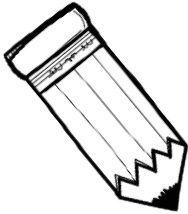


# Welcome to a Reading Recovery Lesson



## Fluent Writing Practice



Before my 30-minute lesson begins, I get to write some words on the board. I'm learning to write little important words as fast as I can so I can write them in my stories. It's fun to write on the board!

## Rereading Familiar Books

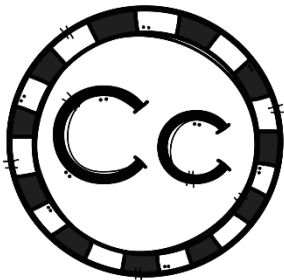
In every lesson, every day, I get to read lots of little books. I get to pick some of my favorite stories that I have read before. This is easy for me. I try to read my books like a story and make it sound like people are talking. My teacher says, "That's good reading! You are doing what good readers do!"



## Taking a Running Record

Now, I have to read a book all by myself. My teachers will check on me and will not help me unless I have a hard problem. If I just can't figure out a word or I get all mixed up, my teacher will tell me what word to say or say, "Try that again!" I read this book yesterday. My teacher helped me figure out the tricky parts. Now I think I can read it pretty well all by myself.

## Letter ID/ Word Analysis



Sometimes, I need to do work on learning about letters or important "chunks" of words. My teacher knows all about the things I need to learn. I like to move magnetic letters around on the board. They help me to understand what I am learning.

## Writing a Story

Every day I get to think up my own story to write in my writing journal. I can write lots of little words all by myself. My teacher likes my stories and helps me work to figure out how to write some of the words. We use boxes and I say the word slowly so I can hear the sounds and then write the letters in the boxes all by myself. I like to keep reading my story to make sure it makes sense.



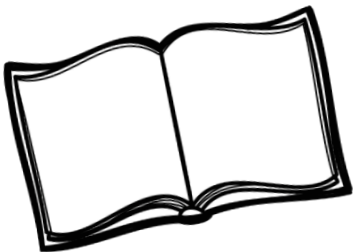
## Cut Up Sentence

I / like / to / ride / my / bike / after / school / .



I read the story and my teacher writes it on a long strip of paper. My teacher cuts up my story so I can put it back together. I have to think real hard to get it all back together. Then I have to check myself to see if I got it right. Most of the time, I do.

## New Book Introduction



I like this part of the lesson best! My teacher picks out a new story just for me and tells me what the story is all about. We look at the pictures and think about what the people and animals say in this book. My teacher also helps me think about some new, important words in my story. Isn't it fun to hear about the story and look at the neat pictures before you read it?

## New Book Attempt

Now it is my turn to work hard again, but I like this story and I know my lesson is almost over. When I come to a hard part, my teacher will ask me questions to help me think or show me what I might do. My teacher is trying to teach me to do all the things that good readers do. If I have to work real hard on this story, we will probably read it together again so I can just think about the story.

Then, we are out of time!

