

Emergent Reader 15-Minute Lesson Plan ©Richardson, 2022

Each part could be completed on separate days.

For a detailed description and videos of each procedure, see chapter 3 of *The Next Step Forward in Guided Reading* (Richardson, 2016).

Dates: _____ **Students:** _____

Part 1 (15 min) – WORD STUDY Phonics skill: _____ (consonants or short vowels)

<p>Sight Word Review Students write 3 words you have taught. (1 min)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teach a New Sight word (2 min)</p> <p>_____</p> <p>(4-steps)</p>	<p><u>Review skills you have taught (1 min)</u></p> <ul style="list-style-type: none"> •Visual Drill: Show students some letters and have them say the sounds. •Auditory Drill: Say some letter sounds and have students write the graphemes. Work on letter formation. <p><u>Segmenting (30 sec):</u> Say 3-4 words that contain the new phonics skill, and have the students segment the sounds in each word. (T: fat – S: /f/ /a/ /t/)</p> <p>_____</p> <p>_____</p> <p><u>Blending (30 sec):</u> Choose 3-4 words with the new phonics skill. Segment the sounds in each word and have students say the word. (T: /s/ /i/ /t/ - S: sit)</p> <p>_____</p> <p>_____</p>	<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. <p>_____</p> <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., cat-cot-cop-mop-map) <p>_____</p> <ul style="list-style-type: none"> •Sound Boxes: Dictate 3 - 4 CVC words that contain the new and familiar phonics skill. Have the students segment each sound as they write the letter that spells the sound. <p>_____</p>
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Part 2 READING Title: _____

(Students can reread a decodable book or other familiar books after they've read the new book fluently.)

<p>Sight word review (1 min)</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Book introduction (3 min): _____</p> <p>_____</p> <p>_____</p> <p>New vocabulary:</p> <p>_____</p> <p>_____</p> <p>Read with prompting (7 min)</p> <p>Use reverse side to record observations and teaching points for individuals.</p>	<p>Discuss (2 min): _____</p> <p>_____</p> <p>_____</p> <p>Teaching Point (2 min): Always do the crosschecking strategy on 3 pages. Then choose other teaching points based on your observations.</p> <p>_____</p>
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Prompts and Teaching Points During and After Reading

<p>Monitoring/Confirming - Are you right? 1:1 matching – Point to the words. Blend the sounds – Say each sound and put the sounds together. Use letters and meaning – Sound out the word and think what would make sense.</p>	<p>Fluency Read it like the character would say it. Stop at the period. Read the bold word louder.</p>	<p>Comprehension 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?</p>
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Next Focus: