

Daily Reading Routines

Dr. Mary E. Dahlgren

15 – 20 minutes a day

Use a timer to keep the pace moving. Remember, this is a review time for previously taught information, not instructional time.

1. Alphabet review

Materials: Alphabet strip or alphabet mat 5 min. or less

Have the students do this procedure with you, using their own alphabet strips or arc.

Place your alphabet strip/arc out in front of you. Let's review. The initial letter of the alphabet is A, the final letter of the alphabet is Z, and the two middle letters are M and N. Let's say a routine to help us review each day.

**My left hand is my before hand,
My right hand is my after hand.
A is the initial letter, Z is the final
letter. M and N are the two middle letters.
Before hand on A, after hand on N,
Touch and name.**

Follow what I say and do on the big alphabet strip and do it on your handout.

My left hand is my before hand. Hold up your left hand.

My right hand is my after hand. Hold up your right hand.

A is the initial letter, Put your left index finger on A.

Z is the final letter, Put your right index finger on Z.

M and N are the two middle letters. Put your index fingers on the middle letters.

Before hand on A, Put your left index finger on A.

After hand on N, Put your right index finger on N.

Touch and name. Touch and name each letter, switching hands at N.

2. Review vowels. Say, "grapheme" (students say letter or group of letters) "phoneme" 1 min. (point to graphemes on word wall)

a e i o u (short vowel sounds)

Vowel teams

ai oa ee igh ou (long vowel sounds or diphthong sounds)
ay ow y y ow

ea (short e as in head)

oo (as in book)

oo (as in moon)

3. Review digraphs, say grapheme, say phoneme. Example "c-h says /ch/ ", -tch says /ch/ 1 min.

ch sh th ph wh -ck ng
-tch th

4. Review the phonics skill being taught this week. (Use Sound/Spelling Card to point out pattern.)

Phoneme-grapheme mapping using the pattern of the week.

Materials: Phoneme-grapheme mapping grid (below is a sample), sound markers (e.g., small squares of paper, plastic chips, coins) dry erase markers, eraser.

Phoneme – Grapheme Mapping 10 min. – Spelling Words for the Week

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Procedure:

1. Say a scripted word and have students repeat it.

Teacher: *badge*

Student: *badge*

2. Have students orally “Show and Say” (segment) the sounds (phonemes) in the word as they push a sound marker into the boxes—one for each sound—and say the number of sounds.

Teacher: Show and say the sounds.

Students: /b/ /ă/ /j/—three sounds.

Alternate “Dot and Say” method: Have students place a small dot in each box as they say the phonemes in the word.

3. Ask questions related to the word being spelled and to student skill level:
 - “What is the final sound?”
 - “What is the vowel sound?”
 - “Is the vowel sound long or short?”
4. Have students say each phoneme and then say the letter name(s) that spell the phoneme as they move the sound marker and write the correct graphemes in the boxes.

Teacher: First sound?

Students: /b/

Teacher: Spell it.

Students: (Write the letter in the grid while saying it.) “b”
(Repeat with /ă/ and /j/.)

5. Listen to students blend the sounds together, and have them spell the whole word in the last column on the grid.
6. Repeat this procedure for each word.

Teacher: Watch for a pattern as we practice with more words ending with the /j/ sound.

Fundamental Ideas Behind Phoneme-Grapheme Mapping

Grace, K. (2006) Phonics and spelling through phoneme-grapheme mapping. Sopris West.

- One box *always* represents one sound.
- No inventive spelling!
- Dialogue matters. Ask students:
 - "What sounds do you hear?"
 - "What letters do you write?"
- As students name the letter(s) for each sound, they write the grapheme in a box.

Phoneme-Grapheme Mapping Conventions

- Place consonant digraphs (e.g., "wh," "th") in one box.
- Place consonant blends (e.g., "st," "str") in two or three boxes depending on the number of sounds in the blend.
- Write "qu" in two boxes, but place the letters close together. "Qu" is a blend of /k/ and /w/.
- Write the letter "x" (/k/ and /s/) across two boxes.
- Place vowel teams and vowel-r spellings in one box.
- Write VCe with the letter "e" in the same box as the final consonant. Silent "e" does not get its own box. Draw an arrow from the silent "e," over the final consonant, to the vowel that says its name.

5. Sight Word Review - 5 min.

Link to enter sight words in a grid to put on your Smart Board or print out. <http://neuhaus.org/consumables/> Click on Rapid Recognition Chart Generator.

Choral reading of words on the board you are learning this week. Review previously taught words.

Physical response spelling words – stand up and spell the words at a rapid pace.

Use your word wall to review sight words. Make it a part of this warm-up.

Irregular word routine: Trace printed word 3 x's

Say the word and name the letters
each time you trace and write the word.

Stand up. Sky-write the word,
say the word, name the letters
while writing in the air.
3 x's

Write from
model 3 x's

(Fold paper
vertically)

Write from memory
3 x's

Say the word and name the letters
each time you write it.

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

6. Vocabulary Routine

1. Say the word aloud to students.
2. Break the word into syllables.
3. Have the students echo the word.
4. Echo the word syllable by syllable.
5. "Duck-lip" the word, syllable by syllable.
6. Using a complete sentence, give a student friendly definition.
7. Add a gesture to connect to the word.
8. Say the sentence using the gesture.
9. Have students pair up and have them practice by teaching each other the word.
10. Give example with the word in a sentence. Give a non-example.

Utah Text Talks has many examples using words from common books found in school libraries.

<http://www.schools.utah.gov/curr/readingfirst/documents/CombinedTextTalkLessons.pdf>

Target word: impress

1. In the beginning of the story it says that Camilla didn't eat the lima beans because she wanted to "fit in" with her friends and there were so many people to impress.
2. Impress is when we do something so someone will like us because of what we do or say. Camilla loved lima beans but her friends did not, so to impress them, she didn't eat them.
3. "Say the word with me: impress." Sometimes people do things that are not right, so they think people will like them like take drugs or be unkind to someone because someone tells them to. These are not "good" ways to impress people. We can impress people by doing good things like being kind to them when they need a friend or help them pick up their pencil when it falls on the floor.
4. "Tell me something that would impress you that a friend might do to you or for you. Try to use the word impress in your sentence you could start by saying, "I would be impressed if..."
5. What's the word we're learning today? Impress! I am so impressed that you are so smart to learn this big new word!"

7. Handwriting – Formation and spacing - We are working towards perfection and automaticity.

Letter Formation – select letters for instruction with related strokes. For example, spend a week teaching how to correctly form b, h, and k. Using lined paper, the teacher will model, name, and describe the letter 3 to 4 times. Next, students name and write the letter. Stand up and air write the letter after naming it. Write it again, naming the letter.

- **Lowercase manuscript first**
- **Uppercase manuscript next**
- **Cursive in grades 2 or 3**
- **Use lined paper with labels for top/middle/bottom**
- **Check posture, grip**
- **Include name of letter**
- **Use language to describe strokes**
- **Air write**

See below to describe the strokes as you are teaching your students to write correctly. Focus on correct formation. Only practice one or two letters at a time. Give students time to process correct formation and automaticity.

After letter formation is mastered, begin working on writing sight words and then sentences. Always reinforce spacing when writing letters and words.

- **Spell phonemes from dictation – teacher says sound, students write grapheme**
- **Combine onset-rime to write syllables**
- **Spell high frequency words**
- **Write phrases from dictation**
- **Write sentences from dictation**

8. Sentence formation – Sentences are made up of words that fill specific slots. This is an opportunity for teaching parts of speech along with sentence structure.

Syntax – Grammar – Language

- Ask questions to expand the predicate (verb): use adverbs, adverb phrases, and adverb clauses answer the questions when, where, how, why?

- Ask questions to expand the subject (doer): use adjectives, adjective phrases, and adjective/relative clauses: answer the questions what kind? Which one? Whose? Or How many?

9. Text Structure – Discuss a common text being used for a read aloud or shared reading to establish understanding of text structures. Review this daily.

- Narrative Text
 - Characters
 - Setting
 - Events
 - Problem
 - Resolution
- Expository Text
 - Main idea
 - Supporting ideas
 - Details

Stroke **Descriptions** for Continuous Manuscript **Letters**

	down left, across.
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www.neuhaus.org

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