



**STAR Tutoring Lesson Plan, Kindergarten – 3<sup>rd</sup> Grades  
Reading Levels A-P (30 minutes)**

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

**1. Word Bank (1 min.)**

- Tutor and student practice sight words in the Word Bank (up to 25 total eventually; see #4).

**2. Familiar Reread/Retell (3 min.)**

- Student reads the book aloud from the last session, OR student retells events or information from the last reading of a chapter book.
- Focus on fluent reading, expression, accuracy, rate, and smoothness. Level \_\_\_\_ Errors \_\_\_\_

**3. New Book Introduction (1-2 min.)** Skip this step if the student is reading a chapter book.

- Tutor reads the text title aloud and notes the roles of the author and illustrator.
- Tutor points out and discusses difficult vocabulary words.
- Tutor shows the student the first few pages of the text and uses pictures to talk about the content.

**4. Student Reading New Book (8-10 min.)**

- Student reads the new book or a section of a chapter book aloud.
- Tutor writes one or two missed sight words from the new book on 3" x 5" index cards for the student to practice in the Word Bank section (see #1).
- Book Title \_\_\_\_\_ Level \_\_\_\_ # of errors \_\_\_\_ student said \_\_\_\_\_  
text said \_\_\_\_\_

**Decoding Prompts.** Use the following prompts to help the students decode the words.

- "Look at the word and say the letter sounds/phonemes in the word" (tapping).
- "Blend the sounds together in sequence."
- "Think about the word chunks you know to decode the word."
- "Does the word make sense in the sentence?"
- **After three prompts, tell the student the word. Then point to the beginning of the sentence/phrase and say, "Please start here and read."**

**5. Comprehension (1-2 min.)**

- Tutor asks the student comprehension questions from the STAR manual (Narrative/Literature or Informational).
- Tutor marks whether or not the student understood the vocabulary: Yes \_\_\_\_ No \_\_\_\_
- Tutor marks the student's recall: Minimal recall \_\_\_\_ Partial recall \_\_\_\_ Excellent recall \_\_\_\_

**6. Sight Words (2-3 min.)**

- Student reads the words in the first column on list #\_\_\_\_. Tutor marks any missed words.  
**Goal:** 95% accuracy, 1-minute timing (no more than 5 words missed in 100).
- Tutor writes one or two missed sight words on 3" x 5" index cards and practices them with the student. Keep the sight word cards with the Word Bank cards in the student's folder.
- Tutor chooses **one** of the following sight word activities daily (time permitting):
  - Tutor picks one or two of the missed sight words from the column. Tutor asks the student to read each word, write it, and spell it aloud five times.
  - Student mixes up letter tiles and practices spelling one or two missed word(s) five times.
  - Tutor asks the student to write and say the missed word(s) correctly as many times as possible in 1-minute.

**7. Fluency (2 min.) This section does not apply to reading levels A-C.**

- Tutor models fluent reading of difficult sentence(s) in the new book and student rereads the same sentences using expression, accuracy, rate, and smoothness (EARS).
- Student reads the daily leveled fluency passage (1-min. timing).  
**Note:** Tutor should use the student's new book for the day if no passage is available.

- Student retells key points of the passage.
- Student colors in total WCPM on Oral Reading Chart by subtracting errors from total words read.

Words read	70
<u>Minus errors</u>	<u>-3</u>
Total WCPM	67

**Note:** See criteria for moving student up a reading level in the fluency section (Movin' On Up Chart) or on the STAR website. Always check with STAR Coordinator before moving the student to a higher reading level.

### 8. Early Steps (ES) or Next Steps (NS) Word Study (8-10 min.)

**Note:** *Letter names and sounds should be known before beginning this section. (See Early Steps Alphabet etc.)*

- 1) **Word Sort Title** \_\_\_\_\_ **Anchor Words** 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_
  - Tutor places the **bold anchor words** from the sort in the correct order (see the inventory/sequence chart in the appendix).
  - Tutor tells the student the vowel pattern/vowel sound in each anchor word.
  - Tutor hands the student a card and asks the student, "**Where does it go?**" Student places the card under the column with the matching vowel pattern.
  - Tutor asks the student to: "**Point to the words in each column and read them.**" Student points to each word and reads down the column every time a new card is added.  
**Note: When the matrix is complete (ES 3 x 4 = 12 cards; NS 4 x 4 = 16 cards):**
  - Tutor asks the student, "**What is the vowel pattern?**" Student points to each vowel pattern and reads down the columns aloud (Ex. a-consonant – as in hat).
  - Tutor asks the student, "**What is the vowel sound?**" Student points to each vowel pattern and reads down the columns aloud (Ex. /ă/ hăt).
- 2) **Fast Pencil.**
  - Tutor points to four or five words in the matrix with a pencil and asks the student to read each word aloud.
- 3) **Memory Game.** Use the matrix that is already set up.
  - Tutor asks the student to: "**Turn the cards face down, mix them up, and arrange the cards in the same matrix pattern.** If the time is short, play with only 4 or 8 matching cards.
  - Tutor and student each take turns flipping over two cards to look for matching vowel patterns. Student reads each card as it is turned over, including the tutor's cards. When the student finds a match, the tutor asks the student to, "**Justify that please.**"
  - Student reads the cards while pointing to and saying the vowel pattern and vowel sound. Tutor should try to lose convincingly. ☺
- 4) **Spelling.**
  - Tutor selects four or five words from the current word sort. Tutor states the word, uses it in a sentence, asks the student to repeat the word, and then to write it.
  - Student writes the word, saying each letter aloud. Tutor helps the student correct errors immediately by pointing to the anchor word or asking the student to tap the sounds/phonemes.
  - "**Say it, match it, check it.**" Tutor gives the student the four or five spelling cards one at a time and asks the student to **say** the word, **match** the card to the spelling word the student wrote, and **check** the spelling by pointing to each letter and saying the letter names aloud. Student puts a **check** by the correct words.

STAR Tutoring website: <http://www.schools.utah.gov/curr/star/>