

Reading Plan - Red 1 Level 3

Term 2, Week 2 -2019

Achievement Objective: [Reading - Level 1](#)

Listening viewing and reading

Process and Strategies

Students will:

Acquire and begin to use sources of information, process and strategies to identify, form and express ideas
Indicators::

- selects and reads texts for enjoyment and personal fulfilment.
- has an awareness of the connections between oral, written, and visual language.
- uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge to make sense of a range of texts.
- associates sounds with letter clusters as well as with individual letters.
- uses processing and some comprehension strategies with some confidence.
- is developing the ability to think critically about texts.
- begins to monitor, self-evaluate, and describe progress.

WALT (We are learning to):

Fix a mistake that we made as we were reading.

The focus is on learning to **reread and think** not to actually try fixing yet.

Small Group Lesson:

[Introduction:](#) PM Reader Red 1- Level 3

Book orientation- Talk about the book, for example: in this book the children are telling us...

Talk about the pictures, characters and story with the children.

During reading session use [Dr. Gwenneth Phillips Prompts at Red Level.](#)

[Checking Known Words.](#)

Focus on words they have learnt. When they point to a word but say a word they should know, say

You said _____ can you see _____.

As texts begin to have a few more changes there will be errors as a child learns that they have to check that each word has to match the word they say.

[Checking Words/Sounds.](#)

When children have become familiar with confirming words they have said are correct, by matching the sound of the word they said matches the word they see..... they then need to start learning to know when they have made a mistake.

Start by only using words that are gross errors i.e. the sounds in the words they are saying are very different to the one they should be saying. (Remember that what they say should always make sense and match what is in the picture.)

[Fixing.](#)

At this level children start learning that to fix a mistake you need to reread.

The focus is on learning to reread and think not to actually try fixing yet.

Try that and again and think...

Word work - DOS.

Still make and break new high frequency words.

Eg. you know look now make look say book, make book say took etc.

Word work: Children read and find the word look in the text and make it using magnetic letters. As children make the word I focus on DOS (direction sequence and orientation) of magnetic letters as the children make the word. Observe what they do first before intervening as they might check if it matches with the word in the text and may self correct or a friend might support them. If they get the DOS incorrect this is where you will model and they then copy. Ask them to find look on another page and make 'look' to consolidate the learning.

Teacher makes the word book under the word look with magnetic letters and ask children "What do you notice?"

We want the children to notice that the endings are the same and only the initial/first letter changes. Remove book and ask children to make the word look say book, place other letters on the table and then ask the children to make book say cook, make cook say took and so on.

Punctuation:

Focus on: Full stops and meaning of a full stop. Capital letter. When will I use a capital letter.

With iPads/Explain Everything:

Learners can take a photo of:

-The words they making during word work on their ipads.

-Write the words that look like "look" on a whiteboard and take a photo of this.

Children can use precise tool and cut the letters need to make words.

Complete explain everything project for that reader.

Reflection on the Lesson:

I am happy with the reading and can see that the children in the group are starting to notice, making attempts and making self corrections when they are reading. They are listening to the reading and checking to see if it makes. Talking about what the story is telling us and talking about the characters when introducing the book is essential and it sets the children up for success.

Next Steps for Learning:

-Continue to work on building learners confident especially the quiet children.

-Provide opportunities during the day for learners to work with a partner to create projects or complete activities together.

-Practise writing word families on whiteboards, paper with coloured felt tips.

- Using the prompts in both reading and writing- for eg. if the child wanted to write the word "book", I will say you know look now make look say book.

Resources:

Dr. Gwynneth Phillips Prompts