

# READ IT, BUILD IT, WRITE IT: DECODING

a 20 minute small group for 4 students

|         |            |
|---------|------------|
| SUBJECT | Reading    |
| AGES    | 6-9        |
| GROUP   | 4 students |
| DATE    | .....      |

**The goal, from the IEP.** Given a decodable word, the student will read it, build it with tiles, and write it, with 80% accuracy across 4 of 5 consecutive sessions.

**Today's objective.** Each student reads, builds, and writes four decodable words at their own word list level.

**You will know it worked when.** Each student decodes at least three of their four words at or above their starting prompt level.

## THE GROUP AT THIS TABLE

initials only; this page sits open on the table

| INITIALS | LEVEL       | COMMUNICATION | START AT | WORKS WHEN                                | AVOID                               |
|----------|-------------|---------------|----------|-------------------------------------------|-------------------------------------|
| JM       | Developing  | Verbal        | G        | Goes first once, then waits well          | Reading aloud twice in a row        |
| AR       | Emerging    | AAC device    | P        | Tiles in reach before the word is shown   | Open-ended questions mid-task       |
| TS       | Developing  | Verbal, quiet | V        | Answers to you, not the group             | Turn order changing without warning |
| KD       | Independent | Verbal        | I        | Gets the challenge card after two correct | Waiting with nothing in hand        |
|          |             |               |          |                                           |                                     |

## HOW THE SESSION RUNS

every student responds in every round

|   |                                                                                                                                                                                          |          |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1 | <b>HOOK</b><br>Stretch one word together on fingers, then blend it fast three times.                                                                                                     | 3<br>MIN |
| 2 | <b>MODEL</b><br>Read a new word slowly, build it tile by tile, then write it while saying each sound.                                                                                    | 3<br>MIN |
| 3 | <b>GUIDED ROUNDS</b><br>Deal one word card per student. Around the table: read it, build it, write it on the mini whiteboard. Every student responds every round; rotate who goes first. | 9<br>MIN |
| 4 | <b>QUICK CHECK</b><br>One fresh word each, no help. Mark the data row while they work.                                                                                                   | 3<br>MIN |
| 5 | <b>WRAP &amp; PREVIEW</b><br>Each student reads their best word to the group. Preview tomorrow's word family.                                                                            | 2<br>MIN |

## WHILE YOU TEACH

what the rest of the room is doing, and who covers it

| THE REST OF THE ROOM                                | COVERED BY       |
|-----------------------------------------------------|------------------|
| Independent word-work bins at desks, headphones out | Mrs. Lane (para) |
| Listening center, two students, timer set for 15    | Mrs. Lane (para) |

PER-STUDENT DATA

one row per student; mark every round

Each student reads, builds, and writes four decodable words at their own word list level.

| STUDENT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | PROMPTS | NOTES |
|---------|---|---|---|---|---|---|---|---|---------|-------|
| JM      |   |   |   |   |   |   |   |   |         |       |
| AR      |   |   |   |   |   |   |   |   |         |       |
| TS      |   |   |   |   |   |   |   |   |         |       |
| KD      |   |   |   |   |   |   |   |   |         |       |
|         |   |   |   |   |   |   |   |   |         |       |
|         |   |   |   |   |   |   |   |   |         |       |

Prompt key: V verbal · G gestural · P physical · I independent

DIFFERENTIATION

by support level, ready before the group sits down

MORE SUPPORT

Two tiles plus one distractor, and accept pointing to the correct built word before writing.

ON LEVEL

Full build from the spoken word with the card face down until the check.

MORE CHALLENGE

Add a digraph word and ask for a spoken sentence that uses it.

IF THE GROUP WOBBLES

the same response from every adult

IF A STUDENT STRUGGLES

Drop back one prompt level for one round, then fade again. Keep the turn moving and return to the missed word at the end.

REINFORCEMENT

Token per completed round; the group earns a two minute tile free-build at the end.

SENSORY

Tiles double as the fidget; keep one spare set out so waiting hands hold something.

NOTES & NEXT SESSION

two minutes after the group leaves

WHAT LANDED

The round that worked; keep it in the next session.

REGROUP ON

The skill slice to re-teach, and for whom by initials.

NEXT SESSION STARTS WITH

The first thing the group does next time.