

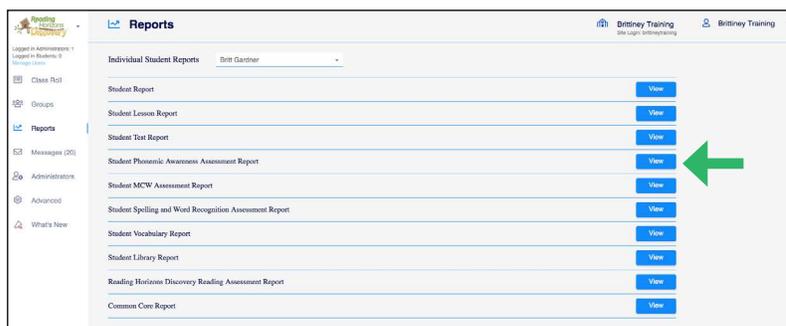
Planning to Cover a Lesson Over Multiple Sessions

The *Reading Horizons Discovery*® program is designed for flexible instruction. This flexibility allows teachers to ensure that instruction more closely matches their students' needs. Teachers can think critically and make decisions on how much content from a particular lesson can be covered in a ten-minute time frame during the explicit instruction part of their lesson. These decisions should be based on the year of implementation and a student's grade and ability level. Some lessons can be taught in one session, while others need to be broken down into subskills to support the students' needs and abilities in a specific class.

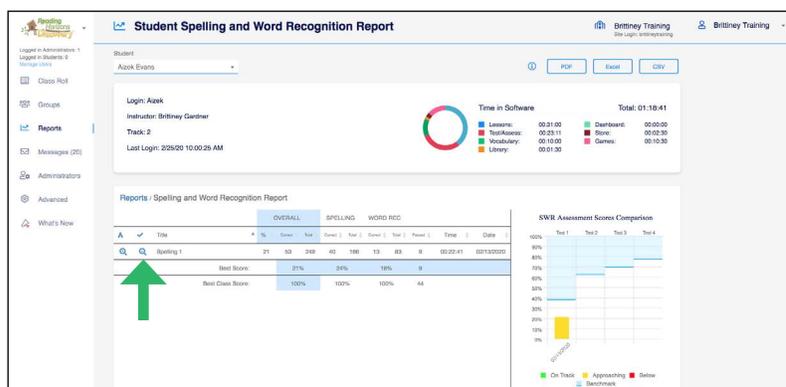
It is highly recommended to use data from the latest Spelling and Word Recognition (SWR) Assessment to guide pacing and help determine how to break up a specific lesson. Teachers can view a specific skill by looking at how each student performed on that skill in their individual SWR Assessment Report. Using class datasheets, teachers can note the number of students who struggled with the skill and those already proficient.

Follow these instructions to find and track this data:

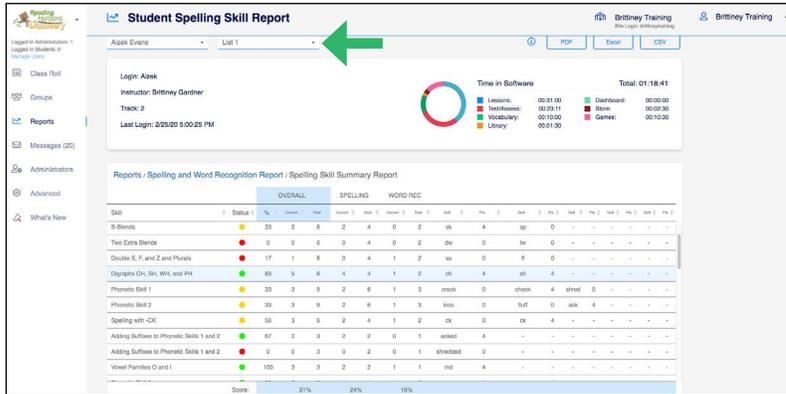
- Log in to the *Reading Horizons Discovery*® Software.
- Click on the Reports tab.
- Scroll down to the Individual Student Reports.
- Click View next to the Student Spelling and Word Recognition Assessment Report.



- Click on the magnifying glass with the checkmark inside to view the assessment by skill.



- Choose the latest SWR Assessment in the drop-down labeled List 1.



- Scroll to the skill you are looking for.
- On the [class datasheet](#) (Data sheets can be found on *Reading Horizons Accelerate*® in the Enrichment CD Resources), mark whether the student is red, yellow, or green for the skill.
- Click on the drop-down with the current student's name to choose another student.
- On the class datasheet, mark whether the next student is red, yellow, or green for the skill and continue to do this for the rest of the students.



This data can help determine where this lesson may need to be broken up. Remember, teachers should also consider when Reading Horizons was implemented and the grade level they are currently teaching. Even if the majority of a class is green, if it is the first year of implementation, teachers may still need to break a lesson up into at least two sessions for longer lessons. However, if students have had previous experience with the skill, it may not be necessary to break up a lesson at all. If a teacher has questions about where to break up a lesson, they can reach out to their Customer Success Manager.

The following pages provide examples of how a teacher may break up a lesson based on the criteria from above. Following the examples, a blank fillable lesson planner is available for teachers to use to plan their lessons and ensure they are thinking critically about why and where to break up lessons to provide quality instruction to fit the needs of their students.

Reading Horizons Lesson Planner: Covering a Lesson Over Multiple Sessions Example

Lesson: Lesson 20 S-Blends **Grade Level:** 2nd **Year of Implementation:** First Year

Before determining where to break up your lesson, pull up each student’s SWR Assessment data by skill. Find and record the data for the skill you will be teaching. Using the status color, determine and write down how many students have a red, yellow, or green status.

Red: 5 **Yellow:** 8 **Green:** 8

Looking at the subskills in the lesson and thinking about the grade level, year of implementation, and students’ ability, realistically, how many sessions will you need to break this lesson into to keep your explicit instruction time to about 10 minutes per session? **3 sessions**

Lesson Section	S-Blends Day 1: <i>sc, sk, sl, and sm</i>	S-Blends Day 2: <i>sn, sp, st, and sw</i>	S-Blends Day 3: Three Letter S-Blends
New Content	Decoding and Spelling slides and words with <i>sc, sk, sl, and sm</i> Blends.	Decoding and Spelling slides and words with <i>sn, sp, st, and sw</i> Blends. Decoding and Spelling words ending with S-Blends. Decoding and Spelling words with more than one Blend.	Decoding and Spelling slides and words with <i>scr, spr, spl, str,</i> and <i>squ</i> Blends.
Target Goal	Students can spell and decode slides and words with <i>sc, sk, sl,</i> and <i>sm</i> - Blends.	Students can spell and decode slides and words with <i>sn, sp, st,</i> and <i>sw</i> -Blends.	Students can spell and decode slides and words with three-letter S-Blends.
Review	Use the review from the manual.	Play the game Beat the Clock with <i>sc, sk, sl,</i> and <i>sm</i> words.	Use the Preview Content tool in the software to play activity 2 through two-letter S-Blends.
Dictation	Words for dictation: <i>scan, skit, slip, *smot, *skeg, slot skim, slim</i>	Words for dictation: <i>snap, spot, best, step, swim, *spub, crisp, snip</i>	Words for dictation: <i>scrap, sprig, splat, strip, squid, *sprit, *squeg, strum</i>

Dictation

***Note:** Choose your words, Eraser Game clues, and sentences to use for dictation that match the new content.

Eraser Game—For each word, have students point to the word, read the word twice, and then erase the word.

1. Point to the word with the same Blend as the word *scab*.
2. Point to the word with the same vowel sound as *bet*.
3. Find the word that is segmented into the following sounds: /s/, /k/, /i/, /m/.
4. Point to the word that rhymes with *not* (there are two—erase the words in alphabetical order).
5. Point to the word that is a synonym for *thin*.
6. Find the word with the same ending sound as *sap*.
7. *Skit* is left over: Have students change the /sk-Blend to another S-Blend they learned today to build a real word.

Eraser Game—For each word, have students point to the word, read the word twice, and then erase the word.

1. Point to the word that if the /s/ sound was taken away, it would say *pot*.
2. Point to the word that is an antonym of *soft*.
3. Point to the word that ends with a Blend.
4. Point to the word that has the same vowel sound as *rust*.
5. Point to the word with the same Blend as the word *last*.
6. Find the word that means *to cut*.
7. Point to the word that would fit in this sentence: I would love to go for a _____ in the lake.
8. *Snap* is left over: Have students segment each sound and show you how many sounds are in the word.

Dictation Sentence:

Kim can skip fast.

Eraser Game—For each word, have students point to the word, read the word twice, and then erase the word.

1. If I change the vowel sound in split to /ă/, what will the word be?
2. Point to the word that rhymes with *drum*.
3. Point to the word that has the same Blend as *scrub*.
4. Point to the word that fits in this sentence: I cut a _____ of paper for my art project.
5. Point to the word that is part of a tree.
6. Find the word that is segmented into the following sounds: /s/, /kw/, /e/, and /g/.
7. Point to the word that has the same ending sound as *bat*.
8. *Squid* is left over: Have students come up with a sentence with the word *squid* to turn and tell their neighbor.

Dictation Sentence:

Stan and a squid can swim.

Transfer

Lesson 20: S-Blends

Two-Letter S-Blends: Day 1 Day 2

<p style="text-align: center; color: green;">sc sk sl sm</p> <p>Slides:</p> <p style="text-align: center; color: green;">sca ski slo smu</p> <p>Words:</p> <p>scan skip slot smug *scag skin slip smog</p>	<p style="text-align: center; color: blue;">sn sp st sw</p> <p>Slides:</p> <p style="text-align: center; color: blue;">sna spi sto swi</p> <p>Words:</p> <p>snap spin stop swim snip spot stub swig</p>
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Three-Letter S-Blends: Day 3

<p style="text-align: center; color: purple;">scr spr str spl squ</p> <p>Slides:</p> <p style="text-align: center; color: purple;">scru spru stru spla squi</p> <p>Words:</p> <p>scrub sprig strap splat squid</p> <p>Sentences:</p> <p>A squid can swim. Will you scrub the tub?</p>	
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1. Use the Whole Class Transfer Card for choral reading with *sc*, *sk*, *sl*, and *sm* words.
2. Have students write sentences using 3 words from the card.

1. Use the Whole Class Transfer Card for choral reading with *sn*, *sp*, *st*, and *sw* words.
2. Have students choose an *sn*, *sp*, *st*, or *sw* word to complete the Four Corners activity and share.

1. Use the Whole Class Transfer Card for choral reading, including the sentences.
2. Ask students comprehension questions about the sentences.
3. Use Little Books with the following:
 - Pre-reading activity: Students play Detective to find all S-Blends.
 - During reading: Students work on smoothness and phrasing (reading to the end of each sentence and pausing after punctuation).
 - After reading: Students write 1–2 sentence summary.
4. Assign S-Blends Check-Up.

<p>Extended Transfer (i.e., centers, stations, or independent work time)</p> <p>*Note: Use Student Transfer Cards as a warm-up activity before students go into extended transfer practice.</p>	<p>Warm-up activity: Students prove three <i>sc</i>, <i>sk</i>, <i>sl</i>, or <i>sm</i>-Blend words from a Student Transfer Card.</p> <p>Center activities:</p> <ul style="list-style-type: none"> • Students complete the first half of the Practice Page (pg. 64) for <i>sc</i>, <i>sk</i>, <i>sl</i>, and <i>sm</i>-Blends. • Students complete the next lesson in their software flow. • Students silently read leveled authentic text from the class library while doing the Detective Game for <i>sc</i>, <i>sk</i>, <i>sl</i>, and <i>sm</i>- Blend words. Students write down and turn in the words they found. 	<p>Warm-up activity: Students play Tiny Teacher (partners take turns being the student and the teacher doing the process of dictation) using two-letter S-Blend words from the Student Transfer Card.</p> <p>Center activities:</p> <ul style="list-style-type: none"> • Students complete the rest of Practice Page (pg. 64) for <i>sn</i>, <i>sp</i>, <i>st</i>, and <i>sw</i>-Blends. • Play the Go Fishing Game with two letter S-Blends. • Students complete 5 words on their Vocabulary Word Walls in the software. 	<p>Warm-up activity: Students take turns reading an S-Blends Student Transfer Card to a partner.</p> <p>Centers activities:</p> <ul style="list-style-type: none"> • Students complete Practice Page (pg. 66) for three-letter S-Blends. • Students complete a Check-Up on the software and spend time reading in the library. • Students read the Little Book Ants with a partner and answer and turn in the comprehension questions that follow.
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