

Botswana Advanced Word Study Instructions

Overview

Higher StepsSM Advanced Word Study is designed for struggling students who can read at least early grade 3 level text with satisfactory accuracy and rate (i.e., 93% and 80 wpm). Advanced Word Study (AWS) modules focus on the 6 syllable types of written English, syllabication, and application through spelling.

Each module provides explicit instructional support via modeling, questioning and prompts. Through carefully designed introductory, accuracy and fluency lessons, students gain proficiency with each concept and the skills necessary to parse through unfamiliar multi-syllabic words successfully.

Pacing

One reason poor readers continue to struggle with text is that classroom instruction moved at a pace that left them behind. As a result, they rarely achieved automaticity and their knowledge of effective phonics strategies resembles Swiss cheese.

Mastery is optimum as a guide for pacing AWS, because it ensures that students have developed a satisfactory level of automaticity in a specific module before moving on.

For individual students: Achieve mastery--or at the very least a long plateau. In AWS, we define mastery as the ability to read cards for a specific module, meeting the following criteria:

- 1 syllable words = at least 35 in 1 minute, with no more than 3 errors,
- Multi-syllabic words = at least 30 in 1 minute, with no more than 3 errors.

Individual students who fail to achieve mastery after 25 sessions need to establish a plateau before leaving that module. Look for stable accuracy within 1-3 errors over 10 or so lessons in 1 minute timings. When the student achieves this plateau, proceed to the next module.

For small group: Achieve mastery as described above. However, usually students diverge in their ability to achieve mastery—even in a triad. If such is the case, look for a plateau for these students as described above.

For whole class: Achieving mastery with a whole classroom of diverse students is a rare accomplishment! We suggest that you complete the AWS lesson plans as provided in your manual. If your class is high-performing, move onto the next module and seek mastery (or a plateau) in your small groups. If the majority of your students are struggling readers, spend more time in the most difficult modules by choosing words from the AWS Inventory.

6 Syllable Types & Rule-Breakers

- **Closed Syllable (module 1):**

- ① only one vowel
- ② vowel must be “closed in” by one or more consonants
- ③ vowel uses the short sound

- **Closed Syllable Rule-Breakers (module 2):** -ild, -ind, -ost, -olt, old

- ① only one vowel
- ② vowel is closed in by at least one consonant, **but** the vowel is long

- **Open Syllable (module 4):**

- ① only one vowel
- ② vowel is not closed in by a consonant
- ③ vowel uses the long sound

- **Vowel-Consonant-e Syllable (module 6):**

- ① only one vowel, followed by 1 consonant (or sound), followed by an “e”
- ② e is silent
- ③ first vowel is long

- **R-Controlled Syllable (module 7):** ar, er, ir, or, ur

- ① only one vowel followed by an “r”
- ② the vowel sound is controlled by the r—it is neither long nor short

- **Consonant-le Syllable (module 8):**



- ① has only 3 letters: a consonant, an “l,” and an “e”
- ② the “e” is silent and provides a vowel for that syllable; the consonant and the “l” sound like a blend-
- ③ is the last syllable in a multisyllabic word

- **Vowel Teams (modules 9-11):**

- ① contains a vowel digraph or diphthong

Rules of Written English

// means a **speech sound** inside the slashes.

 is a **breve**, and indicates the **short vowel sound** (ă, ě, ĭ, ǒ, ŭ).
 is a **macron**, and indicates the **long vowel sound** (ā, ē, ī, ō, ū).

When /k/ immediately follows a single vowel in a 1 syllable word, it is spelled “**ck**” (e.g., pack).

When /k/ immediately follows a vowel at the end of a 2+ syllable word, it is spelled with a “**c**” (e.g., panic, fantastic).

“Floss” or “Bonus” Rule: When **f**, **l**, or **s** (and sometimes **z**) immediately follow a short vowel and ends a 1-syllable word, that consonant is doubled (e.g., buff, will).

c says the soft sound /s/ when followed by **e**, **i**, or **y** (e.g., cent).

g often says the soft sound /j/ when followed by **e**, **i**, or **y** (e.g., gentle).

s can say /z/ when it is between two vowels (e.g., ease).

Y acts as a vowel and says /ī/ at the end of a **1 syllable** word (e.g., my).

Y acts as a vowel and says /ē/ at the end of a **multisyllabic** word (e.g., pony).

Y acts as a vowel and says /ī/ in a **closed syllable** (e.g., gym).

Overworked, Underpaid Silent ‘e’:

- Makes the first vowel say the long sound in a vowel-consonant-e syllable.
- Acts as the vowel in a consonant –le syllable.
- Changes the letters ‘g’ & ‘c’ to the soft sound.
- Ends a word following the letter ‘v’ (e.g., gave, love, receive, serve).
- Ends some words ending with ‘s’ to avoid confusion of a plural (e.g., please).

Vowels and Consonants: The Missing Foundation

Some students—even older ones—are not sure which letters are vowels and which are consonants. This lack of certainty makes attacking multi-syllabic words very difficult!

If you suspect lack of certainty, write a word that contains 2 or 3 vowels and ask students which letters are vowels and which are consonants. If they hesitate, or answer in error, conduct vowel-consonant differentiation instruction for several days in a row. Then revisit these concepts regularly.

Foundation

1. Tell students the “A-E” story.
2. Write vowels on board and show students the connection between the story and the names of the vowels.
3. Next, write the entire alphabet with the students naming the letters. Write the vowels in a different color. Each time you write a vowel, ask the students to say the story punch line and shout that vowel’s name.
4. Finally, model naming 3 consonants, then naming 3 vowels. Ask individual students to do the same, with the other students giving “thumbs up/thumbs down” as feedback.
5. Assign partners to ask each other to name 5 vowels and 5 vowels. Switch roles.

Retrieval: Name the Consonants; Name the Vowels

1. Review A-E story. Ask students to write vowels (lower case) as they say the punch line.
2. Write **cup** on the board. Say, “*Read this word.*” Students respond.
3. Say, “*Name the vowel. Think; don’t blurt...Everybody?*” Students respond. T. marks an ‘x’ under the vowel.
4. Say, “*Start at the left and name the consonants.*” T. points as students respond.
5. Repeat with **shrimp, tooth, brake** and **special**.

Application: Vowel or Consonant?

1. Review A-E story. Ask students to write vowels (lower case) saying the punch line.
2. Write boat on the board. Say “*Read this word.*” Students respond.
3. Say, “*When I tap a letter, you tell me ‘vowel’ or ‘consonant’.*”
4. Hover pointer over letter for think time, then tap. Students respond. Continue for all letters in that word.
5. Repeat with **chant, speed, skate** and **mountain**.

Key Words

Short Vowels:

short a- apple- /ă/

short i- itch- /ĭ/

short o- ox- /ŏ/

short e- ed- /ĕ/

short u- up- /ŭ/

y- gym- /ĭ/

Long Vowels:

long a- cake- /ā

long i- bike- /ī/

long o- rope- /ō/

long e- feet- /ē/

long u- cute- /ū/

y- my- /ī/, y- pony- /ē/

Closed Syllable Rule-Breakers:

ild- wild- /īld/

olt- bolt- /ōlt/

old- gold- /ōld/

ind- kind- /īnd/

ost- most- /ōst/

R-Controlled:

ar- farm- /ar/

or- fork- /or/

ir- girl- /ər/

er- jerk- /ər/

ur- turn- /ər/

Vowel Teams:

Group 1

ai- rain- /ā/

ay- play- ā

ee- feet- /ē/

ey- key- /ē/

oi- coin- /oy/

oy- toy- /oy/

Group 2

au- launch- /ô/

aw- saw- /ô/

oa- boat- /ō/

oe- toe- /ō/

ui- juice- /ü/

eu- feud- /ū/

ew- stew- /ü/

ue- glue- /ü/

Group 3

ea- eat- /ē/

ea- bread- /ĕ/

ea- steak- /ā/

ow- snow- /ō/

ow- plow- /ow/

ou-loud- /ow/

ou- group- /ü/

oo- food- /ü/

ei- ceiling- /ē/

ei- vein- /ā/

ie- piece- /ē/

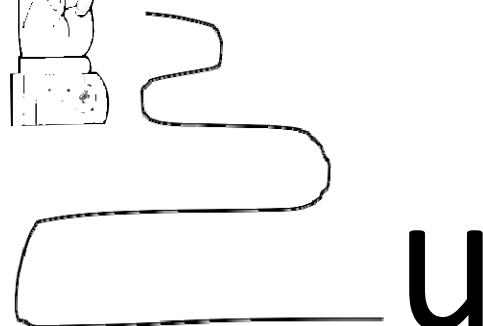
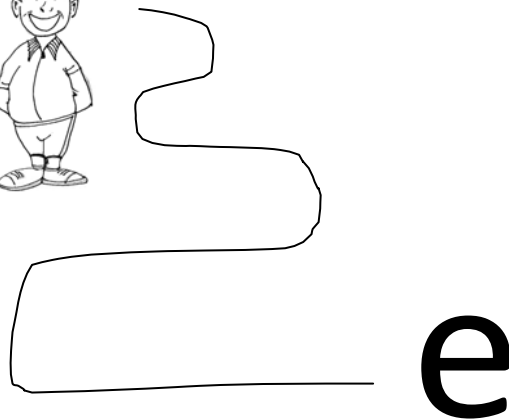
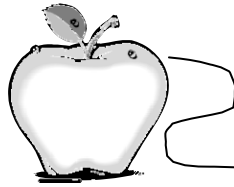
ie- pie- /ī/

short a - apple - /ă/
short i - itch - /ĩ/
short e - ed - /ě/
short o - ox - /õ/
short u - up - /ũ/

Sequence Sample:

1. Point to letter "a" and say letter name.
2. Point to picture and say, "apple".
3. Trace down line with finger while Saying, /ăăăă/.
4. Point to letter again and say letter Sound /ă/.

Short Vowel stretch cards



Vowel Teams:

Vowel teams are comprised of two vowels that make one sound. Often, teaching the placement rules of a vowel team, aids in more accurate spelling of words.

Vowel Team Placement Guide

Vowel Team	beginning of syllable	middle of syllable	end of syllable
ai	✓	✓	
ay			✓
ee	✓(rare)	✓	✓
ey			✓
oi	✓	✓	
oy			✓
au	✓	✓	
aw	✓	✓	✓
oa	✓	✓	✓
oe			✓
ui		✓	
eu	✓	✓	
ew			✓
ue			✓
ea	✓	✓	✓
ow	✓	✓	✓
ou	✓	✓	✓
oo	✓	✓	✓
ei	✓	✓	
ie		✓	✓

Blends and Digraphs:

A **digraph** is composed of two consonants that make one sound (i.e., /th/, /sh/, /ch/, /wh/, /ck/, /ph/).

tch (/ch/) & **dge** (/j/) are **trigraphs** that follow a short vowel sound at the end of a **1 syllable** word (e.g., catch, fudge).

A **blend** is two or more consonants next to each other, each making its own sound.

frog test

In breaking syllables, digraphs always stay together (e.g., *tooth-y*). Three consonants at the end of a syllable usually break to preserve a blend on the initial position in the subsequent syllable (e.g., *spin-ster*).

If your student has difficulty with particular blends and digraphs, make a keyword card and include the card in the student's word bank drill until the connections become automatic. When you show the card, the student spells the letters, says the keyword, and says the sound (e.g., "c-h, chin, /ch/"). Suggested keywords are

Include digraphs & blends in word bank only if necessary:

<u>Digraph</u>	<u>Keyword</u>
wh	whistle
th	thumb

<u>Digraph</u>	<u>Keyword</u>
sh	ship
ck	sock

<u>Digraph</u>	<u>Keyword</u>
ch	chin
ph	phone

<u>Blend</u>	<u>Keyword</u>
bl	block
br	bread
cl	clock
cr	crab
dr	dress
fl	flag
fr	frog
gl	glove

<u>Blend</u>	<u>Keyword</u>
gr	grape
ng	sing
pl	plane
pr	prize
qu	queen
sc	scarf
sk	skate
sl	slide

<u>Blend</u>	<u>Keyword</u>
sm	smile
sn	snake
sp	spoon
st	star
sw	swing
tr	train
tw	twin

Alphabet Key Words

a- apple- /ă/

a- cake- /ā/

b- bat- /b/

c- cat- /k/

d- dog- /d/

e- Ed- /ě/

e- feet- /ē/

f- fish- /f/

g- gum- /g/

h- hat- /h/

i- itch- /ĩ/

i- bike- /ī/

j- jump- /j/

k- kite- /k/

l- lamp- /l/

m- mop- /m/

n- nest- /n/

o- ox- /ō/

o- rope- /ō/

p- pig- /p/

q- queen- /kw/

r- run- /r/

s- snake- /s/

t- top- /t/

u- up- /u/

u- cute- /u/

u- dude- /u/

v- van- /v/

w- wind- /w/

x- box- /ks/

y- yo-yo- /y/

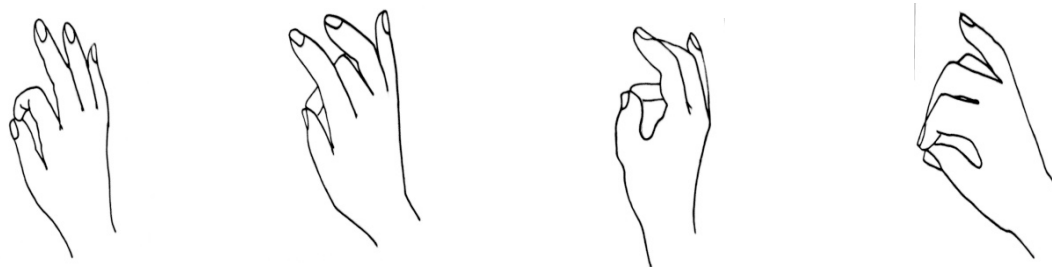
z- zip- /z/

Teaching Tapping

Introduce tapping without word cards or text of any kind. Hold up your right hand and wiggle your right thumb. Say, "My thumb is 'home base.' All of the fingers want to touch home base, but only one can touch at a time." Ask the students to copycat you.

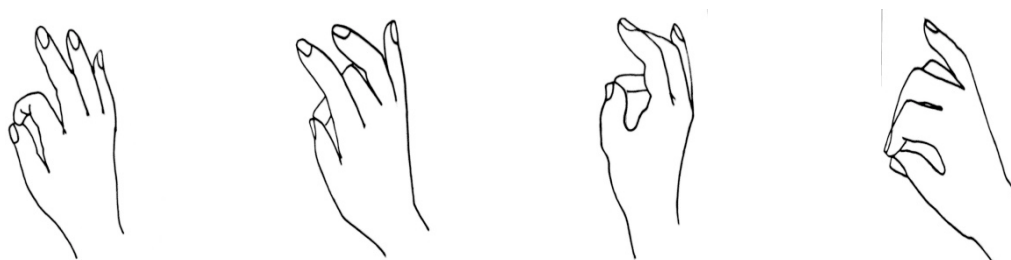
Next, show your students how you can tap each finger to the thumb individually (left to right, from forefinger to pinky), saying "Tap. Tap. Tap. Tap." Then, pinch all 4 fingers to the thumb to finish.

Ask your students to practice tapping each finger to the thumb individually (left to right, from forefinger to pinky) while saying, "Tap. Tap. Tap. Tap," until they can do this reasonably well. Teacher monitors as students practice.



1. tap forefinger
2. then, middle finger
3. ring finger
4. then, all 3 at once

Next, teacher holds up right hand, below a CVC word (e.g., win), to show the students how to tap each sound, 1 finger at a time. Then say the whole word while "grabbing" the word (see #4). Teacher monitors as students practice.



1. /w/
2. /i/
3. /n/
4. win

From now on, when students cannot readily identify a one syllable word during Sort, Fast Pencil, Memory, or even when reading text, instruct the students to 'tap' as described above.


***Tap one syllable at a time for polysyllabic words (e.g., con-tent-ment).**

Advanced Word Study Materials

- dry erase board/markers/eraser
- spelling notebook/pencil
- 3-4 blank index cards
- timer
- module lesson plans
- module inventory
- word study cards

White Board Work

Allow think time by using physical signals for: Think! Everybody?

- X 1. Vowels?
- 2. Consonants between?
- 3. Break? Syllable type?
- 4. Vowel sounds?
-  5. Scoop & Read!

1. p u b l i c
 x x
2. p u b l i c
 x x
3. p u b . l i c
 x x
5. p u b . l i c
 x x

White board work needs to be part of every AWS lesson. Above is what we consider “**thick questioning**.” When you use this protocol, you take the student(s) through the correct sequence to identify polysyllabic words.

Thick questioning, as outlined in the lessons, is best used during the **direct teaching** and **accuracy phases** of word study. When moving through the accuracy phase, questioning is reduced and can be modified in response to students needs. If they are able to accurately read words with reduced questioning, you know students are ready to move into the fluency phase. If they make mistakes, resume parts of the protocol to work on “trouble areas” (e.g., long vs. short vowel sounds.)

AWS Division Rules

Division Rule #1	3.1
2 consonants between 2 vowels	
public	
x x	
divide between the 2 consonants	
pub.lic	
(closed-closed)	

Division Rule #2	3.2, 3.3
3+ consonants between 2 vowels	
bathmat nonstop	
x x x x	
digraphs & blends stay together	
bath.mat non.stop	
(closed-closed)	

Division Rule #3	5.1, 5.2
1 consonant between 2 vowels	
robot robin	
x x x x	
try before the consonant first, then after the consonant, be flexible	
ro.bot rob.in	
(open - closed) (closed - closed)	

Division Rule #4	7.1
In an r-controlled syllable, the vowel & 'r' stay together.	
ar.my hi.ber.nate	
(r-controlled - open) (open - r-controlled - v-e)	

Division Rule #5	8.1
When a multisyllabic word ends with "le" divide before the preceding consonant, leaving only 3 letters in the consonant-le syllable.	
han.dle a.ble	
(closed - consonant-le) (open - consonant-le)	

Additional Division Guideline:
Identify <u>v-e</u> , <u>r-controlled</u> & <u>vowel team</u> syllables first, then utilize the division rules to divide:
<u>v-e</u> ex. clude base.ment
<u>r-controlled</u> (ar).my hi.b(er).nate
<u>vowel team</u> dis.pl(ay) c(ou)n.cil

Activities

Accuracy Activities: T. should play against S. to teach procedures before allowing S. to play in partners.

- **Sort**

1. T. places **Syllable Type** **Other** headers at the top of each column.
2. T. displays card, then prompts: **Where does it go?**
3. S. chorally respond by saying the appropriate header (e.g., closed) and T. places card in correct column.
4. T. touches cards with pencil as all S. chorally read down the column (do not read headers).
5. Continue with remaining cards.

Small Group: S. complete Sort in partners with their own headers and deck.

- **Tap & Read (cards with words of only 1 syllable)**

1. Randomize deck of 10 or so cards from current module.
2. T. prompts: **Elbows up! Tap this word.**
3. S. chorally tap each sound in the word (digraphs, R-controlled vowels, vowel teams are tapped with 1 tap).
4. S. chorally read whole word.

Small Group: S. tap and read in partners with their own decks.

- **Break, Scoop and Read (cards whose words have more than 1 syllable)**

1. Randomize deck of 10 or so cards from current module.
2. T. shows a word card and asks, **Where do we break? Between ___ and ___?** (S. respond chorally).
3. With pointer, or mechanical pencil, T. points to syllable break.
4. T. prompts: **Elbows up! Scoop and read.** Students respond.
5. T. prompts: **Whole word?** Students respond.

Small Group: S. break, name letters for break, scoop and read in partners with their own decks.

- **Find, Write and Read** - This activity is always teacher-led; no partner work.

1. Display 10 word cards from the current module face up.
2. Ask S. to find words that represent a specific phonics concept (e.g., words with a digraph in the 1st syllable OR words that use the vowel sound ä, etc.)
3. S. find & write the words on white boards that fit the given concept.
4. T. prompts: **Boards up**, and calls on S. to read one word.
5. T. identifies words, instructing S. to check their work.
6. T. clarifies errors & S. make corrections if necessary.
7. S. chorally read all words.
8. Repeat with varied concepts as time allows.

● **Memory-** can be played with up to 16 cards. T. vs. S. Team

	1	2	3	4
A				
B				
C				
D				

1. Pull word cards—half from one concept (e.g., closed) and half from another (e.g., open).
2. Mix the cards & place them face down in a labeled 4x4 matrix (see example)
3. Target S. chooses two cards (e.g., C-3 & B-4); T. flips cards, points to each card and prompts: **Everyone – What word?** S. respond chorally. T. prompts: **Is this a match?**
4. If a match is made, T. prompts Target S: **Justify that match, please!** If Target S justifies correctly, S. Team takes the pair.
5. If a match is not made, cards are replaced. Do NOT re-mix the deck!
6. T. takes a turn. S. chorally read words.
7. Continue until all matches are made.

Small Group: S. play Memory in partners with their own decks. If S. forgets to name the concept s/he forfeits the match.

● **SHAZAM!**

1. Randomize a deck of word cards and add 3 or 4 SHAZAM! cards.
2. Place the deck face down.
3. One S. states the # of cards s/he wants to read (2-5 cards).
4. T. turns over that # of cards.
5. S. chorally read cards. S. may tap by syllable, if needed.
6. T. states number of cards & turns over as S. chorally read.
7. If a SHAZAM! card is turned over or a card is read incorrectly, place that S's accumulated cards in a discard pile.
8. Other S. take turns. Continue playing until deck is gone or as time allows.

Small Group: S. play SHAZAM! in partners with their own decks.

● **Matrix-** This activity is always teacher-led; no partner work.

1. Randomize a deck of 40 word cards from the current module.
2. T. displays word cards in 4 x 4 grid face up.
3. One S. reads 2 cards with the same concept & verbalizes the concept (e.g., invite-compete, both are C & V-e; cause-fault, both have 'au' vowel team).
4. Class chorally reads the cards as T. removes them from the Matrix.
5. T. quickly replaces word cards into the empty slots.
6. Continue through the entire deck.
7. Repeat as time allows.

● **Concept Points (by syllable)**

1. T. & S. each choose 1 random card from deck.
2. T. models identifying all relevant concepts with 1st word (see table below). S. scorekeeper awards T. a point.
3. S. take turns to name same or different concepts in 2nd word. S. may “phone a friend” to confirm their answers. T. may prompt as needed.
4. Subsequent concepts must be named in 15 seconds or turn is forfeited.
5. When all relevant concepts are identified, tally points to find winner.
6. Repeat with additional words as time allows.

Small Group: S. choose 1 random card from deck and play Concept Points in partners.

Player #1	ORTHOGRAPHIC CONCEPTS	Player #2
	Vowel name & Vowel sound	
	Identify Blends: spelling & sound	
	Identify Digraphs: spelling & sound	
	Where to divide & Number of syllables	
	Identify type of syllable	
	Justify type of syllable	
	Identify Bonus letters	
	Identify Silent letters	
	Identify additional language concepts (e.g., buddy letter, compound word, soft sound of g & c)	
	Tap or Scoop Word	
	Read Word	
	SEMANTIC & MORPHOLOGICAL CONCEPTS	
	Define word (extra point for additional definition)	
	Use word in <u>robust</u> sentence (extra point for additional definition used in sentence)	
	Synonym	
	Antonym	
	Identify Prefix: spelling & meaning	
	Identify Suffix: spelling & meaning	
	Identify Root: spelling & meaning	

● **Be a Mind Reader (always teacher-led)**

To prepare: T. devises 5 clues for each word before working with students.

- Clue #1 should always be: “The word I’m thinking of is on the board.”
- Clues #2, 3, and 4 should target ORTHOGRAPHIC concepts.
- Clue #5 should always target the word’s meaning clearly enough for all students.

Example (eloquent):

1. The word is on the white board.
2. The word has one open syllable.
3. The word has a blend in the last syllable.
4. The word has the “buddy letter.”
5. The word means to speak in a way that everyone finds believable.


Example (cascade):

1. The word is on the white board.
2. The word has two syllables.
3. The word has a vowel with a short sound in one syllable & a long sound in the other.
4. The word’s second syllable is a v-e syllable.
5. The word is often used to describe waterfalls

To play:

1. Array 8-10 words from the current module face-up on screen or table.
2. Tell S. to number their papers 1-5.
3. State each clue aloud.
4. S. must write a complete word after each clue (builds spelling automaticity).
5. Occasionally ask, **Did anyone have to change his/her word? Why?**
6. Provide last clue ask, **What’s the word?** S. answer chorally.
7. Ask, **Raise your hand if you had the word on the last clue?** All S. raise hands.
8. Say, **Keep your hand up if you had it on the 4th clue** (3rd clue, etc.)

● **Name the Syllable Types!**

1. Choose 6 word cards of varying difficulty from current module.
2. Provide each S. with a dry erase pen & small white board or paper in a page protector.
3. T. displays the possible syllable types. 
4. T. turns over one card at a time.
5. S. write word, mark vowels with ‘x’ & divide into syllables. (can echo spell)
6. S. identify the syllable type(s). See example.
7. T. waits for students to finish, then prompts, **Boards up.**
8. As a challenge, ask students to write a schwa symbol or identify other previously taught language concepts.

c
o
v-e
r
-le

		ə		
dis.	crim.	i.	nate	
x	x	x	x x	
c	c	o	v-e	

Fluency Activities: these activities continue the quest for accuracy and add a quest for speed. However, if S. sacrifice accuracy for speed, remove the speed component until they can demonstrate control.

● ***Poison Star:***

1. Put a star (*) on the back of 8 words in a randomized deck of 40 cards .
2. Place deck face-up.
3. Set timer for 1:00 ↓.
4. S. & T. take turns reading cards from the top of deck, with the whole class reading chorally.
5. S. or T. flips the card checking for a POISON star.
6. If the card has a POISON star, pass the entire pile of cards to the other player.
7. Play until timer beeps or entire deck is read. Count words.
8. Repeat game as time allows.

Small Group: S. play Poison Star in partners with their own decks and timers.

● ***Oops:***

1. Randomize a deck of 40 word cards with 3 or 4 OOPS! cards.
2. Display the deck face down in an empty container (e.g., empty tissue box).
3. Set timer 1:00 ↓.
4. S. & T. take turns pulling and reading 1 card at a time from the box, with the whole class reading chorally.
5. If an OOPS! card is turned over or a card is read incorrectly, return all accumulated cards to the box.
6. Play until timer beeps. Count words.
7. Repeat as time allows.

Small Group: S. play Poison Star in partners with their own decks and timers.

- ***Matrix:*** see instructions in Accuracy Activities. Use a timer- 2:00 ↓.

1st syllable

2nd syllable

3rd syllable

1. 2.

3. 4.

Whole Class AWS: Session Log

Session	Date	Module. Sub (✓ if repeat lesson- Use Repeat Lesson Planning form)
1		<input type="checkbox"/> repeat
2		<input type="checkbox"/> repeat
3		<input type="checkbox"/> repeat
4		<input type="checkbox"/> repeat
5		<input type="checkbox"/> repeat
6		<input type="checkbox"/> repeat
7		<input type="checkbox"/> repeat
8		<input type="checkbox"/> repeat
9		<input type="checkbox"/> repeat
10		<input type="checkbox"/> repeat
11		<input type="checkbox"/> repeat
12		<input type="checkbox"/> repeat
13		<input type="checkbox"/> repeat
14		<input type="checkbox"/> repeat
15		<input type="checkbox"/> repeat
16		<input type="checkbox"/> repeat
17		<input type="checkbox"/> repeat
18		<input type="checkbox"/> repeat
19		<input type="checkbox"/> repeat
20		<input type="checkbox"/> repeat
21		<input type="checkbox"/> repeat
22		<input type="checkbox"/> repeat
23		<input type="checkbox"/> repeat
24		<input type="checkbox"/> repeat
25		<input type="checkbox"/> repeat
26		<input type="checkbox"/> repeat
27		<input type="checkbox"/> repeat
28		<input type="checkbox"/> repeat
29		<input type="checkbox"/> repeat
30		<input type="checkbox"/> repeat

Session	Date	Module. Sub (✓ if repeat lesson- Use Repeat Lesson Planning form)
31		<input type="checkbox"/> repeat
32		<input type="checkbox"/> repeat
33		<input type="checkbox"/> repeat
34		<input type="checkbox"/> repeat
35		<input type="checkbox"/> repeat
36		<input type="checkbox"/> repeat
37		<input type="checkbox"/> repeat
38		<input type="checkbox"/> repeat
39		<input type="checkbox"/> repeat
40		<input type="checkbox"/> repeat
41		<input type="checkbox"/> repeat
42		<input type="checkbox"/> repeat
43		<input type="checkbox"/> repeat
44		<input type="checkbox"/> repeat
45		<input type="checkbox"/> repeat
46		<input type="checkbox"/> repeat
47		<input type="checkbox"/> repeat
48		<input type="checkbox"/> repeat
49		<input type="checkbox"/> repeat
50		<input type="checkbox"/> repeat
51		<input type="checkbox"/> repeat
52		<input type="checkbox"/> repeat
53		<input type="checkbox"/> repeat
54		<input type="checkbox"/> repeat
55		<input type="checkbox"/> repeat
56		<input type="checkbox"/> repeat
57		<input type="checkbox"/> repeat
58		<input type="checkbox"/> repeat
59		<input type="checkbox"/> repeat
60		<input type="checkbox"/> repeat

Session	Date	Module. Sub (✓ if repeat lesson- Use Repeat Lesson Planning form)
61		<input type="checkbox"/> repeat
62		<input type="checkbox"/> repeat
63		<input type="checkbox"/> repeat
64		<input type="checkbox"/> repeat
65		<input type="checkbox"/> repeat
66		<input type="checkbox"/> repeat
67		<input type="checkbox"/> repeat
68		<input type="checkbox"/> repeat
69		<input type="checkbox"/> repeat
70		<input type="checkbox"/> repeat
71		<input type="checkbox"/> repeat
72		<input type="checkbox"/> repeat
73		<input type="checkbox"/> repeat
74		<input type="checkbox"/> repeat
75		<input type="checkbox"/> repeat
76		<input type="checkbox"/> repeat
77		<input type="checkbox"/> repeat
78		<input type="checkbox"/> repeat
79		<input type="checkbox"/> repeat
80		<input type="checkbox"/> repeat
81		<input type="checkbox"/> repeat
82		<input type="checkbox"/> repeat
83		<input type="checkbox"/> repeat
84		<input type="checkbox"/> repeat
85		<input type="checkbox"/> repeat

Whole Class AWS: Repeat Lesson Planning

(use to prepare repeat lessons only)

Date	Session #	Module.Sub	NEW White Board Words (x5)	Activity	NEW Spelling Words (x4)
example 9/10	3	1.2	brand, cross, quilt, end, dull	Shazam	quap, gruff, act, thib

Educator: _____

School: _____

Grade: _____

Word Study v Data

Module: _____

Name _____ date: _____

correct _____

errors _____

pass → move to next module

not pass → accuracy or fluency

Notes:

Name _____ date: _____

correct _____

errors _____

pass → move to next module

not pass → accuracy or fluency

Notes:

Name _____ date: _____

correct _____

errors _____

pass → move to next module

not pass → accuracy or fluency

Notes:

Name _____ date: _____

correct _____

errors _____

pass → move to next module

not pass → accuracy or fluency

Notes:

Name _____ date: _____

correct _____

errors _____

pass → move to next module

not pass → accuracy or fluency

Notes:

Name _____ date: _____

correct _____

errors _____

pass → move to next module

not pass → accuracy or fluency

Notes: