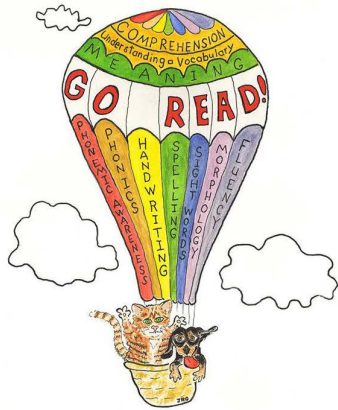


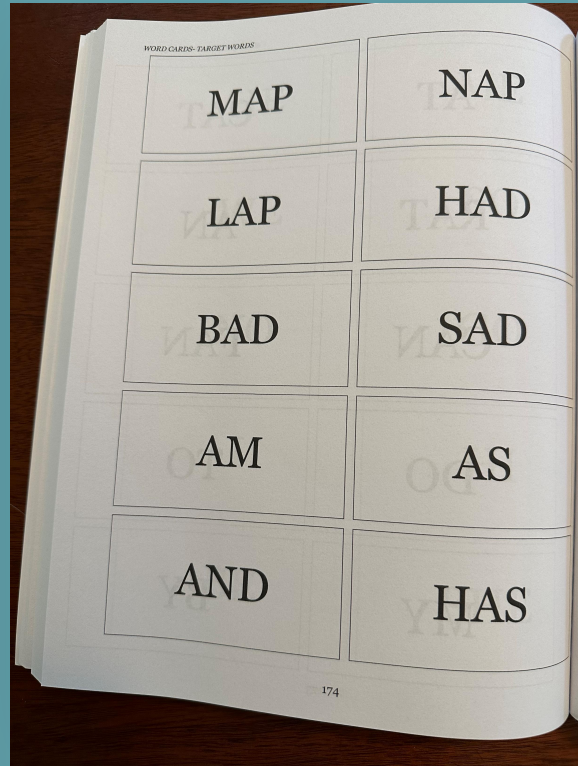
GO READ!

Building Brain Words for Beginners



Gene P. Ouellette (PhD)

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Ouellette and Gentry's brand-new word study resource Integrates :

Phonemic Awareness

Phonics

Handwriting

Spelling

Sight Words

Morphology


Fluency

All to build comprehension, understanding, and meaning to make your readers soar!


One-Week Sample of day-by-day

GO READ!

Five lessons for week 3 to show you the power of *GO READ!* for building 300+ automatic words and phonics patterns in as little as *ten minutes a day!*



See *what* words and phonics patterns your students will learn in the third week of *GO READ!* lessons.



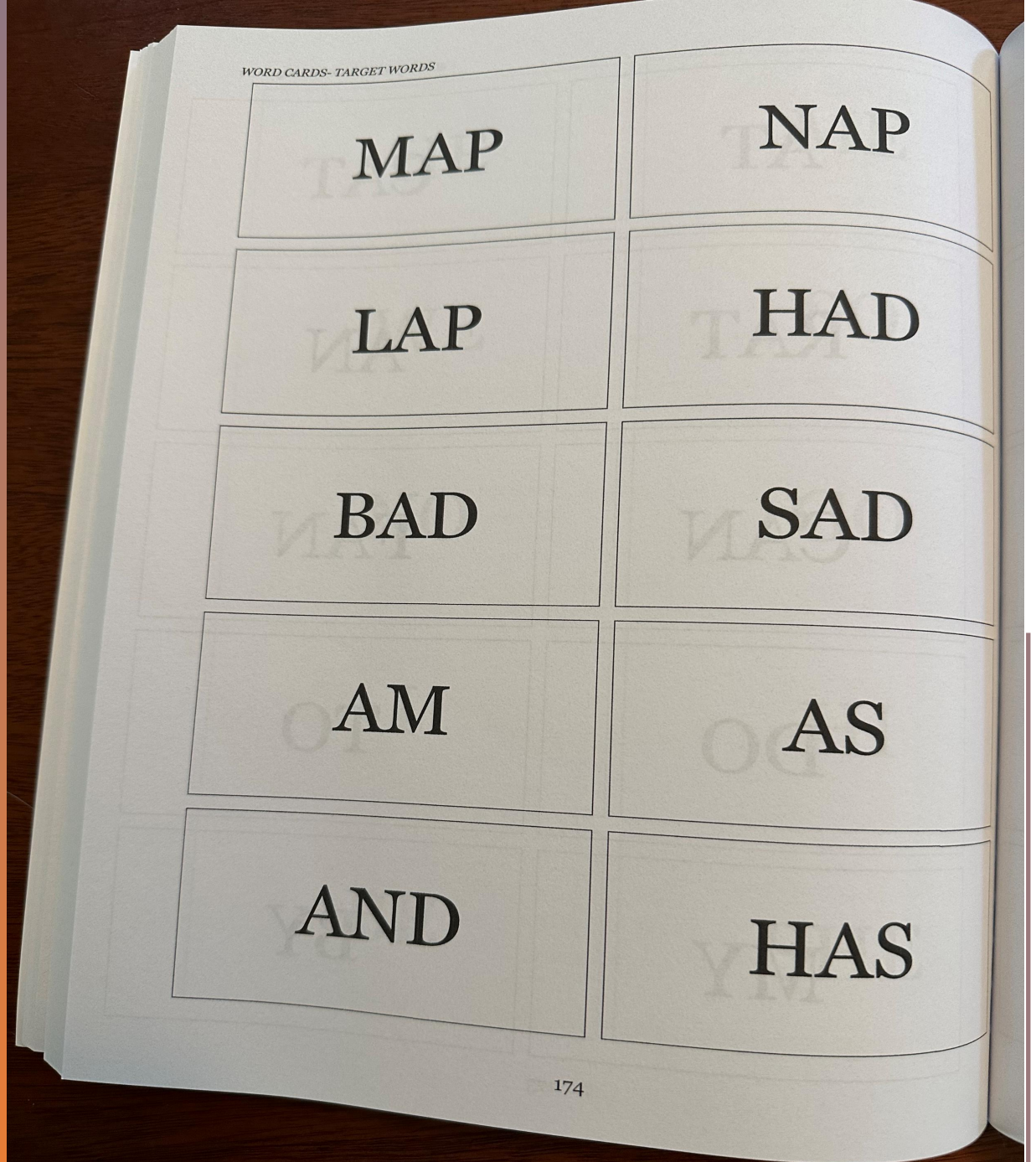
Find out *how* your students will learn to decode and spell the lesson words correctly following Science-of-Reading best practices.



The Five-Day Lesson Plan in a Nutshell

On Day 1 ten high-frequency words and phonics patterns are introduced for mastery by the end of the week.

Students engage in multi-sensory activities for stretching out sounds in the words and learn how to use the ten words in meaningful sentences.



WEEK 3

DAY 1: Hear It; Say It

I. LISTENING, SPEAKING

“Today we will be learning and listening to our new words for this week. Listen carefully as I say each word. Listen to all the sounds and then you say the word after me. Ready? First word is: MAP. MMMAAP. MAP.” Repeat for each word; say each word slowly and clearly.

WORD SET & MATERIALS

WORDS (#sounds)

| | |
|---------|---------|
| MAP (3) | NAP (3) |
| LAP (3) | BAD (3) |
| HAD (3) | SAD (3) |
| AM (2) | AND(3) |
| AS (2) | HAS (3) |

ADDITIONAL RESOURCES

Teacher Tips

Activity Glossary

SOUNDS IN WORDS

M-A-P N-A-P L-A-P

B-A-D H-A-D S-A-D

A-M A-N-D

A-Z H-A-Z

(AS) (HAS)

II. UNDERSTANDING

“Now let's say a sentence with each word we just said aloud. Say this sentence with me for MAP: We can find our way with the help of a MAP.” (repeat for each word; say a sentence for each word and/or ask students to use each word in a sentence themselves).

III. PHONOLOGICAL AWARENESS: Guided class/group activity.

“We can listen for sounds and words in different ways. First let's use our fists!”

Hand Spelling. Have students make a fist and guide them in hand spelling each word, segmenting the onset (thumb) and rime (hand), and blending the word back together as a fist is made again (see ACTIVITY GLOSSARY for details).

“Now let's listen for all the sounds in each word as we spell with our fingers.”

Finger Spelling. Have students make a fist and guide them in extending a finger for each sound as you say the word aloud slowly. For each word, ask students how many sounds they hear; what sound comes first; what sound comes next; and so-on as appropriate; blend the word back together as a fist is made again (see ACTIVITY GLOSSARY for details).

IV. OPTIONAL PHASE-MATCHED PRACTICE:

Individual/small group extensions (teacher choice: see Activity Glossary for details). Examples:

What did I say? (Phoneme blending)

Change a sound (Auditory elision)

Make a rhyme

Day 2 focuses on learning six of the words and phonics patterns. Students learn to spell, write, and read each word.

Words are presented in sentences to ensure understanding.

The teacher guides a discussion of each word's spelling as the student analyzes her or his student-generated spelling and writes the word in a notebook.

WORDS (#sounds)

MAP (3)

NAP (3)

LAP (3)

BAD (3)

HAD (3)

SAD (3)

WEEK 3

DAY 2: (Hear It; Say It) + Write It; Read It

I. LISTENING, SPEAKING, UNDERSTANDING

“Today we will start writing and reading some of our words for this week. Listen carefully as I say each word. Listen to all the sounds and then you say the word after me. Ready? First word is: MAP. MMMAAP. MAP.” (repeat for each word; say each word slowly and clearly).

II. PHONOLOGICAL AWARENESS: Guided class/group activity.

“Now let’s listen for all the sounds in each word as we spell with our fingers just like yesterday.”

Finger spell each word together with the students; for each word, ask students how many sounds they hear; what sound comes first; what sound comes next; and so-on as appropriate; correct as needed.

III. STUDENT-GENERATED SPELLINGS: Whole class/group/individual seat work

“Now you will write these words in your notebook. Try to think of all the sounds you hear. Just do your best. This is not a test. Just write what you think the word sounds and looks like.”

Say each word and also say it in a sentence to ensure meaning is clear. Then say each word several more times, both at a typical rate and in slow motion, stretching through the sounds where possible, and ask the student to write it in their notebook. Then guide a discussion the spelling before progressing to the next word. Refer to the **SPELLING FEEDBACK GUIDELINES** in the **ACTIVITY GLOSSARY**.

IV. OPTIONAL PHASE-MATCHED PRACTICE: Individual/small group extensions (teacher choice: see Activity Glossary for details). Examples:

Word ladder Phonic pattern spelling (Elkonin boxes)
Word card activities

WORD SET & MATERIALS

WORDS (#sounds)

| | |
|---------|---------|
| MAP (3) | NAP (3) |
| LAP (3) | BAD (3) |
| HAD (3) | SAD (3) |

MATERIALS

Word Cards -optional

ADDITIONAL RESOURCES

Teacher Tips
Activity Glossary

SOUNDS IN WORDS

M-A-P N-A-P L-A-P
B-A-D H-A-D S-A-D

Day 3 focuses on learning four of the words with student-generated spellings. Some of the words may be more challenging. Extra words with the same patterns are provided for additional challenge.

Students become familiar with repeated word mastery routines.

Teacher guides a discussion of each word's spelling as the student analyzes her or his student-generated spelling and writes the word in a notebook.

WORD SET & MATERIALS

WORDS (#sounds)

| | |
|--------|---------|
| AM (2) | AND(3) |
| AS (2) | HAS (3) |

EXTRA WORDS:

MAD (3); SAND (4);
BAND (4)

MATERIALS

Word Cards -optional

ADDITIONAL RESOURCES

Teacher Tips

Activity Glossary

WEEK 3

DAY 3: (Hear It; Say It) +Write It; Read It

I. LISTENING, SPEAKING, UNDERSTANDING

“Today we will spell and read the rest of this week’s words. Some of these may be tricky ones! Listen carefully as I say each word. Listen to all the sounds and then you say the word after me. Ready? First word is: AM AAAMMM. AM.” (repeat for each word; say each word slowly and clearly).

WORD SET & MATERIALS

WORDS (#sounds)

AM (2) AND(3)
AS (2) HAS (3)

EXTRA WORDS:

MAD (3); SAND (4);
BAND (4)

MATERIALS

Word Cards -optional

ADDITIONAL RESOURCES

Teacher Tips

Activity Glossary

SOUNDS IN WORDS

A-M A-N-D

A-Z(AS) H-A-Z(HAS)

M-A-D S-A-N-D

B-A-N-D

II. PHONOLOGICAL AWARENESS: Guided class/group activity.

“Now let’s listen for all the sounds in each word as we spell with our fingers just like yesterday.”

Finger spell each word together with the students; for each word, ask students how many sounds they hear; what sound comes first; what sound comes next; and so-on as appropriate.

III. STUDENT-GENERATED SPELLINGS: Whole class/group/individual seat work

“Now you will write these words in your notebook. Try to think of all the sounds you hear. Just do your best. This is not a test. Just write what you think the word sounds and looks like.”

Say each word and also say it in a sentence to ensure meaning is clear. Then say each word several more times, both at a typical rate and in slow motion, stretching through the sounds where possible, and ask the student to write it in their notebook. Then guide a discussion the spelling before progressing to the next word. Refer to the **SPELLING FEEDBACK GUIDELINES** in the **ACTIVITY GLOSSARY**.

IV. OPTIONAL PHASE-MATCHED PRACTICE:

Individual/small group extensions (teacher choice: see Activity Glossary for details). Examples:

Repeat II and III with additional words: MAD; SAND; BAND

Phonic pattern spelling (Elkonin boxes)

Word card activities

Day 4 is for review and practice of all ten words this time in contextual sentences:

“A band can be bad. I had a map on my lap. A rat and a cat can be sad.”

After writing the sentences the teacher provides guided correction for student self-analysis. Extra words are provided to challenge students.

WORD SET & MATERIALS

WORDS (#sounds)

| | |
|---------|---------|
| MAP (3) | NAP (3) |
| LAP (3) | BAD (3) |
| HAD (3) | SAD (3) |
| AM(2) | AND(3) |
| AS (2) | HAS (3) |

EXTRA WORDS:

MAD (3); SAND (4);
BAND (3)

MATERIALS

Word Cards -optional

ADDITIONAL RESOURCES

Teacher Tips

Activity Glossary

Write the sentences on the board and have students read them and recopy into their notebooks. Have them practice reading aloud with fluency (this can be a buddy or turn taking practice).

A band can be bad

I had a map on my lap.

A rat and a cat can be sad.

WEEK 3

DAY 4: (Write It; Read It) +Use It

I. CONTEXTUAL USE: INTRODUCTION (guided class/group activity)

“Today we will spell and read some of our words this time in sentences. You can write these sentences! Ready? Say this with me and then write it in your notebook: A band can be bad.”

WORD SET & MATERIALS

WORDS (#sounds)

| | |
|---------|---------|
| MAP (3) | NAP (3) |
| LAP (3) | BAD (3) |
| HAD (3) | SAD (3) |
| AM(2) | AND(3) |
| AS (2) | HAS (3) |

EXTRA WORDS:

MAD (3); SAND (4);
BAND (3)

MATERIALS

Word Cards -optional

ADDITIONAL RESOURCES

Teacher Tips

Activity Glossary

II. CONTEXTUAL USE: GUIDED CORRECTION

Once students attempt the sentence, write the correct model on the board and guide students in comparing their sentence to the model. Go word-by-word and have students compare each letter/ sound in their sentence with the teacher model. Finish by having the students recopy the correctly spelled sentence and then read that sentence out loud.

Then repeat the process with the next sentences:

“I had a map on my lap.”

“A rat and a cat can be sad.”

Note that these sentences include words from this week and from prior weeks as well. You may need to remind students that they have heard and seen some of these words already (in prior weeks).

III. OPTIONAL PHASE-MATCHED PRACTICE:

Individual/small group extensions (teacher choice: see Activity Glossary for details). Examples:

Additional sentences: Make up new short sentences using two or more words from this week within each sentence.

Additional sentences: Have students make up a sentence using two words from this week together in the same sentence. Now ask them to try using three weekly words in the same sentence.

Repeat spell-to-dictation from Days 2 & 3

Word card activities

Day 5 provides additional review and practice with all the week's words in contextual sentences followed by guided correction for student self-analysis.

This leads to mastery of Brain Words in long term memory.

Day 5 includes teacher options for various evidence-based assessment techniques *or* repeated individual and small group work for individuals as needed.

II. INDEPENDENT & GUIDED READING

“Let's read the words we learned this week.”

Show the word cards or write each word on the board and have the class /group/ student read them aloud.

“Now let's read the sentences we made yesterday.”

Write the sentences on the board and have students read them and recopy into their notebooks. Have them practice reading aloud with fluency (this can be a buddy or turn taking practice).

A band can be bad

I had a map on my lap.

A rat and a cat can be sad.

There is an **Activity Glossary**  full of fun and engaging multi-sensory activities for centers or practice at home for further engagement if so desired.

WEEK 3

DAY 5: (Write It; Read It) +Use It

I. INDEPENDENT & GUIDED READING: INTRODUCTION (guided class/group activity)

Day 5 is intended for additional reading practice. Practice can be individualized by focusing on words that particular students found most difficult and repeating the Write It; Read It activities from Days 2 & 3 and/or following the procedure outlined next.

WORD SET & MATERIALS

WORDS (#sounds)

| | |
|---------|---------|
| MAP (3) | NAP (3) |
| LAP (3) | BAD (3) |
| HAD (3) | SAD (3) |
| AM(2) | AND(3) |
| AS (2) | HAS(3) |

EXTRA WORDS:

MAD (3); SAND (4);
BAND (4)

MATERIALS

Word Cards -optional

ADDITIONAL RESOURCES

Teacher Tips

Activity Glossary

II. INDEPENDENT & GUIDED READING

“Let's read the words we learned this week.”

Show the word cards or write each word on the board and have the class /group/ student read them aloud.

“Now let's read the sentences we made yesterday.”

Write the sentences on the board and have students read them and recopy into their notebooks. Have them practice reading aloud with fluency (this can be a buddy or turn taking practice).

A band can be bad

I had a map on my lap.

A rat and a cat can be sad.

III. OPTIONAL PHASE-MATCHED PRACTICE:

Individual/small group extensions (teacher choice: see Activity Glossary for details). Examples:

Additional sentences: Have students make up a sentence using two words from this week together in the same sentence. Now ask them to try using three weekly words in the same sentence.

Leveled or decodable text reading.

Repeat spell-to-dictation from Days 2 & 3

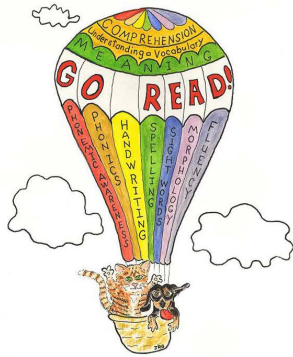
Word Ladder

Word card activities

Assessment (see Activity Glossary for guidance/options)

GO READ!

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To Recap:

Day 1. Introduce **10 words** for sound analysis and meaning.

Day 2. Begin writing and reading **6 of the words** on Day 2 with teacher-guided analysis.

Day 3. Add **4 more words** for writing and reading with teacher analysis on Day 3 plus challenge words if desired.

Day 4. Read and write all of the words in contextual sentences on Day 4.

Day 5. Read and write all of the words in contextual sentences on Day 5 and check that they are mastered for correctness. There are additional teacher options for end-of-week assessment if so desired.