

## Pre-A Lesson Plan (< 40 letters)

Students:		Date:	
<b>COMPONENTS AND ACTIVITIES</b>		<b>OBSERVATIONS/NOTES</b>	
<b>Working With Names</b> (2-3 minutes) Choose one. Omit once child can write first name without a model (using correct letter formation).			
<input type="checkbox"/> Name puzzle			
<input type="checkbox"/> Magnetic letters			
<input type="checkbox"/> Rainbow writing			
<b>Working With Letters</b> (2-3 minutes) Choose one per day. Activities 5, 6, and 7 are for children who know at least 30 letters.			
<input type="checkbox"/> 1. Match the letters in the bag			
<input type="checkbox"/> 2. Match letters to an ABC chart			
<input type="checkbox"/> 3. Name letters left to right			
<input type="checkbox"/> 4. Find the letter on an ABC chart			
<input type="checkbox"/> 5. Name a word that begins with that letter			
<input type="checkbox"/> 6. Find the letter that makes that sound			
<input type="checkbox"/> 7. Name the letter that begins that word			
<b>Working With Sounds</b> (2-3 minutes) Choose one per day.			
<input type="checkbox"/> Clapping syllables	1	2	3
<input type="checkbox"/> Hearing rhymes			
<input type="checkbox"/> Sorting pictures			
<b>Working With Books</b> (5 minutes) Shared reading with Level A book; teach print concepts.			
Title:			
Choose one or two:			
<input type="checkbox"/> One-to-one matching			
<input type="checkbox"/> Concept of a word			
<input type="checkbox"/> Identify first/last word			
<input type="checkbox"/> Concept of a letter			
<input type="checkbox"/> Identify first/last letter			
<input type="checkbox"/> Identify period			
<input type="checkbox"/> Locate upper/lowercase letters			
<b>Interactive Writing and Cut-Up Sentence</b> (5 minutes)			
Dictated sentence:			
Letter formation:			
Letters and Names Next Steps:	Sounds Next Steps:	Books Next Steps:	Writing Next Steps:

## Teacher Notes—Pre-A Readers

Dates:	Observations	Next Steps
Student _____		Clap syllables Hear rhymes Hear initial sounds Attend to print One-to-one matching Use pictures Oral language Other: _____
Student _____		Clap syllables Hear rhymes Hear initial sounds Attend to print One-to-one matching Use pictures Oral language Other: _____
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