

# WORKING WITH STRUGGLING READERS

**Sample 12 Week Program – Spring 2016**

**Piloted at Greater Brunswick Charter School, New Brunswick, NJ**

# SESSION 1 - FEBRUARY 3, 2016

1:15pm - 1:40pm	Prep	Assigned students, Meet up w/ kids, Find Classroom
1:40pm - 1:55pm	Snack / Social Time	
1:55pm - 2:10pm	Introduction to Reading Club	
2:10pm - 2:20pm	Demographic Interview	Information About the Child You Tutor (both)
2:20pm - 2:40pm	Word Work / Phonics	Fry's First 100 <b>Sight Words</b> (both)
		Informal <b>Phonics</b> Survey (Student A)
2:40pm - 2:45pm	Wrap Up	Write Note Home
-	Walk to front	Parent Pickup

# SESSION 2 - FEBRUARY 10, 2016

1:15pm - 1:30pm	Prep	Assigned students, Meet up w/ kids, Find Classroom
1:30pm - 1:40pm	Snack / Social Time	
1:40pm - 1:45pm	Norms Poster	Create Reading Club Norms
1:45pm - 2:00pm	<b>Running Records</b>	<b>Running Records</b> , Level E, D (both)
2:00pm - 2:10pm	Motivation Interview	Motivation Interview (both)
2:10pm - 2:20pm	<b>Phonics</b> Inventory	Informal <b>Phonics</b> Survey (Student B)
2:20pm - 2:40pm	Guided Reading	<i>Living Things</i> By: Dorothy Avery (Nonfiction, Level D)
		Strategy: <b>Making Connections</b>
		<b>Comprehension</b> : Identify living / nonliving things (T-Chart)
2:40pm - 2:45pm	Wrap Up	Write Note Home
-	Walk to front	Parent Pickup

# SESSION 3 - FEBRUARY 17, 2016

1:15pm - 1:30pm	Prep / Meet up w/ kids	Walk to classroom
1:30pm - 1:40pm	Snack / Social Time	*Take out Norms Poster
1:40pm - 1:55pm	Word Work / <b>Phonics</b>	<b>Running Record &amp; Comprehension</b> Level C (Student A) Snowball <b>Sight Words</b> (while Student A is reading, Student B will be practicing sight words & switch)
1:55pm - 2:10pm	Interactive Read Aloud	<i>Ralph Tells a Story</i> By: Abby Hanlon <b>Making Connections:</b> 1. Do you ever have trouble coming up with an idea, just like Ralph in the story? 2. Writing Process (Text to Self)
2:10pm - 2:30pm	Guided Reading	<i>Is It a Baby Animal?</i> By: Bridget Taylor (Nonfiction, Level C) <b>Phonics:</b> identify beginning and ending sounds of keywords in story <b>Making Connections:</b> that enhance your understanding of text (Text to World) T-Chart: adult animal vs. baby animal names
2:30pm - 2:40pm	Reader's Response / <b>Writing</b>	Initial <b>Writing</b> Sample: 1. Write story about pet, real or imagined (preferably select animal from t-chart). 2. Add illustrations to enhance our stories.
2:40pm - 2:45pm	Wrap Up	Write Note Home
-	Walk to front	Parent Pickup

# SESSION 4 - FEBRUARY 24, 2016

1:15pm - 1:40pm	Prep / Meet up w/ kids	Walk to classroom
1:40pm - 1:50pm	Snack / Social Time	*Take out Norms Poster
1:50pm - 2:10pm	Word Work / <b>Phonics</b>	<b>Running Record &amp; Comprehension</b> Level C (Student B)
		Snowball <b>Sight Words</b> Activity
		<b>Phonics:</b> Phonological Awareness Test (both)
2:10pm - 2:30pm	Guided Reading	<i>The Big Blue Sea</i> (Nonfiction, Level C)
		<b>Phonics:</b> Short vowels in CVC words / rule of silent e
		<b>Monitoring Comprehension:</b> Think while you read the words / Readers Re-read to think and understand <b>T-Chart:</b> Big Sea Animals vs. Little Sea Animals (sort and label)
2:30pm - 2:40pm	Reader's Response / <b>Writing</b>	Choose a sea animal that we read about and write a story about a day in the life of that animal. (Initial <b>Writing</b> Sample - Student B)
2:40pm - 2:45pm	Wrap Up	Write Note Home
-	Walk to front	Parent Pickup

# SESSION 5 - MARCH 2, 2016

1:15pm - 1:30pm	Prep / Meet up w/ kids	Walk to classroom
1:30pm - 1:40pm	Snack / Social Time	*Take out Norms Poster
1:40pm - 1:55pm	Interactive Read Aloud	<i>And to Think That I Saw It on Mulberry Street</i> By: Dr. Seuss (Level K)
		<b>Strategy:</b> Model: Asking questions
		<b>Phonics:</b> Sounding out blends
1:55pm - 2:15pm	Guided Reading	<i>The Shape of Me and Other Stuff</i> By: Dr. Seuss (Fiction, Level D)
		<b>Phonics:</b> Rhyming, Fluency
		<b>Strategy:</b> Asking questions
2:15pm - 2:25pm	Reader's Response / <b>Writing</b>	Creative <b>Writing</b> : What did you "see" on your way home from school?
2:25pm - 2:40pm	Word Work / <b>Phonics</b>	<b>Sight Words</b> Game: BANG!
		<b>Phonics:</b> Green Eggs Match Up - to reinforce phoneme substitution
2:40pm - 2:45pm	Wrap Up	Write Note Home
-	Walk to front	Parent Pickup

# SESSION 6 - MARCH 9, 2016

1:15pm - 1:30pm	Prep / Meet up w/ kids	Walk to classroom
1:30pm - 1:40pm	Snack / Social Time	*Take out Norms Poster, <a href="#">Reader Poster</a> , *Intro <a href="#">Water Break Tokens</a>
1:40pm - 1:55pm	Interactive Read Aloud	<i>Something Beautiful</i> By: Sharon Dennis Wyeth, Illustrated By: Chris K. Soentpiet (Level L, Interest K-2)
		<b>Strategy:</b> Model: Determining Importance; Practice Retelling
		<b>Phonics:</b> <a href="#">Blends Bingo</a>
1:55pm - 2:15pm	Guided Reading	<i>Let's Eat</i> By: Margaret Bellings (Fiction, Level C)
		<b>Phonics:</b> Silent e, /p/ /g/ Blends
		<b>Strategy:</b> Determining Importance
2:15pm - 2:25pm	Reader's Response / <b>Writing</b>	<b>Writing Prompt:</b> What is something beautiful in your life? Think about something that makes your heart happy and tell us about it!
2:25pm - 2:40pm	Word Work / <b>Phonics</b>	<b>Sight Words</b> Game: Flyswatter
		<b>Phonics:</b> <a href="#">Blending Spinners</a> , <a href="#">Blends &amp; Digraphs</a>
2:40pm - 2:45pm	Wrap Up	Write Note Home
-	Walk to front	Parent Pickup

NO MEETING - MARCH 16, 2016

Rutgers University Spring Break



# SESSION 7 - MARCH 23, 2016

1:15pm - 1:30pm	Prep / Meet up w/ kids	Walk to classroom
1:30pm - 1:40pm	Snack / Social Time	*Take out Norms Poster, <a href="#">Reader Poster</a>
1:40pm - 1:55pm	Interactive Read Aloud	<i>The Giving Tree</i> By: Shel Silverstein (Level N) <b>Strategy:</b> Model: Summarizing
1:55pm - 2:15pm	Guided Reading	<i>Sleepy Bear</i> By: Sara Mitchell (Fiction, Level C) <b>Phonics:</b> rule of silent e, r controlled vowels <b>Strategy:</b> Summarizing
2:15pm - 2:25pm	Reader's Response / Writing	<b>Writing Prompt:</b> What advice would you give to little bear?
2:25pm - 2:40pm	Word Work / Phonics	<b>Sight Words</b> Game: Flyswatter <b>Phonics:</b> <a href="#">Blends Bingo</a>
2:40pm - 2:45pm	Wrap Up	Write Note Home
-	Walk to front	Parent Pickup

NO MEETING - MARCH 30, 2016

Greater Brunswick Charter School Spring Break

# SESSION 8 - APRIL 6, 2016

1:15pm - 1:30pm	Meet up w/ kids	Walk to classroom
1:30pm - 1:40pm	Snack / Social Time	*Take out Norms Poster, <a href="#">Reader Poster</a> , <a href="#">Water Break Tokens</a>
1:40pm - 1:55pm	Interactive Read Aloud	<i>Owl Moon</i> By: Jane Yolen <b>Strategy:</b> Model: Synthesizing
1:55pm - 2:15pm	Guided Reading	<i>Hide and Seek</i> By: Janet Reed (Level D) <b>Phonics:</b> r controlled vowels <b>Strategy:</b> Synthesizing
2:15pm - 2:25pm	Reader's Response / Writing	Write a story about an imaginary adventure that you have gone on or would like to go on.
2:25pm - 2:40pm	Word Work / Phonics	<b>Sight Words</b> Game: Candyland <b>Phonics:</b> digraphs and r controlled vowels
2:40pm - 2:45pm	Wrap Up	Write Note Home
-	Walk to front	Parent Pickup

# SESSION 9 - APRIL 13, 2016

1:15pm - 1:30pm	Meet up w/ kids	Walk to classroom
1:30pm - 1:40pm	Snack / Social Time	
1:40pm - 1:45pm	Motivation Interview	<b>Motivation Interview</b> (Student A)
1:45pm - 2:00pm	Interactive Read Aloud	<i>The Rainbow Fish</i> By: Markus Pfister
		<b>Strategy:</b> Model: Synthesizing
2:00pm - 2:15pm	Guided Reading	<i>A Day at the Beach</i> By: Kate Sinclair (Level D)
		<b>Phonics:</b> digraphs
		<b>Strategy:</b> Synthesizing
2:15pm - 2:25pm	Reader's Response / Writing	<b>Writing Prompt:</b> Write a story about a time when you went to the beach. This can be a real or imaginary story. <b>Project:</b> Rainbow Fish Project
2:25pm - 2:40pm	Word Work / Phonics	<b>Sight Words</b> Game: Candyland
		<b>Phonics: Phonological Awareness Test</b> (Student A) <b>Informal Phonics Survey</b> (Student A)
2:40pm - 2:45pm	Wrap Up	Write Note Home
-	Walk to front	Parent Pickup

# SESSION 10 - APRIL 20, 2016

1:15pm - 1:30pm	Meet up w/ kids	Walk to classroom
1:30pm - 1:35pm	Snack / Social Time	
1:35pm - 1:50pm	<b>Running Records</b>	<b>Running Record and Comprehension</b> Level C/D/E (Student A)
1:50pm - 2:10pm	Word Work / Phonics	<b>Informal Phonics Survey</b> (Finish Student A)
		<b>Sight Word Inventory</b> Fry's First 100, Second 100
2:10pm - 2:25pm	Interactive Read Aloud	<i>Harold and the Purple Crayon</i> By: Crockett Johnson
2:25pm - 2:35pm	Reader's Response / Writing	<b>Revising and Editing:</b> Story / Project of Choice
2:35pm - 2:40pm	Poem in Your Pocket Day	Clouds Poem
2:40pm - 2:45pm	Wrap Up	Write Note Home
-	Walk to front	Parent Pickup

# SESSION 11 - APRIL 27, 2016

1:15pm - 1:30pm	Meet up w/ kids	Walk to classroom	
1:30pm - 1:35pm	Snack / Social Time	*Good Reader Poster	Motivation Interview (Student B)
1:35pm - 1:50pm	Reader's Response / Writing	<b>Revising &amp; Editing:</b> Create a final copy for your presentation!	<b>Sight Word</b> Inventory (Student B)
		<b>Write</b> about a favorite reading club memory. Illustrate!	Informal <b>Phonics</b> Inventory (Student B)
1:50pm - 2:05pm	Word Work / Phonics	<b>Phonics:</b> Diphthongs and Digraphs (Independent Practice Matching WS)	<b>Running Record and Comprehension</b> Level C/D (Student B)
		Make your own <b>Sight Word</b> story!	
		<b>Sight Words</b> Game: Connect 4	
2:05pm - 2:20pm	Interactive Read Aloud	<i>Oh The Places You'll Go!</i> By: Dr. Seuss	
		<b>Strategy:</b> Monitoring Comprehension	
2:20pm - 2:40pm	Guided Reading	<i>Flap and Sing!</i> By: May Nelson (Nonfiction, Level E)	<i>Sand Animals</i> By: Robert Harris (Fiction, Level D)
		<b>Phonics:</b> Vowel Diphthongs	
		<b>Strategy:</b> Monitoring Comprehension	
2:40pm - 2:45pm	Wrap Up	Write Note Home	
-	Walk to front	Parent Pickup	

SESSION 12- MAY 4, 2016



# **Celebration and Student Presentations!**

