

Sample CPR Tutoring Lesson Plans (M-Th)

Monday: Administer individualized assessment tests covering phonological awareness (rhyming, word, syllable, phoneme segmentation, splitting, manipulation) alphabetical order, cursive handwriting, reading, and spelling skills.

Tuesday: 10 min.- Phonemic Awareness: Rhyming Story (Students identify rhyming words in the story). **Play Rhyme Train.** Teacher says, "cat." Each student must add a word that rhymes. See how long the rhyme train goes until a student says an incorrect word or can't think of another rhyming word. Ex. bat, sat, lat (doesn't have to be a real word as long as it rhymes)

10 min.- Alphabetizing Activity Students put 3D letters into alphabetical order within a one minute timing in two rows. First row: A-M, Second Row: N - Z. Put these four letters down first and then have students fill in the rest in a one minute timing. Separate Vowels/Consonants. Initial letter- A, Final letter- Z, Two middle letters? M and N. Sing Vowel Song to London Bridge tune: "A, e, i, o, u, and y, A, e, i, (pause) o, u, y, (pause). A, e, i, o, u, and y. These are vowels.

10 min. New Learning- Intro. Letter "i."

- a. Students discover the letter sound by echoing three words that begin with the short sound of letter "i" while watching their mouth in a mirror ex. "Igloo, internet, ill. What sound did you hear at the beginning of these? (i). Is your mouth open or closed? (open) Open sounds are vowels.
- b. Students discover sound by feeling an object hidden in a bag that begins with "i" (ex. Igloo)
- c. Student discovers letter by feeling in a bag and guessing what letter it is by feel (ex. 3D letter of "I")
- d. Students trace letter in air in cursive with a stiff arm while saying name and sound three times
- e. Students trace letters 3x on paper, copy 3X, and write with eyes closed 3X, while saying name and sound

10-15 min.- Letter Sound Notebooks Students color, paint, glue, stickers, or objects beginning with "i" sound onto their "I" page in their notebook. ex. Make an "inchworm" from paper circles,

google eyes, pipe cleaners and paste onto the letter "I" page in notebook or stamp three thumb prints and draw eyes and antennae to make inchworms. Put Name on front cover and decorate cover.

Wednesday: 5 min.- Phonemic Awareness: Number of syllables in Word Game-

Students say words with hand under chin and count how many times chin touches hand to discover the number of syllables in a word. Ex. picture= 2. Show picture cards of words and have students name how many syllables in the word. Play board game. Students pull down counters for each syllable in word and move pawns on game board that number of spaces if correct

10 min.- Alphabetizing Activity Students practice putting 3D letters into alphabetical order within a one minute timing. Separate Vowels/Consonants. Sing Vowel Song. Alphabet Toss Game: Teacher tosses student a hackysack. Student must say the next letter that comes after the letter the teacher said. Ex. Teacher says, "m" and students says, "n."

2 min.- Letter Name & Sound Flashcards (Students say letter names & all the sounds that each letter or combo makes- ex. "i, I")

5 min.-Dictation of letter sounds (Students write letter by teacher dictating letter sound ex. Teacher says, "i, I" Students write, "I")

5 min. New Learning- Open/Closed Syllables- Role-play Miss/Mr.

"I" (Tape a large C to the Classroom door before beginning the lesson.) Teacher introduces open/closed syllables by roleplaying "Miss/Mr. I" who loves to say his/her name. Teacher says a guest will visit today. He/she steps out of the door of the classroom and re-enters the door with a top hat (Mr.) or a boa around his/her neck (Miss), saying, "Good morning, Students! My name is Mr./Miss I, and I love to say my name! When I have an open door syllable, nothing stops me from saying my name—I, I, I!" I am so brave when I have an open door syllable! But when I see a nasty old consonant that closes the syllable door (close door showing letter C and point to it), I'm frightened, and I whimper, "i, i, i." So I just stay away from those scary consonants (open the door) because I love open syllables where I can say my name! "I, I, I!"

5 min. -Student Role Play Activity: Students take turns being Mr./ Miss I and when the teacher opens the door, the student says, "I, I, I!" But when she closes the door, the student says, "i, i, i," acts frightened, and points to the "C" on the door.

Summary: We must remember when we read, that if a syllable ends with a vowel, it is courageous and says its name. But if it ends with a consonant, it is frightened and says its short vowel sound.

5-10 min. Letter Sound Notebook: On letter "I" page, add ice-cream cones. Students cut out and glue on brown triangle cone. Then glue on "ice cream scoops" of pink, brown, yellow circles to top of cone triangle.

- Thursday: 10 min.- Phonemic Awareness: Read Rhyming Story.** Student identifies the words that rhyme as the teacher reads. **Rhyming Game.** Teacher says, "Find something in the room that rhymes with. . ." ex. "can't." Student says, "plant."
- 10 min.- Alphabetizing Activity** Students put 3D letters into alphabetical order within a one minute timing. Separate Vowels/ Consonants. How many letters in alphabet? (26) How many vowels? (6) Initial, Final, Middle letters? **Play Accent game.** Teacher says two consecutive letters, A,b and tosses a hackysack to a student who must accent the first letter and continue saying the alphabet, C d, etc. until the alphabet is completed
- 2 min.- Letter Name & Sound Flashcards** (Students say letter name & all the sounds that letter or combo makes ex. "i, I." Review all letter sounds learned up to the current lesson)
- 2 min- Feely bag 3D letter review** (Students feel the 3D letters previously learned and state name by feeling ex. "I")
- 2 min.- Dictation of letter sounds** (Students write letter by teacher dictating letter sound ex. Teacher says, "i, I" Students write, "I." Dictate all sounds learned up to the current lesson)
- 15 min. New Learning- Intro. Letter "T."**
- a. Students discovers the letter sound by echoing three words that begin with the short sound of letter "T" while watching their mouth in a mirror ex. "Tiger, Turtle, Table." What sound did you hear at the beginning of these? Is

your mouth open or closed? (Closed) Closed sounds are consonants.)

- b. Students discover sound by feeling an object hidden in a bag that begins with "T" ex. Turtle)
- c. Student discovers letter by feeling in a bag and guessing what letter it is by feel (ex. 3D letter of "T")
- d. Students trace letter in air in cursive with a stiff arm while saying name and sound three times
- e. Students trace letters 3x on paper, copy 3X, and write with eyes closed 3X, while saying name and sound
- f. Students make words/syllables with 3D letters of "I" and "t." (ex. "I," "it," "ti,")

5 min.- Letter Sound Notebooks (Students color, paint, glue, stickers, or objects beginning with "T" sound onto their "T" page in their notebook. ex. Glue on toothpicks)

- Monday:**
- 5 min.- Phonemic Awareness: Word Segmentation in a Sentence**
(Teacher reads sentences such as "The dog ran. (3 words) He is going into the house." (6 words) Students must pull down counters for each word in the sentence and state the number of words in the sentence. Then the teacher checks the answers by pulling down the correct number of counters. If the student is correct, he/she may take a turn in the game. (Ex. Remove a Jenga piece without the tower tumbling)
 - 5 min.- Alphabetizing Activity** (Students put 3D letters into alphabetical order within a one minute timing. Separate Vowels/ Consonants)
 - 5 min.- Letter Name & Sound Flashcards** (Students say letter name & all the sounds that letter or combo makes ex. "i, I")
 - 5 min.- Feely bag 3D letter review** (Students feel the 3D letters previously learned and state name by feeling ex. "I")
 - 5 min.- Dictation of letter sounds** (Students write letter by teacher dictating letter sound ex. Teacher says, "t," Students write, "T" etc.)
 - 15 min. New Learning- Intro. Letter "P"**
 - a. Students discovers the letter sound by echoing three words that begin with the short sound of letter "P" while

watching their mouth in a mirror ex. "Poodle, Pond, pickle."
What sound did you hear at the beginning of these?)

- b. Students discover sound by feeling an object hidden in a bag that begins with "P" ex. Pig)
- c. Student discovers letter by feeling in a bag and guessing what letter it is by feel (ex. 3D letter of "P")
- d. Students trace letter in air in cursive with a stiff arm while saying name and sound three times
- e. Students trace letters 3x on paper, copy 3X, and write with eyes closed 3X, while saying name and sound
- f. Students play game by reading words beginning with new sound (ex. Connect 4)
- g. Students read Sound Alliteration Story of the new sound ("Tip") in student reader

5 min.- Letter Sound Notebooks (Students color, paint, glue, stickers, or objects beginning with "P" sound onto their "P" page in their notebook. ex. Put pennies behind paper and scribble over them with a pencil. Then cut out the pennies and glue to letter "P")

(Students take home the Sound Alliteration Story of the sound learned and read it to parents for a reward given the next day)

- Tuesday:**
- 5 min.- Phonemic Awareness: Phoneme Game.** Use picture cards with multi-syllable words. Students pull down counters for how many phonemes (sounds) are in a word. Ex. Toe (2), Glue (3), baby (4) Teacher checks by pulling down counters. Then student moves the number of spaces on game board that corresponds to the number of syllables in his word.)
 - 5 min.- Alphabetizing Activity** (Students put 3D letters into alphabetical order within a one minute timing. Separate Vowels/ Consonants. Sing Vowel Song. Review # of letters in alphabet, vowels.
 - 5 min.- Letter Name & Sound Flashcards** (Students say letter name & all the sounds that letter or combo makes ex. "i, I")
 - 5 min.- Feely bag 3D letter review** (Students feel the 3D letters previously learned and state name by feeling ex. "I, T, P")
 - 5 min.- Dictation of letter sounds** (Students write letter by teacher dictating letter sound ex. Teacher says, "i, I" Students write, "I". Teacher says, "t." Students write "t." etc.)

15 min.- New Learning- Intro. Letter "N"

- a. Students discover the letter sound by echoing three words that begin with the short sound of letter "N" while watching their mouth in a mirror ex. "Night, nest, needle." What sound did you hear at the beginning of these?)
- b. Students discover sound by feeling an object hidden in a bag that begins with "N" ex. Nest)
- c. Student discovers letter by feeling in a bag and guessing what letter it is by feel (ex. 3D letter of "N")
- d. Students trace letter in air in cursive with a stiff arm while saying name and sound three times
- e. Students trace letters 3x on paper, copy 3X, and write with eyes closed 3X, while saying name and sound
- f. Students play game by reading words beginning with new sound (ex. Connect the dots and make boxes)
- g. Students read Sound Alliteration Story of the new sound

5 min.- Letter Sound Notebooks (Students color, paint, glue, stickers, or objects beginning with "N" sound onto their "N" page in their notebook. ex. Glue on dried noodles or write numbers)

(Students take home the Sound Alliteration Story of the sound learned and read it to parents for a reward given the next day)

Wednesday: 5 min. Phonological Awareness: Initial, Middle, Final Sounds in

Words (Splitting) Play head, knees, and toes game. Say a letter sound and then a word. If the letter sound is in the beginning of the word, the student must touch his head. If the letter sound is in the middle of the word, the student must touch his knees. If the letter sound is at the end of the word, the student must touch his toes. Ex. (t) "tepee" (head) "slept" (toes), "utter" (knees).

5 min.- Alphabetizing Activity (Students put 3D letters into alphabetical order within a one minute timing. Separate Vowels/ Consonants. Sing Vowel Song. Review # of letters in alphabet, vowels.)

5 min.- Letter Name & Sound Flashcards (Students say letter name & all the sounds that letter or combo makes ex. "i, I")

5 min- Feely bag 3D letter review (Students feel the 3D letters previously learned and state name by feeling ex. "I, T, P")

5 min.- Dictation of letter sounds (Students write letter by teacher dictating letter sound ex. Teacher says, "i, I" Students write, "I". Teacher says, "t." Students write "t." etc.)

15 min.- New Learning- Intro. Letter "S"

- a. Students discover the letter sound by echoing three words that begin with the short sound of letter "S" while watching their mouth in a mirror ex. "Sing, sat, some" (What sound did you hear at the beginning of these?)
- b. Students discover sound by feeling an object hidden in a bag that begins with "S" ex. Stapler)
- c. Student discovers letter by feeling in a bag and guessing what letter it is by feel (ex. 3D letter of "S")
- d. Students trace letter in air in cursive with a stiff arm while saying name and sound three times
- e. Students trace letters 3x on paper, copy 3X, and write with eyes closed 3X, while saying name and sound (Letter "S" says "s, z")
- f. Students play game by reading words beginning with new sound (ex. Left, Center, Right Dice game)
- g. Students read Sound Alliteration Story of the new sound

5 min.- Letter Sound Notebooks (Students color, paint, glue, stickers, or objects beginning with "S" sound onto their "S" page in their notebook. ex. Glue and Sprinkle with salt)

(Students take home the Sound Alliteration Story of the sound learned and read it to parents for a reward given the next day)

Thursday: 5 min.- Phonological Awareness: Words in Sentence Game. Teacher says a sentence and students must say how many words are in it by holding up fingers. If the student holds up the correct number of fingers, the teacher marks a tally mark under that student's name on the board. Whoever gets to ten marks first wins.

5-10 min.-Alphabetizing Activity (Students put 3D letters into alphabetical order within a one minute timing. Separate Vowels/ Consonants. Sing Vowel Song. Review # of letters in alphabet, vowels. Alphabet Sort- Put the 3D letter "A," on the table and the 3D letter, "Z," across from it. Have the student draw out 3D letters from a container and see if it is closest to A or Z. If it is

closest to "A," put it in the "A" pile. If it is closest to "Z," put it in the "Z" pile. Time to see how fast all the letters can be sorted.

5 min.- Letter Name & Sound Flashcards (Students say letter name & all the sounds that letter or combo makes ex. "s, z")

5 min.- Feely bag 3D letter review (Students feel the 3D letters previously learned and state name by feeling ex. "I, T, P")

5 min.- Dictation of letter sounds (Students write letter by teacher dictating letter sound ex. Teacher says, "i, I" Students write, "I". Teacher says, "t." Students write "t." etc.)

10 min.- New Learning: Plurals with Suffix "S." Show card pictures that match. Ex. Two dogs, two cats, etc. Tell students plural means "more than one." Show a notecard with two safety pins clipped to it. Spell out the word "pin" with 3D letters and add the "s" to make it plural. Tell students "pin" is the base word and "s" is a suffix that makes the base word "more than one." Switch the letters around to spell "pit." Ask students how we could make this word plural or mean "more than one pit?" (add suffix s). Do the same for the word, "tip." Play memory game with matching picture cards. When students get a match, they must say the base word plus suffix s is . . . Ex. Cat plus suffix "s" is cats.

5 min.- Students read Sound Alliteration Story of the new sound

5 min.- Letter Sound Notebooks (Students put matching pair stickers of objects or animals beginning with an "S" onto their "S" page in their notebook. ex. Two seals, two stars, two suns, etc.)

(Students take home the Sound Alliteration Story of the sound learned and read it to parents for a reward given the next day)