

Optional Table of Lesson Plans for the Slower-Paced K5

This optional Table of Lesson Plans provides the K5 child with the foundational skills necessary for first grade while allowing additional review and slowing the pace at which new skills are taught. By following this table, teachers will cover only five of the six units with the entire class. These plans will work well for teachers who do not administer standardized tests or for teachers who administer achievement tests near the end of the school year.

Teachers who administer achievement tests in early spring should review the plan and make further adjustments. If the Stanford SESAT 2 or ITBS level 6 is administered, it is recommended that all lessons through 120 or 125 be completed prior to testing. This adjustment may require reducing the number of extra review days. After testing, a teacher may choose to slow the pace again by adding more review days. The previously completed *Reading Books for K5* may be reread to build confidence and help to insure mastery.

Review days have been added as the third lesson in each set of weekly lessons, spreading the existing five lessons over six days. The regular lessons are followed to teach new skills for two days. These skills and a reading book from the previous week are then reviewed on Day 3, using a method similar to the “Read and Review” lessons. The teacher creates her own plan for this additional review by incorporating activities not accomplished earlier, skills that need more practice, and activities from the Extended Activities pages. Another two days of new skills are followed by the “Read and Review” lesson provided in the Teacher’s Edition.

The extra review days provide a wonderful opportunity for individual or small group assistance. Select two to five children with similar phonics and reading mastery skills to accomplish the following:

- Practice phonics skills, guide the students as they reread an earlier reading book, or introduce a new reader. (*Note:* The more advanced students may not need to meet with you on this day, thus allowing more time to spend with the delayed learners.)
- Direct students to work at centers, read books, do puzzles, or complete reproducible activities designed to be done independently while you work with one group of students.
- Provide advanced students with a more challenging activity to complete during this time.

Since only the first five units will be taught using this plan, Unit 6 (an optional unit) may be presented to those who are ready for exposure to the advanced skills. This instruction could be included by meeting with these students as a group on the extra review day.