

STEPS:

Student:

Put word frame around word.

Read the word.

If unsure or inaccurate:

Check for a Unit at the end. If there is one, box it off.

Touch-and-say.

Slowly blend.

Say it fast like a word.

A: Read Real Words Through Word Frame

“Now you’re going to read words through the word frame.”

“If you know the word for sure, just say it.”

“Otherwise, sound it out.”

<u>Word</u>	<u>Taught in Lesson</u>
shaft	1
whisk	1
flush	2
grab	2
twist	3
blend	3
quench	4
splash	4
squall	5
frizz	5
strict	6
crept	6
Scotch	9
thatch	9
shrink	8
string	8
wouldn’t	10
who’s	10
stroll	11
grind	11
scold	11

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Say it fast like a word.

B: Read Nonsense Words Through Word Frame

“Now you’re going to nonsense words through the word frame.”

“If you know the word for sure, just say it.”

“Otherwise, sound it out.”

<u>Word</u>	<u>Taught in Lesson</u>
shump	1
quent	1
slock	2
prem	2
crint	3
plosp	3
strunt	4
clanch	4
strall	5
droff	5
cith	6
cem	6
casp	9
metch	9
spong	8
quink	8
choll	11
jind	11
thold	11
zolt	11
shild	11

STEPS:**Student:**

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zolt	11
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Dictate Real Words

- THEFT (no rule, Lesson 1)
- SMASH (no rule, Lesson 2)
- SWIFT (no rule, Lesson 3)
- THROB (no rule, Lesson 4)
- FRENCH (Catch Lunch)
- GRUFF (Floss)
- SKIT (Kiss the Cat)
- SCOFF (Kiss the Cat)
- WHISK (Milk Truck)
- CLOCK (Milk Truck and Kiss the Cat)
- DUSK (Milk Truck)
- BLINK (Unit, Lesson 8)
- HATCH (Catch Lunch)
- BELCH (Catch Lunch)
- THEY'LL (Contraction)
- WE'RE (Contraction)
- COLT (Kiss the Cat and Unit)
- STROLL (Unit, Lesson 11)

Tutor:



Say word.

Student:



Repeat word.



Say word SLOWLY.



Finger spell.



Say-and-write each sound.



Double check.



Slowly blend.



Fast like a word.

C: Spell Real Words on Paper

*****TUTOR NOTE*****

Be sure the Spelling Rules page is visible. Encourage your student to check it whenever he/she is uncertain.

If you wish, you can ask the student to tell you each spelling rule before you do the following.

“After you finger spell these words, you’ll write them on paper.”

“Ready? The first word is THEFT. Repeat that word.”

“Say it slowly.”

“Finger spell.”

“Now make each sound as you write the letter.”

“Double check what you wrote.”

“Did it follow a spelling rule?”

If yes, ask: “Which one?”

D: Spell Nonsense Words on Paper

"Now we're going to do nonsense words. After you finger spell each word, you'll write it on paper."

"Ready? The first word is NUST. Repeat that word."

"Say it slowly."

"Finger spell."

"Now make each sound as you write the letter."

"Double check what you wrote."

"Did it follow a spelling rule?"

If yes, ask: "Which one?"

Dictate Nonsense Words

NUST (no rule, Lesson 1)

GREB (no rule, Lesson 2)

BRANT (no rule, Lesson 3)

SPRET (no rule, Lesson 4)

VUNCH (Catch Lunch)

TRISS (Floss)

KEB (Kiss the Cat)

CLID (Kiss the Cat)

GASK (Milk Truck)

PRACK (Milk Truck)


PLING (Unit, Lesson 8)

BROTCH (Catch Lunch)


KENCH (Catch Lunch and
Kiss the Cat)


ZOST (Unit, Lesson 11)


STEPS:**Tutor:**


 Say word.


Student:


 Repeat word.


 Say word SLOWLY.

 Finger spell.

 Say-and-write each sound.

 Double check.

 Slowly blend.

 Fast like a word.

STEPS:**Student:**

Put word frame around word.

Read the word.

E: Read Sight Words

“Now you’re going to read sight words through the word frame.”

“You can NOT sound out these Sight Words.”

“So as soon as you see the word, just sayit.”

*****TUTOR NOTE*****

I don’t expect your student to know how to *spell* all of these yet, but he should be comfortable reading them.

If there are any he has trouble with, be sure to add them to your Sight Word Reading Deck.

Dictate Phrases

- CRUSH THE GIFT (Lesson 2)
- A SWIFT CLAM (Lesson 3)
- CRISP SHRIMP (Lesson 4)
- CHILL THE TALL GLASS
(Lesson 5)
- CUT THE KILT (Lesson 6)
- LOCK THE LATCH
(Lessons 7 and 9)
- THE TALL PUNK STUNK
(Lesson 8)
- SHOULDN'T MISS THE
LONG FLICK
(Lessons 5, 7, 8, and 10)
- CAN'T FIND THE BOLT
(Lessons 10 and 11)

STEPS:

Tutor:

Say the phrase.

Student:

Repeat the phrase.

Write the phrase on paper.

Read the phrase out loud.

F: Spell Phrases on Paper

““Now you’re going to write some phrases.”

“The first phrase is CRUSH THE GIFT. Repeat that phrase.”

“Write down that phrase. Use finger spelling for the tough words.”

“Double check by reading exactly what you wrote.”

TUTOR NOTE: *Should* is a sight word that your student may not yet have studied or mastered. If not, then write that one sight word on a piece of paper and show it to the student. Then see if he can follow the 4 steps needed to create that contraction.

STEPS:**Student:**

- Read the sentence to himself.
- Read that sentence out loud.
- Mark each phrase.
- Re-read sentence with phrasing.

G: Read Sentences

“Now you’ll read some sentences.”

“Read that first sentence to yourself.”

“Now read it out loud.”

“Let’s mark each phrase. Mark the WHO phrase.”

“Mark the DID WHAT.”

“Mark the WHERE.”

“Mark the ADD-ON.”

“Now read that sentence with good phrasing.”

“Nice. Move down to the next sentence.”

Phrasing Suggestions:

1. Kent / did jump and yell / when he lost the raft.
2. Fran / will drop the trash / in the truck.
3. A twig / did drift / past the thrift shop / in a blast of wind.
4. A big branch / struck Brent / on the rump / and he did flinch.
5. The skiff / has many fish / but does not smell bad.
6. The cast / had a script / for the skit.
7. The Dutch mask / will shock Nick.
8. Hank / hung up a sock / which stunk.
9. Who’s the cross gal / with Bill?
10. She’ll scold / the wild child.

Dictate Sentences

KICK THAT TRACK TO
THE LEFT. (Lesson 7)

THE CHAMP STUCK A
PINK SOCK IN THE
SINK. (Lessons 7 and 8)

DO NOT FLINCH WHEN
YOU SCRATCH.
(Lesson 9)

COULDN'T ROSS GRILL
THE FRESH FISH?
(Lessons 5 and 10)

I CAN'T FIND THE ROLL
WITH MOLD ON IT.
(Lessons 5, 10, and 11)

STEPS:**Tutor:**

Say the sentence.

Student:

Repeat the sentence.

Write the sentence on paper.

Read the sentence out loud.

H: Spell Sentences on Paper

“Now you’re going to write some sentences. Many of the words will follow these spelling rules, so look at this spelling rules page whenever you wish.”

“The first sentence is **KICK THAT TRACK TO THE LEFT.** Repeat that sentence.”

“Go ahead and write that sentence. Use finger spelling on the tough words.”

“Check your sentence by reading *exactly* what you wrote.”

I: Review Sight Word Spelling Cards

“Let’s review all the Sight Words that we’ve retired during this book.”

- *Tutor pulls out the Sight Word Spelling Cards that were retired during this book.*

“What’s this word?”

“Why is that letter in red?”

“Stare at it until you can see it in your mind with your eyes closed.”

“Look at that blank wall and see that word. How do you spell (sight word here)?”

“Good. Now write that word on the desk using your index and middle finger as the pen. How do you spell (sight word here)?”

- *Tutor repeats the above procedure for each Sight Word Spelling card.*

- *Tutor hands the student a pencil and a piece of paper.*

“Now I’m going to dictate each of these sight words. Repeat the word, write it down, then underline the red letter.”

STEPS:**Tutor:**

Review each retired Sight Word Spelling Card.

Student:

Read the card.

Explain why the letter is red.

“See and spell” once on wall.

“See and write” once on table.

Tutor:

After all retired cards have been reviewed, dictate each word once.

Student:

Says the word.

Writes it on paper.

Underlines the red letter.