



Reading Assist

The Guided Discovery Lesson

readingassist.org

Guided Discovery Lesson (DL): (The IA Manual)

**Do ALL the parts in
EVERY lesson!!**

- Deck
- Chaining
- **Guided Discovery (Linkage)**: Links the look (visual) with the sound (auditory) and the feel (tactile/kinesthetic) of the letter
 - *Auditory*: Students listens for the target sound in words
 - *Explore*: Student explores the way the sound feels when it is produced
 - *Prediction*: Encourages students to reflect on language knowledge.
 - *Visual*: Student connects the new sound to print
 - *Summary*: Reinforces new learning
- **Word Work**: practice reading words
- **Reading Sentences**: practice reading sentences
- **Spelling Words**: practice spelling
- **Reading**: use suggested reading to practice new learning (Prepping text will be taught in another training session.)

Sample of a Guided Discovery

Level 1A Lesson 8

Guided Discovery: d /d/ dog

Materials: grapheme deck, white board, marker, magnetic letter tiles, student workbook, blocks

Deck: a, t, p, m, s, i, l

Chaining: am-lam-lot-sat-sit-lit-lis-lip-lap-las

Guided Discovery: Linkage for /d/

Auditory: (Use mirror as needed to reinforce how sound is made.)

(B) "What do you hear at the beginning of each word?" **dip dab dim**

(E) "What do you hear at the end of each word?" **ad lid sad**

Explore:

- What do you feel your mouth doing as you say /d/? (Use questioning to lead the student to notice that the tongue taps behind the top teeth.)
- Let's see if we can tell whether there is a quick puff of air or a slow leak of air when we make the sound /d/. Say /d/. Does the air come out fast or slow? (Student responds that the air is fast.)
- Now let's look at what your mouth does when you say /d/. Pick up your mirror and look in the mirror as you say /d/. (Student says sound) What do you see your mouth doing when you say /d/? (Talk about the mouth, focusing on lips and tongue.)
- Put your hands over your ears and say /d/. Was it loud or quiet? (Student responds that the sound is noisy.) [If the student has difficulty, talk about the voice box vibrating for noisy sounds and have the student check the voice box for vibration.]

Prediction: "How do you think this sound is spelled?"

Visual:

- **Write** grapheme on board; model and talk through letter formation.
- **Skywrite** 3x while saying /d/
- **Copy** 3x while saying /d/
- **Write** 1x with eyes closed while saying /d/

Summary: "What did we learn?"

Show grapheme and ask for letter name and sound

Word Work: in student workbook

Ask: "What do you see that is the same in the first row?" **Answer:** d
"What sound does that letter spell?" /d/

Reading Sentences: in student workbook

Guide the student to find and read the words with the target grapheme, then read the whole sentence.

Spelling Words:

dad, tad, lad, mad, dip, lid, did, sad, ad, dam, dap



Reading Assist

Level 1A page 20

Reading:

Bob Books, Set 1, Book # 2 Sam

note: the word cat is in this book; c /k/ has not been introduced yet

Vocabulary:

1. **sad:** to be unhappy
2. **O.K.:** an abbreviation of okay, to be uninjured, not unhappy, not sick

Comprehension Questions:

1. Who are the three characters in this book?
2. Who did Cat sit on?
3. Why do you think Sam and Mat are sad?

Summary: "What did we learn?"

Show grapheme and ask for letter name and sound

How to Teach a Linkage



- Auditory



- Explore



- Prediction



- Visual



- Summary

Auditory

- » Ask the student to listen for a sound in a target position of some words; ask them to repeat the sound.
 - (B) Beginning: *“What do you hear at the beginning of _____?”*
 - (M) Middle: *“What do you hear in the middle of _____?”*
 - (E) End: *“What do you hear at the end of _____?”*

Explore

- » In the explore section of linkage, guide the student through exploring how the sound feels, sounds, and looks (Tutor should use mirror as needed to reinforce how the sound is made)
- » Below is an example of the questions you will guide the student through for the sound /m/.

Explore:

- What do you feel your mouth doing as you say /m/? (Use questioning to lead the student to notice that the lips are together and stay closed.)
- Let's see if we can tell whether there is a quick puff of air or a slow leak of air when we make the sound /m/. Say /m/. Does the air come out fast or slow? (Student responds slow.) Now I have a question for you. If our lips stay closed when we make the sound /m/, where does the air come from? [Use questioning to lead the student to notice that the air comes out of the nose and have the student check by holding his or her nose while trying to make the sound.]
- Now let's look at what your mouth does when you say /m/. Pick up your mirror and look in the mirror as you say /m/. (Student says sound) What do you see your mouth doing when you say /m/? (Talk about the mouth, focusing on lips and tongue.)
- Let's put our hands over our ears as we say the sound so we can tell whether it is noisy or quiet. (Model) Put your hands over your ears and say /m/. Was it loud or quiet? (Student responds that the sound is noisy.) [If the student has difficulty, talk about the voice box vibrating for noisy sounds and have the student check the voice box for vibration.]

Prediction

After introducing the sound, ask:

» “How do you think / ___ / is spelled?”

Visual

Visual:

- **Write** grapheme on board; model and talk through letter formation.
- **Skywrite** 3x while saying /m/
- **Copy** 3x while saying /m/
- **Write** 3x with eyes closed while saying /m/

Take grapheme card, review letter name and sound; give keyword and place in deck.

