

Reading Assist

Intervention Program Manual

Level 1A

2022



Reading Assist

Level 1A: Sequence of Lessons

| | | |
|-----------|--|-------|
| Lesson 1 | Guided Discovery a (apple) & t (table) | p. 5 |
| Lesson 2 | Guided Discovery p (pig) | p. 7 |
| Lesson 3 | Guided Discovery m (mitten) | p. 9 |
| Lesson 4 | Guided Discovery s (sock) | p. 11 |
| Lesson 5 | Review a, t, p, m, s | p. 13 |
| Lesson 6 | Guided Discovery i (itchy) | p. 14 |
| Lesson 6 | Review i (itchy) | p. 16 |
| Lesson 7 | Guided Discovery l (leaf) | p. 17 |
| Lesson 7 | Review l (leaf) | p. 19 |
| Lesson 8 | Guided Discovery d (dog) | p. 20 |
| Lesson 8 | Review d (dog) | p. 22 |
| Lesson 9 | Guided Discovery f (fish) | p. 23 |
| Lesson 9 | Review f (fish) | p. 25 |
| Lesson 10 | Guided Discovery n (nest) | p. 26 |
| Lesson 10 | Review n (nest) | p. 28 |
| Lesson 11 | Guided Discovery b (bat) | p. 29 |
| Lesson 11 | Review b (bat) | p. 31 |
| Lesson 12 | Red Words: I, a, the | p. 32 |
| Lesson 13 | Guided Discovery o (octopus) | p. 34 |
| Lesson 13 | Review o (octopus) | p. 36 |
| Lesson 14 | Guided Discovery z (zipper) | p. 37 |
| Lesson 14 | Review z (zipper) | p. 39 |
| Lesson 15 | Red Words: said, are, is | p. 41 |
| Lesson 16 | Guided Discovery h (house) | p. 43 |
| Lesson 16 | Review h (house) | p.45 |
| Lesson 17 | Guided Discovery r (rabbit) | p. 46 |
| Lesson 17 | Review r (rabbit) | p. 48 |
| Lesson 18 | Red Words: to, do, has | p. 49 |



| | | |
|-----------|-----------------------------|-------|
| Lesson 19 | Guided Discovery k (kite) | p. 51 |
| Lesson 19 | Review k (kite) | p. 53 |
| Lesson 20 | Guided Discovery u (up) | p. 54 |
| Lesson 20 | Review u (up) | p. 56 |
| Lesson 21 | Red Words: of, was, they | p. 57 |
| Lesson 22 | Guided Discovery g (goat) | p. 59 |
| Lesson 22 | Review g (goat) | p. 61 |
| Lesson 23 | Guided Discovery e (edge) | p. 62 |
| Lesson 23 | Review e (edge) | p. 64 |
| Lesson 24 | Red Words: go, were, his | p. 65 |
| Lesson 25 | Guided Discovery c (cat) | p. 68 |
| Lesson 25 | Review c (cat) | p. 70 |
| Lesson 26 | Guided Discovery y (yarn) | p. 71 |
| Lesson 26 | Review y (yarn) | p. 73 |
| Lesson 27 | Red Words: one, some, does | p. 74 |
| Lesson 28 | Guided Discovery j (jam) | p. 76 |
| Lesson 28 | Review j (jam) | p. 78 |
| Lesson 29 | Guided Discovery w (wig) | p. 79 |
| Lesson 29 | Review w (wig) | p. 81 |
| Lesson 30 | Red Words: you, come, what | p. 82 |
| Lesson 31 | Guided Discovery v (vest) | p. 84 |
| Lesson 31 | Review v (vest) | p. 86 |
| Lesson 32 | Guided Discovery x (box) | p. 87 |
| Lesson 32 | Review x (box) | p. 88 |
| Lesson 33 | Guided Discovery qu (queen) | p. 89 |
| Lesson 33 | Review qu (queen) | p. 90 |
| Lesson 34 | Red Words: many, very, any | p. 91 |
| Lesson 35 | Guided Discovery sh (ship) | p. 93 |
| Lesson 35 | Review sh (ship) | p. 95 |
| Lesson 36 | Guided Discovery ch (Chuck) | p. 96 |
| Lesson 36 | Review ch (Chuck) | p. 98 |



| | | |
|--|-----------------------------------|--------|
| Lesson 37 | Red Words: says, as, he, she | p. 99 |
| Lesson 38 | Guided Discovery th (thin & that) | p. 101 |
| Lesson 38 | Review th (thin & that) | p. 103 |
| Lesson 39 | Guided Discovery wh (whip) | p. 104 |
| Lesson 39 | Review wh (whip) | p. 105 |
| Level 1A Lessons 1-39 Assessment: Form A | | p. 106 |
| Level 1A Lessons 1-39 Assessment: Form B | | p. 107 |

Level 1A Lesson 11

Guided Discovery: b /b/ bat

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

Deck: a, t, p, m, s, i, l, d, f, n

Chaining: in-min-pin-pan-pad-nad-nat-lat-lan-san

Guided Discovery: Linkage for /b/

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

(B) "What do you hear at the beginning of each word?" **bat bit ban**

(E) "What do you hear at the end of each word?" **tab fib dab**

Explore:

- What do you feel your mouth doing as you say /b/? (Use questioning to lead the student to notice that the lips are together and then pop open.)
- 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 /b/. Say /b/. 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 /b/. Pick up your mirror and look in the mirror as you say /b/. (Student says sound) What do you see your mouth doing when you say /b/? (Talk about the mouth, focusing on lips and tongue.)
- Put your hands over your ears and say /b/. 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 /b/
- **Copy** 3x while saying /b/
- **Write** 1x with eyes closed while saying /b/

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:** b
"What sound does that letter spell?" /b/

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:

bat, ban, bad, bit, bid, tab, bib, lab, nib, dab, fib, bin, nab, ab, fab, bam



Reading:

Power Readers #4 Dig

(note: /r/, c /k/ have not been introduced)

Vocabulary:

1. **rig:** a large vehicle used for construction
2. **cab:** 1. the part of a truck where the driver sits
2. a car with a driver you pay to drive you somewhere
3. **pit:** a hole in the ground especially due to digging

Comprehension Questions:

1. Who drives the big rig?
2. What is the name of Jim's pal?
3. Do you think that Tim was able to dig with the rig?

Summary: "What did we learn?"

Show grapheme and ask for letter name and sound



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

Deck: a, t, p, m, s, i, l, d, f, n, b

Chaining: ab-lab-nab-nib-nit-bit-bat-bad-fad-sad san

Word Work

Fill in 2 additional rows of word work in the student workbook, choosing words from previous discovery lessons.

Ask: (row by row)

“What do you see that is the same in these words?”

“What sound does that letter spell?”

Spelling Sounds

Choose sounds that were taught in previous lessons; always include the short vowel sounds that have been taught.

Add: “How do you spell the sound /b/?” **Answer:** b

Spelling Words:

4 words from: bat, ban, bad, bit, bid, tab, bib, lab, nib, dab, fib, bin, nab, ab, fab, bam

4 words from previous lessons

Writing Sentences: include CAPS (capitalization, accuracy, punctuation, and spelling)

1. Ban it.
2. Dab at it.

Continue Reading:

Power Readers #4 Dig (note: /r/, c /k/ have not been introduced)

Vocabulary:

3. **rig:** a large vehicle used for construction
4. **cab:** 1. the part of a truck where the driver sits
2. a car with a driver you pay to drive you somewhere
5. **pit:** a hole in the ground especially due to digging

Comprehension Questions:

1. Who drives the big rig?
2. What is the name of Jim's pal?
3. Do you think that Tim was able to dig with the rig?



Materials: Grapheme Deck, white board, marker, magnetic letter tiles, student workbook, blocks

Deck: a, t, p, m, s, i, l, d, f, n, b

Chaining: an – ban – bat – bit – it – ib – sib – lib – nib - nab

Big Idea: What is a red word? (Background information to read before you teach)

This term is used to describe a high frequency word whose spelling is irregular (also referred to as phonetically irregular words). That means that the phonemes in the word do not match the graphemes we would expect to see in the spelling. This can also be used to introduce common words that are phonetically regular before their pattern or graphemes have been instructed, to facilitate the reading of text. Red words are also sometimes called "heart words" = a part of the word needs to be learned and remembered by heart.

Guided Discovery: Teaching Red Words l, a, the

Steps for Instruction:

Assess: show the student each red word (can be written on a white board) and ask if can read it. If they can, no instruction is needed for that word.

For any words that the student does not automatically recognize, instruction is needed. Follow these steps:

1. Teacher says, "This is the word, ____." Teacher uses it in a sentence...
2. Teacher removes word from student's sight and says, "Let figure out the sounds in the word _____."

With the support of blocks or colored foam squares or finger spelling, assist the student to identify the number of sounds in the word.

3. The teacher shows the word again and asks about the phonetically regular spellings first.

l – open syllable, long vowel sound not taught yet

a – open syllable not taught yet, and multiple pronunciations- /ā/ or /ǔ/

the – th digraph not taught yet, and irregular sound for e

What sounds in the word are being spelled the way we would expect?

From here teacher guides the students to analyze the word.

For any irregular spellings in the word: teacher says, "Let's look at how that ___sound is being spelling in the word, _____. ___ is not what we would expect. (If student knows what would be expected to spell that sound, you could explore that also. It depends on whether that phoneme/grapheme has been taught) That's the part of the word we will have to remember by heart.

4. Teacher writes the red word on an index card and puts a small heart over, or highlights, the irregular part.

Finish by asking the student, "What word?" How do we spell _____?

Student should respond by saying the word, spelling it by saying the letter names, and then repeating the whole word.

5. Card is added to the Red Word deck to be reviewed before reading of text each day

Daily practice: As the card is shown to the student, the student should read the word, spell it saying the letter names only, not sounds, and then repeat the whole word.

Word Work: in student workbook

Guide student to find and highlight or underline all instances of each new red word introduced in this lesson. Use a different color for each word or mark in a different way (ex. underline all the "l", circle all the "a", etc.). Then go back and read words one line at a time.

Spelling Words:

l, a, the

Dictate word: Use word in a sentence. Have student repeat word. Write/Spell while saying letter names. Read as whole word. Reread all words spelled at end.

Optional Activity: Only if time allows, must leave 10 min for Reading.

- Matching game: have 4 index cards or pieces of paper with each RW (12 total); turn all face down and mix on tabletop. Take turns picking two to turn over, read the words, if it's a match keep it, if not turn back over. Continue taking turns until all matches have been found. Player with the most matched pairs wins
- Word Wac Woe: draw a Tic Tac Toe grid on white board. Have pile of 12 words cards (see above). Each player has a different color marker. Take turns drawing from pile, read the word, write the word in space of your choice on white board, three in a row on grid wins.
- After any game, you may have student re-read all words for more practice.

Reading:

- **Choose one** of the books below for your student to read. You may choose a book the student has read before, as re-reading can help develop fluency.
- Choose from the level that is appropriate for your student.
- Be sure to do **vocabulary work** before reading and ask comprehension questions during and after reading.

Bob Books 1: # 1, 4, or 5

Primary Phonics (red): #1, or 2

Power Readers: # 1, 2, 3, or 4

Summary: "What did we learn?"

Show Red Word cards: have student read the word, spell it saying the letter names only, not sounds, and then repeat the whole word.



- | | |
|---------|----------|
| 1. such | 11. web |
| 2. shed | 12. hop |
| 3. quiz | 13. yak |
| 4. cop | 14. gum |
| 5. rash | 15. fin |
| 6. up | 16. jog |
| 7. bad | 17. nut |
| 8. them | 18. when |
| 9. mix | 19. vat |
| 10. lot | 20. with |

1. She can sit on top of the box.
2. Shut the bag and it can go on the bed.
3. Bob and Ted are mad at the kid.
4. Rub the leg to get rid of the rash.
5. The hen sat on the log in the mud.



- | | |
|----------|----------|
| 1. lot | 11. hop |
| 2. mix | 12. vat |
| 3. them | 13. when |
| 4. bad | 14. nut |
| 5. up | 15. yak |
| 6. rash | 16. with |
| 7. cop | 17. jog |
| 8. quiz | 18. gum |
| 9. shed | 19. fin |
| 10. such | 20. web |

1. Ben had a cup for his dad and me.
2. Gus quit his job at the pet shop.
3. If Tim does not come at six, I will go to bed.
4. He has a lot of fish in a can.
5. 5. Gus had a chip for mom.

