

Emergent Reader 15-Minute Lesson Plan ©Richardson, 2022
Optional lesson plan that includes extended word study instruction.

Dates: _____ Students: _____

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

<p>Review sight words (1 min)</p> <p>_____</p> <p>_____</p> <p>New Sight word (2 min)</p> <p>_____</p> <p><u>(4 steps)</u></p>	<p><u>Review skills you have taught (1 min)</u></p> <ul style="list-style-type: none"> •Visual Drill: Students see the graphemes and say the phonemes. •Auditory Drill: Students hear the phonemes and write the graphemes. <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. (e.g., T: fat – S: /f/ /a/ /t/)</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 the students say the word. (e.g., T: /s/ /i/ /t/ - S: sit)</p> <p>_____</p>	<p><u>Phonics Activities (10 min)</u></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 new phonics skill. Dictate the words for the students to make with magnetic letters. Alternate saying the word 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 target phonics skill. Have the students say the word slowly as they write the letter that spells each sound in a box. <p>_____</p>
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Part 2 READING Title: _____

(Students can reread other familiar books after they've read the new book twice.)

<p>Sight word review (1 min)</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Book introduction (3 min): _____</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.</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. Use known words. Show me the word _____. Reread. Crosscheck letters and sounds – How do you know it's _____ and not _____?</p>	<p>Fluency <i>Read it like the character would say it.</i> <i>Stop at the period.</i> <i>Read the bold word louder.</i> <i>Did you notice the question mark? Read it again and make it sound like a question.</i> <i>Don't point (once 1:1 matching is established).</i></p>	<p>Comprehension <i>What did you read?</i> <i>What did you learn about _____?</i> <i>Why did the character say that?</i> <i>Why did the character do that?</i> <i>What questions do you have?</i> <i>What might happen next?</i> <i>What are you thinking?</i></p>
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Part 3 (15 min) – GUIDED WRITING Students write with the teacher’s support.

Sight word review (1 min)	Reread new book and other familiar books. (3 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

Record observations and teaching points for individual students.

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

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