READING PARTNERS

Emerging Readers Lesson Plan
Lesson 17

17

Today We Will:

- put sounds together to make words
- break words apart into sounds
- retell what we read about in a book

STEP 1: AGENDA (1 min.)

STEP 2: TUTOR READ ALOUD (8-10 min.)

Comprehension & Vocabulary	**BEFORE:** Set purpose and ask an open-ended question. **DURING**: Stop every few pages to ask questions and discuss. Add 1-2 **Forever Words** to the **Word Net**. **AFTER:** Discuss what happened in the text and why. Tutor and Student choose 1-2 **Forever Words** from the **Word Net** and review using one **Vocabulary Review Strategy**.

STEP 3: Instructional Reading Plan (IRP) — 5 min. (Ask your PC for details.)

STEP 4: ALPHABET

Review	• Note: Only complete this section if your student is still learning or reviewing letter names and sounds. Check with your program coordinator if you aren't sure whether or not your student needs more practice. • Time your student as they flip through the letter cards and say the name and sound for each card. Record the time and have them repeat to see if they can do it faster. • If your student gets stuck on a letter, have them look at the picture. If they are still stuck, tell them the name and sound.

STEP 5: PHONOLOGICAL AWARENESS

- *Today we will break words into sounds and put sounds together to make words.*
- Follow the directions for "Head Waist Toes (Day 2)" in the lesson packet.

STEP 6: PRINT CONCEPTS AND COMPREHENSION

Set Purpose	*Today you are going to practice reading some sentences. There will be words you have learned, pictures, a chance for you to put your own words into the sentence, and words you can sound out.*
Teach High Frequency Words	• *To read these sentences, you need to know the word "up."* Take out the card with the word up from the lesson packet. *Can you find the word "up" in your sentences? Point under the word "up" in the sentence.* • Add the "up" card to your student's Word Ring.

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Step 6 continued on back

Student Reads	• Take out Emerging Readers 17 Student Read Aloud. *Now we are going to practice reading the high frequency words we have learned in sentences. Sometimes these sentences will have pictures to complete the sentence and sometimes we will get to fill in the blank like we have done before.* • *There may also be words that you will sound out by practicing blending. If you see a new word, move your mouth through the word like you have practiced.* The student can try this with "bed." Remind the student to point under the b in the word "bed," say each sound, and then put the sounds together to read the word. • *Our goal is to read 5 sentences. As you read sentences today, use your finger so you don't lose your place.*
Comprehension	Have your student select a book from the Tutor Read Aloud Library for you to read. • *When we read, the author and the pictures give us details to help us fully understand the story. Details describe the picture, characters, setting, or events of the story. When we read, we want to pay attention to the details.* • Open to the first page in the book. *I am going to read two pages to you, and I want you to listen for the details.* Read the text on the first two pages. *What is a detail we learned?* • Pause to ask questions every 2 pages that will help your student focus on important events. • When you finish reading, ask your student to retell some of the things that they remember from the story.
HFW Practice	Have your student read all the words on the Word Ring for review.

STEP 7: WRAP UP (2 min.)

- Looking back at the "Today We Will" section of the lesson, praise the student on 2-3 successes and celebrate.

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