

Daily Lesson Plan for a Struggling Reader ©

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This Daily Lesson Plan was developed for students who are more than a year behind in reading (often 2-3 years behind), for whom other programs haven't worked. This is the step-by-step program that I, as a special education teacher, used for 17 years in my Reading Resource room to achieve approximately two years' growth in reading in my students in one year. This is also the plan that I give to new special education teachers in my 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 or something similar every three months to assess your progress. If you start the Daily Lesson Plan step-by-step program in September, by January your student will know significantly more words in the Quick Word Recognition Placement and in his daily reading. The Daily Lesson Plan does not leave out any of the critical parts of reading remediation.

READING SESSION (about 45 minutes)

If you choose to follow “**OPTION #3**” in the Teacher Guide, you will do the exercises daily (15 minutes total) and the Brain Training one day a week only. (done individually 15 minutes). This combination of Brain Training exercises and Phonetic one-on-one intensive tutoring really pays off at the end of the year. If you are diligent, you will see tremendous results by the end of the year.

This reading session includes 7 steps:

- 1) Brain Integration exercises in addition to the “once a week individual Brain Training Sessions”; (**OPTION #3**)
- 2) Decoding Practice in Right Brain Phonics Book;
- 3) Short Dictation (*hearing sounds and syllables*)
- 4) Right Brain Sight Words;
- 5) Pre-Reading;
- 6) Oral Reading from Craft Right Brain Readers or other decodable readers; and
- 7) Reading Comprehension Training (If needed). Most students don't need this step when using these easy stories.

1. Exercises (6-10 minutes or so)....**OPTION #3**

BRAIN INTEGRATION THERAPY MANUAL

Do the *eye eight exercise*; *ear eight exercise*; *toe touch exercise*; *fencer exercise*; and *cross crawl exercise* from the *Brain Integration Therapy Manual* at beginning of reading session to stimulate good integration between the right and left brain hemispheres. Do the exercises four days a week. Be sure to stand in front of your student 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. Then, once a week only, take twenty minutes and do “Brain Training” of the Visual system, Writing system, or Auditory system from the *Brain Integration Therapy Manual*, by Dianne Craft. This begins to remove the LEARNING BLOCKS the student is experiencing; so all learning becomes so much easier. This is a remarkable method to remove LEARNING BLOCKS, so be faithful with the daily 20-minute exercises, and the once-a-week Brain Trainings.

OR

If you do not have enough time to do all of “**Option Three**”, just be sure to do ten minutes of the Writing Eight Exercise with your students. This is the most powerful midline exercise we know of. This is in the Brain Integration Therapy Manual. Reading will become easier with just this exercise, if you can begin your Reading Session with it. See the attached Writing Eight Exercise instructions to follow the pace and choral reading to do with a group.

OPTION #2 (*Brain Integration, Right Brain Phonics, Craft Right Brain Student Readers*)

AND

OPTION #3 (*Right Brain Phonics and Craft Right Brain Readers*)

DAILY READING SESSION

2. Decoding Practice (15-20 minutes, depending on age... SET THE TIMER!)

RIGHT BRAIN PHONICS “Practice” BOOK

Have the student sound out words in which the “decoding unit” has been put in color for greater retention. Refer to the phoneme picture on the reading page with the decoding units (au/aw; oi/oy; ar; ou/ow) IMBEDDED on the picture that gives that sound. This puts the left brain sound on the right brain picture, helping the student easily impress the sound unit in his/her brain. For example, the sound au/aw is imbedded on the picture of the saw, demanding less energy from their auditory memory.

Teaching Strategies for Fragile Learners:

Keep these phonics cards on the table each day for easy reference. Reading (actually sounding out), lists of words in color is the most important part of this remedial program. Have the student(ren) sound out the words, using the cards if necessary, until the timer goes off. When presenting these phonics sounds in real words with a small class, or individually, I would have the student sound out the words from these colored word lists for 15 or 20 minutes. The next day, the student(s) would read the same pages again (no writing). Then the following day they would read the same pages, maybe adding one more list of words, if the student finished before the timer went off. I followed this pattern for the week. We are not looking for “mastery” here, but just to expose the student’s internal camera to these words. Having to sound them out each day is not unusual. As I consistently continued this pattern of working on sounds in whole words all year, by the end of the year the students were reading words they never thought they could read. Using this reading program along with the Brain Integration exercises, a two-year increase in reading skills was often achieved in one year. I have seen this happen many times in my teaching years. Be sure to use the “Quick Word Recognition Grade Placement” every three months, to assess growth.

Coaching Tips:

I know that you have good teaching strategies already, but here are some things I did when working with these “fragile” readers in my classroom.

If your student 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 student 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 student 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 will become independent soon. This “scaffolding” is priceless.

This process of "backing out of a word" works extremely well for a student 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 student'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 student build "scaffolding” to figure out a word. Then the student 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 student has an auditory processing problem, and verbal cues do not stick. That is why the regular phonics programs have not worked for this student, even though they work for other students. You will be rewarded with a look of satisfaction on the student'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 student). Don't skimp on this time. The accumulation of words in the student's memory bank only occurs with consistent, daily work on words.

3. **Dictation** (about 5 minutes)

Take words from the *Right Brain Phonics Book* that you worked on that day.

Dictation is a **very short part** of the session. Dictate about 3-4 words to the student from the list of words that he/she has read that day. (For example, all short "o" words, or all words with the "ar", "au", or "tion" sound in them.) Use some of the words you read in the word lists for that day. Be sure to keep the phonics cards in front of the student for easy reference. When you “grade” these words, you will give your student a “point” for each word "sounded out correctly", not necessarily spelled correctly. Ignore the ones written incorrectly. Remember that this process is very hard for a student with an *Auditory Processing Problem*, so an immediate reward is very helpful at first, to help the student give forth his best effort.

When you come to multi-syllable words, have the student first “clap the syllables” and then make lines to indicate the number of syllables he hears in the word. Then he writes the syllables on the lines. Remember that "ir, ur, er" sound the same, and will be correctly sounded out when reading the word, no matter what the actual spelling is. We are not ignoring spelling in the whole school day. We'll take care of the correct spelling using our visual method later on. This daily dictation process is just to help a student with an *Auditory Processing Problem* learn how to hear individual sounds and sequence them in a word, not necessarily to learn spelling, since the majority of the words in the English language are not spelled phonetically (if you haven't noticed). Don't be discouraged if this process is harder than the reading. It typically is and takes months to see even the slightest progress, but the progress will come as you do three words like this daily.

4. **Teach Sight Words** *If doing only OPTION #1, start here.*

RIGHT BRAIN SIGHT WORD CARDS

If your student is a beginning reader, then you will need to teach Sight Words in a way that will actually

stick. That means that we will have to use something other than black and white words and repetition. Repetition, even on a trampoline, or doing hop scotch, or using a flashlight, etc., does not work well with these struggling readers who are two years behind. These repetitive methods only seem to work with students who have milder struggles. The key to getting those pesky sight words to stick easily is to use a unique process of teaching where we imbed meaning onto the sight word. This is all done in rich color, on a card. After the student takes a picture of the word with the name imprinted on it in picture form, you can then present the word in black and white, and they will “see” in their mind’s eye the picture that gives them the name of the word. This is a VERY effective method. To see how this method is done with Sight Words, look at the examples at www.diannecraft.org/sightwords. A short video will show you how to use this process with your student at home, to finally make sight words stick without a struggle.

Many times I have worked with a student who could not read one word. At the end of a one-hour tutoring session, this student could read at least seven words using this unique picture/color imbedding method. When I taught, I would introduce about five words in this manner on Monday, and review them each day of the week. I would put them up high in the room, so their eyes have to look up to see them, stimulating their right brain which is in charge of storing pictures and is the site of our long-term memory storage. The next week I would introduce five more words. If you can teach more than five sight words a week, teach as many as you can, but remember to review them carefully for five days so they will stick. Eventually you will have stimulated the student’s visual memory, so that you will not have to teach sight words in this painstaking manner. But at first it is a lifeline for the student, since they will become proficient readers in a very short time. You will find that your student can easily spell these sight words, once he can read them, using this specific method of imbedding.

5. **Pre-Reading** These are just some more teaching ideas for you...

We want to view oral reading as a piano recital. The audience is the student, 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. You may need to write the words you chose large on a piece of paper with a colored marker. Then you and the student read the words together and review them quickly before the student 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 student 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 student looks at the paper and quickly remembers the word, even if he didn’t remember it in context!

6. **Oral Reading**

The important thing is that in this way of approaching reading a story from a book, the student will have fewer interruptions in the oral reading process, and he will sound smart to himself. If the student 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 student 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 student’s “Word Bank” in a way that will stick, enabling him to become a capable reader. You will also see that your student 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!

Do not re-read stories in these readers. There is so much repetition already. Move on to a next story each day.

Why Use Right Brain Readers?

While there are many other readers that have “Nat, the Cat” type of titles, you will find that they introduce too many sight words and phonics sounds for these very struggling learners to read comfortably. They soon lead to frustration and one more reading book to put on the shelf. With the Sight Words and Phonics Sounds imbedded with picture and color, you will see the vast difference between this Right Brain approach and other approaches as soon as you have your student read the first story!

MERRILL READERS

When students have finished the last of the 2nd grade Craft Right Brain Readers, GAME ON, it is an easy transition for them to go into another phonetic reader like the Merrill third grade readers, Take Flight and Breakthrough. (You can usually get these ‘used’ from www.amazon.com)

7. Reading Comprehension Training

(Many students do not need this step. But if you have a student 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 student 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 student. Take five-ten minutes each day to train the student to “convert words to pictures”, which is what reading comprehension is all about. Have the student 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 student has made. Make sure the student includes the colors, size, location, etc. After you have read the entire passage aloud, “rewind” the film and have the student 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 Student” DVD, and receive a teaching manual with it at 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.

Dianne Craft’s Teaching Experience:

*In the Resource Reading Room, I taught students 2nd grade through 8th grade who were at least one and a half years behind in reading. These were bright students 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. 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 student is experiencing. By using these Right Brain teaching strategies, you will be giving the **student scaffolding**, so they can figure out words, and, more importantly, helping them feel smart right away .© Dianne Craft, Child Diagnostics ,Inc., All rights reserved.*

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