

Dates: _____ Student(s): _____

Part 1 – Working with Names, Letters and Books

For detailed descriptions and videos see chapter 2 of *The Next Step Forward in Guided Reading* (Richardson, 2016).

<p>Working with Names (3 minutes) - p. 35-36</p>	<p>Working with Letters (5 minutes) - p. 37</p>
<p><u>Circle one or two:</u></p> <ul style="list-style-type: none"> • Name puzzles (p. 35) • Magnetic letters (p. 36) • Rainbow Writing (p. 36) <p><i>This component can be omitted once children write their name correctly without a model and know the letters in their name.</i></p>	<p><u>Review the letters you have taught.</u> Display a card with the letter or write the letter on a dry-erase board and have students name the letter and sound.</p> <p><u>Circle one or two:</u></p> <ol style="list-style-type: none"> 1. Match the letters in the bag. (< 10 letters) 2. Match letters to an alphabet chart. (10-30 letters) 3. Name letters left to right. (10-30 letters) 4. Find the letter on an alphabet chart. (25-40 letters) 5. Name a word that begins with that letter. (25-40 letters) 6. Find the letter that makes that sound. (25-40 letters) 7. Name the first letter of that word. (25-40 letters)
<p>Working with Books (7 minutes) – p. 39-40</p>	
<p>Select a simple patterned book with one line of print. Title: _____ -</p> <ol style="list-style-type: none"> 1. Picture preview. Guide students through the book, inviting them to take turns talking about the pictures. This supports oral language structures and vocabulary. 2. Shared reading. Read the book with the students, making sure they are pointing to each word. 3. Teach a concept of print. Teach one or two of the following concepts, demonstrating as you go. <ul style="list-style-type: none"> • Concept of a word • First/last word • Concept of a letter • First/last letter • Punctuation • Upper/lowercase letters 4. If time permits, have students read the book on their own, scaffolding individual students as needed. 	
<p>Record observations and next steps.</p>	

Part 2 – Working with Sounds and Interactive Writing

For detailed descriptions and videos see chapter 2 of *The Next Step Forward in Guided Reading* (Richardson, 2016).

<p>Working with Sounds (3 minutes)</p> <p><u>Review sounds:</u> On separate index cards, write the letters you have taught the group. Students say the sound as you show them the letter card.</p> <p><u>Teach a new consonant sound:</u> New sound to teach: _____ Demonstrate: Say the new sound and have students repeat it. Write the letter that spells the sound and link it to a picture or familiar word. Use student names when possible.</p>	<p>Phonemic Awareness (5 minutes) - p. 38</p> <p><u>Segmenting:</u> Say 3-4 words that begin with the new consonant sound. Have the students repeat the word and segment the sounds on their fingers (T: fat – S: /f/ /a/ /t/).</p> <p>_____</p> <p>(Record words for students to segment the sounds.)</p> <p><u>Blending:</u> Choose 3-4 words that begin with the new consonant sound. Segment the sounds in each word and have the students say the word (e.g., T: /s/ /i/ /t/ - S: sit).</p> <p>_____</p> <p>(Record words for students to blend the sounds.)</p> <p><u>Picture Sorting:</u> _____ (record 2 sounds) Choose two letter sounds, the new sound, and a familiar sound. Students take turns sorting pictures that begin with the two sounds. Model these steps:</p> <ul style="list-style-type: none"> • Say the picture (moon). • Say the beginning sound (/m/). • Say the letter name (M). • Put the picture card under the corresponding letter.
<p>Interactive Writing (5 minutes) – p. 41</p> <p>Record the dictated sentence:</p> <p>_____</p> <ol style="list-style-type: none"> 1. Dictate a short sentence that contains some words that begin with known sounds or the new sound you just taught. 2. Draw a line for each word on a strip of tag board. 3. Have students help you write the dominant sounds in each word. Help students isolate a consonant sound and use the alphabet chart to link the sound to a letter. 4. While one student writes the letter on the sentence strip, the others should practice writing the letter on their alphabet chart, which has been inserted into a heavy plastic sheet protector. Teach correct letter formation 	<p>Remake the Cut -up Sentence (2 minutes) – p. 42</p> <ol style="list-style-type: none"> 1. After students help you write the sentence on the strip of tag board, cut each word off the strip as students read it. 2. Give each student a word, and work together to remake the sentence. 3. Students’ contributions will vary depending on their phonemic awareness skills and letter knowledge. Scaffold as necessary. “Who has the word mom? What sound do you hear at the beginning of the word mom? (/m/) What letter spells the /m/ sound? (M) 4. At the end of the lesson, put a paper clip around the cut-up sentence and give it to one of the children to take home.
<p>Record observations and next steps.</p>	

