

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

Students:			Dates:		
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: Skill review: (Auditory and visual drill) New Skill: -		<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: _____ 		
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: _____
Student _____		Monitor Decode Fluency Retell Other: _____
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		Monitor Decode Fluency Retell Other: _____