

Equipping Moms for Home Schooling

Lesson 4

(Calendaring Standards and Reading Strategies)

Materials: Outline, Guided Reading packet, short story, crayons, overhead.

Theme: “Be anxious for nothing but in all things through prayer and supplication...” Philippians 4:6. Don’t feel like a failure if you don’t cover all the material in a given year. Above all else you want to instill a love of learning in your children.

1. Calendar Your Standards - This will give you a target to aim at and benchmarks to meet throughout the year. “If you aim at nothing you will hit it every time.” If you don’t accomplish each goal don’t worry; bump and shift goals as needed.
2. Guided Reading - Reading strategies that guide students to build fluency and meaning in reading. Make reading fun.
3. Book Walk - Teacher shows the students the cover, pictures, text, new or tricky words, and patterns in the book.
4. Define New Words - Words help students comprehend the meaning of a story. Define any new or important words so the students can expand their vocabulary and comprehension of a book.
5. Teacher Talk - Show the students how you sound out a new word. Model the techniques that you use to decode a word.
6. Self-Monitor - Students learn to ask critical questions during reading. The following three questions will assist students in decoding and making meaning of a sentence.

a. Does it Look Right? - The student asks themselves if what they have just said matches the letters written. This visual clue will give the visual learners a chance to use their learning modality (style) to decode words and make meaning out of sentences.

b. Does it Sound Right? - The critical thinking student asks if what they have just read sounds right in relation to the sentence and combination of letters in a text.

c. Does it Make Sense? - The students ask this important question to find meaning while decoding. Asking if the sounds and words spoken make sense will give the students a new strategy in decoding and making meaning of a text.

8. Look at the Picture for Clues - The pictures in a book will help guide the student's reading comprehension. The pictures will assist the student in making correct conclusions to sentences.

9. Underline Words with Crayons - The teacher picks one word at a time to underline with a specific color throughout the text.

Ex: Every time you see the word what you will underline it with a red crayon. Every time you see the word and you will underline it with blue. After the students are fluent with the new words have them read the text out loud.

10. Write, Spell, Say (white boards) - Students write, spell, and say their new word on their white boards. First, they write the word after teacher modeling. Then, say the word. Finally, spell the word out loud.

11. Model Choppy and Fluent Reading - The teacher models choppy reading and fluent reading for the students. This will let the students hear the difference between fluent, rich, smooth reading and stiff, ridged, cold reading. Read both ways to the students then ask them which way sounds better? This will develop a critical ear and fluent readers.

12. Student Correct- Using books, familiar words or words that you just taught to the students, read aloud and make mistakes on purpose so the students can correct you. This will provide the students with practice in critical reading skills. They need to have their own copy of the book to follow along with you or have the book available to them to see. Ex: Chalk board, white board, over head, etc.

13. Chop Words into Beginning, Middle and End - Chop the words that a student is struggling with into its syllable parts. Museum= Mu/se/um, chrysanthemum, chry/san/the/mum.

14. Stretch Words Out and Blend- Slowly blend the words sound by sound stretching out the sounds. Slowly say the sounds faster and faster together until the students can decode the word on their own.

15. Onsets and Rhymes- Onsets are the sounds at the beginning of a word. Ex: Ch-eep, sl-eep, cr-eep, etc. Rhymes are the second part of the word that rhymes. Ex: M-at, c-at, s-at, h-at, th-at, etc.

16. Clap or Hand Under your Chin Syllables - Clap your hands for each syllable you hear in a word to identify the different parts. Place your hand under your jaw to feel where words are broken into their respective syllables.

17. Phonics Phones - Use these phones to have students read quietly to themselves for extended periods of time. This will allow students to hear their own voices and practice reading fluency.