

Tutor _____

EARLY STEPS LESSON PLAN

Student(s) _____ Grade _____ Date _____ Lesson # _____

| <p>(1:1 13-16 minutes) (Group 13-16 minutes)</p> <p>RE-READINGS</p> <table border="0"><thead><tr><th><u>Title</u></th><th><u>Level</u></th></tr></thead><tbody><tr><td>1. _____</td><td>_____</td></tr><tr><td>2. _____</td><td>_____</td></tr><tr><td>3. _____</td><td>_____</td></tr></tbody></table> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><p>Accuracy Check (50 words) (Taken on previous lesson's new book – beginning at LEVEL 7) Errors _____ Accuracy _____%</p></div> | <u>Title</u> | <u>Level</u> | 1. _____ | _____ | 2. _____ | _____ | 3. _____ | _____ | <p>How to BUMP-UP in text?</p> <ol style="list-style-type: none">1. Beginning in Level 7 mark a 50 word passage in yesterday's new book. Do not use first or last page.2. Count errors in that section as student reads.3. Double errors (self corrects are not errors in G1 text).4. Goal is 93% or above accuracy and good fluency.5. If the student meets this criteria 2 out of 3x in the hardest books from that level – bump to the next level. |
|---|--|--------------|----------|-------|----------|-------|----------|-------|---|
| <u>Title</u> | <u>Level</u> | | | | | | | | |
| 1. _____ | _____ | | | | | | | | |
| 2. _____ | _____ | | | | | | | | |
| 3. _____ | _____ | | | | | | | | |
| <p>WORD BANK:</p> | <p>Harvest words directly from any of the books, after the book has been read. (<i>Refer to high frequency sight word list as a guide</i>)</p> | | | | | | | | |
| <p>(1:1 9-13 minutes) (Group 11-15 minutes.)</p> <p>WORD STUDY</p> <p><input type="checkbox"/> 1. Sort _____</p> <p>Anchor: _____</p> <p># of Sessions in this Sort: _____ <input type="checkbox"/> Intro lesson</p> <p><input type="checkbox"/> 2. Random Check</p> <p><input type="checkbox"/> 3. Memory, Blackout Bingo, or Go Fish</p> <p><input type="checkbox"/> 4. Spelling (4 words)</p> <p><input type="checkbox"/> 5. Say it – Match it – Check it</p> | <p>To leave Mixed-Short Vowels do a Word Study ✓.</p> <ol style="list-style-type: none">1. Randomize 40 words, sampling all current patterns.2. Hold card in one hand. Student reads off deck. Tapping is ok. NO TIMER. Word Study ✓ Mixed Shorts must be a cold read.3. Sort words into 2 piles: Yes = Automatic or Blend/Tap w/consolidation No = Wrong, >5 Second Hesitation, or Don't Know4. Criteria: 8 or fewer in the 'no pile?' BUMP UP to next Sequence of the ES Word Study Sequence.5. More than 8 in 'no pile?' REVIEW! | | | | | | | | |
| <p><input type="checkbox"/> Sentence</p> <hr/> <p><input type="checkbox"/> Cut-up sentence (Discontinue "cut-up" at Level 5)</p> | <p>(<i>Refer to high frequency sentence stem sequence as a guide</i>)</p> | | | | | | | | |
| <p>(1:1 5-7 minutes) (Group 10-12 minutes)</p> <p>NEW BOOK</p> <table border="0"><thead><tr><th><u>Title</u></th><th><u>Level</u></th></tr></thead></table> | <u>Title</u> | <u>Level</u> | | | | | | | |
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