

# Augustine Project Lesson Plan

(Adapted from the Wilson Reading System™ by Debbie McCarthy, Barbara Ziff and Emily Martine, c2006)

Student \_\_\_\_\_ Lesson # \_\_\_\_\_ Date \_\_\_\_\_ Substep \_\_\_\_\_

Goals \_\_\_\_\_ Trouble spots last lesson \_\_\_\_\_

Activity and Materials	Prompt
<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Student notebook (throughout lesson)</li> <li>• Other materials</li> </ul> <p>Activity:</p>	
<p><b>1. Visual Quick Drill</b></p> <ul style="list-style-type: none"> <li>• Drill Pack</li> <li>• Carpet</li> </ul> <p>_____</p>	<p><b>“Tell me the name of the letter and the sound it makes. Trace it on the carpet with 2 fingers.”</b></p> <p><i>(“For vowels, tell me the key word and show me the hand signal”)</i></p>
<p><b>2. Review/introduce reading concepts</b></p> <ul style="list-style-type: none"> <li>• Magnet board</li> <li>• Student notebook (if entry needed):</li> </ul> <p>Review _____</p> <p>Words _____</p> <p>New Concept _____</p> <p>Words _____</p>	<p><b>“I’m going to make a word. Swoop under it as you read.”</b> <i>(“If you need to, tap and smear.”)</i></p> <p><i>If you are teaching a new concept:</i></p> <p><b>“Our new letter is ____.”</b> <i>(or “syllable” or “rule”)</i></p> <p><b>“Here are some words using our new...”</b> <i>(“letter”, “syllable” or “rule”)</i></p>
<p><b>3. Word Cards</b></p> <ul style="list-style-type: none"> <li>• Word Cards</li> <li>• Stopwatch</li> </ul> <p>_____</p> <p>_____</p>	<p><b>“Read these words out loud.”</b> <i>(“Tap and smear if you need to.”)</i></p> <p><b>“Good job! Now read them again and try to go a little faster.”</b> <i>(Use timer)</i></p> <p><b>“Let’s see if you can beat your time.”</b> <i>(timer)</i></p>
<p><b>4. Word List</b></p> <ul style="list-style-type: none"> <li>• Wilson Reader™ Practice Pg _____ Chart Pg _____</li> <li>• Stopwatch</li> <li>• Wordlist Chart</li> <li>• Marker for student</li> </ul>	<p><i>(Use practice list)</i> <b>“Let’s practice a few words.”</b> <i>(Use chart list and timer)</i> <b>“Read these words to yourself and then to me. (Tap and smear if you need to) Don’t guess; the first thing I hear you say counts.”</b></p> <p><b>“Now read the list again, a little faster.”</b> <i>(timer)</i></p> <p><b>“Once more...see if you can beat that time.”</b></p>

<p><b>5. Sentence Reading</b></p> <ul style="list-style-type: none"> <li>Wilson Reader</li> </ul> <p>Page # _____</p> <p>Sentence #s _____</p>	<p><b>“Read the sentence to yourself. (<i>Track the words with your finger.</i>) Then read it aloud smoothly as if you are talking.”</b>  <i>(Tutor re-reads, modeling fluency)</i>  <b>“Now it’s your turn”</b> (student re-reads)</p> <p><i>(ask comprehension questions.)</i></p>
<p><b>6. Auditory Quick Drill (“What says?”)</b></p> <ul style="list-style-type: none"> <li>Magnet Board</li> </ul> <p>_____</p>	<p><b>“I’m going to say a sound. You echo and point to the letter.”</b>  <b>“What says ---- ?”</b></p> <p><i>(include new concept)</i></p>
<p><b>7. Review/introduce concepts for spelling</b></p> <ul style="list-style-type: none"> <li>Magnet Board</li> <li>Student notebook (if entry needed)</li> </ul> <p>Review Words _____</p> <p>New Concept _____</p>	<p><b>“I’ll say a word. You echo and spell the word on the magnet board.”</b></p> <p><i>(Remind student to tap if needed)</i></p> <p><b>“Swoop and say, cover and spell.”</b></p>
<p><b>8. Written Work</b></p> <ul style="list-style-type: none"> <li>Paper, pencil</li> <li>New sight word cards</li> </ul> <p>Sounds _____</p> <p>Words (<i>TicTacToe</i>) _____</p> <p>_____</p> <p>Words (nonsense) _____</p> <p>New Sight Words _____</p> <p>Sentences (<i>use sight words</i>):</p> <ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol>	<p><b>“I’ll say a sound (<i>or word or sentence</i>).”</b>  <b>“You echo and then write it.”</b></p> <p><i>(Point to errors silently to encourage self-correction.)</i></p> <p><i>(Remind student to check capitalization and punctuation).</i></p> <p><b>“Please read all the words and sentences back to me”</b></p>
<p><b>9. Controlled Reading</b> Book _____ Page _____</p> <p>Read-aloud Book _____ Page _____</p>	
<p><b>10. Recap New Material</b> _____</p> <p>Comments / Trouble spots / Notes for next lesson:</p>	