

Augustine Literacy Project[®] Lesson Plan

Student: _____ Lesson # _____ Substep: _____ Date: _____

1.	<p>Visual Quick Drill (2 min.) Drill pack & burlap.</p> <p><i>Tell me the name of the letter and the sound it makes.</i> <i>Trace it on the burlap with 2 fingers.</i> <i>If it's a vowel, tell me the key word and show the hand signal.</i></p> <p>_____</p>
2.	<p>Review/Introduce Concepts for Reading (5 min.) Magnet board, Lesson Notebook (if needed).</p> <p><i>I'm going to make a word. Swoop under it as you read.</i> (Encourage tap and smear if needed.) (3-4 review words) _____</p> <p>If new concept: Introduce new letter, syllable type, spelling rule, etc., and enter in Lesson Notebook. (3-4 new words) _____</p>
3.	<p>Word Cards (3 min.). Word cards, stopwatch.</p> <p><i>Pick a card, read the word, lay it on the table.</i> Encourage tap and smear if needed. After all are read, have student read the words 2 more times. Timing is optional; encourage speed and accuracy. (5-8 words, mostly new concept words) _____</p> <p>_____</p>
4.	<p>Word List (5 min.) Wilson Student Reader page _____, chart & marker (if 1.3 or higher).</p> <p><i>Let's practice a few words.</i> Point to 2-3 words in one list for child to read. Show the list of 15 words for charting. <i>Now read each word to yourself before you read it out loud. The first thing you say counts.</i> After charting, student reads list 2 more times. Timing is optional; encourage speed & accuracy.</p>
5.	<p>Sentence Reading (5 min.) Wilson Student Reader page _____.</p> <ol style="list-style-type: none"> 1. <i>Read the sentence to yourself. Track the words with your finger.</i> 2. <i>Now read it out loud.</i> 3. Tutor reads the same sentence to model fluency. 4. <i>Now you read it again.</i> <p>Do these 4 steps for each sentence, one at a time. Ask comprehension questions.</p>

6.	<p>Auditory Quick Drill (1 min.) Magnet board.</p> <p><i>I'm going to say a sound. You <u>repeat</u> the sound and <u>point</u> to the letter that makes the sound.</i></p> <p>_____</p>
7.	<p>Review/Introduce Concepts for Spelling (5 min.) Magnet board, Lesson Notebook (if entry).</p> <p><i>I'm going to say a word. You <u>repeat</u> the word and spell it on the magnet board.</i> Encourage tap and smear if needed. <i>Now swoop and read the word.</i> Tutor covers the word. <i>Spell ____.</i></p> <p>2-3 review words: _____ 3-4 new words: _____</p>
8.	<p>Written Work (11 min.) Dictation sheet, pencil, 2 colored markers for tic tac toe, sight word cards.</p> <p>For each sound, word, and sentence dictated, the student should <i>repeat</i> what you say <i>before</i> writing.</p> <p>Sounds: _____</p> <p>Words: _____ _____</p> <p>Play tic tac toe, then student reads all words.</p> <p>2-3 Sight Words: _____</p> <p>Sentences: 1. _____ 2. _____</p> <p>Check for capitalization, punctuation, and spelling. Student re-reads sentences. Check comprehension.</p>
9.	<p>Controlled Reading (8 min.) Story or book: _____</p> <p>Student reads story aloud in small sections. Stop and discuss. Ask child to paraphrase in their own words. Ask comprehension questions. Tutor reads same section, then student re-reads. At end of story, talk about it. Goal is active, engaged reading!</p>
10.	<p>Recap New Material</p>

Notes: