

LESSON PLANS FOR ACTION READING and FUNdamentals Tutorial Program

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Note to Parents and Teachers:

Many times teachers and parents ask me how I set up my lesson plans and incorporate other subjects into my Action Reading Classrooms. Here is an outline of suggestions for setting up my First Grade Classes.

Classroom Ideas

When you are teaching Action Reading in first grade to an entire class, you will incorporate reading into every lesson all day long. A sample classroom schedule for this first five-week unit is as follows: (You may wish to print this information and save it in a file for later classroom use.)

Homeschool Ideas

When you are teaching Action Reading to pre-schoolers, first graders or to older children you will incorporate reading into every lesson all day long. A sample classroom schedule for this first five-week unit is as follows: (If you are working with older children you will speed up the lessons. When working with younger children you will need to slow down the pace to fit their attention span and abilities with small motor skills.)

Sample Daily Schedule for Unit 1 - The 3 Dimensional Sounds

Pledge of Allegiance, Opening Song or	Aah, Buh, Cuh Song, Calendar
Teacher busy work – attendance, lunch count, etc.	Children do one of the activities listed below: Clay letters Trace or write names Put out aah-buh-cuh cards
Group Work	Review aah-buh-cuhs Make words with aah-buh-cuhs Teach new lesson Assign & explain written seat work.
Individual Work	Children do written work, while teacher circulates to help and check.
Recess	Play games using aah-buh-cuhs. (Jumping rope, swinging, marching)
Group Work	Review aah-buh-cuhs Explain board games Children play Action Reading board games while teacher circulates to monitor and check progress.
Individual Work	Children do written work, dictation, etc.
Lunch	Marching to cafeteria singing aah-buh-cuhs
Story Time	Teacher reads story selected by her or a child to model good reading.
Math	Incorporate Action Reading into math lessons whenever possible.
Recess	Incorporate Action Reading activities
Science/Social Studies - Alternate Days	Use centers or materials that children do not have to read. Later they will be able to read their textbooks.
Music/P.E./Art/Library - Alternate Days	Incorporate Action Reading activities whenever possible. PE: Jumping Jacks to aah-buh-cuhs, bouncing balls, hopping, etc. Art: Make aah-buh-cuh books by cutting pictures out of magazines & pasting on page for initial letter sounds.

Shaping Sounds in Clay

1. Have the child roll out their clay into a long piece and shape it into the engine sound letter for their name. The engine sound is the beginning sound.
2. Have child make an object or animal out of clay and make the beginning letter for that word.
3. After children learn to write their name, they can write it with clay letters.

(I like to use clay because it is easy to correct errors. If the “b” is made backwards to look like a “d”, you can just flip it over.)

Writing

Use lined handwriting paper with a dotted line in the middle. Stress writing correctly. Initially the teacher needs to write the child’s first name on the line and have the child trace over it. (Prepare papers the day before using.) On the second and third lines, write the child’s name in dotted lines, so the child can trace it again. Before long, the child will be able to write his/her own name. Then add the child’s last name and use the same procedure.

PLEASE DO NOT TEACH YOUR CHILD TO PRINT THEIR NAME IN CAPITAL LETTERS. They will not be able to connect these letters when you move on to cursive writing. PATRICK

Teach them to begin with a capital and then use lower case letters so they can connect the letters into a cursive signature. Patrick = *Patrick* = *Patrick*

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline.

Dictation

Have children write letters from dictation by hearing the sound. As soon as the Action Reading program introduces words, have children write words from dictation. They should be able to write and spell correctly every word that they learn to read.

Using Shaving Cream

Have students spread a glob of shaving cream out on their desk and with their finger and write a letter or word that the teacher dictates. Eventually the shaving cream will evaporate or can be wiped off with a paper towel, and it will leave nice clean desks.

Other Ideas

Have children shape their name's beginning letter with cereal, buttons, macaroni. You can paste these on construction paper. Have children cut pictures from magazines or newspapers and paste on a page with the beginning sound letter.

Calendar

Make or purchase a calendar template. Place numbers around it with push pins. Do not use a printed calendar that already has numbers on it. Ask the children: What month is it? What day is it? Who can tell me the number of the day? Who can find it and move it to the correct place on the calendar? Model a sentence for the children and have them repeat it after you.

Example: Today is Tuesday, September 3, 2002.

Eventually the students will copy modeled writing from the chalkboard with this opening sentence. In 1st grade by Thanksgiving, they will be able to spell the days of the week and the names of the months on their own.

Have the children repeat the days of the week in order from Sunday to Saturday. Let a child who learns them first be the leader. This will inspire other children to learn them quickly so that they can take a turn at being the leader.

Count the numbers on the calendar. You want to give the children every opportunity to use their math skills and to understand the principle behind the task you are doing (understanding how calendars work).

Sample Daily Schedule for Unit 2 Short Vowel Short Cuts

Pledge of Allegiance, Opening Song or	Aah, Buh, Cuh Song, Calendar
Teacher busy work – attendance, lunch count, etc.	Children do one of the activities listed below: Turn in homework. Write a sentence from the board. Put out aah-buh-cuh cards
Group Work	Children make words with aah-buh-cuhs using Shortcuts. Look for shortcuts in words written on the board. Mark by underlining.
Individual Work	Children do written work, while teacher circulates to help and check.
Recess	Play games using aah-buh-cuhs. (Jumping rope, swinging, marching)
Group Work	Look for shortcuts in the newspaper, mark by underlining, see who can find the most shortcuts in a given time period. Play short cut board games.
Individual Work - Spelling	Children do written work, dictation, etc. Use AR words for spelling.
Lunch	Marching to cafeteria singing aah-buh-cuhs
Story Time	Teacher reads story selected by her or a child to model good reading.
Math	Incorporate Action Reading into math lessons whenever possible.
Recess	Incorporate Action Reading activities
Science/Social Studies - Alternate Days	Use centers or materials that children do not have to read. Later they will be able to read their textbooks.
Music/P.E./Art/Library - Alternate Days	Incorporate Action Reading activities whenever possible. PE: Jumping Jacks to aah-buh-cuhs, bouncing balls, hopping, etc. Art: Work on color words. Red one week, black next week. Use only color words that students can decode.

Homework Bulletin Board Have the students take a worksheet paper home each day. When they read it to a parent, a babysitter, or older sibling; that person signs it and the child brings it back. Each child receives a small construction paper picture that they can staple up on the class bulletin board. At the end of the week or month, see who has the most. September – leaves, October – pumpkins, November – turkeys, December – Santas, January – snowmen, February – hearts, etc.

Using Newspapers – Children look for shortcuts in newspapers and other written materials at home. They underline as many as they can find and see who can find the most each day.

Spelling – Use words from the Action Reading word lists for your spelling words. By the time students finish the Action Reading program, they will be able to spell all of the words in the 1st grade spelling book and hundreds more.

Correct spelling can be taught easily by teaching in the same logical sequential manner. There is no reason for children to have to memorize hundreds of words each year. They can learn the phonograms to spell them at the same time they learn the phonograms to read them. Why should a child memorize seven letters **k i c c e h n** and try to remember the specific order they go in, when all s/he has to do is sound out **ch – ick – en** and s/he can easily spell *chicken* without having to memorize it as a spelling word.

Sample Daily Schedule for Unit 3 (2 for 1s) 2 Letters 1 Sound

Pledge of Allegiance, Opening Song or	Aah, Buh, Cuh Song, Calendar
Teacher busy work – attendance, lunch count, etc.	Children do one of the activities listed below: Class writes sentence copied from board. Talk about spaces, punctuation, etc.
Group Work	Review aah-buh-cuhs, make words with alpha-mobile and with cards. Add 2:1 cards to deck. Explain written work.
Spelling	Use words from Action Reading lists.
Individual Work	Children do written work, while teacher circulates to help and check.
Recess	Play games using aah, buh, cuhs. Jumping rope, swinging, marching.
Group Work	Review aah, buh, cuhs Explain board games
Individual Work	Children do written work, etc.
Lunch	Marching to cafeteria singing aah, buh, cuhs
Story Time	Teacher reads story selected by her or a child to model good reading.
Math	Incorporate Action Reading into math lessons whenever possible.
P.E.	Jumping Jacks to aah, buh, cuhs, bouncing balls, hopping, etc.
Recess	Incorporate Action Reading activities
Science/Social Studies	Alternate Days - use centers or materials that children do not have to read. Later they will be able to read their textbooks.
Music/P.E./Art	Alternate Days – students can now read and spell the word purple.

Spelling and Handwriting

Select spelling words from this unit as words for your spelling test. If you are required to teach sight words, select words from the list that fit this unit. For example, in the “Sound to Symbol” unit select regular words with short vowel sounds. Students can now spell September, October and March. Eventually they will be able to spell all of the months and the days of the week.

Math

Make two-foot high counting men out of heavy cardboard. They can be very basic looking like gingerbread men. Use clothespins to represent the fingers in order for the child to understand basic addition, subtraction and place values. Use one color clothespin for numbers 1-10 and another for the 10s – 100s man.

<<insert gingerbread men drawing>>

Portfolios

In addition to the Action Reading profile sheet (record keeping system) for each child, you may wish to keep a file folder and place examples of work to show to parents or to give to parents at the end of the year.

Journals and Creative Writing

Some schools require children to write in a journal every day, even before they know how to write their letters or spell. (I will address creative, inventive and standardized spelling later.)

In Action Reading, the children first learn to shape their letters correctly as they learn the sounds that are represented by those letters. (This used to be called penmanship.)

Next, they copy sentences from the board that have been modeled for them by the teacher. This is how they learn about spacing between words and basic grammar.

Then they begin to write independently. In Action Reading we do not correct spelling if it is a sound we have not yet taught. But, if we taught the sound, we have the children correct the misspelling.

Sentence on the Board

The teacher writes a sentence with the day, date and year. “Today is Tuesday, September 10, 2006.” The students repeat the sentence, after the teacher reads it. They copy it to practice penmanship, spacing, and punctuation. Later, they add a sentence that they dictate and the teacher writes.

Later they will write their own sentences or answer questions.

When children do individual creative writing, always correct any misspelled words that they have already learned. If they have not yet learned a phonogram, obviously you don’t correct it. If they ask you how to spell a word with a sound that they have not yet learned, tell them how to spell it and let them know they will be learning that sound shortly.

Sample Daily Schedule for Unit 4 The Backbone Family (Vowels)

Pledge of Allegiance, Opening Song or	Aah, Buh, Cuh Song, Calendar
Teacher busy work – attendance, lunch count, etc.	Do the activities listed below: Write sentences from the board Homework Put out aah, buh, cuh cards and make words.
Group Work	Review aah, buh, cuhs Teach new lesson Assign & explain written seatwork. Stress reading accurately & comprehension skills
Spelling	Use words from AR unit you are teaching as the spelling words.
Individual Work	Children do written work, while teacher circulates to help and check.
Recess	Play games using aah, buh, cuhs. Jumping rope, swinging, marching. Review aah, buh, cuhs Explain board games
Group	Children play Action Reading board games while teacher circulates to monitor and check progress.
Individual Work	Children do written work, etc.
Lunch	Marching to cafeteria singing aah, buh, cuhs
Story Time	Teacher reads story selected by her or a child to model good reading.
Math ***	Incorporate Action Reading into math lessons whenever possible. Students can now read and spell number three and four.
P.E.	Jumping Jacks to aah, buh, cuhs, bouncing balls, hopping, etc.
Recess	Incorporate Action Reading activities
Science/Social Studies	Alternate Days - use centers or materials that children do not have to read. Later they will be able to read their textbooks.
Music/P.E./Art	Alternate Days - students can now Read and spell green and blue.

Math

When students are doing addition and subtraction problems on paper, in math workbooks or at the chalkboard, encourage the child to draw circles to represent the appropriate numbers. This helps the child to understand the concepts.

Example:

$$\begin{array}{r} 4 \quad \bigcirc \bigcirc \bigcirc \bigcirc \\ +3 \quad \bigcirc \bigcirc \bigcirc \\ \hline 7 \end{array}$$

The child draws the circles. and then counts them to arrive at the answer

$$\begin{array}{r} 7 \quad \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \\ -3 \\ \hline 4 \end{array}$$

The child draws the circles and then crosses out the appropriate number of circles that are subtracted.

Sample Daily Schedule for Unit 5 Vowel Endings & Reading Stories

Pledge of Allegiance, Opening Song or	Aah, Buh, Cuh Song, Calendar
Teacher busy work – attendance, lunch count, etc.	Do the activities listed below: Write sentences in journal or on paper. Homework Put out aah, buh, cuh cards and make words.
Group Work	Review all sounds. Teach new lesson, dramatize story. Assign & explain written seatwork. Stress reading accurately & comprehension skills
Spelling	Use words from AR unit you are teaching as the spelling words.
Individual Work	Children do written work, while teacher circulates to help and check.
Recess	Play games using aah, buh, cuhs. Jumping rope, swinging, marching. Review aah, buh, cuhs Explain board games.
Group	Children play Action Reading board games while teacher circulates to monitor and check progress.
Individual Work	Children do written work, etc.
Lunch	Marching to cafeteria singing aah, buh, cuhs
Story Time	Teacher reads story selected by her or a child to model good reading.
Math ***	Use story problems. Students can now read and spell the number words one, two, five and nine.
P.E.	Jumping Jacks to aah, buh, cuhs, bouncing balls, hopping, etc.
Recess	Incorporate Action Reading activities
Science/Social Studies	Alternate Days – Now they will be able to read their textbooks.
Music/P.E./Art	Alternate Days - incorporate Action Reading activities whenever possible.

Math

Telling Time. Give each student a plain white paper plate. Have them put the number 12 at the top, 6 at the bottom, 3 on the right side and 9 on the left. Model this for them on the board. Then fill in the other numbers to make their clock. Put a small mark above each number and four small marks between each number to indicate 60 minutes in an hour. Explain that the clock hand goes around two times each day. Teach them to count by fives to express five minutes after the hour or 30 minutes after the hour.

Give each student two long black poster board clock hands (a larger one for the minute hand and a shorter one for the hour hand.) Place a brad through the bottom of the two clock hands and push it through the paper plate. Bend open the flaps of the brad on the back of the paper plate. The hands will now be moveable and the students can practice telling time with their personal clocks.

Many children have difficulty with the concept of time. They can only use digital watches and clocks and do not understand what the numbers represent.

It is very important for students to understand the basic concepts of time. You can teach that there are 24 hours in a day, 60 minutes in an hour, etc. Older students can be taught about military time and time zones.

Sample Daily Schedule for Unit 6 Vowel Sight Configurations

Pledge of Allegiance, Opening Song or	Aah, Buh, Cuh Song, Calendar
Teacher busy work – attendance, lunch count, etc.	Copy sentence from board. Write additional sentences of their choice in journals or on paper. Put out aah-buh-cuh cards.
Group Work	Review all sounds learned so far.
	Make words with small decks of cards. Write stories together as a group.
Spelling	Use words from the AR program for spelling Words.
Individual Work	Children do written work, while teacher circulates to help and check.
Recess	Play games using aah-buh-cuhs. (Jumping rope, swinging, marching)
Group Work	Add vowel configuration cards to deck. Review sounds. Do written work sheets. Read orally to teacher or partner.
Individual Work	Children do written work, dictation, and or creative writing, etc.
Lunch	Marching to cafeteria singing aah-buh-cuh songs.
Story Time	Teacher reads story selected by her or a child to model good reading.
Math	Use story problems that children can now read. Students can now read number word eight and all number words. ***
Recess	Incorporate Action Reading activities
Science/Social Studies - Alternate Days	Use centers or materials that children do not have to read. Later they will be able to read their textbooks.
Music/P.E./Art/Library - Alternate Days	Incorporate Action Reading activities whenever possible. PE: Jumping Jacks to aah-buh-cuhs, bouncing balls, hopping, etc. Remember: the more senses you use the faster you learn!!!!

Sample Daily Schedule for Unit 7 Surprise Sounds

Pledge of Allegiance, Opening Song or	Aah, Buh, Cuh Song, Calendar
Teacher busy work – attendance, lunch count, etc.	Copy sentence from egg basket. Write additional sentences of their choice in Journals or on paper. Put out aah, buh, cuh cards and make words.
Group Work	Review all sounds learned so far. Make words with small decks of cards. Write stories together as a group.
Spelling	Use words from AR program for spelling words.
Individual Work	Children do written work, while teacher circulates to help and check.
Recess	Play games using aah, buh, cuhs. Jumping rope, swinging, marching.
Group Work	Add surprise sound cards to deck. Review sounds. Do written work sheets. Read orally to teacher or partner
Individual Work	Children do written work, dictation, and/or creative writing, etc.
Lunch	Marching to cafeteria singing aah, buh, cuh songs.
Story Time	Teacher reads story selected by her or a child to model good reading.
Math	Use story problems that children can now read.
Recess	Incorporate Action Reading activities.
Science/Social Studies	Use centers or materials that children do not have to read. Later they will be able to read their textbooks.
Music/P.E./Art	Incorporate Action Reading activities whenever possible. PE: Jumping Jacks to aah-buh-cuhs, bouncing balls, Hopping, etc. Art: Draw pictures and write stories. Now students can spell yellow and brown.

Sample Daily Schedule for Unit 8 Ringing Sounds

Pledge of Allegiance, Opening Song or	Aah, Buh, Cuh Song, Calendar
Teacher busy work – attendance, lunch count, etc.	Copy sentence from egg basket. Write additional sentences of their choice in journals or on paper. Put out aah, buh, cuh cards and make words.
Group Work	Review all sounds learned so far. Make words with small decks of cards. Write stories together as a group.
Spelling	Use words from AR program for spelling words.
Individual Work	Children do written work, while teacher circulates to help and check.
Recess	Play games using aah, buh, cuhs. Jumping rope, swinging, marching.
Group Work	Review all sounds. Do written work sheets. Read orally to teacher or partner
Individual Work	Children do written work, dictation, and/or creative writing, etc.
Lunch	Marching to cafeteria singing aah, buh, cuh songs.
Story Time	Teacher reads story selected by her or a child to model good reading.
Math	Use story problems that children can now read.
Recess	Incorporate Action Reading activities.
Science/Social Studies	Use centers or materials that children do not have to read. Later they will be able to read their textbooks.
Music/P.E./Art	Incorporate Action Reading activities whenever possible. PE: Jumping Jacks to aah-buh-cuhs, bouncing balls, Hopping, etc. Art: Draw pictures and write stories.

Sample Daily Schedule for Unit 9 Soft “c” & Soft “g” Sounds and Reading Books

Pledge of Allegiance, Opening Song or	Aah, Buh, Cuh Song, Calendar
Teacher busy work – attendance, lunch count, etc.	Answer questions from the board Write in journals Homework Follow directions written on board.
Group Work	Review aah, buh, cuhs Teach new lesson Assign & explain written seatwork. Stress reading accurately & comprehension skills
Spelling	Use words from AR unit you are teaching as the spelling words.
Individual Work	Children do written work and read, while teacher circulates to help, check, and listen.
Recess	Play games using aah, buh, cuhs. Jumping rope, swinging, marching. Review aah, buh, cuhs Play board games
Group Work	Children read their books and do comprehension Activities.
Individual Work	Children do written work, etc.
Lunch	Marching to cafeteria singing aah, buh, cuh songs.
Story Time	Children take turns reading story to class.
Math	Incorporate Action Reading into math lessons whenever possible.
P.E.	Jumping Jacks to aah, buh, cuhs, bouncing balls, hopping, etc.
Recess	Incorporate Action Reading activities
Science/Social Studies	Now they can read their textbooks.
Music/P.E./Art	Orange is the last basic color word that students learn to read and spell.

Unit 10, 11 and 12 follow the same basic daily schedule as Unit 9

Look at Card # 16 from your Kit

By looking at Card 16, you can easily identify the 44 sounds that you have learned and now you can teach them to anyone.

Look at the aah-buh-cuhs; you should have 25 sounds (can & key make the same sound).

You don't count the short cuts because they are sounds you already counted (aah+nuh=an).

ar is the 26th sound, **or** is 27 and **er, ir, ur** all make the same sound so that makes 28.

ch is 29, **sh** is 30 and **th** is 31 & 32 (voiced as in "then" and unvoiced as in "thin").

wh is counted by some linguists as 33 and others do not count it as most of the time it is pronounced the same as "wuh".

The long vowel sounds get counted one each even though they have many spellings. **ā** is 34, **ē** is 35, **ī** is 36, **ō** is 37, and **ū** is 38.

nk is not counted but **ng** is 39.

You do not get to count **au** or **aw** because that is the same sound as "ah" (the doctor sound).

The pinch sound **ou** and **ow** is 40.

The oyster sound is **oi** and **oy** is 41.

oo has two sounds. (oo as in book is 42 and oo as in spoon is 43.)

There is a 44th sound that has no written form in English, **zh** is 44 (as in pleasure, treasure, vision).

There is also an upside down e (ə) called a "schwa" which the dictionary defines as a neutral vowel or unstressed vowel such as the first and last vowels of the word, America. Some linguists count the "schwa" as the 45th sound.

For further information, materials, comments or questions: contact

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