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| **Objectives** | Mon | Tue | Wed | Thurs | Fri |
| **Reading Plan** |  |  |  |  |  |
| **1. Exercises**  Eye Eight, Ear Eight, Cross Leg Toe Touch, Fencer, Cross Crawl. |  |  |  |  | BRAIN  TRAINING |
| **2. Decoding Practice (15-20 minutes)**  “Use my “Right Brain Phonics Program” book. Set the timer for 20 minutes. Read through lists of words until timer goes off. Repeat these same lists for a week. Next week, go on to new word lists. Mastery is not necessary. Keep phonics card in front of child for easy reference of sounds. |  |  |  |  |  |
| **3. Dictation**  3-4 words per-day from my “Right Brain Phonics Program” book. |  |  |  |  |  |
| **4. Sight Words**  5 words per-week. Put words up high. Review words each day as if they are brand new. |  |  |  |  |  |
| **5. Pre-Reading** Take tricky words from the reading book. Write on large paper. Read together. Make word wall to review words each day |  |  |  |  |  |
| **6. Oral Reading** Use basal readers. |  |  |  |  |  |
| **7. Reading Comprehension** Optional: Use only if child does not remember 75% of what he/she read. 4 times per-week for 6 months. |  |  |  |  |  |
| **Writing Plan** |  |  |  |  |  |
| **1. Writing Eight Exercise** Carefully monitored4 times per-week for a minimum of 6 months. |  |  |  |  |  |
| **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. |  |  |  |  |  |
| **3. Spelling** Most commonly-used words list. Give pre-test. Make cards with misspelled letters in color. Use pictures (5 looks per-snapshot) and ask questions colors/pictures. Spell forwards and backwards. Put cards on the 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. | Pretest/  Make Cards | Picture of card, 5 looks / recall | Picture of card, 5 looks / recall | Picture of card, 5 looks / recall | Test |
| **4. Paragraph Writing**  Write one “paper” per-week. Use webbing process (only parent writes in webbing), child writes paper from web. No rewrites. Increase paragraphs each week. Teach grammar with writing. |  |  | Webbing, transition expressions | Child writes paper |  |
| **5. Vocabulary** Use vocabulary cartoons. Teach 10 words per-week, word on picture. Put pictures up high. |  |  |  |  |  |
| **Math Plan** |  |  |  |  |  |
| **1. Multiplication Facts** Use markers, lots of color, put up high, and recall pictures. |  |  |  |  |  |