

Linking Language to Learning (LINKS) Program for Salem Elementary

This document contains the components of a LINKS tutoring session.

A variation is used during the training of the tutors involved in the LINKS program.

What is the LINKS Program?

- * an after school 1:1 tutoring program
- * two days per week for 1 hour
- * designed for children who are “at risk” readers and/or experiencing difficulty meeting grade level outcomes with reading and writing.

Four Components of LINKS Lesson Plans

- * Guided Reading Component
- * Writing Component
- * Phonological Skills Development
- * Fluency Building

Guided Reading

- * Guided Reading Component
 - * Pre-reading Strategies
 - * Reading Strategies
 - * Post-reading Strategies
- * There will be a leveled book in the student's folder. For the first few lessons, this book will be used for both reading and writing. Other texts that support the writing form or are at the student's reading level may also be used.

Guided Reading

Pre Reading Strategies

- Spend a few minutes talking about what the book might be about. Do a picture walk with beginning readers. With higher levels, you can look at the title, pick out difficult vocabulary, predict what the book is going to be about.

•Reading Strategies

- * Helpful Hints for tricky words ---

- Sound out the first and last letter - blend them together.

- Zip and go on (to the end of the sentence and go back to see if they can get the word).

Picture cueing

Older students - use phonics and have the student sound out the word, break into syllables -- Model these strategies for them.

Provide them with the word if they're struggling for longer than 5 seconds

Post Reading Strategies

- Ask the student "What did you read about?" Ask about specific details in the story.

PM Writing

A structured writing program that uses levelled books to teach and model different forms of writing.

Each book represents a form of writing and has a series of lessons for you to work on with the child.

Lesson plans and the book will stay together and will be changed out when the writing for that book is complete.

Worksheets and student writing will go into duotangs and stay in the student folder.

Writing Forms

- Grade 1 **Recount** - to retell and evaluate events
Description- describe characteristics
Information Report –present information
Narrative - tells a story with a problem and solution
- Grade 2 **Procedure** - instructions about how to make or do something
Exposition – to persuade by arguing one side of an issue
- Grade 3/4 **Explanation** – explain how or why something occurs
Discussion – explain more than one side of an issue

Writing Lessons

- * **A/B Level Text**

- * Introductory Level – may teach the forms, but focus is more on teaching letters, words, and sentence format

- * **Basic Format of a Lesson**

- * Day 1 – Picture Walk, read the story, talk about words (find letters, words, capitals, periods), Worksheet

- * Day 2 – Model how to write a sentence, clap the number of words in a sentence, worksheet

- * Day 3 – Students write a sentence (with help), clap the number of words in a sentence, worksheet

- * Day 4 – Students write a sentence, clap the number of words, worksheet

Writing Lessons

- * **C and Above**

- * Direct Teaching and Modelling the forms of writing

- * **Basic Format of a Lesson**

- * Day 1 – Picture Walk, read the story, teach the text structure with examples

- * Day 2 – Review the text, teach the language features (sometimes a worksheet)

- * Day 3 – Tutor models the plan and draft portion of the writing process (put scaffold sheets in sleeve and use whiteboard marker)

- * Day 4 – Students work through the writing process following the scaffold (one per day)

Phonological Skills

Alternate blending one day, segmenting the next.

SEGMENTING

Start with the number of sounds the child has mastered.

- * Tell the student a word and ask him/her to place one block for each sound he/she heard in the word. Then say sounds.
- * *Use one color block for vowels and a different color for consonants

BLENDING

- * * Start with words that contain the number of sounds the student can segment.
- * * Read the **individual sounds** in a word and ask the student to guess what the word is (i.e., c --- a ---- t “what word is that?”).

Phonological Skills

* Vowel Cards:

- * This activity helps the student learn to **hear** the different vowel sounds they are working on
- * * Place all of the student's rectangular vowel cards on the table (cards found in student's bag ---- ex., i , ae, etc.)
- * * Say a word containing one of the vowel sounds on the table and ask the student to point to the sound they heard (see **real/nonsense word lists** for words)
- * Complete 10-20 different words depending on your student
- * When the student has 100% accuracy, we will put a new vowel in the student's folder.

Phonological Skills

- * **Choose 1 of the following phonological activities.**
- * **Try different ones the next day.**

Phonological Skills

Word Building (Purple sheets)

- * Word Building:
- * This activity helps the student with spelling and decoding skills.
- * Place all vowel cards on the table.
- * Put out 10 –15 consonant cards .
- * Give the student a word to build.
- * Complete 8-10 words.



Phonological Skills

Blending with 'Consonant Cards:

- * This activity allows the student to learn to blend consonant sounds onto their vowel cards
- * Place all vowel cards on the table
- * Have the student choose one consonant card
- * Student puts consonant card in front of vowels, say the sounds and then blend the sounds. Repeat with the consonant card at the end.

Phonological Skills

Nonsense Cards

- * Have student read CV/VC cards by segmenting (saying the individual sounds) and then blending the sounds together.
- * Play a game like go fish/memory, incorporate board games where the students reads 2-3 or more cards each turn, sort the word to match the vowel cards, try having the student add a letter to make a REAL word.

Phonological Skills

- * **Spelling:**
- * * Choose words from the **real/nonsense word list** provided in student's file.
- * Ask the student to spell words containing only the vowel sounds they are currently working on.
- * You can put out the vowel cards as a visual aid if necessary.
- * *Spell words using a mix of real and nonsense words, or real words one day, nonsense words the next

Fluency Building

- * Sight Word Cards:
- * Review sight word cards
- * Play “go fish” or “memory”
- * Try a timed drill – read the cards as quickly as you can

- * Great Leaps (for those who have mastered all 12 sight word card packs)
- * Review any difficult sounds on sheets
- * Time 1 minute for each sheet
- * 3 mistakes or less in under 1 minute, move onto next sheet

The First Day

Pre- Assessment

- All students will be screened on their sight words, spelling, nonsense words, writing and vowel sounds.
- The white booklet in the student's package is for the tutor to record correct answers. The student will read from the orange sheets and will complete the spelling on lined paper, and the timed writing sample on the writing worksheet.
- All materials should go back in the sleeve and back in the student's folder.