

## A One-Hour Teaching Reading Schedule

15 minutes: Teach a decoding skill (choose 1)

Review a list of 10 High Frequency words.

Review 10 Compound words.

Review 10 words focusing on prefixes, suffixes, and root words.

Teach one of the rules of CLOVER until all rules are understood. After all the rules are understood then review all the rules together.

5 minutes: Have the child review the challenging words and the definition of each.

10 minutes: Have the child read the selected text to you.

15 minutes: Have the child write a one paragraph summary of the text. In the beginning assist the child in writing the summary.

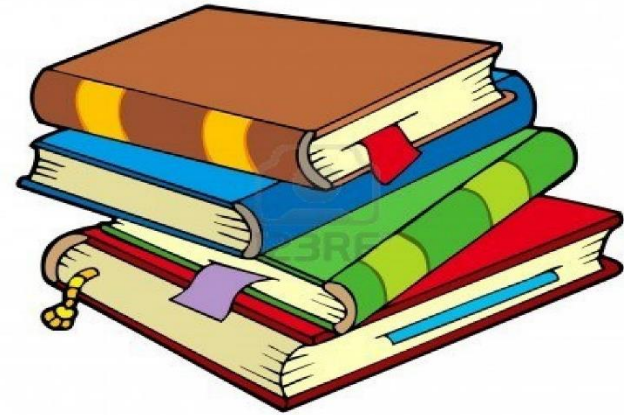
5 minutes: Review and edit the written summary.

5 minutes: Have the child stand and read the summary.

5 minutes: Have the child select a specific text from a book for the next tutoring experience.

## Teaching a Child to Read Who Reads Below Grade Level

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*When you teach a child to read, you impact future generations in immeasurable ways.*



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Facts that must be understood about a child that you are teaching to read:

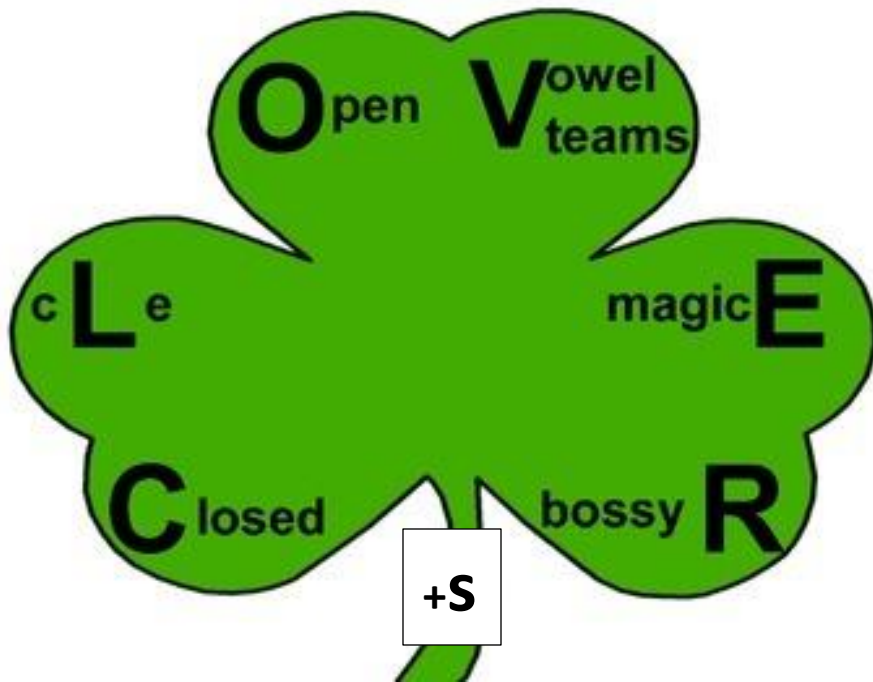
1. You must assess the non-frustration reading level of the child. (If the child needs help with more than 3 words in a paragraph, the text is too difficult for the child).
2. Reading something that interest the child will increase motivation.
3. A child must be taught decoding skills to improve reading ability.
4. Reading and writing are reciprocal, so always write a summary of what was read. (One written paragraph which is read out loud will improve fluency and comprehension).
5. A one-hour reading experience assures consideration for a child's attention span and the ability to teach the necessary reading strategies.

## High Frequency Word List

| Words 1-25 | Words 26-50 | Words 51-75 | Words 76-100 | Words 101-125 | Words 126-150 | Words 151-175 | Words 176-200 |
|------------|-------------|-------------|--------------|---------------|---------------|---------------|---------------|
| a          | big         | an          | am           | about         | after         | again         | air           |
| all        | come        | back        | as           | been          | also          | another       | always        |
| and        | do          | be          | away         | call          | any           | because       | animal        |
| are        | down        | came        | by           | could         | around        | change        | answer        |
| at         | get         | day         | cat          | find          | before        | different     | end           |
| but        | go          | did         | dad          | first         | boy           | does          | found         |
| can        | he          | dog         | going        | if            | every         | each          | learn         |
| for        | like        | eat         | good         | its           | follow        | even          | letter        |
| have       | little      | from        | has          | know          | give          | hand          | mean          |
| I          | no          | got         | help         | many          | great         | kind          | mother        |
| in         | not         | had         | home         | may           | live          | land          | number        |
| is         | one         | her         | house        | more          | man           | large         | page          |
| it         | out         | here        | how          | new           | much          | men           | please        |
| me         | see         | his         | long         | only          | name          | move          | point         |
| my         | she         | into        | made         | other         | old           | must          | round         |
| of         | so          | just        | or           | part          | our           | need          | should        |
| on         | some        | look        | over         | people        | right         | read          | still         |
| said       | that        | make        | red          | take          | same          | such          | think         |
| the        | then        | mom         | saw          | than          | say           | their         | through       |
| they       | this        | now         | them         | these         | show          | together      | under         |
| to         | too         | put         | time         | way           | small         | try           | use           |
| up         | was         | there       | tree         | were          | tell          | turn          | which         |
| we         | went        | very        | two          | who           | thing         | well          | world         |
| with       | what        | when        | water        | work          | three         | why           | write         |
| you        | will        | your        | where        | would         | want          | word          | year          |

This word list is an adaptation of the 100 Most Frequent Words in Books for Beginning Readers by Bodrova and Semenov and Fry's Instant Words. There is no one definitive order of instruction of sight words. This list provides only a general guide. We recommend that you use the high frequency words found in the leveled books a student is reading to guide your instruction of sight words. You may find this list helpful in communicating sight word knowledge from one year to the next.

3. Teach decoding skills to improve the child's reading ability:
- Teach High Frequency sight words.
  - Teach prefix, root, and suffix (example: **rebounding** re is the prefix, **bound** is the root, and ing is the suffix).
  - Teach compound words (example: **classroom** is made up of two words, **class** and **room**)
  - Teach syllabication rules using the acronym CLOVER. (Sight the vowels in a word, see the consonants that surround the vowel, and apply the rule that is applicable):



### Compound words:

grandmother  
fireworks  
sometimes  
anybody  
backbone  
homemade  
downstairs  
rainbow

### Prefixes:

disagree  
imperfect  
inactive  
mislead  
remove  
unbroken  
prepaid

### Suffixes:

Comfortable  
cheapen  
invader  
collectible  
decision  
sadsness  
fearless  
politely

### CLOVER

**\*V=vowel, C=consonant**

(a,e,i,o,u + y), (all other letters)

**C** (CVC) for closed vowel

cat

(short vowel-doesn't say its name)

**L** (le)

table

(the consonant before the le blends with the le)

**O** (cv) for open vowel

we

(long vowel-says its name)

**V** for double vowel

read

(1<sup>st</sup> vowel says its name, 2<sup>nd</sup> vowel is silent)

**E** for magic e (silent e)

cake

(long vowel-says its name)

**R** for bossy r

barn

(the r controls the vowel sound)

+ **S** for split double (cc) unless it is a blend

little or constant

4. After the child reads out loud to you, provide a wide-ruled notebook for the child to write a summary.
  - a. Teach the child that a paragraph consists of a topic sentence with at least 3 supportive sentences. The first sentence is indented. All sentences must be punctuated properly.
  - b. The list of challenging words can be used to help the child be accountable for correctly spelling the words used in the summary.
  - c. Help the child correct any mistakes made in the summary (structure, punctuation, and spelling).
  - d. Have the child stand and read the summary.

Sample paragraph:

The Sun's energy comes from gases. Gases are released in the forms of flares and prominences. A Solar flare can be seen ejecting from the Sun's surface into the Sun's atmosphere. A Solar prominence forms an arch on the Sun's surface due to the Sun's magnetic field.

#### **SUPPLY LIST:**

- \*No. 2 sharpened pencils with erasers
- \*File-folder for 8½" x 11" papers
- \*Book of children's stickers to be used for an incentive program
- \*Wide ruled 70-page one subject notebook
- \*Medium black permanent marker

1. You must assess the non-frustration reading level of the child:
  - a. Ask the child's classroom teacher what reading level the child is reading on.
  - b. Provide several non-fiction books on different reading levels to ensure the child is on the correct reading level. (These books can be obtained at the school or public libraries).
  - c. Have the child read a paragraph and stop the reading if the child needs help on more than three words in a paragraph.
  - d. It is better to have the child read a lower-level reading book than to have the child struggle to read. (Success breeds success)
2. Provide several non-fiction books on different topics on the child's reading level:
  - a. Before the next tutoring session, have the child select a topic in a book that the child wants to read. (Ten-minutes reading time requires that the selection is limited to about 3 or 4 pages of print)
  - b. Produce a paper with the challenging words that you found after perusing the selected text. Before the child is asked to read the selected text, have the child read out-loud and confirm the definition (meaning in context) of the challenging words. This will assure greater success when the child reads the preselected book.