

# Augustine Project Lesson Plan

(Adapted from the Wilson Reading System by Debbie McCarthy, Barbara Ziff and Emily Martine, c 2006)

Student----- Lesson #-----Date----- Substep-----

Goals----- Trouble spots last lesson-----

Activity and materials	Prompt
<p>Phonological Awareness</p> <ul style="list-style-type: none"> <li>• <b>Student notebook (throughout lesson)</b></li> <li>• Other materials</li> </ul> <p>Activity:</p>	
<p>1. Visual Quick Drill</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>  <i>(“For vowels, tell me the key word and show me the hand signal”)</i></p>
<p>2. Review / introduce concepts for Reading</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>  <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>3. Word Cards</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>4. Word List</p> <ul style="list-style-type: none"> <li>• Wilson Reader Practice Pg-----</li> <li style="padding-left: 150px;">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>  <b>“Now read the list again, a little faster.”</b> (<i>timer</i>)  <b>“Once more...see if you can beat that time.”</b></p>

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