

Youth Literacy Lesson Plan

Screen title: Intro/ Let's Begin Slide 1/20

Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
No Audio	Title: Youth Literacy Lesson Plan Let's Begin	Slide Background: Classroom Button: Let's Begin	User click on button to advance to the next slide	

Screen title: Welcome Slide 2/20				
Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
<p>“Welcome to this Learning Module on the specific procedures of a youth literacy lesson plan for the Literacy Council of Buncombe County. I’m Tonya, your youth literacy director. In this learning module, I’ll explain each component of the lesson plan. I’ll help you know what to do and what to say during each part of the youth literacy lesson plan. “</p>	<p>Welcome</p> <p>Tonya, Director of Youth Literacy, Literacy Council of Buncombe County</p> <p>My Name is ...</p>	<p>Slide background of a classroom</p> <p>Character: African American woman</p>	<p>After the user types in their first name, the next button will become live.</p> <p>User advances to the next slide on click.</p>	
<p>“So, let’s get started.”</p>				
<p>“Please enter your name in the space provided and click the next button to advance to the next slide.”</p>		<p>A name badge with a place for the user to type in their first name.</p>		

Screen title: Part One: Quick Visual Drill Slide 3/20

Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
<p>“Part one of the lesson is a quick review and visual drill using your sound cards.”</p>	<p>Hi (user’s first name)! Part One: Quick Visual Drill</p>	<p>Character: Tonya with a speech bubble.</p>	<p>Character will appear and disappear one cue with the audio</p>	
<p>“Decide on 8-10 concepts to review. These are concepts that you previously taught your student.”</p>	<p>Review Previous Concepts</p>	<p>Character: Tonya holding a sign with the text.</p>	<p>Graphics appear and disappear with audio</p>	
<p>“You will hold up one sound card at a time and have the student say the name of the letter. The sound it makes, and its keyword.”</p>	<p>What You Do</p>	<p>Character: Tonya sitting at computer</p>	<p>Graphics appear and disappear with audio</p>	
<p>“You will say, ‘What’s the name of the letter? What’s the sound that it makes? What’s the keyword, if it’s a vowel? Trace that letter for me.’”</p>	<p>What You Say</p>	<p>Character: Tonya at computer Character: Student at home</p>	<p>User advances the slide.</p>	
<p>If the student gives the wrong response--have the use the AVK technique: tracing the letter on a</p>				

textured surface(b); using the two fingers of the hand he/she writes with (index & middle finger) while saying the name of the letter: b; then say the sound/b/				
The student is to do this 3 times.				

Screen title: Part Two, Section A: Review Previous Concepts Slide 4/20

Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
<p>Part two is divided into two sections. Section A is Review Previous Concepts. Section B is Focus on New Concepts.</p> <p>Let's take a look at section A review previous concepts.</p>	<p>Part Two: Section A Review Previous Concepts</p>	<p>Character: Tonya is standing with hands on hips with talking expression.</p>	<p>Character appears at top of audio</p> <p>Character disappears at end of audio</p>	
<p>Tell the student to move the tiles: r--a--t--.</p> <p>Then tell the student to tap, smear, and swoop</p> <p>Have the student read each word aloud and tap and smear each word.</p>		<p>Character: Tonya is sitting at computer Character: student is at home</p> <p>[Tonya] Speech bubble text "Read that word for me." [Tonya] Speech bubble text "Tap, smear, and swoop to check it." [Student] Speech bubble text "Bake, Cake, Rake, Spake" [Tonya] Speech bubble text "Try that last word again." [Student] speech bubble "snake" [Tonya] speech bubble "Good job"</p>	<p>The speech bubbles appear at the end of the audio.</p> <p>Bubble appears then disappears Bubble appears then disappears Bubble appears</p> <p>Tonya bubble appears then disappears Student bubble appears and the word snake changes to a smile face.</p>	

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Screen title: Part Two, Section B: Focus on New Concepts Slide 5/20				
Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
<p>After you finish reviewing the previous concepts, you may wish to introduce a new concept at this point in the lesson.</p> <p>Part two of the lesson plan allows you the flexibility to introduce a new concept like [ck]</p>	Part Two, Section B Focus on New Concepts	Character: Tonya standing		
<p>To introduce a new concept, you will [On a white board or poster board I would have about six words that end in -ck. For example: luck, duck, quack, back, lack, Zack, sack, Jack.</p>		Character: Tonya at computer Student: at home		
<p>Now I will ask the student to look at the group of words. What do these words have in common (how are they alike)? I am looking for the student to say all the words end in -ck,]</p>				
<p>tell the student that -ck says the /k/ sound and have the student to use the AVK technique of writing -ck with his/her two fingers of their</p>			User advances to the next slide	

<p>writing hand) using the index and middle finger to write on the textured surface while saying -ck and the sound /k/. This should be done 3 times.</p>				
<p>Next, talk about the short vowel sound before the -ck. Tell the student there is also a spelling rule that goes with -ck. -The -ck spelling rule states that when a one-syllable word has a short vowel sound right before the ending sound /k/, you write -ck</p>				

Screen title: Part Three: Word Cards Slide 6/20

Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
In part three of the lesson plan, you will use the word cards and have the students read the words aloud.	Title: Word Cards	Character: Tonya at computer Character: Student at home	Speech bubbles appear on cue with the text and audio. Speech bubbles disappear before next bubble advances.	
The majority of these word cards should reflect words from the new concept along with a few items the student has mastered but also include areas where they are challenged.	Title: Word Cards	Character: Tonya at computer Character: Student at home	Speech bubbles appear on cue with the text and audio. Speech bubbles disappear before next bubble advances.	
	(Speech bubble 1) – [name] Decide on 6-8 word cards to read	Speech bubble with text	Speech bubble appears at end of audio/ disappears on cue	
	(Speech bubble 2) – Show student one word card at a time.	Speech bubble with text	Speech bubble appears/ disappears on cue	
“Read these words for me. Tap the word out if you need to.”	(Speech bubble 3) Read these words for me. Tap the words out if you need to.	Speech bubble with text	Speech bubble appears on audio cue. Disappears after pause with audio.	
	(Speech bubble 4) [name] If time permits, repeat one more time.	Speech bubble with text	Speech bubble appears	

			User will advance to the next slide.	
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Screen title: Part Four: Wordlist Reading Slide 7/20

Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
In part four of the lesson plan, you will decide on 6-12 words to read from one of the wordlists.	Part four Wordlist Reading	Character: Tonya is standing with pointer pointing at a word list. Character: Student at home		
The teacher’s guide will direct you to the page in the student reader for the appropriate words for your student.				
Point to one word at a time. Ask student to read each word – tapping and smearing if needed.		Character: Tonya is standing with pointer pointing at a word list. Character: Student at home		
You will say, “Read these words for me. Tap the word out if you need to.”	Read these words for me. Tap the word out if you need to.	Tonya Speech bubble Character: Student at home.	Character: Student Words appear in speech bubble and then disappear as if the student is saying the words aloud.	
			User advances to the next slide	

Screen title: Part Five: Sentence Reading slide 8/20

Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
<p>Part five of the lesson plan is about sentence reading. Decide on 2-3 sentences to read and review some of the sight words found in the sentences. Have the student read the sentence silently before reading it aloud. You'll want to model fluency by naturally reading the sentence aloud and then have the student mimic how you read the sentence.</p>	<p>Part Five: Sentence Reading 2-3 sentences Review Sight Words Silent reading Read aloud Model fluency</p>	<p>Character Tonya standing with pointer pointing at blackboard/poster</p>	<p>At the end of the audio character will move off screen.</p>	
<p>Here's what you'll say: We're going to read some sentences aloud. But before we do that, let's review some sight words that could be in the sentences.</p>	<p>Review sight words</p>	<p>Character Tonya sitting at computer Character Student sitting at computer at home Character Tonya thought bubble</p>	<p>Graphics enter on previous Bubble appears/ disappears at end of audio</p>	
<p>Read this sentence silently to yourself following along with your finger or a pointer.</p>	<p>Reading silently</p>	<p>Character Student thought bubble</p>	<p>Bubble appears/ disappears</p>	
<p>Now, read the sentence aloud, still tracking each word with your finger or pointer.</p>	<p>I will huff and puff up the big hill.</p>	<p>Character Student speech bubble</p>	<p>Bubble appears with text at end of audio/ disappears</p>	

Very good! Now listen to how I read it.	I will huff and puff up the big hill.	Character Tonya speech bubble	Bubble appears with text at the end of the audio/ disappears	
Now try to read it again like I did.	I will huff and puff up the big hill.	Character Student speech bubble	Bubble appears with text at end of audio Characters Tonya and student disappear	
Of course, if the student says anything incorrectly, provide them with the correct pronunciations. For vowel errors, use the vowel gestures. For consonant errors, have the student tap and smear the sounds. For sight words, explicitly and briefly correct their pronunciation.	Making Helpful Connections Vowels Consonants Sight words	Character Tonya at billboard with pointer	User advances to the next slide	

Screen title: Let's See What You Know part one 9/20

Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
	Let's See What You Know	Five bins and a set of task cards One – “What’s the name of the letter?” Two – “Move the tiles on your board r-a-t.” Three – “Read these words for me.” Four – “I will select 6-12 words for you to read aloud.” Five – “We are going to read some sentences aloud.”	Users will move the key phrases or tasks into to correct bin. If the card is incorrect it will not “stick” in the bin. User can advance to the next slide when all cards are properly placed in the correct bin.	

Screen title: Let's See What You Know part 2 slide 10/20

Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
	<p>Match the appropriate materials with the corresponding part of the lesson plan</p> <p>Part One Part Two Part Three Part Four Part Five</p> <p>Sound cards Magnetic Board and Tiles Word cards Wordlist Sentences</p>	<p>Matching Quiz</p>	<p>User will match the materials to the correct part of the lesson plan.</p> <p>User will advance to the next slide when they reach 100% correct.</p>	

Screen title: Part Six: Quick Auditory Drill Slide 11/20

Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
<p>Part six of the lesson plan is a quick auditory drill. You can use different sound cards than the cards used in drill #1. Feel free to put your new concept from this lesson in the drill along with a few of the ones the student has mastered and yes a few of their challenges.</p>	<p>Quick Auditory Drill</p>	<p>Character Tonya sitting at computer Character Student sitting at computer at home</p>	<p>User will advance slide</p>	
<p>You might say, “We’re going to practice sounds again”</p> <ol style="list-style-type: none"> 1. Tutor says /t/ 2. STUDENT SHOULD REPEAT SOUND 3. Student pulls out the tile that says /t/ 				

Screen title: Part Seven: Teach & review concepts for spelling slide 12/20

Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
Part seven is about spelling words, either reviewing previously taught words or spelling new words.	Spelling	Character Tonya standing beside desk		
	1. Use the magnetic board and tiles to spell the words.	Block with the text	Block appears at end of audio	
	2. Tap, smear, and swoop the word to check for understanding.	Block with the text	Block appears on previous	
	3. To strengthen short term memory, cover the words and have the student spell them aloud.	Block with the text	Block appears on previous User advances to the next slide	

Screen title: Part Eight: Interactive Literacy Game 13/20				
Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
Part eight is all about using interactive and multisensory literacy games to engage students and help them practice letters, sounds, spelling, decodable words, sight words, or sentences.	Interactive Literacy Games V-Visual A-Auditory T-Tactile K-Kinesthetics	Character Student using an interactive game	User will advance to the next slide.	

Screen title: Part Nine: Reading a Controlled Text Slide 14/20				
Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
Part nine focuses on passage reading. Using the student reader or other controlled leveled texts, students will read to you. Focus this part of the lesson on fluency, vocabulary or reading comprehension. Click on each of the three areas to learn more about each reading component.	Reading a Controlled Passage Fluency Vocabulary Reading Comprehension	Character Tonya arms down by side Three icons for each focus area	This is a branching exercise Users will click on each of the icons that will take them to a focus slide. User will return to this slide as the main menu. Fluency – Slide 15 Vocabulary – Slide 16 Reading Comprehension – Slide 17 When user has visited all three branching slides, they will be allowed to advance to the next slide.	

Screen title: Fluency Slide 15/20

Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
	<p>[Name] you will select a short text.</p> <p>Have the student read the text silently and then have the student read it aloud.</p> <p>Teacher reads aloud the first sentence modeling good fluency.</p> <p>Student re-reads that sentence aloud mimicking the teacher. Follow underneath the text with a finger or pencil.</p> <p>Repeat until all sentences have been read.</p>	<p>Character Tonya with a list</p>	<p>Text will appear in order on the list</p> <p>User will click on the return button to go back to the main menu.</p>	

Screen title: Vocabulary Slide 16/20				
Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
	<p>Vocabulary</p> <p>Always take the opportunity to discuss with student the meaning of words that could have multi-meanings, for example" run". Run" to move quickly, Run: a flaw/ defect in a lady's hose. Run: the area where an animal plays, eat or sleeps when staying in a kennel. Then discuss with which definition is correct for their sentence.</p>	<p>Character Tonya at Board with a graphic organizer, a student drawing, or other graphic.</p> <p>Speech bubbles appear with text and graphics (a person running, a flaw in hose, a kennel) and disappear as needed.</p>	<p>User navigates back to the menu slide for this section.</p>	

Screen title: Reading Comprehension Slide 17/20				
Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
	There are so many options for this part of the lesson. There is no set script. Tutor can do all the reading and have the student listen, or student can do all the reading, or tutor and student can take turns reading, then the tutor can discuss the text from many different angles.	Character Tonya at Board with a graphic organizer, a student drawing, or other graphic	User moves to the next slide	

Screen title: Part Ten: Listening Comprehension Slide 18/20				
Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
Part ten is about modeling what good readers do. Have your student listen to you read a passage that is not too hard, not too easy, but just right!	Listening Comprehension	Character Tonya reading Character Student listening to the reading	User navigates to the next slide	
Read slowly and clearly with natural inflection.				
At the end of the passage, ask students to share their understanding of the text.				

Screen title: Let's Play a Game Slide 19/20				
Audio:	On-screen text:	On-screen graphics:	Graphic notes & navigation:	Reviewer comments:
	<p>Title: Let's Play a Game</p> <p>Using your mouse, arrange the 10 lesson plan components in proper order.</p>	Use a quiz list/ sort to test user understanding	User gets feedback and is able to end the lesson module when all ten are ordered correctly user advances to a closing slide.	
	<p>(1) Tutor shows student a sound card, asks the student to say the letter/s and sound, asks the student to trace the letter/s on a textured surface</p> <p>(2A) Tutor tells student which letters to move on the magnet board to create a word, student reads the word, student taps and smears to check their answer</p> <p>(2B) Tutor may introduce a new concept to student</p> <p>(3) Tutor shows word cards to student, student reads them aloud</p> <p>(4) Student reads from a wordlist in the Student Reader</p> <p>(5) Student reviews sight words on the page, reads sentence silently, reads sentence aloud, listens to tutor read sentence,</p>			

	<p>then reads again to model tutor's fluency</p> <p>(6) Tutor says a sound, student repeats the sound, student holds up the magnetic tile that represents that sound</p> <p>(7) Tutor says a word, student spells it on the magnet board, student taps and smears to check their answer, closes their eyes and spell the word aloud</p> <p>(8) Tutor and student play an Interactive Literacy Game to practice any skill area</p> <p>(9) Student reads a controlled passage in the Student Reader or other leveled text</p> <p>(10) Student listens to tutor read an uncontrolled passage, student and tutor discuss passage to check comprehension</p>			

