

## Class Structure

- I. Keep a notebook section or folder for each class with
  - a. Class list with phone numbers and record of attendance
  - b. Dated record of each class—
    - i. what you've done –book, pages, games
    - ii. how each activity went
    - iii. suggestions for next class
  
- II. Warm-Up—Blending and Segmenting Practice—15 minutes
  - a. This is critical practice because blending and segmenting are absolutely essential to learning to decode. It can't be avoided. These are the skills that have probably prevented at least our native-born students from learning to read.
  - b. Use Bingo or the Blending & Segmenting worksheets from ABCD.
  - c. Bingo
    - i. There are a dozen sets of cards working on different types of words. Be careful to choose an appropriate set and record it. Stick with a set of words until you think your Ss know them pretty well.
    - ii. Practice blending by saying the sounds of the word and having the Ss figure out the word BEFORE looking at their card to find the word. Have Ss take turns figuring out the word, but everyone marks the word on his/her card.
    - iii. Practice segmenting by saying the word and asking the Ss to say the word out loud and figure out how to spell it BEFORE looking at the card for the word. Have Ss take turns figuring out the spellings.
    - iv. For higher level Ss, if they can do the above variations easily, there are sets of cards that practice 2- and 3-syllable words. T says the word and S has to mark all syllables of the word on card.
    - v. When someone wins, ask him/her to read the winning words, and other Ss to read one row of words. Or, play blackout, and at the end of the game, have each S read the top row on his/her card.
  - d. Blending & Segmenting Worksheets
    - i. Use these with Ss at Long B or Short B levels.
    - ii. Start each class with sounds for single letters, then two-sound words, then three-sound words, etc.
    - iii. Keep track of what pages you're doing and how the Ss are performing so you can progress through the packet as Ss have mastered it.

- III. Spelling—10-15 minutes
- a. Use Sequential Spelling for Adults, 1 & 2, by Don McCabe. My students have always worried about their spelling, so we are trying this program. Students like it and it seems to fit well with our decoding instruction.
  - b. Work until complete five lists, reading lists each day and adding new list or two.
  - c. If S had missed doing a list, provide xerox of lists up to that point so can continue with rest of group.
  - d. After finishing five lists, read words and charge Ss with practicing at home, move on to next five lists and new answer sheet.
- IV. ABeCeDarian Lesson—30-40 minutes
- a. Follow the script for the lessons until you're comfortable with how to present the activities as intended.
  - b. Follow the packet telling how to make corrections to help you give concrete help.
  - c. Keep track of what unit you're doing, what pages you've done, and how they have gone.
  - d. Stay on a unit until Ss can read the target words and the sentences well.
  - e. If you're working at the B level, Ss should also be able to read the key words and give the underlined sounds, as well as do well the exercise where they give the sounds for the spellings.
  - f. When practicing a unit, have Ss read the target words, practice the sounds, segment target words on whiteboards after you have done them on paper, and practice sentences (Levels A and Long B).
- V. Contextualized Reading Practice--20-30 minutes
- a. Start with Talk of the Block, short vowel titles, as soon as possible with Ss who are beginning readers.
  - b. If Ss are at Long B-1 level, the short vowel books may still be challenging enough. If Ss can read them easily, switch to the long vowel titles. If they are too easy, try City Dreams or Challenger.
  - c. Read the story together in class. At first, do the exercises together in class, but eventually, ask Ss to do written work at home and then go over it in next class.
  - d. If you're going over the written work in the next class, read the story together again for more practice.

- e. Very soon after beginning to learn to read, Ss can also read the first level of the Laubach Readers and Wilson Reading Program materials, although there are no accompanying questions.
- V. Crazy Cards—last 15 minutes
- a. Pick the cards that practice the sound/spelling pattern you are working on in ABCD lesson.
  - b. Take turns shuffling and dealing, but know that some Ss can't shuffle, so you or another S shuffle for them and then let them deal. Deal one card at a time to each player, just like any other card game. Deal 8 cards to each player.
  - c. Players lay cards out on table face-up, encourage them to organize them by spelling pattern in the splash.
  - d. If anyone gets 3 wild cards, they win automatically. Have the next dealer shuffle and deal.
  - e. Ss must read the words they play.
  - f. Help Ss decode words, especially longer ones, by covering parts so they can just work on the part the cards are practicing.
  - g. Play until only one S is left with cards.

Please contact us with any questions or visit our website for more information.

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