

Wilson Reading System: Independent Activities for At-Home Practice

Assign activities as appropriate, providing necessary directions, information, and materials so students can do them independently at home.

WRS Student Reader

(Students will need their own copy of the appropriate step-specific Student Reader or copies of individual pages.)

Using a Wordlist Page:

- “Time Your Reading” – Practice orally, reading a previously introduced wordlist while timing yourself three times. Record your best time!
- “Find a word with a...” – *(Provide a specific concept: digraph, bonus letter, closed syllable, etc.)* Write the word on a piece of paper and mark the concept.
- “Alphabetical Order” – Using the wordlist from the top or bottom of the page, write the words on a piece of paper in alphabetical order.
- “Use it in a Sentence” – Select a word from the page. On a piece of paper, write three different sentences using the word. Then, illustrate your favorite sentence.

Using a Sentence Page:

- “Self-Dictation” – Read a sentence from the page. Then, cover the page. Write the sentence you just read on a piece of paper. Use the steps you have been practicing during your dictation work and proofread your sentence (spelling, punctuation, and capitalization). Then, uncover the sentence page and check your work.
- “Practice Makes Perfect” – Using a sentence page you have read during a previous lesson, read the sentences again - first silently, then out loud. Use your finger or the eraser end of a pencil to scoop the sentence into phrases as you read. Read each sentence three times.
- “Perform!” – Using the same sentence page that you used for “Practice Makes Perfect”, read the sentences out loud, in front of an audience. This could be a family member, a friend, or even a pet!
- “Be an Artist” – Select your favorite sentence from the page and read it silently while visualizing what is happening. Then, using any art media you would like, create an artistic depiction of the sentence. You could do a simple drawing with pencil and paper, or something more elaborate such as a sculpture or painting. Be creative!

Using a Passage Page:

- “Once Again” – Using a passage you’ve read in a previous lesson, read the story again - first silently, then aloud. Use a finger or the eraser end of a pencil to scoop the sentences into phrases as you read.
- “Act it Out!” – Using a passage you’ve read in a previous lesson, read the story again - first silently, then aloud. Use a finger or the eraser end of a pencil to scoop the sentences into phrases as you read. Then, practice acting out the story – either alone or with a friend or family member. Perform it in front of an audience once it’s stage ready!

Using a Passage Page: *(continued)*

- “Record It!” – Using a passage you’ve read in a previous lesson, practice reading it out loud three times. Record each reading, then listen to the recordings. Did you improve each time it was read? Could you improve even more if you read it out loud a few more times?
- “What Happens Next?” – Using a passage you’ve read in a previous lesson, read the story again - first silently, then aloud. Use a finger or the eraser end of a pencil to scoop the sentences into phrases as you read. Imagine what would happen next. Write a paragraph (or even more) continuing the story. Share this story extension with a friend or family member.
- “Story Framework” – Using the Wilson Narrative Story Framework, retell a story you’ve read by stating the title and describing the characters, setting, events, and ending.

Word Cards

(Students will need their own set of Word Cards or index cards with appropriate step-specific words on them.)

- “Show What You Know!” – Take a small stack of word cards and mark concepts as directed by your teacher (digraphs, bonus letters, consonant blends, etc.).
- “The Order of Things” – Take several small stacks of word cards and place them in rows according to the following *orders*: alphabetical a-z, reverse alphabetical z-a, least to most sounds, and least to most letters.
- “Stack That” – Take a *big stack* of word cards and divide them up into several *small stacks* of words, picking different categories for each pile. For example, a pile of words with closed syllables, a pile of words with closed syllable exceptions, and a pile of words with vowel-consonant-e syllables.
- “Sentence Challenge” – Using a stack of review and current word cards, select one word. Use that word in a sentence. Then, select a second word and change your sentence to include the second word as well as the first selected word. Repeat the same process with a third word. See how many words you can include! Is it three, four, or even more?

High Frequency Word Cards

(Students will need their own set of High Frequency Word Cards or index cards with appropriate step-specific high frequency words on them.)

- “Beat the Clock” – Set a timer for one minute. Then, take a stack of 30 high frequency word cards. Start the timer and read your words quickly and accurately. Can you read all 30 words before the timer goes off? If not, practice until you can. Then, do the same thing with 45 words and 60 words.
- “Trace, Flip, and Spell” – Select a high frequency word card. Read the word, then, using your finger, trace each letter while naming it. Say the word again. Next, flip the card over. Once again, form each letter with your finger, this time from memory, while you orally spell the word. Last, turn the card over and check your spelling. Repeat this same procedure with several words.

High Frequency Word Cards *(continued)*

- “Put it in a Phrase” – Select a high frequency word card. Create a phrase like the ones you practice writing in Lesson Part 8 (Written-Dictation Work). A phrase is a small group of words that work together in a sentence, but they don’t form a complete sentence. For example, “both of us” or “from the child”. It’s not as easy as it looks! Select several high frequency words to try this with, one at a time. Write your phrases down to share with your teacher.

WRS Student Portfolio

(Students will need access to their own WRS Student Portfolio or specific pages from the Student Notebook and/or Vocabulary Section.)

Using the Student Notebook:

- “Student Notebook Entry” – Complete the Student Notebook page entries assigned by your teacher, including the addition of example words.
- “Mark Words Catch-Up” – Complete the marking practice on specific pages assigned by your teacher.
- “High Frequency Entry” – Add the example sentences for targeted high frequency words assigned by your teacher.

Using the Vocabulary Section:

- “Multiple Meanings” – Using the multiple meanings vocabulary template, look up all the meanings for a word assigned by your teacher. Record the multiple definitions on the worksheet, and include the part of speech, an example sentence, and an illustration.
- “Choose a Word” – Select a word you’d like to know more about from your vocabulary entries. Research the word to find out its history and origin. Record your findings on a piece of paper to share with your teacher.
- “Vocabulary Entry” – Complete the vocabulary entries assigned by your teacher, including definitions, sentences, and illustrations.

Wilson Academy Text Passage: Non-controlled Readable Text

(Students will need their own copy of an appropriate Wilson Academy Non-controlled Readable Text.)

- “Once is Never Enough” – Using a passage you’ve read in a previous lesson, read the story again - first silently, then aloud. Use a finger or the eraser end of a pencil to scoop the sentences into phrases as you read.
- “Listening to Myself” – Using a passage you’ve read in a previous lesson, practice reading it out loud three times. Record each reading, then listen to the recordings. Did you improve each time it was read? Could you improve even more if you read it out loud a few more times?

Wilson Academy Text Passage: Non-controlled Readable Text *(continued)*

- “Name that Structure” – Using a passage you’ve read in a previous lesson, read the text silently again. Decide what informational text structure(s) is present and highlight the signal words that provided the clues.
- “Organize Your Thoughts” – Using a passage and graphic organizer provided by your teacher, read the passage and fill out the graphic organizer representing your understanding of text. Be prepared to share your work and discuss with your teacher.
- “Put it on a Poster!” – Using a passage you’ve read in a previous lesson, read the story again - first silently, then aloud. Then, using a large piece of paper, create a poster depicting your favorite pieces of information from the text. Use pictures, labels, and symbols to produce your display.