

Early Lesson Plan - Full Alphabetic Phase (D–I)

| Title | | | | | | Strategy Focus | | | Comprehension Focus | | |
|---|--|---|---------------------------------------|-----------|--------------|---|------------------|---|---------------------------------|--|--|
| DAY 1 | | | | | | DAY 2 | | | | | |
| 1. Sight Word Review <i>1 minute</i> | | | | | | 1. Sight Word Review <i>1 minute</i> | | | | | |
| | | | | | | New SW from Day 1 | | | | | |
| 2. Book Introduction <i>3 minutes</i> | | | | | | 2. Reread Yesterday's Book (and other familiar books) | | | | | |
| Synopsis: | | | | | | | | | | | |
| New Vocabulary or Language Structures | | | | | | | | | | | |
| 3. Read With Prompting <i>5-10 minutes</i> | | | | | | | | | | | |
| Monitoring and Word-Solving Prompts <ul style="list-style-type: none"> <input type="checkbox"/> Sound it out. What would make sense? <input type="checkbox"/> Reread and think about the story. <input type="checkbox"/> Check the middle (or end) of the word. <input type="checkbox"/> Cover the ending. Find a part you know. <input type="checkbox"/> Do you know another word that looks like this one? <input type="checkbox"/> Try the other vowel sound. | | | | | | Fluency and Comprehension Prompts <ul style="list-style-type: none"> <input type="checkbox"/> Don't point. Read it faster. <input type="checkbox"/> Read it the way the character would say it. <input type="checkbox"/> Teacher frames 2–3 words or slides finger to support phrasing. <input type="checkbox"/> What did you just read? What happened at the beginning? <input type="checkbox"/> Why did the character do (or say) that? <input type="checkbox"/> What are you thinking? <input type="checkbox"/> What have you learned? | | | | | |
| 4. Discussion Prompt <i>2–4 minutes</i> | | | | | | | | | | | |
| 5. Teaching Points for Early Readers (choose 1 or 2 each day) <i>1–2 minutes</i> | | | | | | | | | | | |
| Word-Solving Strategies <ul style="list-style-type: none"> <input type="checkbox"/> Sound it out. <input type="checkbox"/> Monitor <input type="checkbox"/> Reread at difficulty <input type="checkbox"/> Use known parts <input type="checkbox"/> Read contractions <input type="checkbox"/> Use syllables/endings <input type="checkbox"/> Use analogies | | | | Examples: | | | | Fluency & Expression <ul style="list-style-type: none"> <input type="checkbox"/> Attend to bold words <input type="checkbox"/> Reread page ____ for expression <input type="checkbox"/> Read it like the character <input type="checkbox"/> Attend to punctuation <input type="checkbox"/> Read with appropriate intonation | | | |
| 6. Teach One Sight Word <i>1–2 minutes</i> | | | | | | 6. Reteach Same Sight Word <i>1–2 minutes</i> | | | | | |
| Word: | | | 1. What's Missing? | | 2. Mix & Fix | | 3. Table Writing | | 4. Write It (and Retrieve It) | | |
| 7. Word Study (choose one) <i>3–5 minutes</i> | | | | | | 7. Guided Writing <i>8–10 minutes</i> | | | | | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Picture sorting <input type="checkbox"/> Making words <input type="checkbox"/> Sound boxes <input type="checkbox"/> Analogy charts | | Phonemic Awareness: | | | | <ul style="list-style-type: none"> <input type="checkbox"/> Dictated sentences <input type="checkbox"/> B-M-E <input type="checkbox"/> Problem-Solution <input type="checkbox"/> SWBS <input type="checkbox"/> New facts you learned <input type="checkbox"/> Other: _____ | | | | | |
| | | Skill review: (Auditory and visual drill) | | | | | | | | | |
| | | New Skill: - | | | | | | | | | |
| 8. Next Steps | | | Text was: Hard Appropriate Easy | | | Next Focus: | | | Students to assess and analyze: | | |

Teacher Notes—Early Readers (Levels D–I)

| Dates: | Observations | Next Steps |
|---------------|--------------|--|
| Student _____ | | Monitor Decode Fluency Retell Other: _____ |
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| Student _____ | | Monitor Decode Fluency Retell Other: _____ |
| Student _____ | | Monitor Decode Fluency Retell Other: _____ |
| | | Monitor Decode Fluency Retell Other: _____ |