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 r	nin) – WORD STUDY Phonics skill:	(consonants or short vowels)
Sight	Review skills you have taught	Phonics Activities (10 min) Do a string of lessons
Word	<u>(1 min)</u>	that teach the same phonics skill.
Review Students write 3 words you have taught.	 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. 	• Picture Sorts: Students sort pictures with two different sounds the new phonics skill and a familiar skill.
(1 min) 	<u>Segmenting</u> (30 sec): 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/)	• 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 set set men man)
Teach a		change to make a new word. (e.g., cat-cot-cop-mop-map)
New Sight word (2 min)	Blending (30 sec): 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)	•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.
(4-steps)		

Part 2 READING Title:

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

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

Prompts and Teaching Points During and After Reading

Monitoring/Confirming - Are you right?	Fluency	Comprehension
1:1 matching – Point to the words.	Read it like the character	What did you read?
Blend the sounds – Say each sound and	would say it.	What did you learn about?
put the sounds together.	Stop at the period.	Why did the character say that?
Use letters and meaning –Sound out the	Read the bold word louder.	Why did the character do that?
word and think what would make sense.		What questions do you have?
		What might happen next?

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Use known words. Show me the word	Did you notice the question	What are you thinking?
Reread.	mark? Read it again and	
Crosscheck letters and sounds – How do	make it sound like a question.	
you know it's and not?	<i>Don't point</i> (once 1:1	
	matching is established).	

Part 3 (15 min) – GUIDED WRITING Students write with the teacher's support.

Sight word review (1 min)	Reread yesterday's new book and other books to improve fluency. The teacher could take a running record on one student during this time. (3-5 min)
	Dictate sentences that contain both new and familiar sight words and the targeted phonics skills. (10 min)
	Teaching Point: (1 min). e.g. Letter formation, sound boxes, rereading, writing the new sight word

Record observations and teaching points for individual students.

Reading Next Focus: Word Study

Next Focus:

Writing

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Next Focus: