



**Pre A 15-Minute Lesson Plan – ©Richardson, 2023**

Each part should take about 15-minutes and can be taught on separate days.

For a detailed description and video of each procedure, see *The Next Step Forward in Guided Reading, Chapter 2* (Richardson, 2016).

**Part 2 – Working with Sounds and Writing**

For a detailed description and video of each procedure, see chapter 2 of *The Next Step Forward in Guided Reading* (Richardson, 2016).

<p><b>Working with Sounds (3 minutes)</b></p> <p><u>Review sounds:</u> On separate index cards, write the letters you have taught the group. Students say the sound as you display the card.</p> <p><u>Teach a new consonant sound:</u></p> <p>New sound to teach: _____</p> <p>Demonstrate – Say the new sound and have students repeat it. Write the letter that spells the sound and link to a picture or familiar word. Use student names when possible.</p>	<p><b>Phonemic Awareness (5 minutes) – p. 38</b></p> <p><u>Segmenting</u> - Say 3-4 words that begin with the new consonant sound. Have the students repeat the word and segment the sounds on their fingers. (T: fat – S: /f/ /a/ /t/)</p> <hr/> <p align="center">(Record words for students to segment the sounds.)</p> <p><u>Blending:</u> Choose 3-4 words that begin with the new consonant sound. Segment the sounds in each word and have the students say the word. (e.g., T: /s/ /i/ /t/ - S: sit)</p> <hr/> <p align="center">(Record words for students to blend the sounds.)</p> <p><u>Picture Sorting:</u> _____ (record 2 sounds) Choose two letter sounds, the new sound and a familiar sound. Students take turns sorting pictures that begin with these two sounds. Model these steps:</p> <ul style="list-style-type: none"> <li>• Say the picture (moon).</li> <li>• Say the beginning sound (/m/).</li> <li>• Say the letter name (M).</li> <li>• Put the picture card under the corresponding letter.</li> </ul>
<p><b>Interactive Writing (5 minutes) – p. 41</b></p> <p>Students write a dictated sentence with the teacher.</p> <hr/> <ol style="list-style-type: none"> <li>1. Dictate a short sentence containing words that begin with known sounds and the new sound you just taught.</li> <li>2. Draw a line for each word on a strip of tag board.</li> <li>3. As students say each word slowly, have them take turns writing the dominant sounds. Use the alphabet chart to link the sound to a letter.</li> <li>4. While one student writes the letter on the sentence strip, the others should practice writing the letter on their alphabet chart, which has been inserted into a heavy plastic sheet protector. Teach correct letter formation</li> </ol>	<p><b>Remake the Cut -up Sentence (2 minutes) – p. 42</b></p> <ol style="list-style-type: none"> <li>1. After students help you write the sentence on the strip of tag board, cut each word off the strip as students read it.</li> <li>2. Give each student a word and work together to remake the sentence.</li> <li>3. Students' contributions will vary depending on their phonemic awareness skills and letter knowledge. Scaffold as necessary. <i>Who has the word mom? What sound do you hear at the beginning of the word mom? (/m/) What letter spells the /m/ sound? (M)</i></li> <li>4. At the end of the lesson, put a paper clip around the cut-up sentence and give it to one of the children to take home.</li> </ol>
<p><b>Record observations and next steps.</b></p>	

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