



Reading Intervention

TRAINEE'S HANDBOOK

KEY MESSAGES AND HANDOUTS
FOR SHLS LEADERS AND FACILITATORS

SAFE HEALING AND
LEARNING SPACES TOOLKIT



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DISCLAIMER

The content and conclusions in the Safe Healing and Learning Spaces Toolkit are those of the authors and do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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Introduction

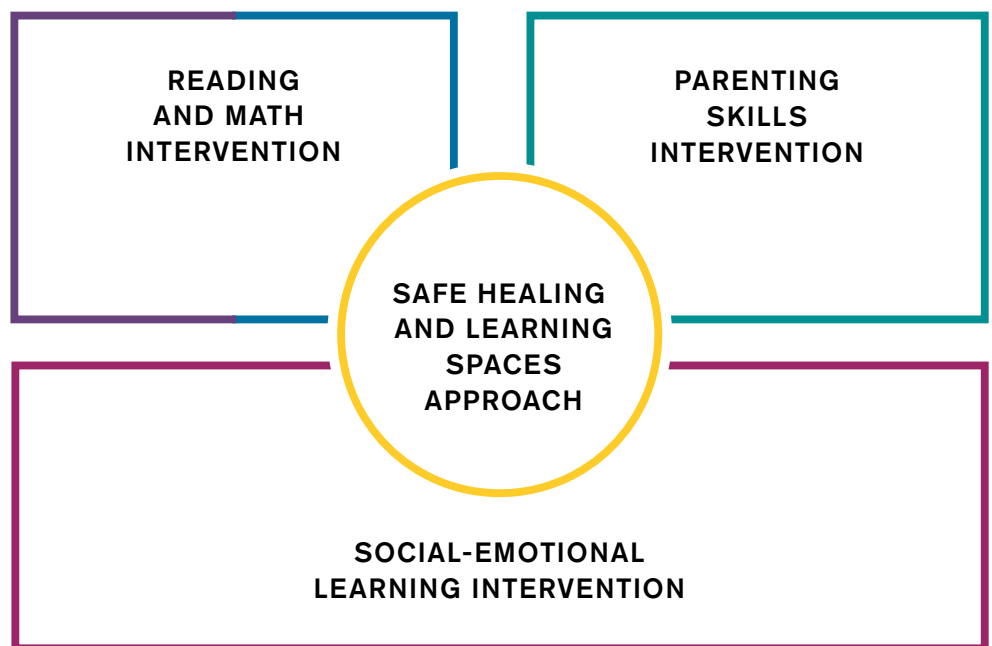
Welcome to the *Safe Healing and Learning Spaces* Reading Trainee's Handbook! This resource is to be used by trainees in the Reading Training. It contains key messages, best practices in how to teach reading, instructions for activities, and general recommendations on how to conduct daily lessons. Trainees can also use it as a reference tool when implementing the Reading Intervention in a Safe Healing and Learning Space (SHLS).

This handbook contains 2 parts:

Part 1: Information for Reading Training – Phase 1

Part 2: Information for Reading Training – Phase 2

The Reading and Math Intervention is one of the 4 components of the SHLS Toolkit. As illustrated in the diagram below, the SHLS Approach, the Social-Emotional Learning Intervention, the Parenting Skills Intervention, and the Reading and Math Intervention are complementary and contribute to the overarching goal, that **children are safe, well and learning in emergencies**.



PART 1

Reading Training

Phase 1

Upon completing Reading Training – Phase 1, trainees will be able to:

- 1** Understand the importance of teaching students key skills in each of the competencies of reading.
- 2** Use the reading tools of the SHLS Toolkit effectively.
- 3** Deliver active, fun, and rigorous daily lessons that build reading skills.
- 4** Develop students' speaking and thinking skills through effective reading activities and questioning strategies.



Reading Training Session 1:

What is Reading?

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Articulate the importance of learning to read.
- Reflect on personal experiences of learning to read.

KEY MESSAGES

- Reading is not just saying the words on a page. Reading requires an understanding of sounds and the meanings that those sounds carry when they are put together.
 - The SHLS Toolkit includes reading because reading: 1) develops language skills; 2) opens up the world to students; 3) enhances social skills; 4) increases students' future opportunities; 5) brings families together.
 - Students need to learn specific skills in order to determine the sounds and meanings of words and text passages.
-



Why learn to read?

The Reading Intervention of the SHLS Toolkit develops students' abilities to read words and understand texts. These skills must be learned together because, without understanding, the words students read do not carry any meaning. Knowing how to read is important for many reasons, including...



It develops language skills.

The more students read and understand different texts, the more they learn new vocabulary and new ways to express themselves.

It can enhance social skills.

Knowing and engaging with texts can be a social activity. When students have a text to explore and discuss, they can share their thoughts and feelings with others more easily.

It increases future opportunities.

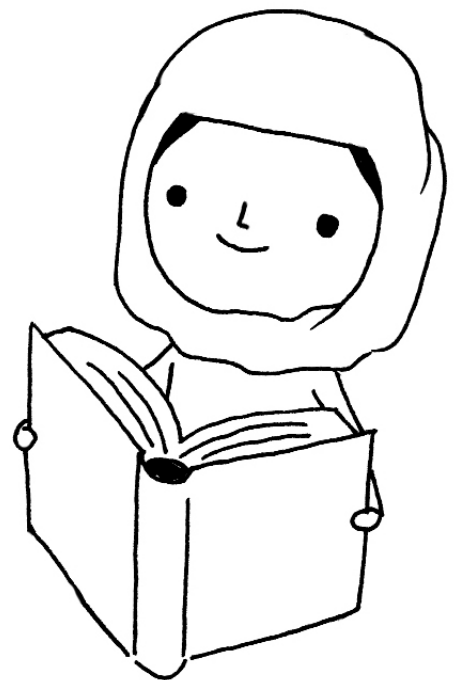
When students have strong reading skills, they can continue to higher levels of education and become qualified for jobs that fit their interests, skills, and goals.

It is good for the whole family.

Students are always eager to share what they know. When students learn strong reading skills, they can share those skills with their parents and siblings. In the future, students can read to their own children. Reading together makes families more connected and invested in each other's learning.

It opens up the world.

Many of our students have not experienced the world outside their homes, families, and personal experiences. Reading and writing allows students to learn about different cultures, times, and places. Texts students read can be about real or imagined settings, and can take place at any point in time. This opens students' minds and encourages their creativity and self-expression.



Reading Training Session 2:

Competencies of Reading

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Brainstorm what skills are needed to read and understand text.
- Articulate how skills in all the competencies of reading combine to create a strong reader.

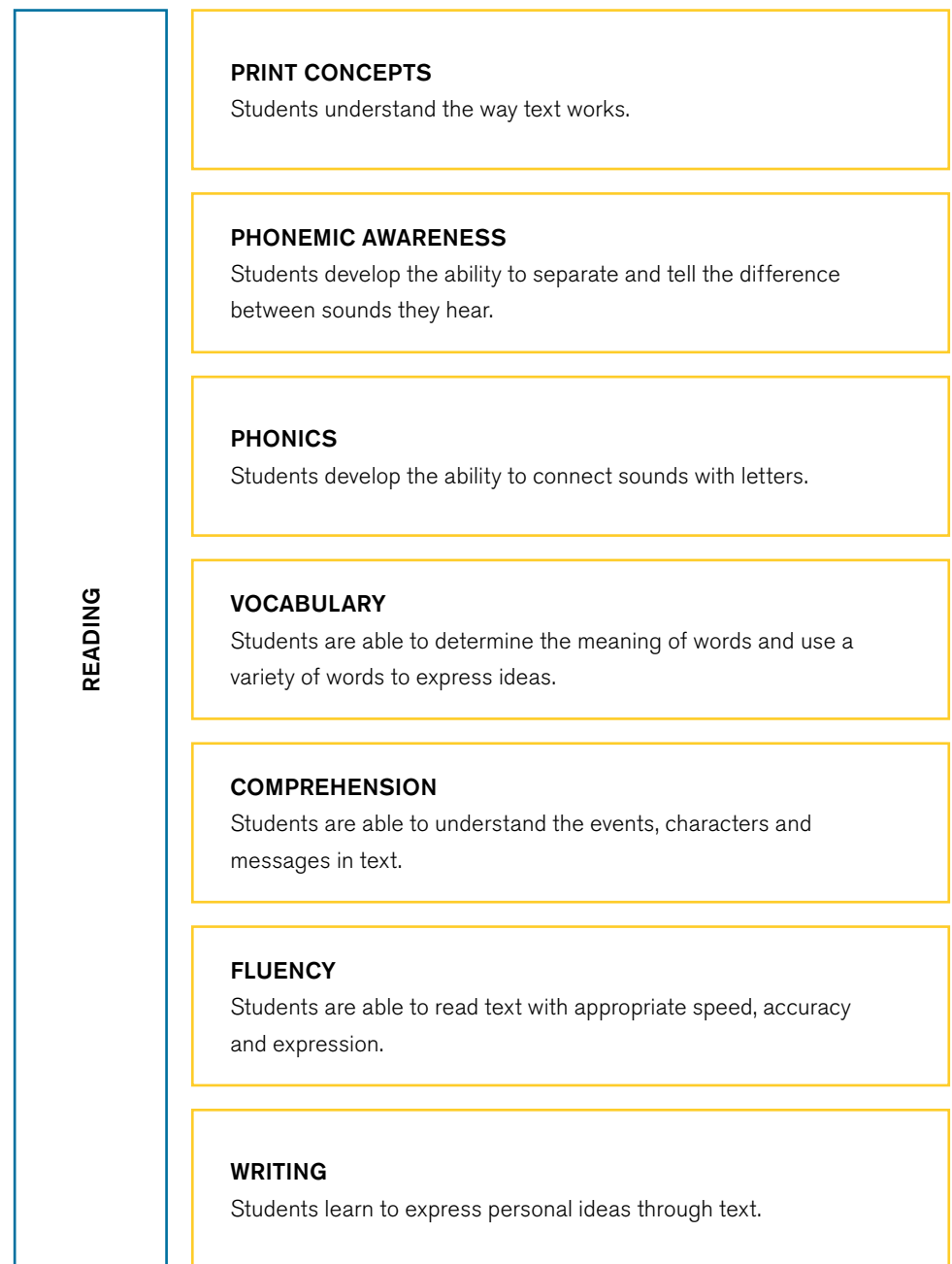
KEY MESSAGES

- Reading is not just saying the words on a page. Reading requires an understanding of sounds and the meanings that these sounds have when they are put together to make words and text passages.
 - Students need to learn specific skills in order to determine the sounds and meanings of words and text passages.
 - Reading competencies are categories used to organize student reading skills and make sure that students can read words, write words, and understand texts.
-



What are the competencies of reading?

Reading clearly and for understanding requires us to use many skills at the same time. For instance, to read and understand the sentence, 'I ate an apple because I was hungry,' you must be able to see the letters in each word, associate them with sounds, then blend those sounds together to make each word, while also recalling background knowledge of what those words mean and times you might have felt hungry, too. Those skills and many more are organized into categories that we call the Reading Competencies. Below is a brief definition of each competency.



Reading Training Session 3:

Reading Lesson Materials

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

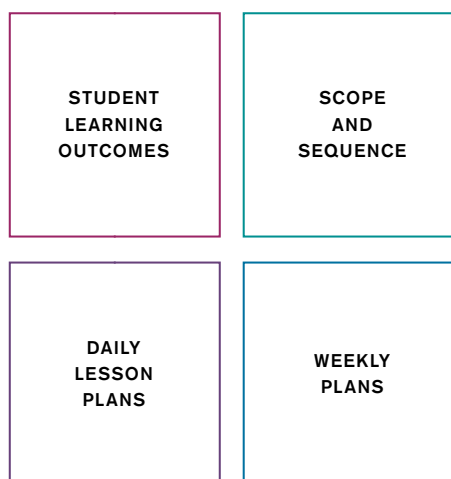
- Examine and find key information in the Scope and Sequence for reading instruction.
- Explore the Reading daily lesson plans and articulate how the sections support the competencies of reading.

KEY MESSAGES

- The Reading daily lesson plan is based on a document call the Scope and Sequence. Each section of the Reading daily lesson plan practices different skills around specific letters, words, and text of the day.
- The Reading daily lesson plan includes practice of skills in all the competencies of reading.

What are the components of the Reading Lesson Plan Bank?

The Reading Lesson Plan Bank has several components, namely the student learning outcomes, Scope and Sequence, weekly plans and daily lesson plans.



Reading competencies

The Reading Competencies are broken down into level-specific skills that develop each competency. These skills are used to guide and measure teaching because they include the essential skills students need to become strong readers. In SHLS, there are 2 learning levels based on students' prior knowledge. The levels are loosely based on international standards for primary level grades 1 and 2 but do not correspond exactly.

Learning Levels for Reading

Emerging	Early readers who still need support in basic letter sounds, word decoding, comprehension, vocabulary, and fluency skills.
Developing	Readers with an understanding of most basic letter sounds and reading strategies, who need extra support with more complex sounds, words, and comprehension tasks.

Scope and Sequence

The Scope and Sequence tells us the student learning objectives for each lesson, including what letters and words are taught. It outlines what to teach, how to teach it and when to teach it.

The SHLS program provides a Scope and Sequence for both the emerging and developing levels of reading.

In the emerging and developing scopes and sequences, the first 5 weeks are dedicated to reviewing skill-building. The following weeks are spent learning and reviewing new content.

Daily lesson plans

The daily lessons in the Reading Lesson Plan Bank are used to teach reading each day. The SHLS program provides a Scope and Sequence for both the emerging and developing levels, but lesson plans for only the emerging level. Daily lesson plans are provided for the first 12 weeks. For the remainder of the weeks, weekly plans will guide what is taught over each week.



The first 5 weeks of plans for the emerging level focus on 'pre-reading' skills. These are skills focused on vocabulary building and understanding sounds. These lessons will be different from the lessons for the rest of the program and can be followed easily as they are written. After these 5 weeks, the lessons will be structured similarly each day.

The structured daily lessons for weeks 6–12 incorporate teaching strategies and activities that teach key reading skills and get students excited about reading. Each lesson is roughly 25 minutes long and the learning objectives are drawn from the Scope and Sequence.

The lessons follow the same pattern throughout each week:

Day	Activity
1	New letter 1
2	Review new letter 1
3	New letter 2
4	Review new letter 2
5	Review both new letter 1 and 2

How to read a lesson plan

The first page of every lesson contains the lesson summary which includes the students' level, topic, week number, lesson number, duration, learning objectives, resources required, preparation required (including what to put on the board for the lesson), sensitivity notes and the lesson overview (including the letters and words that will be taught in the lesson).

Each lesson has a letter of the day, text of the day, and sight word of the day.

- **Letter of the day** – A new letter or review letter. Students practice saying the sound of that letter and using it in different words.
- **Text of the day** – A short story that includes the letter of the day. Students practice skills in all the competencies of reading when they read, review, and answer questions about the text of the day.
- **Sight word of the day** – A word that occurs so frequently in written and spoken language that students should know it automatically, or by sight.



The following pages include the **steps to follow**, detailing how to carry out each activity.

Each lesson is divided into 4 sections – Warm-up, Present, Practice, Apply – and each section contains the same activities.

Section	Activity		Competencies
Warm-Up	Introduction (2 minutes)	Where students learn what they will find in the lesson.	Print concepts, phonics
Present	Letter–keyword–sound (3 minutes)	Where students are introduced to the printed form and sound of the new concept (letter/digraph/letter combination) of the day, as well as a keyword to help students remember the sound.	Phonemic awareness, phonics, vocabulary
	Air writing (2 minutes)	Where students practice writing the letter/digraph/letter combination in different ways, beginning by 'writing' with a finger in the air.	Writing
Practice	Text study (10 minutes)	Where students read a short, decodable story or poem that includes the new concept, high frequency, and sight words of the day. Each day of the week, they read the text with a different objective, deepening comprehension, vocabulary, and fluency.	Print concepts, Phonemic awareness, phonics, vocabulary, comprehension, fluency
	Sight words (3 minutes)	Where students are introduced to the sight word of the day, locate it in the decodable text and spelling it aloud. In their copy books, they may also write the sight word of the day.	Fluency, writing
Apply	Apply (8 minutes, rotating)	Where students engage in a fun activity that practices the new concept of the day, as well as previously learned letters/digraphs/letter combinations. This is an opportunity for students to reinforce skills in a new way, and for Facilitators to observe students' progress.	Print concepts, phonemic awareness, phonics, vocabulary, comprehension, fluency, writing



Daily Lesson Plan

Week, Lesson

Topic

Competency: | **Level:** | **Duration:** minutes

LEARNING OBJECTIVES

By the end of the lesson, students should be able to:

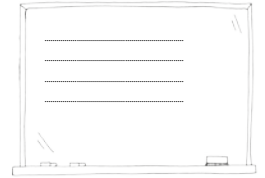
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-

RESOURCES REQUIRED

-
-

PREPARATION REQUIRED

-
- Set up the board as shown.



LESSON OVERVIEW

-
-
-
-



Reading

LESSON PLAN BANK

SHLS TOOLKIT

Week, Lesson

1

Steps to follow

Warm-up

Activity: ... | Time: ... | Classroom Arrangement: ...

1.
2.

Present

Activity: ... | Time: ... | Classroom Arrangement: ...

1.
2.

Practice

Activity: ... | Time: ... | Classroom Arrangement: ...

1.
2.

Produce

Activity: ... | Time: ... | Classroom Arrangement: ...

1.
2.



Reading

LESSON PLAN BANK

SHLS TOOLKIT

Week, Lesson

2

1 INTRODUCTION

2 LETTER-KEYWORD-SOUND

3 AIR WRITING

4 TEXT STUDY

5 SIGHT WORDS

6 'APPLY' ACTIVITY



Reading

TRAINEE'S HANDBOOK

SHLS TOOLKIT

Reading Training Session 3

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Weekly Lesson Plans

The weekly plans for weeks 13–36 outline the lesson objectives and classroom activities for each week. The weekly plan uses the Scope and Sequence as a guide to determine the topics to cover each day. The weekly plans include all the same activities as the daily plan. The weekly plan states what letters, words, and text of the day to use in each lesson.

Weekly Lesson Plan

LETTER		TEXT	
O o 		Bob is a frog that likes to hop. Bob hops on rocks. Bob hops on logs. Hop by the pond, Bob! The pond is fun for Bob the frog.	
Lesson 1 LEARNING OBJECTIVES - Recognize and produce the sound for the letter 'o.' - Write and identify the letter 'o' in print. WARM-UP (2 minutes) Introduction: Letter 'O' and 'o' PRESENT (5 minutes) Letter-keyword-sound: 'o' – octopus – /o/ Air writing: Letter 'o' PRACTICE (13 minutes) Text study: Focus – Read and decode 'bob', 'hop', 'pond' Sight word: 'by' APPLY (8 minutes) Evaluation activity: Beginning, middle, end 'rob', 'on', 'hot', 'bop'		Lesson 2 LEARNING OBJECTIVES - Use the letter 'o', in addition to other learned letters, to build words. - Read and spell the sight word 'on'. WARM-UP (2 minutes) Introduction: Review 'O' and 'o' PRESENT (5 minutes) Letter-keyword-sound: 'o' – octopus – /o/ - Review: 'b' 'i' 't' Air writing: Letter: 'o' - Review: 'b' PRACTICE (13 minutes) Text study: Focus – Rereading Sight word: 'on' APPLY (8 minutes) Evaluation activity: Hear and write - Sounds: /o/ /h/ /k/ - Words: 'cap', 'hit', 'rib'	



	Reading LESSON PLAN BANK	SHLS TOOLKIT Week 13	343
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Understanding my Reading Lesson Plan Bank

Complete the following questions using the Reading Lesson Plan Bank.

1. What are the new letters and sight words taught in Week 7?
 - a. Letters:
 - b. Sight words:
 - c. Where did you find this information?
2. What are 3 decodable words for Week 11?
.....
.....
3. What is the activity in the Apply section of Week 16, Lesson 4?
.....
.....

Look at the daily lesson plan for Week 8, Lesson 1, and answer the following questions:

4. What is the new letter taught in this lesson?
 - a. Letters:
 - b. Keyword:
5. In the Present section of the lesson there are 2 activities. What are these activities?
 - a. Activity name:
 - b. Activity name:
6. In the Practice section of the lesson there are 2 activities. What are these activities?
 - a. Activity name:
- b. What is the text about?
- c. Activity name:
- d. What word are students learning?
7. In the Apply section, students play a game to show their reading skills.
 - a. What is the activity?
 - b. What words does the Facilitator recite for students to analyze?



Understanding my Reading Lesson Plan Bank – Answer Key

Complete the following questions using the Reading Lesson Plan Bank.

1. What are the new letters and sight words taught in Week 7?
 - a. Letters: **t, s**.
 - b. Sight words: **see, and, yes**
 - c. Where did you find this information?
2. What are 3 decodable words for Week 11?

3 of the following: tip, sip, it, pit, is, sit, tin, nip, bit, big, bam, bat, tab, nab, cab
3. What is the activity in the Apply section of Week 16, Lesson 4?

Scope and Sequence

Secret Code

Look at the daily lesson plan for Week 8, Lesson 1, and answer the following questions:

4. What is the new letter taught in this lesson?
 - a. Letters: **d**
 - b. Keyword: **dog**
5. In the Present section of the lesson there are 2 activities. What are these activities?
 - a. Activity name: **Letter–keyword–sound**
 - b. Activity name: **Air writing**
6. In the Practice section of the lesson there are 2 activities. What are these activities?
 - a. Activity name: **Text study**
- b. What is the text about? **A dog with spots**
- c. Activity name: **Sight word**
- d. What word are students learning? **like**
7. In the Apply, students play a game to show their reading skills.
 - a. What is the activity? **Beginning, middle, end**
 - b. What words does the Facilitator recite for students to analyze?

mad, dig, pod, tad



Reading Training Session 4:

Reading Daily Lesson Plan

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Participate in and identify the key activities in a Reading daily lesson plan.

KEY MESSAGES

- The daily lesson plan for emerging readers is a highly structured learning experience for students.
 - The lessons support all competencies of reading and encourage students to develop a love of reading by making it clear, manageable, and fun.
-

Week 8, Lesson 1

New letter – ‘d’

New sight word – ‘like’

Competency: Reading | **Level:** Emerging | **Duration:** 25–30 minutes

LEARNING OBJECTIVES

By the end of the lesson, students should be able to:

- Recognize and produce the sound for the letter ‘d’
- Write and identify the letter ‘d’ in print.

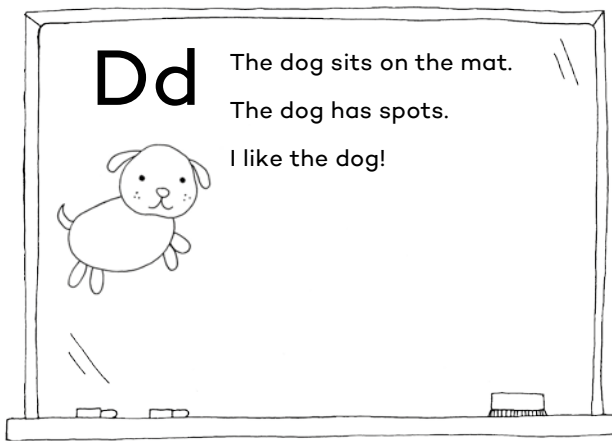
RESOURCES REQUIRED

- Letter cards
- Keyword cards
- Pencils and paper
- Board and chalk



PREPARATION REQUIRED

Set up the board as shown:



LESSON OUTLINE

The Facilitator introduces the letter 'd'. The Facilitator and students practice the **letter–keyword–sound** for the letter 'd' ('d' – dog – /d/) and **air write** the letter 'd'. Then, the Facilitator and students read the **text of the day** together, discuss key vocabulary in the text, and decode at least one word using letter sounds. Next, the Facilitator and students practice saying and spelling the **sight word of the day** ('like'). Finally, students play **Beginning, middle, end** to practice hearing and using the letter 'd' and other letters they have learned.

Steps to follow

Warm-up

Activity: Introduction | **Time:** 2 minutes | **Arrangement:** Whole group

1. Tell students that they will be learning a new letter, its sound, and some new words today.
2. Point to the letters 'D' and 'd' on the board and tell students that 'd' is the letter of the day.
3. Point to the capital 'D' and explain that when it is written at the beginning of a sentence or to start someone's name, the letter is written 'D'.
4. Point to the lowercase 'd' and explain that, at all other times, the letter is written 'd'.
5. Erase the capital letter 'D'. Make sure the lowercase letter 'd' is written on the board large enough for all students to see.



Present

Activity: Letter–keyword–sound | **Time:** 3 minutes | **Arrangement:** Whole group

1. Remind students that the letter of the day is 'd'.
2. Point to the picture of the dog on the board.
3. **ASK >** *What is this a picture of?*
 - If students guess 'dog', they are right!
 - If students guess something else, say 'good guess' and tell them that it is a dog.
4. Tell students that the letter 'd' makes a /d/ sound and that the keyword to remember the sound for 'd' is 'dog'.
5. Say the letter–keyword–sound for the letter 'd': 'd' – dog – /d/. Ask students to repeat.
6. Practice the letter–keyword–sound for the letter of the day ('d' – dog – /d/) with students at least 3 times.

TIP > Remember to face the same way as students so they can follow your finger through the air and see exactly how they should move their arms to write the letter.

Activity: Air writing | **Time:** 2 minutes | **Arrangement:** Whole group

1. Write the lowercase letter 'd' at least as tall as your forearm on the board.
2. Demonstrate air writing the lowercase letter 'd'.
3. Invite students to air write the letter first with eyes open, then with eyes closed.

TIP > Remind students to keep their arms and fingers straight and stiff!



Practice

Activity: Text study | **Time:** 10 minutes | **Arrangement:** Whole group; Pairs

TIP > Read slowly so that all students can understand, but make sure to also read with expression, as if you were talking directly to your students.

1. Read the story for students. While reading, stop at the word 'mad' and demonstrate tapping out the sounds. Then, continue reading.

*The dog sits
on the mat.
The dog has spots.
I like the dog!*

2. Ask students to read the story aloud with you, tracking the words with your finger as you read.



3. **ASK >** *Where is the dog?*



4. **ASK >** *What does the dog look like?*

TIP > Students have not yet learned some of the letter sounds in this word. But that's ok! You can still model tapping to help students practice segmenting sounds.

5. Point out the word 'spots'. Ask students to tap it out with you.

6. Call on students to locate the letter 'd' in the poem and read the word they see it in. If they have trouble reading the word, encourage students to tap it out.

7. Invite one student to come to the board to track the words. Ask the class to read the story aloud together again.



8. **ASK >** *Do you like dogs?*



9. **ASK >** *What other animals do you like?*

- Tell students to turn to a partner to tell him or her what animals they like and why they like those animals.

10. After 1 minute of discussion, invite 2–3 students to share their answers with the group.

Activity: Sight words | **Time:** 3 minutes | **Arrangement:** Whole group

1. Write the new sight word of the day on the board: 'like'.

2. Locate the sight word of the day in the story of the day and use it at least once in a sentence.

3. Spell the word with the class 3 times ('like' – 'l' 'i' 'k' 'e' – 'like').

TIP > The sight word sequence is always the same: say the word, spell the word, say the word.



Apply

Activity: Beginning, middle, end | **Time:** 8 minutes | **Arrangement:** Whole group

1. Draw 3 shapes on the board in a row.



2. Ask students to also draw the 3 shapes on their paper (or slates).

3. Say the word 'mad'.



4. **SAY >** *Listen for the letter 'd' sound in the word 'mad'. Do you hear it at the beginning, in the middle, or at the end of the word?*
 - If they hear the sound at the beginning, they should put an X (or write the letter 'd') in the circle.
 - If they hear the sound for the letter 'd' in the middle, they should put an X (or write the letter 'd') in the triangle in the middle.
 - If they hear the sound for the letter 'd' at the end, they should put an X (or write the letter 'd') in the square.
5. Say the word 'mad' again. Ask students to mark the shape for where they hear the sound for the letter 'd'.
6. Ask students to check their answers with the person next to them. Then, ask a student volunteer to share his or her answer.
7. Repeat the steps again with the words 'dig' 'pod' 'tad'.



Reading Training Session 5:

Saying and Separating Sounds

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Say the standard sound and keyword for the letters of the alphabet.
- Separate the sounds in a simple word by tapping them out.

KEY MESSAGES

- Each letter of the alphabet makes at least one sound. In the emerging level of SHLS, we focus on the most common sounds that letters make.
- Understanding sounds is a foundational skill of reading. Students must be able to hear, separate, and change sounds in order to read and write words.
- The keywords for each letter sound were carefully chosen for the SHLS Reading Intervention and should be used in the same way every time. No other word should be used as the 'keyword' for a certain sound unless the given keyword is very inappropriate for your context.

Why should we know letter sounds? Why should we be able to separate sounds?

When students know the name of a letter and the sounds that letter makes, they have a deep understanding of how their language works and develop connections in their brains between what they see and what they hear.

When students know how to say the letter sounds and separate them in words, they can:

- Read words they do not know.
- Write words.



- Read words in the language of instruction, even if it is not their home language.
- Strengthen their abilities to connect what they see and what they hear.

Tapping out

Tapping out is the SHLS strategy for separating sounds in order to read and write words.



Tapping out to read

1. Look at the first letter in the word.
2. **Ask >** *What sound does this letter make?*
3. If you need help, think about the keyword for that letter and then determine the sound.
4. Say the sound for that letter and tap your thumb to your first finger.
5. Say the sound for the second letter and tap your thumb to your middle finger.
6. Say the sound for the third letter and tap your ring finger.
7. Say the sound for the fourth letter (if needed) and tap your thumb to pinkie finger.
8. Run your thumb under your fingertips and say each of the letter sounds slowly.
9. Run your thumb under your fingertips again, blending the sounds together until you say the word.

Tapping out to write

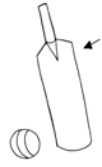
1. Say the word aloud slowly.
2. Say the first sound in the word and tap your thumb to your first finger.
3. **Ask >** *What letter makes that sound?*
4. If you need help, think about the keyword for that sound and then think about what letter is connected to that keyword.
5. Write the letter that makes the first sound in the word.
6. Say the second sound in the word and tap your thumb to your middle finger.
7. **Ask >** *What letter makes that sound?*
8. If you need help, think about the keyword for that sound and then think about what letter is connected to that keyword.
9. Write the letter that makes the second sound in the word.
10. Repeat this process with all the sounds until you have written the word.



Aa



Bb



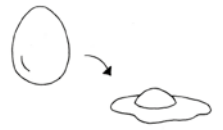
Cc



Dd



Ee



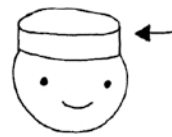
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Gg



Hh



Ii



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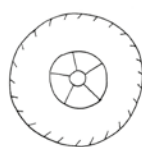
Rr



Ss



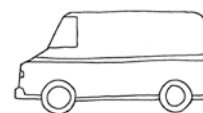
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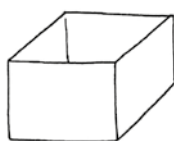
Vv



Ww



Xx



Yy



Zz



Reading Training Session 6:

Introduction and Letter–keyword–sound

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Deliver the 'Introduction' and 'Letter–keyword–sound' activities of the daily lesson plan.

KEY MESSAGES

- The Introduction of the daily lesson plans tells students what letter the lesson will focus on and shows the letter in its capital and lowercase forms.
- After the warm-up, the rest of the lesson focuses only on the lowercase form. This is because students will see and write the lowercase form of the letters much more frequently than the capital form.
- The 'Letter–keyword–sound' activity tells students what sound the letter of the day makes and gives them a keyword to help them remember the letter sound.
- Students practice the letter-keyword sound so that it becomes automatic. We say it in the same order every time: the letter first, then the keyword, then the sound. This is so that the keyword is a 'bridge' in their minds between the letter students see and the sound they hear.



Introduction

In the Warm-up, students see what letter the lesson will focus on. They are introduced to the capital and lowercase versions of the letter and review when they would use each of them.

COMPETENCIES

- Print concepts
- Phonics

KEY BEHAVIORS FOR INTRODUCTION

- Ensure that all students are ready to listen (sitting properly but comfortably, attentive and so on).
- Ensure that the letters are written clearly and large enough for all students to see.
- Say the letter name correctly and consistently.
- Point out key features of the written letters. For example, when to use the capital and lowercase versions of the letter, if the letter looks similar to another letter the students have already learned and so on.

Steps to follow

Warm-up

Activity: Introduction | **Time:** 2 minutes | **Arrangement:** Whole group

1. Tell students that they will be learning a new letter, its sound, and some new words today.
2. Point to the letters 'N' and 'n' on the board and tell students that 'n' is the letter of the day.
3. Point to the capital 'N' and explain that, when it is written at the beginning of a sentence or to start someone's name, the letter is written 'N'.
4. Point to the lowercase 'n' and explain that all other times, the letter is written 'n'.
5. Erase the capital letter 'N'. Make sure the lowercase letter 'n' is written on the board large enough for all students to see.



Letter–keyword–sound

Letter–keyword–sound teaches students the written form and sound of the letter of the day, as well as a 'keyword' that will help them remember the sound.

COMPETENCIES:

- Phonemic awareness
- Phonics
- Vocabulary

KEY BEHAVIORS FOR LETTER–KEYWORD–SOUND:

- Ensure that all students are ready to listen (sitting properly but comfortably, attentive, and so on).
- Pronounce letter sounds correctly consistently.
- Use the correct keyword picture associated with the letter of the day.
- Listen as students practice the letter sounds, repeating the letter–keyword–sound sequence as needed for students to pronounce the sound correctly.

Steps to follow

Present

Activity: Letter–keyword–sound | **Time:** 3 minutes | **Arrangement:** Whole group

1. Remind students that the letter of the day is 'n'.
2. Point to the picture of the nut on the board.
3. **ASK >** *What is this a picture of?*
 - If students guess 'nut', they are right!
 - If students guess something else, say 'good guess!' and tell them that it is a nut.
4. Tell students that the letter 'n' makes a /n/ sound and that the keyword to remember the sound for 'n' is 'nut'.
5. Say the letter–keyword–sound for the letter 'n': 'n' – nut – /n/. Ask students to repeat.
6. Practice the letter–keyword–sound for the letter of the day ('n' – nut – /n/) with students at least 3 times.



Reading Training Session 7:

Air Writing

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Deliver the 'Air writing' activity in the daily lesson plan.

KEY MESSAGES

- The 'Air writing' activity shows students how to write the lowercase form of the letter of the day.
- When students develop their writing muscles, they start by developing the large muscles in their arms and upper back. When those muscles are strong enough, they start to develop control over the small muscles in their arms and hands that allow them to write clearly on paper.
- We write letters large in the air and with 2 fingers to strengthen all the large muscles in the arm and back. Using one finger only strengthens some of the muscles.
- Later in the lesson, students practice writing on paper to develop the smaller muscles in their arm and hands.
- Students should be encouraged to write with whatever hand – left or right – is most natural to them.

Air writing

In air writing, students practice writing the letter by 'writing' it with their fingers in the air.

COMPETENCIES

- Writing

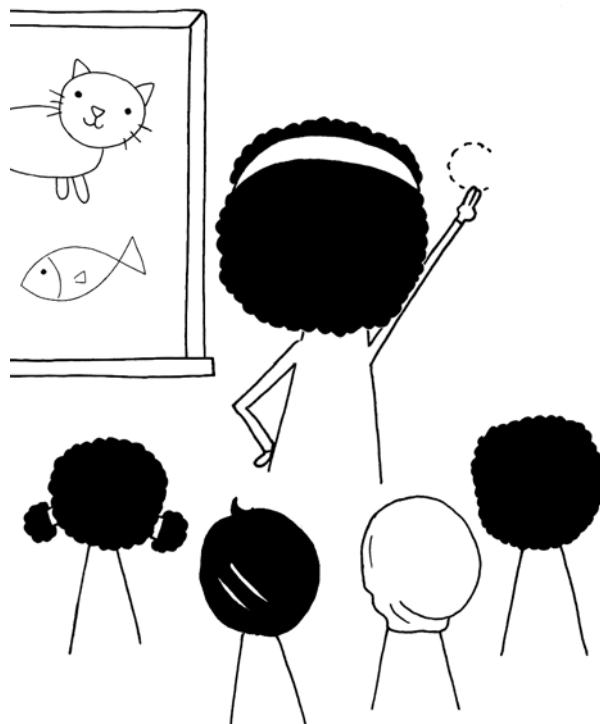


KEY BEHAVIORS FOR AIR WRITING

- Write the letter of the day large enough on the board so that all students can see.
- Model the letter formation with a stiff, straight arm and 2 fingers.
- Observe students air writing and add extra practice if necessary to help students understand.

Steps to follow

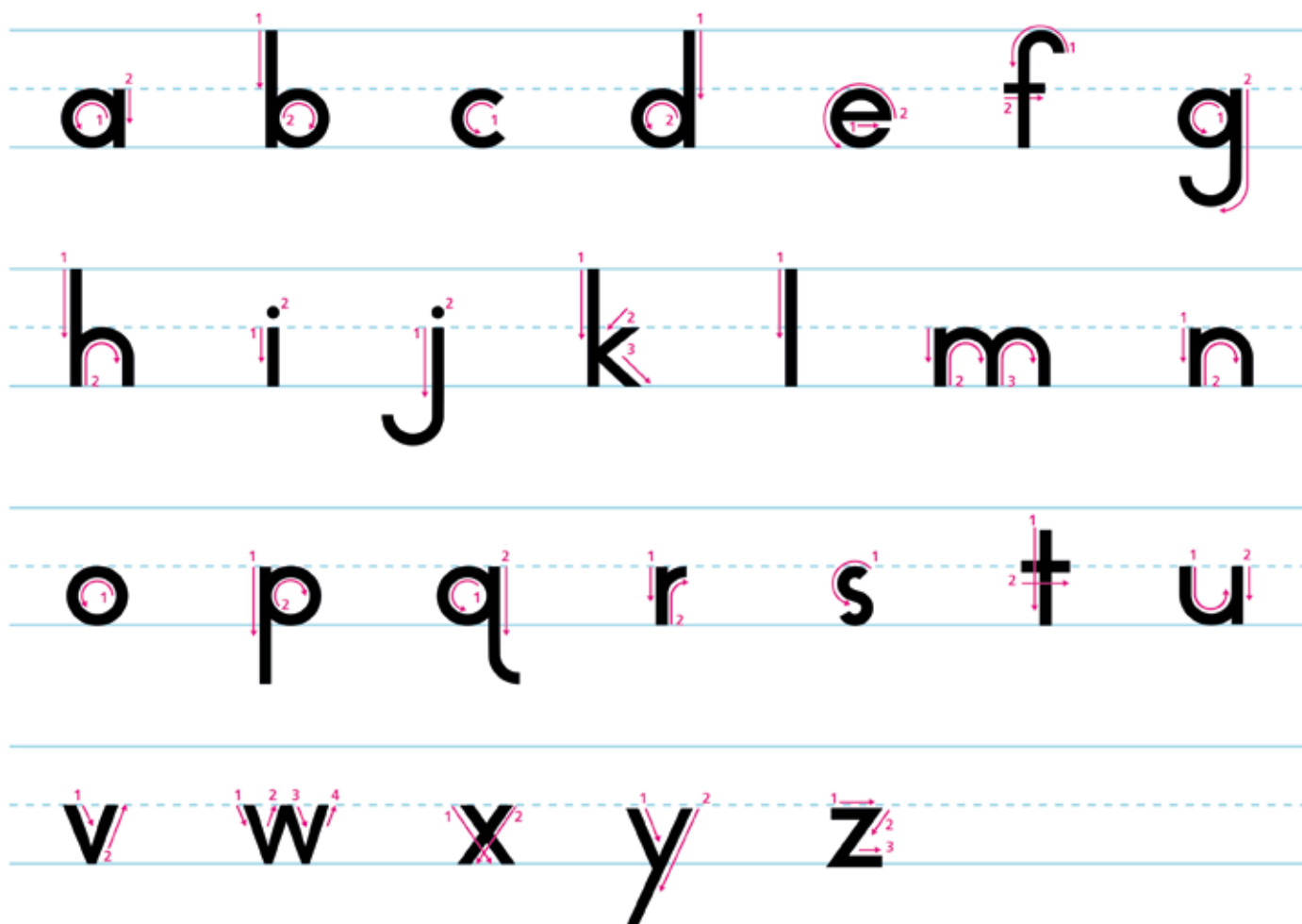
Activity: Air writing | **Time:** 2 minutes | **Arrangement:** Whole group



1. Write the letter 'n' at least as tall as your forearm on the board.
2. Demonstrate air writing the letter 'n'.
3. Invite students to air write the letter first with eyes open, then with eyes closed.
4. Remind students to keep their arms and fingers straight and stiff!

TIP > Remember to face the same way as students so they can follow your finger through the air and see exactly how they should move their arms to write the letter.





Reading Training Session 8: Reflection and Conclusion

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Reflect on and articulate the benefits to student learning of the Reading daily lesson plan.

KEY MESSAGES

It is not necessary to do the Reading daily lesson plan perfectly the first time. It is a process that will take time to master. But no matter what the challenges and successes, delivering a reading lesson like this one will improve students' reading.



Reading Training Session 9:

Welcome and Review

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Review the key activities in the Reading daily lesson plan learned on Training Day 1 and articulate how it can impact on students' learning.
- Preview the contents of training Day 2.

KEY MESSAGES

The Reading daily lesson plan supports student learning by: 1) teaching comprehensive reading skills; and 2) providing structure and the joy of reading in students' day in the learning space.



Reading Training Session 10:

Reading Daily Lesson

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Participate in and identify the key activities in an SHLS Reading daily lesson plan.

KEY MESSAGES

- The Reading daily lesson plan for emerging readers is a highly structured learning experience for students.
 - The lessons support all competencies of reading and increase in complexity as the lessons progress.
-

Week 15, Lesson 3

New letter – ‘k’

New sight word – ‘is’

Competency: Reading | **Level:** Emerging | **Duration:** 25–30 minutes

Learning objective

By the end of the lesson, students should be able to:

- Recognize and produce the sound for the letter ‘k’.
- Write and identify the letter ‘k’ in print.

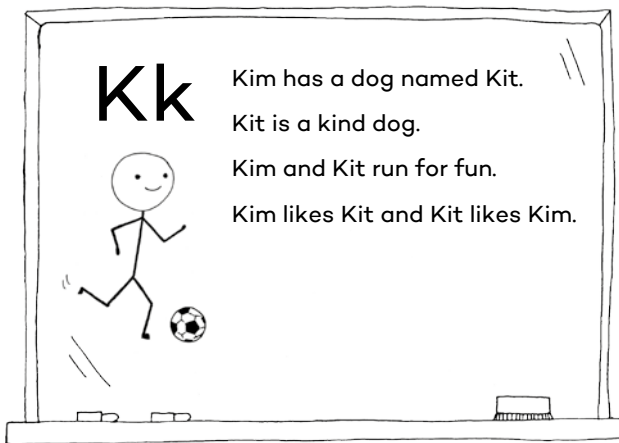
Resources required

- Keyword cards
- Pencils and paper
- Board and chalk



Preparation required

- Set up the board as shown:



Lesson outline

The Facilitator introduces the letter 'k'. The Facilitator and students practice the letter–keyword–sound for the letter 'k' ('k' – kick – /k/) and air write the letter 'k'. Then, the Facilitator and students read the text of the day together and visualize the story. Next, the Facilitator and students practice saying and spelling the sight word of the day ('is'). Finally, students play Change the Sound to practice hearing, separating, and changing sounds in words.

Warm-up

Activity: Introduction | **Time:** 2 minutes | **Arrangement:** Whole group

1. Tell students that they will be learning a new letter, its sound, and some new words today.
2. Point to the letters 'K and 'k' on the board and tell students that 'k' is the letter of the day.
3. Point to the capital 'K' and explain that, when it is written at the beginning of a sentence or to start someone's name, the letter is written 'K'.
4. Point to the lowercase 'k' and explain that at all other times, the letter is written 'k'.
5. Erase the capital letter 'K'. Make sure the lowercase letter 'k' is written on the board large enough for all students to see.



Present

Activity: Letter–keyword–sound | **Time:** 3 minutes | **Arrangement:** Whole group

1. Remind students that the letter of the day is 'k'.
2. Point to the picture of the person on the board.
3. **ASK >** *What is this a picture of?*
 - If students guess 'kick', they are right!
 - If students guess something else, say 'good guess' and tell them that it is showing a kick.
4. Tell students that the letter 'k' makes a /k/ sound and that the keyword to remember the sound for 'k' is 'kick'.
5. Say the letter–keyword–sound for the letter 'k': 'k' – kick – /k/. Ask students to repeat.
6. Practice the letter–keyword–sound for the letter of the day ('k' – kick – /k/) with students at least 3 times.

TIP > Remember to face the same way as students so they can follow your finger through the air and see exactly how they should move their arms to write the letter.

TIP > Remind students to keep their arms and fingers straight and stiff!

Activity: Air writing | **Time:** 2 minutes | **Arrangement:** Whole group

1. Write the letter 'k' at least as tall as your forearm on the board.
2. Demonstrate air writing the letter 'k'.
3. Invite students to air write the letter first with eyes open, then with eyes closed.

Practice

Activity: Text study | **Time:** 10 minutes | **Arrangement:** Whole group; Pairs

1. Read the story for students. Remind students that, when they are reading a story for the first time, they should tap out words they don't know and try to visualize the story in their heads like a movie.



TIP > Read slowly so that all students can understand, but make sure to also read with expression, as if you were talking directly to your students.

2. Demonstrate tapping out the word 'Kit'. Then, continue reading.

Kim had a dog named Kit.

Kit is a kind dog.

Kim and Kit run for fun.

Kim likes Kit and Kit likes Kim.

3. Ask students to read the story aloud with you, tracking the words with your finger as you read.



4. **ASK >** *Who is this story about?*



5. **ASK >** *How would you describe Kit?*

TIP > There is no right or wrong answer to this question! Encourage students to be creative and confident in their ideas.



6. Ask students to close their eyes and imagine Kim.

7. **ASK >** *In your mind, what does Kim look like?*

8. Invite students to turn to a partner and describe what they think Kim looks like.

9. Ask students to close their eyes and imagine Kim with her dog Kit.



10. **ASK >** *We know Kim and Kit like to run together. Where are they running?*

11. Invite students to turn to a partner and describe where Kim and Kit are running when they visualize the story.

12. Ask students to close their eyes again.



13. **ASK >** *What else do Kim and Kit do together? What do you see them doing when you visualize them together?*

14. Invite students to turn to a partner and discuss what else Kim and Kit like to do together.

15. Invite one student to come to the board to track the words. Ask the class to read the story aloud together again. Remind students to picture Kim and Kit together in their imaginations as they read.



1. Write the new sight word of the day on the board: 'is'.
2. Locate the sight word of the day in the story of the day and use it at least once in a sentence.
3. Spell the word with the class 3 times ('is' – 'i' 's' -'is').

TIP > The sight word sequence is always the same: say the word, spell the word, say the word.

Apply

Activity: Change the sound | Time: 8 minutes | Arrangement: Whole group

1. Tell students that you are going to say a word. Then, you are going to ask them to change a sound in that word to make a new word.

2. Say the word 'kit'.



3. **SAY >** *If I take away the /k/ sound and replace it with a /s/ sound, I get the word 'sit'!*

4. Invite students to do one with you.



SAY > *What word do we get when we say 'sit' with a /p/ instead of a /t/?*

Answer: 'sip'

5. Repeat step 4 with these words and sounds:

NOTE FOR THE TRAINER > This is a listening and speaking activity. You should NOT write any of these words on the board.

- 'sick' : change /s/ to /k/
- 'hat' : change /h/ to /m/
- 'pit' : change /t/ to /n/
- 'mop' : change /o/ to /a/



Reading Training Session 11:

Text Study

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Deliver the 'Text study' activity in the daily reading lesson.

KEY MESSAGES

- The 'Text study' activity gives students an opportunity to practice using the letter of the day. Students also develop new **vocabulary**, practice key **comprehension** skills, and learn to read with **fluency**.
- The 'Text study' activity is slightly different each day of the week to ensure that students are practicing key skills in all competencies of reading.
- The 'Text study' activity encourages students to use their reading skills and think about stories in fun ways. This allows the students to practice and develop a love of reading that will last their whole lives.

Text study

In text study, students read a short text that includes the letter of the day. Each day of the week focuses on a different text study task.

COMPETENCIES

- | | |
|----------------------|-----------------|
| ■ Print concepts | ■ Vocabulary |
| ■ Phonemic awareness | ■ Comprehension |
| ■ Phonics | ■ Fluency |



KEY BEHAVIORS FOR TEXT STUDY

- Post (or write on the board) the lesson's decodable text clearly and large enough so that all students can see.
- Track the words of the text with a finger or pointer while reading aloud.
- Read with appropriate speed, accuracy, and expression for student understanding (that means, not so fast, not boring, nor with so many mistakes that students cannot understand).

Steps to follow

Activity: Text study | **Time:** 10 minutes | **Arrangement:** Whole group

TIP > Read slowly so that all students can understand, but make sure to also read with expression, as if you were talking directly to your students.

1. Read the story for students. Remind students that, when they are reading a story for the first time, they should tap out words they don't know and try to visualize the story in their heads like a movie.

2. Demonstrate tapping out the word 'Kit'. Then, continue reading.

Kim has a dog named Kit.

Kit is a kind dog.

Kim and Kit run for fun.

Kim likes Kit and Kit likes Kim.

3. Ask students to read the story aloud with you, tracking the words with your finger as you read.



4. **ASK >**

- *Who is this story about?*
- *How would you describe Kit?*

5. Ask students to close their eyes and imagine Kim.



6. **ASK >** *In your mind, what does Kim look like?*

7. Invite students to turn to a partner and describe what they think Kim looks like.

8. Ask students to close their eyes and imagine Kim with her dog Kit.



9. **ASK >** *We know Kim and Kit like to run together. Where are they running?*

TIP > There is no right or wrong answer to this question! Encourage students to be creative and confident in their ideas.



10. Invite students to turn to a partner and describe where Kim and Kit are running when they visualize the story.

11. Ask students to close their eyes again.



12. **ASK** > *What else do Kim and Kit do together? What do you see them doing when you visualize them together?*

13. Invite students to turn to a partner and discuss what else Kim and Kit like to do together.

14. Invite one student to come to the board to track the words. Ask the class to read the story aloud together again. Remind students to picture Kim and Kit together in their imaginations as they read.

Text study activities

Each day of the week, the 'Text study' activity is slightly different to ensure that students are practicing skills in all the competencies of reading.

Day	Text Study Activity
1	Read and decode – The Facilitator reads the text aloud, tracking the words with a finger/pointer and stopping to model tapping out a word. The Facilitator reviews text meaning and points out key vocabulary words. Then, the Facilitator and students read the text together.
2	Rereading – The Facilitator reads the text aloud, tracking the words with a finger/pointer and reviews text meaning. The Facilitator and students read the text aloud together, then students read the text aloud to a partner. Finally, students read the text aloud together while a volunteer student tracks the words with a finger/pointer.
3	Visualizing – The Facilitator and students read the text aloud together and the Facilitator reviews the text meaning. The Facilitator guides students in visualizing the text – this could include asking what the students think something in the text looks, smells, tastes, sounds, or feels like. The Facilitator may ask students to connect the text to prior experience in order to visualize.
4	Comprehension questions – The Facilitator and students read the text aloud together and the Facilitator reviews the text meaning. The Facilitator asks 2–3 comprehension questions about the text. The students turn and talk/think-pair-share their answers.
5	Retelling – The Facilitator and students read the text aloud together. The students retell the text in their own words to a partner.



Text study examples

Day 1

Read and decode

From Week 12, Lesson 1

Activity: Text study | **Time:** 10 minutes | **Arrangement:** Whole group; Pairs



1. READ ALOUD >

The red rat can run.

It can nab the cat!

Can you see the rat?

It ran into the bin!

TIP > Read slowly,
with expression.

2. Reread the text on the board. While reading, stop at the word 'rat' and demonstrate tapping out the sounds. Then, continue reading.

3. Ask students to read the story aloud with you, tracking the words with your finger as you read.



4. **ASK >** *What color is the rat?*



5. **ASK >** *Where did the rat run?*

6. Point out the word 'bin'.

7. Ask students to tap it out with you.

8. Call on students to locate the letter 'r' in the poem and read the words they see it in. If they have trouble reading the words, encourage students to tap them out.

9. Invite one student to come to the board to track the words. Ask the class to read the story aloud together again.



10. **ASK >** *Do you like cats or rats?*



11. **ASK >** *Do you think a rat can nab a cat in real life?*

12. Tell students to turn to a partner to tell him or her whether they think a rat can nab a cat and why they think so.

13. After 1 minute of discussion, invite 2 or 3 students to share their answers with the group.



Day 2

Rereading

From Week 7, Lesson 2

Activity: Text study | **Time:** 10 minutes | **Arrangement:** Whole group; Pairs



TIP > Read slowly,
with expression.

1. READ ALOUD >

Tam and I sat on my mat.

The tire is on my mat.

Tap the tire!

Toss the tire!

2. Remind students that, even when they are reading a story for a second time, they can still tap out the words.

TIP > Read slowly,
with expression.

3. Reread the text on the board. Demonstrate tapping out the word 'Tam'. Then, continue reading.

4. Ask students to read the story aloud with you, tracking the words with your finger as you read.



5. **ASK >** *What other things can you tap?*

6. Tell students to turn to a partner to discuss things they can tap.
(Allow 30 seconds.)

7. **ASK >** *What other things can you toss?*

8. Tell students to turn to a partner to discuss things they can toss.
(Allow 30 seconds.)

9. Ask students to read the story with expression to a partner and then act it out. One partner should read and act out the story in full first, then the other.

10. Invite one student to come to the board to track the words.

11. Ask the class to read the story aloud together again. Remind them to read with expression!



Day 3

Visualizing

From Week 15, Lesson 3

1. Read the story for students. Remind students that, when they are reading a story for the first time, they should tap out words they don't know and try to visualize the story in their heads like a movie.

TIP > Read slowly so that all students can understand, but make sure to also read with expression, as if you were talking directly to your students.

2. Demonstrate tapping out the word "Kit". Then, continue reading.

Kim had a dog named Kit.

Kit is a kind dog.

Kim and Kit run for fun.

Kim likes Kit and Kit likes Kim.

3. Ask students to read the story aloud with you, tracking the words with your finger as you read.



4. **ASK >** *Who is this story about?*



5. **ASK >** *How would you describe Kit?*

TIP > There is no right or wrong answer to this question! Encourage students to be creative and confident in their ideas.



6. Ask students to close their eyes and imagine Dan.

7. **ASK >** *In your mind, what does Kim look like?*

8. Invite students to turn to a partner and describe what they think Kim looks like.

9. Ask students to close their eyes and imagine Kim with her dog Kit.



10. **ASK >** *We know Kim and Kit like to run together. Where are they running?*

11. Invite students to turn to a partner and describe where Kim and Kit are running when they visualize the story.

12. Ask students to close their eyes again.



13. **ASK >** *What else do Kim and Kit do together? What do you see them doing when you visualize them together?*

14. Invite student to turn to a partner and discuss what else Kim and Kit like to do together.



- 15.** Invite one student to come to the board to track the words. Ask the class to read the story aloud together again. Remind students to picture Kim and Kit together in their imaginations as the read.

Day 4

Comprehension questions

From Week 11, Lesson 4

Activity: Text study | **Time:** 10 minutes | **Arrangement:** Whole group; Pairs



1. READ ALOUD >

Dan has a big bat.

Dan hit a ball.

The ball hit Pam!

Bam!

- 2.** Read the story for students. Remind them that, even when they are reading a story for a second time, they can still tap out words.

TIP > Read slowly, with expression.

- 3.** Demonstrate tapping out the word 'big'. Then, continue reading.



- 4. ASK >** *Do you think Dan wanted to hit Pam with the ball? Why?*

- 5.** Call on 2 or 3 students to respond.

TIP > Remind students that there is no right or wrong answer to this question! Encourage them to be creative and confident in their ideas.



- 6. ASK >** *What do you think happened after Dan hit Pam with the ball?*

- 7.** Ask students to turn to a partner and discuss what may have happened.

- 8.** Invite one student to come to the board to track the words.

- 9.** Ask the class to read the story aloud together again. Remind students to read with expression!



Day 5

Retelling

From Week 8, Lesson 5

Activity: Text study | **Time:** 10 minutes | **Arrangement:** Whole group; Pairs

TIP > Ensure that the student tracks the words on the board with a finger or pointer while reading.

1. Invite a student volunteer to read the text of the day aloud.

We see a man.

The man is Dan.

Dan, what do you like?

Dan likes the dog with spots!



2. **ASK >** *If you close your eyes and imagine the characters and events in this story, what do you see?*

3. Invite students to turn to a partner to discuss what they see when visualizing this story.



4. **ASK >** *Who are the characters in this story?*

5. Invite students to turn to a partner to discuss the characters.

Answer: Dan and the dog with spots.



6. **ASK >** *Do you remember what the dog was sitting on in our other story this week?*

Answer: a mat.



7. **ASK >** *Where else might Dan and the dog with spots play together?*

8. Invite students to turn to a partner to discuss.



Reading Training Session 12:

Sight Words

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Deliver the 'Sight word' activity of the daily reading lesson.

KEY MESSAGES

- The 'Sight word' activity teaches students how to recognize and spell common words.
- It is important for students to know these word automatically because they come up so frequently in spoken and written language that it is good for students to be able to read and write them quickly.
- Many sight words are also words that 'break the rules'. These are words that cannot be decoded regularly because they don't follow the standard language rules.

Sight word

In 'Sight word', students are introduced to the sight word of the day, find it in the text of the day, and spell it.

COMPETENCIES:

- Fluency
- Writing

KEY BEHAVIORS FOR SIGHT WORDS:

- Say and spell the sight word of the day correctly.
- Practice the sight word with students at least 3 times.
- Correctly identify the sight word of the day in the day's text (if applicable) and correctly use the word in a sentence.



Steps to follow

Activity: Sight words | **Time:** 3 minutes | **Arrangement:** Whole group

1. Write the new sight word of the day on the board: 'is'
2. Locate the sight word of the day in the story of the day and use it at least once in a sentence.
3. Say and spell the word with the class 3 times ('is' – 'i' 's' -'is')

TIP > The sight word sequence is always the same: say the word, spell the word, say the word.



Reading Training Session 13:

‘Apply’ Activities

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Deliver the ‘Apply’ activities of the daily reading lesson.

KEY MESSAGES

- Activities in the ‘Apply’ section give students the opportunity to apply all their reading skills (both new content and review content) in a game or project.
- The ‘Apply’ activities rotate, so you will not use the same one 2 days in a row..

‘Apply’ activities and examples

In the ‘Apply’ activities, students engage in a fun activity that practices the new letter of the day and letters from previous lessons. This is an opportunity for students to practice skills in new ways and gives the Facilitator an opportunity to observe student progress.

COMPETENCIES

- Print concepts
- Phonemic awareness, Phonics, Vocabulary, Comprehension, Fluency

KEY BEHAVIORS FOR THE APPLY ACTIVITY

- Review the evaluation activity instructions before the start of the lesson.
- State the instructions clearly to students.
- Read the letter sounds and/or words for the activity clearly and consistently.

Each day of the week, the ‘Apply’ activity is slightly different to ensure that students are practicing skills in all the competencies of reading.



Day 1

Beginning, middle, end

The Facilitator reads a word aloud with the sound of the letter of the day. The students listen for the sound of the letter of the day and indicate whether the sound comes at the beginning, in the middle, or the end of the word.

From Week 8, Lesson 1

Activity: Beginning, middle, end | **Time:** 8 minutes | **Arrangement:** Whole group

1. Draw 3 shapes on the board in a row.



2. Ask students to also draw the 3 shapes on their paper (or slates).

3. Say the word 'mad'.



4. **SAY >** *Listen for the letter 'd' sound in the word 'mad'. Do you hear it at the beginning, in the middle, or at the end of the word?*

5. If they hear the sound at the beginning, they should put an X (or write the letter 'd') in the circle.

6. If they hear the sound for the letter 'd' in the middle, they should put an X (or write the letter 'd') in the triangle in the middle.

7. If they hear the sound for the letter 'd' at the end, they should put an X (or write the letter 'd') in the square.

8. Say the word 'mad' again.

9. Ask students to mark the shape for where they hear the sound for the letter 'd'.

10. Ask students to check their answers with the person next to them.

11. Then, ask a student volunteer to share his or her answer.

12. Repeat the steps again with the words 'dig', 'pod' and 'tad'.



Day 2

Hear and Write

The Facilitator says letter sounds aloud and students write the letters that make those sounds. Then, the Facilitator reads words that students tap out and write.

1. Ask students to take out a blank sheet of paper OR pass a slate and chalk to each student.
2. Tell students that you will say a letter sound and you would like them to write what letter makes that sound.
3. Say each sound clearly and slowly at least 3 times. Give students time to think and write before moving to the next sound.

/b/ , /o/ , /r/

4. Tell students that you will say a word and you would like them to write that word. Remind students that they can tap out the word to help write it.
5. Say each word clearly and slowly at least 3 times. Give students time to think and write before moving to the next word.

'bam' 'rig' 'dot'

TIP > Do NOT tell individual students what they got right or wrong. This is not a test. It is a time for students to practice their listening and writing. It is also a time for you to observe students' work so you know who needs more support in the next lessons.

Day 3

Change the Sound

From Week 15, Lesson 3

The Facilitator says a word, then tells the students to change one sound in that word to another sound.

1. Tell students that you are going to say a word. Then, you are going to ask them to change a sound in that word to make a new word.
2. Say the word 'kit'.



3. **SAY >** *If I take away the /k/ sound and replace it with an /s/ sound, I get the word 'sit'!*

4. Invite students to do one with you.



5. **SAY >** *What word do we get when we say 'sit' with a /p/ instead of a /t/?*

Answer: 'sip'



TIP > This is a listening and speaking activity. You should NOT write any of these words on the board.

6. Repeat step 3 with these words and sounds:

- 'fan': change /f/ to /p/
- 'kip': change /k/ to /t/
- 'fit': change /i/ to /a/
- 'fin': change /n/ to /b/

Day 4

Secret Code

The students make words using a number code and give them to their partners to read.

From Week 8, Lesson 4

Activity: Secret code | **Time:** 8 minutes | **Arrangement:** Whole group; Pairs

1. Draw the table below on the board large enough for all students to see clearly.

1	2	3	4	5	6	7	8	9
e	m	s	t	r	a	n	b	p

2. Tell students that they will be writing words, but they will write with a secret code that uses numbers instead of letters. Under each letter is the number that represents it.

3. Do an example for the class. For instance, to write the word 'map', you would write '269'.

4. Ask students to make 3 to 5 words using the numbers (not letters!) and write them in their notebooks.

5. After 3 minutes, invite students to trade notebooks with their partners.

6. Tell students to try to 'crack the code' of their partners' words, writing the word (in letters) next to the code word (in numbers).

7. When partners are finished, ask 2 or 3 students to share a word that they made.

TIP > This activity includes letters that students don't yet know. Encourage them to do their best. You may find that students know some words just from seeing the text.



Day 5

Illustrate the Text of the Day

The students illustrate the text of the day and label the characters and/or items in their illustration.

1. Tell students that they will now have 5 minutes to draw the characters and items in the story of the day.
2. Encourage students to include details that they saw when they visualized the text!
3. Ask students to label 'Kit' and 'Kim', as well as anything else they can in their drawing.
4. After 5 minutes, ask students to stop drawing and turn to a peer near them.
5. Tell partners to share their drawings and tell their partners what they drew and why.



Reading Training Session 14:

Reading Lesson Practice

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Read and follow the SHLS Reading lesson plan in order to deliver a full lesson.

KEY MESSAGES

It is important to deliver all parts of the lesson in order to maximize student learning and create a routine in the classroom.



Reading Training Session 15:

Reflection and Conclusion

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Identify strengths in reading instruction.
- Make a plan for reading lesson delivery.
- Complete the post-training assessment.

KEY MESSAGES

The Reading daily lesson plans give students the skills they need to read and the routine and predictability they need to feel safe and secure. The lessons will not be perfect at first, but with preparation and time, they will become a fun part of the learning day!



PART 2

Reading Training

Phase 2

Upon completing Reading Training – Phase 2, trainees will be able to:

- 1** Demonstrate the Reading daily lesson plan and provide constructive feedback to other demonstrators.
- 2** Deliver lesson plans that use multi-syllabic words and special language features.
- 3** Reflect on teaching and provide constructive feedback to peers.



Reading Training Session 16:

Welcome and Reflection

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Reflect and share experiences of teaching reading in SHLS.
- Brainstorm possible solutions to challenges faced when teaching reading.

KEY MESSAGES

- A learning environment should be respectful, congenial and suitable for an open exchange of ideas.
- Other facilitators are valuable resources for new ideas and support.



Reading Training Session 17:

Reading Lesson Demonstrations

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Read and follow the Reading lesson plan.
- Provide constructive feedback to peers.

KEY MESSAGES

- It is important to deliver all parts of the lesson in order to maximize student learning and create a routine in the classroom.
 - We are all in training to support each other and help each other be better Reading Facilitators. By observing each other and giving and receiving positive feedback, we all improve our teaching for our students.
-

Key tips for lesson plans

Key behaviors for letter–keyword–sound

- Ensure that all students are ready to listen (sitting properly but comfortably, attentive, and so on).
- Pronounce letter sounds correctly consistently.
- Use correct keyword picture associated with the letter of the day.
- Listen as students practice the letter sounds, repeating the letter–keyword–sound sequence as needed for students to pronounce the sound correctly.



Key behaviors for air writing

- Write the letter of the day large enough on the board so that all students can see.
- Model the letter formation with a stiff, straight arm and 2 fingers.
- Observe student air writing and add extra practice if necessary to help students understand.

Key behaviors for text study

- Post (or write on the board) the lesson's decodable text clearly and large enough so that all students can see.
- Track the words of the text with a finger or pointer while reading aloud.
- Read with appropriate speed, accuracy, and expression for student understanding (that means, not so fast, not boring, nor with so many mistakes that students cannot understand).

Key behaviors for sight words

- Say and spell the sight word of the day correctly.
- Practice the sight word with students at least 3 times.
- Correctly identify the sight word of the day in the day's text (if applicable) and correctly use the word in a sentence.

Key behaviors for the 'Apply' activity

- Review the evaluation activity instructions before the start of the lesson.
- State the instructions clearly to students.
- Read the letter sounds and/or words for the activity clearly and consistently.



Reading Training Session 18:

Reading Long Words

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Separate the sounds in a simple word by tapping them out.
- Separate the syllables in a long word by clapping them out.

KEY MESSAGES

- Understanding sounds is a foundational skill of reading. Students must be able to hear, separate, and change sounds in order to read and write words.
- When students encounter longer words, they can separate the syllables in that word by clapping them out. Then, they can tap out each syllable in order to write the whole word.

Reading long words

In order to help students read longer words, we can encourage them to clap out syllables and tap out sounds.

- clap = syllables
- tap = sounds



What is a syllable?

A syllable is a unit of sound in a word. A syllable almost always has one vowel sound attached to at least one consonant.



Reading longer words

1. Look at the word and find the vowels (a, e, i, o, u). The letter 'y' can also serve as a vowel.
2. Break up the word by syllable.
3. Tap out each syllable.
4. Blend the syllables together to read the word.

Writing longer words

1. Listen to the word.
2. Clap out the syllables in the word.
3. Tap out the sounds in the first syllable and write the letters that make those sounds.
4. Tap out the sounds in the second syllable and write the letters that make those sounds next to the first syllable.
5. Continue with the rest of the syllables until the word is complete.



Reading Training Session 19:

Reading Daily Lesson

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Participate in and identify the key activities in an SHLS Reading daily lesson plan with more advanced language features.

KEY MESSAGES

The daily lesson for emerging readers is a highly structured learning experience for students. The lessons teach all the letters of the alphabet, as well as specific features of language such as digraphs and long vowels.

Week 24, Lesson 3

New digraph – ‘sh’

New sight word – ‘she’

Competency: Reading | **Level:** Emerging | **Duration:** 25–30 minutes

LEARNING OBJECTIVE

By the end of the lesson, students should be able to:

- Recognize and produce the sound for the digraph ‘sh’.
- Write and identify the digraph ‘sh’ in print.

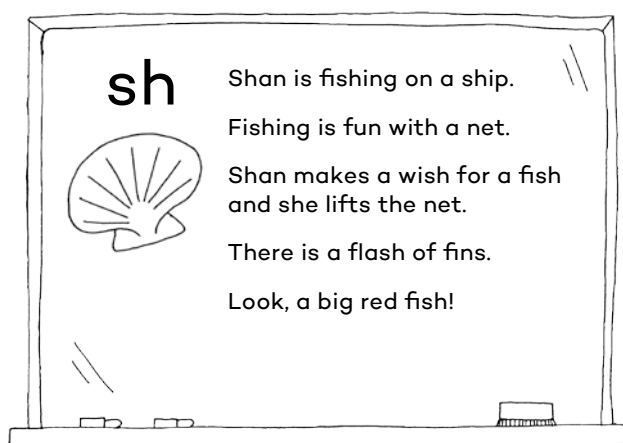
RESOURCES REQUIRED

- Board and chalk



PREPARATION REQUIRED

Set up the board as shown:



LESSON OUTLINE

The Facilitator introduces the digraph 'sh'.

The Facilitator and students practice the letter-keyword-sound for the digraph 'sh' ('sh' – shell – /sh/) and air write the digraph 'sh'. Then, the Facilitator and students read the text of the day together, and visualize the story. Next, the Facilitator and students practice saying and spelling the sight word of the day ('she'). Finally, students play Change the Sound to practice hearing and using the digraph 'sh' and other letters they have learned.

Warm-up

Activity: Introduction | **Time:** 2 minutes | **Arrangement:** Whole group

1. Tell students that they will be learning a new sound. This sound is made by 2 letters when they are put together.
2. Point to the letters 'sh' on the board and tell students that the combination of 2 letters that make one sound is called a digraph. Today's digraph is 'sh'.

Present

Activity: Letter-keyword-sound | **Time:** 3 minutes | **Arrangement:** Whole group

1. Remind students that the digraph of the day is 'sh'.
2. Tell students that the digraph 'sh' makes a /sh/ sound and that the keyword to remember the sound for 'sh' is 'shell'.
3. Ask students what is a 'shell'. A shell is something we find at the beach. It is usually a home for an animal that lives in water.



4. Say the letter–keyword–sound for the digraph ‘sh’: ‘sh’ – shell – /sh/. Ask students to repeat.
5. Practice the letter–keyword–sound for the letter of the day (‘sh’ – shell – /sh/) with students at least 3 times.

TIP > Remember to face the same way as students so they can follow your finger through the air and see exactly how they should move their arms to write the letter.

TIP > Remind students to keep their arms and fingers straight and stiff!

Activity: Air writing | **Time:** 2 minutes | **Arrangement:** Whole group

1. Write the digraph ‘sh’ at least as tall as your forearm on the board.
2. Demonstrate air writing the digraph ‘sh’.
3. Invite students to air write the letter first with eyes open, then with eyes closed.

Practice

Activity: Text study | **Time:** 10 minutes | **Arrangement:** Whole group; Pairs

1. Read the story for students. While reading, stop at the word ‘ship’ and demonstrate tapping out the sounds. Then, continue reading.

*Shan is fishing on a ship.
Fishing is fun with a net.
Shan makes a wish for a fish
and she lifts the net.
There is a flash of fins.
Look, a big red fish!*

TIP > Students have not yet learned some of the features in this word (the ‘fl’ letter combination makes 2 sounds). But that’s OK! You can still model tapping to help students practice segmenting sounds.

2. Ask students to read the story aloud with you, tracking the words with your finger as you read.
3. Point out the word ‘flash’. Ask students to tap it out with you.
4. Remind students that the digraph ‘sh’ can go at the beginning of a word or at the end. Sometimes, it’s even in the middle!
5. **ASK >** *What did Shan wish for?*
6. Invite one student to respond.





7. **ASK** > *What happened after Shan made her wish?*

8. Invite 1–2 students to respond.

9. Tell students to close their eyes and listen to the story again. Tell them to visualize the story in their minds like a movie.

10. Reread the story for students. Read with expression so that students can really visualize the events!



11. **ASK** > *What does Shan's ship look like?*

12. Invite them to share with a partner.



13. **ASK** > *What would it feel like if you were Shan in this story?*

14. Invite them to share with a partner. If students need more prompting, you can ask:

- *What does it feel like to be on a ship?*
- *Does the water splash?*
- *Does the ship go back and forth?*
- *Is the net heavy or light?*



15. **ASK** > *What emotions would you feel if you were Shan in this story?*

16. Invite them to share with a partner. (Possible answers: excited, scared, tired, happy).

17. Circulate around the room while pairs discuss.

18. Invite 2–3 students to share what they visualized. They can describe Shan, the ship, the event of catching the fish, and so on.

19. Invite one student to come to the board and track the words while the whole class reads the text aloud one more time.

Activity: Sight words | **Time:** 3 minutes | **Arrangement:** Whole group

1. Write the new sight word of the day on the board: 'she'.

2. Locate the sight word of the day in the story of the day and use it at least once in a sentence.

3. Spell the word with the class 3 times ('she' – 's' 'h' 'e' – 'she').

TIP > The sight word sequence is always the same: say the word, spell the word, say the word.



Apply

Activity: Change the sound | **Time:** 8 minutes | **Arrangement:** Whole group

1. Tell students that you are going to say a word. Then, you are going to ask them to change a sound in that word to make a new word.

2. Say the word 'bat'.



3. **SAY >** *If I take away the /b/ sound and replace it with an /m/ sound, I get the word 'mat'!*

4. Invite students to try it with you.



5. **SAY >** *What word do we get when we say 'hop' with a /sh/ instead of a /h/?*

Answer: 'shop'.

6. Repeat the process with the following words and sounds:

- 'rake' – change /r/ to /sh/ (Answer: 'shake')
- 'fish' – change /f/ to /w/ (Answer: 'wish')
- 'shell' – change /sh/ to /f/ (Answer: 'fell')
- 'rush' – change /sh/ to /n/ (Answer: 'run')



Reading Training Session 20:

Language Features

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Demonstrate the letter–keyword–sound for various language features such as digraphs and long vowels.

KEY MESSAGES

There are more sounds in a language than there are individual letters of the alphabet. Some letters make more than one sound. Some letters, when put together, make unique sounds. Students can also learn these language features in the daily reading lessons.

Digraphs

A digraph is 2 letters that make one sound. In the emerging level Scope and Sequence of SHLS, there are 5 digraphs:

ch – chin **sh** – shell **th** – thumb **wh** – whisper **ck** – ck

When we teach digraphs, we use the same letter–keyword–sound sequence:

'c' 'h' – chin – /ch/



Long vowels

In the emerging level, the Scope and Sequence includes long vowels created when a silent 'e' is at the end of a word. When we see an 'e' at the end of a word, we know that the vowel that comes before it is a long vowel. We can say that the silent 'e' makes the vowel before it 'say its name':

a-e – cake

o-e – bone

i-e – bike

u-e – mule

When we teach long vowels, we use the same letter-keyword-sound sequence:

'a' 'e' – cake – /ā/

When you see a line over the vowel like /ā/ we know to say the long vowel sound like we hear in 'cake' (the 'a' in 'cake' is saying its name).

Letter Keyword Chart 2: Language Features

ch



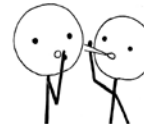
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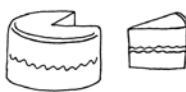
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-a-e



-o-e



-u-e



-i-e



Sounds and Letter Combinations NOT in the Reading Lessons

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G g



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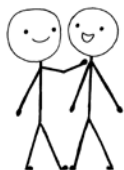
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Reading Training Session 21:

Reading Lesson Practice

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Read and follow the SHLS Reading lesson plan in order to deliver a full lesson.

KEY MESSAGES

It is important to deliver all parts of the lesson in order to maximize student learning and create a routine in the classroom.

Week 32, Lesson 4

New vowel sound – ‘i–e’

New sight word – ‘who’

Competency: Reading | **Level:** Emerging | **Duration:** 25–30 minutes

LEARNING OBJECTIVE

By the end of the lesson, students should be able to:

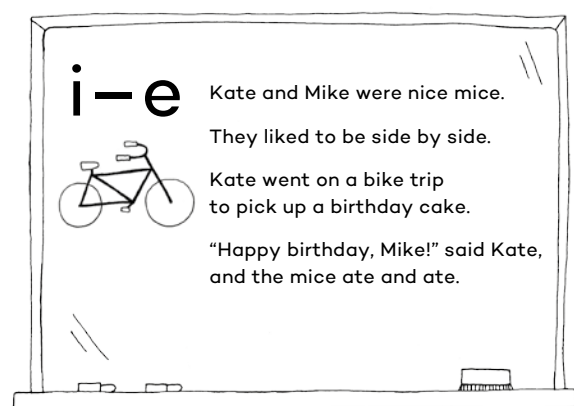
- Recognize and produce the vowel sound /ɪ/.
- Write and identify the long vowel sound /i/ in print.

RESOURCES REQUIRED

- Board and chalk

PREPARATION REQUIRED

- Set up the board as shown:



LESSON OUTLINE

The Facilitator introduces the long vowel sound /ī/. The Facilitator and students practice the letter–keyword–sound for the long vowel sound /ī/ ('i-e' – bike – /ī/) and air write the letter 'i'. Then, the Facilitator and students read the text of the day together, and answer questions about the story. Next, the Facilitator and students practice saying and spelling the sight word of the day ('here'). Finally, students play Secret Code to practice making and reading words with the long vowel other letters they have learned.

Warm-up

Activity: Introduction | **Time:** 2 minutes | **Arrangement:** Whole group

1. Tell students that they will be learning a new sound. This sound is made by a vowel and an 'e' that is silent.
2. Point to the letters 'i-e' on the board and tell students that the combination of these 2 letters makes the 'i' say its name.

Present

Activity: Letter–keyword–sound | **Time:** 3 minutes | **Arrangement:** Whole group

1. Remind students that the long vowel of the day is 'i-e'.
2. Tell students that the long vowel 'i-e' makes an /ī/ sound and that the keyword to remember the sound for 'i-e' is 'bike'.
3. Ask students what 'bike' means. Ask students to do a silent gesture like they are riding a bike.
4. Say the letter–keyword–sound for the long vowel 'i-e': 'i-e' – bike – /ī/. Ask students to repeat.



5. Point out to students that when there is a silent 'e' at the end of the word, the vowel (i) 'says its name'.
6. Practice the letter–keyword–sound for the letter of the day ('i-e' – bike – /i/) with students at least 3 times.

TIP > Remember to face the same way as students so they can follow your finger through the air and see exactly how they should move their arms to write the letter.

TIP > Remind students to keep their arms and fingers straight and stiff!

Activity: Air writing | **Time:** 2 minutes | **Arrangement:** Whole group

1. Write the letter 'i' at least as tall as your forearm on the board.
2. Tell students that no matter if the letter makes an /i/ sound or an /i/ sound, we still write it the same way.
3. Demonstrate air writing the letter 'i'.
4. Invite students to air write the letter first with eyes open, then with eyes closed.

Practice

Activity: Text study | **Time:** 10 minutes | **Arrangement:** Whole group; Pairs

1. Read the story for students. While reading, stop at the word 'Mike' and demonstrate tapping out the sounds. Then, continue reading.

Kate and Mike were nice mice.

They liked to be side by side.

Kate went on a bike trip

to pick up a birthday cake.

'Surprise, Mike!' said Kate,

and the mice ate and ate.

2. Ask students to read the story aloud with you, tracking the words with your finger as you read.
3. Point out the word 'side'. Ask students to tap it out with you.
4. Point out the word 'surprise'.



5. **ASK >** *What is a surprise?*





6. ASK > *What kind of cake did Kate get Mike?*

7. Invite them to share with a partner.

8. Invite 1–2 students to share their responses with the whole group.



9. ASK > *Has anyone ever surprised you? What was the surprise?*

10. Invite them to share with a partner.

11. Invite 1–2 students to share their responses with the whole group.



12. ASK > *What emotions would you feel if you were Mike in this story?*

13. Invite them to share with a partner.

- Possible answers: excited, scared, happy, thankful

14. Circulate around the room while pairs discuss.

15. Invite 2–3 students to share their responses.

16. Invite one student to come to the board and track the words while the whole class reads the text aloud one more time.

Activity: Sight words | **Time:** 3 minutes | **Arrangement:** Whole group

1. Write the new sight word of the day on the board: 'who'.

2. Use the word 'who' at least once in a sentence.

TIP > The sight word

sequence is always the

same: say the word, spell the

word, say the word.

3. Spell the word with the class 3 times ('who' – 'w' 'h' 'o' – 'who').

Apply

Activity: Secret code | **Time:** 8 minutes | **Arrangement:** Whole group

1. Draw the table below on the board large enough for all students to see clearly:

1	2	3	4	5	6	7	8	9
b	l	a	i	d	e	t	m	f



2. Tell students that they will be writing words, but they will write with a secret code that uses numbers instead of letters. Under each letter is the number that represents it.
3. Do an example for the class. For instance, to write the word 'made', you would write '8356'.
4. Ask students to make 3–4 words using the numbers (not letters!) and write them in their notebooks. Encourage them to make at least 2 words with long vowel sounds (and an 'e' at the end).
5. After 3 minutes, invite students to trade notebooks with their partners.
6. Tell students to try to 'crack the code' of their partners' words, writing the word (in letters) next to the code word (in numbers).
7. When partners are finished, ask 2–3 students to share a word that they made.



Reading Training Session 22: Reflection and Conclusion

Training session summary

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Reflect on the training experience.
- Complete the post-training assessment.

KEY MESSAGES

The reading lessons give students the skills they need to read and the routine and predictability they need to feel safe and secure. The lessons will not be perfect as first, but with preparation and time, they will become a fun part of the learning day!



Reading Training Post-test – Phase 1

Name:

Affiliation:

Position/Job Title:

1. What are the competencies of reading?

.....

.....

2. How do strong phonics skills help students read?

.....

.....

3. What are 4 of the main activities in the Reading lesson plan?

.....

.....

4. Explain the steps for writing a word by tapping out.

.....

.....

5. In your opinion, why is it important for students to learn reading skills?

.....

.....

6. In your opinion, how does the Reading daily lesson help students become strong readers?

.....

.....



Reading Training Post-test – Phase 2

Name:

Affiliation:

Position /Job Title:

1. What is a digraph?

.....

.....

2. What is a long vowel and how can it be identified in a word?

.....

.....

3. Break the following word into syllables: finish

.....

.....

4. Explain the steps for reading a 2-syllable word.

.....

.....

5. In your opinion, why is it important for students to learn reading skills?

.....

.....

6. In your opinion, how do the SHLS daily reading lessons help students develop reading skills?

.....

.....

