

Early Reader 15-Minute Lesson Plan ©Richardson, 2022

Each part can be taught on separate days.

For a detailed description and video of each procedure, see chapter 4 of *The Next Step Forward in Guided Reading* (Richardson, 2016).

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

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

<p>Sight Word Review Students write 3 words you have taught. (1 min)</p> <hr/> <hr/> <hr/> <p>Teach a New sight word (2 min)</p> <hr/> <p>(4 Steps)</p>	<p><u>Review skills you have taught.</u> (1 min)</p> <ul style="list-style-type: none"> •Visual Drill: Show students the graphemes you have taught and have them say the sounds. •Auditory Drill: Say some sounds you have taught and have students write the graphemes. <p>Teach Target Skill <u>Segmenting:</u> (30 sec) Say 3-4 words with the phonics skill and have students segment the sounds in each word. (T: <i>grab</i>; S: /g/-/r/-/a/-/ b/)</p> <hr/> <hr/> <p><u>Blending:</u> (30 sec) Choose 3-4 words with the phonics skill. Segment the sounds in each word and have the students say the word. (T: /g/-/l/-/a/-/d/; S: <i>glad</i>)</p> <hr/> <hr/>	<p><u>Phonics Activities: (10 min)</u> Do a string of lessons that teach the same phonics skill.</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 (e.g. gl-gr) <hr/> <ul style="list-style-type: none"> •Making Words: Create a chain of words that target the phonics skill. Dictate the words for the students to make with magnetic letters. Alternate saying the word for students to make with telling students which letter to change to make a new word. (e.g., glad-grad-grid-grim-glim-glam gram) <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. (e.g. gram, glad, grab, grid) <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; margin-top: 10px;"> <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>				

Part 2 (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/> <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. Can you fix it?</i></p> <p>Decoding <i>Stretch the sounds and think what would make sense. Cover the ending. Read the first part. Is there a part you know? Try a different vowel sound. That's a contraction. It means... Do you know another word that looks like this one? Break the word into parts.</i></p>	<p>Fluency <i>Read it without pointing. Read it like the character would say it. Stop at the period. Read the bold word louder. Read these words smoothly. Did you notice the question mark? Teacher slides a finger over the text to push the student's eyes forward.</i></p>	<p>Comprehension <i>What did you read? What did you learn about ___? Why did the character say that? Why did the character do that? What questions do you have? What might happen next? What are you thinking? 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 new book to improve fluency. The teacher could take a running record on one student during this time. (3-5 min) Dictated sentence (3 min): _____ _____ _____ Prompt students to write additional sentences (5-7 min): _____ _____ _____ Whole Group Teaching Point (1 min): _____ _____
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Record observations and teaching points for individual students

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