

Fluency

The student will develop and demonstrate the ability to read sight words quickly and accurately.





The Outcome



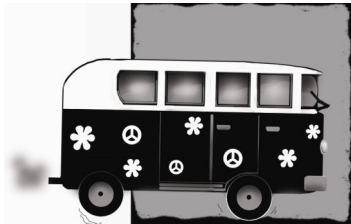
The student will read stories he has dictated to the tutor.

Why Go There?



Explain to your student that a good reader is able to read smoothly and accurately.

How To Get There



Materials: paper and pencil

Directions: *First*, encourage your student to tell you something of interest about himself or something interesting that has happened to him (story suggestions below). *Second*, Have him tell his story as you record it exactly as he says it. *Third*, when the story is finished, invite him to read the entire piece aloud, pointing to each word as he reads it. Allow for content change where your student sees the need.

Extension: Give your student many opportunities for rereading his stories. For example, start each session by having your student select a LES to read. Rereading builds fluency.

My Spouse

My Favorite Meal

My Job

My To Do List

My Neighborhood

How To...

Recognize Simple Sight Words Quickly and Easily

One stop on the road to literacy...



The Outcome



The student will recognize simple sight words quickly and easily.

Why Go There?



Explain to your student that a good reader quickly and easily recognizes common words that appear frequently in print.

How To Get There



Materials: Cut out the twenty-four sight word flashcards found on pages 142-144. Find out how many of the words your student already knows by showing him one flashcard at a time. If he quickly and easily recognizes the word, put it in one stack. If he hesitates, put it in another pile that will be taught.

Directions: *First*, select the sight words to be taught in the tutoring session. Pick enough words to challenge your student but not so many as to overwhelm him. *Then*, using the flashcards, teach him each word. Use the activities found on pages 97-98 to provide practice for your student. *Before the end of the session*, quiz him with the flashcards. Put a tic mark on the back of each card he reads quickly and easily. *At the next session*, review the cards. Put another tic mark on the back of the card for each word he reads correctly. *Re-teach what he misses*. Once a card has five tic marks, it can be put in a stack of known words.

One stop on the road to literacy...

Where are we?

Here!



Sight Word Recognition



As you travel on the road to literacy, be sure to visit sight words regularly. Strive towards reading the words quickly and easily.

As you plan this portion of your trip...

Teach sight words at every tutoring session.

Always review previously learned words. Reteach if necessary.

*Use the **tactile approach**. Have your student write with his finger on*

- a plastic bag filled with shaving cream*
- a tabletop squirted with water*
- a piece of felt*
- rice in a plastic container.*

*Use a **kinesthetic approach** by having your student write the words large on a chalkboard or on a table top.*



Idea!

Teach new sight words first thing in the tutoring session. Then each time you switch activities, do a quick drill of the new words.



Concentration

Beforehand, make a set of Concentration cards by writing each word on two index cards. Write firmly but lightly so the letters can't be read through the back. Then, during your tutoring session, follow the directions below.

1. Lay the cards face down in a grid as shown below.
2. Taking turns, each player turns two cards face up, naming each letter as the card is turned over. If the cards match, the player keeps the cards and gets another turn. If the cards do not match, the player turns the cards over and the next player takes a turn.

The and the!

They match!

the

the



Detective Work

Materials: alphabet cards from pages 108-112, cut out or paper and pencil
a list of words, each word containing a smaller word (see below)

Directions: *Begin* by telling your student that one of the strategies a good reader uses when figuring out unknown words is to look for little words he already knows in the unfamiliar word. *Then*, provide practice for your student in finding smaller words in larger ones. Write the words on a dry erase board or use the alphabet cards. Challenge him to figure out what the whole word is.

candle
cancer
inside
spin
sinister
con
fondle
supupper
supple
myself
forest
fortune
band
candor

I see the word *rat*.

r a t t l e

