

Preparing for a Day One Session

The notes at the bottom of each Day One, along with the referenced Spelling Rules Cards and Grammar Chart guide teachers in writing their own lesson plans.

I suggest teachers always buy an additional book for themselves when they purchase workbooks.

Once you receive your teacher's copy of a workbook go through and enter the marking code for each list. Use this knowledge to then go back and fill in the lesson plan on the Day One page. Once it is done you will know the content of the lesson well and have a reference for the future. You won't need to do it again, just add to it or change it as you would with any lesson preparation. Please note, the students will use the Day One page as a read, sound, spell, cover, write, check.

These are the steps used to write a lesson plan for a list of words:

1. Go through the list words in the first column on the Day One page and use a variety of coloured highlighters to indicate the common patterns in the words. This may include phonograms, spelling rules, short or long vowels, single or double consonants in multisyllabic words and/or breaking multisyllabic words into syllables.
2. In the first blank column I notate any of the main teaching points: phonograms, briefly revise other phonograms for the same phoneme that have previously been taught, spelling rules and the form or structure of words (eg noun, verb, adjective, adverb)
3. The second blank column is for the word meanings that are discussed on the Day two page. There may be multiple meanings if the word is a noun, verb, adverb and/or adjective. We often discuss any related idioms here too due to the research coming through of the impact of people not using them so frequently in their everyday speech and children not hearing and understanding them. Readers are struggling to comprehend text that contains idioms. Comprehension is therefore compromised.
4. The third blank column covers the Day Three & Four content. Day Three covers word extensions, adding affixes to change meaning and/or word structure. It acquaints students with grammar terminology that is very much a part of the curriculum and crucial for long term English writing. Day Four is a combination of grammar, sentence structure, revision of previously taught phonemes and/or phonograms and classifying activities, punctuation, and proof reading.

These notes are to highlight to the teacher the important content in their Day One teaching session. Timing and organisation are important so that students are well prepared to work independently on the following three days. Do a poor Day One, and students will be interrupting to ask you questions about the Day Two, Three and Four activities.

For the Day One teaching session I recommend teachers:

- Use a large sheet of butchers' paper with the list words written down the LHS in lower case. Leave as much space as possible between words. Attach it to your whiteboard for the group to see.
- Read through the words with the group. Complete Step 1 above with the students highlighting the same information in their workbooks.
- Use a coloured marker pen to notate each word's meaning as you question and discuss the possible meanings for each list word with the group. Refer to the information in your second column to guide you. See Step 3 above
- Use a different coloured marker pen and a new line next to each list word to notate examples of words in various forms e.g. plural nouns, verb families, rule changes to words. This is teaching base word plus. Refer to Step 4 above.
- Refer to the workbook Day Four page to discuss the activity and explain the content.
- Students then work their way through each list word as a group. Read the word, sound it 2-3 times, spell it 2-3 times, cover it, write it 3 times, check if it is correct. Change it if it is wrong, move onto the next list word if it is correct. NB weaker groups will need to sound and spell words 3 times. Their brains will need more hits, or repetitions. Stronger spellers (top group) may only need 1-2 repeats. this is also a great time to encourage students to use running (cursive) writing to develop fluent and legible handwriting for Year 4 +. This gives the teacher time to check on the groups working on Day Two, Three of Four pages.