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# DAILY LESSON PLAN FOR AN “OLDER” STRUGGLING

## READER ©

DIANNE CRAFT “RIGHT BRAIN” LEARNING SYSTEM

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**5 — 45 — 4**

**A “TOTAL” PROGRAM FOR READING REMEDIATION**

**5 STEPS - 45 MINUTES - 4 DAYS A WEEK**

This Daily Lesson Plan was developed for kids and teens who are **more than a year behind in reading, but reading above the third grade reading level.** This is the step-by-step program that Dianne Craft, as a special education teacher, used for 17 years in her Reading Resource room to achieve approximately two years’ growth in reading in her older students in one year. This is also the plan that is given to new special education teachers in Dianne’s graduate level courses. If you follow each of these steps, four days a week, with your struggling learner, you will cover all the parts of remedial reading and should see very consistent results. Be sure to give the Quick Word Recognition Placement test (end of this document) or something similar every three months to assess your progress.

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### ***Reading Session***

(45 minutes)

Combine the Brain Integration Exercises and weekly Brain Trainings with Intensive Decoding using Right Brain Strategies along **with 20 minutes of decoding longer words with the decoding unit (‘au’ ‘ow’ ‘tion’) in color.** **This is the key to making years leaps in reading...Decoding long words 20 minutes a day!**

Instead of the Right Brain Phonics Book that we used before for Decoding Practice, we get a list of longer words. We use the Word List from Go Phonics. [www.gophonics.com](http://www.gophonics.com). We don’t use any other part of that program, but we get the Word List from them. (\$17). Then find the ‘harder’ pages. For example, a student who is testing at the 4<sup>th</sup> grade level in the Quick Word Reading Test, would likely begin sounding out the words on pages 16 (pleasant...short sound of ‘e’) or page 18 (myth...the short ‘i’ sound for the ‘y’) then page 20 (squalor...the ‘qu’ sound in words). Follow the same instructions as you do in the Pre-Reading. You have a large notebook, or better yet, a flip chart, and write the sound you’ll work on for that day, then possibly put a picture on that sound to remember it better. Then the student practices sounding out these more sophisticated words. **\*\*\*\*\* Remember** that if they get stuck (and they will) don’t try to continue to sound it out from the page, but write it in large letters in the notebook or the Flip Chart. Use colored marker for the difficult sound. Then continue on for 20 minutes, reading other lists also. Repeat each page like you did in the Right Brain Phonics book. **After a year of reading long words each day, your reader will test so well, and know so many more words. It is inevitable!!**

(If you find your reader is having a hard time sounding out these words, go back to the Right Brain Phonics Book and start reading on page 95 or so.)

We spend much more time reading words in isolation than in a reader, until we have them testing at grade level for individual words. (Quick Word...or some other test like that).

## **READING SESSION STEPS**

1. **Brain Integration exercises 4 days a week** (*Brain Training once a week*)
2. **Decoding Practice 20 minutes a day.** (*Word List*)
3. **Pre-Reading from Reader** (*providing the sight words they don't know*)
4. **Oral Reading** (*no interrupting! ☺*)

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### **STEP ONE: Brain Integration Therapy Exercises**

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Following your *Brain Integration Therapy Manual*, do the six daily midline exercises outlined on page 65 (*writing eight exercise; eye eight exercise; ear eight exercise; cross leg toe touch exercise; cross crawl exercise; and fencer exercise*) at beginning of reading session to stimulate good integration between the right and left brain hemispheres. These midline exercises should be done before the reading session **4 days a week.**

*If you can, start your day doing the very powerful writing eight exercise, that will help a great deal with eye tracking for reading and remembering words and sounds. This takes about 10 minutes to do.*

Be sure to stand in front of your child/teen and hold their hand while doing the eye eight exercise, going around the track slowly and only at shoulder width...not too big, or it will be hard on their eyes. Do all the other exercises with them, standing in front of them (sitting beside them for the writing eight).

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### **STEP TWO: Decoding Practice** **(The all-important 20 minutes...set the timer!)**

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*(this info is a repeat of the above info, but so helpful to remember as you work with the older student)*

Besides Pre-Reading (see #4 below), another way to increase a child or teen's reading vocabulary is just to practice reading long words every day. This is why we spend 20 minutes on Decoding Practice four days a week. Continue to build their reading vocabulary for fluency. I did this by working out of another word list, with less color, and more words on a page. To order the multi-syllable words lists I used, go to [www.gophonics.com](http://www.gophonics.com) and order the booklet called "Word Lists". It is only about \$20. Start with the lists that have three syllables and highlight the common decodes such as "tion". As you go through these word lists, there are many sections of words that you can skip because they will be too easy, but you will find there are many good, long words to practice reading in this little booklet. For example, page 16, work on sections 2c and 3, page 18, section 5, page 19, section 6, page 20, sections 8 and 9. We love to use this great booklet. Remember that you are doing this "together", meaning that if your child isn't getting a word, you re-write it with the decoding unit in color on a piece of paper and talk together about how to pronounce the word. **Skip the easier lists as you go through the book**, and focus on the hard words. **You can re-write them with the decoding unit in color**, or you can just see if you can get away with highlighting the decoding unit in color in the book. This will give her more decoding practice so she will gain even more fluency.

By the end of the year, these wonderful kids are not afraid of long words anymore and that they have increased their reading vocabulary so much, in a non-guessing, non-frustrating manner.

Be sure to use the “Quick Word Recognition Grade Placement” every three months, to assess growth.

Remember that if your child sounds out a word incorrectly, your comment is "could be"; then you bring out the picture phonics card of that sound for him to consider, or you write it out larger and put the hard part of the word in color. For example, if the syllable "jec" as in the word "objection" is very hard to get, then you write out "jek" on a different piece of paper and have him sound that out. Then change the "jek" to "jec" and have him say that. If he tries to "guess" at the words, then take a card and only expose one syllable of the word at a time. If he is still guessing, then "back out of the word", reading the last syllable first. When all the syllables have been read independently, then have him read it forward.

After a child has read all the pieces of a word, have him say it as a whole word and talk about the meaning of the word, if it is not familiar. For example, when reading the word "con spire", the child might say "con spir". Your response is, "could be..." and then highlight the "e" and "i" in the same color. Remind him that the "Power Ranger 'E'" has the power to make the preceding vowel say its own alphabet name. Write "ire" separately and have him sound that out. Then "back out" of the word and have him put the "p" in front of the sound of "ire". Then have him put the "s" sound in front of the sound "pire". Then he can sound out the whole word. Then you can talk about the meaning of the word.

This process of "backing out of a word" works extremely well for a child who is having trouble with blends (spr; gl), as is the case with auditory processing problems. Start at the back of the word, and then later read the sounds forward. That way, the errant sounds that have "glued" in your child's head, are actually deleted, just as a word on the computer screen would be. It is best not to use verbal “cues” (rules) when teaching , but instead use pictures, color, and re-writing the hard part of a word on a large piece of paper. This helps the child build "scaffolding” to figure out a word. Then the child discovers" the connections and will have the necessary skills to apply that method to the other words he reads.

This process of independence does not occur overnight, but it absolutely will occur if you are faithful NOT TO GIVE VERBAL CUES (“RULES”) but rather visual ones...looking at the phonics cards with the sounds directly on the picture that gives that sound. Remember that this child has an auditory processing problem, and verbal cues do not stick. That is why the regular phonics programs have not worked for this child, even though they work for other children. You will be rewarded with a look of satisfaction on the child's face when they have figured out the word themselves, using these steps.

This process of reading words out of context with the decoding unit in color should take about 20 minutes of your daily remedial reading time (depending on the age of the child). Don't skimp on this time. The accumulation of words in the child's memory bank only occurs with consistent, daily work on words.

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### **STEP THREE : Pre-Reading**

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We want to view oral reading as a piano recital. The audience is the child, as he constantly assesses how he sounds when he reads. Just as a piano piece is practiced many times before a recital, so the words in a passage to be read will be practiced in isolation before the reading. As the child's teacher, you will need to quickly peruse the reading passage and then make a list of all the difficult or “tricky” words in the reading passage. You will decide what these tricky words are from your knowledge of your child. It may not be any of the words that were pointed out at the beginning of the story by the curriculum authors. Write the words you

chose large on a piece of paper with a colored marker. Then you and the child read the words together and review them quickly before the child is about to read. Some words you will help him sound out. Others, like “Sight Words”, you will tell him. Then put a little drawing or something directly on the letters of the Sight Word to help him remember it. Keep these words in front of the child when he is reading from his reader. Point to the word on the paper when he gets stuck reading. It is remarkable how well this works. The child looks at the paper and quickly remembers the word, even if he didn’t remember it in context!

The important thing is that in this way of approaching reading a story from a book, the child will have fewer interruptions in the oral reading process, and he will “sound smart” to himself. If the child hesitates with a word while reading, you can casually point it out to him on the paper. If he still doesn’t get it, then tell it to him. Put the list of tricky words you have made on a “Word Wall”, and practice reading them every day. Or you can store them in a folder to be re-read each day for a week. By the end of the week, you will have about five lists to review daily. By this time the child knows most of them well. The ones that still aren’t sticking, you will need to put some more “velcro” on in terms of a picture or more color that will help him remember the word. You are very effectively depositing words in the child’s “Word Bank” in a way that will stick, enabling him to become a capable reader. You will also see that your child will not resist reading from a reader as much, because he will sound smart, and knows that he will not have to “sound out” the words when he is reading. You will hear a big sigh of relief! You will love this strategy! Your students from first grade to teenagers will feel so good about their reading when you use this pre-reading method. They will also remember so many more words in the upcoming stories!

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### **STEP FOUR: Oral Reading**

(15 minutes OR the length of a story)

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What Student Reader do you use for this child or teen? Choose of reader that is at their tested grade level (Quick Score test). I like Pathway readers, My Father’s World or for teens, and Hewitt homeschooling Lightning Literature. Look for that “tricky” words and sound them out, our learn them first. You can read one paragraph, and the student reads the other paragraph if you want. No writing involved, and no questioning. We will consider reading comprehension later. Now we are just focusing on reading many harder words in context.

***Ongoing Assessment**—Every 3 months or so, use the Quick Word Recognition Grade Placement (on the next pages) to continue to monitor your child’s progress. This is the most exciting part of the program (after the first three “grinding” months). You will see how quickly they will make the two-year leap in reading in one year.*

#### **Reading Comprehension Training**

*(Many children do not need this step. But if you have a child who can read the passage well, but cannot remember what he has just read...then show him how to make a ‘movie in his head’ while he is reading)*

If the child you are working with can read a passage well, but does not remember what has been read, then it would be very helpful to do this Reading Comprehension Training with that child. Take five-ten minutes each day to train the child to “convert words to pictures”, which is what reading comprehension is all about. Have the child sit facing you, with his eyes in an upward position, ready to make a “movie” or pictures of a reading passage in his head. Read a short, descriptive passage, stopping after each sentence, inquiring about the picture the child has made. Make sure the child includes the colors, size, location, etc. After you have read the entire passage aloud, “rewind” the film and have the child tell you all the pictures they have. This daily practice will bring powerful results!

To see a demonstration of this very effective technique, you can order the “Teaching the Right Brain Child” DVD, and receive a teaching manual with it at [www.diannecraft.org](http://www.diannecraft.org). The Visual Spelling technique is on that video also, as is Right Brain Phonics, Vocabulary, Math, Right Brain Study Skills, Sight Words, and more.

## What about the fifth day of the week?

Following your *Brain Integration Therapy Manual*, once a week only, take twenty minutes and do the “Brain Training” for the Visual system, Writing system, or Auditory system. This begins to remove the LEARNING BLOCKS the child is experiencing; so all learning becomes so much easier. This is a remarkable method to remove LEARNING BLOCKS, so be faithful with the daily midline exercises four days a week, and the once-a-week Brain Trainings. Both the exercises and brain training should not take more than 20 minutes total. Here’s a quick breakdown of your Brain Integration therapy Schedule:

### Monday-Thursday (or the four days of the week you choose)

- You will do all six midline exercises outlined on page 65 of your Manual.
- This is the order I followed in my resource room and consultation practice: Cross crawl, Ear eight, Cross leg toe touch, Eye eight, Fencer, and **Writing eight**.
- *This schedule Monday-Thursday does not change all year.*

### Friday (or the fifth day of the week you choose)

- You will not do the midline exercises separately, but only follow the 7 steps of the Brain Training.
- This is the best plan to follow with the brain training:
  - **First Ten Weeks:** Visual brain Training once a week
  - **Second Ten Weeks:** Writing Brain Training once a week
  - **After Those 20 Weeks are Complete:** work on the Auditory Brain Training. You will follow the Auditory Brain Training steps, but switch the activity every 6 weeks to the auditory channel you are unblocking. Work on each channel for 6 weeks at a time.

**\*\*Please don’t be daunted by the number of weeks for the auditory brain trainings.** In our experience, when we spend enough time in the Visual and Visual/Motor Processing Brain Trainings, *we don’t always have to do as many Auditory Processing Brain Trainings*. So many connections are being made; the brain finds a way to correct many of the Auditory Processing problems. So we often end up not needing to do all of the weeks of the Auditory Processing Brain Trainings. Many of the symptoms resolve themselves even before you get to that specific Brain Training session. On the other hand, beware of making promises as to when your child will be “done”. You will make much progress the first year, but when a child has a more severe Auditory Processing issue, it is usually necessary to continue therapy into a second school year to pull everything up to or above grade level.

**The daily exercises do not change the whole year. The Brain Trainings will change periodically.**

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## Dianne Craft's Teaching Experience:

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In the Resource Reading Room, I taught children 2<sup>nd</sup> grade through 8<sup>th</sup> grade who were at least one and a half years behind in reading. These were bright children who had a reading block that did not respond to just more oral reading, or practice with reading sight words, or working in a phonics book. They needed a totally different approach to reading. Most of them were considered Dyslexic. Some had a milder reading block. When I used the method outlined above faithfully, four days a week, every year I saw a minimum of two years growth in reading. So did my colleagues who used this same method. It requires very little purchase of material, no worksheets, but much work from the teacher. It is so worth it, however. By using the exercises and once a week Brain Trainings, you will help remove the reading block that the child is experiencing. By using these Right Brain teaching strategies, you will be giving the child scaffolding, so they can figure out words, and, more importantly, helping them feel smart right away.

I encourage you to put away your preconceived ideas about remediating reading. Remember, if they were working, you would not be seeking another method. Why did I use this program only four days a week? On the fifth day, I did the all-important Brain Training from the Brain Integration Therapy Manual. This caused visual reversals to disappear, writing reversals to disappear, and auditory problems to be overcome. I couldn't have made the changes in these children without the once a week Brain Trainings. Be faithful to the Brain Integration Therapy program. You will see wonderful results.

My best,

*Dianne T. Craft*

Dianne Craft, MA, CNHP  
Master's in Special Education  
Certified Natural Health Professional

### **DAILY LESSON PLANS IN SPREADSHEET FORM**

THE FOLLOWING PAGE IS A SPREADSHEET-STYLE WEEKLY LOOK AT THE DAILY LESSON PLAN IN CHECKLIST FORM THAT SOME OF MY MORE "LEFT BRAIN" MOMS MADE TO FOLLOW AT HOME. I THINK MANY OF YOU MAY LIKE THIS "CLEANER" LOOK OF THE DAILY LESSON PLANS IN A NUTSHELL.

Objectives	MON	TUES	WED	THUR	FRI	SAT	SUN
<b>READING PLAN:</b>							
<b>1. Exercises (6-15 minutes) - Eye Eight, Ear Eight, Cross Leg Toe Touch, Fencer, Cross Crawl and Writing Eight Exercise</b>					BRAIN TRAINING		
<b>2. Decoding Practice (15-20 mins) - Use Go Phonics Word List Book. Read lists of words until timer goes off. Repeat these lists for a whole week. Next week, go on to new word lists. Mastery not necessary.</b>							
<b>3. Sight Words - 5 words/week-put words up high. Review words each day as if they were brand new</b>							
<b>4. Pre-Reading - Take tricky words from reading book. Write on large paper. Read together. Make word wall to review words each day.</b>							
<b>5. Oral Reading (5-10 mins) - Use basal readers.</b>							
<b>Reading Comprehension (5-10 mins) -Optional: Use only if child does not remember 75% of what he/she read. 4 times per week for 6 months.</b>							
<b>WRITING PLAN:</b>							
<b>1. Writing 8 Exercise (10-15 mins) - Carefully monitored, 4times/week for a minimum of 6 months</b>					BRAIN TRAINING		
<b>2. Handwriting Practice – No other manuscript practice necessary. If learning cursive, wait until after 3 months of doing Writing Eight exercise. Reduce copy work during this time.</b>							
<b>3. Spelling – “Most Commonly Used Words” list. Give pre-test. Make cards with misspelled letters in color. Use pictures, 5 looks-snapshots, and ask questions about colors/picture. Spell forwards and backwards. Put cards on wall. Each day have child look at word on wall - turn to blank wall and tell you colors and pictures and spell each word forwards and backwards</b>							
<b>4. Paragraph Writing - Write one “paper”/week. Use webbing process (only parent writes in webbing). Child writes paper from web. NO REWRITES. Increase paragraphs each week. Teach grammar with writing.</b>	Pretest/Make Cards	Picture of Card, 5 Looks/Recall	Picture of Card, 5 Looks/Recall	Picture of Card, 5 Looks/Recall			
<b>5. Vocabulary - Use vocabulary cartoons. Teach 10 words/week, word ON picture. Put pictures up high.</b>			Webbing/transition expressions Do together on white board	Child writes paper No re-writes			
<b>MATH PLAN:</b>							
<b>1. Right Brain Multiplication Facts (5/week)</b>							
<b>2. Right Brain Math Teaching Strategies....Watch Right Brain Math DVD for new ideas to teach math successfully</b>							

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# Quick Word Recognition Grade Placement Test ©

*By Dianne Craft*

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The document below is the Word Recognition test for you to use to informally assess your child's present reading level. It does not test reading comprehension and fluency, etc., but it gives a fairly accurate, quick way to determine your child's present reading ability level.

After you have begun using the Daily Lesson Plan for the Struggling Reader, give this test again about every three months; to help you determine how well your reading interventions are working with your child. Our goal is to make a one and a half to two year gain in one year, using the Daily Lesson Plan Guide.

When having your child read the words on the test, if your child has to sound the word out, but it is correct, then do not mark it wrong. The child may not know the words as quickly as you like, but you will be able to see if the skills are there to read the word. Just make a note of that, for you to refer to when you give the test again. I often put a short note on the test (AFTER the child has left the room), noting which words took a L-O-N-G time to sound out. The next time I give the test, I will expect to see that the amount of time needed to read the words will be much less. If a child says a word wrong, but corrects himself, then do not mark it wrong. If you can, it is best to refrain from telling the child the word, since we will be using this test again.

## Quick Word Recognition Grade Placement

***Grade Placement:* If a student reads at least five out of ten words correctly in a column that is assumed to be the student's instructional grade level.**

### **PREPRIMER**

a  
can  
do  
my  
no  
see  
this  
will  
not  
you

### **PRIMER**

too  
us  
one  
went  
make  
came  
give  
them  
about  
know

### **ONE**

made  
keep  
why  
black  
road  
our  
don't  
these  
maybe  
friend

### **TWO**

cookie  
blew  
ground  
number  
sure  
splash  
afraid  
wrote  
voice  
neighbor

**THREE**

grateful  
dangerous  
daughter  
wrinkled  
thieves  
disappear  
ceiling  
hurried  
machine  
impatient

**FOUR**

admiration  
geography  
sausage  
scissors  
responsibility  
persuade  
character  
wilderness  
century  
commercial

**FIVE**

qualify  
celery  
variety  
atmosphere  
brilliance  
democracy  
affectionate  
ridiculous  
legislature  
contribution

**SIX**

meteor  
pursuit  
avalanche  
cylinder  
treacherous  
congratulation  
maneuver  
dialect  
diphtheria  
exhaustion

**SEVEN**

functional  
secluded  
heredity  
proposition  
disintegrate  
legitimate  
heirloom  
enthusiastic  
ordinance  
invariable

**EIGHT**

liquefy  
lubricant  
celestial  
pessimistic  
perpendicular  
isthmus  
archaeology  
vacuumed  
indoctrinate  
allegiance

