

## What does a LINKS Lesson look like?

After an initial LINKS assessment, a lesson plan is created for each student. Based on the student's individual needs, their lessons may be tailored by their instructor to ensure that the student gets the most out of their LINKS experience. During each 1 hour session of LINKS, students will work on various activities from four main areas:

**Reading-** Students will be guided to choose a 'just right' book at their reading level. Students will do pre-reading activities, independent reading, guided/shared reading with an instructor, and post reading activities. Through these activities, instructors will help students develop new reading strategies and strengthen the use of existing word decoding strategies, assess and help with reading fluency, check for understanding, and work on comprehension strategies.

**Writing-** Students will work on writing practices at the appropriate level, writing about the book they have read, keeping a journal of their day, creating a story, and other writing activities. Some students start writing single words and work up to building and expanding simple sentences into complex paragraphs. Students also receive spelling support and instruction on planning, editing, and revising their pieces of writing.

**Phonological Awareness-** Students improve their phonological awareness through various LINKS activities that include: working with nonsense card packs to learn various sound combinations, working with vowel and consonant cards on auditory discrimination and word building activities, as well as segmenting and blending familiar words. Students work to learn the 'rules' of language and sound-letter combinations.

**Fluency/Automaticity-** As students work on building their knowledge of letter-sound relationships they are also learning that some words 'break the rules' of language. By practicing common vocabulary and words that break these rules, students can become more automatic in recognizing and decoding these familiar words as well as new words they might find while reading. Students start this practice with sight word card packs and move on to practicing with sheets of sound, phrase, and sentence/story combinations to enhance the speed and fluidity of their reading.



### **Typical Lesson Timeline:**

**0:00-** Come in and get settled, pick books at a 'Just Right' level.

**0:05-** Practice doing a book walk or silent reading.

**0:10-** Guided Reading activity with instructor.

**0:25-** Writing- writing in notebook, writing sheet, spelling practice, etc.

**0:40-** Phonics Practice- Game with Nonsense cards, auditory discrimination, word building, etc.

**0:50-** Fluency- Game with Sight Word cards, Great Leaps.

**1:00-** Time to go home!