



Special Education Virtual Learning

**Life Skills/CBSS/Functional Skills**

**Basic Reading/Fluency**

**April 30, 2020**



# LS/CBSS/FS Basic Reading Lesson Plans

Lesson: April 30, 2020

## Learning Target:

Students will increase basic reading skills to read a text that is instructionally appropriate (at his/her reading level)

# Background: This is a review lesson in Basic Reading Skills- Fluency and Sight Word **TO**

- Students will increase phonemic awareness by reading high frequency words (reviewing the word **TO**).
- Students will increase phonemic awareness by demonstrating decoding skills when reading.
- Students will increase the ability to read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing).

## Let's Get Started:

1. Let's review the word **TO** with our Word of the Day song
2. Review the word wall( This activity could also be completed in a Notebook)
3. Listen to the Sight Word Rap, and see if you can spell the words with the song- [Sight Word Rap 1 | Sight Words | High Frequency Words | Jump Out Words | Jack Hartmann](#)

# Word of the Day Song

(Sing to the tune of B-I-N-G-O)

Our focus word of the day: **T0**

There was a sight word of  
the day and to was our  
sight word t-o , t-o , t-o  
and to was our Sight Word!

# Review the word wall

Review the words on your word wall: Have your student point to the word 'TO' and then also reviewing the words 'IN', 'IT', 'YOU', 'THE' and 'AND'. (you can also do this in a Notebook or by viewing this slide).

AND

THE

IT

TO

I

YOU

IN

Word Wall Example



yellow	my	go	book	like
where	do	so	see	ball
green	at	by	blue	they
night	am	we	had	four
house	to	red	five	eight
seven	on	one	six	nine

# Practice #1

**Directions-** Parent, read the passage below to your student, or have them read the passage independently. Make a verbal emphasis on the word 'to' each time you come to it. Have your student follow along in the reading by following your words with their finger. If they are reading independently, you may prompt them with sounding out unknown words. After reading the passage, have your student go back and point out the word 'to' and see if they can identify all the times that the word is used.

Where does Lucy want to go? Lucy wants to go to the beach. Where does Theo want to go? Theo wants to go camping. Where does Zahra want to go? Zahra wants to go fishing.


# Practice #2

Print and complete this [page](#).

\*\*Parents- for independent readers, try timing each read thru.

Students should be able to read more quickly and smoothly with each practice.

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Name \_\_\_\_\_

## I Can Read!

Read the passage 3 times for fluency.  
Highlight the word **to**.  
Circle the word **go**.  
Underline the word **want**.

**to**                      **to**                      **to**

Where does Lucy want to go?  
Lucy wants to go to the beach.  
Where does Theo want to go?  
Theo wants to go camping.  
Where does Zahra want to go?  
Zahra wants to go fishing.



1st Read	
2nd Read	
3rd Read	

→ Be sure to check mark each read through :)

# Practice #3

## Complete this page.

Name: \_\_\_\_\_

to



This dude likes  
to skate!

Trace the word and read the word out loud.

to to to to to

Write the word and read the word out loud.

\_\_\_\_\_

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

This dude likes   skate!

Write your sight word on the blank lines to complete the sentence:

This dude likes \_\_\_\_ skate!

Write a sentence using your new sight word and read it out loud.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Cut out letters ->



Practice writing the word,  
first tracing it and then  
writing it.

Say the word as you write  
it.

Cut out the letters at the  
bottom of the page. Paste  
them in the boxes.

Then write the word.

Write a sentence with  
the word TO on the  
worksheet.

Parents- you may  
need to help your  
student compose a  
simple sentence-  
write one and have  
them copy it, or if  
they are not yet  
writing, let them  
compose a sentence  
verbally.



# MORE Practice on your own: Dolch Primer Spelling Game

Go to this website:

<http://www.dolchword.net/dolch-primer-spelling-game.html>

1. Select the Fast button to start the game.



2. Use the letters given to spell the word that is spoken.
3. Your results will show which words you spelled correctly.

**English Dolch Primer List**

Click, Listen and Spell 

...

r a a a r a n a r a a a a a n

**Listen  
& Spell**

© SpellMaster.Com Game © Frank McAree 2001, 2004

Words	Translation	Your Answer	
like	like	like	✓
he	he	he	✓
will	will	will	✓
ride	ride	ride	✓
white	white	white	✓
well	well	well	✓
ran	ran	ra	✗
our	our	our	✓
please	please	please	✓
saw	saw	saw	✓

RESET

## Self Check:

Go tell someone in your home your answers.


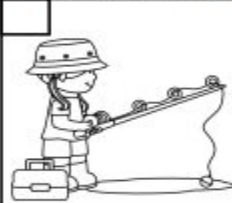



1. Was this lesson?

- ☐ easy
- ☐ just right
- ☐ hard

2. Look at our reading passage again and see if you can find the word **TO**. (A parent or sibling can read the passage to the student if needed). Tell your parent what the story was about. See if you can answer the questions on the following page.

Can you answer these questions?

<b>to</b>			_____
Name			
<b>1. Put the events in order. Write 1, 2, or 3 in the box.</b>			
			
<b>2. Who wants to go to the beach?</b>			
a. Zahra			
b. Leo			
c. Lucy			
<b>3. Where does Theo want to go?</b>			
a. to the beach			
b. camping			
c. to the park			
<b>4. Who wants to go fishing?</b>			
a. The little kids			
b. Zahra			
c. Theo			