

1. Sound Cards – Quick Visual Drill (8-12 cards total, all review)

vowels: \_\_\_\_\_ consonants: \_\_\_\_\_

2. Teach new concept (use sound cards, magnetic letters, etc. to make words)  
*(Sometimes you will not teach a new concept. You may instead need to review a concept that the student is struggling with. Move at your student's pace.)*

Concept being taught: \_\_\_\_\_

Examples of new concept to use:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

3. Word cards to read:

*(There should be a couple of examples of your new concept in here, and the other words can be review words from previous substeps.)*

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_  
5. \_\_\_\_\_ 6. \_\_\_\_\_  
7. \_\_\_\_\_ 8. \_\_\_\_\_  
9. \_\_\_\_\_ 10. \_\_\_\_\_

4. Word list to read: Book and Page #: \_\_\_\_\_

5. Sentence reading: Book and Page #: \_\_\_\_\_

*Note: This is a good opportunity to pre-select one or two vocabulary words from the sentence reading or word list. Try to create some context for the student to better understand those vocabulary words. Be prepared to bring hands-on examples or pictures to help build background knowledge for the student.*

6. Sound Cards - Quick Auditory Drill (*This is the same as #1, but this time you give student the sound and they write the letter that makes that sound.*)

Vowels: \_\_\_\_\_ Consonants: \_\_\_\_\_

7. Teach/Review Concept from #2, (*this time emphasizing how it applies to spelling*)

Concept being taught: \_\_\_\_\_

Examples to use: (*STUDENT manipulates the cards or magnetic letters to spell words.*)

1. \_\_\_\_\_ 2. \_\_\_\_\_

8 A. Written Work/Words to Spell:

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 6. \_\_\_\_\_

7. \_\_\_\_\_ 8. \_\_\_\_\_

8 B. Sentences to Write: (*Remember to dictate the entire sentence, not word at a time.*)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

9. Controlled Passage Reading: Book: \_\_\_\_\_ Pages: \_\_\_\_\_

*Note: This is a good time to have student work on fluency during reading by reading the passage aloud twice, once for decoding and meaning, once for phrasing and fluency (modeling the tutor's example if necessary).*

10. Listening Comprehension: Book: \_\_\_\_\_ Pages: \_\_\_\_\_

*Note: After reading, you may also have the student summarize the passage in his own words, or complete a graphic organizer with him to test for comprehension and reinforce concepts, vocabulary, or organization of thoughts and ideas in the text.*