

**Pre A 15-Minute Lesson Plan** – ©Richardson, 2023

Each part should take about 15-minutes and can be taught on separate days.

For a detailed description and video of each procedure, see *The Next Step Forward in Guided Reading, Chapter 2* (Richardson, 2016).

**Dates:** \_\_\_\_\_ **Student(s):** \_\_\_\_\_

Students who know fewer than 40 letters should also trace an alphabet book every day with a tutor (p.30).

**Part 1 – Working with Names, Letters and Books**

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

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**Part 2 – Working with Sounds and Writing**

For a detailed description and video of each procedure, see chapter 2 of *The Next Step Forward in Guided Reading* (Richardson, 2016).

<p><b>Working with Sounds (3 minutes)</b></p> <p><u>Review sounds:</u> On separate index cards, write the letters you have taught the group. Students say the sound as you display the card.</p> <p><u>Teach a new consonant sound:</u></p> <p>New sound to teach: _____</p> <p>Demonstrate – Say the new sound and have students repeat it. Write the letter that spells the sound and link to a picture or familiar word. Use student names when possible.</p>	<p><b>Phonemic Awareness (5 minutes) – p. 38</b></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> <hr/> <p align="center">(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> <hr/> <p align="center">(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 these two sounds. Model these steps:</p> <ul style="list-style-type: none"> <li>• Say the picture (moon).</li> <li>• Say the beginning sound (/m/).</li> <li>• Say the letter name (M).</li> <li>• Put the picture card under the corresponding letter.</li> </ul>
<p><b>Interactive Writing (5 minutes) – p. 41</b></p> <p>Students write a dictated sentence with the teacher.</p> <hr/> <ol style="list-style-type: none"> <li>1. Dictate a short sentence containing words that begin with known sounds and the new sound you just taught.</li> <li>2. Draw a line for each word on a strip of tag board.</li> <li>3. As students say each word slowly, have them take turns writing the dominant sounds. Use the alphabet chart to link the sound to a letter.</li> <li>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</li> </ol>	<p><b>Remake the Cut -up Sentence (2 minutes) – p. 42</b></p> <ol style="list-style-type: none"> <li>1. After students help you write the sentence on the strip of tag board, cut each word off the strip as students read it.</li> <li>2. Give each student a word and work together to remake the sentence.</li> <li>3. Students’ contributions will vary depending on their phonemic awareness skills and letter knowledge. Scaffold as necessary. <i>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)</i></li> <li>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.</li> </ol>
<p><b>Record observations and next steps.</b></p>	