*
- What was the orangutan holding on to?*
- Which animal has a blue beak?*

Inferential

- Why do you think the author chose a quiz format for this book?*
- What else could you call the blue-footed booby?*
- What is the answer to the question on page 12?*
- What could be in the photo on page 2 if the dog on page 3 was wearing a helmet instead of a crown?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
Here is a quick quiz. What number comes before ten?
- Remind the students that they know how to spell *is, here, a, number,* and *what*.
- Remind them that they know how to write *some* and they should use that to help them write *come*. They could also use *when* to write *ten*.
- Remind them that they know how to listen for the sounds in short words like *quick*, and *quiz*, and that they know the letter combinations to write. Revise *ck* if necessary.
- Remind the students that they know how to break *before* into syllables to help with spelling. Tell them that there is a silent *e* on the end of *before*.
- Remind the students to think about capital letters and punctuation. Remind them that the second sentence is a question.
- Dictate the sentences again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *is, here, a, number,* or *what*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new grammar skill explicitly and systematically

- Tell the students that today they are going to learn about contractions. Explain that we use contractions all the time when we talk.
- Write *I am* on the board and have the students read the words to you.
- Explain that often when we speak we say *I'm* rather than *I am*.

- Show the students how to change *I am* into *I'm*.
- Explain that you have taken away the *a* and replaced it with an apostrophe. *I am* then becomes one word, *I'm*.
- Write *did not* and *didn't* on the board. Read the words and explain what you have done.
- Write *cannot*, *I will*, and *have not* on the board.
- Invite volunteers to write and read the contractions.
- Write *isn't*, *won't*, and *he's* on the board.
- Invite volunteers to write and read the expanded form.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Fun in the Trees*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *This book tells you all about a boy who had some fun climbing in trees with his friends.*
 - Discuss the cover photo. Point out that this boy has gone somewhere where you can climb up into tall trees. He is wearing a hard hat and a safety harness to keep him safe.
 - Have the students turn to the title page and look at the photo. Talk more about the harness and how the boy is clipped onto a wire.
 - Take a picture walk discussing each photo in the book.
 - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary. Be sure to discuss the small photos as well as the main one.
 - To ensure understanding say things such as: *The only way to get up into the trees is to climb a rope ladder. The only way down is to slide down a long wire.*
 - Tell the students that there are some contractions in this book. They should look for the contractions to help them as they read.
 - Tell them also that the new word *after* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *after* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 4 and find and read the contractions. They should find *I'll* and *I'm*.
 - Have the students turn to page 6 and find and read the contractions. They should find *It's*, *we've*, and *we're*.
 - Have the students go through the book looking for *after* and rereading the sentences with *after* in them.

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Fun in the Trees* again.
- Read and re-read *Fun in the Trees* using the audio and/or e - version.
- Re-read *Wrestling, Scissors and Shears*, and *A Quick Quiz*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: A Quick Quiz
Intervention Level: 2.11.4
Word count: 212
New skill: qu
New high-frequency word: number

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Here is a quick quiz for you.

See how many questions you know the answer to.

Quick Quiz Question Number 1.

What is this dog wearing on its head?

Is it a hat? Is it a helmet? Is it a crown?

It's a crown.

But queens wear crowns, not dogs.

4/5

Quick Quiz Question Number 2.

What is this funny-looking bird called?

Is it called a hen? Is it called a booby?

Is it called a quail? It's called a booby.

It's a blue-footed booby.

It's got a blue beak, too.

6/7

Quick Quiz Question Number 3.

Which animal has a face like this?

Is it an alpaca? Is it a camel?

Is it a goat? It's a camel.

Is this camel laughing? No.

Camels don't laugh.

They hiss and spit.

8/9

Quick Quiz Question Number 4.

What is this orangutan holding on to?

Is it holding a branch? Is it holding a rope?

Is it holding a vine? It's holding a rope.

What is it eating? A leaf.

10/11

Quick Quiz Question Number 5.

What animal is this?

Is it a rabbit? Is it a guinea pig?

Is it a squirrel? It's a squirrel.

Is this squirrel dancing on the snow?

I don't know.

12

Quick Quiz Question

Number 6.

What is this cat doing? *212

Comprehension Questions

Literal

Which animal was on the cover?

Which animal hisses and spits?

What was the orangutan holding on to?

Which animal has a blue beak?

Inferential

Why do you think the author chose a quiz format for this book?

What else could you call the blue-footed booby?

What is the answer to the question on page 12?

What could be in the photo on page 2 if the dog on page 3 was wearing a helmet instead of a crown?

Data Point Sheet

A Quick Quiz

Name:

Date:

Word Count 212 Level 11 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 27 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 – 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 – 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td>7-8 correct/ partially correct</td> <td>very good</td> </tr> <tr> <td>5-6 correct/ partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/ partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/ partially correct	very good	5-6 correct/ partially correct	good	0-4 correct/ partially correct	needs help
Comprehension Score										
7-8 correct/ partially correct	very good									
5-6 correct/ partially correct	good									
0-4 correct/ partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Where Do the Harrisons Live?

Level: 2.12.2 Word Count: 223

Quick Quiz	Reading: <i>always, each, would, number, after</i> Spelling: <i>always, each, would, number, after</i>
New High-Frequency Word	live
Quick Read	Scissors and Shears (2.11.3) A Quick Quiz (2.11.4)
Quick Check	Fun in the Trees (2.12.1)
Quick Write	<i>I'm going to swing on this wire after I've climbed the tree.</i>
New Skill	abbreviations
New Book	Where Do the Harrisons Live?

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *always, each, would, number, after*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *always, each, would, number, after*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *live*.
- Hold up the *live* word card for the students to see.
- Have very read the word together.
- Have them write *live* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Scissors and Shears* and *A Quick Quiz*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Fun in the Trees*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Fun in the Trees* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

How did the boy get up the tree?

What equipment do climbers have to wear?

Where did the boy go after he got to the top of the ladder?

How did the boy get down again?

Inferential

Why did the boys have to wear hard hats and harnesses?

What are other words the author could have used instead of scary?

Why do you think the author wrote this book?

Would you like to have fun in the trees? Why or why not?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
I'm going to swing on this wire after I've climbed the tree.
- Remind the students that they know how to spell *going, to, on, this, after,* and *the*.
- Remind them that they know how to listen for the sounds in short words like *swing* and *tree*, and that they know the letter combinations to write. Revise *ng* if necessary.
- Remind the students that they should now know how to write contractions.
- Tell the students that there is a silent *b* in *climbed*
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *going, to, on, this, after,* or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new grammar skill explicitly and systematically

- Tell the students that today they are going to learn about abbreviations. Explain that abbreviations are the short way of writing something.
- Write *First Avenue* on the board and read what you have written.
- Explain that often when you look at a sign, the words will be abbreviated.
- Write *1st Ave* on the board and explain the abbreviations.
- Write *Doctor Smith* and *Dr Smith* on the board and explain the abbreviated form of doctor.

- Write Mr and Mrs on the board. Have the students read them and say when the abbreviations are used. Write the full form of each on the board *Mister, Missus*.
- Write *Third Street*, and *Mount Everest* on the board.
- Invite volunteers to write and read the abbreviated form.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Where Do the Harrisons Live?*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *This book asks you where the Harrisons live. It then tells you some places where they could live, but don't.*
 - Discuss the cover photo. Find out which students live in an apartment block. Ask the students if they think the Harrisons live here. Record their answers for later confirmation or revision.
 - Have the students turn to the title page and look at the photo. Is this a place where the Harrisons could live?
 - Take a picture walk discussing each photo in the book. Examine and discuss the map on page 3.
 - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *A doctor's rooms are sometimes called a clinic.*
 - *Have the students read the abbreviations on page 12.*
 - Tell the students that there are some abbreviations in this book. They should look for the abbreviations to help them as they read.
 - Tell them also that the new word *live* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *live* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find and read the abbreviations. They should find *Mr, Mrs, St* meaning *street* and *St* meaning *saint, Mt, Ave, Dr,* meaning *drive*, and *Rd*.
 - Have the students turn to page 4 and find and read the contractions. They should find *St* meaning *street* and *Dr* meaning *doctor*.
 - Have the students go through the book looking for *live* and rereading the sentences with *live* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Where Do the Harrisons Live?* again.
- Read and re-read *Where Do the Harrisons Live?* using the audio and/or e - version.
- Re-read *Scissors and Shears, A Quick Quiz, and Fun in the Trees*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Fun in the Trees

Intervention Level: 2. 12. 1

Word count: 224

New skill: **contractions**

New high-frequency word: **after**

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Last week I had fun in the trees.

I went with my friends.

I had to put on a hard hat and a harness.

The harness had a clip for me to clip onto the wires.

“We’ll be safe clipped onto the wires,”

I said to my friends.

4/5

My friends put on their hard hats and harnesses, too.

“I’ll go first,” I said to them.

“You can climb up after me

when I’m at the top of the ladder.”

I climbed up the rope ladder.

6/7

Then my friends came up.

They crossed the logs after me.

“It’s scary way up here,” I shouted.

“But we’ve got to keep going now we’re up here.”

I looked for which way to go.

8/9

"I'm going to go on this wire,"

I shouted to my friends.

"You can come after me."

I clipped my clip on to one wire.

I held on to that wire. It was scary.

I went on the wire. I didn't look down.

10/11

After I went on that wire,

I had to go on a long wire.

"It's very scary up here,"

I shouted out to my friends.

"But it's the best way out."

I looked down.

It was a very, very, long way down!

"Yee haa!" I shouted.

Then woooosh! I slid all the way down.

I had fun in the trees. *224

Comprehension Questions

Literal

How did the boy get up the tree?

What equipment do climbers have to wear?

Where did the boy go after he got to the top of the ladder?

How did the boy get down again?

Inferential

Why did the boys have to wear hard hats and harnesses?

What are other words the author could have used instead of scary?

Why do you think the author wrote this book?

Would you like to have fun in the trees? Why or why not?

Data Point Sheet

Fun in the Trees

Name:

Date:

Word Count 224 Level 12 Set 2

Number of Errors	<input type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 29 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input type="text"/>	30+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input type="text"/>		
<i>Blue</i> new high-frequency words	<input type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input type="text"/>		
<i>Brown</i> words accessible from content or context	<input type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



One and More Than One

Level: 2.12.3 Word Count: 223

Quick Quiz	Reading: <i>each, would, number, after, live</i> Spelling: <i>each, would, number, after, live</i>
New High-Frequency Word	don't
Quick Read	A Quick Quiz (2.11.4) Fun in the Trees (2.12.1)
Quick Check	Where Do the Harrisons Live? (2.12.2)
Quick Write	<i>Do Mr and Mrs Harrison live on Vine Street?</i>
New Skill	irregular plurals
New Book	One and More Than One

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *each, would, number, after, live*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *each, would, number, after, live*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *don't*.
- Hold up the *don't* word card for the students to see.
- Have them read the word together.
- Have them write *don't* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *A Quick Quiz* and *Fun in the Trees*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Where Do the Harrisons Live?*
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Where Do the Harrisons Live?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

Where is the school?

What is on Mt St James Avenue?

Where do Jack and Emma go when they are ill?

Where do the Harrisons live?

Inferential

Did you make predictions about where the Harrisons live? Were you right?

Would you like to live in the same town as the Harrisons? Why or why not?

How is your school the same as/different from Jack and Emma's school?

How do you think Mr and Mrs Harrison get to work?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Do Mr and Mrs Harrison live on Vine Street?
- Remind the students that they know how to spell *do*, *and*, *live*, and *on*.
- Remind them that they know how to listen for the sounds in short words like *vine* and *street*, and that they know the letter combinations to write. Revise *str* if necessary.
- Remind the students that they should now know how to write abbreviations.
- Revise breaking multisyllabic words into syllables to make spelling easier.
- Have the students say *Harrison* clapping the syllables.
- Invite a volunteer to tell you the letters required for the each syllable in turn. Point out the double *r*. Also point out that *Harrison* contains *is* and *on* that they already know how to spell.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *do*, *and*, *live*, or *on*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new grammar skill explicitly and systematically

- Tell the students that today they are going to learn about irregular plurals. Explain that they already know how to make a word plural by adding *s*. Tell the students that there are some words that you don't just add *s* to make the plural.
- Write *butterfly* on the board and read what you have written.

- Explain that when a word ends in *y* you often have to change the *y* into *i* and add *es* to make the plural. Write *butterflies* on the board.
- Invite volunteers to write and read the plural.
- Write *louse* on the board and explain that sometimes the whole word changes to make the plural. Write the plural, *lice* on board.
- Invite volunteers to write and read the plural.
- Write *thief* on the board and explain that with some words ending in *f*, you have to change the *f* to *v* and add *es* to make the plural. Write *thieves* on the board.
- Invite volunteers to write and read the plural.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *One and More Than One*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *This book tells you about some words that have irregular plurals.*
 - Discuss the cover photo. Tell the students that this is one girl. Ask them the plural of girl.
 - Have the students turn to the title page and look at the photo. Tell them that these birds are geese. If there was only one bird on the page it would be a goose.
 - Take a picture walk discussing each photo in the book.
 - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *A group of mice is sometimes called a nest. It can also be called a horde of mice. A group of wolves is called a pack of wolves. A group of geese is called a gaggle of geese.*
 - *Have the students read the plurals on page 12.*
 - Tell the students that there are some irregular plurals in this book. They should look for these words to help them as they read.
 - Tell them also that the new word *don't* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *don't* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 6 and find and read the irregular plurals. They should find *leaves* and *wolves*.
 - Have the students turn to page 10 and find and read the irregular plurals. They should find *children*, *flies*, and *sheep*.
 - Have the students go through the book looking for *don't* and rereading the sentences with *don't* in them.

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *One and More Than One* again.
- Read and re-read *One and More Than One* using the audio and/or e - version.
- Re-read *A Quick Quiz*, *Fun in the Trees*, and *Where Do the Harrisons Live?*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Where Do the Harrisons Live?

Intervention Level: 2. 12.2

Word count: 223

New skill: **contractions**

New high-frequency word: **live**

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Mr and Mrs Harrison live in this town.

They live with their children, Jack and Emma,

and their dogs, Henry and Sunny.

Where do they live? Do they live on Smith St?

Do they live on Mt St James Ave?

Do they live on Sandy Dr? Do they live on Blacks Rd?

4/5

Smith St

Do Mr and Mrs Harrison live on Smith Street?

No. Dr Winter lives on Smith Street.

Dr Winter works on Smith Street, too.

Mr and Mrs Harrison and Jack and Emma

go to Dr Winter when they are ill.

6/7

Mt St James Ave

Do Mr and Mrs Harrison live on Mt St James Avenue?

No. The park is on Mt St James Avenue.

The Harrisons walk their dogs in Mt St James Park.

8/9

Sandy Dr

Do Mr and Mrs Harrison live on Sandy Drive?

No. The school is on Sandy Drive.

This is the school that Jack and Emma go to.

Jack is in Room 2. Emma is in Room 5.

10/11

Blacks Rd

Do Mr and Mrs Harrison live on Blacks Road?

Yes. There are two banks on Blacks Road.

Mr Harrison works at one of the banks.

He is the bank manager.

Mrs Harrison works at the other bank.

She is the bank manager, too.

The Harrisons live in an apartment.

They live on Blacks Road near the banks. *223

Comprehension Questions

Literal

Where is the school?

What is on Mt St James Avenue?

Where do Jack and Emma go when they are ill?

Where do the Harrisons live?

Inferential

Did you make predictions about where the Harrisons live? Were you right?

Would you like to live in the same town as the Harrisons? Why or why not?

How is your school the same as/different from Jack and Emma's school?

How do you think Mr and Mrs Harrison get to work?

Data Point Sheet

Where Do the Harrisons Live?

Name:

Date:

Word Count 223 Level 12 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 28 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	29+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Did You Grow These?

Level: 2.12.4 Word Count: 225

Quick Quiz	Reading: <i>would, number, after, live, don't</i> Spelling: <i>would, number, after, live, don't</i>
New High-Frequency Word	really
Quick Read	Fun in the Trees (2.12.1) Where Do the Harrisons Live? (2.12.2)
Quick Check	One and More Than One (2.12.3)
Quick Write	<i>You don't call a group of houses, hice, do you?</i>
New Skill	irregular past tense
New Book	Did You Grow These?

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *would, number, after, live, don't*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *would, number, after, live, don't*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *really*.
- Hold up the *really* word card for the students to see.
- Have very read the word together.
- Have them write *really* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Fun in the Trees* and *Where do the Harrisons live?*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *One and More Than One*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *One and More Than One* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What do you call more than one man?*
- What do you call a group of geese?*
- What is the plural of child?*
- What is the singular of feet?*

Inferential

- What was the author's reason for writing this book?*
- How many answers to the questions What do you have did you know?*
- What more do you know about plurals from reading this book?*
- What name could you give to a group of vans?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
You don't call a group of houses, hice, do you?
- Remind the students that they know how to spell *you, don't, a, of, and do*.
- Remind them that they can write *call* because they know how to write *all*.
- Remind them that they know how to listen for the sounds in short words like *houses*, and *hice*, and that they know the letter combinations to write. Revise *ou* if necessary.
- Ask the students how they would start to write *group*.
- Write *gr* on the board, then write *ou* and ask the students for the last letter.
- Remind the students to think about capital letters and punctuation. Tell them that they need to put commas after *houses* and *hice*.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *you, don't, a, of, or do*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new grammar skill explicitly and systematically

- Tell the students that today they are going to learn about irregular past tense. Explain that they already know how to make the past tense by adding *ed*. Tell the students that there are some words that you don't just add *ed* to make the past tense.
- Write *stop* on the board and read what you have written.
- Explain that sometimes you have to double the last letter before you add *ed*. Write *stopped* on the board and have the students read the word.

- Write *bleed* and *bled*, and *lead* and *led*, on the board and have the students read the words.
- Write *speak* and *spoke* on the board and have the students read the words
- Explain that saying *bleeded*, *leaded*, and *speaked* doesn't sound right.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Did You Grow These?*.
 - Read the title to the students. Tell them the past tense of *grow* is *grew*.
 - Set the purpose for reading by saying: *This book tells you about some words that have irregular past tense.*
 - Discuss the cover photo. Tell the students that these students grew the pumpkins and melons in a garden at school.
 - Have the students turn to the title page. and look at the photo. Tell them that this is a watermelon that the students grew.
 - Take a picture walk discussing each photo in the book.
 - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *Many schools around the world are now having their students plant gardens to grow vegetables. Soccer is a game that people all around the world play. You have to be able to kick the ball very well when you play soccer because you are not allowed to touch it with your hands.*
 - Have the students read the present and past tense words on page 12.
 - Tell the students that these irregular past tense words are in this book. They should look for these words to help them as they read.
 - Tell them also that the new word *really* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *really* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 4 and find and read the irregular past tense. They should find *brought* and *taught*.
 - Have students turn to page 6 and find and read the irregular past tense. They should find *ran*.
 - Have the students go through the book looking for *really* and rereading the sentences with *really* in them.

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Did You Grow These?* again.
- Read and re-read *Did You Grow These?* using the audio and/or e - version.
- Re-read *Fun in the Trees*, *Where Do the Harrisons Live?*, and *One and More Than One*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: One and More Than One
Intervention Level: 2. 12.3
Word count: 223
New skill: irregular plurals
New high-frequency word: don't

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

A house is a house.

But when you have more than one house you have many houses.

A mouse is a mouse.

But when you have more than one mouse,

you don't have two or three mouses,

you have two or three mice.

4/5

A van is a van.

But when you have more than one van, you have many vans.

A man is a man.

But when you have more than one man, you don't have many mans.

What do you have? You have two or more men.

6/7

A leaf is a leaf. But you don't have lots of leafs.

What do you have? You have lots of leaves.

A wolf is a wolf. But you don't have lots of wolfs.

What do you have? A pack of wolves.

8/9

A foot is a foot.

But when you have more than one foot, you don't have many foots.

What do you have? You have many feet.

A goose is a goose.

But when you have more than one goose, you have a gaggle of geese.

10/11

A child is a child.

But you don't have two or three childs.

You have two or three children.

A fly is a fly. It flies in the window.

But many flies can fly in the window.

A sheep is a sheep and lots of sheep are still sheep. *223

Comprehension Questions

Literal

What do you call more than one man?

What do you call a group of geese?

What is the plural of child?

What is the singular of feet?

Inferential

What was the author's reason for writing this book?

How many answers to the questions What do you have did you know?

What more do you know about plurals from reading this book?

What name could you give to a group of vans?

Data Point Sheet

One and More Than One

Name:

Date:

Word Count 223 Level 12 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 28 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	29+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>February</th> <th>July</th> <th>December</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>N/A</td> <td>34 - 64</td> <td>65 +</td> </tr> <tr> <td>Year 3</td> <td>66 - 89</td> <td>90 - 108</td> <td>109 +</td> </tr> <tr> <td>Year 4</td> <td>97 - 109</td> <td>110 - 128</td> <td>129 +</td> </tr> </tbody> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level

Quick60 Lesson Plans

Set 2

Intervention Levels II.I - I2.4

Knights and Knitters.....	3
Wrestling.....	II
Scissors and Shears.....	I9
A Quick Quiz.....	27
Fun in the Trees.....	35
Where do the Harrisons Live?.....	43
One and More Than One.....	5I
Did You Grow These?.....	59

Permission is given to copy these lesson plans for use with the Quick60 Programme

Lesson Plans Set 2 Levels 11 - 12 © Iversen Publishing

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright owner.

While every care has been taken to trace and acknowledge copyright, the publishers tender their apologies for any accidental infringement where copyright has proved untraceable.

Published by
Iversen Publishing
5 Douglas Alexander Parade
Rosedale
Auckland 0632
New Zealand
www.iversenpublishing.com





Iversen Publishing
Your Literacy Intervention
Specialists

Quick60

Set 2

Intervention Levels I3.I-I4.4

Lesson Plans
Colour-Coded Check Sheets
Data Point Sheets

Quick60 Lesson Plans,
Colour-Coded Check Sheets
and Data Point Sheets
provide you with
a comprehensive plan
for each book
as well as ongoing formative
and summative assessment.



Quick60 Lesson Plans – Set 2

Intervention Levels I3.I -I4.4

If you are starting your *Quick60 Programme* at Set 2 Level 13 with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

Lesson 1

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Word – *almost*.

Introduce the New Skill – *al digraph*.

Introduce the New Book – *At the Mall*.

Lesson 2

Use the Quick Quiz.

Introduce the New Word – *hear*.

Use the Quick Check - Colour-Coded Check Sheet for *At the Mall*.

Use the Quick Write.

Introduce the New Skill – *aw*.

Introduce the New Book – *Noisy, Squawking Gulls*.

Lesson 3

Use the Quick Quiz.

Introduce the New Word – *every*.

Use the Quick Read with *At the Mall*.

Use the Quick Check – Colour-Coded Check Sheet for *Noisy, Squawking Gulls*.

Use the Quick Write.

Introduce the New Skill – *au*.

Introduce the New Book – *A Week with Paul*.

Follow the entire lesson plan from Day 4.



At the Mall

Level: 2.13.1 Word Count: 238

Quick Quiz	Reading: <i>number, after, live, don't, really</i> Spelling: <i>number, after, live, don't, really</i>
New High-Frequency Word	almost
Quick Read	Where Do the Harrisons Live? (2.12.2) One and More Than One (2.12.3)
Quick Check	Did You Grow These? (2.12.4)
Quick Write	<i>I really grew these plants in the school garden.</i>
New Skill	al, all digraph
New Book	At the Mall

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *number, after, live, don't, really*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *number, after, live, don't, really*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *almost*.
- Hold up the *almost* word card for the students to see.
- Have them read the word together.
- Have them write *almost* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Where do the Harrisons live?* and *One and More Than One*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Did You Grow These?*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Did You Grow These?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

Literal

- What is the past tense of find?*
- What is the past tense of think?*
- What is taught the past tense of?*
- What is grew the past tense of?*

Inferential

- Can you summarize this book in two sentences?*
- How many of the things in this book could you do without being taught?*
- How do people feel when they are really good at doing things?*
- What are you really good at doing?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
I really grew these plants in the school garden.
- Remind the students that they know how to spell *I*, *really*, *these*, *in*, and *the*.
- Remind them that they can write *grew* because they know how to write *new*.
- Remind them that they know how to listen for the sounds in short words like *plants* and that they know the letter combinations to write.
- Remind the students that they know how to break words into syllables to write them, so they can write *garden*.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *I*, *really*, *these*, *in*, or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that today they are going to learn about words that have the / a / sound.
- Write *call* and *cat* on the board. Ask the students to listen to the / a / sound as you read the words.
- Explain that the / after the a changes the sound of the a. Sometimes there are two /'s.
- Write *ball* and *ban*, on the board and have the students read the words.
- Write *always* and *ant* on the board and have the students read the words.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *At the Mall*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you about some children and what they almost always do at the mall.*
- Discuss the cover photo. Tell the students that some people call the booths that people sell things from at the mall, stands, and some people call them stalls.
- Have the students turn to the title page, and look at the photo. What do they think is sold at this stall?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *CD is the abbreviation for compact disc. DVD is the abbreviation for digital versatile disc or digital video disc. Movies that you can see on video you can also see on DVD. The place where you buy food at the mall is called the foodhall.*
- Have the students read the map on page 12 and discuss where the places in the book are.
- Tell the students that there are words with *al* and *all* in this book. They should look for these words to help them as they read.
- Tell them also that the new word *almost* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *almost* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking students to retell the main points.
- Have the students turn to page 2 and find and read the words with the *al* digraph. They should find *almost, always, mall, stall, and walk.*
- Have students turn to page 4 and find and read the words with the *al* digraph. They should find *almost, always, mall, stall, walk, and talking.*
- Have the students go through the book looking for *almost* and rereading the sentences with *almost* in them.

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *At the Mall* again.
- Read and re-read *At the Mall* using the audio and/or e - version.
- Re-read *Where Do the Harrisons Live? One and More Than One*, and *Did You Grow These?*
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Did You Grow These?

Intervention Level: 2. 12.4

Word count: 225

New skill: irregular past tense

New high-frequency word: really

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Did you grow these? Yes we did.

We grew them in the school garden.

We fed them and gave them water.

They are really big now.

We are really good at growing things.

But they will break if you drop them.

I dropped one and it broke.

4/5

Did your father bring you to the park?

Yes he did. He brought me here

to teach me how to kick the ball.

He taught me really well.

I am really good at kicking now.

I can kick the ball with both feet.

6/7

Did you find that the paint ran

as you painted your picture?

Yes. The gold paint ran.

But I found out how to stop the paint from running.

I am really good at painting now.

8/9

Did you find the book you were looking for?

No. I didn't find the book that I was looking for.

I was looking for a book on snails,

but I couldn't find it.

Then I found a book on slugs.

I like the book on slugs.

I am really good at reading now.

10/11

Did you think you would be late for the game?

Yes. I thought I would be late.

I thought I would have to run

all the way to get here on time.

So I ran and ran.

I am really good at running

so I wasn't late. *225

Comprehension Questions

Literal

What is the past tense of find?

What is the past tense of think?

What is taught the past tense of?

What is grew the past tense of?

Inferential

Can you summarize this book in two sentences?

How many of the things in this book could you do without being taught?

How do people feel when they are really good at doing things?

What are you really good at doing?

Data Point Sheet

Did You Grow These?

Name:

Date:

Word Count 225 Level 12 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 29 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	30+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/ partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/ partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/ partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/ partially correct	very good	5-6 correct/ partially correct	good	0-4 correct/ partially correct	needs help
Comprehension Score										
7-8 correct/ partially correct	very good									
5-6 correct/ partially correct	good									
0-4 correct/ partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Noisy, Squawking Gulls

Level: 2.13.2 Word Count: 238

Quick Quiz	Reading: <i>after, live, don't, really, almost</i> Spelling: <i>after, live, don't, really, almost</i>
New High-Frequency Word	hear
Quick Read	One and More Than One (2.12.3) Did You Grow These? (2.12.4)
Quick Check	At the Mall (2.13.1)
Quick Write	<i>We almost always eat rice at the mall.</i>
New Skill	aw digraph
New Book	Noisy, Squawking Gulls

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *after, live, don't, really, almost*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *after, live, don't, really, almost*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *hear*.
- Hold up the *hear* word card for the students to see.
- Have them read the word together.
- Have them write *hear* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *One and More Than One* and *Did You Grow These?*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *At the Mall*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *At the Mall* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What do the children like to eat?

What sort of CD does the children's mother sometimes let them buy?

What does the friends' mother sell?

What do the children do when they get home?

Inferential

What things besides shopping do people do at malls?

What sorts of shops do most malls have?

What time do you think it is when the children go home?

Would you like to go to the mall every day after school? Why or why not?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
We almost always eat rice at the mall.
- Remind the students that they know how to spell *we*, *almost*, *always*, *at*, and *the*.
- Remind them that they know how to listen for the sounds in short words like *eat*, *rice*, and *mall*, and that they know the letter combinations to write.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *we*, *almost*, *always*, *at*, or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that today they are going to learn about words that have the / aw / sound.
- Write *hawk* and *hank* on the board. Ask the students to listen to the / a / sound as you read the words.
- Explain that the w after the a changes the sound of the a.
- Write *saw* and *sat*, on the board and have the students read the words.
- Write *claw* and *clam* on the board and have the students read the words

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Noisy, Squawking Gulls*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you about birds called gulls and when they are likely to squawk.*
- Discuss the cover photo. Tell the students that you can see the gull squawking in this photo.
- Have the students turn to the title page and look at the photo. Have them discuss how this gull is the same as the gull on the cover.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Gulls have webbed feet to help them swim when they are in the water. The gull's eggs are speckled. That means they have marks on them like little spots. Gull babies do not have the same feathers as grown gulls. They are speckled and they are much softer. Softer, baby feathers are called down.*
- Read the glossary with the students to reinforce the vocabulary.
- Tell the students that there are words with *aw* in this book. They should look for these words to help them as they read.
- Tell them also that the new word *hear* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *hear* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 2 and find and read the words with the *aw* digraph. They should find *squawk* and *squawking*.
- Have students turn to page 6 and find and read the words with the *aw* digraph. They should find *squawk* and *squawking*.
- Have the students go through the book looking for *hear* and rereading the sentences with *hear* in them.

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Noisy, Squawking Gulls* again.
- Read and re-read *Noisy, Squawking Gulls* using the audio and/or e - version.
- Re-read *One and More Than One, Did You Grow These?* and *At the Mall*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: At the Mall
Intervention Level: 2. 13. 1
Word count: 238
New skill: al digraph
New high-frequency word: almost

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

We almost always go to the mall after school.

Our mother works at the mall.

She has a stall in the mall.

She sells sunglasses at her stall.

Some days we help her sell her sunglasses.

But almost always we walk up and down the mall looking for our friends.

4/5

Our friends are almost always at the mall.

Their mother also has a stall there.

She sells hats and socks at her stall.

Some days we help her sell her hats and socks.

But almost always we walk up and down the mall talking with our friends.

6/7

We almost always go and look at the CDs.

We like to see what's new.

We also look at the DVDs.

We look at the CDs and DVDs on sale.

Sometimes our mother lets us get a cheap CD.
Sometimes our friends' mother lets them get one.

8/9

We almost always go to the foodhall
to get something to eat.
Our friends almost always get pizza.
They like pizza. They get a big pizza to share.
I almost always get rice.
I really like the rice that I get at the mall.

10/11

Our mother comes to the foodhall.
We hear her call out to us.
Our father is looking after the stall now. *209
Our mother has come to take us home.
Our friends are also going home.
We almost always do our homework
when we get home.
Then we go to bed.

Comprehension Questions

Literal

*What do the children like to eat?
What sort of CD does the children's mother
sometimes let them buy?
What does the friends' mother sell?
What do the children do when they get home?*

Inferential

*What things besides shopping do people do at
malls?
What sorts of shops do most malls have?
What time do you think it is when the children go
home?
Would you like to go to the mall every day after
school? Why or why not?*

Data Point Sheet

At the Mall

Name:

Date:

Word Count 238 Level 13 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 30 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	31+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



A Week with Paul

Level: 2.13.3 Word Count:237

Quick Quiz	Reading: <i>live, don't, really, almost, hear</i> Spelling: <i>live, don't, really, almost, hear</i>
New High-Frequency Word	every
Quick Read	Did You Grow These? (2.12.4) At the Mall (2.13.1)
Quick Check	Noisy, Squawking Gulls (2.13.2)
Quick Write	<i>Can you hear a noisy gull squawking at a hawk?</i>
New Skill	au digraph
New Book	A Week With Paul

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *live, don't, really, almost, hear.*
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *live, don't, really, almost, hear.* If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *every*.
- Hold up the *every* word card for the students to see.
- Have them read the word together.
- Have them write *every* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Did You Grow These?* and *At the Mall*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Noisy, Squawking Gulls*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Noisy, Squawking Gulls* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What are gull babies covered with?

What do gulls eat?

Where do gulls make their nests?

What do gulls look like?

Inferential

Can you summarize this book in three sentences?

Why do you think the author repeated the sentence – And then they squawk and squawk some more?

What new things did you learn about gulls from reading this book?

Why do you think gulls squawk as much as they do?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Can you hear a noisy gull squawking at a hawk?
- Remind the students that they know how to spell *can*, *you*, *hear*, *a*, and *at*.
- Remind them that they know how to listen for the sounds in short words like *noisy*, *squawking*, *hawk*, and *gull*, and that they know the letter combinations to write. Revise *oi* letter combination and also *y* and *ing* endings if necessary.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *can*, *you*, *hear*, *a*, or *at*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that they have learned the *al* and *aw* sound/spelling patterns and today they are going to learn about words that have the / *au* / sound/spelling pattern.
- Write *ball* and *bawl* on the board. Ask the students to read the words.
- Write *mall* and *maul* on the board and have the students read the words.
- Explain that sometimes the same sounds have different spellings.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *A Week With Paul*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you about Paul. He is a truck driver. He drives different trucks during the week. The book also talks about the different words that people call the same things. Some people call trucks, trucks. Other people call trucks, lorries.*
- Discuss the cover photo. Tell the students that the trucks Paul drives are car-transporter trucks. Car-transporter trucks take new cars from where they are assembled to where they are going to be sold. Some people call car transporters, car haulage trucks.
- Have the students turn to the title page. and look at the photo. Can they see the truck Paul is driving?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Some people call sauce, ketchup. Some people call cars, autos. Some people call boats, ships. The place where cars get crushed and recycled is called a wrecker's yard.*
- Tell the students that there are words with *au* in this book. They should look for these words to help them as they read.
- Tell them also that the new word *every* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *every* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 2 and find and read the words with the *au* digraph. They should find *Paul, sauce, and Saul*.
- Have students turn to page 4 and find and read the words with the *au* digraph. They should find *Saul's, Haulage, haul, and autos*.
- Have the students go through the book looking for *every* and rereading the sentences with *every* in them.

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *A Week with Paul* again.
- Read and re-read *A Week with Paul* using the audio and/or e - version.
- Re-read *Did You Grow These?*, *At the Mall* and *Noisy Squawking Gulls*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Noisy Squawking Gulls
Intervention Level: 2. 13.2
Word count: 238
New skill: aw digraph
New high-frequency word: hear

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Gulls are birds. They are white and silver.

Some gulls have black on their head.

Some have black on their wings or tail.

They have webbed feet. You can see gulls flying.

You can see them standing.

Gulls are noisy birds.

You can hear them squawking.

They squawk and squawk!

And then they squawk and squawk some more!

4/5

Nests

Gulls make their nests in many places.

Some gulls make their nests on rocky cliffs.

Some gulls make their nests in the grass.

They make their nests of grass and twigs.

Gulls lay two or three brown, speckled eggs in the nest.

6/7

Gull Babies

Baby gulls hatch out of the eggs.

The babies are covered with brown, speckled down.

Baby gulls can walk when they hatch.

Soon they will fly.

Soon you will hear them squawking.

And then they squawk and squawk some more!

8/9

Food

Gulls eat little fish. They eat crabs and clams.

You can see gulls fishing.

You can hear them squawking as they fish.

They squawk and squawk.

And then they squawk and squawk some more!

You can see gulls near boats.

They are looking to see if the people have some fish.

They make an awful noise.

They squawk and squawk. *204

10/11

Gulls eat food that people throw out.

You can see them at the landfill.

You can hear them squawking at the landfill.

They squawk and squawk.

And then they squawk and squawk some more!

Comprehension Questions

Literal

What are gull babies covered with?

What do gulls eat?

Where do gulls make their nests?

What do gulls look like?

Inferential

Can you summarize this book in three sentences?

Why do you think the author repeated the sentence – And then they squawk and squawk some more?

What new things did you learn about gulls from reading this book?

Why do you think gulls squawk as much as they do?

Data Point Sheet

Noisy, Squawking Gulls

Name: _____

Date: _____

Word Count 238 Level 13 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 30 errors	text is instructional 87% - 94%						
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	31+ errors	text is difficult 86% or lower						
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
7-8 correct/partially correct	very good									
5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Brothers and Sisters

Level: 2.13.4 Word Count: 239

Quick Quiz	Reading: <i>don't, really, almost, hear, every</i> Spelling: <i>don't, really, almost, hear, every</i>
New High-Frequency Word	our
Quick Read	At the Mall (2.13.1) Noisy, Squawking Gulls (2.13.2)
Quick Check	A Week With Paul (2.13.3)
Quick Write	<i>Paul hauls cars every day. All the cars end up in the wrecker's yard.</i>
New Skill	schwa
New Book	Brothers and Sisters

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *don't, really, almost, hear, every*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *don't, really, almost, hear, every*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *our*.
- Hold up the *our* word card for the students to see.
- Have them read the word together.
- Have them write *our* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *At the Mall* and *Noisy, Squawking Gulls*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *A Week With Paul*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *A Week With Paul* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- Who does Paul work for?*
- Who taught Paul to drive?*
- What did Paul teach his dog to do?*
- What does Paul do on Wednesday?*

Inferential

- What does Paul do from the time he gets up on Wednesday?*
- What could Saul call a road?*
- What is the difference between Paul and Saul?*
- What other things would Paul have to know about to do his job?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
Paul hauls cars every day. All the cars end up in the wrecker's yard.
- Remind the students that they know how to spell *every, all, the, a, in, the, and to*.
- Remind them that they know how to listen for the sounds in short words like *Paul, hauls, cars, end, up, and yard*, and that they know the letter combinations to write.
- Remind the students that they can write *day* because they know how to write *stay*.
- Revise the silent *w* at the beginning of *wrecker's* and the *ck* letter combination.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation as there are two sentences. Show the students how to insert the apostrophe in *wrecker's*.
- Work with individual students as necessary.
- If the students have trouble with *every, all, the, a, in, the, or to*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that they have learned about the different sound/spelling patterns that different groups of letters make. Today they are going to learn about a vowel sound called schwa. Schwa changes the sound of some letters in unstressed syllables.
- Say *alone*. Write *alone* on the board. Explain to the students that the *a* at the beginning of *alone* makes more of a short / *u* / sound than a short / *a* / sound. You say *u/lone* rather than *a/lone*.
- Say *letter*. Write *letter* on the board. Say *letter* again asking students to listen to the end sound as you say *letter* again. Explain that you say *lett/u* rather than *lett/er*.

- Say *holiday*. Write *holiday* on the board. Say *holiday* again asking students to listen to the middle sound as you say *holiday* again. Explain that you say *hol/u/day* rather than *hol/i/day*.
- Explain that sometimes the same sounds have different spellings.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Brothers and Sisters*.
- Read the title to the students. Ask them to note the pronunciation of *brothers* and *sisters*.
- Set the purpose for reading by saying: *This book tells you about what some brothers and sisters do. It also has lots of words with the schwa sound.*
- Discuss the cover photo. Tell the students that these sisters are playing in some fallen leaves.
- Have the students turn to the title page and look at the photo. Discuss with them what these brothers are doing. Do they play on the same team?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *All the brothers' and sisters' names in this book have a schwa sound in the syllable that doesn't have the stress on it. The names are Evan and Liam, Fatima and Ketana, Joseph and Adam, Angela and Megan, Ryan and Carter. Fatima and Ketana live in India. Surfers talk about catching a wave when they surf in on a wave.*
- Tell the students that there are many words with the *schwa* sound in this book. They should look for these words to help them as they read.
- Tell them also that the new word *our* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *our* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 2 and find and read the words with the *schwa* sound. They should find *hello, Evan, brother's Liam, after, better, skater, and higher.*
- Have students turn to page 6 and find and read the words with the *schwa* sound. They should find *Hello, Joseph, brother's, and Adam.*
- Have the students go through the book looking for *our* and rereading the sentences with *our* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Brothers and Sisters* again.
- Read and re-read *Brothers and Sisters* using the audio and/or e - version.
- Re-read *At the Mall*, *Noisy*, *Squawking Gulls* and *A Week with Paul*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: A Week With Paul
Intervention Level: 2. 13.3
Word count: 237
New skill: au digraph
New high-frequency word: every

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

My name is Paul.

Every day, I get up at five o'clock.

I make my breakfast.

I like eggs and bacon for breakfast.

Sometimes, I put sauce on my eggs.

My boss, Saul, calls sauce, ketchup, but I call it sauce.

4/5

I work for Saul's Haulage.

My job is to haul cars.

Saul calls cars autos, but I call them cars.

My dad taught me to drive.

Saul says I am the best driver he has.

6/7

Every day, I drive a new truck.

Saul calls a truck a lorry, but I call it a truck.

By seven o'clock, I'm on the road.

Every day, I go back past my house.

I toot to my dog.

I taught him to look out for me.

8/9

On Monday, I had a long way to drive.

The weather was bad.

I got caught up in all the traffic.

But I couldn't get caught speeding in a traffic jam!

I have to take care.

If I have a crash, it will be my fault.

10/11

Every Wednesday, I go to the port
with my cars. A big boat takes them overseas.

Saul calls a boat, a ship, but I call it a boat.

The boat is made to take cars.

A tugboat brings it into the port.

I drive my truck onto the boat. *218

12

Every Friday, I drive past the wrecker's yard.
This is where every one of my cars will end up.

Comprehension Questions

Literal

Who does Paul work for?

Who taught Paul to drive?

What did Paul teach his dog to do?

What does Paul do on Wednesday?

Inferential

What does Paul do from the time he gets up on Wednesday?

What could Saul call a road?

What is the difference between Paul and Saul?

What other things would Paul have to know about to do his job?

Data Point Sheet

A Week with Paul

Name:

Date:

Word Count 237 Level 13 Set 2

Number of Errors	<input style="width: 100%;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 30 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 100%;" type="text"/>	31+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 100%;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 - 1:6</td> <td>good</td> </tr> <tr> <td>1:7 +</td> <td>needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 100%;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 100%;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 100%;" type="text"/>								

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 100%;" type="text"/>	Number correct <input style="width: 100%;" type="text"/>	Comprehension Score 7-8 correct / partially correct very good 5-6 correct / partially correct good 0-4 correct / partially correct needs help
Number partially correct <input style="width: 100%;" type="text"/>	Number partially correct <input style="width: 100%;" type="text"/>	
Number incorrect <input style="width: 100%;" type="text"/>	Number incorrect <input style="width: 100%;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 100%;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 100%;" type="text"/>																	
Reads slowly - word by word <input style="width: 100%;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Baking Bread

Level: 2.14.1 Word Count: 247

Quick Quiz	Reading: <i>really, almost, hear, every, our</i> Spelling: <i>really, almost, hear, every, our</i>
New High-Frequency Word	help
Quick Read	Noisy, Squawking Gulls (2.13.2) A Week With Paul (2.13.3)
Quick Check	Brothers and Sisters (2.13.4)
Quick Write	<i>Our sisters are surfers, just like we are.</i>
New Skill	short ea
New Book	Baking Bread

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *really, almost, hear, every, our*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *really, almost, hear, every, our*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *help*.
- Hold up the *help* word card for the students to see.
- Have them read the word together.
- Have them write *help* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Noisy, Squawking Gulls* and *A Week With Paul*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Brothers and Sisters*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Brothers and Sisters* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What is the name of the skater who can jump higher?*
- Which sister has a stud in her nose?*
- Which brother is waiting for his turn to catch a wave?*
- Which brother wears the red soccer uniform?*

Inferential

- Can both brothers and sisters do all the things in this book? Why or why not?*
- Which of the things in the book would you most like to do? Why?*
- Which things could brothers and sisters who haven't started school do?*
- What is the main idea in this book?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Our sisters are surfers, just like we are.
- Remind the students that they know how to spell *our*, *are*, *like*, and *we*.
- Remind them that they know how to listen for the sounds in short words like *just*, and that they know the letter combinations to write.
- Remind the students of the letters they need to write that make the short / u / sound on the end of *sister* and *surfer*.
- Remind them that they know what to add to *sister* and *surfer* to make them plural.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *our*, *are*, *like*, or *we*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that they have learned about the different sound/spelling patterns that different groups of letters make. Today they are going to learn another sound for the *ea* letter combination.
- Write *beak* on the board, and ask the students to read the word. Ask them what sound the letters *ea* make.
- Write *bread* on the board and read what you have written. Say *bread* again asking students to listen to the sound that the *ea* letter combination makes. Explain that sometimes the *ea* letter combination makes the short / e / sound as in the word *bed*.

- Write *read* on the board. Explain to the students that *read* can be pronounced two different ways depending on the context it is in.
- Write *I am going to read a book about cats*, and *I just read a book about cats*, on the board.
- Invite a volunteer to read the sentences.
- Explain that sometimes the same spellings have different sounds.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Baking Bread*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you about a little girl called Miriama who helps her mother, Rachel, bake bread.*
- Discuss the cover photo. Tell the students that Rachel makes the dough in a machine called a bread maker. Dough is what you call the bread before it is cooked.
- Have the students turn to the title page and look at the photo. Discuss with them what Miriama is doing.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *When you make or bake food the things you use are called ingredients. If you are making a burger, the bun, the meat, the lettuce, and the tomato are the ingredients. When people bake bread they put in yeast. Yeast is what makes the dough rise. When you are baking bread you have to measure the ingredients carefully or the bread will not turn out right. It will be too heavy. Herbs are plants like parsley and mint. People use herbs often when they are cooking.*
- Read the recipe on page 12 with the students. Explain what a recipe is.
- Tell the students that there are many words with the short *ea* letter combination in this book. They should look for these words to help them as they read.
- Tell them also that the new word *help* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *help* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 2 and find and read the words with the short / *ea* / sound. They should find *bread* and *ready*.
- Have students turn to page 4 and find and read the words with the short / *ea* / sound. They should find *measures*, *bread*, and *heavy*.

- Have the students go through the book looking for *help* and rereading the sentences with *help* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Baking Bread* again.
- Read and re-read *Baking Bread* using the audio and/or e - version.
- Re-read *Noisy, Squawking Gulls, A Week with Paul, and Brothers and Sisters*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Brothers and Sisters
Intervention Level: 2.13.4
Word count: 239
New skill: schwa
New high-frequency word: our

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Hello. My name is Evan.

My brother's name is Liam.

We like to skate.

We go to the skateboard ramp after school.

We go skating on the weekend.

I am a better skater than Liam.

I can jump higher.

Do you know which skater is me?

4/5

Hello. My name is Fatima.

My sister's name is Ketana.

We like to go walking along the road.

We go to meet our friends.

We are happy to see our friends.

I have a stud in my nose.

Do you know which one of us is me?

6/7

Hello. My name is Joseph.

My brother's name is Adam.

We like to go to the beach.

We take our boards to the beach and play in the waves.

We take turns at catching a wave.

I just caught one.

Do you know which one of us is me?

8/9

Hello. My name is Angela.

My sister's name is Megan.

We like to go and play in the grass.

We like to play with the leaves.

We sit down in the grass

and throw the leaves in the air.

I can throw the leaves higher than my sister.

Do you know which one of us is me?

10/11

Hello. My name is Ryan.

My brother's name is Carter. *209

We like to play soccer.

We play soccer on the weekend.

We don't play on the same team.

Our team wears yellow.

Do you know which soccer player is me?

Comprehension Questions

Literal

What is the name of the skater who can jump higher?

Which sister has a stud in her nose?

Which brother is waiting for his turn to catch a wave?

Which brother wears the red soccer uniform?

Inferential

Can both brothers and sisters do all the things in this book? Why or why not?

Which of the things in the book would you most like to do? Why?

Which things could brothers and sisters who haven't started school do?

What is the main idea in this book?

Data Point Sheet

Brothers and Sisters

Name:

Date:

Word Count 239 Level 13 Set 2

Number of Errors	<input style="width: 50px; height: 30px;" type="text"/>		0 - 11 errors	text is easy 95% - 100%						
Type of Error			12 - 30 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 30px;" type="text"/>		31+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 30px;" type="text"/>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$									
1:3 - 1:6	good									
1:7 +	needs help									
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 30px;" type="text"/>									
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 30px;" type="text"/>									
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 30px;" type="text"/>									

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 30px;" type="text"/>	Number correct <input style="width: 50px; height: 30px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct / partially correct	very good	5-6 correct / partially correct	good	0-4 correct / partially correct	needs help
Comprehension Score										
7-8 correct / partially correct	very good									
5-6 correct / partially correct	good									
0-4 correct / partially correct	needs help									
Number partially correct <input style="width: 50px; height: 30px;" type="text"/>	Number partially correct <input style="width: 50px; height: 30px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 30px;" type="text"/>	Number incorrect <input style="width: 50px; height: 30px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 30px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="width: 25%;">February</td> <td style="width: 25%;">July</td> <td style="width: 25%;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 30px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 30px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Take a Look at These

Level: 2.14.2 Word Count: 243

Quick Quiz	Reading: <i>almost, hear, every, our, help</i> Spelling: <i>almost, hear, every, our, help</i>
New High-Frequency Word	want
Quick Read	A Week With Paul (2.13.3) Brothers and Sisters (2.13.4)
Quick Check	Baking Bread (2.14.1)
Quick Write	<i>Rachel gets everything ready. Miriama helps her bake the bread.</i>
New Skill	short oo
New Book	Take a Look at These

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *almost, hear, every, our, help*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *almost, hear, every, our, help*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *want*.
- Hold up the *want* word card for the students to see.
- Have them read the word together.
- Have them write *want* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *A Week With Paul and Brothers and Sisters*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Baking Bread*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Baking Bread* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

*What ingredients do you need to bake bread?
 What does Rachel put on top of the dough before she cooks it?
 How does Rachel know when the dough is ready?
 What two appliances does Rachel use to make her bread?*

Inferential

*Can you tell someone what Rachel does in the order she does it?
 What else could Rachel put on top of the dough instead of herbs?
 If you could ask Miriama a question, what would it be?
 Do you think Rachel and Miriama have salad and bread for lunch every day? Why or why not?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
Rachel gets everything ready. Miriama helps her bake the bread.
- Remind the students that they know how to spell *every*, *her*, *help*, and *the*.
- Remind them that they know how to listen for the sounds in short words like *gets*, *thing*, and *bake* and that they know the letter combinations to write.
- Remind the students of the letters they need to write that make the short / e /sound in *ready* and *bread*.
- Revise the *y* ending on *ready* if necessary.
- Help the students write *Rachel* and *Miriama*.
- Dictate the sentences again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *every*, *her*, *help*, or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that they have learned about the different sound/spelling patterns that different groups of letters make. Today they are going to learn another sound for the *oo* letter combination.
- Write *too* on the board, and ask the students to read the word. Ask them what sound the letters *oo* make.
- Write *book* on the board and read what you have written. Say *book* again asking

students to listen to the sound that the *oo* letter combination makes. Explain that sometimes the *oo* letter combination makes the short / *u* / sound as in the word *put*.

- Write *look* on the board. Invite a volunteer to read this known word.
- Make a list of words that look and sound like *book*. Write *brook, cook, crook, hook, nook, shook, took*, on the board.
- Invite the students to read the words as you write.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Take a Look at These*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you about masks that are carved by different people around the world.*
- Discuss the cover photo. Tell the students that these masks were made by people in Guatemala.
- Have the students turn to the title page and look at the photo. Discuss these masks. What is the same as/different from the masks on the cover. Explain that these masks were made by people in Africa.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary. Discuss the small photos and the maps also.
- To ensure understanding say things such as: *When you make a mask out of wood, you carve the wood. Carvers use special sharp tools when they carve. One of the tools they use is called a chisel. A ceremony is an event where people celebrate something. When people get married they have a wedding ceremony. When you decorate something you make it look more attractive.*
- Discuss the map on page 12 with the students so that they know where in the world each of the masks are made.
- Tell the students that there are many words with the short *oo* letter combination in this book. They should look for these words to help them as they read.
- Tell them also that the new word *want* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *want* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 2 and find and read the words with the short *oo* letter combination. They should find *good, look, and wood*.
- Have students turn to page 8 and find and read the words with the short *oo* letter combination. They should find *good* and *look*.

- Have the students go through the book looking for *want* and rereading the sentences with *want* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Take a Look at These* again.
- Read and re-read *Take a Look at These* using the audio and/or e - version.
- Re-read *A Week with Paul, Brothers and Sisters*, and *Baking Bread*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Baking Bread

Intervention Level: 2. 14. 1

Word count: 247

New skill: short ea

New high-frequency word: help

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Rachel bakes bread every day.

She uses her bread maker to help her make the bread.

She uses her oven to help her bake the bread.

Miriama helps her make the bread, too.

Rachel gets everything ready.

She gets out her bread maker.

She gets out all the things she needs to make her bread.

These things are called ingredients.

4/5

She gets the flour and sugar.

She gets the yeast and water.

She measures the flour. She measures the sugar.

She measures the water. She measures the yeast.

Miriama helps her.

If she does not measure the ingredients,

the bread will be too heavy.

6/7

Rachel puts the ingredients into the bread maker.

Miriama helps.

She turns on the bread maker.

The bread maker will mix up all the ingredients.

It mixes the ingredients into a dough.

The bread maker beeps when the dough is ready.

Rachel turns on the oven.

8/9

Rachel takes the dough out when the bread maker beeps.

She rolls it out. Miriama helps.

Rachel makes the dough into the shape she wants.

She brushes the top with oil.

She puts some herbs on the top.

Then she puts the dough into the oven.

The oven will cook the dough.

It will turn the dough into bread. *209

10/11

The oven beeps when the bread is ready.

Rachel takes the bread out of the oven.

She lets it cool down.

She cuts up the bread. She makes a salad.

Rachel and Miriama eat the bread for lunch.

Comprehension Questions

Literal

What ingredients do you need to bake bread?

What does Rachel put on top of the dough before she cooks it?

How does Rachel know when the dough is ready?

What two appliances does Rachel use to make her bread?

Inferential

Can you tell someone what Rachel does in the order she does it?

What else could Rachel put on top of the dough instead of herbs?

If you could ask Miriama a question, what would it be?

Do you think Rachel and Miriama have salad and bread for lunch every day? Why or why not?

Data Point Sheet

Baking Bread

Name:

Date:

Word Count 247 Level 14 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 12 errors	text is easy 95% - 100%
Type of Error		13 - 31 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	32+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



What Can You See at the Zoo?

Level: 2.14.3 Word Count: 246

Quick Quiz	Reading: <i>hear, every, our, help, want</i> Spelling: <i>hear, every, our, help, want</i>
New High-Frequency Word	think
Quick Read	Brothers and Sisters (2.13.4) Baking Bread (2.14.1)
Quick Check	Take a Look at These (2.14.2)
Quick Write	<i>Take a good look at this wooden mask.</i>
New Skill	long oo
New Book	What Can You See at the Zoo?

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *hear, every, our, help, want*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *hear, every, our, help, want*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *think*.
- Hold up the *think* word card for the students to see.
- Have them read the word together.
- Have them write *think* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Brothers and Sisters* and *Baking Bread*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Take a Look at These*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Take a Look at These* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

Which people carve horse masks?

What do Maori carvers use some of their carved faces for?

Which people use masks in ceremonies?

What do the Balinese masks look like?

Inferential

What are some similarities between the masks in the book?

Which masks do you like the best? Why?

Why do you think people wear masks during ceremonies?

Which masks would be the easiest to make? Which would be the hardest? Why?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Take a good look at this wooden mask.
- Remind the students that they know how to spell *a*, *look*, *at*, and *this*.
- Remind them that they know how to listen for the sounds in short words like *take* and *mask* and that they know the letter combinations to write.
- Tell the students that they know the letter combinations they need to write *good* and *wood*.
- Invite a volunteer to tell you how to make *wood* into *wooden*.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *a*, *look*, *at*, or *this*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that in the previous lesson they learned about the different sound/ spelling patterns that different groups of letters make. Today they are going to learn another sound for the *oo* letter combination.
- Write *look* on the board, and ask the students to read the word. Ask them what sound the letters *oo* make.
- Write *zoo* on the board and read what you have written. Say *zoo* again asking students to listen to the sound that the *oo* letter combination makes. Explain that sometimes the *oo* letter combination makes a long rather than a short sound.

- Write *boom* on the board. Invite a volunteer to read this word.
- Make a list of words that look and sound like *boom*. Write *bloom, broom, doom, gloom, groom, loom, room, zoom*, on the board.
- Invite the students to read the words as you write.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *What Can You See at the Zoo?*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book asks you about the animals that you can see at the zoo, and then it asks you a funny rhyming riddle.*
- Discuss the cover photo. Tell the students that this animal is a moose. A moose is a large deer. Some people call a moose an elk. The horns are called antlers.
- Have the students turn to the title page and look at the photo. Discuss these birds. What are they called?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Many zoos look like parks. There are trees, ponds and lakes. Most zoos don't keep their animals in cages. They keep them in enclosures. Wallabies are animals that look like kangaroos but they are smaller. Wallaby babies are called joeys. Joeys stay in their mother's pouch after they are born. Most zoos have seals. Seals bark when it is feeding time.*
- Discuss the index on page 12. Which page would the students turn to find information on parrots, moose?
- Tell the students that there are many words with the long oo letter combination in this book. They should look for these words to help them as they read.
- Tell them also that the new word *think* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *think* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 4 and find and read the words with the long oo letter combination. They should find *kangaroo, zoo, and peek-a-boo*.
- Have students turn to page 8 and find and read the words with the long oo letter combination. They should find *zoo, moose, loose, and tooth*.
- Have the students go through the book looking for *think* and rereading the sentences with *think* in them.

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *What Can You See at the Zoo?* again.
- Read and re-read *What Can You See at the Zoo?* using the audio and/or e - version.
- Re-read *Brothers and Sisters*, *Baking Bread*, and *Take a Look at These*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Take a Look at These

Intervention Level: 2. 14.2

Word count: 243

New skill: short oo

New high-frequency word: want

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

I took a good look at this face.

Who would want a face like this one?

Who would want a face made of wood?

Maori carvers in New Zealand carved this face from wood.

Maori carvers make many faces like this one.

They use some of the faces they carve

to decorate their meeting houses.

4/5

I took a good look at this face.

A face like this is called a mask.

Who would want a mask like this one?

Who would want a mask made of wood?

Some people in Africa carve masks like this one.

Some people in Africa wear masks in ceremonies.

6/7

I took a good look at this mask.

Who would want a mask like this one?

Who would want a mask made of wood?

Some people in Papua carve masks like this one.

Some people in Papua wear masks in ceremonies.

8/9

I took a good look at this mask.

Who would want a painted mask like this one?

Who would want a mask with big eyes?

Who would want a mask with big teeth?

Some people in Bali make masks like this one.

Some people in Bali wear masks in ceremonies.

10/11

I took a good look at these horses.

Would a horse want a mask like this? *210

Would the paint make a horse feel good?

These masks are not for horses.

Some people in Guatemala
make many horse masks like these.

Some people in Guatemala
wear horse masks in ceremonies.

Comprehension Questions

Literal

Which people carve horse masks?

What do Maori carvers use some of their carved faces for?

Which people use masks in ceremonies?

What do the Balinese masks look like?

Inferential

What are some similarities between the masks in the book?

Which masks do you like the best? Why?

Why do you think people wear masks during ceremonies?

Which masks would be the easiest to make? Which would be the hardest? Why?

Data Point Sheet

Take a Look at These

Name: _____

Date: _____

Word Count 243 **Level 14 Set 2**

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 30 errors	text is instructional 87% - 94%
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	31+ errors	text is difficult 86% or lower
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



I Thought I'd Get a Hippo

Level: 2.1(.4) Word Count: 245

Quick Quiz	Reading: <i>every, our, help, want, think</i> Spelling: <i>every, our, help, want, think</i>
New High-Frequency Word	before
Quick Read	Baking Bread (2.14.1) Take a Look at These (2.14.2)
Quick Check	What Can You See at the Zoo? (2.14.3)
Quick Write	<i>Can you see a goose chasing a moose at the zoo?</i>
New Skill	word family – ough
New Book	I Thought I'd Get a Hippo

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *every, our, help, want, think*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *every, our, help, want, think*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *before*.
- Hold up the *before* word card for the students to see.
- Have them read the word together.
- Have them write *before* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Baking Bread* and *Take a Look at These*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *What Can You See at the Zoo?*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *What Can You See at the Zoo?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

Where do kangaroos and wallabies carry their babies?

What parts of the parrots are white?

What is a loon?

What happens to the antlers on male deer?

Inferential

What is a zoo?

Why do you think the author added a silly question on each page?

Can you describe the differences between a deer's antlers and a moose's antlers?

If you owned a zoo, which animals would you have? Why?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Can you see a goose chasing a moose at the zoo?
- Remind the students that they know how to spell *can*, *you*, *see*, *a*, *at*, and *the*.
- Remind them that they know how to listen for the sounds in short words like *chase*.
- Revise how to delete the *e* before adding *ing* in *chasing*.
- Tell the students that they know the letter combinations they need to write *goose* and *moose*.
- Remind them of the silent *e* on the end of each of these words.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *can*, *you*, *see*, *a*, *at*, or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that in the previous lesson they learned about the different sound/spelling patterns that different groups of letters make. Today they are going to learn the *ought* letter combination.
- Write *out* on the board, and ask the students to read the word. Ask them what sound the letters *ou* make.
- Write *ought* on the board and read what you have written. Say *ought* again asking students to listen to the sound that the *ou* letter combination makes. Explain that words with this letter combination are often followed by *g* and *h* which are silent and *t*.

- Write *bought* on the board. Invite a volunteer to read this word.
- Make a list of words that look and sound like *bought*. Write *brought*, *fought*, *sought*, *thought* on the board.
- Invite the students to read the words as you write.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *I Thought I'd Get a Hippo*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *This book is about someone who wanted to get some new unusual pets.*
 - Discuss the cover photo. Tell the students that this animal is a hippo. Hippos are big animals that spend most of their time in water. They have really big mouths, so big that they can eat whole cabbages.
 - Have the students turn to the title page and look at the photo. Discuss these animals. What are they called? What are they doing?
 - Take a picture walk discussing each photo in the book.
 - Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *A pond is a small lake. People sometimes feed ducks with bread. The author thought that lambs would be gentle not fierce like the hippos and bears. Gentle pets wouldn't fight with each other.*
 - Tell the students that there are many words with the long *ought* letter combination in this book. They should look for these words to help them as they read.
 - Tell them also that the new word *before* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *before* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 2 and find and read the words with the *ought* letter combination. They should find *bought*, *fought*, and *thought*.
 - Have students turn to page 4 and find and read the words with the *ought* letter combination. They should find *bought*, *brought*, *fought*, and *thought*.
 - Have the students go through the book looking for *before* and rereading the sentences with *before* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *I Thought I'd Get a Hippo* again.
- Read and re-read *I Thought I'd Get a Hippo* using the audio and/or e - version.
- Re-read *Baking Bread*, *Take a Look at These*, and *What Can You See at the Zoo?*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: What Can You See at the Zoo?

Intervention Level: 2. 14.3

Word count: 246

New skill: long oo

New high-frequency word: think

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Most people go to the zoo to see the animals.

But you can go to the zoo to see other things.

You can see plants and trees. You can see lakes and ponds.

At some zoos, you can ride on a train.

But do you think you could see flies zoom around a room?

Maybe.

4/5

Wallabies and Kangaroos

You can see wallabies at the zoo.

Wallabies look like small kangaroos.

They have long back legs like kangaroos.

They have short front legs like kangaroos.

They have pouches like kangaroos.

They carry their baby in their pouch.

But do you think you could see a kangaroo playing peek-a-boo?

Maybe.

6/7

Birds

You can see birds at the zoo. These birds are parrots.

Their feathers are mostly red and blue.

Their faces are white. Their beaks are white.

Parrots squawk and they can talk.

But do you think you could hear a loon singing out of tune?

Maybe.

8/9

Deer

You can see deer at the zoo.

Some deer are small. Some deer, like moose, are big.

Most male deer have horns called antlers.

The antlers grow and branch out.

Male deer shed their antlers and grow new ones.

But do you think you could see a moose with a loose tooth?

Maybe. *209

10/11

Seals

You can see seals at the zoo.

They lie in the sun.

They swim in cool pools.

They play.

But do you think you could hear seals bark for their food at noon?

Yes. You can.

Comprehension Questions

Literal

Where do kangaroos and wallabies carry their babies?

What parts of the parrots are white?

What is a loon?

What happens to the antlers on male deer?

Inferential

What is a zoo?

Why do you think the author added a silly question on each page?

Can you describe the differences between a deer's antlers and a moose's antlers?

If you owned a zoo, which animals would you have? Why?

Data Point Sheet

What Can You See at the Zoo?

Name:

Date:

Word Count 246 Level 14 Set 2

Number of Errors	<input type="text"/>	0 - 12 errors	text is easy 95% - 100%						
Type of Error		13 - 31 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input type="text"/>	32+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input type="text"/>	<table border="1"> <tr> <td>Self Correction Rate Ratio</td> <td>$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 - 1:6</td> <td>good</td> </tr> <tr> <td>1:7 +</td> <td>needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input type="text"/>								
<i>Brown</i> words accessible from content or context	<input type="text"/>								

Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level

Quick60 Lesson Plans

Set 2

Intervention Levels I3.I – I4.4

At the Mall.....	3
Noisy, Squawking Gulls.....	II
A Week With Paul.....	I9
Brothers and Sisters.....	27
Baking Bread.....	35
Take a Look at These.....	43
What Can You See at the Zoo?.....	5I
I Thought I'd Get a Hippo.....	59

Permission is given to copy these lesson plans for use with the Quick60 Programme

Lesson Plans Set 2 Levels 13 - 14 © Iversen Publishing

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright owner.

While every care has been taken to trace and acknowledge copyright, the publishers tender their apologies for any accidental infringement where copyright has proved untraceable.

Published by
Iversen Publishing
5 Douglas Alexander Parade
Rosedale
Auckland 0632
New Zealand
www.iversenpublishing.com





Iversen Publishing
Your Literacy Intervention
Specialists

Quick60

Set 2

Intervention Levels I5.1 –I6.4

Lesson Plans
Colour-Coded Check Sheets
Data Point Sheets

Quick60 Lesson Plans,
Colour-Coded Check Sheets
and Data Point Sheets
provide you with
a comprehensive plan
for each book
as well as ongoing formative
and summative assessment.



Quick60 Lesson Plans – Set 2

Intervention Levels I5.I –I6.4

If you are starting your *Quick60 Programme* at Set 2 Level 15 with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

Lesson 1

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Word – *also*.

Introduce the New Skill – *word family ight*.

Introduce the New Book – *Bright Lights*.

Lesson 2

Use the Quick Quiz.

Introduce the New Word – *something*

Use the Quick Check - Colour-Coded Check Sheet for *Bright Lights*.

Use the Quick Write.

Introduce the New Skill – *word family ound*.

Introduce the New Book – *Can a Shark Hear Sounds?*.

Lesson 3

Use the Quick Quiz.

Introduce the New Word – *because*.

Use the Quick Read with *Bright Lights*.

Use the Quick Check – Colour-Coded Check Sheet for *Can a Shark Hear Sounds?*.

Use the Quick Write.

Introduce the New Skill – *word family own*.

Introduce the New Book – *Blown By a Twister*.

Follow the entire lesson plan from Day 4.



Bright Lights

Level: 2.15.1 Word Count: 263

Quick Quiz	Reading: <i>our, help, want, think, before</i> Spelling: <i>our, help, want, think, before</i>
New High-Frequency Word	also
Quick Read	Take a Look at These (2.14.2) What Can You See at the Zoo? (2.14.3)
Quick Check	I Thought I'd Get a Hippo (2.14.4)
Quick Write	<i>I bought two chimpanzees but before long they fought and fought.</i>
New Skill	word family – ight
New Book	Bright Lights

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *our, help, want, think, before*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *our, help, want, think, before*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *also*.
- Hold up the *also* word card for the students to see.
- Have them read the word together.
- Have them write *also* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Take a Look at These* and *What Can You See at the Zoo?*
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *I Thought I'd Get a Hippo*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *I Thought I'd Get a Hippo* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

*Which animals fought on the grass and in the pond?
 What did the gentle deer fight with?
 How long had the author had the bears before they started fighting?
 Which pets did the author think would be gentle?*

Inferential

*What sort of book would you call this? Why?
 What other odd pets could the author have written about?
 Could you really keep a hippo as a pet? Why or why not?
 Which of the animals could be pets?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
I bought two chimpanzees but before long they fought and fought.
- Remind the students that they know how to spell *I*, *and*, *they*, and *before*.
- Remind them that they know how to listen for the sounds in short words like *but* and *long* and that they know the letter combinations to write. Revise the *ng* ending if necessary.
- Revise how to break multisyllabic words into syllables to help with spelling *chimpanzee*.
- Invite volunteers to say the word clapping the syllables, and supplying the letters for each syllable. Write these on the board.
- Tell the students that they know the letter combinations they need to write *bought* and *fought*.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *I*, *and*, *they*, or *before*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that in the previous lesson they learned about the *ought* spelling pattern. Today they are going to learn about the *ight* letter combination.
- Write *site* on the board, and ask the students to read the word. Explain that a site is place or a location.

- Write *sight* on the board and read what you have written. Explain that some words with the long /i/ sound are spelled with *ight* not *ite*.
- Write *fight* on the board. Invite a volunteer to read this word.
- Make a list of words that look and sound like *fight*. Write *bright, flight, fright, knight, light, might, night, right, tight*, on the board.
- Invite the students to read the words as you write.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Bright Lights*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book is about some things that give off bright lights.*
- Discuss the cover photo. Tell the students that these bright lights are fireworks.
- Have the students turn to the title page and look at the photo. What are these lights lighting up?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *The brightest light of all is the light we get from the sun. Neon is a gas that makes a very bright light. People use neon to light up advertising signs. Neon is also used for disco lights. Fireworks are filled with powder. When the powder is lit it gives off the light.*
- Read the glossary with the students to reinforce vocabulary.
- Tell the students that there are many words with the *ight* letter combination in this book. They should look for these words to help them as they read.
- Tell them also that the new word *also* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *also* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 2 and find and read the words with the *ight* letter combination. They should find *bright, light, brightest, lights, and nighttime*.
- Have students turn to page 8 and find and read the words with the *ight* letter combination. They should find *bright* and *lights*.
- Have the students go through the book looking for *also* and rereading the sentences with *also* in them.

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Bright Lights* again.
- Read and re-read *Bright Lights* using the audio and/or e - version.
- Re-read *Take a Look at These, What Can You See at the Zoo?*, and *I Thought I'd Get a Hippo*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: I Thought I'd Get a Hippo

Intervention Level: 14.4

Word count: 245

New skill: word family - ough

New high-frequency word: before

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

I wanted some new pets.

So I went out and bought two hippos and put them in my pond.

I hadn't had a hippo for a pet before.

I thought the hippos would be good friends.

But before long they started to fight.

They fought and fought.

No more hippos, I thought.

4/5

I thought ducks would be good pets.

They wouldn't fight.

So I went out and bought two ducks and put them in my pond.

I brought them bread every day.

But before long, my two ducks were not good friends.

They fought and fought.

And then they fought some more.

No more ducks, I thought.

6/7

I went out and bought two brown bears.

Brown bears play, I thought.

They will be good friends.

But before I had had them two days, they were fighting.

They fought on the grass and they fought in my pond.

They fought and fought.

And then they fought some more.

No more brown bears, I thought.

8/9

I'll get two gentle pets, I thought.

Gentle pets won't fight.

Gentle pets will be good friends.

So I went out and bought two gentle lambs.

And my two gentle lambs fought.

They fought and fought. * 199

10/11

I'll get just one gentle pet, I thought.

One pet can't fight.

There is no one to fight with.

So I went out and bought a gentle deer.

I brought it home.

But before long, my gentle deer was fighting.

12

It was fighting with my car!

Comprehension Questions

Literal

Which animals fought on the grass and in the pond?

What did the gentle deer fight with?

How long had the author had the bears before they started fighting?

Which pets did the author think would be gentle?

Inferential

What sort of book would you call this? Why?

What other odd pets could the author have written about?

Could you really keep a hippo as a pet? Why or why not?

Which of the animals could be pets?

Data Point Sheet

I Though I'd Get a Hippo

Name:

Date:

Word Count 199 Level 14 Set 2

Number of Errors	<input type="text"/>	0 - 9 errors	text is easy 95% - 100%
Type of Error		10 - 25 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input type="text"/>	26+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input type="text"/>		
<i>Blue</i> new high-frequency words	<input type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input type="text"/>	Self Correction Rate	$\frac{E + SC}{SC}$
<i>Brown</i> words accessible from content or context	<input type="text"/>	Ratio	good
		1:3 - 1:6	
		1:7 +	needs help

Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct / partially correct very good 5-6 correct / partially correct good 0-4 correct / partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Can a Shark Hear Sounds?

Level: 2.15.2 Word Count: 259

Quick Quiz	Reading: <i>help, want, think, before, also</i> Spelling: <i>help, want, think, before, also</i>
New High-Frequency Word	something
Quick Read	What Can You See at the Zoo? (2.14.3) I Thought I'd Get a Hippo (2.14.4)
Quick Check	Bright Lights (2.15.1)
Quick Write	<i>Disco lights are very bright. They also flash on and off.</i>
New Skill	word family – ound
New Book	Can a Shark Hear Sounds?

2.15.2 Can a Shark Hear Sounds?

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *help, want, think, before, also*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *help, want, think, before, also*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *something*.
- Hold up the *something* word card for the students to see.
- Have them read the word together.
- Have them write *something* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *What Can You See at the Zoo?* and *I Thought I'd Get a Hippo*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Bright Lights*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Bright Lights* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- Where can you see neon lights?*
- What does the metal dust do in fireworks?*
- Which is the brightest light?*
- What do bright city lights light up?*

Inferential

- What is similar about city lights and disco lights?*
- What other bright lights do you know about?*
- When do people have fireworks?*
- Why are there lots of lights in cities?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Disco lights are very bright. They also flash on and off.
- Remind the students that they know how to spell *are, also, very, and, they, and on.*
- Remind them that they know how to listen for the sounds in short words like *flash* and *off* and that they know the letter combinations to write. Revise the *sh* ending if necessary.
- Revise how to break multisyllabic words into syllables to help with spelling *disco*.
- Invite volunteers to say the word clapping the syllables, and supplying the letters for each syllable. Write these on the board.
- Tell the students that they know the letter combinations they need to write *lights* and *bright*.
- Dictate the sentences again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *are, also, very, and, they, or on*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that in the previous lessons they learned about the *ought* and *ight* spelling patterns. Today they are going to learn about the *ound* letter combination.
- Write *sound* on the board and read what you have written. Explain that many words have the *ound* spelling pattern.
- Make a list of words that look and sound like *sound*. Write *bound, found, ground, hound, mound, pound, round* on the board.
- Invite the students to read the words as you write.
- Write *background, playground, foreground, campground*.
- Ask the students what is the same about these compound words.
- Invite volunteers to read the words.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Can a Shark Hear Sounds?*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you about the different ways different animals and insects hear.*
- Discuss the cover photo. Tell the students that this animal is a shark. Sharks don't have ears that look like people's ears but they can still hear very well.
- Have the students turn to the title page and look at the photo. Can they see anything in this photo that looks like a shark's ear?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *When something moves back and forth very fast it vibrates. These movements are called vibrations. You have different parts to your ear. You have an outer ear that you can see, but inside that you have an inner ear and an eardrum. You need all these to help you hear.*
- Read the glossary with the students to reinforce vocabulary.
- Tell the students that there are many words with the long *ound* letter combination in this book. They should look for these words to help them as they read.
- Tell them also that the new word *something* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *something* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 2 and find and read the words with the *ound* letter combination. They should find *sound* and *sounds*.
 - Have students turn to page 10 and find and read the words with the *ound* letter combination. They should find *sounds*.
 - Have the students go through the book looking for *something* and rereading the sentences with *something* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Can a Shark Hear Sounds?* again.
- Read and re-read *Can a Shark Hear Sounds?* using the audio and/or e - version.
- Re-read, *What Can You See at the Zoo?*, *I Thought I'd Get a Hippo*, and *Bright Lights*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Bright Lights

Intervention Level: 2. 15. 1

Word count: 252

New skill: word family - ight

New high-frequency word: also

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Sunlight

The sun is a bright light. It is the brightest light of all.

The sun is a long, long way away from Earth,

but its light is so bright, it lights up Earth.

When the sun lights up one side of Earth, it is daytime.

It is nighttime on the other side of Earth.

The sun also lights up the moon.

You can see the moon when the sun is shining on it.

4/5

City Lights

Cities have bright lights.

The bright city lights light up bridges and buildings.

They also light up the streets.

Some tall city buildings have lights inside and outside.

You can also see the lights in the water

if there is water near the city.

6/7

Neon Lights

Some outside lights in cities are lit by a gas called neon.

Neon makes the lights very bright.

Bright neon lights are sometimes red and yellow,
but they can also be blue and green.
Some neon lights have words on them.
The words tell you about things you can buy.

8/9

Discos

Discos are places where you can go to dance.
There are very bright lights at discos.
Disco lights use neon gas like some outside city lights.
Disco lights can also be red and yellow,
but sometimes they are blue and green.*208

10/11

Fireworks

Fireworks use a powder called black powder,
to make the bright lights.
When the powder burns, it gives off the light.
You can also put metal dust in the powder.
The metal dust makes red and yellow lights.
The metal dust also makes the blue and green lights you can see.

Comprehension Questions

Literal

- Where can you see neon lights?*
- What does the metal dust do in fireworks?*
- Which is the brightest light?*
- What do bright city lights light up?*

Inferential

- What is similar about city lights and disco lights?*
- What other bright lights do you know about?*
- When do people have fireworks?*
- Why are there lots of lights in cities?*

Data Point Sheet

Bright Lights

Name:

Date:

Word Count 213 Level 15 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		11 - 27 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Blown By a Twister

Level: 2.15.3 Word Count: 258

Quick Quiz	Reading: <i>want, think, before, also, something</i> Spelling: <i>want, think, before, also, something</i>
New High-Frequency Word	because
Quick Read	I Thought I'd Get a Hippo (2.14.4) Bright Lights (2.15.1)
Quick Check	Can a Shark Hear Sounds? (2.15.2)
Quick Write	<i>A snake on the ground can hear something. Is the sound its dinner?</i>
New Skill	word family – own
New Book	Blown By a Twister

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *want, think, before, also, something*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *want, think, before, also, something*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *because*.
- Hold up the *because* word card for the students to see.
- Have them read the word together.
- Have them write *because* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *I Thought I'd Get a Hippo* and *Bright Lights*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Can a Shark Hear Sounds?*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Can a Shark Hear Sounds?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

How do spiders know when something is near?

How do fruit flies hear?

How do snakes know when something is near?

How far away can something be for a shark to hear it?

Inferential

What do people, sharks, and snakes have in common?

What do snakes and spiders have in common?

What other questions could you ask about sounds?

What conclusion have you come to from reading this book?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
A snake on the ground can hear something. Is the sound its dinner?
- Remind the students that they know how to spell *a, on, the, can, hear, is, the, its,* and *something*.
- Remind them that they know how to listen for the sounds in short words like *snake* and that they know the letter combinations to write.
- Revise how to break multisyllabic words into syllables to help with spelling *dinner*. Remind them of the spelling for the *schwa* ending sound.
- Tell the students that they know the letter combinations they need to write *ground* and *sound*.
- Dictate the sentences again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *a, on, the, can, hear, is, the, its,* or *something*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that in the previous lessons they learned about the *ought*, *ight*, and *ound* spelling patterns. Today they are going to learn about the *own* letter combination. In this combination they are going to learn about words that rhyme with *known* not *brown* even though the spelling is the same.
- Write *own* on the board and read what you have written. Explain that many words have the *own* spelling pattern.
- Make a list of words that look and sound like *own*. Write *blown*, *flown*, *grown*, *known*, *shown*, *thrown*, on the board.
- Invite the students to read the words as you write.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Blown By a Twister*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you what can happen when a twister touches down.*
- Discuss the cover photo. Tell the students that a twister is another name for a tornado. People call them twisters because the winds swirl and suck up things in their path.
- Have the students turn to the title page and look at the photo. What has happened here?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Tornadoes form in thunderstorms. You can see the tornado cloud formation because the cloud seems to have a tail hanging down. When the tail touches the ground, things in its path get destroyed. People need to quickly find safe places. Many houses that are in the path of tornadoes have underground rooms for people to shelter in. They keep some form of light and heat that they can use if the power lines come down.*
- Discuss the diagram on page 12 with the students so that they can see how the wind circulates.
- Tell the students that there are many words with the long *own* letter combination in this book. They should look for these words to help them as they read.
- Tell them also that the new word *because* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *because* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 6 and find and read the words with the *own* letter combination. They should find, *blown*, *flown*, and *thrown*.
- Have students turn to page 8 and find and read the words with the *own* letter combination. They should find *thrown* and *blown*. Students may also identify *down* which has the same letter combination but is pronounced differently.
- Have the students go through the book looking for *because* and rereading the sentences with *because* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Blown By a Twister* again.
- Read and re-read *Blown By a Twister* using the audio and/or e - version.
- Re-read, *I Thought I'd Get a Hippo*, *Bright Lights*, and *Can a Shark Hear Sounds?*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Can a Shark Hear Sounds?

Intervention Level: 2. 15.2

Word count: 259

New skill: word family - ound

New high-frequency word: something

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Sounds

Sounds are made when something moves back and forth very fast.

When something moves back and forth very fast, it vibrates.

Vibrations make sound waves.

Sound waves move. They hit your ears.

They hit your inner ears. They hit your eardrums.

4/5

Can Sharks Hear Sounds?

Have you seen a shark with ears like yours? No.

Sharks have two little holes on each side of their head.

Sharks have an inner ear like you.

A shark's inner ear picks up vibrations in the water.

A shark can hear the sound of something two football fields away.

That something might be its dinner!

6/7

Can Snakes Hear Sounds?

Have you seen a snake with ears like yours? No.

Snakes do not have ears like you.

They do not have little holes like sharks.

They have an inner ear.

A snake's body feels the vibrations.

A snake's body takes the vibrations to its inner ear.

The sound it hears might be its dinner!

8/9

Can Spiders Hear Sounds?

Have you seen a spider with ears like yours? No.

Spiders do not have ears like you.

They do not have little holes like sharks.

They do not have an inner ear like snakes.

A spider has little hairs on its body.

When a vibration hits the hairs,

a spider knows that something is near.

That something might be its dinner! *224

10/11

Can Fruit Flies Hear Sounds?

Have you seen a fruit fly with ears like yours? No.

But did you know that fruit flies

use their nose to hear sounds?

Can you hear with your nose?

Comprehension Questions

Literal

How do spiders know when something is near?

How do fruit flies hear?

How do snakes know when something is near?

How far away can something be for a shark to hear it?

Inferential

What do people, sharks, and snakes have in common?

What do snakes and spiders have in common?

What other questions could you ask about sounds?

What conclusion have you come to from reading this book?

Data Point Sheet

Can a Shark Hear Sounds?

Name:

Date:

Word Count 224 Level 15 Set 2

Number of Errors	<input type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 29 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input type="text"/>	30+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input type="text"/>		
<i>Blue</i> new high-frequency words	<input type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input type="text"/>		
<i>Brown</i> words accessible from content or context	<input type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Snowshoe Hares

Level: 2.15.4 Word Count: 254

Quick Quiz	Reading: <i>think, before, also, something, because</i> Spelling: <i>think, before, also, something, because</i>
New High-Frequency Word	white
Quick Read	Bright Lights (2.15.1) Can a Shark Hear Sounds? (2.15.2)
Quick Check	Blown By a Twister (2.15.3)
Quick Write	<i>Our car got blown and thrown and ended up a wreck.</i>
New Skill	word family – are
New Book	Snowshoe Hares

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *think, before, also, something, because*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *think, before, also, something, because*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *white*.
- Hold up the *white* word card for the students to see.
- Have them read the word together.
- Have them write *white* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Bright Lights* and *Can a Shark Hear Sounds?*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Blown By a Twister*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Blown By a Twister* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

*What was thrown around by the twister?
Why were the people lucky and unlucky?
How long can it take to fix the power lines?
Where did the car end up?*

Inferential

*Why do you think people call tornadoes, twisters?
Where would a house's safe room be?
What can people who've lost their house in a twister do?
How do you think people who've had their houses flattened feel?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Our car got blown and thrown and ended up a wreck.
- Remind the students that they know how to spell *our* and *and*.
- Remind them that they know how to listen for the sounds in short words like *car*, *got*, *ended*, *up*, and *wreck* and that they know the letter combinations to write. Revise silent *w* at the beginning of *wreck* if necessary. Revise spelling for *schwa* sound at the end of *ended* if necessary.
- Tell the students that they know the letter combinations they need to write *blown* and *thrown*. Revise *thr* if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *our* or *and*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Tell the students that in the previous lessons they learned about the *ought*, *ight*, *ound*, and *own* spelling patterns. Today they are going to learn about the *are* letter combination.
- Write *bare* on the board and read what you have written. Explain that many words have the *are* spelling pattern.
- Make a list of words that look and sound like *bare*. Write *care*, *dare*, *flare*, *glare*, *mare*, *rare*, *share*, *snare*, *spare*, *stare*, *square*, on the board.
- Invite the students to read the words as you write.
- Write *ware*, *where*, and *wear* on the board. Read the three words and tell the students that some words are pronounced the same and spelled differently depending on the meaning. Tell the students the meanings;
ware – goods, as in housewares,
where – what place, as in where do you live?
wear – to have on, as in to wear clothes
- Write *bare* and *bear*, *stare* and *stair*, *hare* and *hair*, on the board.
- Invite volunteers to read the words and say what they mean.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Snowshoe Hares*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you about snowshoe hares.*
- Discuss the cover photo. Tell the students that snowshoe hares' fur changes in the winter. Instead of being brown it becomes white. It makes it hard for predators, like wolves and lynx to see them in the snow.
- Have the students turn to the title page and look at the photo. Is it winter now? How can they tell?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *You can see snowshoe hares in Alaska. They live in forests and fields. They make a nest to have their babies. The nest is called a form. Hares are mammals so the babies are born alive and they drink their mother's milk.*
- Discuss the index on page 12 with the students. Which page would they turn to find out about hare's babies.
- Tell the students that there are many words with the long *are* letter combination in this book. They should look for these words to help them as they read.
- Tell them also that the new word *white* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *white* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 2 and find and read the words with the *are* letter combination. They should find *hares*.
- Have students turn to page 8 and find and read the words with the *are* letter combination. They should find *hare*. They may also find *are*, which is a known word and has the same spelling but is pronounced differently.
- Have the students go through the book looking for *white* and rereading the sentences with *white* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Snowshoe Hares* again.
- Read and re-read *Snowshoe Hares* using the audio and/or e - version.
- Re-read *Bright Lights*, *Can a Shark Hear Sounds?*, and *Blown By a Twister*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Blown By a Twister
Intervention Level: 2. 15.3
Word count: 258
New skill: word family - own
New high-frequency word: because

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

We saw the clouds get black.

We saw the lightning. We heard the thunder.

Would a twister form in this thunderstorm?

Twisters are very strong windstorms.

They form in thunderstorms.

The wind blows round and round.

It spins faster and faster.

Things in its path gets sucked up and thrown about.

4/5

Then we saw the twister. It hit the ground.

It was coming down the road.

We knew things were going to get blown about.

We had to get inside.

We had to get into our safe room.

6/7

After the twister had passed, we went outside.

The house next door was a mess.

It had blown right down.

Bits of the house had flown all over the place.
A digger had been thrown right into the house.
The people were lucky because they were not home
when the twister struck.
They were unlucky because they now had no home.

8/9

Our car was gone because the twister had picked it up
and thrown it somewhere.
We went to look for it.
Some trees had blown down.
Tree trunks had been thrown all over the road.
Power lines had blown down.
It can take days for people to fix the lines.
You have to keep lanterns in the safe room in your house. *211

10/11

We found our car.
It had been thrown into the river.
Lots of other things had flown into the river.
Our car was nose down.
It had bits of trees and grass all over it.
We would need a new car, because this one was a wreck.

Comprehension Questions

Literal

*What was thrown around by the twister?
Why were the people lucky and unlucky?
How long can it take to fix the power lines?
Where did the car end up?*

Inferential

*Why do you think people call tornadoes, twisters?
Where would a house's safe room be?
What can people who've lost their house in a
twister do?
How do you think people who've had their houses
flattened feel?*

Data Point Sheet

Blown By a Twister

Name:

Date:

Word Count 211 Level 15 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 27 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct / partially correct	very good	5-6 correct / partially correct	good	0-4 correct / partially correct	needs help
Comprehension Score										
7-8 correct / partially correct	very good									
5-6 correct / partially correct	good									
0-4 correct / partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



The Cheekiest Birds

Level: 2.16.1 Word Count: 265

Quick Quiz	Reading: <i>before, also, something, because, white</i> Spelling: <i>before, also, something, because, white</i>
New High-Frequency Word	even
Quick Read	Can a Shark Hear Sounds? (2.15.2) Blown By a Twister (2.15.3)
Quick Check	Snowshoe Hares (2.15.4)
Quick Write	<i>White snowshoe hares take care of their babies in the form.</i>
New Skill	comparative suffixes –er, est
New Book	The Cheekiest Birds

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *before, also, something, because, white*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *before, also, something, because, white*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *even*.
- Hold up the *even* word card for the students to see.
- Have them read the word together.
- Have them write *even* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Can A Shark Hear Sounds?* and *Blown By a Twister*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Snowshoe Hares*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Snowshoe Hares* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- How often do snowshoe hares have babies?*
- What do snowshoe hares eat?*
- What do snowshoe hares look like?*
- How long is it before baby snowshoe hares can eat grass?*

Inferential

- What animal family do you think the lynx belongs to? Why?*
- What could happen if snowshoe hares' fur didn't turn white in winter?*
- What have you learned about snowshoe hares from reading this book?*
- What other animals do you know that change colour in the winter?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
White snowshoe hares take care of their babies in the form.
- Remind the students that they know how to spell *white*, *of*, *their*, *in*, and *the*.
- Remind them that they know how to listen for the sounds in short words like *take*, *babies*, and *form* and that they know the letter combinations to write. Revise changing end of *baby* to *babies* if necessary.
- Tell the students that they know the letter combinations they need to write *hares* and *care*.
- Remind the students to break *snowshoe* into two separate words to help with spelling. Remind them that they know the letter combinations to write *snow*.
- Invite a volunteer to tell you the first two letters of *shoe*. Write the *sh* on the board and complete the spelling of *shoe* for the students to copy.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *white*, *of*, *their*, *in*, or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that they are going to learn some endings commonly used on words. These endings are called suffixes. Suffixes help you understand the meaning of words. Today's suffixes help you compare things.
- Write *an old house*, *an older house*, and *the oldest house*, on the board and read what you have written. Explain that by ending *er* and *est* to *old* you have compared the age of the houses. You have told the reader that of three old house, one is older, and another is older still. It is the oldest.
- Write *a tall man*, *a tall__ man*, and *the tall__ man*, on the board.
- Invite a volunteer to complete the words, read them, and explain what they mean.
- Explain that sometimes before adding a suffix you have to double the last letter of the word.
- Write *a big house*, *a bigger house*, and *the biggest house*, on the board. Explain that now you have compared the size of the three houses.
- Write *a thin man*, *a thin__ man*, and *the thin__ man*, on the board.
- Invite a volunteer to complete the words, read them, and explain what they mean.
- Explain that if the word ends in *y* you need to change the *y* to *i* before adding the suffix.
- Write *a nosy kitten*, *a nosier kitten*, and *the nosiest kitten*, on the board.
- Write *a naughty puppy*, *a naught__ puppy*, and *the naught__ puppy*, on the board.
- Invite a volunteer to complete the words, read them, and explain what they mean.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *The Cheekiest Birds*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you about some birds - some are cheeky, some are noisy.*
- Discuss the cover photo. Tell the students that this bird is a kea that is found in New Zealand. The kea is the cheekiest bird because it comes right up to you and will take things out of your bag if you let it.
- Have the students turn to the title page and look at the photo. Tell them that this bird is a hoatzin. It may look pretty but its the smelliest bird.
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *The smell that Hoatzins make comes from the way their bodies digest the food they eat. Dreadful means really bad. Ostriches are the tallest birds, but they are so big they can't fly. A tall bird called a crane can fly but not for long. Birds called sooty terns stay in the air for years. They float or settle on the water now and again. A peregrine falcon is the fastest bird. A bird's wingspan is the distance from tip to tip of its wings when it is flying.*
- Read the comparative suffixes on page 12 with the students to reinforce vocabulary.

- Tell the students that there are many words with comparative suffixes in this book. The students should look for these words to help them as they read.
 - Tell them also that the new word *even* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *even* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 2 and find and read the words with comparative suffixes. They should find *cheekiest*, *smarter*, *bossier*.
 - Have students turn to page 10 and find and read the words with comparative suffixes. They should find *largest* and *longer*.
 - Have the students go through the book looking for *even* and rereading the sentences with *even* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *The Cheekiest Birds* again.
- Read and re-read *The Cheekiest Birds* using the audio and/or e - version.
- Re-read *Can a Shark Hear Sounds?*, *Blown By a Twister*, and *Snowshoe Hares*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Snowshoe Hares

Intervention Level: 2. 15.4

Word count: 254

New skill: word family - are

New high-frequency word: white

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

What Snowshoe Hares Look Like

Snowshoe hares look like big rabbits.

They have big ears with black tips.

They can hear very well with their big ears.

Snowshoe hares have eyes on the side of their head.

They can see more than you can
with eyes on the side of their head.

Snowshoe hares have big back feet.

Their big back feet help them run in the snow.

4/5

Snowshoe Hares' Fur

Snowshoe hares have brown fur in spring and summer.

Their fur starts to turn white, when it gets colder.

In winter, when there is snow on the ground,
the hare's fur turns white.

6/7

Where Snowshoe Hares Live

Snowshoe hares live in Alaska. They live in forests and fields.

They eat grass and buds from the forests and fields in summer.

They eat twigs and bark in winter.

They make a nest in the grass.

The nest is called a form. They rest in the form.

They have their babies in the form.

8/9

Snowshoe Hares' Babies

A mother snowshoe hare has babies two or three times a year.

The babies are born with fur.

They are born with their eyes open.

They drink their mother's milk.

In two days they can hop about.

In two weeks they can eat grass. *210

10/11

Snowshoe Hares' Enemies

Wolves, and big cats called lynx,
are snowshoe hares' enemies.

It is hard to see a white snowshoe hare
in the white snow,
but wolves and lynx can still catch them.
People are their enemies
when they snare a snowshoe hare.

Comprehension Questions

Literal

How often do snowshoe hares have babies?

What do snowshoe hares eat?

What do snowshoe hares look like?

How long is it before baby snowshoe hares can eat grass?

Inferential

What animal family do you think the lynx belongs to? Why?

What could happen if snowshoe hares' fur didn't turn white in winter?

What have you learned about snowshoe hares from reading this book?

What other animals do you know that change colour in the winter?

Data Point Sheet

Snowshoe Hares

Name:

Date:

Word Count 210 Level 15 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 27 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct / partially correct	very good	5-6 correct / partially correct	good	0-4 correct / partially correct	needs help
Comprehension Score										
7-8 correct / partially correct	very good									
5-6 correct / partially correct	good									
0-4 correct / partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Runners, Jumpers, Throwers

Level: 2.16.2 Word Count: 269

Quick Quiz	Reading: <i>also, something, because, white, even</i> Spelling: <i>also, something, because, white, even</i>
New High-Frequency Word	high
Quick Read	Blown By a Twister (2.15.3) Snowshoe Hares (2.15.4)
Quick Check	The Cheekiest Birds (2.16.1)
Quick Write	<i>A falcon is fast. It is even faster than a hawk. It is the fastest bird.</i>
New Skill	suffixes – er, person connected with
New Book	Runners, Jumpers, Throwers

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *also, something, because, white, even*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *also, something, because, white, even*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *high*.
- Hold up the *high* word card for the students to see.
- Have them read the word together.
- Have them write *high* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Blown By a Twister* and *Snowshoe Hares*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *The Cheekiest Birds*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *The Cheekiest Birds* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- Which bird can fly faster than a speeding car?*
- What do hoatzins smell like?*
- What do keas do that is bossy?*
- Which birds can sleep when they are flying?*

Inferential

- Which part of this book do you like the best? Why?*
- What other words could the author have used to describe the kea?*
- Why do hawks and peregrine falcons have to dive very fast?*
- Do you think sooty terns sleep when they are flying like albatrosses? Why or why not?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
A falcon is fast. It is even faster than a hawk. It is the fastest bird.
- Explain to the students that there are three sentences for them to write.
- Remind the students that they know how to spell *is*, *it even*, *the*, and *than*.
- Remind them that they know how to listen for the sounds in short words like *fast* and *hawk* and that they know the letter combinations to write.
- Tell the students that they know the letter combinations they need to write *faster* and *fastest*.
- Remind the students to break falcon into two separate syllables to help with spelling. Dictate the sentences again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *is*, *it even*, *the*, or *than*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that they are going to learn some more suffixes to help them understand the meaning of words. Today's suffix is *-er* and it tells them the person is connected to something.
- Write *teach* and *teacher* on the board and read what you have written. Explain that a teacher is the person who teaches.
- Write *build* and *builder* on the board. Explain that a builder is the person who builds things.
- Explain that sometimes before adding these suffixes you have to double the last letter of the word like they did with the comparative suffixes.
- Write *bat* and *batter* on the board.
- Invite a volunteer to read and explain the words.
- Write *sing, sing__, catch, catch__, fight, fight__, dig, dig__, run, run__,* on the board.
- Invite volunteers to complete the words, read them, and explain what they mean.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Runners, Jumpers, Throwers*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book is about some athletes who run, jump, and throw.*
- Discuss the cover photo. Tell the students that these people are runners. They are running a long race called a marathon.
- Have the students turn to the title page and look at the photo. This woman is a jumper. She is competing in an event called pole vaulting. She is a pole-vaulter.
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Sprinters are very fast runners. They run much faster than middle-distance or long-distance runners. High jumpers and pole vaulters land on a very thick soft mat when they clear the bar. This stops them from getting hurt. A discus is flat and round. A shot put is like a heavy ball. The man in the photo is Scottish. He is competing in a shot-put event at the Highland Games. He is wearing a special skirt called a kilt which is traditional Scottish dress.*
- Read the person- connected suffixes on page 12 with the students to reinforce vocabulary.
- Tell the students that there are many words with person- connected suffixes in this book. The students should look for these words to help them as they read.
- Tell them also that the new word *high* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *high* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 2 and find and read the words with person-connected suffixes. They should find *runners* and *sprinters*.
- Have students turn to page 8 and find and read the words with person-connected suffixes. They should find *throwers* and *shot-putters*.
- Have the students go through the book looking for *high* and rereading the sentences with *high* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Runners, Jumpers, Throwers* again.
- Read and re-read *Runners, Jumpers, Throwers* using the audio and/or e - version.
- Re-read *Blown By a Twister, Snowshoe Hares, and The Cheekiest Birds*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: The Cheekiest Birds

Intervention Level: 2. 16. 1

Word count: 265

New skill: comparative suffixes

New high-frequency word: even

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

The Cheekiest Birds

The kea is the cheekiest bird.

It is also smarter and bossier than most other birds.

Keas come up to cars looking for food.

They are so cheeky they will even take clothes that are left lying around.

Some keas are so bossy they even boss other keas about.

They get other keas to get food for them.

4/5

The Smelliest Birds

Most birds don't smell, but the hoatzin does.

It is smellier than other birds.

That's why some people call it the stink bird.

Hoatzins smell like cow dung.

The smell comes from the food they eat and the way their body digests the food.

6/7

The Tallest Birds

The tallest bird is an ostrich.

Ostriches are much taller than you.

The tallest flying bird is the crane, but it can't stay in the air as long as the sooty tern.

Sooty terns leave their nest when they are very young.

They stay in the air for three to ten years.

They settle on the water from time to time.

8/9

The Fastest Birds

Which birds do you think can fly the fastest?

Hawks can fly very fast when they dive down to get their prey.

But one bird can dive even faster. *204

The fastest bird is the peregrine falcon.

When peregrine falcons dive down to get their prey, they fly faster than a speeding car.

10/11

The Largest Wingspan

The wandering albatross has the largest wingspan of all birds.

The wingspan on a wandering albatross can be longer than a car.

Did you know that wandering albatrosses can even sleep when they are flying?

Comprehension Questions

Literal

Which bird can fly faster than a speeding car?

What do hoatzins smell like?

What do keas do that is bossy?

Which birds can sleep when they are flying?

Inferential

Which part of this book do you like the best? Why?

What other words could the author have used to describe the kea?

Why do hawks and peregrine falcons have to dive very fast?

Do you think sooty terns sleep when they are flying like albatrosses? Why or why not?

Data Point Sheet

The Cheekiest Birds

Name:

Date:

Word Count 204 Level 15 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 10 errors	text is easy 95% - 100%						
Type of Error		11 - 26 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	27+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
7-8 correct/partially correct	very good									
5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Friendly, Cheerful Gorillas

Level: 2.16.3 Word Count: 265

Quick Quiz	Reading: <i>something, because, white, even, high</i> Spelling: <i>something, because, white, even, high</i>
New High-Frequency Word	move
Quick Read	Snowshoe Hares (2.15.4) The Cheekiest Birds (2.16.1)
Quick Check	Runners, Jumpers, Throwers (2.16.2)
Quick Write	<i>Some jumpers are high-jumpers. Pole-vaulters jump even higher.</i>
New Skill	suffixes – ly, characteristic of, – ful, full of
New Book	Friendly, Cheerful Gorillas

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *something, because, white, even, high*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *something, because, white, even, high*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *move*.
- Hold up the *move* word card for the students to see.
- Have them read the word together.
- Have them write *move* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Snowshoe Hares* and *The Cheekiest Birds*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Runners, Jumpers, Throwers*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Runners, Jumpers, Throwers* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What do discus throwers and shot-putters do that is the same?

What is a triple jump?

How do pole-vaulters get over the bar?

How long does it take to run a marathon?

Inferential

What was your answer to the question on page 10? Why did you give that answer?

What do all jumpers have to do?

Why do you think that high jumpers turn on their back to clear the bar?

What is interesting about a book like this one?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Some jumpers are high-jumpers. Pole-vaulters jump even higher.
- Explain to the students that there are two sentences for them to write.
- Remind the students that they know how to spell *some*, *are*, *high*, and *even*.
- Remind them that they know how to listen for the sounds in short words like *pole* and that they know the letter combinations to write.
- Tell the students that they know the letter combinations they need to write *jumpers* and *higher*.
- Write *vault* on the board for the students to copy. Tell them that they know how to make *vault* into *vaulters*.
- Dictate the sentences again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *are*, *high*, or *even*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that they are going to learn some more suffixes to help them understand the meaning of words. Today there are two suffixes *-ly* and *-ful*.
- Write *quiet* and *quietly* on the board and read what you have written. Explain that a *quiet* person does things *quietly*.

- Write *loud* and *loudly* on the board. Invite a volunteer to tell you how a loud person does things.
- Write *care* and *careful* on the board. Explain that a person who does things with care is careful.
- Write *success*, *succeed*, and *successful* on the board. Explain that a person who succeeds is successful.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Friendly, Cheerful Gorillas*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *In this book you will find out how gorillas live.*
 - Discuss the cover photo. Tell the students that this is a gorilla. Gorillas are related to monkeys and chimpanzees.
 - Have the students turn to the title page and look at the photo. What more does this photo tell them about gorillas?
 - Take a picture walk discussing each photo in the book.
 - Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *Even though gorillas are big, they are not clumsy, they are graceful. Grooming means keeping things neat and tidy. People groom horses to keep their hair neat and tidy. Gorillas do the same thing to other gorillas. Older male gorillas are called silverbacks. This is because the hair on their back turns silver as they grow older. Gorillas can make more than 20 sounds. They roar to scare off their enemies.*
 - Read the suffixes on page 12 with the students to reinforce vocabulary.
 - Tell the students that there are many words with *ly* and *ful* endings in this book. The students should look for these words to help them as they read.
 - Tell them also that the new word *move* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *move* word card to remind students.
-
- Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 4 and find and read the words with *ly* suffixes. They should find *friendly* and *lonely*.

- Have students turn to page 8 and find and read the words with *ly* and *ful* suffixes. They should find *playful*, *sharply*, and *loudly*.
- Have the students go through the book looking for *move* and rereading the sentences with *move* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Friendly, Cheerful Gorillas* again.
- Read and re-read *Friendly, Cheerful Gorillas* using the audio and/or e - version.
- Re-read *Snowshoe Hares, The Cheekiest Birds, and Runners, Jumpers, Throwers*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Runners, Jumpers, Throwers

Intervention Level: 2.16.2

Word count: 269

New skill: suffixes **-er**, person connected with

New high-frequency word: **high**

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Runners

People who run are called runners.

Some runners, called marathon runners, run a long way.

It takes more than two hours to run a marathon.

Other runners do not run so far, and they run much faster.

These runners sprint.

Runners who sprint are called sprinters.

Fast sprinters can run 100m in less than ten seconds.

4/5

High-Jumpers

People who jump up high over a bar are called high-jumpers.

High-jumpers run up to the bar.

They jump, and turn onto their back to get over the bar.

Some people use a pole to jump.

These people are called pole-vaulters.

Pole-vaulters plant the pole onto the ground.

The pole bends, and the pole-vaulter swings high in the air and over the bar.

6/7

Long-Jumpers

Some jumpers don't jump up high, they jump along the ground.

These jumpers are called long-jumpers.

Long-jumpers run up to a plate and jump as far as they can.

Some people who jump along the ground are called triple-jumpers.

They are called triple-jumpers because there are three parts to their jump.

Triple-jumpers run up to the plate.

They hop, they step, they jump.

8/9

Throwers

People who throw things are called throwers.

Some people throw a discus.

They twirl around and let the discus go. *208

Some people throw a heavy ball called a shot.

These people are called shot-putters.

Shot-putters hold the shot near their chin.

They twirl around. They throw the shot.

Some people throw a hammer.

They also twirl around and then throw the hammer.

10/11

Which would you like to do?

Run, jump, throw.

Or would you like to try and do all three?

Comprehension Questions

Literal

What do discus throwers and shot-putters do that is the same?

What is a triple jump?

How do pole-vaulters get over the bar?

How long does it take to run a marathon?

Inferential

What was your answer to the question on page 10?

Why did you give that answer?

What do all jumpers have to do?

Why do you think that high jumpers turn on their back to clear the bar?

What is interesting about a book like this one?

Data Point Sheet

Runners, Jumpers, Throwers

Name:

Date:

Word Count 208 Level 15 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 27 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Don't Let It Frighten You

Level: 2.16.4 Word Count: 266

Quick Quiz	Reading: <i>because, white, even, high, move</i> Spelling: <i>because, white, even, high, move</i>
New High-Frequency Word	someone
Quick Read	The Cheekiest Birds (2.16.1) Runners, Jumpers, Throwers (2.16.2)
Quick Check	Friendly, Cheerful Gorillas (2.16.3)
Quick Write	<i>Gorillas don't like to be lonely. The move close to another gorilla, then they are cheerful.</i>
New Skill	suffixes – less, without, – en, to make
New Book	Don't Let It Frighten You

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *because, white, even, high, move*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *because, white, even, high, move*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *someone*.
- Hold up the *someone* word card for the students to see.
- Have them read the word together.
- Have them write *someone* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *The Cheekiest Birds* and *Runners, Jumpers, Throwers*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Friendly, Cheerful Gorillas*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Friendly, Cheerful Gorillas* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What do gorillas look like?

Which gorillas make up a family?

What do gorillas do when they don't like something?

When do gorillas chuckle?

Inferential

Why do you think the author wrote this book?

What have you learned about gorillas that you didn't know before?

What other animals do you know that live in groups?

If you could ask the author a question about gorillas what would it be?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Gorillas don't like to be lonely. They move close to another gorilla, then they are cheerful.
- Explain to the students that there are two sentences for them to write.
- Remind the students that they know how to spell *don't, like, to, they, move, then, and are*.
- Remind them that they know how to listen for the sounds in short words like *be* and *close* and that they know the letter combinations to write.
- Tell the students that they know the letter combinations they need to write *lonely* and *cheerful*.
- Revise breaking words into syllables to help spell *gorillas* – *go/rill/a*.
- Dictate the sentences again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *don't, like, to, they, move, then, or are*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that they are going to learn some more suffixes to help them understand the meaning of words. Today there are two suffixes –less and –en.
- Write *fear* and *fearless* on the board and read what you have written. Explain that if you are without fear, you are fearless.
- Write *home* and *homeless* on the board. Invite a volunteer to tell you what a homeless person is.

- Write *light*, *lighter*, and *lighten* on the board. Explain that you lighten something to make lighter. You lighten the load in your schoolbag, by taking some things out. This makes it lighter.
- Write *quick*, *quicker*, and *quicken* on the board. Ask students what you have to do to your pace to make you move quicker.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Don't Let It Frighten You*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *This book tells you about some of the things that are harmless that frighten people.*
 - Discuss the cover photo. Tell the students that this is a spider. Most spiders are harmless, but still many people are frightened of them.
 - Have the students turn to the title page and look at the photo. Do the students know anyone who is afraid of dogs?
 - Take a picture walk discussing each photo in the book.
 - Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *Many people are frightened of the dark. They think there are monsters under the bed. They lie there with their heart thumping. Crickets are insects that many people are frightened of. Crickets frighten people because they jump. But they're harmless.*
 - Read the suffixes on page 12 with the students to reinforce vocabulary.
 - Tell the students that there are some words with *en* and *less* endings in this book. The students should look for these words to help them as they read.
 - Tell them also that the new word *someone* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *someone* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 4 and find and read the words with *en* and *less* suffixes. They should find *frightened*, *frighten*, *pointless*, and *harmless*.
 - Have students turn to page 6 and find and read the words with *en* and *less* suffixes. They should find *frightened*, *frighten*, *pointless*, and *harmless*.
 - Have the students go through the book looking for *someone* and rereading the sentences with *someone* in them.

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Don't Let It Frighten You* again.
- Read and re-read *Don't Let It Frighten You* using the audio and/or e - version.
- Re-read *The Cheekiest Birds, Runners, Jumpers, Throwers, and Friendly, Cheerful Gorillas*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Friendly, Cheerful Gorillas
Intervention Level: 2.16.3
Word count: 265
New skill: suffixes -ful (full of) -ly (characteristic of)
New high-frequency word: move

Key

New skill

Previously taught skill

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

What Gorillas Look Like

Gorillas are the biggest of the apes.

A male gorilla is as tall as a man.

Female gorillas are smaller. Gorillas have a big head.

They have long arms with hands and fingers.

They have feet with toes. They have hair on their body but not on their face.

Gorillas are graceful when they move.

They use their legs and arms when they move.

They bend their fingers and use their knuckles as front feet.

4/5

Gorilla Families

Gorillas are friendly animals who live in families.

They do not like to be lonely.

Each family has an older male gorilla as its leader. Others in the family are females and their babies. Male gorillas live with the family until they are 11 years old.

Then they move away to start another family.

Female gorillas also move away and join other families.

6/7

Silverbacks

Older male gorillas are called silverbacks.

They are called silverbacks because they grow silver hair on their backs when they are 12 years old.

The silverback looks after his family.

He keeps them safe. He shows them where to find food.

It is very painful for the family when the silverback finally dies.

8/9

How Gorillas Speak

Gorillas use their voice and body to speak to other gorillas. *212

Gorillas can make more than 20 sounds.

They chuckle when they are being playful.

They scream when they are fearful.

They grunt sharply when they don't like something.

They roar loudly and charge to scare off enemies.

10/11

When gorillas are not speaking, they sit quietly.

They can look thoughtful. They can look cheerful.

Comprehension Questions

Literal

What do gorillas look like?

Which gorillas make up a family?

What do gorillas do when they don't like something?

When do gorillas chuckle?

Inferential

Why do you think the author wrote this book?

What have you learned about gorillas that you didn't know before?

What other animals do you know that live in groups?

If you could ask the author a question about gorillas what would it be?

Data Point Sheet

Friendly, Cheerful Gorillas

Name:

Date:

Word Count 212 Level 15 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 27 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level

Quick60 Lesson Plans

Set 2

Intervention Level I5.I -I6.4

Bright Lights.....	30
Can a Shark Hear Sounds?.....	II
Blown By a Twister.....	I9
Snowshoe Hares.....	27
The Cheekiest Birds.....	35
Runners, jumpers, Throw.....	43
Friendly, Cheerful Gorillas.....	5I
Don't Let It Frighten You.....	59

Permission is given to copy these lesson plans for use with the Quick60 Programme

Lesson Plans Set 2 Levels 15 - 16 © Iversen Publishing

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright owner.

While every care has been taken to trace and acknowledge copyright, the publishers tender their apologies for any accidental infringement where copyright has proved untraceable.

Published by
Iversen Publishing
5 Douglas Alexander Parade
Rosedale
Auckland 0632
New Zealand
www.iversenpublishing.com





Iversen Publishing
Your Literacy Intervention
Specialists

Quick60

Set 2

Intervention Levels I7.1 - I8.4

**Lesson Plans
Colour-Coded Check Sheets
Data Point Sheets**

Quick60 Lesson Plans,
Colour-Coded Check Sheets
and Data Point Sheets
provide you with
a comprehensive plan
for each book
as well as ongoing formative
and summative assessment.



Quick60 Lesson Plans – Set 2

Intervention Levels I7.I -I8.4

If you are starting your *Quick60 Programme* at Set 2 Level 17 with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

Lesson 1

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Word – *near*.

Introduce the New Skill – prefixes *un* and *dis*.

Introduce the New Book – *Riding for the Disabled*.

Lesson 2

Use the Quick Quiz.

Introduce the New Word – *should*

Use the Quick Check - Colour-Coded Check Sheet for *Riding for the Disabled*.

Use the Quick Write.

Introduce the New Skill – prefixes *re* and *into*.

Introduce the New Book – *The Game I Invented*.

Lesson 3

Use the Quick Quiz.

Introduce the New Word – *over*.

Use the Quick Read with *Riding for the Disabled*.

Use the Quick Check – Colour-Coded Check Sheet for *The Game I Invented*.

Use the Quick Write.

Introduce the New Skill – prefixes *bi* and *mis*

Introduce the New Book – *Mishaps on Bicycles*.

Follow the entire lesson plan from Day 4.



Riding for the Disabled

Level: 2.17.1 Word Count: 277

Quick Quiz	Reading: <i>white, even, high, move, someone</i> Spelling: <i>white, even, high, move, someone</i>
New High-Frequency Word	near
Quick Read	Runners, Jumpers, Throwers (2.16.2) Friendly, Cheerful Gorillas (2.16.3)
Quick Check	Don't Let It Frighten You (2.16.4)
Quick Write	<i>If you know someone who is frightened of spiders, tell them most spiders are harmless.</i>
New Skill	prefixes <i>un, not, and dis, not, or opposite of</i>
New Book	Riding for the Disabled

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *white, even, high, move, someone*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *white, even, high, move, someone*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *near*.
- Hold up the *near* word card for the students to see.
- Have them read the word together.
- Have them write *near* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Runners, Jumpers, Throwers* and *Friendly, Cheerful Gorillas*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Don't Let It Frighten You*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Don't Let It Frighten You* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What do people who are afraid of the dark do?

Why do mice come inside?

What can fierce-looking spiders who are not harmless do to you?

Why is it pointless to let most things frighten you?

Inferential

What is the author's message in this book?

Can you summarize the information in the book in four sentences?

What other things do you know that people are frightened of?

What are you frightened of? Why?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
If you know someone who is frightened of spiders, tell them most spiders are harmless.
- Remind the students that they know how to spell *you, know, someone, who, is, of, most, them, and are*.
- Remind them that they know how to listen for the sounds in words like *if, tell, and spiders* and that they know the letter combinations to write.
- Tell the students that they know the letter combinations they need to write *harmless* and *frightened*. Revise the *ight* word family if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation. Tell them that they need a comma between *spiders* and *tell*.
- Work with individual students as necessary.
- If the students have trouble with *you, know, someone, who, is, of, most, them, or are*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn some prefixes to help them understand the meaning of words. Tell them that prefixes are groups of letters that can be added to the beginning of words which change the word's meaning. Today's prefixes are *un*, *not*, and *dis*, opposite of.

- Write *tie* and *untie* on the board and read what you have written. Explain that if something is *untied*, it is not *tied*. *Un* means not.
- Write *do* and *undo*, on the board. Invite a volunteer to write in the correct prefix and explain what both words mean.
- Write *appear* and *disappear*, on the board. Read what you have written and explain that *disappear* is the opposite of *appear*. When something appears it comes into view, when it disappears you can no longer see it.
- Write *agree* and *disagree*, on the board. Invite a volunteer to write in the correct prefix and explain what both words mean.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Riding for the Disabled*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you how a girl with a disability is able to go horse riding.*
- Discuss the cover photo. Tell the students there are three people with the girl who is riding. Two of the people help her, while the third person leads the horse.
- Have the students turn to the title page and look at the photo. What more can they say about riding for the disabled from looking at this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Many people who are severely disabled can have fun riding horses. Many of them do this as a weekly activity. This girl says that she is really disappointed if she doesn't go. The van is equipped to take wheelchairs so she doesn't have to get out and into another seat to ride in the van. When you get on a horse, you mount it. When you get off, you dismount.*
- Read the words on page 12 with the students to reinforce vocabulary.
- Tell the students that there are some words starting with *un* and *dis* in this book. The students should look for these words to help them as they read.
- Tell them also that the new word *near* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *near* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 2 and find and read the words starting with *un* and *dis*. They should find *unhappy*, *untrue*, *upset*, and *disappointed*.
- Have students turn to page 4 and find and read the words starting with *un* and *dis*. They should find *disagree* and *unable*.
- Have the students go through the book looking for *near* and rereading the sentences with *near* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Riding for the Disabled* again.
- Read and re-read *Riding for the Disabled* using the audio and/or e - version.
- Re-read *Runners, Jumpers, Throwers, Friendly, Cheerful Gorillas, and Don't Let It Frighten You*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Title: Don't Let It Frighten You

Intervention Level: 2.16.4

Word count: 266

New skill: suffixes -less (without) -en (to make)

New high-frequency word: someone

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

People are frightened by lots of things.

Some people are frightened of dogs.

Some people are frightened of cats.

Some people are even frightened of birds.

But many things that frighten people are harmless.

It's pointless to let them frighten you.

4/5

Do you know someone who is frightened of the dark?

Maybe it's you.

Do you sleep with a light on?

Do you think that there are monsters under your bed?

Do you hear noises? Does a rattling window frighten you?

Does your heart go thumpity-thump?

It's pointless to let the dark frighten you. It's harmless.

6/7

Do you know someone who is frightened of mice?

Maybe it's you.

Do you set a trap to catch a mouse that comes into your house?

Mice come into your house when it gets colder.

They come in to warm up. They come in to find food.

They give you a fright.

But it's pointless to let a mouse frighten you.

It's harmless.

8/9

Do you know someone who is frightened of crickets?

Maybe it's you.

Crickets are noisy insects.

They also jump and give you a fright.

But it's pointless to let a cricket frighten you.

It's harmless.

10/11

Do you know someone who is frightened of spiders?

Maybe it's you. *206

Most spiders that you see are harmless.

Even some spiders that look fierce are harmless.

But there are some spiders that are not harmless at all.

These spiders can bite you. If they do, it will hurt.

But you can get help for your spider bite.

So even if a spider is harmful,

it's pointless to let it frighten you.

Comprehension Questions

Literal

What do people who are afraid of the dark do?

Why do mice come inside?

What can fierce-looking spiders who are not harmless do to you?

Why is it pointless to let most things frighten you?

Inferential

What is the author's message in this book?

Can you summarize the information in the book in four sentences?

What other things do you know that people are frightened of?

What are you frightened of? Why?

Data Point Sheet

Don't Let It Frighten You

Name: _____

Date: _____

Word Count 206 Level 16 Set 2

Number of Errors	<input style="width: 50px; height: 30px;" type="text"/>	0 - 10 errors	text is easy 95% - 100%						
Type of Error		11 - 26 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 30px;" type="text"/>	27+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 30px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 30px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 30px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 30px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 30px;" type="text"/>	Number correct <input style="width: 50px; height: 30px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct / partially correct	very good	5-6 correct / partially correct	good	0-4 correct / partially correct	needs help
Comprehension Score										
7-8 correct / partially correct	very good									
5-6 correct / partially correct	good									
0-4 correct / partially correct	needs help									
Number partially correct <input style="width: 50px; height: 30px;" type="text"/>	Number partially correct <input style="width: 50px; height: 30px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 30px;" type="text"/>	Number incorrect <input style="width: 50px; height: 30px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 30px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 30px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 30px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



The Game I Invented

Level: 2.17.2 Word Count: 277

Quick Quiz	Reading: <i>even, high, move, someone, near</i> Spelling: <i>even, high, move, someone, near</i>
New High-Frequency Word	should
Quick Read	Friendly, Cheerful Gorillas (2.16.3) Don't Let It Frighten You (2.16.4)
Quick Check	Riding for the Disabled (2.17.1)
Quick Write	<i>I'm never upset when I get near the horse-riding place.</i>
New Skill	prefixes <i>re, again or back, and in, into</i>
New Book	The Game I Invented

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *even, high, move, someone, near*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *even, high, move, someone, near*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *should*.
- Hold up the *should* word card for the students to see.
- Have them read the word together.
- Have them write *should* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Friendly*, *Cheerful Gorillas* and *Don't Let It Frighten You*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Riding for the Disabled*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Riding for the Disabled* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

How does the girl feel when she gets near to the horse-riding place?
How does she feel when she mounts the horse?
Why doesn't she wear a helmet?
What does she sometimes do near the end of the ride?

Inferential

What effect does riding a horse have on the girl in this book?
What other things do you think this girl does?
What are some words you could use to describe this girl?
Why do you think people take disabled people horse riding?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
I'm never upset when I get near the horse-riding place.
- Remind the students that they know how to spell *when*, *near*, and *the*.
- Remind the students that they know how to write the contraction *I'm*. Revise contractions if necessary.
- Remind them that they know how to listen for the sounds in words like *never*, *get*, *horse*, and *riding* and that they know the letter combinations to write.
- Tell the students that they know the letter combinations they need to write *upset*.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation. Tell them that they need to put a hyphen between *horse* and *riding*.
- Work with individual students as necessary.
- If the students have trouble with *when*, *near*, or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn some more prefixes to help them understand the meaning of words. Remind them that prefixes are groups of letters that can be added to the beginning of words which change the word's meaning. Today's prefixes are *re*, again or back, and *in*, into.
- Write *write* and *rewrite* on the board and read what you have written. Explain that if you have to *rewrite* something you have to write it again. *Re* means again.
- Write *do* and *redo*, on the board. Invite a volunteer to write in the correct prefix and explain what both words mean.
- Write *insert* on the board. Read what you have written and explain that *insert* means to put something into something. You insert a key into a lock.
- Write *inflate* on the board. Tell the students that when you inflate a beach ball, you put air into it.
- Write *into* on the board. Invite a volunteer to write in the correct prefix and explain what the word means.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *The Game I Invented*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you how a girl invented a game for her little sister to play.*
- Discuss the cover photo. Tell the students these two girls are sisters. The game that the older sister invented used plastic balls, a plastic pipe, and a plastic bucket.
- Have the students turn to the title page and look at the photo. What might the big sister be doing now? What is she writing?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *There are lots of things to think about if you are going to invent a game. Who will play the game? Is it for children or grown-ups? Where will you play it? How will you score it? What are the rules? What will you do if someone makes a mistake?*
- Read the words on page 12 with the students to reinforce vocabulary.
- Tell the students that there are some words starting with *in* and *re* in this book. The students should look for these words to help them as they read.
- Tell them also that the new word *should* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *should* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 2 and find and read the words starting with *in*. They should find *invent, intended, include, and inside*.
- Have students turn to page 8 and find and read the words starting with *re*. They should find *remind, refused, and refill*.
- Have the students go through the book looking for *should* and rereading the sentences with *should* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *The Game I Invented* again.
- Read and re-read *The Game I Invented* using the audio and/or e - version.
- Re-read *Friendly, Cheerful Gorillas, Don't Let It Frighten You, and Riding for the Disabled*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: **Riding for the Disabled**

Intervention Level: **2. 17. 1**

Word count: **277**

New skill: **prefixes un (not) dis (opposite of)**

New high-frequency word: **near**

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

You may think that I'm unhappy because I'm in a wheelchair.

But that's untrue.

I can do lots of things that you can do.

Horse riding is one of them.

I go in a van to the horse-riding place.

I love to go horse riding. I'm disappointed if I can't go.

Disappointed means *unhappy* or *upset*.

4/5

I'm really happy when I get near the horse-riding place.

No one would disagree with that.

I love the horses. I can't wait to get near to them.

I think the horses love me, too.

I'm unable to get out of the van by myself. *Unable* means *can't*.

But I always have people near me to help me.

6/7

Someone unties my horse and brings it over to where I am.

I have lots of people near to help me get on.

You call *getting on* a horse, *mounting* a horse.

I still feel a little uneasy to start with.

A little uneasy means *a bit frightened*.

I hope that my horse will do as it's told.

8/9

I don't wear a helmet when I ride my horse.

The helmet distracts me.

Distracts me means I don't think about what I'm doing.

I have three people near me when I ride.

One leads my horse. *210

I ride and ride, and then I ride
some more. I have fun!

10/11

Sometimes, near the end of the ride,

I face the other way.

Now that's really fun!

All too soon, it's time to go back
to the horse-riding place.

I dismount.

Dismount means to get off a horse.

Then it's time to say goodbye
to the horse-riding people.

I'll be back again next week.

Goodbye!

Comprehension Questions

Literal

How does the girl feel when she gets near to the horse-riding place?

How does she feel when she mounts the horse?

Why doesn't she wear a helmet?

What does she sometimes do near the end of the ride?

Inferential

What effect does riding a horse have on the girl in this book?

What other things do you think this girl does?

What are some words you could use to describe this girl?

Why do you think people take disabled people horse riding?

Data Point Sheet

Riding for the Disabled

Name:

Date:

Word Count 210 Level 17 Set 2

Number of Errors	<input type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 27 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input type="text"/>	28+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input type="text"/>	<table border="1"> <tr> <td>Self Correction Rate Ratio</td> <td>$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 - 1:6</td> <td>good</td> </tr> <tr> <td>1:7 +</td> <td>needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input type="text"/>								
<i>Brown</i> words accessible from content or context	<input type="text"/>								

Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Mishaps on Bicycles

Level: 2.17.3 Word Count: 277

Quick Quiz	Reading: <i>high, move, someone, near, should</i> Spelling: <i>high, move, someone, near, should</i>
New High-Frequency Word	over
Quick Read	Don't Let It Frighten You (2.16.4) Riding for the Disabled (2.17.1)
Quick Check	The Game I Invented (2.17.2)
Quick Write	<i>I should never have invented this game for my little sister.</i>
New Skill	prefixes <i>bi, two, and mis</i> , wrongly
New Book	Mishaps on Bicycles

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *high, move, someone, near, should*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *high, move, someone, near, should*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *over*.
- Hold up the *over* word card for the students to see.
- Have them read the word together.
- Have them write *over* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Don't Let It Frighten You* and *Riding for the Disabled*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *The Game I Invented*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *The Game I Invented* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

Why did this game have to be played outside?

What are the rules of the game?

What didn't the little sister want to do?

How did the big sister think she should change the rules?

Inferential

Why do games need rules?

Would you like to play this game? Why or why not?

How hard do you think it is to invent a game?

If you invented a game, what would it be?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
I should never have invented this game for my little sister.
- Remind the students that they know how to spell *should, have, this, for, my, and little*.
- Remind them that they know how to listen for the sounds in words like *never, game, and sister* and that they know the letter combinations to write. Revise the *er* letter combination for the *schwa* ending sound on *never* and *sister* if necessary.
- Tell the students that they know the letter combinations they need to write *invented*. Have them clap the syllables to help them with the spelling if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *should, have, this, for, my, or little*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new skills explicitly and systematically

- Tell the students that today they are going to learn some more prefixes to help them understand the meaning of words. Remind them that prefixes are groups of letters that can be added to the beginning of words which change the word's meaning. Today's prefixes are *bi*, *two*, and *mis*, wrongly.
- Write *bifocal* on the board and read what you have written. Explain that bifocal glasses have two lenses – one so the wearer can see up close and one so that the wearer can see things in the distance. *Bi* means two.
- Write *bicycle* on the board. Invite a volunteer to read the word, identify the prefix, and explain what the word means.
- Write *mistake* on the board. Read what you have written and explain that *mistake* means that something is wrong. If you do something wrong, you make a mistake.
- Write *misspell* on the board. Invite a volunteer to read the word, identify the prefix, and explain what the word means.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Mishaps on Bicycles*.
- Read the title to the students.
- Set the purpose for reading by saying: *A mishap is something that goes wrong. This book tells you about what can go wrong when riding bicycles.*
- Discuss the cover photo. Tell the students that this boy is having a mishap on his mountain bike. He's going off the track.
- Have the students turn to the title page and look at the photo. What is going on in this photo? What kind of mishap is happening here?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Mountain bikers do not ride up and down mountains, they ride anywhere where there is a steep track. Many tracks are dirt. They can go through forests. Tracks can be narrow and windy. Snow can be very different. Some can be soft and slushy, some can be hard and icy. If a cyclist misreads the snow, they can fall off. Old-fashioned bicycles with one big and one small wheel are called penny-farthings.*
- Read the words on page 12 with the students to reinforce vocabulary.
- Tell the students that there are some words starting with *bi* and *mis* in this book. The students should look for these words to help them as they read.
- Tell them also that the new word *over* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *over* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 4 and find and read the words starting with *bi* and *mis*. They should find *bicycles*, *biking*, *misreads*, and *mistake*.
- Have students turn to page 10 and find and read the words starting with *bi* and *mis*. They should find *bicycles*, *bicycle*, *mistakes*, and *mishaps*.
- Have the students go through the book looking for *over* and rereading the sentences with *over* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Mishaps on Bicycles* again.
- Read and re-read *Mishaps on Bicycles* using the audio and/or e - version.
- Re-read *Don't Let It Frighten You*, *Riding for the Disabled*, and *The Game I Invented*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: The Game I Invented
Intervention Level: 2.17.2
Word count: 277
New skill: prefixes re (again) in (into)
New high-frequency word: should

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Did you ever think you should try to invent a game? I did.

Let me tell you about some things

you should think about before you start.

You should think about who the game is intended for.

Is it for children or grown-ups?

Can you include both?

Think about where the game should be played.

Is it inside or outside? Think about the rules.

Think about how to score.

4/5

I invented a game for someone to play with my little sister.

It was not an inside game because it was a game that used water.

Here are the things I needed –

1 plastic tub.

1 plastic pipe – not too long because my sister is only three.

10 plastic balls.

6/7

Here are the rules of my game –

Put the balls into the top of the pipe, one at a time.

When all the balls are in the water, count them.

Write down the number you counted to

before you made a mistake.

Repeat the game until you can count to ten without a mistake.

8/9

My little sister loved the game, but I had to remind her of the rules.

She only wanted to put the balls into the pipe.

She didn't want to count them. *205

Then she refused to put the balls into the pipe.

She threw them into the water.

What a mess!

There was water everywhere!

I had to refill the tub.

I tried to insist that my sister follow the rules.

But she wouldn't.

10/11

I think I should reinvent my game.

I think I should change the rules.

Maybe I should have six balls, not ten.

Maybe someone else should play the game with her!

Comprehension Questions

Literal

Why did this game have to be played outside?

What are the rules of the game?

What didn't the little sister want to do?

How did the big sister think she should change the rules?

Inferential

Why do games need rules?

Would you like to play this game? Why or why not?

How hard do you think it is to invent a game?

If you invented a game, what would it be?

Data Point Sheet

The Game I Invented

Name:

Date:

Word Count 205 Level 17 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 10 errors	text is easy 95% - 100%						
Type of Error		11 - 26 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	27+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
7-8 correct/partially correct	very good									
5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Preparing Pancakes

Level: 2.17.4 Word Count: 285

Quick Quiz	Reading: <i>move, someone, near, should, over</i> Spelling: <i>move, someone, near, should, over</i>
New High-Frequency Word	next
Quick Read	Riding for the Disabled (2.17.1) The Game I Invented (2.17.2)
Quick Check	Mishaps on Bicycles (2.17.3)
Quick Write	<i>I made a mistake on my bicycle and fell off.</i>
New Skill	prefixes <i>over, too much, and pre, before</i>
New Book	Preparing Pancakes

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *move, someone, near, should, over.*
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *move, someone, near, should, over.* If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *next*.
- Hold up the *next* word card for the students to see.
- Have them read the word together.
- Have them write *next* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Riding for the Disabled* and *The Game I Invented*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Mishaps on Bicycles*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Mishaps on Bicycles* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

How long can road races be?

What is green-hill riding?

What can happen if a cyclist misreads the snow?

What are some crazy things that some cyclists do?

Inferential

Which is the worst accident a cyclist can have? Why?

Which cycling event is the most thrilling? Why?

Why do you think people dress up and jump their bikes into the water?

What are some things a cyclist can do to avoid mishaps?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
I made a mistake on my bicycle and fell off.
- Remind the students that they know how to spell *should, have, and, my, and on*.
- Remind them that they know how to listen for the sounds in words like *made, fell, and off* and that they know the letter combinations to write.
- Tell the students that they know the letter combinations they need to write *mistakes* and *bicycles*. Revise *soft c* and *y* as *i* sound/spelling if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *should, have, and, my, or on*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn some more prefixes to help them understand the meaning of words. Remind them that prefixes are groups of letters that can be added to the beginning of words which change the word's meaning. Today's prefixes are *over*, too much and *pre*, before.
- Write *overweight* on the board and read what you have written. Explain that if you are overweight, you are carrying too much weight. *Over* means too much.
- Write *oversleep* on the board. Invite a volunteer to read the word, identify the prefix, and explain what the word means.
- Write *prepaid* on the board. Read what you have written and explain that if you prepay something, you pay for it before you get it.
- Write *preschool* on the board. Invite a volunteer to read the word, identify the prefix, and explain what the word means.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Preparing Pancakes*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you how to make pancakes.*
- Discuss the cover photo. Tell the students that this boy has made pancakes with his father. Now he is eating one of them.
- Have the students turn to the title page and look at the photo. What is going on in this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *You can buy packets of pancake ingredients already mixed or you can make your own. You can find out how to make pancakes by reading a recipe. A recipe is a set of instructions for cooking food. It tells you the ingredients and what to do with them. Often when you use eggs in cooking you have to separate the egg white from the egg yolk. If you are using butter, you often have to melt it. The easiest place to melt butter is in a microwave oven. If you don't have a microwave oven, you can put the butter in a bowl and put the bowl in a larger bowl with hot water in it. Some people call a skillet a frying pan. This boy is putting maple syrup and lemon juice on his pancakes. Other people put sugar and cream.*
- Read the words on page 12 with the students to reinforce vocabulary.
- Tell the students that there are some words starting with *over* and *pre* in this book. The students should look for these words to help them as they read.

- Tell them also that the new word *next* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *next* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 2 and find and read the words starting with *pre*. They should find *prepare*, *premixed*, and *prefer*.
- Have students turn to page 10 and find and read the words starting with *over*. They should find *overheat* and *overcook*.
- Have the students go through the book looking for *next* and rereading the sentences with *next* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Preparing Pancakes* again.
- Read and re-read *Preparing Pancakes* using the audio and/or e - version.
- Re-read *Riding for the Disabled*, *The Game I Invented*, and *Mishaps on Bicycles*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Mishaps on Bicycles

Intervention Level: 2.17.3

Word count: 277

New skill: prefixes **bi (two) mis (wrongly)**

New high-frequency word: **over**

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Road Riding

Some people ride their bicycles on the road.

They may race their bicycles in a road race.

Some road races are over in a short time.

Some road races run over many days.

Some cyclists have mishaps on their bicycles in road races.

They make a mistake and fall off.

4/5

Mountain Biking

Some people ride their bicycles on steep tracks.

This is called mountain biking.

The cyclists do not have to ride on mountains,

they can ride over steep tracks anywhere.

Some of these tracks are dirt.

Many have rocks in them.

If a cyclist misreads the track and makes a mistake,

the bike will fall over and the cyclist will crash.

6/7

Green Hill Riding

Some people ride their bicycles on green, grassy hills.

This is called green hill riding.

The places where these cyclists ride are not as steep as where mountain bikers ride.

But green-hill riders can still make mistakes and fall off.

8/9

Snow Cycling

Some people ride their bicycles in the snow.

They ride their bicycles down hill like mountain bikers do.

It is easy to misread the snow.

Some snow can be soft. Some snow can be icy.

If a cyclist misreads the snow, the bike will fall over and the cyclist will crash. *210

10/11

Crazy Biking

Some cyclists do crazy things on their bicycles.

They find old-fashioned bicycles.

They dress up in old-fashioned clothes.

They enter a contest.

The contest is to see who can jump their bicycle from the land into the water.

Lots of cyclists in this contest make mistakes.

The mistakes lead to mishaps.

The cyclists fall over the top of their bicycle. They fall into the water.

Comprehension Questions

Literal

How long can road races be?

What is green-hill riding?

What can happen if a cyclist misreads the snow?

What are some crazy things that some cyclists do?

Inferential

Which is the worst accident a cyclist can have?

Why?

Which cycling event is the most thrilling? Why?

Why do you think people dress up and jump their bikes into the water?

What are some things a cyclist can do to avoid mishaps?

Data Point Sheet

Mishaps on Bicycles

Name:

Date:

Word Count 210 Level 17 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 27 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct / partially correct	very good	5-6 correct / partially correct	good	0-4 correct / partially correct	needs help
Comprehension Score										
7-8 correct / partially correct	very good									
5-6 correct / partially correct	good									
0-4 correct / partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



At the Airport

Level: 2.18.1 Word Count: 289

Quick Quiz	Reading: <i>someone, near, should, over, next</i> Spelling: <i>someone, near, should, over, next</i>
New High-Frequency Word	show
Quick Read	The Game I Invented (2.17.2) Mishaps on Bicycles (2.17.3)
Quick Check	Preparing Pancakes (2.17.4)
Quick Write	<i>I cook an oversize pancake and the next thing I do is eat it.</i>
New Skill	revise compound words
New Book	At the Airport

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *someone, near, should, over, next*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *someone, near, should, over, next*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *show*.
- Hold up the *show* word card for the students to see.
- Have them read the word together.
- Have them write *show* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *The Game I Invented* and *Mishaps on Bicycles*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Preparing Pancakes*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Preparing Pancakes* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What ingredients do you need to make pancakes?

What do you mix in with the flour?

What do you do with the egg whites?

When do you turn the pancakes over?

Inferential

Can you list all the things you need to do to prepare pancakes?

If you changed the order of doing things, could you still make pancakes? Why or why not?

Why do people write recipes?

What things other than maple syrup and lemon juice could you put on pancakes?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
I cook an oversize pancake and the next thing I do is eat it.
- Remind the students that they know how to spell *an, and, the, next, do, is, and it.*
- Remind them that they know how to listen for the sounds in words like *cook, thing, and eat* and that they know the letter combinations to write.
- Tell the students that they know the letter combinations they need to write *oversize* and *pancakes*. Revise breaking compound words into two words to help with spelling if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *an, and, the, next, do, is, or it*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to revise compound words to help them understand the meaning of the words they read. Remind them that compound words are two words joined together to make another word. The two smaller words will help them with the meaning of the longer word.
- Write *sun* and *shine* and *sunshine* on the board and read what you have written. Explain that *sunshine* is a compound word. The two words that make up *sunshine* are *sun* and *shine*. These words help you with the meaning of *sunshine*.
- Write *something* on the board and read what you have written. Invite a volunteer to read say what the two little words are and explain what the word means.
- Write *into*, *afternoon*, *bluebird*, and *popcorn* on the board. Invite volunteers to read a word, identify the little words, and explain what the word means.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *At the Airport*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you about things that you can see at an airport.*
- Discuss the cover photo. Tell the students that this plane has just taken off. Planes take off from a runway which is like a wide road. Runways are well lit so that the pilot can see where to take off and land when it is night.
- Have the students turn to the title page and look at the photo. What more can they say about airports from looking at this page?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *You have to check in at the airport. Everyone who is going to travel overseas has to have a passport. Your passport is like a little book with your photo in it. People at the airport called immigration officers stamp your passport when you leave a country and when you arrive in another country. When you check in, you get a boarding pass. This is a piece of paper with your flight number and your seat number on it. You can't get on a plane without a boarding pass. Airports have escalators and moving walkways. The moving walkways are like flat escalators. They get you around the airport more quickly. You can walk on a moving walkway or just stand on it.*
- Read the index on page 12 with the students. Which pages would they go to to find information on bags?

- Tell the students that there are some compound words in this book. The students should look for the little words in these words to help them as they read.
 - Tell them also that the new word *show* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *show* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 2 and find and read the compound words. They should find *everywhere*, *airports*, and *overseas*.
 - Have students turn to page 8 and find and read the compound words. They should find *airports*, *walkways*, *upstairs*, and *downstairs*.
 - Have the students go through the book looking for *show* and rereading the sentences with *show* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *At the Airport* again.
- Read and re-read *At the Airport* using the audio and/or e - version.
- Re-read *The Game I Invented*, *Mishaps on Bicycles*, and *Preparing Pancakes*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Preparing Pancakes

Intervention Level: 2.17.4

Word count: 285

New skill: prefixes **pre** (before) **over** (too much)

New high-frequency word: **next**

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Pancakes are easy to prepare.

You can buy premixed pancake mix, or you may prefer to make your own.

Pancakes are easy to eat, too!

4/5

Before You Start

There are some things you should do to be prepared.

First, find a grown-up to help you.

Next, read the recipe so you know what you are going to do.

Next, get out the ingredients.

Next, get out the tools you need.

You will need these things –

- three bowls or jugs
- a little bowl to melt the butter in
- spoons
- a beater
- a skillet.

6/7

Ingredients – What You Need

These are the ingredients you will need –

2 cups flour

2 tablespoons sugar

1/2 teaspoon salt
1 teaspoon baking powder
1/2 teaspoon baking soda
1 3/4 cups milk
2 big eggs
1/4 cup butter
oil.

8/9

Preparation – What to Do

Separate the eggs. Put the egg whites in one big bowl.

Put the yolks in another big bowl. Melt the butter.

Mix the flour, with the sugar and salt in the last big bowl.

Add the baking powder and the baking soda.

Whisk the milk and melted butter into the egg yolks.

Stir this into the dry ingredients to make a batter.

Do not overstir. Beat the egg whites until they are stiff.

Stir these into the batter. Mix well, but do not overstir. *220

10/11

Next, heat a little oil in the skillet.

Do not overheat it.

When the skillet is hot, spoon in about 1/4 cup of batter.

Spread it out.

When there are bubbles popping on top,

flip the pancake over, and cook it until the other side is brown.

Do not overcook it.

Make more pancakes the same way.

Eat your pancakes with maple syrup and lemon juice.

Comprehension Questions

Literal

What ingredients do you need to make pancakes?

What do you mix in with the flour?

What do you do with the egg whites?

When do you turn the pancakes over?

Inferential

Can you list all the things you need to do to prepare pancakes?

If you changed the order of doing things, could you still make pancakes? Why or why not?

Why do people write recipes?

What things other than maple syrup and lemon juice could you put on pancakes?

Data Point Sheet

Preparing Pancakes

Name:

Date:

Word Count 220 Level 17 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 27 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct / partially correct	very good	5-6 correct / partially correct	good	0-4 correct / partially correct	needs help
Comprehension Score										
7-8 correct / partially correct	very good									
5-6 correct / partially correct	good									
0-4 correct / partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Pumpkins

Level: 2.18.2 Word Count: 289

Quick Quiz	Reading: <i>near, should, over, next, show</i> Spelling: <i>near, should, over, next, show</i>
New High-Frequency Word	different
Quick Read	Mishaps on Bicycles (2.17.3) Preparing Pancakes (2.17.4)
Quick Check	At the Airport (2.18.1)
Quick Write	<i>You have to show your passport at the airport before you can go overseas.</i>
New Skill	revise syllables vc/cv closed
New Book	Pumpkins

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *near, should, over, next, show*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *near, should, over, next, show*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *different*.
- Hold up the *different* word card for the students to see.
- Have them read the word together.
- Have them write *different* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Mishaps on Bicycles* and *Preparing Pancakes*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *At the Airport*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *At the Airport* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What do the check-in people do?

Why do the bags have tags on them?

What are some things that airport signs tell you?

Where do you have to go to catch your flight at big airports?

Inferential

Why do you think you have to show your boarding pass before you get on a plane?

What is the difference between an escalator and a moving walkway?

What do the logos on the sign on page 10 tell people at airports?

What logo would be on an airport sign telling people where to get food?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
You have to show your passport at the airport before you can go overseas.
- Remind the students that they know how to spell *you, have, the, to, show, your, at, before, can, and go*.
- Tell the students that they know the letter combinations they need to write for the compound words *passport, airport, and overseas*. Revise breaking compound words into two words to help with spelling if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *you, have, the, to, show, your, at, before, can, or go*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new decoding skills explicitly and systematically

- Tell the students that today they are going to revise breaking words into syllables to help them as they read. Remind them that syllables are parts of words that joined together make up a word. Words can have two or more syllables. Words like *hippo* have two syllables, words like *hippopotamus* have five syllables.
- Tell the students that today they are going to learn how to break words with two syllables. Both the syllables have short vowel sounds.
- Write *rabbit* on the board and read what you have written. Explain that *rabbit* has two syllables. The way to find where to break the word is to look for the vowels. The vowels are *a, e, i, o, u*. Each syllable must have a vowel in it. Put a dot over the *a* and the *i* in *rabbit*. Explain to the students that a good way to remember how to do this is to spot the vowels and dot them. Then break the word between the two consonants between the vowels. Draw a forward slash between the two *b*'s – *rab/bit*.
- Write *sandwich* on the board and read what you have written. Invite a volunteer to spot and dot the vowels.
- Explain that *sandwich* has the blend *nd* on the end of *sand*. When they break words like this into syllables, they keep the letters in the blends together. Draw the forward slash between the *d* and the *w* *sand/wich*.
- Write *traffic, happen, dentist, children, problem, and subtract* on the board. Invite volunteers to choose a word, spot and dot the vowels, break the word into syllables, and then read the word.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Pumpkins*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells some things about pumpkins and gives you a recipe for making pumpkin muffins.*
- Discuss the cover photo. Tell the students that they are many different kinds of pumpkins and that some of them have different names.
- Have the students turn to the title page and look at the photo. What is something other than muffins that you can make using pumpkins?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Some pumpkins are called squash, some are called butternuts, some are called buttercups. You grow pumpkins from seeds. You can buy the seeds or you can save the seeds from a pumpkin you already have. You plant the seed in the ground. If you live where it is very cold, you may have to grow pumpkins in a glasshouse. There are many ways to eat pumpkins. You can have them*

as a vegetable for your dinner, you can eat them for a snack. You can use any yellow cake mix to make pumpkin muffins Cinnamon is a spice that people use in cooking. A moderate oven is one where it is not too hot and not too cold.

- Read the glossary on page 12 with the students to reinforce the vocabulary.
 - Tell the students that there are some two-syllable words in this book. The students should look for where to break the words to help them as they read.
 - Tell them also that the new word *different* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *different* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 6 and find and read the two-syllable words. They should find *pumpkin* and *muffins*.
 - Have students turn to page 10 and find and read the two-syllable words. They should find *pumpkin*, *nutmeg*, and *muffin*.
 - Have the students go through the book looking for *different* and rereading the sentences with *different* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Pumpkins* again.
- Read and re-read *Pumpkins* using the audio and/or e - version.
- Re-read *Mishaps on Bicycles*, *Preparing Pancakes*, and *At the Airport*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: At the Airport

Intervention Level: 2. 18. 1

Word count: 289

New skill: compound words

New high-frequency word: show

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

You can see planes everywhere at airports.

Planes come and go all the time.

They take people to other cities and towns.

They take people overseas.

4/5

Check In

Everyone has to check in before they can get on a plane.

You can check yourself in at some airports.

At other airports you have to stand in line to be checked in.

The check-in people check your ticket.

They check your passport if you are going overseas.

They give you a boarding pass.

The boarding pass shows the flight and the gate number.

It also shows your name and the seat you will sit in.

You have to show the boarding pass before you can get on the plane.

6/7

Bags

When you check in, someone will put a tag on your bags.

The tags show the airport your bags are going to.

If your bag did not have a tag on it, it could get lost.

Carts loaded with bags take your bags to the plane you are going on.

8/9

Moving Walkways

Some big airports have moving walkways.

The moving walkways help you get around the airport more quickly.

At some big airports you have to go upstairs to catch your flight.

There are moving stairs, called escalators, that take you upstairs.

Escalators take you downstairs, too. *213

10/11

Signs

There are signs everywhere at airports so it is hard for anyone to get lost.

Signs tell you where to check in.

Signs tell you how to get around.

Signs show you the way to your gate.

Signs tell you where to collect your bags.

Signs tell you where to get food.

There are big signs that tell you what time planes are departing.

There are big signs that tell you when planes are arriving.

Comprehension Questions

Literal

What do the check-in people do?

Why do the bags have tags on them?

What are some things that airport signs tell you?

Where do you have to go to catch your flight at big airports?

Inferential

Why do you think you have to show your boarding pass before you get on a plane?

What is the difference between an escalator and a moving walkway?

What do the logos on the sign on page 10 tell people at airports?

What logo would be on an airport sign telling people where to get food?

Data Point Sheet

At the Airport

Name:

Date:

Word Count 213 Level 18 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 27 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Spooked into a Stampede

Level: 2.18.3 Word Count: 288

Quick Quiz	Reading: should, over, next, show, different Spelling: should, over, next, show, different
New High-Frequency Word	another
Quick Read	Preparing Pancakes (2.17.4) At the Airport (2.18.1)
Quick Check	Pumpkins (2.18.2)
Quick Write	<i>Pumpkins have different names and come in different sizes.</i>
New Skill	syllables vc/cv closed and silent e
New Book	Spooked into a Stampede

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *should, over, next, show, different*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *should, over, next, show, different*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *another*.
- Hold up the *another* word card for the students to see.
- Have them read the word together.
- Have them write *another* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Preparing Pancakes* and *At the Airport*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Pumpkins*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Pumpkins* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What are some names for pumpkins?

How do pumpkins grow?

What are some ways that you can eat pumpkins?

How do you make pumpkin muffins?

Inferential

How many ways can you eat pumpkins?

Which ways of eating pumpkin would you like to try/not try? Why?

What else do people do with pumpkins?

What would you have to do to grow pumpkins at your school?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Pumpkins have different names and come in different sizes.
- Remind the students that they know how to spell *have*, *different*, *and*, and *in*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *names*, *come*, and *sizes*.
- Tell the students that they know the letter combinations they need to write for the two-syllable word *pumpkins*. Revise breaking words into syllables to help with spelling if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *have*, *different*, *and*, or *in*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new decoding skills explicitly and systematically

- Tell the students that today they are going to learn more about breaking words into syllables to help them as they read. Remind them that syllables are parts of words that when joined together make up a word.
- Tell the students that today they are going to learn how to break words with two syllables when the first one has a short vowel sound and the last one has a silent e making the vowel a long sound.

- Remind the students that they already know about long and short vowel sound in words with only one syllable.
- Write *shin* and *shine* on the board and read what you have written. Revise how the vowel sound changes when you add *e* onto the end of a word.
- Write *sunshine* on the board. Spot the vowels and dot them. Then break the word with a forward slash – *sun/shine*. Point out that *sh* letters stay together. Read the word to the students.
- Write *mistake* on the board and read what you have written. Invite a volunteer to spot and dot the vowels and draw a forward slash where you would break the word.
- Write *compete*, *invite*, *tadpole*, *conclude*, and *collide* on the board. Invite volunteers to choose a word, spot and dot the vowels, break the word into syllables, and then read the word.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Spooked into a Stampede*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you about some animals that stampede. Stampede means to suddenly start running fast. Animals stampede when they get frightened or spooked by something. They panic and start running.*
- Discuss the cover photo. Tell the students that these animals are called wildebeest. They may have been spooked by a lion.
- Have the students turn to the title page and look at the photo. What are these animals. What are they doing?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *When animals stampede they often get confused about where they are going. They bump into each other. When things bump into each other, you say they collide. You can see wildebeest in Africa. They graze on the plains. Each year they move to a different place. This is called migrating. They sometimes have to cross rivers when they migrate. There can be crocodiles in the rivers. Sometimes it is a poacher who frighten animals into stampeding. Poachers are people who kill animals illegally. They may kill elephants for their tusks. The tusks are made of ivory. The poachers sell the ivory to people who make ornaments.*
- Read the index on page 12 with the students. Where would they look to find out information on wildebeest?
- Tell the students that there are some two-syllable words where the second syllable has the long *e* sound in this book. The students should use this information to help them as they read.

- Tell them also that the new word *another* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *another* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 2 and find and read the two-syllable words with a silent e syllable. They should find *escape, entire, confused, collide, and stampede*.
 - Have students turn to page 8 and find and read the two-syllable words with a silent e syllable. They should find *stampede, escape, and entire*.
 - Have the students go through the book looking for *another* and rereading the sentences with *another* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Spooked into a Stampede* again.
- Read and re-read *Spooked into a Stampede* using the audio and/or e - version.
- Re-read *Preparing Pancakes, At the Airport, and Pumpkins*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Pumpkins

Intervention Level: 2. 18.2

Word count: 289

New skill: closed syllables

New high-frequency word: different

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Different Kinds of Pumpkins

You may think that all pumpkins look like the ones that grow where you live.

But this is not so.

There are many different kinds of pumpkin that grow in many different places.

Pumpkins come in different sizes.

They have different skins. They have different names.

Some people call pumpkins, squash. Some people call pumpkins, butternuts or butternut squash.

4/5

Growing Pumpkins

Pumpkins grow from seeds.

You plant the seeds and wait for shoots to come up.

The pumpkin plants send out stems that run along the ground.

The stems get leaves. They get flowers.

When you see flowers on your pumpkin plants, you know that you will get pumpkins.

People grow pumpkins in different places.

Some people grow pumpkins in a field.

Some people grow them in a glasshouse.

Some people grow them in a garden at school.

6/7

Eating Pumpkins

There are different ways to eat pumpkins.

You can boil them or bake them

and eat them as a vegetable.

You can make pumpkin soup.

You can roast the seeds and eat them for a snack.

You can make a pumpkin pie. You can make pumpkin muffins.

8/9

Pumpkin Muffin Recipe

Here is an easy pumpkin muffin recipe.

Cut a pumpkin in half. Take out the seeds. *2 | |

Cut off the skin.

Cut the pumpkin into chunks and put them in a pot.

Cover the chunks with water and boil them until they are soft.

Tip off the water and mash the pumpkin.

10/11

Put 2½ cups of yellow cake mix,

2 cups of mashed pumpkin,

1 teaspoon of cinnamon,

and 1 teaspoon of nutmeg in a bowl.

Mix until smooth.

Put equal amounts into 12 muffin cups.

Bake in a moderate oven for 20 – 25 minutes.

Comprehension Questions

Literal

What are some names for pumpkins?

How do pumpkins grow?

What are some ways that you can eat pumpkins?

How do you make pumpkin muffins?

Inferential

How many ways can you eat pumpkins?

Which ways of eating pumpkin would you like to try/not try? Why?

What else do people do with pumpkins?

What would you have to do to grow pumpkins at your school?

Data Point Sheet

Pumpkins

Name:

Date:

Word Count 211 Level 18 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 27 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
7-8 correct/partially correct	very good									
5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Our School Garden

Level: 2.18.4 Word Count: 266

Quick Quiz	Reading: <i>over, next, show, different, another</i> Spelling: <i>over, next, show, different, another</i>
New High-Frequency Word	grow
Quick Read	At the Airport (2.18.1) Pumpkins (2.18.2)
Quick Check	Spooked into a Stampede (2.18.3)
Quick Write	<i>When hippos stampede they get confused and bump into one another.</i>
New Skill	syllables closed and r-controlled
New Book	Our School Garden

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *over, next, show, different, another*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *over, next, show, different, another*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *grow*.
- Hold up the *grow* word card for the students to see.
- Have them read the word together.
- Have them write *grow* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *At the Airport* and *Pumpkins*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Spooked into a Stampede*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Spooked into a Stampede* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- Which animals graze with wildebeest?*
- Which animal can spook zebra and elephants?*
- Why does a lioness chase elephants?*
- What can kill stampeding wildebeest?*

Inferential

- What other words could the author have used instead of spooked?*
- Can you use three sentences to describe a stampede of wildebeest?*
- What things cause animals to stampede?*
- What are the similarities between different animals stampeding?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
When hippos stampede they get confused and bump into one another.
- Remind the students that they know how to spell *when, they, and, into, one, and another.*
- Remind the students that they know how to listen for the sounds and write the letters for words like *hippos, get, and bump.*
- Tell the students that they know the letter combinations they need to write for the two-syllable words *stampede* and *confused*. Revise breaking words into syllables to help with spelling if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *when, they, and, into, one, or another*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new decoding skills explicitly and systematically

- Tell the students that today they are going to learn more about breaking words into syllables to help them as they read. Remind them that syllables are parts of words that when joined together make up a word.
- Tell the students that today they are going to learn how to break words with two syllables when one has a short vowel sound and the other one has an r-controlled vowel.

- Remind the students that they already know about r-controlled sound in words with only one syllable.
- Write *car*, *bird*, *herd*, and *fur* on the board and read what you have written. Revise how the vowel sound changes when you have an *r* following the vowel.
- Write *silver* on the board. Spot the vowels and dot them. Then break the word with a forward slash – *sil/ver*. Read the word to the students. Point to the r- controlled syllable and tell the students that it is the second syllable.
- Write *person* on the board. Spot the vowels and dot them. Then break the word with a forward slash – *per/son*. Read the word to the students. Point to the r- controlled syllable and tell the students that it is the first syllable.
- Write *partner* on the board. Spot the vowels and dot them. Then break the word with a forward slash – *part/ner*. Read the word to the students. Point to the r- controlled syllables. Explain that both these syllables are r-controlled.
- Write *turkey*, *further*, *forest*, *garden*, *artist*, *dinner*, and *whisper*, on the board. Invite volunteers to choose a word, spot and dot the vowels, break the word into syllables, identify the r-controlled syllable, and then read the word.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Our School Garden*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you some of the things that these school children do in their garden.*
- Discuss the cover photo. Tell the students that these students tend their school garden each day. They grow lots of things including melons.
- Have the students turn to the title page and look at the photo. What more can they say about the school garden from looking at this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *The climate is what the weather is like where this school is. The students say it is perfect because the plants grow well in summer and winter. Rakes and spades are garden tools. When seeds start to grow, you say that the seeds have sprouted. When the seeds have sprouted, you call the plant a seedling. Compost is a mix of dead and rotting plants and leaves. The plants and leaves rot down into compost. You put the compost on your garden. It helps the plants grow. When you pick vegetables or fruit, you harvest them.*
- Tell the students that there are some two-syllable words where one or both syllables are r-controlled. The students should use this information to help them as they read.

- Tell them also that the new word *grow* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *grow* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 6 and find and read the words with r-controlled syllables. They should find *corner, garden, better, and bigger*.
 - Have students turn to page 12 and find and read the words with r-controlled syllables. They should find *market*.
 - Have the students go through the book looking for *grow* and rereading the sentences with *grow* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Our School Garden* again.
- Read and re-read *Our School Garden* using the audio and/or e - version.
- Re-read *At the Airport, Pumpkins, and Spooked into a Stampede*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Spooked into a Stampede
Intervention Level: 2. 18.3
Word count: 288
New skill: closed and silent e syllables
New high-frequency word: another

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Sometimes animals get spooked by something.

They try to escape. They run.

Soon the entire herd is running.

They get confused. They collide.

They panic. It is a stampede!

4/5

You can see herds of wildebeest on the plains in Africa.

They graze on the plains eating grass.

In May each year, millions of wildebeest

move from the grassy plains to open woodlands.

When animals and birds move from one place to another each year,

it is called a migration.

Sometimes, herds of migrating wildebeest

get spooked by something.

They panic. They stampede.

Sometimes they stampede into a river

where there are crocodiles.

Crocodiles kill many of the stampeding wildebeest.

6/7

Another animal you can see grazing with wildebeest on the plains of Africa, is the zebra.

Like wildebeest, zebra eat grass.

But there are animals on the plains in Africa that don't eat grass.

They eat animals like wildebeest and zebra.

A hunting lioness can spook a herd of zebra.

They try to escape. Soon the entire herd is running.

They get confused. They collide.

They panic. They stampede!

8/9

Another animal that you can see on the plains in Africa is the elephant.

You wouldn't think that anything could spook a big elephant.

You wouldn't think elephants would stampede.

But they do. *213

Like zebra, elephants can get spooked by a lioness.

The lioness may want one of their calves.

Elephants can get spooked by poachers.

The poachers may want to kill them for their tusks.

One elephant panics. It tries to escape.

Soon the entire herd is running.

It is a stampede!

10/11

Another big animal that can get spooked, is the hippo.

These hippos got spooked by a noise.

They got confused. It was a hippo stampede!

Comprehension Questions

Literal

Which animals graze with wildebeest?

Which animal can spook zebra and elephants?

Why does a lioness chase elephants?

What can kill stampeding wildebeest?

Inferential

What other words could the author have used instead of spooked?

Can you use three sentences to describe a stampede of wildebeest?

What things cause animals to stampede?

What are the similarities between different animals stampeding?

Data Point Sheet

Spooked into a Stampede

Name:

Date:

Word Count 213 Level 18 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 27 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
7-8 correct/partially correct	very good									
5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 20%;">February</td> <td style="width: 20%;">July</td> <td style="width: 20%;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level

Quick60 Lesson Plans

Set 2

Intervention Level I7.1 – I8.4

Riding for the Disabled.....	3
The Game I Invented.....	11
Mishaps on Bicycles.....	19
Preparing Pancakes.....	27
At the Airport.....	35
Pumpkins.....	43
Spooked into a Stampede.....	51
Our School Garden.....	59

Permission is given to copy these lesson plans for use with the Quick60 Programme

Lesson Plans Set 2 Levels 17 - 18 © Iversen Publishing

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright owner.

While every care has been taken to trace and acknowledge copyright, the publishers tender their apologies for any accidental infringement where copyright has proved untraceable.

Published by
Iversen Publishing
5 Douglas Alexander Parade
Rosedale
Auckland 0632
New Zealand
www.iversenpublishing.com





Iversen Publishing
Your Literacy Intervention
Specialists

Quick60

Set 2

Intervention Levels I9.I - 20.4

Lesson Plans
Colour-Coded Check Sheets
Data Point Sheets

Quick60 Lesson Plans,
Colour-Coded Check Sheets
and Data Point Sheets
provide you with
a comprehensive plan
for each book
as well as ongoing formative
and summative assessment.



Quick60 Lesson Plans – Set 2

Intervention Levels 19.I -20.4

If you are starting your *Quick60 Programme* at Set 2 Level 19 with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

Lesson 1

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Word – *old*.

Introduce the New Skill – *syllables c+le*.

Introduce the New Book – *Bicycles*.

Lesson 2

Use the Quick Quiz.

Introduce the New Word – *around*

Use the Quick Check - Colour-Coded Check Sheet for *Bicycles*.

Use the Quick Write.

Introduce the New Skill – *syllables v/cv*.

Introduce the New Book – *Venus and Earth*.

Lesson 3

Use the Quick Quiz.

Introduce the New Word – *through*.

Use the Quick Read with *Bicycles*.

Use the Quick Check – Colour-Coded Check Sheet for *Venus and Earth*.

Use the Quick Write.

Introduce the New Skill – *syllables vc/v*

Introduce the New Book – *Camels of the Desert*.

Follow the entire lesson plan from Day 4.



Bicycles

Level: 2.19.1 Word Count: 295

Quick Quiz	Reading: <i>next, show, different, another, grow</i> Spelling: <i>next, show, different, another, grow</i>
New High-Frequency Word	old
Quick Read	Pumpkins (2.18.2) Spooked into a Stampede (2.18.3)
Quick Check	Our School Garden (2.18.4)
Quick Write	<i>We grow seedlings in one corner of the garden.</i>
New Skill	syllables c+le
New Book	Bicycles

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *next, show, different, another, grow*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *next, show, different, another, grow*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *old*.
- Hold up the *old* word card for the students to see.
- Have them read the word together.
- Have them write *old* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Pumpkins* and *Spooked into a Stampede*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Our School Garden*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Our School Garden* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What do the students put in the compost heap?

What do the students feed the worms?

What fruit and vegetables did the students grow?

What are they going to do with some of the pumpkins and melons?

Inferential

Is it a good idea to have a school garden? Why or why not?

What did the students in this book learn from having a school garden?

What things could you grow in a garden at your school?

What do you think the students will do with the money they get from selling the pumpkins and melons?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
We grow seedlings in one corner of the garden.
- Remind the students that they know how to spell *we*, *grow*, *in*, *of one*, and *the*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *seedlings*.
- Tell the students that they know the letter combinations they need to write for the two-syllable words *corner* and *garden*. Revise breaking words into syllables to help with spelling if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *we*, *grow*, *in*, *of one*, or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn more about breaking words into syllables to help them as they read. Remind them that syllables are parts of words that joined together make up a word.

- Tell the students that today they are going to learn how to break words with two syllables when the last syllable has a consonant followed by *le*. Revise that consonants are all the letters that are not the vowels *a, e, i, o, u*.
- Write *little* on the board. Ask the students to read this known word.
- Tell them the way to break this word into syllables is to break it before the last consonant *t* and *le*. Draw a forward slash between the two *ts* – *lit/tle*.
- Write *battle* and *bat/tle* on the board. Read the word to the students. Point to the consonant +*le* syllable.
- Tell the students that the words ending with the consonant + *le* syllable often have a double consonant in the middle. But this is not always the case.
- Write *circle* on the board. Read the word to the students. Invite a volunteer to break the word into syllables with a forward slash – *cir/cle*.
- Write *rattle, hobble, needle, beetle, dribble, middle, wiggle, jingle, whistle, buckle, puddle*, on the board.
- Invite volunteers to choose a word, break the word into syllables, identify the consonant + *le* syllable, and then read the word.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Bicycles*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you some things about bicycles.*
- Discuss the cover photo. Tell the students that this machine is a tricycle. A tricycle has three wheels whereas a bicycle has only two. Tell them that the prefix *bi* means two and *tri* means three. Tell the students that in some countries in the world people use tricycles to move things around and to sell things from.
- Have the students turn to the title page and look at the photo. What more can they say about bicycles from looking at this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *You can use the gears on a bicycle to make it easier for you to pedal up hills. A cycle with one wheel is called a uni cycle. The prefix uni means one. People race bikes on the road and on a track. Bikes that people use to get fit are called stationary bikes. Stationary means that they don't move forward they stay in the same place.*
- Discuss the index on page 12. What information will they find on pages 2, 4, and 8?
- Tell the students that there are some words with the consonant + *le* syllable in this book. The students should use this information to help them as they read.

- Tell them also that the new word *old* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *old* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 2 and find and read the words with the consonant + le syllables. They should find *people, bicycles, handlebars, and saddle*.
 - Have students turn to page 4 and find and read the words with the consonant + le syllables. They should find *bicycles, simple, little, cycles, tricycles, and unicycles*.
 - Have the students go through the book looking for *old* and rereading the sentences with *old* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Bicycles* again.
- Read and re-read *Bicycles* using the audio and/or e - version.
- Re-read *Pumpkins, Spooked into a Stampede, and Our School Garden*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Our School Garden
Intervention Level: 2.18.4
Word count: 287
New skill: closed and r-controlled syllables
New high-frequency word: grow

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

We planted a garden at our school.

It's a big garden in one corner of the school grounds.

We are lucky where our school is.

The climate is perfect. Plants grow well.

We can grow plants in summer and in winter, too.

A number of us work in the school garden.

We wear red shirts. We look after the garden every day.

We have garden tools to help us do our work.

4/5

We didn't buy plants for our garden. We bought seeds.

We planted them in little plastic pots.

We looked after them, and soon, the seeds sprouted.

We watched them grow into seedlings.

In spring, we planted out our seedlings.

We watched them quickly grow.

We liked the look of them. So did the birds and butterflies.

So we made a scarecrow to keep them away.

6/7

We have a compost heap in one corner of our garden.

We throw dead leaves and twigs onto the compost heap.

The leaves and twigs rot down.
They turn into compost when they rot.
The compost looks just like soil.
We put the compost on our garden.
It makes our garden soil better so our plants grow bigger.

8/9

We also have a worm farm in our school garden.
We feed the worms with food scraps and grass. *214
We also give them bits of paper to eat.
It smells bad, but the worms make good compost for our garden.
Our plants grow well in worm compost.

10/11

We harvested our crops when they were ready.
We grew really big lettuces.
We couldn't reach the bananas even standing on a chair.
We harvested really big pumpkins and melons.

12

We have so many melons and pumpkins,
we're going to take some to the market.

Comprehension Questions

Literal

*What do the students put in the compost heap?
What do the students feed the worms?
What fruit and vegetables did the students grow?
What are they going to do with some of the
pumpkins and melons?*

Inferential

*Is it a good idea to have a school garden? Why or
why not?
What did the students in this book learn from having
a school garden?
What things could you grow in a garden at your
school?
What do you think the students will do with the
money they get from selling the pumpkins and
melons?*

Data Point Sheet

Our School Garden

Name:

Date:

Word Count 214 Level 18 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 27 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct / partially correct	very good	5-6 correct / partially correct	good	0-4 correct / partially correct	needs help
Comprehension Score										
7-8 correct / partially correct	very good									
5-6 correct / partially correct	good									
0-4 correct / partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Venus and Earth

Level: 2.19.2 Word Count: 294

Quick Quiz	Reading: <i>show, different, another, grow, old</i> Spelling: <i>show, different, another, grow, old</i>
New High-Frequency Word	around
Quick Read	Spooked into a Stampede (2.18.3) Our School Garden (2.18.4)
Quick Check	Bicycles (2.19.1)
Quick Write	<i>Old people can ride racing bicycles.</i>
New Skill	syllables v/cv
New Book	Venus and Earth

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *show, different, another, grow, old*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *show, different, another, grow, old*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *around*.
- Hold up the *around* word card for the students to see.
- Have them read the word together.
- Have them write *around* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Spooked into a Stampede* and *Our School Garden*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Bicycles*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Bicycles* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What are penny-farthings?

What can people put on their bicycles to help them carry things?

What sort of bicycle do people use to do tricks?

What are people on stationary bicycles doing?

Inferential

Can you describe the differences between old-fashioned and modern bicycles?

Why do people get fit riding bicycles?

What equipment do you need to ride a bicycle?

Why do some people use bicycles to help them do their job?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Old people can ride racing bicycles.
- Remind the students that they know how to spell *old*, *people*, and *can*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *ride* and *racing*. Revise the soft *c* sound and dropping *e* before adding *ing* in *racing* if necessary.
- Tell the students that they know the letter combinations they need to write for the three-syllable words *bicycles*. Revise breaking words into syllables to help with spelling by having the students clap the three syllables before they start to write.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *old*, *people*, or *can*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn more about breaking words into syllables to help them as they read. Remind them that syllables are parts of words that when joined together make up a word.
- Tell the students that today they are going to learn how to break words with two syllables when there is a single consonant surrounded by two vowels. The most common way to break these words is before the consonant. The vowel sound in the first syllable is long.
- Write *pilot* on the board. Read the word to the students.
- Tell them the way to break this word into syllables is to spot and dot the vowel and break the word after the vowel – *pi/lot*.
- Write *human* and *hu/man* on the board. Spot and dot the vowel, then read the word to the students. Point to the two syllables.
- Write *later* on the board. Invite a volunteer to spot and dot the vowel, break the word into syllables with a forward slash and read the word – *la/ter*.
- Write *lazy, bacon, agent, secret, spider, total, open, student, unit*, on the board.
- Invite volunteers to choose a word, spot and dot the vowel, break the word into syllables, and then read the word.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Venus and Earth*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you some things about Earth and the planet Venus.*
- Discuss the cover photo. Tell the students that this is a photo of the planet Venus. Venus is a planet that is closer to the sun than Earth. It is hotter than Earth and scientists haven't found any life there so far.
- Have the students turn to the title page and look at the photo. Tell them that this is a photo of Mauna Loa which is a volcano on the island of Hawaii. Mauna Loa is the widest volcano on Earth.
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Both Earth and Venus are planets in our solar system. They both orbit our sun. Orbit means go around. They both rotate as they orbit. Rotate means spin. Scientists send space probes to Venus to take photos of the planet. They cannot take photos from space because Venus is surrounded by cloud. Earth and Venus both have mountains, volcanoes and plains. Everest is the highest mountain on Earth. Venus and Earth both have craters. Craters are big dents or holes. Craters on Earth are made by volcanoes erupting. Scientists think that the craters on Venus were made by meteors hitting Venus. Meteors are big rocks that are in space.*

- Discuss the glossary on page 12 to reinforce vocabulary.
 - Tell the students that there are some two-syllable words in the book with a single consonant surrounded by two vowels. The students should use what they know about breaking these words into syllables to help them as they read.
 - Tell them also that the new word *around* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *around* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 2 and find and read the two-syllable words with the single consonant surrounded by two vowels. They should find *Venus*, *rotate*, and *solar*.
 - Have students turn to page 8 and find and read the two-syllable words with the single consonant surrounded by two vowels. They should find *Venus* and *open*.
 - Have the students go through the book looking for *around* and rereading the sentences with *around* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Venus and Earth* again.
- Read and re-read *Venus and Earth* using the audio and/or e - version.
- Re-read *Spooked into a Stampede*, *Our School Garden*, and *Bicycles*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Bicycles
Intervention Level: 2. 19. 1
Word count: 295
New skill: syllables c+le
New high-frequency word: old

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

People have been riding bicycles for a very long time.

Bicycles have always had wheels.

They have always had pedals. They have always had handlebars.

They have always had a seat, that some people call a saddle.

But bicycles have not always had brakes and gears.

4/5

Old-Fashioned Bicycles

Old-fashioned bicycles were very simple.

They did not have brakes and gears.

Some had one big wheel and one little wheel.

People call these bicycles penny-farthings.

Some old-fashioned cycles had three wheels.

People call these, tricycles.

Some old-fashioned tricycles were as big as bicycles with two wheels.

Some old-fashioned cycles had one wheel.

People call these unicycles.

You can still see people riding penny-farthings and unicycles, today.

6/7

Bicycles for Work

Some people use bicycles to help them with their work.

They use bicycles to carry things.

They fix a basket or a tray onto the bicycle.

Some of these cycles have two wheels.

Some of them have three wheels.

Some people put seats on the back.

They carry people around in the seats.

8/9

Bicycles for Fun

Some people use bicycles for fun.

These bicycles have gears and brakes.

Some of these bicycles are little so people are able to do tricks on them.

They go up and down ramps. They jump in the air. *211

Sometimes, they take a tumble.

Some people have fun racing down the street.

Some people have fun riding in the water.

10/11

Bicycles for Speed and Fitness

Some people have bicycles that are made for racing.

These bicycles are able to go very fast when people pedal fast.

Some people race these bicycles on the road.

Some people race on a track.

Some people pedal fast and go nowhere.

They are riding stationary bicycles.

They are going nowhere, but they are getting fit.

Comprehension Questions

Literal

What are penny-farthings?

What can people put on their bicycles to help them carry things?

What sort of bicycle do people use to do tricks?

What are people on stationary bicycles doing?

Inferential

Can you describe the differences between old-fashioned and modern bicycles?

Why do people get fit riding bicycles?

What equipment do you need to ride a bicycle?

Why do some people use bicycles to help them do their job?

Data Point Sheet

Bicycles

Name:

Date:

Word Count 211 Level 19 Set 2

Number of Errors	<input type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 27 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input type="text"/>	29+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input type="text"/>	<table border="1"> <tr> <td>Self Correction Rate Ratio</td> <td>$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 - 1:6</td> <td>good</td> </tr> <tr> <td>1:7 +</td> <td>needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input type="text"/>								
<i>Brown</i> words accessible from content or context	<input type="text"/>								

Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Camels of the Desert

Level: 2.19.3 Word Count: 298

Quick Quiz	Reading: <i>different, another, grow, old, around</i> Spelling: <i>different, another, grow, old, around</i>
New High-Frequency Word	through
Quick Read	Our School Garden (2.18.4) Bicycles (2.19.1)
Quick Check	Venus and Earth (2.19.2)
Quick Write	<i>Venus and Earth both go around, or orbit, the sun.</i>
New Skill	syllables vc/v
New Book	Camels of the Desert

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *different, another, grow, old, around*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *different, another, grow, old, around*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *through*.
- Hold up the *through* word card for the students to see.
- Have them read the word together.
- Have them write *through* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Our School Garden* and *Bicycles*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Venus and Earth*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Venus and Earth* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

Which planet takes longer to orbit the sun, Earth or Venus?

Why is there no water on Venus?

What is the name of the highest mountain on Venus?

Where are many of the volcanoes on Venus?

Inferential

What is the biggest difference between Earth and Venus?

Could people live on Venus? Why or why not?

What can you say about the mountains on Venus compared to Earth's mountains?

Do you think meteors could have made the craters on Earth? Why or why not?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Venus and Earth both go around, or orbit, the sun.
- Remind the students that they know how to spell *go*, *around*, and *the*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *both*, *orbit*, *Earth*, *sun*, and *or*. Revise the *th* ending on *both* and *Earth* if necessary.
- Tell the students that they know the letter combinations they need to write for *Venus*. Revise breaking words into syllables to help with spelling if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation. Explain that they need to put commas after *around* and *orbit*.
- Work with individual students as necessary.
- If the students have trouble with *go*, *around*, or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that yesterday they learned to break words that had a single vowel surrounded by two consonants. They learned to break the word after the vowel and that the vowel made the long sound.
- Tell the students that that rule works most of the time but not always. If they try to break a word that way and it doesn't make a word they know, they need to break the word after the consonant following the vowel. Then the first-syllable vowel will have a short sound.
- Write *habit* on the board.
- Tell the students the way to break this word into syllables is to spot and dot the vowel and read the word as if the first syllable had the long / a / sound – *haybit*. If this doesn't make sense, they should say the word using the short / a / sound – *habit*. The syllable break will then look like this – *hab/it*.
- Write *melon* on the board. Spot and dot the vowel, then read the word to the students. Point to the two syllables – *mel/on*.
- Write *pedal* on the board. Invite a volunteer to spot and dot the vowel, break the word into syllables with a forward slash and read the word – *ped/al*.
- Write *never, travel, seven, lemon, river, finish, body, novel, study*, on the board.
- Invite volunteers to choose a word, spot and dot the vowel, break the word into syllables, and then read the word.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Camels of the Desert*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you some things about camels and how they have adapted so that they can live in the desert.*
- Discuss the cover photo. Tell the students that people who live in the desert use camels to get around.
- Have the students turn to the title page and look at the photo. What more can they say about camels from looking at this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Camels can travel long distances through the desert. Camels have pads on their knees. The pads protect the camels' knees and keep the camels comfortable when they're lying down. Camels have eyelids just like people, but they also have a lower eyelid on the bottom of their eye. They also have a third eyelid that they can close in a sandstorm.*

- Discuss the index on page 12. What information will the students find on page 2?
 - Tell the students that there are some two-syllable words in the book with a single consonant surrounded by two vowels. The students should use what they know about breaking these words into syllables to help them as they read.
 - Tell them also that the new word *through* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *through* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 2 and find and read the two-syllable words with the single consonant surrounded by two vowels. They should find *camels*, *ever*, *desert*, *timid*, *body*, and *travel*.
 - Have students turn to page 4 and find and read the two-syllable words with the single consonant surrounded by two vowels. They should find *camels* and *desert*. They may also identify *protect*, which has the alternate pronunciation.
 - Have the students go through the book looking for *through* and rereading the sentences with *though* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Camels of the Desert* again.
- Read and re-read *Camels of the Desert* using the audio and/or e - version.
- Re-read *Our School Garden*, *Bicycles*, and *Venus and Earth*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Venus and Earth

Intervention Level: 2.19.2

Word count: 294

New skill: syllables v/cv

New high-frequency word: around

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Earth and Venus are planets. They are around the same size.

They are in our solar system. Planets in our solar system orbit our sun.

They spin, or rotate, as they orbit.

It takes Earth 365 days to orbit the sun.

Venus is nearer the sun, so it takes less time for Venus

to complete one orbit.

It takes Venus 225 Earth days to orbit the sun.

4/5

What Venus Looks Like

It is hard for scientists to see what Venus looks like because there is

thick cloud around Venus all the time.

Scientists know what Venus looks like

because space probes land on Venus and send back photos.

Some things about Venus are like Earth and some things are different.

Water covers around 70% of Earth. There is no water on Venus.

Venus is too hot and water would boil away.

6/7

Mountains

There are mountains on Earth and on Venus.

The highest mountain on Earth

is Mt Everest. Mt Everest is around eight kilometres high.

The highest mountain on Venus is called
Maxwell Montes. Maxwell Montes is around
two kilometres higher than Mt Everest.

8/9

Volcanoes

There are volcanoes on Earth and on Venus.

There are wide-open plains on Venus.

65% of Venus is wide-open plains. *205

There are many volcanoes on these plains.

Maat Mons is the highest volcano on Venus.

Maat Mons is around the same height as Mt Everest.

Some of the volcanoes on Venus are very wide.

They can be up to 240 kilometres across.

The widest volcano on Earth is Mauna Loa.

Mauna Loa is around 200 kilometres wide.

10/11

Craters

There are craters on Earth and on Venus.

Some of the craters on Venus are very big.

Scientists think big rocks from space,
called meteors, hit Venus and made the craters.

Comprehension Questions

Literal

Which planet takes longer to orbit the sun, Earth or Venus?

Why is there no water on Venus?

What is the name of the highest mountain on Venus?

Where are many of the volcanoes on Venus?

Inferential

What is the biggest difference between Earth and Venus?

Could people live on Venus? Why or why not?

What can you say about the mountains on Venus compared to Earth's mountains?

Do you think meteors could have made the craters on Earth? Why or why not?

Data Point Sheet

Venus and Earth

Name: _____

Date: _____

Word Count 205 **Level 19 Set 2**

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 10 errors	text is easy 95% - 100%
Type of Error		11 - 26 errors	text is instructional 87% - 94%
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	27+ errors	text is difficult 86% or lower
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



At the Rodeo

Level: 2.19.4 Word Count: 295

Quick Quiz	Reading: <i>another, grow, old, around, through</i> Spelling: <i>another, grow, old, around, through</i>
New High-Frequency Word	between
Quick Read	Bicycles (2.19.1) Venus and Earth (2.19.2)
Quick Check	Camels of the Desert (2.19.3)
Quick Write	<i>Camels have pads on their feet to help them move through the desert sand.</i>
New Skill	syllables v/v
New Book	At the Rodeo

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *another, grow, old, around, through*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *another, grow, old, around, through*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *between*.
- Hold up the *between* word card for the students to see.
- Have them read the word together.
- Have them write *between* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Bicycles* and *Venus and Earth*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Camels of the Desert*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Camels of the Desert* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

How do camels' coats help them in the desert?

How do camels' feet help them in the desert?

What else are camels besides being tame?

What on camels' ears and noses help them in the desert?

Inferential

Why do you think desert dwellers cover all their bodies with clothes?

Could people live in the desert without camels? Why or why not?

Could horses do the same job as camels in the desert? Why or why not?

What was the most interesting fact you learned from reading this book?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Camels have pads on their feet to help them move through the desert sand.
- Remind the students that they know how to spell *have, on, their, to, them, help, move, and through*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *pads* and *sand*.
- Tell the students that they know the letter combinations they need to write for *camels* and *desert*. Revise breaking words into syllables to help with spelling if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *have, on, their, to, them, help, move, or through*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that they now know how to break words in lots of ways. There is one more thing to learn and it is something that doesn't come up too often but its useful to know.
- Tell the students that they know lots of words where there are two vowels together that make just one sound.
- Write *boat, feet, leaf, loud, round, and people* on the board.
- Have the students read the words.
- Explain that there are some words that have two vowels together, where you have to divide the word between the vowels.
- Write *lion* on the board. Spot and dot the two vowels that are together, draw a back slash between the vowels and then read the word to the students. Point to the two syllables – *li/on*
- Write *piano* on the board. Spot and dot the two vowels that are together, draw a back slash between the vowels and between the second and third syllables, then read the word to the students. Point to the syllables – *pi/an/o*, then read the word to the students.
- Write *neon, duet, poet, create, diet, fuel, boa, quiet, react, real, dial, cruel*, on the board.
- Invite volunteers to choose a word, spot and dot the vowel, break the word into syllables, and then read the word.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *At the Rodeo*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you about some of the events at a rodeo.*
- Discuss the cover photo. Tell the students that this cowboy is riding a bull. Bull-riding is a rodeo event.
- Have the students turn to the title page and look at the photo. What more can they say about rodeos from looking at this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Some cowboys wrestle steers at rodeos. Steers are cattle. They look like bulls. Cowboys use ropes called lariats in some rodeo events. Barrel racing is another rodeo event that people can compete in. Some rodeos only let women and girls compete in barrel-racing events. A bronc is a horse that hasn't been broken in. When you break in a horse, you tame it and teach it to have a saddle and a rider on its back. Bronc riders see if they can stay on the horse for eight seconds.*

- Tell the students that there are some words in this book with double vowels that they will have to break into two to help them as they read.
 - Tell them also that the new word *between* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *between* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 2 and find and read the words with the double vowels. They should find *rodeo* and *ideal*.
 - Have students turn to page 10 and find and read the words with the double vowels. They should find *quiet* and *ruin*. They may also identify *eight*, but the rule does not apply to this word.
 - Have the students go through the book looking for *between* and rereading the sentences with *between* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *At the Rodeo* again.
- Read and re-read *At the Rodeo* using the audio and/or e - version.
- Re-read *Bicycles, Venus and Earth, and Camels of the Desert*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Camels of the Desert
Intervention Level: 2.19.3
Word count: 298
New skill: syllables vc/v
New high-frequency word: through

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Have you ever seen camels walking through the desert

with people and bags on their backs?

You may think that these animals are tame and timid.

They are, but they can also be mean.

Camel owners train their camels to travel long distances

through the desert each day.

But camels also have body parts that can cope with the heat and sand.

4/5

Coats and Pads

Camels have wool coats. The wool keeps them cool by day.

The wool keeps them warm at night when it is very cold in the desert.

Camels have hard pads on their chest and their legs.

The pads look as if the hair has worn through, but this is not so.

The pads protect camels when they kneel down.

The pads keep camels comfortable when they are lying down on the hot sand.

6/7

Feet

Camels have two toes on each foot. Each toe has a hoof on the front.

Camels do not have heels.

They have a soft, fatty pad on the bottom of their feet.

This pad helps camels walk through the sand.

8/9

Eyes

Camels have an upper and a lower eyelid.

Each of these eyelids has a row of very long eyelashes.

The two eyelids and the long eyelashes

keep the sand out of the camels' eyes. *214

Camels also have a very thin third eyelid.

Camels use this third eyelid to brush away sand.

In a sandstorm, camels can close

this third eyelid so no sand can get through.

10/11

Ears and Noses

Camels have two small round ears on the back of their heads.

These ears have hair inside as well as outside.

The hair keeps the sand out of the camels' ears.

Camels' noses have hair on the inside, too.

The hair stops the sand going up the camels' nose.

Comprehension Questions

Literal

How do camels' coats help them in the desert?

How do camels' feet help them in the desert?

What else are camels besides being tame?

What on camels' ears and noses help them in the desert?

Inferential

Why do you think desert dwellers cover all their bodies with clothes?

Could people live in the desert without camels?

Why or why not?

Could horses do the same job as camels in the desert? Why or why not?

What was the most interesting fact you learned from reading this book?

Data Point Sheet

Camels of the Desert

Name:

Date:

Word Count 214 Level 19 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 27 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct	Number correct	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td>7-8 correct / partially correct</td> <td>very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct / partially correct	very good	5-6 correct / partially correct	good	0-4 correct / partially correct	needs help
Comprehension Score										
7-8 correct / partially correct	very good									
5-6 correct / partially correct	good									
0-4 correct / partially correct	needs help									
Number partially correct	Number partially correct									
Number incorrect	Number incorrect									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS® 2006 at or above 60th percentile																
Reads fluently with expression	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency																	
Reads slowly - word by word																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Did You Ever See a Bare Bear?

Level: 2.20.1 Word Count: 302

Quick Quiz	Reading: <i>grow, old, around, through, between</i> Spelling: <i>grow, old, around, through, between</i>
New High-Frequency Word	ever
Quick Read	Venus and Earth (2.19.2) Camels of the Desert (2.19.3)
Quick Check	At the Rodeo (2.19.4)
Quick Write	<i>It will ruin your day if you fall between two steers at a rodeo.</i>
New Skill	homophones
New Book	Did You Ever See a Bare Bear?

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *grow, old, around, through, between*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *grow, old, around, through, between*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word –*ever*.
- Hold up the *ever* word card for the students to see.
- Have them read the word together.
- Have them write *ever* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Venus and Earth* and *Camels of the Desert*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *At the Rodeo*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *At the Rodeo* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What does the cowboy do in a calf-roping event?

What do the cowboys do in steer-roping events?

Who wins a barrel-racing event?

What do broncs do to get the rider off?

Inferential

Which event do you think is the most exciting? Why?

What skills do cowboys have to have?

Why would a fall ruin a cowboy's day?

What is your opinion of rodeos?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
It will ruin your day if you fall between two steers at a rodeo.
- Remind the students that they know how to spell *it*, *will*, *your*, *you*, *between*, and *at*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *if* and *fall*.
- Tell the students that they know the letter combinations they need to write for *ruin* and *rodeo*. Revise breaking words into syllables to help with spelling if necessary.
- Tell the students how to spell *two*.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *it*, *will*, *your*, *you*, *between*, or *at*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that there are some words that have the same sound, but they are spelled differently and have different meanings. These words are called homophones. Knowing about homophones will help them with their reading and writing.
- Write *ate* and *eight* on the board.
- Read the words to the students. Explain the meanings – *ate is the past tense of eat. Eight is a number, it comes between seven and nine.* Use each word in a sentence to show the students the different meanings, for example, *She ate her lunch. There were eight bananas in the bunch. The hippo ate eight cabbages.*
- Write *road, rode, rowed* on the board. Read the words to the students and discuss the different meanings. Invite volunteers to choose a word and use it in a sentence.
- Write *plane and plain, hole and whole, weather and whether,* on the board.
- Invite volunteers to choose a word, say its meaning, and then use it in a sentence.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Did You Ever See a Bare Bear?*
- Read the title to the students. Point out the homophones.
- Set the purpose for reading by saying: *This book uses homophones to pose questions about different animals.*
- Discuss the cover photo. Tell the students that brown bears are never bare. They do not shed all their fur. Their babies are born with fur.
- Have the students turn to the title page and look at the photo. What more can they say about bears from looking at this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *The soles of a bears feet are bare. They do not have fur on them. The word sole also has a homophone - soul. Koalas are not bears even though some people call them koala bears. They are marsupials. Marsupials are animals that have pouches. Kangaroos and wombats are marsupials. Dear has two meanings, dear can mean expensive and also loved. This book uses both those meanings when talking about deer. You may have a hoarse voice when you have a sore throat and a cough. Hoarse means low and raspy. Male humpback whales sing. They make moaning, grunting and squeaking noises when they sing. Scientist think male whales sing to attract a female whale.*
- Read the homophones on page 12 with the students to reinforce the vocabulary. Discuss the meanings of any words that the students are still unfamiliar with.

- Tell the students that there are homophones in this book. The context that they are used in will help the students with the meanings as they read.
 - Tell them also that the new word *ever* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *ever* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 4 and find and read the homophones. They should find *bare* and *bear*.
 - Have students turn to page 6 and find and read the homophones. They should find *deer* and *dear*.
 - Have the students go through the book looking for *ever* and rereading the sentences with *ever* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Did You Ever See a Bare Bear?* again.
- Read and re-read *Did You Ever See a Bare Bear?* using the audio and/or e - version.
- Re-read *Venus and Earth*, *Camels of the Desert*, and *At the Rodeo*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: At the Rodeo

Intervention Level: 2. 19.4

Word count: 295

New skill: syllables v/v

New high-frequency word: between

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Going to a rodeo is an ideal way to spend a day.

There are different events for people to watch at a rodeo.

There are horse and bull-riding events.

There are cattle-roping events. Some cowboys even wrestle steers!

4/5

Calf Roping

Calf roping is one of the oldest rodeo events.

A cowboy on a horse chases a calf.

The cowboy has a rope called a lariat.

The cowboy throws the lariat around the calf's neck.

When the lariat is around the calf's neck, the cowboy jumps off his horse.

He throws the calf to the ground and ties three of its feet together.

The cowboy with the best time wins.

6/7

Steer Roping

Sometimes, cowboys rope steers instead of calves.

There can be two cowboys or cowgirls on a steer-roping team.

They get the steer between the two horses.

One rider ropes the steer's horns with a lariat.

The other rider ropes the steer's two back legs.

They pull the steer between them so it lays down.

8/9

Barrel Racing

In a barrel-racing event, the horse and rider gallop between barrels.

They see how quickly they can ride between the barrels

without knocking them over.

The horse and the rider have to react quickly to make the turns

between the barrels. *210

The horse and rider with the best time wins.

In some rodeos, only women and girls compete in the barrel-racing event.

10/11

Bronc Riding

In a bronc-riding event, the horse, called a bronc, tries to throw off the rider.

These horses are not quiet! They buck and kick!

The rider can sit on a saddle or sit right on the horse's back.

They try to stay on the horse for eight seconds.

A fall can ruin a cowboy's day!

12

Some cowboys ride bulls instead of horses!

Comprehension Questions

Literal

What does the cowboy do in a calf-roping event?

What do the cowboys do in steer-roping events?

Who wins a barrel-racing event?

What do broncs do to get the rider off?

Inferential

Which event do you think is the most exciting?

Why?

What skills do cowboys have to have?

Why would a fall ruin a cowboy's day?

What is your opinion of rodeos?

Data Point Sheet

At the Rodeo

Name:

Date:

Word Count 210 Level 19 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 27 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/ partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/ partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/ partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/ partially correct	very good	5-6 correct/ partially correct	good	0-4 correct/ partially correct	needs help
Comprehension Score										
7-8 correct/ partially correct	very good									
5-6 correct/ partially correct	good									
0-4 correct/ partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Can a Fly Fly?

Level: 2.20.2 Word Count: 305

Quick Quiz	Reading: <i>old, around, through, between, ever</i> Spelling: <i>old, around, through, between, ever</i>
New High-Frequency Word	mean
Quick Read	Camels of the Desert (2.19.3) At the Rodeo (2.19.4)
Quick Check	Did You Ever See a Bare Bear? (2.20.1)
Quick Write	<i>Can a bare bear ever run faster than a hoarse horse?</i>
New Skill	homographs
New Book	Can a Fly, Fly?

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *old, around, through, between, ever*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *old, around, through, between, ever*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *mean*.
- Hold up the *mean* word card for the students to see.
- Have them read the word together.
- Have them write *mean* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Camels of the Desert* and *At the Rodeo*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Did You Ever See a Bare Bear?*
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Did You Ever See a Bare Bear?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What parts of a bear's body are bare?

When can horses get hoarse?

When would you not say, What a dear little deer.?

What do horses feel when they have the flu?

Inferential

Why do you think the author wrote this book?

If you were hoarse, how would people know?

What does horse around mean?

Can you think of a sentence using the words mail and male?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Can a bare bear ever run faster than a hoarse horse?
- Remind the students that they know how to spell *can*, *ever*, and *than*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *run* and *faster*.
- Tell the students that they know the letter combinations they need to write for *bare*, *bear*, *hoarse*, and *horse*. Remind them to use the context to help with spelling.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *can*, *ever*, or *than*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that in the last lesson they learned about some words that have the same sound, but they are spelled differently and have different meanings. These words are called homophones. Today they are going to learn about words that have the same spelling and the same sound, but have different meanings. These words are called homographs.
- Write *bark* and *bark* on the board.
- Read the words to the students. Explain the meanings – *bark is the noise a dog makes. Bark is what a tree trunk is covered with.* Use each word in a sentence to show the students the different meanings, for example, *The big dog had a deep bark. This tree has rough bark on its trunk.*
- Write *light*, *light*, and *light*, on the board. Read the words to the students and discuss the different meanings. *light – not dark, light – not heavy, light – something you have in your house that you turn on when it's dark.* Invite volunteers to choose one of the words and use it in a sentence.
- Write *lap* and *lap*, *bat* and *bat*, *bank* and *bank*, on the board.
- Invite volunteers to choose a word, say two meanings for it, and then use it in a sentence.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Can a Fly, Fly?*.
- Read the title to the students. Point out the homographs.
- Set the purpose for reading by saying: *This book uses homographs to tell you about some of the crazy and weird things that some insects and animals do.*
- Discuss the cover photo. Tell the students that flies can fly.
- Have the students turn to the title page and look at the photo. Tell the students that this insect is a snakefly. Snakeflies can do a very weird thing that they will read about in the book.
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *There are flies called scorpionflies. Scorpions are types of spiders that sting really badly. Yaks are big animals that the people of Tibet keep. To yak means to talk a lot or to chatter.*
- Read the homographs on page 12 with the students to reinforce the vocabulary. Discuss the meanings of any words that the students are still unfamiliar with.

- Tell the students that there are homographs in this book. The context that they are used in will help the students with the meaning as they read.
 - Tell them also that the new word *mean* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *mean* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 8 and find and read the homographs. They should find *duck* and *duck*.
 - Have students turn to page 6 and find and read the homophones. They should find *yak* and *yak*.
 - Have the students go through the book looking for *mean* and rereading the sentences with *mean* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Can a Fly, Fly?* again.
- Read and re-read *Can a Fly, Fly?* using the audio and/or e - version.
- Re-read *Camels of the Desert*, *At the Rodeo*, and *Did You Ever See a Bare Bear?*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Did You Ever See a Bare Bear?

Intervention Level: 2.20.1

Word count: 302

New skill: **homophones**

New high-frequency word: **ever**

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Did You Ever See a Bare Bear? No. Bears aren't bare.

Bears, like grizzlies and polar bears, are covered with fur.

Black and white giant pandas are also covered with fur.

Even bear babies are born with fur. But parts of bears are bare.

Bears have no fur on the soles of their feet.

The soles of bears' feet are bare.

4/5

Some people call koalas, bears,

because they look like little bears.

But koalas aren't bears. They're marsupials.

Marsupials are animals that have pouches.

Koalas have fur, but their babies are born bare.

The baby lives in its mother's pouch when it is very young.

It grows fur in its mother's pouch.

6/7

Did You Ever See a Dear Deer?

If you want to buy a deer, it will cost you more money

than a dog or a cat. It will be dearer.

If you see a little deer by the side of the road, you may say,

“What a dear little deer.”

But you won't say that if you come across a big brown stag!

8/9

Did You Ever Hear a Hoarse Horse?

You may be a little hoarse when you have the flu.

But did you know that horses can also catch the flu? *204

When a horse catches the flu, it has a fever, and it doesn't eat.

Its joints may ache, and it has a deep, hoarse cough.

You don't want to horse around with a hoarse horse that has the flu.

10/11

Did You Ever Hear a Whale Wail?

Humpback whales talk to each other.

They make a moaning sound when they talk.

Other whales can hear the moans from a long way away.

Male humpback whales also sing.

They sing many different songs.

They squeak and grunt. Maybe they wail.

Scientists think whales sing their songs to attract a mate.

Comprehension Questions

Literal

What parts of a bear's body are bare?

When can horses get hoarse?

When would you not say, What a dear little deer.?

What do horses feel when they have the flu?

Inferential

Why do you think the author wrote this book?

If you were hoarse, how would people know?

What does horse around mean?

Can you think of a sentence using the words mail and male?

Data Point Sheet

Did You Ever See a Bare Bear?

Name:

Date:

Word Count 204 Level 20 Set 2

Number of Errors	<input type="text"/>	0 - 10 errors	text is easy 95% - 100%
Type of Error		11 - 26 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input type="text"/>	27+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input type="text"/>		
<i>Blue</i> new high-frequency words	<input type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input type="text"/>		
<i>Brown</i> words accessible from content or context	<input type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Tears and Tears

Level: 2.20.3 Word Count: 306

Quick Quiz	Reading: <i>around, through, between, ever, mean</i> Spelling: <i>around, through, between, ever, mean</i>
New High-Frequency Word	answer
Quick Read	At the Rodeo (2.19.4) Did You Ever See a Bare Bear? (2.20.1)
Quick Check	Can a Fly, Fly? (2.20.2)
Quick Write	<i>Did a mean yak ever fly into the water and duck under a wave?</i>
New Skill	heteronyms
New Book	Tears and Tears

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *around, through, between, ever, mean*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *around, through, between, ever, mean*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *answer*.
- Hold up the *answer* word card for the students to see.
- Have them read the word together.
- Have them write *answer* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *At the Rodeo* and *Did You Ever See a Bare Bear?*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Can a Fly, Fly?*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Can a Fly, Fly?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What do houseflies do that's odd?

What weird thing do snakeflies do?

What does a male scorpionfly do that's smart?

What do ducks do that's crazy?

Inferential

What do you think is the weirdest fact in this book? Why?

What makes yaks useful?

What other things do you know that fly?

Can you visualize two people yakking? Describe what you see.

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Did a mean yak ever fly into the water and duck under a wave?
- Remind the students that they know how to spell *ever*, *and*, *the*, *mean*, *water*, and *into*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *did*, *under*, and *wave*.
- Tell the students that they know the letter combinations they need to write for *yak*, *fly*, and *duck*.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *ever*, *and*, *the*, *mean*, *water*, or *into*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that in the last lessons they learned about homophones and homographs. Today they are going to learn about words that have the same spelling but are pronounced differently depending on the meaning. These words are called heteronyms.
- Write *close* and *close* on the board.

- Read the words to the students. Explain the meanings – *close means near. Close means to shut something.* Use each word in a sentence to show the students the different pronunciation and meaning, for example, *People sit close to one another on buses. The driver has to close the door before he starts the bus.*
- Write *object* and *object*, on the board. Read the words to the students. Explain that some heteronyms have two syllables. You stress a different syllable to change the meaning. Discuss the different meanings. First syllable stressed, *object – a thing.* Second syllable stressed, *object – protest.* Invite volunteers to choose one of the words and use it in a sentence.
- Write *read* and *read*, *lead* and *lead*, *sow* and *sow*, *record* and *record*, on the board.
- Invite volunteers to choose a word, read it, say what it means, and then use it in a sentence.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Tears and Tears.*
- Read the title to the students. Point out the different pronunciation of the two words and explain what each word means. Tears come from your eyes when you cry. Tears are what you get in your clothes when you catch them on something sharp.
- Set the purpose for reading by saying: *This book uses heteronyms to tell the different meanings of words.*
- Discuss the cover photo. This man is crying. Can they see the tears?
- Have the students turn to the title page and look at the photo. What does this photo tell them about the word spelled t-e-a-r?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *When tears run slowly down your cheek, you say they trickle down your cheek. People who use bows and arrows are called archers. Archers shoot at a target. The middle of the target is called the bullseye. People who perform on stage often take a bow after the performance. When something is very, very small, you say it's minute. A grain of sand is minute.*
- Read the heteronyms on page 12 with the students to reinforce the vocabulary. Discuss the meanings of any words that the students are still unfamiliar with.
- Tell the students that there are heteronyms in this book. The context that they are used in will help the students with the meaning as they read.

- Tell them also that the new word *answer* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *answer* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 2 and find and read the heteronyms. They should find *tear* and *tear*.
 - Have students turn to page 10 and find and read the heteronyms. They should find *minute* and *minute*.
 - Have the students go through the book looking for *answer* and rereading the sentences with *answer* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Tears and Tears* again.
- Read and re-read *Tears and Tears* using the audio and/or e - version.
- Re-read *At the Rodeo*, *Did You Ever See a Bare Bear?*, and *Can a Fly, Fly?*
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Can a Fly, Fly?

Intervention Level: 2.20.2

Word count: 305

New skill: homographs

New high-frequency word: mean

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Can a Fly, Fly? Yes, flies can fly.

Did you know that the flies you see

around your house have only two wings?

Most insects have four wings.

Houseflies beat their wings 200 times a second when they fly.

That's fast!

Did you know that houseflies taste with their feet?

That's odd!

4/5

Did you ever hear of a snakefly?

Snakeflies can fly like houseflies, but they have four wings.

Snakeflies can run, too. They can run backwards at full speed.

That's weird!

Did you ever hear of a scorpionfly?

They don't sting like scorpions do.

Female scorpionflies like the males to bring them prey to eat.

Some males pretend to be females to get a free meal.

That's smart!

6/7

Can a Yak, Yak? Yes, yaks can yak.

Do you know what a yak is?

It's an animal that looks like an ox.

People in Tibet keep yaks. They drink yak milk.

They make cheese out of yak milk. They burn yak dung to stay warm.

They use yaks to carry goods. They use yak hair to make clothes.

Do you know what to yak means? To yak means to chatter.

But when a yak yaks, it grunts.

When people yak, they talk too much.

Yakkity yak, yakkity yak, yakkity yak! *209

8/9

Can a Duck, Duck? Yes, ducks can duck.

Did you know that the duck got its name from the verb to duck?

To duck means to bend down low to get under something.

To duck also means to dive.

You can see many ducks feeding by ducking their heads under the water and putting their rear ends in the air.

That's crazy!

10/11

People duck, too.

Surfers duck under the waves as they paddle their surfboards out.

People duck to get out of the way of snowballs.

Ouch! Ouch! OUCH!

That means she didn't duck in time!

Comprehension Questions

Literal

What do houseflies do that's odd?

What weird thing do snakeflies do?

What does a male scorpionfly do that's smart?

What do ducks do that's crazy?

Inferential

What do you think is the weirdest fact in this book?

Why?

What makes yaks useful?

What other things do you know that fly?

Can you visualize two people yakking? Describe what you see.

Data Point Sheet

Can a Fly Fly?

Name:

Date:

Word Count 209 Level 20 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 27 errors	text is instructional 87% - 94%
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



From Polar Blast to Heat Wave

Level: 2.20.4 Word Count: 306

Quick Quiz	Reading: <i>through, between, ever, mean, answer</i> Spelling: <i>through, between, ever, mean, answer</i>
New High-Frequency Word	few
Quick Read	Did You Ever See a Bare Bear? (2.20.1) Can a Fly, Fly? (2.20.2)
Quick Check	Tears and Tears (2.20.3)
Quick Write	Answer this. Will a tear in your jeans bring a tear to your eye?
New Skill	shades of meaning
New Book	From Polar Blast to Heat Wave

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *through, between, ever, mean, answer*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *through, between, ever, mean, answer*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *few*.
- Hold up the *few* word card for the students to see.
- Have them read the word together.
- Have them write *few* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Did You Ever See a Bare Bear?* and *Can a Fly, Fly?*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Tears and Tears*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Tears and Tears* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What is the front of a ship called?*
- When bow rhymes with no, what can it be?*
- What does an hour have 60 of?*
- What can people use to play a string instrument?*

Inferential

- What did you learn from reading this book?*
- Can you use read and read in a sentence when one rhymes with red?*
- What is the author's purpose for writing this book?*
- What are the differences between a mechanical clock and a digital clock?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
Answer this. Will a tear in your jeans bring a tear to your eye?
- Remind the students that they know how to spell *answer, this, will, in, your,* and *to*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *jeans* and *bring*.
- Tell the students that they know the letter combinations they need to write for *tear* and *tear*.
- Tell the students how to spell *eye*.
- Dictate the sentences again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *answer, this, will, in, your,* or *to*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that in the last lessons they've learned words with different spellings, meanings and pronunciations. Today they are going to learn about some words that have very similar meanings. There is just a shade difference between the meaning.
- Write *cold* and *chilly* on the board.

- Read the words to the students. Explain that both the word mean *cold*, but *chilly* is not quite as *cold* as *cold*. Use the words in a sentence, for example – *The weather was chilly, but the temperature dropped and it got cold.*
- Write *quick and swift*, on the board. Read the words to the students. Explain that both words mean *fast* but *swift* is a shade faster than *quick*. Invite a volunteer to use each word in a sentence.
- Write *near by* and *next to*, *big* and *enormous*, *little* and *minute*, on the board.
- Invite volunteers to choose words, read them, and then use them in a sentence to show the slight difference in meaning.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *From Polar Blast to Heat Wave*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book is like a weather forecast. It tells what the weather is going to be like in certain places.*
- Discuss the cover photo. Tell the students that in this picture it is very cold. It's the polar blast part of the title.
- Have the students turn to the title page and look at the photo. What are the people doing? Where are they? What does this photo tell them about the weather? What part of the title is it describing.
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *A polar blast is extremely cold weather. Polar blasts bring wintery weather. The temperature gets well below freezing. The wind can be extremely cold. When it blows and snows you call it a blizzard. The wind chill makes air feel colder than it really is. The wind chill measures how cold the temperature feels on your skin. Forecasters call this the wind-chill factor. You need to wear plenty of clothes when the temperature is below freezing level. You can get badly sunburnt in blisteringly hot weather. Balmy means mild. When it is sizzling hot, you swelter. Swelter means that you suffer because it is too hot. Humidity is the amount of moisture in the air.*
- Discuss the table on page 12 with the students to reinforce the vocabulary. Discuss the meanings of any words that the students are still unfamiliar with.
- You may also want to discuss the meanings of the following:
 - polar* – coming from the north or south poles
 - humidity* – the amount of moisture in the air
 - wind chill* – how cold the temperature feels on your skin
 - balmy* – mild
 - swelter* – suffer because it is too hot.

- Tell the students that there are many words with just a little shade of meaning in this book. The context that they are used in will help the students with the meaning as they read.
 - Tell them also that the new word *few* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *few* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 2 and find and read the words with similar meanings. They should find *polar blast*, *wintery*, *extremely cold*, *frosty*, *freezing*, and *frozen*.
 - Have students turn to page 6 and find and read the words with similar meanings. They should find *heat wave*, *extremely hot*, *sizzling*, *warm*, *balmy*, and *swelter*.
 - Have the students go through the book looking for *few* and rereading the sentences with *few* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *From Polar Blast to Heat Wave* again.
- Read and re-read *From Polar Blast to Heat Wave* using the audio and/or e - version.
- Re-read *Did You Ever See a Bare Bear?*, *Can a Fly, Fly?*, and *Tears and Tears*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Tears and Tears
Intervention Level: 2.20.3
Word count: 306
New skill: heteronyms
New high-frequency word: answer

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

When you rip your clothes, you tear them.

Tear rhymes with air.

When you cry, tears come into your eyes.

They spill out and trickle down your cheeks.

Tear rhymes with ear.

4/5

When it rhymes with no, what is a bow?

The answer is a bow on a gift.

When it rhymes with no, what is a bow?

The answer is a bow in your hair.

When it rhymes with no, what is a bow?

The answer is a bow tie.

When it rhymes with no, what is a bow?

The answer is a bow that is used
with a string instrument to make the sound.

When it rhymes with no, what is a bow?

The answer is a bow that is used
with an arrow to shoot at a target.

6/7

When it rhymes with cow,
a bow is what you take after a performance.

When it rhymes with cow,
a bow is what you do to show respect.

When it rhymes with cow,
a bow is what you do before a karate match.

When it rhymes with cow,
a bow is what you do when you pray.

When it rhymes with cow,
a bow is the front of a ship. *201

8/9

Clocks and watches have an hour hand and a minute hand.
Some clocks and watches have a second hand.
There are sixty minutes in an hour.
The minute hand travels around the clock once every hour.
The second hand travels around once every minute.
If you have a digital clock or watch,
the minutes flash up every minute.

10/11

Some people use an hourglass to measure a minute.
An hourglass has sand in one end.
You tip up the hourglass and the sand takes a minute to run through.
You cannot count the grains of sand in an hourglass.
They are too tiny. They are minute.

Comprehension Questions

Literal

What is the front of a ship called?

When bow rhymes with no, what can it be?

What does an hour have 60 of?

What can people use to play a string instrument?

Inferential

What did you learn from reading this book?

Can you use read and read in a sentence when one rhymes with red?

What is the author's purpose for writing this book?

What are the differences between a mechanical clock and a digital clock?

Data Point Sheet

Tears and Tears

Name:

Date:

Word Count 201 Level 20 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 10 errors	text is easy 95% - 100%						
Type of Error		11 - 26 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	27+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
7-8 correct/partially correct	very good									
5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level

Quick60 Lesson Plans

Set 2

Intervention Level I9.I – 20.4

Bicycles.....	3
Venus and Earth.....	11
Camels of the Desert.....	19
At the Rodeo.....	27
Did You Ever See a Bare Bear?.....	35
Can a Fly Fly?.....	43
Tears and Tears.....	51
From Polar Blast to Heat Wave.....	59

Permission is given to copy these lesson plans for use with the Quick60 Programme

Lesson Plans Set 2 Levels 19 - 20 © Iversen Publishing

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright owner.

While every care has been taken to trace and acknowledge copyright, the publishers tender their apologies for any accidental infringement where copyright has proved untraceable.

Published by
Iversen Publishing
5 Douglas Alexander Parade
Rosedale
Auckland 0632
New Zealand
www.iversenpublishing.com





Iversen Publishing
Your Literacy Intervention
Specialists

Quick60

Set 2

Intervention Levels 2I.I - 22.4

Lesson Plans
Colour-Coded Check Sheets
Data Point Sheets

Quick60 Lesson Plans,
Colour-Coded Check Sheets
and Data Point Sheets
provide you with
a comprehensive plan
for each book
as well as ongoing formative
and summative assessment.



Quick60 Lesson Plans – Set 2

Intervention Levels 2I.I - 22.4

If you are starting your *Quick60 Programme* at Set 2 Level 21 with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

Lesson 1

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Word – *once*.

Introduce the New Skill – *synonyms*.

Introduce the New Book – *Jack Constructs Buildings*.

Lesson 2

Use the Quick Quiz.

Introduce the New Word – *take*

Use the Quick Check – Colour-Coded Check Sheet for *Jack Constructs Buildings*.

Use the Quick Write.

Revise the New Skill – *synonyms*.

Introduce the New Book – *Machines That Help at a Hospital*.

Lesson 3

Use the Quick Quiz.

Introduce the New Word – *time*.

Use the Quick Read with *Jack Constructs Buildings*.

Use the Quick Check – Colour-Coded Check Sheet for *Machines That Help at a Hospital*.

Use the Quick Write.

Revise the New Skill – *synonyms*.

Introduce the New Book – *The Best Race of My Life*.

Follow the entire lesson plan from Day 4.



Jack Constructs Buildings

Level: 2.21.1 Word Count: 319

Quick Quiz	Reading: <i>between, ever, mean, answer, few</i> Spelling: <i>between, ever, mean, answer, few</i>
New High-Frequency Word	once
Quick Read	Can a Fly, Fly? (2.20.2) Tears and Tears (2.20.3)
Quick Check	From Polar Blast to Heat Wave (2.20.4)
Quick Write	<i>Hot and warm days are gone, and a few really cold days are on the way.</i>
New Skill	synonyms
New Book	Jack Constructs Buildings

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *between, ever, mean, answer, few*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *between, ever, mean, answer, few*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *once*.
- Hold up the *once* word card for the students to see.
- Have them read the word together.
- Have them write *once* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Can a Fly, Fly?* and *Tears and Tears*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *From Polar Blast to Heat Wave*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *From Polar Blast to Heat Wave* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What is the word that means very nearly the same as sizzling?

What does the wind chill do?

What should you do when it is hot and humid?

What is extreme weather?

Inferential

What are some effects of extreme weather?

Can you visualize a weather forecaster reading part of this book? Describe what you see.

What other words could the author have used instead of extremely?

Why does humidity make the temperature feel hotter than it is?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Hot and warm days are gone, and a few really cold days are on the way.
- Remind the students that they know how to spell *and, are, few, really, on,* and *the*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *hot, warm, days, gone, cold, days,* and *way*.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *and, are, few, really, on,* or *the* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn more about words that have the same or very similar meanings. These words are called synonyms.
- Write *hard* on the board.

- Read the word to the students and explain the meaning. Tell them that when something is hard it is firm or stiff. Tell the students that *firm* and *stiff* are synonyms for *hard*. Other words that are synonyms of *hard* are *solid*, *rigid*, and *unbendable*.
- Write *old*, on the board. Read the word to the students. Ask the students what *old* means. Tell them that some synonyms for *old* are *mature*, *elderly*, and *aged*.
- Explain that sometimes one of the words is better in the context than another, sometimes it is just a matter of choice, for example, they could say that a wooden block was hard or solid. They probably would not say it was firm.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Jack Constructs Buildings*.
- Read the title to the students. Tell them that a synonym for constructs would be builds.
- Set the purpose for reading by saying: *This book tells you about a builder named Jack. It tells you about some of the things he does.*
- Discuss the cover photo. Tell the students that Jack is using a tool called a laser level. The laser level ensures that he gets the level right.
- Have the students turn to the title page and look at the photo. What more can they say about what Jack does from looking at this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Jack builds big apartments blocks, skyscrapers, dog kennels, and now he's building a retirement village. Old people will live in the retirement village. People who live in apartments and retirement homes are called residents. They reside or live there. Jack checks his plans often. He knows that if he makes a mistake it will be very expensive or costly. Most builders try to get the roof on their building before winter. They can then work inside if the weather is bad.*
- Read the synonyms on page 12 with the students to reinforce the vocabulary. Discuss the meanings of any words that the students are still unfamiliar with.
- Tell the students that there are many synonyms in this book. The context that they are used in will help the students with the meaning as they read.
- Tell them also that the new word *once* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *once* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Have the students turn to page 6 and find and read the synonyms. They should find *vary, change, altered, and mistake* and *error*.
- Have students turn to page 10 and find and read the synonyms. They should find *close* and *near*.
- Have the students go through the book looking for *once* and rereading the sentences with *once* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Jack Constructs Buildings* again.
- Read and re-read *Jack Constructs Buildings* using the audio and/or e - version.
- Re-read *Can a Fly, Fly?, Tears and Tears, and From Polar Blast to Heat Wave*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: From Polar Blast to Heat Wave

Intervention Level: 2.20.4

Word count: 306

New skill: shades of meaning

New high-frequency word: few

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Forecast – Polar Blast

A polar blast is heading your way and you're in for a few days

of extremely cold weather.

Everyone will have wintery weather.

In some places it'll just be frosty, but in most places it'll be

well below freezing.

There'll be snow everywhere.

Everyone will have hail and frozen rain as well as snow.

Everyone will have extremely cold winds.

Some of these winds could reach gale-force.

Gale-force winds and snow means a few of you will get a blizzard.

4/5

Wind Chill

The wind chill makes it feel colder than it really is.

The wind chill tells you how cold the wind feels on your skin.

Wind can rip the heat out of your body,

so if you have to go outside, be sure that you have on

warm clothes. Put on gloves and a hat.

6/7

Forecast – Heat Wave

The heat wave of the past few days

is going to be here for another week.

This means that everyone will still get extremely hot weather.

The warm, balmy days that we get at this time of year won't be back in the next few days.

It'll be dry and there'll be no clouds in the sky.

The heat will be sizzling.

People who live on the coast will swelter in the hot, humid weather. *219

8/9

Humidity

Humidity is how much moisture is in the air. Humidity makes it feel hotter than it really is.

The higher the humidity, the hotter you will feel.

If you have to go outside, stay where it's cool.

Keep out of the sun, and drink lots of water.

10/11

Extreme Weather

Weather can be anything from extremely hot to extremely cold.

It can be extremely wet or extremely dry.

Most of the time, the weather is not extreme.

But when it is, you have to take extra care.

Comprehension Questions

Literal

What is the word that means very nearly the same as sizzling?

What does the wind chill do?

What should you do when it is hot and humid?

What is extreme weather?

Inferential

What are some effects of extreme weather?

Can you visualize a weather forecaster reading part of this book? Describe what you see.

What other words could the author have used instead of extremely?

Why does humidity make the temperature feel hotter than it is?

Data Point Sheet

From Polar Blast to Heat Wave

Name:

Date:

Word Count 219 Level 20 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 28 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	29+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct / partially correct	very good	5-6 correct / partially correct	good	0-4 correct / partially correct	needs help
Comprehension Score										
7-8 correct / partially correct	very good									
5-6 correct / partially correct	good									
0-4 correct / partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="width: 25%;">February</td> <td style="width: 25%;">July</td> <td style="width: 25%;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Machines That Help at a Hospital

Level: 2.21.2 Word Count: 315

Quick Quiz	Reading: <i>ever, mean, answer, few, once</i> Spelling: <i>ever, mean, answer, few, once</i>
New High-Frequency Word	take
Quick Read	Tears and Tears (2.20.3) From Polar Blast to Heat Wave (2.20.4)
Quick Check	Jack Constructs Buildings (2.21.1)
Quick Write	<i>The residents will be near the beach and close to the post office once they move in.</i>
New Skill	synonyms
New Book	Machines that Help at a Hospital

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *ever, mean, answer, few, once*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *ever, mean, answer, few, once*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *take*.
- Hold up the *take* word card for the students to see.
- Have them read the word together.
- Have them write *take* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Tears and Tears* and *From Polar Blast to Heat Wave*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Jack Constructs Buildings*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Jack Constructs Buildings* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- Why is the retirement village close to a town?*
- What has Jack changed since he began building?*
- Why are Jack and his team working hard to get the roof on each building?*
- Why are the retirement village residents extra lucky?*

Inferential

- What is a retirement village?*
- Why does Jack read the plan often?*
- Why do some people chose to live in retirement villages?*
- What are some of the skills Jack has to have to be a builder?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
The residents will be near the beach and close to the post office once they move in.
- Remind the students that they know how to spell *the, will, near, and, once, they, move,* and *in.*
- Remind the students that they know how to listen for the sounds and write the letters for words like *near, be, beach, close,* and *post.*
- Revise how to break words into syllables to help with spelling *residents* and *office.*
- Tell the students how to spell the *ice* ending of *office.*
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *the, will, near, and, once, they, move,* or *in* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn more synonyms. The more synonyms they know, the better they will understand what they read, and the more interesting their writing will be.
- Write *fat* on the board.
- Invite the students and explain the meaning. Tell the students that some synonyms for *fat* are *chubby*, *plump*, and *overweight*.
- Write *tall*, on the board. Ask the students to read the word and say what it means.
- Write *high*, *big*, *lofty*, and *funny* on the board. Invite a volunteer to read the words and say which ones are synonyms of *tall*.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Machines that Help at a Hospital*.
- Read the title to the students. Tell them that a synonym for help is assist.
- Set the purpose for reading by saying: *This book tells you about some of the machines that you can see at most hospitals.*
- Discuss the cover photo. Tell the students that this machine is a CAT Scanner. It takes pictures of the inside of your body.
- Have the students turn to the title page and look at the photo. Tell them that this photo shows the photos taken by an MRI scanner. A person called a radiologist looks at the photos while the person is lying in the scanner.
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *You should never be frightened of going to the hospital. People at the hospital are there to help you and make you better. Doctors at the hospital diagnose what is wrong with you. Diagnose means find out. X-rays take pictures of your bones. The person who takes your x-ray is called a radiologist. When you have a CAT scan, the radiologist will put the part of your body to be scanned in a tunnel. Then the radiologist takes the photos. The MRI scanner takes the most detailed photos of all. Even though the MRI scanner makes loud noises, you shouldn't be scared of it.*
- Read the synonyms on page 12 with the students to reinforce the vocabulary. Discuss the meanings of any words that the students are still unfamiliar with.
- Tell the students that there are many synonyms in this book. The context that they are used in will help the students with the meaning as they read.
- Tell them also that the new word *take* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *take* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have the students turn to pages 2 and 4 and find and read the synonyms. They should find *help* and *assist*, *sick* and *ill*.
- Have students turn to page 8 and find and read the synonyms. They should find *hurt* and *harm*.
- Have the students go through the book looking for *take* and rereading the sentences with *take* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Machines That Help at a Hospital* again.
- Read and re-read *Machines That Help at a Hospital* using the audio and/or e - version.
- Re-read *Tears and Tears*, *From Polar Blast to Heat Wave*, and *Jack Constructs Buildings*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Jack Constructs Buildings

Intervention Level: 2. 21. 1

Word count: 319

New skill: synonyms

New high-frequency word: once

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Jack is a builder. He loves his work.

His job is to build buildings.

He constructs all kinds of buildings from small buildings to big apartment blocks.

Once, he even built a tall skyscraper.

In his spare time, Jack also builds little things, like dog kennels.

Right now, he and his team are constructing buildings that will be a retirement village.

4/5

The retirement village is near a little town.

This is so that the residents will be close to the things they need.

There are places to buy food and clothes.

There are places to buy books. There are places to eat out.

There is a post office and a library.

The residents who will live here will be extra lucky.

Their retirement village is near the beach.

It is just a short walk from the retirement village to the beach.

6/7

Building began about a month ago,

and Jack has already had to vary the plan once.

He made a change to the materials they were going to use.

He altered the framing materials from wood to steel.

He thinks steel will be better for this type of building.

Jack says it's better to change things than make a mistake.

An error could be very costly. *206

8/9

Jack hopes to have most of the buildings covered in before winter gets here.

He knows that once the rain arrives, work will slow down.

He has already ordered the windows.

He and his team are working hard to have the roof on each building before the wet weather sets in.

Jack says he and his team will then be able to work inside during the winter months.

10/11

Some of the residents who are going to live in this retirement village already live nearby.

Others live in other places.

Those who live close by often come and watch Jack and his team.

They can't wait to move in once the building is finished.

Comprehension Questions

Literal

Why is the retirement village close to a town?

What has Jack changed since he began building?

Why are Jack and his team working hard to get the roof on each building?

Why are the retirement village residents extra lucky?

Inferential

What is a retirement village?

Why does Jack read the plan often?

Why do some people chose to live in retirement villages?

What are some of the skills Jack has to have to be a builder?

Data Point Sheet

Jack Constructs Buildings

Name:

Date:

Word Count 206 Level 21 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 10 errors	text is easy 95% - 100%						
Type of Error		11 - 26 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	27+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
7-8 correct/partially correct	very good									
5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>		February	July	December
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>	Year 2	N/A	34 - 64	65 +
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>	Year 3	66 - 89	90 - 108	109 +
	Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



The Best Race of My Life

Level: 2.21.3 Word Count: 319

Quick Quiz	Reading: <i>mean, answer, few, once, take</i> Spelling: <i>mean, answer, few, once, take</i>
New High-Frequency Word	time
Quick Read	From Polar Blast to Heat Wave (2.20.4) Jack Constructs Buildings (2.21.1)
Quick Check	Machines that Help at a Hospital (2.21.2)
Quick Write	<i>Machines take photos that assist doctors find out what is wrong with you when you are ill.</i>
New Skill	synonyms
New Book	The Best Race of My Life

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *mean, answer, few, once, take*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *mean, answer, few, once, take*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *time*.
- Hold up the *time* word card for the students to see.
- Have them read the word together.
- Have them write *time* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *From Polar Blast to Heat Wave* and *Jack Constructs Buildings*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Machines That Help at a Hospital*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Machines That Help at a Hospital* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What is a diagnosis?

Which machine takes photos of bones?

What two words in the book are synonyms of afraid?

What does the radiologist do when you are having an MRI scan?

Inferential

What are some similarities between hospital machines?

Why do you think you have to lie still during x-rays and scans?

Why do you think some people are frightened of having scans?

Would you like to be a radiologist? Why or why not?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Machines take photos that assist doctors find out what is wrong with you when you are ill.
- Remind the students that they know how to spell *take, that, find, out, what, is, with, you, when, and are*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *photos, assist, doctors, ill, and wrong*. Revise *ph* and *wr* beginning sound/letter relationships if necessary.
- Tell the students how to spell *machines*.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *take, that, find, out, what, is, with, you, when, or are* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn more synonyms. The more synonyms they know, the better they will understand what they read, and the more interesting their writing will be.
- Write *long* on the board.
- Invite the students and explain the meaning. Tell the students that some synonyms for *long* are *lengthy*, *extended*, and *stretched*.
- Write *rush*, on the board. Ask the students to read the word and say what it means.
- Write *hurry*, *sleep*, *charge*, and *dash* on the board. Invite a volunteer to read the words and say which ones are synonyms of *rush*.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *The Best Race of My Life*.
- Read the title to the students. Tell them that a synonym for best is greatest.
- Set the purpose for reading by saying: *This book is written as if the camel is telling a story about his best-ever race.*
- Discuss the cover photo. Tell the students that the camel has a new type of rider. It's not a person it's a robot.
- Have the students turn to the title page and look at the photo. What can they say about what camels look like from looking at this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Camel races are common in the desert. Usually the camels have men or boys riding them. People in races work out their tactics before the race. A tactic is a plan that the person thinks will help them win the race.*
- Read the synonyms on page 12 with the students to reinforce the vocabulary. Discuss the meanings of any words that the students are still unfamiliar with.
- Tell the students that there are many synonyms in this book. The context that they are used in will help the students with the meaning as they read.
- Tell them also that the new word *time* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *time* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have the students turn to pages 2 and find and read the synonyms. They should find *happen* and *take place*, *little* and *small*.
- Have students turn to page 10 and find and read the synonyms. They should find *fast*, *quick*, *speedy*, and *swift as an arrow*.
- Have the students go through the book looking for *time* and rereading the sentences with *time* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *The Best Race of My Life* again.
- Read and re-read *The Best Race of My Life* using the audio and/or e - version.
- Re-read *From Polar Blast to Heat Wave*, *Jack Constructs Buildings*, and *Machines That Help at a Hospital*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: **Machines that Help at a Hospital**

Level: 2.21.2

Word count: 315

New skill: **synonyms**

New high-frequency word: **take**

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Most people spend some time in a hospital during their lives.

Some people go there when they are

young, others when they are old.

There is no need to be frightened about spending time in a hospital.

Doctors are there to help you when you are sick or injured.

4/5

Finding Out What Is Wrong

When you are ill, the first thing a doctor does

is find out what is wrong with you.

This is called a diagnosis.

Doctors use machines that take pictures

of the inside of your body to assist with their diagnosis.

6/7

X-Rays

X-Rays are mainly used to take pictures of bones. You lie on a bed.

A person called a radiologist, puts the x-ray machine

over the part of your body that is painful.

You have to lie very still and hold your breath. The radiologist

presses a button to take the picture.

8/9

CAT Scans

CAT scans are more detailed than x-rays.

CAT scans can take pictures of just about any part of your body.

A CAT scanner looks like a big donut.

You lie on a bed with the part of your body

to be scanned in a tunnel.

The bed moves under the scanner as the scanner takes the pictures. *205

There is no need to be afraid of the big CAT donut.

CAT scans will not hurt or harm you.

10/11

MRI Scans

MRI scans are even more detailed than CAT scans.

The MRI scanner takes more detailed pictures.

An MRI scanner looks like a tunnel.

You lie on a bed. The bed moves you into the tunnel. Then it stops. You have

to lie very still. The machine makes

loud noises as it takes the pictures.

The radiologist sits outside and looks at the pictures as the MRI scanner takes them.

There is no need to be scared of the MRI tunnel.

MRI scans will not hurt or harm

Comprehension Questions

Literal

What is a diagnosis?

Which machine takes photos of bones?

What two words in the book are synonyms of afraid?

What does the radiologist do when you are having an MRI scan?

Inferential

What are some similarities between hospital machines?

Why do you think you have to lie still during x-rays and scans?

Why do you think some people are frightened of having scans?

Would you like to be a radiologist? Why or why not?

Data Point Sheet

Machines That Help at a Hospital

Name: _____

Date: _____

Word Count 205 **Level 21 Set 2**

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 10 errors	text is easy 95% - 100%
Type of Error		11 - 26 errors	text is instructional 87% - 94%
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	27+ errors	text is difficult 86% or lower
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Fix or Repair

Level: 2.21.4 Word Count: 314

Quick Quiz	Reading: <i>answer, few, once, take, time</i> Spelling: <i>answer, few, once, take, time</i>
New High-Frequency Word	right
Quick Read	Jack Constructs Buildings (2.21.1) Machines that Help at a Hospital (2.21.2)
Quick Check	The Best Race of My Life (2.21.3)
Quick Write	<i>I ran the best race of my life today. I won because I was so speedy.</i>
New Skill	synonyms
New Book	Fix or Repair

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *answer, few, once, take, time*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *answer, few, once, take, time*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *right*.
- Hold up the *right* word card for the students to see.
- Have them read the word together.
- Have them write *right* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Jack Constructs Buildings and Machines that Help at a Hospital*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *The Best Race of My Life*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *The Best Race of My Life* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What tactics did the camel think about?*
- What do the camels do to warm-up for the race?*
- What does swift as an arrow mean?*
- Did the camel break the record?*

Inferential

- Why do you think the camel riders changed from boys to robots?*
- What is the camel's opinion of boy riders?*
- How are the robots controlled?*
- Would you like to ride in a camel race? Why or why not?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
I ran the best race of my life today. I won because I was so speedy.
- Remind the students that they know how to spell *the, of, my, today, because, and was*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *ran, best, race, life, won, so, and speedy*. Revise *ee* and *y* ending on *speedy* if necessary.
- Dictate the sentences again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *the, of, my, today, because, or was*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn more synonyms. The more synonyms they know, the better they will understand what they read, and the more interesting their writing will be.
- Write *tip* on the board. Tell the students that *tip* has more than one meaning. It can be the end or point on something. It can mean to tilt something. Some people call a landfill a *tip*. Each of these meanings will produce different synonyms for *tip*. So synonyms for *tip* can be *point, tilt, and landfill*.
- Tell the students that they need to use the context when they are reading to find out the meaning of words with multiple meanings.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Fix or Repair*.
- Read the title to the students. Tell them that *Fix* and *Repair* are synonyms.
- Set the purpose for reading by saying: *This book is about some things that can go wrong with cars and how they get fixed.*
- Discuss the cover photo. Tell the students that this woman is a mechanic. Mechanics are the people who fix cars. She is standing under the car to fix what is wrong with it.
- Have the students turn to the title page and look at the photo. What more can they say about what may go wrong with a car from looking at this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Tractors, trucks, buses, and cars are all called vehicles. Any vehicle can break down. Mechanics can quickly fix many vehicle problems, but some are harder to solve.*
- Read the synonyms on page 12 with the students to reinforce the vocabulary. Discuss the meanings of any words that the students are still unfamiliar with.
- Tell the students that there are many synonyms in this book. The context that they are used in will help the students with the meaning as they read.
- Tell them also that the new word *right* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *right* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 6 and find and read the synonyms. They should find *detect* and *track down*.
- Have students turn to page 10 and find and read the synonyms. They should find *hoist* and *lift*, *under* and *beneath*.
- Have the students go through the book looking for *right* and rereading the sentences with *right* in them.

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Fix or Repair* again.
- Read and re-read *Fix or Repair* using the audio and/or e - version.
- Re-read *Jack Constructs Buildings, Machines That Help at a Hospital, and The Best Race of My Life*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: The Best Race of My Life
Intervention Level: 2.21.3
Word count: 319
New skill: synonyms
New high-frequency word: time

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Today, one of the best races of my life is going to take place. It's going to happen on a track close to where I live in the desert. Why is this going to be the best race of my life? Because the last time I raced, I had a little boy on my back. This time, I'm going to have a robot rider! I'll be in charge of how I run the race. There'll be no small boy on my back hitting me with a big stick to make me run faster.

4/5

I sat on the sand this morning thinking about how I would start the race. Would I begin quickly and risk running out of energy before I complete the course? Or will I just use my strength evenly until I finish the race? I like warming up for a race by lying in the sand and thinking about my tactics.

6/7

But my master doesn't like us lying down for too long, so it's time to get up

and walk around. Getting our legs moving

is the real warm-up for the race.

I'm racing against other camels in my master's team.

He's been training us without a real rider for a long time now. *207

He hopes we'll all do well, and most of all,
he hopes that one of us will be the winner
at the end of the race.

Today, it's going to be me.

I'll run the best time.

8/9

Now we have to lie down again, so that my
master can put the tiny little robot riders
on our back. My robot rider is blue.
But then my master changes it for a
black one.

10/11

The race begins.

I power away!

I'm fast!

I'm quick!

I'm speedy!

I'm as swift as an arrow!

I run faster than all the others.

I'm first to cross the finish line.

I've won the race in record time!

Comprehension Questions

Literal

What tactics did the camel think about?

What do the camels do to warm-up for the race?

What does swift as an arrow mean?

Did the camel break the record?

Inferential

Why do you think the camel riders changed from boys to robots?

What is the camel's opinion of boy riders?

How are the robots controlled?

Would you like to ride in a camel race? Why or why not?

Data Point Sheet

The Best Race of My Life

Name:

Date:

Word Count 207 Level 21 Set 2

Number of Errors	<input type="text"/>	0 - 10 errors	text is easy 95% - 100%						
Type of Error		11 - 26 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input type="text"/>	27+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input type="text"/>	<table border="1"> <tr> <td>Self Correction Rate Ratio</td> <td>$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 - 1:6</td> <td>good</td> </tr> <tr> <td>1:7 +</td> <td>needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input type="text"/>								
<i>Brown</i> words accessible from content or context	<input type="text"/>								

Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct/ partially correct very good 5-6 correct/ partially correct good 0-4 correct/ partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Obstacle Races

Level: 2.22.1 Word Count:324

Quick Quiz	Reading: <i>few, once, take, time, right</i> Spelling: <i>few, once, take, time, right</i>
New High-Frequency Word	jump
Quick Read	Machines that Help at a Hospital (2.21.2) The Best Race of My Life (2.21.3)
Quick Check	Fix or Repair (2.21.4)
Quick Write	<i>When your car breaks down you need to get it fixed right away.</i>
New Skill	antonyms
New Book	Obstacle Races

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *few, once, take, time, right*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *few, once, take, time, right*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *jump*.
- Hold up the *jump* word card for the students to see.
- Have them read the word together.
- Have them write *jump* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Machines That Help at a Hospital* and *The Best Race of My Life*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Fix or Repair*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Fix or Repair* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What problem can most people fix themselves?*
- How do vehicles that have broken down get to the garage?*
- What are mechanics good at detecting?*
- What do mechanics have to help them do their jobs?*

Inferential

- Can you summarize this book in three sentences?*
- What are some things that cause cars to break down?*
- How have computers made a mechanic's job easier?*
- Why do mechanics phone owners with a price before they start work?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
When your car breaks down you need to get it fixed right away.
- Remind the students that they know how to spell *when, your, down, you, need, to, it,* and *right*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *car, breaks, get, fixed,* and *away*. Revise the short *ea* sound/letter combination in *breaks* if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *when, your, down, you, need, to, it,* or *right* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn about antonyms. When they learned about synonyms they learned about words that had the same or nearly the same meanings. An antonym is a word that has the opposite meaning to a given word.
- Write *big* on the board. Tell the students that *little* is an antonym of *big*. *Small* is also an antonym of *big*. *Little* and *small* have the opposite meaning to *big*.
- Write *thin* on the board. Ask the students to read the word and say what it means.
- Have the students suggest antonyms for *thin*.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Obstacle Races*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book is about animals and obstacle races. An obstacle is something that gets in the way. In an obstacle race there are often things to jump over and things to crawl through. These are the obstacles. They get in the way of you just running the race.*
- Discuss the cover photo. Tell the students that in this race the dogs have to run in and out of poles. The poles are the obstacles.
- Have the students turn to the title page and look at the photo. Who is racing here? What are the obstacles?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *People also compete in obstacle races. Sometimes they all race over the course at the same time. In other races, each person races over the course and the one with the fastest time wins. There are many different types of obstacles for horses to jump over or go through. Some jumps are very high. Some are very wide. The horse who knocks off the least number of rails, and has the fastest time, wins. People have to train their dogs and horses to compete in obstacle races.*
- Read the antonyms on page 12 with the students to reinforce the vocabulary. Discuss the meanings of any words that the students are still unfamiliar with.
- Tell the students that there are many antonyms in this book. The context that they are used in will help the students with the meaning as they read.
- Tell them also that the new word *jump* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *jump* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 6 and find and read the antonyms. They should find *high* and *low*, *narrow* and *wide*, *in* and *out*.
 - Have students turn to page 10 and find and read the antonyms. They should find *around* and *through*.
 - Have the students go through the book looking for *jump* and rereading the sentences with *jump* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Obstacle Races* again.
- Read and re-read *Obstacle Races* using the audio and/or e - version.
- Re-read *Machines That Help at a Hospital*, *The Best Race of My Life*, and *Fix or Repair*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Fix or Repair

Intervention Level: 2.21.4

Word count: 314

New skill: **synonyms**

New high-frequency word: **right**

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

No matter what kind of vehicle a person has, it may break down.

Cars break down and tractors break down.

Even buses break down now and then.

A car may start to bump along

and the driver knows that something

is not right. He has a flat tyre!

Most people can fix a flat tyre themselves.

They have all the tools they need in the boot of their car.

4/5

Sometimes, a car just stops.

It will not start again right away and the driver does not know why.

The car has not run out of petrol. It does not have a flat tyre.

The driver looks under the bonnet to see if he can see something

that has worked loose. He cannot, so he has to push the car to the side

of the road. He has to phone a garage.

A tow truck will come and tow the vehicle

to the garage, where a mechanic will repair it.

6/7

Mechanics are good at detecting

what is wrong with cars. They can often

track down the problem right away.

Many vehicles these days have computers that tell the mechanic what the problem is.

The mechanic can then mend the car right away so that it will go again. *207

8/9

Sometimes, the problem is harder to solve.

The mechanic needs to take the engine apart, to see what is wrong.

Car motors have many parts that all fit together.

It could cost a lot of money to put things right. The mechanic phones the owner to tell her what it will cost before he starts work.

10/11

Mechanics have many tools to help them do their job.

Sometimes, mechanics have to go under a car to repair it.

Some mechanics use a hoist to lift the car into the air.

Some garages have a pit beneath the floor where a mechanic can stand to work on the car.

Comprehension Questions

Literal

What problem can most people fix themselves?

How do vehicles that have broken down get to the garage?

What are mechanics good at detecting?

What do mechanics have to help them do their jobs?

Inferential

Can you summarize this book in three sentences?

What are some things that cause cars to break down?

How have computers made a mechanic's job easier?

Why do mechanics phone owners with a price before they start work?

Data Point Sheet

Fix or Repair

Name:

Date:

Word Count 207

Level 21 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 10 errors	text is easy 95% - 100%						
Type of Error		11 - 26 errors	text is instructional 87% - 94%						
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	27+ errors	text is difficult 86% or lower						
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
<i>Number correct</i>	<i>Number correct</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/ partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/ partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/ partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/ partially correct	very good	5-6 correct/ partially correct	good	0-4 correct/ partially correct	needs help
Comprehension Score										
7-8 correct/ partially correct	very good									
5-6 correct/ partially correct	good									
0-4 correct/ partially correct	needs help									
<i>Number partially correct</i>	<i>Number partially correct</i>									
<i>Number incorrect</i>	<i>Number incorrect</i>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
<i>Reads fluently with expression</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
<i>Reads with moderate fluency</i>																	
<i>Reads slowly - word by word</i>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Markets

Level: 2.22.2 Word Count: 326

Quick Quiz	Reading: <i>once, take, time, right, jump</i> Spelling: <i>once, take, time, right, jump</i>
New High-Frequency Word	thing
Quick Read	The Best Race of My Life (2.21.3) Fix or Repair (2.21.4)
Quick Check	Obstacle Races (2.22.1)
Quick Write	<i>Dogs jump bars and run through tunnels in obstacle races.</i>
New Skill	antonyms
New Book	Markets

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *once, take, time, right, jump*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *once, take, time, right, jump*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *thing*.
- Hold up the *thing* word card for the students to see.
- Have them read the word together.
- Have them write *thing* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *The Best Race of My Life* and *Fix or Repair*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Obstacle Races*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Obstacle Races* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What makes a jump really hard for a horse?

How do horses lose points?

What do dogs have to run along?

What can happen if a dog is not well trained?

Inferential

How much time do you think it takes to train a dog for an obstacle race?

Do you think horses are trained the same way as dogs? Why or why not?

If you were designing an obstacle course for people, what would you include?

Would you like to compete over an obstacle course? Why or why not?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Dogs jump bars and run through tunnels in obstacle races.
 - Remind the students that they know how to spell *jump*, *and*, *through*, and *in*.
 - Remind the students that they know how to listen for the sounds and write the letters for words like *dogs*, *bars*, *tunnels*, *obstacle*, and *races*. Revise the double *n* in the middle of *tunnel* and the consonant + *le* ending on *obstacle* if necessary.
 - Dictate the sentence again and invite the students to start writing.
 - Remind them of capital letters and punctuation.
 - Work with individual students as necessary.
-
- If the students have trouble with *jump*, *and*, *through*, or *in* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn more antonyms. The more antonyms they know, the better they will be able to understand what they read. Knowing antonyms will also help them make their writing more interesting.
- Write *back* on the board. Have the students read the word.
- Write *front* on the board and tell the students that *front* is an antonym of *back*.
- Write *forward* on the board and explain to the students that sometimes words like *back* have more than one meaning. They will then have more than one antonym. The antonym will depend on the meaning of the word in the context it is written.
- Write *fresh* on the board. Tell the students that *fresh* can have different meanings. When *fresh* means *new*, the antonym will be *old*. But if you are talking about *fresh* bread, the antonym will be *stale*. If you are talking about *fresh* air the antonym will be *musty*. If you are talking about *fresh* water, the antonym or opposite would be *salty* water.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Markets*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book is about markets. There are many different kinds of markets all over the world.*
- Discuss the cover photo. Tell the students that this is a floating market. People bring their goods to the market in boats. They sell the goods from their boats. These people are selling fruit and vegetables.
- Have the students turn to the title page and look at the photo. What more can they say about what types of things are sold at markets from looking at this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.

To ensure understanding say things such as: *Many people go to markets to buy things. Some markets open early, some open late. Some are inside, some are outside. Many people buy fruit and vegetables from markets because they are always fresh. People sell food at a farmers' market. A farmers' market is where people bring things that they have grown or made themselves. Some people bring fish that they have caught. A flea market is a place where people sell second-hand goods. Second-hand means that someone has owned them before. Things at flea markets are not usually expensive. In many markets the cost of something is not fixed. The buyers and sellers argue over the price. This is called bartering or haggling.*

- Read the antonyms on page 12 with the students to reinforce the vocabulary. Discuss the meanings of any words that the students are still unfamiliar with.
 - Tell the students that there are many antonyms in this book. The context that they are used in will help the students with the meaning as they read.
 - Tell them also that the new word *thing* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *thing* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 2 and find and read the antonyms. They should find *buy* and *sell*, *inside* and *outside*, *early* and *late*, *open* and *close*, *day* and *night*.
 - Have students turn to page 4 and find and read the antonyms. They should find *sell* and *buy*, *fresh* and *stale*.
 - Have the students go through the book looking for *thing* and rereading the sentences with *thing* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Markets* again.
- Read and re-read *Markets* using the audio and/or e - version.
- Re-read *The Best Race of My Life*, *Fix or Repair*, and *Obstacle Races*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Obstacle Races

Intervention Level: 2.22.1

Word count: 324

New skill: antonyms

New high-frequency word: jump

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Have you ever heard of an obstacle race?

It's a race where people have to go over

or under obstacles to win the race.

Sometimes, they have to go around or through obstacles.

Sometimes, people race against each other at the same time.

Sometimes, people go around the obstacle course by themselves.

The person with the fastest time wins.

The person with the slowest time loses.

Many people train hard before they enter obstacle races.

But obstacle races are not only for people.

4/5

Obstacles and Horses

There are many different obstacles

for horses to jump in horse-jumping events.

Some of the obstacles are easy for horses to jump.

But sometimes, horses have to make a tight turn before a jump.

That makes an easy jump really hard.

Sometimes, there are three jumps in a row.

These are hard for horses because they don't have time to miss a step.

If they do, they could knock off the rails.

They lose points for knocking off rails.

6/7

Some obstacles are very high, but other jumps are low.

Some obstacles are narrow, but others, like the water jumps, are wide.

Horses often have to jump a fence
before they go in and out of the water.

The horse with the fastest time,
who has knocked over the least number of jumps, is the winner. *221

8/9

Obstacles and Dogs

Dogs also race over obstacle courses.

There are many different obstacles
for dogs to run over and under.

Dogs have to run along narrow planks.

They have to jump over low jumps,
and climb over high jumps.

They have to run in and out of poles.

They have to run through tunnels.

10/11

People train their dogs for obstacle races.

If a dog is not well trained,
it may run around an obstacle,
instead of going over or through it.

Dogs that run around obstacles,
have to go back and try again.

This takes time and could lose them the race.

Comprehension Questions

Literal

What makes a jump really hard for a horse?

How do horses lose points?

What do dogs have to run along?

What can happen if a dog is not well trained?

Inferential

*How much time do you think it takes to train a dog
for an obstacle race?*

*Do you think horses are trained the same way as
dogs? Why or why not?*

*If you were designing an obstacle course for
people, what would you include?*

*Would you like to compete over an obstacle
course? Why or why not?*

Data Point Sheet

Obstacle Races

Name:

Date:

Word Count 221 Level 22 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 28 errors	text is instructional 87% - 94%						
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	29+ errors	text is difficult 86% or lower						
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
7-8 correct/partially correct	very good									
5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Follow the Sun

Level: 2.22.3 Word Count: 323

Quick Quiz	Reading: <i>take, time, right, jump, thing</i> Spelling: <i>take, time, right, jump, thing</i>
New High-Frequency Word	day
Quick Read	Fix or Repair (2.21.4) Obstacle Races (2.22.1)
Quick Check	Markets (2.22.2)
Quick Write	<i>People buy and sell all sorts of things at markets.</i>
New Skill	antonyms
New Book	Follow the Sun

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *take, time, right, jump, thing*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *take, time, right, jump, thing*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *day*.
- Hold up the *day* word card for the students to see.
- Have them read the word together.
- Have them write *day* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Fix or Repair* and *Obstacle Races*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Markets*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Markets* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What things can you buy at a farmer's market?*
- Which market would you go to to buy second-hand goods?*
- What does haggling mean?*
- When do most markets open and close?*

Inferential

- Could all towns have floating markets? Why or why not?*
- Why do you think people haggle over prices at markets?*
- What are the similarities and differences between the markets mentioned in this book?*
- Would you like to have a stall at a market? Why or why not?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
People buy and sell all sorts of things at markets.
- Remind the students that they know how to spell *people*, *and*, *all*, *things*, and *at*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *sell*, *sorts*, and *markets*.
- Explain to the students that there is a silent *u* in *buy*.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *people*, *and*, *all*, *things*, or *at*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn more antonyms. The more antonyms they know, the better they will be able to understand what they read. Knowing antonyms will also help them make their writing more interesting.
- Write *happy* on the board. Have the students read the word.

- Tell the students that there are at least two antonyms for *happy*. One is *sad*, the other is *unhappy*. Tell students that sometimes they can put the prefix *un* on the front of a word to make the antonym.
- Write *able* on the board.
- Ask the students what the opposite of *able* is. Do they know an antonym for *able*?
- Write *tie*, *do*, *fair*, *even*, and *friendly*, on the board.
- Invite volunteers to read a word and write and read an antonym using the prefix *un*.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Follow the Sun*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book is about two places in the world where the length of the day and night is very different. One of the places is Barrow in Alaska. The other place is Quito in Ecuador.*
- Discuss the cover photo. Tell the students that this is a photo of the sun rising in the East. Often when the sky is like this it is because the sun is rising.
- Have the students turn to the title page and look at the photo. What time of day do they think this is?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *No matter where you live the sun rises in the east and sets in the west. The sun rises and sets at different times depending on whether it is summer or winter. The sun rises and sets at different times depending on where you live. The equator is an imaginary circle around earth. It is an equal distance from the north and south poles and divides earth into the northern and the southern hemisphere.*
- Read the antonyms on page 12 with the students to reinforce the vocabulary. Discuss the meanings of any words that the students are still unfamiliar with.
- Tell the students that there are many antonyms in this book. The context that they are used in will help the students with the meaning as they read.
- Tell them also that the new word *day* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *day* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 2 and find and read the antonyms. They should find *morning* and *evening*, *start* and *finish*.
- Have students turn to page 4 and find and read the antonyms. They should find *rises* and *sets*, *light* and *dark*, *daytime* and *nighttime*, *earlier* and *later*, *summer* and *winter*.
- Have the students go through the book looking for *day* and rereading the sentences with *day* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Follow the Sun* again.
- Read and re-read *Follow the Sun* using the audio and/or e - version.
- Re-read *Fix or Repair*, *Obstacle Races*, and *Markets*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Markets

Intervention Level: 2.22.2

Word count: 326

New skill: antonyms

New high-frequency word: thing

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Markets are places where people go

to buy and sell things. You can buy

just about anything at a market.

People buy things at markets because the things are cheap.

Some markets are inside, and some markets are outside.

Market stalls that are outside, often have tent-like roofs over them

to keep out the sun and rain.

Most markets open early and close during the day,

but there are some markets that are open late at night.

4/5

Floating Markets

Floating markets are markets on the water.

People sell their goods from boats.

At some floating markets,

people who want to buy goods can do it

from the land, but in other places,

people need a boat to do their shopping.

Many floating markets sell fruit

and vegetables. The people bring the fruit

and vegetables from where they grow them

to the market in their boats.

Everything is fresh, nothing is ever stale.

6/7

Farmers Markets

At farmers' markets, the people selling the food are the people who grow it or make it.

You can buy raw food and cooked food.

You can buy things like fresh-baked bread.

You can buy fresh-caught fish and

you can buy things like oil and spices.

You can buy cheese. You can buy fruit and vegetables, too. *210

8/9

Flea Markets

Flea markets are places

where you can buy things

that have already been owned and used by someone else. You call these things second-hand goods.

You can also buy new things like clothes

that a stall owner has bought to sell on, or made themselves.

Flea-market goods are never expensive.

10/11

Market Prices

There are often no prices on things at markets. People wanting to buy something, ask the price.

The seller tells them the price. The buyer offers a lower price.

The seller says a higher price.

The buyer and seller argue about the price

until they agree. This is called bartering

or haggling. Buyers and sellers expect

to barter or haggle at markets.

Comprehension Questions

Literal

What things can you buy at a farmer's market?

Which market would you go to to buy second-hand goods?

What does haggling mean?

When do most markets open and close?

Inferential

Could all towns have floating markets? Why or why not?

Why do you think people haggle over prices at markets?

What are the similarities and differences between the markets mentioned in this book?

Would you like to have a stall at a market? Why or why not?

Data Point Sheet

Markets

Name:

Date:

Word Count 210 Level 22 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 27 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Dirty, Polluted Water

Level: 2.22.4 Word Count: 330

Quick Quiz	Reading: <i>time, right, jump, thing, day</i> Spelling: <i>time, right, jump, thing, day</i>
New High-Frequency Word	make
Quick Read	Obstacle Races (2.22.1) Markets (2.22.2)
Quick Check	Follow the Sun (2.22.3)
Quick Write	<i>You can follow the sun from east to west all day long.</i>
New Skill	antonyms
New Book	Dirty, Polluted Water

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *time, right, jump, thing, day*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *time, right, jump, thing, day*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *make*.
- Hold up the *make* word card for the students to see.
- Have them read the word together.
- Have them write *make* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Obstacle Races* and *Markets*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Follow the Sun*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Follow the Sun* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

Which is closest to the equator Quito or Barrow?

Where does the sun rise and set at 6 o'clock?

Where is it dark most of the day in winter?

Which country is Quito in?

Inferential

What time does the sun rise and set where you live on the day that you read this book?

Why does Quito have 12 hours of daytime and 12 hours of nighttime all year round?

Would you like to live in Barrow? Why or why not?

If you lived in Barrow, how would your life be different?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
You can follow the sun from east to west all day long.
- Remind the students that they know how to spell *you, can, the, from, to, all, day,* and *long*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *follow, east,* and *west*.
- Revise the *ow* sound/letter correspondence in *follow* if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *people, you, can, the, from, to, all, day, or long,* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn more antonyms. The more antonyms they know, the better they will be able to understand what they read. Knowing antonyms will also help them make their writing more interesting.
- Write *appear* on the board. Read the word to the students.

- Tell the students that they can add the prefix *dis* onto many words to make them have the opposite meaning.
- Write *disappear* on the board and tell the students that disappear is an antonym for appear.
- Ask the students what the opposite of *agree* is. Do they know an antonym for *agree*?
- Write *like*, *obey*, *connect*, and *honest* on the board.
- Invite volunteers to read a word and write and read an antonym using the prefix *dis*.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Dirty, Polluted Water*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you how water can become polluted and some of the effects of polluted water.*
- Discuss the cover photo. Tell the students that this is a photo of an oil spill. The oil has polluted the water.
- Have the students turn to the title page and look at the photo. What more do they know about polluted water from looking at this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Many big factories use chemicals to make things. Some of the chemicals are harmful or dangerous. If the chemicals get into rivers, they can pollute the water. Healthy animals, birds and fish can then get sick. Plants can also die. Food chains show you the order in which animals eat one another, for example birds eat insects, cats eat birds. If an insect was sick, the bird that ate it could also get sick.*
- Read the antonyms on page 12 with the students to reinforce the vocabulary. Discuss the meanings of any words that the students are still unfamiliar with.
- Tell the students that there are many antonyms in this book. The context that they are used in will help the students with the meaning as they read.
- Tell them also that the new word *make* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *make* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 4 and find and read the antonyms. They should find *safe* and *dangerous*, *healthy* and *sick*, *clean* and *dirty*, *living* and *dead*.
 - Have students turn to page 8 and find and read the antonyms. They should find *pretty* and *ugly*.
 - Have the students go through the book looking for *make* and rereading the sentences with *make* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Dirty, Polluted Water* again.
- Read and re-read *Dirty, Polluted Water* using the audio and/or e - version.
- Re-read *Obstacle Races, Markets, and Follow the Sun*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Follow the Sun
Intervention Level: 2.22.3
Word count: 323
New skill: antonyms
New high-frequency word: day

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Have you ever wished that you could follow the sun all day long?

You would start your day in the morning, when the sun rises in the east.

You would follow the sun all day,

through the morning and through the afternoon.

You would finish your day in the evening when the sun sets in the west.

4/5

Daytime and Nighttime

When the sun rises, it becomes light and it's daytime.

When the sun sets, it gets dark and it's nighttime.

But the time when the sun rises and sets

is not always the same.

In most places, the sun rises earlier

and sets later in the summer months.

This means that there are more daylight hours.

In the winter, the sun rises later

and sets earlier, so there are fewer daylight hours.

Think about where you live.

Is it dark at 5 o'clock at night in winter?

Is it light at 5 o'clock in the morning in summer?

6/7

Daylight Hours on the Equator

If you live in a town or city that's close to the equator, your daylight hours will be the same in summer and winter.

Let's say you live in Quito.

Quito is the capital city of Ecuador and it's very near the equator.

In Quito, sunrise is at 6 o'clock in the morning in summer and winter. *22 |

Sunset is at 6 o'clock in the evening in summer and winter.

Quito has 12 hours of daytime and 12 hours of nighttime every 24 hours, all year round.

8/9

Daylight Hours Near the North Pole

If you live in Alaska, which is far from the equator and near the north pole, the days are very long in summer and very short in winter.

In Barrow, Alaska, there are 24 hours of daylight from June to August.

There are 24 hours of darkness in December and January.

10/11

So where would you rather follow the sun each day in winter and summer? Quito or Barrow?

Comprehension Questions

Literal

Which is closest to the equator Quito or Barrow?

Where does the sun rise and set at 6 o'clock?

Where is it dark most of the day in winter?

Which country is Quito in?

Inferential

What time does the sun rise and set where you live on the day that you read this book?

Why does Quito have 12 hours of daytime and 12 hours of nighttime all year round?

Would you like to live in Barrow? Why or why not?

If you lived in Barrow, how would your life be different?

Data Point Sheet

Follow the Sun

Name:

Date:

Word Count 221 Level 22 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 28 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	29+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level

Quick60 Lesson Plans

Set 2

Intervention Level 2I.I – 22.4

Jack Constructs Buildings.....	3
Machines That Help at a Hospital.....	II
The Best Race of My Life.....	I9
Fix or Repair.....	27
Obstacle Races.....	35
Markets.....	43
Follow the Sun.....	5I
Dirty Polluted Water.....	59

Permission is given to copy these lesson plans for use with the Quick60 Programme

Lesson Plans Set 2 Levels 21 - 22 © Iversen Publishing

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright owner.

While every care has been taken to trace and acknowledge copyright, the publishers tender their apologies for any accidental infringement where copyright has proved untraceable.

Published by
Iversen Publishing
5 Douglas Alexander Parade
Rosedale
Auckland 0632
New Zealand
www.iversenpublishing.com





Iversen Publishing
Your Literacy Intervention
Specialists

Quick60

Set 2

Intervention Levels 23.I - 24.4

Lesson Plans
Colour-Coded Check Sheets
Data Point Sheets

Quick60 Lesson Plans,
Colour-Coded Check Sheets
and Data Point Sheets
provide you with
a comprehensive plan
for each book
as well as ongoing formative
and summative assessment.



Quick60 Lesson Plans – Set 2

Intervention Levels 23.I -24.4

If you are starting your *Quick60 Programme* at Set 2 Level 23 with students who have not been in the *Quick60 Programme* before, follow this routine for the first three lessons.

Lesson 1

Use the Quick Quiz to see which words your students can read and write.

Introduce the New Word – *large*.

Introduce the New Skill – *collective nouns*.

Introduce the New Book – *Armies and Colonies*.

Lesson 2

Use the Quick Quiz.

Introduce the New Word – *two*

Use the Quick Check - Colour-Coded Check Sheet for *Armies and Colonies*.

Use the Quick Write.

Revise the New Skill – *collective nouns*.

Introduce the New Book – *From Couples to Clumps*.

Lesson 3

Use the Quick Quiz.

Introduce the New Word – *together*.

Use the Quick Read with *Armies and Colonies*.

Use the Quick Check – Colour-Coded Check Sheet for *From Couples to Clumps*.

Use the Quick Write.

Revise the New Skill – *collective nouns*.

Introduce the New Book – *Herds of Animals*.

Follow the entire lesson plan from Day 4.



Armies and Colonies

Level: 2.23.1 Word Count: 333

Quick Quiz	Reading: <i>right, jump, thing, day, make</i> Spelling: <i>right, jump, thing, day, make</i>
New High-Frequency Word	large
Quick Read	Markets (2.22.2) Follow the Sun (2.22.3)
Quick Check	Dirty, Polluted Water (2.22.4)
Quick Write	<i>Oil spills can make seabirds very sick. Some seabirds will die.</i>
New Skill	collective nouns
New Book	Armies and Colonies

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *right, jump, thing, day, make*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *right, jump, thing, day, make*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *large*.
- Hold up the *large* word card for the students to see.
- Have them read the word together.
- Have them write *large* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Markets* and *Follow the Sun*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Dirty, Polluted Water*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Dirty, Polluted Water* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

*What can happen if dangerous chemicals get into a river?
 What can happen if a bird eats a fish from a polluted river?
 How can oil spills happen?
 What happens to birds caught in an oil spill?*

Inferential

*Can you describe a form of pollution that you know of?
 How are pollution and the food chain connected?
 What happens to fish when there is a major oil spill?
 How do you think people get the oil off birds?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
Oil spills can make sea birds very sick. Some sea birds will die.
- Remind the students that they know how to spell *can*, *make*, *very*, *some*, and *will*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *oil*, *spill*, *sea birds*, *sick*, and *die*.
- Revise the *oi*, and *ea* sound/letter correspondence if necessary.
- Dictate the sentences again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *people*, *can*, *make*, *very*, *some*, or *will*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn some names that are given to groups of things. These are called collective nouns. For example, a group of dogs is called a pack of dogs. A pack is also the collective noun given to a group of wolves. A group of cards is also called a pack or a deck.

- Draw a table with two columns on a board where you can add to it over the next two lessons. Alternatively use chart paper. Head the left-hand column with *Single* and the right-hand column with *Group*.
- Write *dog*, *wolf*, and *card* in the *Single* column.
- Write the corresponding collective noun in the *Group* column.
- Have the students read the table.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Armies and Colonies*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you about groups called armies and colonies.*
- Discuss the cover photo. Tell the students that this is a photo of some soldiers. A group of soldiers is called an army. This army protects Queen Elizabeth, the queen of England. The soldiers keep watch outside Buckingham Palace. Buckingham Palace is where Queen Elizabeth lives.
- Have the students turn to the title page and look at the photo. Tell the students that these insects are ants. A group of ants is also called an army, but it can also be called a colony.
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Armies fight wars, but that is not all they do. Many armies help in disasters like earthquakes and floods. Many armies guard their leaders. They guard kings and queens, presidents, and emperors. The terracotta warriors are thousands of soldiers made of clay. They were made to protect a Chinese Emperor after he had died. They were buried in the ground with the emperor. Much later they were discovered. You can see some of these warriors today if you visit China. Ant colonies have soldier ants in them. Soldier ants protect the nest where the queen ant is. Penguins also live in colonies. You can only find penguin colonies in the southern hemisphere. The southern hemisphere is the half of Earth that is south of the equator. Most penguin colonies are in Antarctica. Antarctica is a continent around the South Pole. Antarctica is always covered with ice. It is very cold in Antarctica.*
- Read the index on page 12 with the students. Where will they find information on penguins?.
- Tell the students that they should look for the collective nouns as they read this book. The context that they are used in will help the students with the meaning as they read.
- Tell them also that the new word *large* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *large* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 6 and find and read the collective nouns and the singular nouns that relate to them. They should find *ant*, *army*, *armies*, and *colony*.
 - Have students turn to page 8 and find and read the collective nouns and the singular nouns that relate to them. They should find *penguin*, *penguins*, *colony*, and *colonies*.
 - Have the students go through the book looking for *large* and rereading the sentences with *large* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Armies and Colonies* again.
- Read and re-read *Armies and Colonies* using the audio and/or e - version.
- Re-read *Markets*, *Follow the Sun Dirty*, and *Polluted Water*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Dirty, Polluted Water

Intervention Level: 2.22.4

Word count: 330

New skill: antonyms

New high-frequency word: make

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Many things can make water dirty.
Sometimes, a big storm can make water dirty. Lots of mud washes into rivers and lakes when there is a storm. The water is brown and cloudy until the mud settles to the bottom. Then the water is clear again.
When storms make river and lake water dirty, it does not harm fish and birds. But there are other things that make rivers and lakes dirty, and these things can harm fish and birds that live there.

4/5

Chemicals

Some big factories, use chemicals to make their goods. Some of these chemicals are safe, but some are very dangerous. Sometimes, the dangerous chemicals get into a river. They make the water dirty, or polluted. Healthy fish get sick in the polluted water. Fish that have been living in the clean, clear water end up dead. Fish are not the only things that die in water polluted by chemicals. Animals like frogs can die. Plants can die, too.

6/7

Food Chains

A food chain shows the order in which animals eat other living things.

Fish and frogs are part of a food chain.

Fish and frogs eat insects. Birds eat frogs

and fish. Sometimes, birds eat fish

from polluted rivers and lakes. *206

The fish are sick with dangerous chemicals inside them. The birds that eat them can also get sick. The birds may not die, but they may have sick babies.

8/9

Oil Spills

Oil spills can happen when ships carrying oil, sink. The oil leaks out of the ship and ends up in the water. The oil floats on top of the water to the shore.

It pollutes the water and the beach.

The oil makes pretty beaches black and ugly.

10/11

The oil also covers birds that land on the water or on the sand.

Many of these birds die before people can get to them.

People rescue as many birds as they can and bring them to places where they can wash off the oil.

Comprehension Questions

Literal

What can happen if dangerous chemicals get into a river?

What can happen if a bird eats a fish from a polluted river?

How can oil spills happen?

What happens to birds caught in an oil spill?

Inferential

Can you describe a form of pollution that you know of?

How are pollution and the food chain connected?

What happens to fish when there is a major oil spill?

How do you think people get the oil off birds?

Data Point Sheet

Dirty, Polluted Water

Name:

Date:

Word Count 206 Level 22 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 10 errors	text is easy 95% - 100%						
Type of Error		11 - 26 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	27+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/ partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/ partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/ partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/ partially correct	very good	5-6 correct/ partially correct	good	0-4 correct/ partially correct	needs help
Comprehension Score										
7-8 correct/ partially correct	very good									
5-6 correct/ partially correct	good									
0-4 correct/ partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



From Couples to Clumps

Level: 2.23.2 Word Count: 334

2.23.2 From Couples to Clumps

Quick Quiz	Reading: <i>jump, thing, day, make, large</i> Spelling: <i>jump, thing, day, make, large</i>
New High-Frequency Word	two
Quick Read	Follow the Sun (2.22.3) Dirty, Polluted Water (2.22.4)
Quick Check	Armies and Colonies (2.23.1)
Quick Write	<i>Soldiers in an ant army have a problem with their large head.</i>
New Skill	collective nouns
New Book	From Couples to Clumps

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *jump, thing, day, make, large*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *jump, thing, day, make, large*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *two*.
- Hold up the *two* word card for the students to see.
- Have them read the word together.
- Have them write *two* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Follow the Sun* and *Dirty, Polluted Water*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Armies and Colonies*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Armies and Colonies* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What are the four main things that armies of soldiers do?

What do soldier ants have a problem with?

What are the four main things that penguins do together in their colonies?

Which penguins make their nests and breed in Antarctica?

Inferential

What is the difference between an army and a colony?

What are some similarities between an ant colony and a penguin colony?

Why do you think the emperor needed an army to protect him when he was dead?

What other words do you know that describe groups of animals?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Soldiers in an ant army have a problem with their large head.
- Remind the students that they know how to spell *in*, *and*, *have*, *with*, *their*, and *large*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *ant*, *army*, *problem*, and *head*.
- Revise the *y* sound/letter correspondence in *army*, and *the ea* sound/letter correspondence in *head* if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *in*, *and*, *have*, *with*, *their*, or *large*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn some more collective nouns. The more collective nouns they know the more they will be able to comprehend in their reading and the more interesting they can make their writing.
- Refer to the table you drew in the previous lesson.
- Invite the students to reread the table.
- Write the following words in the *Single* column *truck, mountain, bead*.
- Read the words and tell the students that the corresponding collective nouns are *fleet*, a fleet of trucks, *range*, a range of mountains or a mountain range, *string*, a string of beads. Write these in the *Group* column.
- Have the students read the table.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *From Couples to Clumps*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you more about groups. A couple is a group of two.*
- Discuss the cover photo. Tell the students that this is a photo of a pair of skaters. The event that they are competing in is called pair skating.
- Have the students turn to the title page and look at the photo. Tell the students that this is a clump of grass. A clump of grass is made up of many single blades of grass.
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Two people who sing together are called a duo, they sing a duet. Three people who sing together are called a trio, four a quartet and five a quintet. Bunches and bundles are small groups of things that are close together like a bunch of bananas.*
- Read the index on page 12 with the students. What information will they find on pages 8 and 10?
- Tell the students that they should look for the collective nouns as they read this book. The context that they are used in will help the students with the meaning as they read.
- Tell them also that the new word *two* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *two* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 2 and find and read the collective nouns and the singular nouns that relate to them. They should find *people, couple, pair, duo, and twins*.
- Have students turn to page 6 and find and read the collective nouns and the singular nouns that relate to them. They should find *people, few, trio, quartet, triplets, basketball players, and team*.
- Have the students go through the book looking for *two* and rereading the sentences with *two* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *From Couples to Clumps* again.
- Read and re-read *From Couples to Clumps* using the audio and/or e - version.
- Re-read *Follow the Sun, Dirty, Polluted Water, and Armies and Colonies*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Armies and Colonies

Intervention Level: 2.23. I

Word count: 333

New skill: collective nouns

New high-frequency word: large

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

An Army of Soldiers

People who fight in land wars are called soldiers.

A group of soldiers is called an army. But armies do not always fight.

Sometimes, they keep the peace. Sometimes, soldiers help in a disaster.

Sometimes, armies protect their leader.

4/5

Long, long ago, a very powerful emperor in China had a very large army.

But this army was different. This army of many thousands

of soldiers was made of clay. The soldiers

had hollow bodies and solid legs.

The legs were solid so that the soldiers would not

fall over. Their faces and clothes were carved into the clay.

Then the clay soldiers were baked to make them hard.

The army was not to protect the emperor

when he was alive, it was to protect the

emperor after he was dead. The soldiers

were buried in the ground with the emperor.

6/7

An Army of Ants

A group of ants is called an army. It is also

called a colony. Many ant armies have

soldiers. Soldier ants have larger heads and jaws than other ants. Soldier ants fight enemies and protect the nest. But because they have large heads and jaws, they also crack open seeds and thick skins of insects for other ants to eat. *205

Soldier ants have one big problem with their large head. Their head is so much larger than their body that if they fall on their back, they often can't right themselves again. They can die lying on their back.

8/9

A Colony of Penguins

A group of penguins is called a colony. Penguin colonies are all in the southern hemisphere. Penguins do lots of things together in their colonies. They search for food. They raise their chicks. They play. When it is very cold you can see penguins huddled together to keep warm.

10/11

Most penguin colonies are found in Antarctica, but some colonies are in places where it is a little warmer. Emperor penguins are the only penguins that make nests and breed in Antarctica right through the winter.

Comprehension Questions

Literal

What are the four main things that armies of soldiers do?

What do soldier ants have a problem with?

What are the four main things that penguins do together in their colonies?

Which penguins make their nests and breed in Antarctica?

Inferential

What is the difference between an army and a colony?

What are some similarities between an ant colony and a penguin colony?

Why do you think the emperor needed an army to protect him when he was dead?

What other words do you know that describe groups of animals?

Data Point Sheet

Armies and Colonies

Name:

Date:

Word Count 205 Level 23 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 10 errors	text is easy 95% - 100%						
Type of Error		11 - 26 errors	text is instructional 87% - 94%						
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	27+ errors	text is difficult 86% or lower						
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
7-8 correct/partially correct	very good									
5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
<i>Reads fluently with expression</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 20%;">February</td> <td style="width: 20%;">July</td> <td style="width: 20%;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>																
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>																

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Herds of Animals

Level: 2.23.3 Word Count: 336

Quick Quiz	Reading: <i>thing, day, make, large, two</i> Spelling: <i>thing, day, make, large, two</i>
New High-Frequency Word	together
Quick Read	Dirty, Polluted Water (2.22.4) Armies and Colonies (2.23.1)
Quick Check	From Couples to Clumps (2.23.2)
Quick Write	<i>Two skaters are a pair and two singers are a duo.</i>
New Skill	collective nouns
New Book	Herds of Animals

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *thing, day, make, large, two*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *thing, day, make, large, two*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *together*.
- Hold up the *together* word card for the students to see.
- Have them read the word together.
- Have them write *together* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Dirty, Polluted Water* and *Armies and Colonies*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *From Couples to Clumps*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *From Couples to Clumps* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What are three people born at the same time called?

What two things grow in clumps?

What is a group of stars called?

What clothes do you have a pair of?

Inferential

Why do you think pants are called a pair?

What do pairs of gloves, socks, and shoes have in common?

How would you describe the difference between a few and many?

Can you use bunch in a sentence to describe something?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Two skaters are a pair and two singers are a duo.
- Remind the students that they know how to spell *two*, *are*, and *and*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *skaters*, *pair*, *singers*, and *duo*.
- Revise the *er* sound/letter correspondence in *skaters* and *singers* and the *air* sound/letter correspondence in *pair*, if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *two*, *are*, or *and*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn some more collective nouns for animal groups. The more of these they know the more they will be able to comprehend in their reading and the more interesting they can make their writing.
- Refer to the table you drew in the previous lessons.
- Invite the students to reread the table.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Herds of Animals*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you more about the collective names for animal groups. Many groups of animals are called herds, but there are also other names.*
- Discuss the cover photo. Tell the students that this is a photo of a herd of elephants
- Have the students turn to the title page and look at the photo. Do they know what these animals are? What are they doing? Do they know the name for the group?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Wild and farm animals live together in groups. Cattle and goats live in herds. Elephant herds have mothers and their daughters as well as sisters and aunties in the group. Grown male elephants do not live in the herd they live nearby. A female lion is called a lioness.*
- Read the index on page 12 with the students. What information will they find on pages 2, 8, and 10?
- Tell the students that they should look for the collective nouns as they read this book. The context that they are used in will help the students with the meaning as they read.
- Tell them also that the new word *two* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *two* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Have the students turn to page 2 and find and read the collective nouns and the singular nouns that relate to them. They should find *herd*, *herds*, *wild animals*, and *farm animals*.
- Have students turn to page 10 and find and read the collective nouns and the singular nouns that relate to them They should find *herds*, *sheep*, and *flock*.
- Have the students go through the book looking for *together* and rereading the sentences with *together* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Herds of Animals* again.
- Read and re-read *Herds of Animals* using the audio and/or e - version.
- Re-read *Dirty*, *Polluted Water*, *Armies and Colonies*, and *From Couples to Clumps*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: From Couples to Clumps

Level: 2.23.2

Word count: 334

New skill: collective nouns

New high-frequency word: two

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Couples and Pairs

Two people can be called a couple or a pair.

Two people who live together are called a couple. Two people who are doing something together can be called a couple or a pair.

You can see a couple dancing. You can see a pair skating. Two people who sing together, or play music together, are called a duo.

Two people born at the same time are called twins.

4/5

Two animals can be called a couple or a pair. You can see a couple of monkeys.

You can see a pair of zebras.

Two things can also be called couples or pairs. You may have a couple of shirts.

You have a pair of socks and a pair of shoes. You may have a pair of gloves.

You also have a pair of pants, but there is only one of them!

6/7

A Few

You call three to five people or things, a few.

A few means more than two, but not many.
You may have a few very good friends come to a party. You may eat a few nuts for a snack after school. You may see a few leopards at the zoo.

Three people who sing together, or play music together, are called a trio. Four are called a quartet. Three people born at the same time are called triplets. *225
Five basketball players play on a team.

8/9

Bunches and Bundles

Bunches and bundles are small groups of things that are close together. Sometimes, they are tied or joined together. You can buy a bunch of flowers. You can buy a bunch of bananas or grapes. You can have bundles of pencils and bundles of papers.

10/11

Clumps and Clusters

Clumps and clusters are also small groups of things that are close together. Flowers grow in clumps. So does grass. You can see a cluster of apartment buildings. You can see a cluster of stars. But a cluster of stars is not a small group, it is a very large group!

Comprehension Questions

Literal

What are three people born at the same time called?

What two things grow in clumps?

What is a group of stars called?

What clothes do you have a pair of?

Inferential

Why do you think pants are called a pair?

What do pairs of gloves, socks, and shoes have in common?

How would you describe the difference between a few and many?

Can you use bunch in a sentence to describe something?

Data Point Sheet

From Couples to Clumps

Name:

Date:

Word Count 225 Level 23 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 29 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	30+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Baby Animal Names

Level: 2.23.4 Word Count: 338

Quick Quiz	Reading: <i>day, make, large, two, together</i> Spelling: <i>day, make, large, two, together</i>
New High-Frequency Word	name
Quick Read	Armies and Colonies (2.23.1) From Couples to Clumps (2.23.2)
Quick Check	Herds of Animals (2.23.3)
Quick Write	<i>Goats live together in herds, so do elephants.</i>
New Skill	adult and baby animal words
New Book	Baby Animal Names

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *day, make, large, two, together*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *day, make, large, two, together*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *name*.
- Hold up the *name* word card for the students to see.
- Have them read the word together.
- Have them write *name* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Armies and Colonies* and *From Couples to Clumps*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Herds of Animals*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Herds of Animals* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

When do some daughter elephants leave the herd?
Who lives in a pride of lions?
Why do farmers raise goats?
What is a group of sheep called?

Inferential

What are some similarities and differences between groups of elephants and lions?
Why do you think male lions have to leave the pride and join another pride?
Why do farmers raise sheep, goats, and cows?
What is the main idea in this book?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Goats live together in herds, so do elephants.
- Remind the students that they know how to spell *live, together, in, and do*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *goats, herds, so, and elephants*.
- Revise breaking words into syllables and the *ph* sound/letter correspondence to help writing *elephant* if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *live, together, in, or do*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn some more animal words. These are the words that animal babies are called.
- Refer to the table you drew in the previous lessons.
- Invite the students to reread the table.
- Add *goat, elephant, cattle, sheep, lion* in the *Single* column.
- Invite volunteers to choose a word, read it and write the group name.

- Write these words on the board, *kid, calf, lamb, cub*.
- Have the students read the words.
- Draw a line from kid to goat, calf to cattle and elephant, lamb to sheep, cub to lion. Tell the students that these are the names of the adult animal and its young.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Baby Animal Names*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *This book tells you more about names for animals. It tells you what some baby animals are called.*
 - Discuss the cover photo. Tell the students that this is a photo of a hippo and her calf.
 - Have the students turn to the title page and look at the photo. Have them say the name of these animals and the name for the baby.
 - Take a picture walk discussing each photo in the book.
 - Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *Often animal babies have special names. Some of these names are like the parents' name, sometimes they are not. Whales are the biggest ocean animals. Manatees are sometimes called sea cows. They are large, plant-eating animals. You can see manatees in the warm water off the coast of Florida. Hyenas look like big dogs. They are scavengers, that means it doesn't hunt its own food, it eats left-over dead animals that another animal has killed. A wombat is a little animal that lives in Australia. It makes burrows in the ground. A platypus is an animal that also lives in Australia. It lives in the water. It has a nose like a duck's beak and webbed feet.*
 - Read the chart on page 12 with the students to reinforce vocabulary.
 - Tell the students that they should look for the animal words as they read this book. The context that they are used in will help the students with the meaning as they read.
 - Tell them also that the new word *name* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *name* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
- .
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 2 and find and read the adult and baby animal names. They should find *duck* and *ducklings*, *pigs* and *piglets*, *cat* and *kittens*, *sheep* and *lambs*, *horse* and *foals*, *goats* and *kids*, *hens* and *chicks*.
- Have students turn to page 4 and find and read the collective nouns and the singular nouns that relate to them. They should find *puppies*, *pups*, *dog*, *rats*, *seals*, *guinea pigs*, and *dolphins*.
- Have the students go through the book looking for *name* and rereading the sentences with *name* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Baby Animal Names* again.
- Read and re-read *Baby Animal Names* using the audio and/or e - version.
- Re-read *Armies and Colonies*, *From Couples to Clumps*, and *Herds of Animals*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Herds of Animals

Intervention Level: 2.23.3

Word count: 336

New skill: collective nouns

New high-frequency word: together

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

2/3

Many animals live together in groups called herds. Some animals that live in herds are wild animals. Herds of wild animals live together as a group. They feed together and travel together.

Some animals that live in herds are farm animals. A herd of farm animals may be the same breed. Farmers raise these herds together and keep them together.

4/5

Wild Animal Herds

Many herds of wild animals live in Africa. You can see herds of giraffe and antelope in Africa. You can also see herds of elephant in Africa. African elephants are the largest land animals, but their herds are not the largest. An elephant herd is a family group. The head of the herd is the oldest female elephant. There are mothers and daughters in an elephant herd.

There are also sisters and aunties. If the herd gets too big, some of the daughters leave the herd and start another herd. Grown male elephants live on the edges of a herd.

6/7

But not all groups of wild, African animals are called herds. A group of lions is called a pride. Like a herd of elephants, a pride of lions is not large. A pride sometimes has five or six female lions, called lionesses, and two male lions. *209 Their cubs live with them in the pride. When male cubs are grown, they have to leave the pride and join another pride.

8/9

Farm Animal Herds

Cows and goats are farm animals that live in herds. Farmers raise herds of cows for their milk and meat. They raise herds of goats mostly for their hair, but people do eat goat meat and drink goat milk. Some farmers raise their herds of cows outside, but in places where it gets very cold, farmers may raise their cows in barns. Most goats are raised outside.

10/11

But not all groups of farm animals are called herds. A group of sheep is called a flock. Flocks of sheep can be very big. Farmers raise sheep for their wool and their meat.

Comprehension Questions

Literal

When do some daughter elephants leave the herd?

Who lives in a pride of lions?

Why do farmers raise goats?

What is a group of sheep called?

Inferential

What are some similarities and differences between groups of elephants and lions?

Why do you think male lions have to leave the pride and join another pride?

Why do farmers raise sheep, goats, and cows?

What is the main idea in this book?

Data Point Sheet

Herds of Animals

Name:

Date:

Word Count 209 Level 23 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 27 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct / partially correct	very good	5-6 correct / partially correct	good	0-4 correct / partially correct	needs help
Comprehension Score										
7-8 correct / partially correct	very good									
5-6 correct / partially correct	good									
0-4 correct / partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS® 2006 at or above 60th percentile																
<i>Reads fluently with expression</i> <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
<i>Reads with moderate fluency</i> <input style="width: 50px; height: 25px;" type="text"/>																	
<i>Reads slowly - word by word</i> <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Surfing the Net

Level: 2.24.1 Word Count:347

Quick Quiz	Reading: <i>make, large, two, together, name</i> Spelling: <i>make, large, two, together, name</i>
New High-Frequency Word	word
Quick Read	From Couples to Clumps (2.23.2) Herds of Animals (2.23.3)
Quick Check	Baby Animal Names (2.23.4)
Quick Write	<i>A baby duck is called a duckling, but do you know the name for a baby whale?</i>
New Skill	computer words
New Book	Surfing the Net

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *make, large, two, together, name*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *make, large, two, together, name*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *word*.
- Hold up the *word* word card for the students to see.
- Have them read the word together.
- Have them write *word* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *From Couples to Clumps* and *Herds of Animals*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Baby Animal Names*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Baby Animal Names* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

Which animals have babies called calves?

What are baby kangaroos called?

Which animals have babies called pups?

What is the funniest baby animal name?

Inferential

Can you summarize the facts in this book in four sentences?

Why do you think the author wrote this book?

Can you think up some questions about animal baby names you could ask a friend?

Why do you think crocodile and turtle babies are called hatchlings?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
A baby duck is called a duckling, but do you know the name for a baby whale?
- Remind the students that they know how to spell *is, do, you, know, the, name,* and *for*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *baby, duck, called, duckling, but,* and *whale*.
- Revise the *wh* sound/letter correspondence to help writing *whale* if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *is, do, you, know, the, name,* or *for*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn some more words that are associated with certain things. In the last lesson they learned about baby animal names. Today they are going to learn some words that relate to computers.
- Write *screen* and *keyboard*, on the board.
- Read the words to the students and tell them that these words relate to computers.
- Discuss what a computer screen and a computer keyboard are used for.
- Tell the students the words screen and keyboard could also relate to other things. A television has a screen, a piano has a keyboard. All computer words do not belong just to computers.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Surfing the Net*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you more about computer words and how else they are used.*
- Discuss the cover photo. Tell the students that these people are looking at a computer screen. One of them is using the keyboard.
- Have the students turn to the title page and look at the photo. What are these people doing?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *A mouse is an instrument that has places to press with your fingers. When you press it, it sends information to your computer. The Internet links computer networks all over the world. You can find out all sorts of information on the Internet. When a computer gets a bug, something is wrong with it. A bug can cause a computer to break down. Things like your e-mail and your word processing are your computer software. Your computer, the screen and the keyboard are the hardware.*
- Read the chart on page 12 with the students to reinforce the computer vocabulary.
- Tell the students that they should look for the computer words as they read this book. The context that they are used in will help the students with the meaning as they read.
- Tell them also that the new word *word* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *word* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 6 and find and read the computer words. They should find *bug*, *computer*, and *software*.
 - Have students turn to page 8 and find and read the computer words. They should find *computers*, *virus*, and *Internet*.
 - Have the students go through the book looking for *word* and rereading the sentences with *word* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Surfing the Net* again.
- Read and re-read *Surfing the Net* using the audio and/or e - version.
- Re-read *From Couples to Clumps*, *Herds of Animals*, and *Baby Animal Names*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Baby Animal Names

Intervention Level: 2.23.4

Word count: 338

New skill: collective nouns

New high-frequency word: name

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Do you know that as well as being called babies, many baby animals have special names? Some names are like the names of their parents. Ducks have ducklings and pigs have piglets. But some baby animal names are not like the names of their parents at all. Baby cats are called kittens. Baby sheep are called lambs. Baby horses are called foals. Baby goats are called kids. Baby hens are called chicks.

4/5

Do you have a dog? If you do you will know that dogs' babies are called puppies or pups. But did you know that many other animals also have babies called pups? Here are some you might know – rats, seals, guinea pigs, dolphins.

6/7

Do you know the name of a baby cow? You're right. It's a calf. But do you know other animal babies that are called calves?

Some very big, wild animals have babies that are called calves. Can you guess what they are? They're elephants and hippos. Rhinos also have calves.

Now think of the biggest ocean animal you know. Its babies are called calves, too. Do you know what it is? You're right. Whale babies are called calves. Manatees are other big, ocean animals whose babies are called calves. Did you know that dolphin babies can be called calves or pups? *215

8/9

Have you heard of bear cubs? Did you know that lions and tigers have cubs, too? What do you think baby hyenas are called? You're right again. They're called cubs. Now here are some tricky names for you to remember. Baby turtles are called hatchlings. Baby alligators are also called hatchlings. Baby frogs are called tadpoles or polliwogs. Baby fish are called fry or fingerlings.

10/11

Do you know which animals have babies called joeys? Here's a clue. The animals that have babies called joeys are all animals that have pouches. They carry their babies in their pouches. There are four that you will know – kangaroos, possums, koalas, wombats. Do you know the funniest baby name of all? Puggles. Platypus babies are called puggles!

Comprehension Questions

Literal

- Which animals have babies called calves?*
- What are baby kangaroos called?*
- Which animals have babies called pups?*
- What is the funniest baby animal name?*

Inferential

- Can you summarize the facts in this book in four sentences?*
- Why do you think the author wrote this book?*
- Can you think up some questions about animal baby names you could ask a friend?*
- Why do you think crocodile and turtle babies are called hatchlings?*

Data Point Sheet

Baby Animal Names

Name:

Date:

Word Count 215

Level 23 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12 - 27 errors	text is instructional 87% - 94%						
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	28+ errors	text is difficult 86% or lower						
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 – 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 – 1:6	good								
1:7 +	needs help								
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
<i>Number correct</i>	<i>Number correct</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/ partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/ partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/ partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/ partially correct	very good	5-6 correct/ partially correct	good	0-4 correct/ partially correct	needs help
Comprehension Score										
7-8 correct/ partially correct	very good									
5-6 correct/ partially correct	good									
0-4 correct/ partially correct	needs help									
<i>Number partially correct</i>	<i>Number partially correct</i>									
<i>Number incorrect</i>	<i>Number incorrect</i>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
<i>Reads fluently with expression</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
<i>Reads with moderate fluency</i>																	
<i>Reads slowly - word by word</i>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



What's on the Foreign-Word Menu?

Level: 2.24.2 Word Count: 340

Quick Quiz	Reading: <i>large, two, together, name, word</i> Spelling: <i>large, two, together, name, word</i>
New High-Frequency Word	any
Quick Read	Herds of Animals (2.23.3) Baby Animal Names (2.23.4)
Quick Check	Surfing the Net (2.24.1)
Quick Write	<i>What is the word for something you catch and something that can crash your computer?</i>
New Skill	foreign words
New Book	What's on the Foreign-Word Menu?

2.24.2 What's on the Foreign-Word Menu?

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *large, two, together, name, word*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *large, two, together, name, word*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *any*.
- Hold up the *any* word card for the students to see.
- Have them read the word together.
- Have them write *any* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Herds of Animals* and *Baby Animal Names*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Surfing the Net*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Surfing the Net* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What does surfing the net mean?

What is a virus?

What happens when a computer crashes?

How can computer viruses get spread?

Inferential

What was the author's purpose for writing this book?

What new information did you learn from reading this book?

What is the difference between a computer bug and a computer virus?

How does the man whose computer has crashed feel? Would you feel the same way?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.

What is the word for something you catch and something that can crash your computer?

- Remind the students that they know how to spell *is, what, the, word, for, something, you, that,* and *your*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *catch, crash,* and *computer*.
- Revise the *ch* and *sh* sound/letter correspondences if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.

- If the students have trouble with *is, what, the, word, for, something, you, that,* or *your,* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn some more words that are associated with certain things. In the last lesson they learned about computer words. Today they are going to learn some words that are foreign words. That means that the words come from languages other than English, but they are words that we have adopted into English.
- Write *kindergarten* on the board. Read the word to the students and tell them what it means. Tell them that *kindergarten* is a German word.
- Write *mosquito* on the board. Read the word to the students and tell them what it means. Tell them that *mosquito* is a Spanish word.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *What's on the Foreign-Word Menu?*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you some foreign words that are associated with food.*
- Discuss the cover photo. Tell the students that this is a photo of sushi. Sushi is a Japanese word.
Have the students turn to the title page and look at the photo. What is this food? What is inside the bread? Do they know where this word comes from?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *A restaurant is a place where you can go and have a meal. Restaurants have a menu. The menu is a list of food that the restaurant has. You order what you want from the menu. A bagel is a ring-shaped bread roll. Pumpernickel is a very dark bread. An avocado is a pear-shaped fruit with a dark green or black skin. The flesh is green. People put avocados in salads. Wasabi is a paste like mustard. It is very hot so you don't need very much of it. Pastrami is smoked beef. Yiddish is the language spoken by many Jewish people. Spaghetti and macaroni are pasta. People often eat spaghetti with tomato sauce and macaroni with cheese sauce.*
- Read the menu on page 12 with the students to reinforce the vocabulary.

- Tell the students that they should look for the food words as they read this book. The context that they are used in will help the students with the meaning as they read.
 - Tell them also that the new word *any* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *any* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 6 and find and read the foreign-food words. They should find *sushi, avocado, wasabi, pastrami, and pickle.*
 - Have students turn to page 8 and find and read the foreign-food words. They should find *kebab, chow mein, frankfurter, pasta, spaghetti, macaroni, tortilla, potatoes, and tomatoes.*
 - Have the students go through the book looking for *any* and rereading the sentences with *any* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *What's on the Foreign Food Menu?* again.
- Read and re-read *What's on the Foreign Food Menu?* using the audio and/or e-version.
- Re-read *Herds of Animals, Baby Animal Names, and Surfing the Net.*
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: Surfing the Net

Intervention Level: 2.24.1

Word count: 347

New skill: computer words

New high-frequency word: word

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

There are many words that people use every day. But sometimes, words that people use get another meaning. Some words that now have another meaning are words that people use when they are talking about computers.

Mouse

A mouse is the name of a little animal that some people are scared of and other people keep for a pet. A computer mouse is a little bit bigger than a real mouse. You use a computer mouse to point to, and select text on your computer.

4/5

Net

A net is something that people use to catch fish. You can also see a net on a tennis court or at the back of a soccer goal. But *net* now has another meaning. It is the word that most people use when they talk about the Internet.

Surf

Surf is the word for big waves breaking on the shore. It is also the word for riding a surfboard on these big waves. People also surf the Internet. *Surfing the Net* means looking on the Internet for information.

6/7

Bug

Bug is a word that many people use when they talk about a little insect. But you can also get a bug in your computer, and that doesn't mean that a little insect is inside it. A bug in a computer means that there is something wrong with the software. *223

8/9

Virus

A virus can cause people to get sick. If you catch a cold, the cold that you have, is caused by a virus. You pass the cold virus on to other people when you sneeze or cough. Computers can get a virus, too. Someone can put a bug in a computer that will spread to other computers. An easy way for a virus to spread is through the Internet.

10/11

Crash

A crash is a loud noise or bang. When something runs into something else, there is a crash. Cars can crash. Planes can crash. Computers can crash, too. When a computer crashes, it freezes or shuts down. It could be a bug or a virus that causes the computer to crash.

Comprehension Questions

Literal

- What does surfing the net mean?*
- What is a virus?*
- What happens when a computer crashes?*
- How can computer viruses get spread?*

Inferential

- What was the author's purpose for writing this book?*
- What new information did you learn from reading this book?*
- What is the difference between a computer bug and a computer virus?*
- How does the man whose computer has crashed feel? Would you feel the same way?*

Data Point Sheet

Surfing the Net

Name:

Date:

Word Count 223 Level 24 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%						
Type of Error		12- 28 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	29+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 - 1:6</td> <td>good</td> </tr> <tr> <td>1:7 +</td> <td>needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Happy Families

Level: 2.24.3 Word Count: 347

Quick Quiz	Reading: <i>two, together, name, word, any</i> Spelling: <i>two, together, name, word, any</i>
New High-Frequency Word	only
Quick Read	Baby Animal Names (2.23.4) Surfing the Net (2.24.1)
Quick Check	What's on the Foreign-Word Menu? (2.24.2)
Quick Write	<i>Do you want any ginger with your sushi?</i>
New Skill	family words
New Book	Happy Families

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *two, together, name, word, any*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *two, together, name, word, any*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *only*.
- Hold up the *only* word card for the students to see.
- Have them read the word together.
- Have them write *only* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Baby Animal Names* and *Surfing the Net*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *What's on the Foreign-Word Menu?*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *What's on the Foreign-Word Menu?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What can you have for an all-day breakfast meal?

Which two words are borrowed from Yiddish?

What is a Spanish tortilla served with?

Which German word is on the dessert menu?

Inferential

What is a menu?

How do you think so many foreign words came to be on our menus?

Which foreign foods do you know that are mainly rice?

Can you find all the countries mentioned on a world map?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Do you want any ginger with your sushi?
- Remind the students that they know how to spell *do*, *you*, *want*, *any*, *with*, and *your*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *ginger* and *sushi*.
- Revise the *soft g* sound/letter correspondence in *ginger* if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *do*, *you*, *want*, *any*, *with*, or *your*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn some more words that are associated with certain things. In the last lesson they learned about foreign words that English has borrowed. Today they are going to learn some family words.
- Write *grandmother* on the board. Read the word to the students and tell them a grandmother is a mother or father's mother. Tell them that *grandmother* is a family word. A grandmother is a member of a family.
- Write *great-uncle* on the board. Read the word to the students and tell them that your great-uncle could be your grandmother or grandfather's brother. Tell them that *great-uncle* is another family word.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Happy Families*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you some words associated with families.*
- Discuss the cover photo. Tell the students that this photo is a grandfather with his four grandchildren. He has two granddaughters and two grandsons.
- Have the students turn to the title page and look at the photo. Who are these girls?
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Families come in all sizes. Some are very small and some are very big with lots of family members. Family members are related to each other by birth or marriage. Twins that look alike are called identical twins. Identical twins are always the same sex. If a boy and a girl are twins, they are not identical twins, they are fraternal twins. Your cousins are the children of your mother and father's sisters and brothers.*
- Read the family tree on page 12 with the students to reinforce the vocabulary and the relationships.
- Tell the students that they should look for the family words as they read this book. The context that they are used in will help the students with the meaning as they read.
- Tell them also that the new word *only* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *only* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 4 and find and read the family words. They should find *parents, children, mother, father, child, children, families, brothers, sisters, only child, twins, and identical twins.*
- Have students turn to page 8 and find and read the family words. They should find *aunties, uncles, sisters, brothers, parents, grandparents, great-aunties, great-uncles, cousins, nieces, and nephews.*
- Have the students go through the book looking for *only* and rereading the sentences with *only* in them.

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Happy Families* again.
- Read and re-read *Happy Families* using the audio and/or e - version.
- Re-read *Baby Animal Names*, *Surfing the Net*, and *What's on the Foreign Food Menu?*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

Colour-Coded Check Sheet

Title: What's on the Foreign-Word Menu?

Intervention Level: 2.24.2

Word count: 340

New skill: foreign words

New high-frequency word: any

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Welcome to our restaurant. My name is Natasha and I'll be your server today. Even though it's dinnertime, you can choose any dishes from our lunch or all-day breakfast menu. All our dishes have names borrowed from words in other languages. Because we're an English-speaking country, the names of these dishes are foreign words, even though people use them all the time. I'll give you a moment to look at the menu and then I'll come back and explain it to you.

4/5

All-Day Breakfast

Yogurt is a word borrowed from Turkey. Our yogurt is made just like they make it in Turkey. We don't add any fruit to our yogurt. But if you want a sweeter yogurt, we can add bananas and honey. Our breakfast breads are bagels and pumpernickel. Bagel is a Yiddish word and pumpernickel is borrowed from German. Our bagels are mostly white and our pumpernickel bread is dark brown.

6/7

Lunch

Most people who come here order sushi for lunch. Both the word sushi, and the meal are borrowed from Japan.

Our sushi is freshly made each day and you can watch any of our sushi makers making it if you like. Our best sushi are the ones with avocado. Avocado is a word borrowed from Spanish. We serve all our sushi with ginger. *219

You can have wasabi with your sushi if you like it really hot.

If you would like a sandwich, we serve pastrami sandwiches all day long. Pastrami is another word borrowed from Yiddish. All our pastrami sandwiches come with a pickle. Pickle is a word borrowed from Dutch.

8/9

Dinner

You can choose any of these meals for dinner –

an Arabic kebab

a Chinese chow mein

a German frankfurter

an Italian pasta using spaghetti or macaroni

a Spanish tortilla with potatoes and tomatoes.

They are all very good.

10/11

Dessert

Our most famous dessert is a chocolate cake called a torte. Chocolate is a word borrowed from Spanish and torte is a German word.

We serve coffee and tea with all our meals.

Comprehension Questions

Literal

What can you have for an all-day breakfast meal?

Which two words are borrowed from Yiddish?

What is a Spanish tortilla served with?

Which German word is on the dessert menu?

Inferential

What is a menu?

How do you think so many foreign words came to be on our menus?

Which foreign foods do you know that are mainly rice?

Can you find all the countries mentioned on a world map?

Data Point Sheet

What's on the Foreign-Word Menu? Name: _____

Date: _____

Word Count 219 Level 24 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 28 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	29+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Telling the Time Without a Clock

Level: 2.24.4 Word Count: 330

Quick Quiz	Reading: <i>together, name, word, any, only</i> Spelling: <i>together, name, word, any, only</i>
New High-Frequency Word	tell
Quick Read	Surfing the Net (2.24.1) What's on the Foreign-Word Menu? (2.24.2)
Quick Check	Happy Families (2.24.3)
Quick Write	<i>If you are an only child, you won't have twin sisters.</i>
New Skill	time words
New Book	Telling the time Without a Clock

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *together, name, word, any, only*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *together, name, word, any, only*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Introduces a new high-frequency word into the reading and writing vocabulary

- Tell the students that now they are going to learn a new word – *tell*.
- Hold up the *tell* word card for the students to see.
- Have them read the word together.
- Have them write *tell* at least three times. Encourage them to write without looking at the card or the word that they have previously written. Allow them to check if they need to.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Surfing the Net* and *What's on the Foreign-Word Menu?*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Happy Families*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Happy Families* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What do some children call their grandfather?

How are nephews related to your mother?

What are identical twins?

What are relatives?

Inferential

What is the relationship between your cousins and your grandparents?

What is a family tree?

What is the difference between a relative and a friend ?

Can you draw a family tree and write the names all your relatives on it?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
If you are an only child, you won't have twin sisters.
- Remind the students that they know how to spell *are, you, an, only, you, and have*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *if child, twin, sisters, and won't*.
- Revise the contraction *won't* if necessary.
- Dictate the sentence again and invite the students to start writing.
- Remind them of capital letters and punctuation.
- Work with individual students as necessary.
- If the students have trouble with *are, you, an, only, you, or have*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new vocabulary skills explicitly and systematically

- Tell the students that today they are going to learn some more words that are associated with certain things. In the last lesson they learned about family words. Today they are going to learn some time words.
- Write *century* on the board. Read the word to the students and tell them a century is a hundred years. Tell them that *century* is a time word.
- Write *decade* on the board. Read the word to the students and tell them that a decade is ten years. *Decade* is also a time word.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new skills on connected text

- Give each student a copy of the book *Telling the Time Without a Clock*.
- Read the title to the students.
- Set the purpose for reading by saying: *This book tells you some words associated with time.*
- Discuss the cover photo. Tell the students that this photo is a sundial. In the past, people used sundials to tell the time.
- Have the students turn to the title page and look at the photo. Tell them that this photo is a Mayan calendar. The Mayans had many ways of telling the time.
- Take a picture walk discussing each photo in the book.
- Read the labels and captions to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *People have been using the position of the sun to tell the time for thousands of years. Today, people don't usually use sundials to tell the time. But you can sometimes see a sundial in a park. Pyramids are big stone buildings. The Egyptians and the Mayans used the pyramids to tell the time. Abu Simbel and Chichin Itza are places where, today, you can see pyramids that the people used to tell the time. People used the big stones at Stonehenge to tell the time.*
- Read the index on page 12 with the students. Where will they look for information on years?
- Tell the students that they should look for the time words as they read this book. The context that they are used in will help the students with the meaning as they read.
- Tell them also that the new word *tell* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *tell* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
- Have the students turn to page 8 and find and read the time words. They should find *daytime, nighttime, dusk, sunset, sunrise, dawn, midday, midnight, and hour.*
- Have students turn to page 10 and find and read the time words. They should find *year, day, months, calendar, decade, and century.*
- Have the students go through the book looking for *tell* and rereading the sentences with *tell* in them.

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Telling the Time Without a Clock* again.
- Read and re-read *Telling the Time Without a Clock* using the audio and/or e - version.
- Re-read *Surfing the Net*, *What's on the Foreign Food Menu?*, and *Happy Families*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.
- Complete the activities in the School - Home Connection Booklet.

If you wish to check the percentage accuracy, comprehension, and fluency of *Telling the Time Without a Clock*, use the Colour-Coded Check Sheet on Page 67-68 and the Data Point Sheet on Page 69.

Colour-Coded Check Sheet

Title: Happy Families

Intervention Level: 2.24.3

Word count: 347

New skill: family words

New high-frequency word: only

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

2/3

Families come in all sizes. Some families are small and some families are large. Some small families have only two people in them. Some large families have ten or more people in them. Some large families live together under the same roof. Some large families live in different places. Some families have animals living with them. They call these animals pets. Pets are part of the family.

4/5

Parents and Children

Your parents are your mother and your father. You are their child. Some families have a mother and a father living with the children. Some families have only one parent, a mother or a father, living with the children. If there is more than one child in your family, the other children are your brothers and sisters. If you don't have brothers and sisters, you are an only child. Children born at the same time are called twins. Some twins look alike and some twins don't look alike. Twins that look alike are called identical twins.

6/7

Grandparents

Your grandparents are the mothers and fathers of your parents.

Your great-grandparents are the mothers and fathers of your grandparents.

Grandchildren have many names that they

use for their grandparents. Some

grandchildren call their grandfathers, grandpa or granddad.

Others call their grandfathers, poppa or pop. *212

Some grandchildren call their grandmothers, grandma or granny. Others call them

nanny or nana. Still other grandchildren

have special names that only they use for their grandparents.

What do you call your grandparents?

8/9

Aunties and Uncles

Your aunties and uncles are the sisters and brothers of your parents. Your

great-aunties and great-uncles are the

sisters and brothers of your grandparents.

If your aunties and uncles have children,

they are your cousins. Your girl cousins are

your parents' nieces. Your boy cousins are

your parents' nephews. Some people have

many cousins but others have only a few.

10/11

Relatives

All the people in your family are your

relatives. Some people are your relatives

because they have the same parents and

grandparents as you do. Other people are

your relatives because they have married

into your family.

Comprehension Questions

Literal

What do some children call their grandfather?

How are nephews related to your mother?

What are identical twins?

What are relatives?

Inferential

What is the relationship between your cousins and your grandparents?

What is a family tree?

What is the difference between a relative and a friend ?

Can you draw a family tree and write the names all your relatives on it?

Data Point Sheet

Happy Families

Name:

Date:

Word Count 212 Level 24 Set 2

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 11 errors	text is easy 95% - 100%
Type of Error		12 - 27 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	29+ errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level

Title: Telling the Time Without a Clock

Intervention Level: 2.24.4

Word count: 342

New skill: time words

New high-frequency word: tell

Key

New skill

Previously taught skill

New high-frequency word

Previously taught high-frequency words

Accessible from context and/or photos

2/3

Using the Sun

One way to tell the time without a clock is to use the sun. The best place to do this is near the equator. The sun rises and sets in about the same place in winter as it does in summer near the equator.

African people used to tell the time by pointing to a place in the sky where the sun would be at the time they were talking about.

4/5

Sundials

Sundials also use the sun to tell the time. A sundial looks like a clock. It has numbers all around. It has a pointer, like the hand on a clock. The pointer casts a shadow. The shadow moves as the sun moves during the day. People look at the shadow to tell the time.

6/7

Pyramids

A long time ago people built pyramids to help them tell the time. They cut windows in the pyramid. When the sun shone through

It is not necessary to check more than approximately 200 words. This is marked by an * on the Check Sheet. The percentage accuracy on the Data Point Sheet reflects this number not the total number of words in the book.

The comprehension questions pertain to the whole book which the student has read in the previous lesson.

the windows in a certain way, the people knew that it was the longest day of the year. Some people built a circle of big stones. When the sun shone through the stones in a certain way, the people knew that it was the longest day of the year. *203

8/9

Daytime and Nighttime

Another way to tell the time without a clock is to split daytime and nighttime into segments. Dusk and sunset are two segments. Sunrise and dawn are two more. Midday and midnight are two more.

Long ago, some people split daytime into 12 segments. They split nighttime into 12 segments. These segments were the start of what we call an hour.

10/11

The Mayans

The Mayans had ways of telling the time. They had a year of 365 days. Each day had a name. The Mayans split their year into months but they had more months than we do today. The months had names, too. The Mayans had a calendar called a long count. The long-count calendar showed ten years, which we call a decade. It showed hundreds of years. We call a hundred years a century.

Comprehension Questions

Literal

- How did some African people used to tell the time?*
- How does a sundial work?*
- How did people use pyramids to tell the time?*
- What did the Mayans measure with the long- count calendar?*

Inferential

- How would you tell the time without a clock?*
- Do you think it is hard to tell the time using shadows? Why or why not?*
- What is similar between Stonehenge and the pyramid at Chitchen Itza ?*
- Why do you think we call one hundred years a century?*

Data Point Sheet

Telling the Time Without a Clock

Name: _____

Date: _____

Word Count 203 **Level** 24 Set 2

Number of Errors	<input style="width: 50px; height: 30px;" type="text"/>								
Type of Error		0 - 10 errors	text is easy 95% - 100%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 30px;" type="text"/>	11 - 26 errors	text is instructional 87% - 94%						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 30px;" type="text"/>	27+ errors	text is difficult 86% or lower						
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 30px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 – 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 – 1:6	good								
1:7 +	needs help								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 30px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 30px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 30px;" type="text"/>	Number correct <input style="width: 50px; height: 30px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
7-8 correct/partially correct	very good									
5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number partially correct <input style="width: 50px; height: 30px;" type="text"/>	Number partially correct <input style="width: 50px; height: 30px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 30px;" type="text"/>	Number incorrect <input style="width: 50px; height: 30px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 30px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 25%;">February</td> <td style="width: 25%;">July</td> <td style="width: 35%;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 30px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 30px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level

Quick60 Lesson Plans

Set 2

Intervention Level 23.I - 24.4

Armies and Colonies.....	3
From Couples to Clumps.....	11
Herds of Animals.....	19
Baby Animal Names.....	27
Surfing the Net.....	35
What's on the Foreign-Word Menu?.....	43
Happy Families.....	51
Telling the Time Without a Clock.....	59

Permission is given to copy these lesson plans for use with the Quick60 Programme

Lesson Plans Set 2 Levels 23 - 24 © Iversen Publishing

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright owner.

While every care has been taken to trace and acknowledge copyright, the publishers tender their apologies for any accidental infringement where copyright has proved untraceable.

Published by
Iversen Publishing
5 Douglas Alexander Parade
Rosedale
Auckland 0632
New Zealand
www.iversenpublishing.com

