READING PARTNERS

Emerging Readers Lesson Plan
Lesson 4

4

Today We Will:

- learn the letters n and d
- put word parts together to make words
- point under each word while reading
- Today, your program coordinator (PC) will administer a checkpoint to help them assess which skills your student has mastered and which they may need to review. Please let your program coordinator know that your student should have their checkpoint today.

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	Take out your student's Alphabet Ring. • *Let's practice all the letters you've already learned. As I flip to each letter, tell me the **name** and the **sound**. If you don't remember, I'll show you your picture or tell you.* • Have your student say the **name** and **sound** of each letter as you flip through the ring. If your student doesn't remember a letter and their picture doesn't help, tell them the name, sound, and keyword (from the back of the card). Have the student repeat it back to you.
Teach	Take the uppercase and lowercase N and D cards out of the lesson packet. • *Today we are going to learn about the letter N. Here is an uppercase N. What letter is this?* (N) *Here is a lowercase n. What letter is this?* (n) *N makes the sound /n/ like in the word nest. Make the sound /n/.* Have your student draw a picture of a nest on the back of each card. Discuss other words that start with /n/ while drawing. Label their picture with the keyword when they are finished. • *Today we are also going to learn about the letter D. Here is an uppercase D. What letter is this?* (D) *Here is a lowercase d. What letter is this?* (d) *D makes the sound /d/ like in the word dog. Make the sound /d/.* Have your student draw a picture of a dog on the back of each card. Discuss other words that start with /d/ while drawing. Label their picture with the keyword when they are finished. • Add the N and D cards to your student's Alphabet Ring.
Practice	• *What kinds of lines do you notice in the letters n and d?* (i.e. long, short, curved) • *Let's make ropes out of play-doh and make the letters n and d.* Help your student form the letters on the table. • *Trace each letter with your finger and tell me its name and sound.*

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STEP 5: PHONOLOGICAL AWARENESS

- *Today we will play bingo by putting word parts together to make words.*
- Follow the directions for "Syllable Bingo (Day 2)" in the lesson packet

STEP 6: PRINT CONCEPTS AND COMPREHENSION

Set Purpose	*Today we are going to read a poem called "Rain." First I'll read it to you while you imagine a picture for it. You will think about what the picture for the poem could be. After I read, you'll read the poem and count the words in it. At the end, you get to be the illustrator. What does it mean if you are the illustrator?* (I will draw a picture.)
Review Letters	*Before we read, can you find the letters we learned today in the poem? Where is the letter n? Where is the letter d?*
Teach High Frequency Words	• Take out the card with the word "on" from the lesson packet. *One of the words in this poem is "on." Can you find the word "on" in the poem?* • Take out the card with the word "my" from the lesson packet. *Another word in the poem is "my." Can you find the word "my" in the poem?* • Add the "on" and "my" cards to your student's Word Ring.
Model Reading	• *Now I'll read the poem to you. Remember to imagine a picture while you read. This will help you better understand the poem.* Read "Rain" to your student three times, pointing under each word as you read it. • *What picture did you imagine while I read?* (Model if needed. You can say "I saw a kid walking to school. It started to rain, and she got all wet!")
Student Reads	• Have your student read the poem on their own three times. Your student should be able to independently read the high frequency words previously taught. If they come across a word that needs to be sounded out, support your student by telling them the word since they've not yet learned decoding skills.
Review Print Concepts & Illustrate	• *How many words are in this poem?* Have your student show you the first and last word. • *Now it's your turn to be the illustrator. Draw a quick sketch in pencil at the bottom of the picture you imagined while reading the poem.* (Keep this brief.) Add the poem to your student's box for later review.
HFW Practice	*Let's make your new words with the magnetic letters.* Take out the letters m, n, o, and y. *Make the word "on." Make the word "my."* (Your student can look at the word card for reference.) *Point at each "on" in the poem and tell me the word as you point.* Repeat this with "my."

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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