

Early Reader 15-Minute Lesson Plan ©Richardson, 2022
Optional lesson plan that includes extended word study instruction.

Dates: _____ **Student(s):** _____

Part 1 (15 min) – WORD STUDY New Phonics skill: _____ (short vowels, digraphs, blends, silent e, vowel teams)

<p>Sight word review (1 min)</p> <hr/> <hr/> <hr/>	<p><u>Review skills you have taught.</u> (1 min)</p> <ul style="list-style-type: none"> •Visual Drill: Students see the graphemes and say the phonemes. •Auditory Drill: Students hear the phonemes and write the graphemes. 	<p>Phonics Activities: (10 min)</p> <ul style="list-style-type: none"> •Picture Sorts: Students sort pictures with two different sounds -- the new phonics skill and a familiar skill. When sorting blends, choose blends with the same first letter (fl-fr) <hr/> <ul style="list-style-type: none"> •Making Words: Create a chain of words that target the new phonics skill. Dictate the words for the students to make with magnetic letters. Alternate saying the word with telling students which letter to change to make a new word. <hr/> <ul style="list-style-type: none"> •Sound Boxes: Dictate 3 or 4 CVC words that contain the target phonics skill. Have the students say the word slowly as they write the letter(s) that spells each sound in a box. <hr/> <ul style="list-style-type: none"> •Analogy Chart: Choose the new skill and a familiar skill. Have students write a key word for each skill on a T-chart. Then dictate other words with those phonics skills for students to write. Students write the words under the correct key word. <table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>				
<p>New sight word (2 min)</p> <hr/>	<p><u>Segmenting:</u> (30 sec) Say 3-4 words with the new phonics skill and have students segment the sounds in each word. (e.g., T: <i>strap</i>– S: /s/ /t/ /r/ /a/ /p/</p> <hr/> <hr/>					
<p><i>What’s Missing? Mix & Fix. Table writing. Write & Retrieve.</i></p>	<p><u>Blending:</u> (30 sec) Choose 3-4 words with the new phonics skill. Segment the sounds in each word and have the students say the word. (e.g., T: /s/ /t/ /u/ /m/ /p/; S: <i>stump</i></p> <hr/> <hr/>					

Part 1 (15 min) – READING Title: _____ (Some books may require two days to read.)

<p>Sight word review (1 min)</p> <hr/> <hr/> <hr/>	<p>Book introduction: (3 min) _____</p> <hr/> <hr/> <p>New vocabulary: _____</p> <hr/> <hr/> <p>Read with Prompting: (7 min) Use backside to record observations and teaching point for individuals.</p>	<p>Discuss: (2 min)</p> <hr/> <hr/> <hr/> <hr/> <p>Teaching Point: (2 min) _____</p> <hr/> <hr/>
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Prompts and Teaching Points During and After Reading

<p>Monitoring <i>Are you right? What’s the tricky word.</i></p> <p>Decoding <i>Stretch the sounds and think what would make sense.</i> <i>Cover the ending. Read the first part.</i> <i>Check the end (or middle) of the word.</i> <i>Is there a part you know?</i> <i>Try a different vowel sound.</i> <i>That’s a contraction. It means...</i> <i>Do you know another word that looks like this one?</i> <i>Break the word into parts.</i></p>	<p>Fluency <i>Read it without pointing.</i> <i>Read it like the character would say it.</i> <i>Stop at the period.</i> <i>Read the bold word louder.</i> <i>Read these words together. (Teacher frames 2-3 words.)</i> <i>Did you notice the question mark?</i> <i>Read it again and make it sound like a question.</i> Teacher slides a finger over the text to push the student’s eyes forward.</p>	<p>Comprehension <i>What did you read?</i> <i>What did you learn about ___?</i> <i>Why did the character say that?</i> <i>Why did the character do that?</i> <i>What questions do you have?</i> <i>What might happen next?</i> <i>What are you thinking?</i> <i>Did this story remind you of something?</i> <i>How do you think the character feels? Why?</i></p>
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Part 3 (15 min) – GUIDING WRITING – Students write about the new book with the teacher’s support.

Sight word review (1 min) <hr/> <hr/> <hr/>	Reread yesterday’s book to improve fluency (optional). (3-5 min)
	Dictated sentence (3 min): _____ _____
	Prompt students to write additional sentences (5-7 min): _____ _____
	Whole Group Teaching Point (1 min): _____

Record observations and teaching points for individual students

Reading
Next Focus:
Word Study
Next Focus:
Writing
Next Focus: