

# Daily Reading Routines

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15 – 20 minutes a day

Use a timer to keep the pace moving. Remember, this is a review time for previously taught information, not instructional time.

## 1. Alphabet review

Materials: Alphabet strip or alphabet mat 5 min. or less

Have the students do this procedure with you, using their own alphabet strips or arc.

Place your alphabet strip/arc out in front of you. Let's review. The initial letter of the alphabet is A, the final letter of the alphabet is Z, and the two middle letters are M and N. Let's say a routine to help us review each day.

My left hand is my before hand,  
My right hand is my after hand. #  
A is the initial letter, Z is the final  
letter. M and N are the two middle letters. #  
Before hand on A, after hand on N, #  
Touch and name. #

Follow what I say and do on the big alphabet strip and do it on your handout.

**My left hand is my before hand.** Hold up your left hand.

**My right hand is my after hand.** Hold up your right hand.

**A is the initial letter,** Put your left index finger on A.

**Z is the final letter,** Put your right index finger on Z.

**M and N are the two middle letters.** Put your index fingers on the middle letters.

**Before hand on A,** Put your left index finger on A.

**After hand on N,** Put your right index finger on N.

**Touch and name.** Touch and name each letter, switching hands at N.

**2. Review vowels. Say, “grapheme” (students say letter or group of letters) “phoneme” 1 min. (point to graphemes on word wall)**

a      e      i      o      u      (short vowel sounds)

Vowel teams

ai      oa      ee      igh      ou      (long vowel sounds or diphthong sounds)  
ay      ow      y      y      ow

ea (short e as in head)

oo (as in book)

oo (as in moon)

**3. Review digraphs, say grapheme, say phoneme. Example “c-h says /ch/ “, -tch says /ch/ 1 min.**

ch    sh    th    ph    wh    -ck    ng  
-tch    th

**4. Review the phonics skill being taught this week. (Use Sound/Spelling Card to point out pattern.)**

**Phoneme-grapheme mapping using the pattern of the week.**

**Materials:** Phoneme-grapheme grid (below is a sample), sound markers (e.g., small squares of paper, plastic chips, coins) dry erase markers, eraser. Download a grid from [www.tools4reading.com](http://www.tools4reading.com)

- This is not a time for inventive spelling. One box *always* represents a single sound (phoneme) which may be spelled with one or more letters (graphemes).
- As students name the letter(s) for each sound, they write the grapheme in a box.

**Phoneme – Grapheme Relationships 10 min. - Spelling Words for the Week**


**Procedure:**

1. Say a scripted word and have students repeat it.

**Teacher:** *badge*

**Student:** *badge*

2. Have students orally “Show and Say” (segment) the sounds (phonemes) in the word as they push a sound marker into the boxes—one for each sound—and say the number of sounds.

**Teacher:** Show and say the sounds.

**Students:** /b/ /ă/ /j/—three sounds.

Alternate “Dot and Say” method: Have students place a small dot in each box as they say the phonemes in the word.

3. Ask questions related to the word being spelled and to student skill level:

- “What is the final sound?”
- “What is the vowel sound?”
- “Is the vowel sound long or short?”

4. Have students say each phoneme and then say the letter name(s) that spell the phoneme as they move the sound marker and write the correct graphemes in the boxes.

**Teacher:** First sound?

**Students:** /b/

**Teacher:** Spell it.

**Students:** (Write the letter in the grid while saying it.) "b"  
(Repeat with /ă/ and /j/.)

5. Listen to students blend the sounds together, and have them spell the whole word in the last column on the grid.
6. Repeat this procedure for each word.

**Teacher:** Watch for a pattern as we practice with more words ending with the /j/ sound.

#### Reminders when teach Phoneme-Grapheme Correspondence

- Place consonant digraphs (e.g., "wh," "th") in one box.
- Place consonant blends (e.g., "st," "str") in two or three boxes depending on the number of sounds in the blend.
- Write "qu" in two boxes, but place the letters close together. "Qu" is a blend of /k/ and /w/.
- Write the letter "x" (/k/ and /s/) across two boxes.
- Place vowel teams and vowel-r spellings in one box.
- Write VCe with the letter "e" in the same box as the final consonant. Silent "e" does not get its own box. Draw an arrow from the silent "e," over the final consonant, to the vowel that says its name.

Resource: Grace, K. (2006) Phonics and spelling through phoneme-grapheme mapping. Sopris West.

#### **5. Sight Word Review - 5 min.**

Link to enter sight words in a grid to put on your Smart Board or print out.  
<http://neuhaus.org/consumables/> Click on Rapid Recognition Chart Generator.

Choral reading of words on the board you are learning this week. Review previously taught words.

Physical response spelling words – stand up and spell the words at a rapid pace.

Use your sound wall to review sight words. Make it a part of this warm-up.

### **Irregular words**

Irregular words are stored the same way as every other word. When teaching an irregular word, draw student attention to the graphemes that map to the phonemes. Look closely at the part of the word that is irregular and discuss the grapheme(s) that spell that part of the word.

For example, write the word **said** on the board and proceed with a very explicit think aloud. "When reading the word, said, I notice the beginning sound /s/ is spelled with <s>. That matches what I know. When I say the word, said, I notice the second sound is /e~/ but that is spelled <ai> in this word. I am going to have to remember that because that is not the typical spelling for /e~/ . This is the part I need to know by heart. The final sound in said is /d/ and that is spelled with <d> and that matches what I know."

The only word you will have to know completely by heart is **of** because the letters and the sounds do not match in any part of the word.

After examining the word, use the routine found in the download section of [www.tools4reading.com](http://www.tools4reading.com)

# Irregular word routine:

## Trace printed word 3 x's

Say the word and name the letters  
each time you trace and write the word.

Stand up. Sky-write the word,  
say the word, name the letters  
while writing in the air.  
3 x's

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Write from  
model 3 x's

(Fold paper  
vertically)

Write from memory  
3 x's

Say the word and name the letters  
each time you write it.



1. \_\_\_\_\_  
1. \_\_\_\_\_

2. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_



## 6. Vocabulary Routine

1. Say the word aloud to students.
2. Break the word into syllables.
3. Have the students echo the word.
4. Echo the word syllable by syllable.
5. "Duck-lip" the word, syllable by syllable.
6. Using a complete sentence, give a student friendly definition.
7. Add a gesture to connect to the word.
8. Say the sentence using the gesture.
9. Have students pair up and have them practice by teaching each other the word.
10. Give example with the word in a sentence. Give a non-example.

Utah Text Talks has many examples using words from common books found in school libraries.

<http://www.schools.utah.gov/curr/readingfirst/documents/CombinedTextTalkLessons.pdf>

Target word: impress

1. In the beginning of the story it says that Camilla didn't eat the lima beans because she wanted to "fit in" with her friends and there were so many people to impress.
2. Impress is when we do something so someone will like us because of what we do or say. Camilla loved lima beans but her friends did not, so to impress them, she didn't eat them.
3. "Say the word with me: impress." Sometimes people do things that are not right, so they think people will like them like take drugs or be unkind to someone because someone tells them to. These are not "good" ways to impress people. We can impress people by doing good things like being kind to them when they need a friend or help them pick up their pencil when it falls on the floor.
4. "Tell me something that would impress you that a friend might do to you or for you. Try to use the word impress in your sentence you could start by saying, "I would be impressed if..."
5. What's the word we're learning today? Impress! I am so impressed that you are so smart to learn this big new word!"

## 7. Handwriting – Formation and spacing - We are working towards perfection and automaticity.

**Letter Formation** – select letters for instruction with related strokes. For example, spend a week teaching how to correctly form b, h, and k. Using lined paper, the teacher will model, name, and describe the letter 3 to 4 times. Next, students name and write the letter. Stand up and air write the letter after naming it. Write it again, naming the letter.

- **Lowercase manuscript first**
- **Uppercase manuscript next**
- **Cursive in grades 2 or 3**
- **Use lined paper with labels for top/middle/bottom**
- **Check posture, grip**
- **Include name of letter**
- **Use language to describe strokes**
- **Air write**

See below to describe the strokes as you are teaching your students to write correctly. Focus on correct formation. Only practice one or two letters at a time. Give students time to process correct formation and automaticity. USE LINED PAPER to teach letter proportion.

Handwriting – Letter formation for printed letters.

a –midline, around, down	n – pull down, hump
b –pull down from top line, up, around	o – midline, around, close
c – midline, around, stop	p – midline, pull down to lowest line, up and around
d – midline, around, up to top, and down	q – midline, around and down to lowest line
e – midline, straight across, around, stop	r – midline, down, up, curve over
f – topline, slight curve, pull down, cross	s – midline, slight curve, slant, curve
g – midline, curve around, down to lowest line, hook	t – topline, pull down, cross
h – topline, pull down, hump	u – midline, down, curve up, down
i – midline, pull down, dot	v – midline, slant down, slant up
j – midline, pull down to lowest line, hook, dot	w – midline, slant down, slant up, slant down, slant up
k – topline, pull down, midline, slant in, slant out	x – midline, slant right, slant left
l – midline, pull down	y – midline, slant right, slant left pull down to lowest line
m – midline, pull down, hump, hump	z – midline, across, slant down left, across

After letter formation is mastered, begin working on writing sight words and then sentences. Always reinforce proportion (height, width) when writing letters, and spacing when writing words.

- **Spell phonemes from dictation – teacher says sound, students write grapheme**
- **Combine onset-rime to write syllables**
- **Spell high frequency words**
- **Write phrases from dictation**
- **Write sentences from dictation**

**8. Sentence formation** – Sentences are made up of words that fill specific slots. This is an opportunity for teaching parts of speech along with sentence structure.

**Syntax – Grammar – Language**

- Ask questions to expand the predicate (verb): use adverbs, adverb phrases, and adverb clauses answer the questions when, where, how, why?
- Ask questions to expand the subject (doer): use adjectives, adjective phrases, and adjective/relative clauses: answer the questions what kind? Which one? Whose? Or How many?

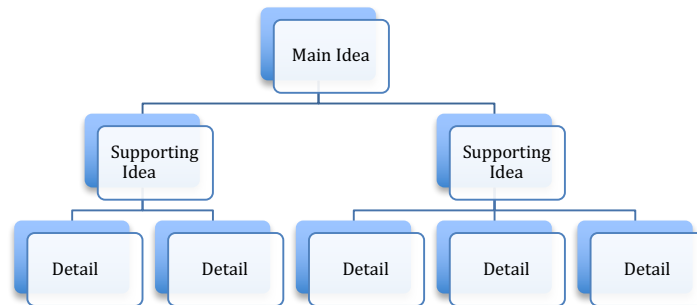
**9. Text Structures Focus** – Differentiate between narrative and expository text structures. Discuss a common text being used for a read aloud or shared reading to establish understanding of text structures. Review this daily.

**Narrative Text Structure** – copy and cut out this bookmark to use with narrative text. Color code to use post-it flags.

<b>Characters</b> (Who?)
<b>Setting</b> (Where? When?)
<b>Problem</b> (What is wrong?)
<b>Events</b> (How does the character try to solve the problem?)
<b>Solution</b> (How is the problem solved?)

**Expository Text** – Use the graphic organizer below to help students think about the information and how it is presented in the text.

- Main idea
- Supporting ideas
- Details



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