

Lesson 2 | Emergent Reader

ALPHABET & BEGINNING SOUNDS

10
min

Letter Work

Materials Needed:

- alphabet chart
- Alpha card deck

Rationale:

(For everything you check below, be sure to note a piece of evidence for why you are doing the activity.)

X is familiar with nearly all (25/26) letters of the alphabet, but only about half of the letter sounds (13/26) according to PALS data.

Activity:

- Child's Name
- Alphabet Tracking (Sing Say Read Write) (Sing while pointing; see if he can Say them)
- Alphabet Matching (upper/lower)
- Alphabetize Letters
- Font Sorts

I plan to:

1. Have him track the letters on the strip in his folder. say the ABC song.
2. Write the alphabet without looking at the alphabet strip, to work on automaticity. Upper and lower case
3. Go through the Alphabet Card Deck, talking about the letter names, the sounds, and key words.
 - a. If he struggles with coming up with keywords, I will allow him to look at the alphabet chart and use the keywords from that.

		<p>4. Have him alphabetize the letters by putting them in order. Again, having more exposure and practicing the alphabet promotes automaticity.</p> <p>POST TUTORING REFLECTIONS:</p> <p><input type="checkbox"/> Track automatically?</p> <p><input type="checkbox"/> Track letters accurately?</p> <p><input type="checkbox"/> Identify the letter/s/:</p> <p><input type="checkbox"/> Identify the sounds:</p> <p>If This Activity Is Too Hard: **If the tracking does not go smoothly, I will drop back to just singing the ABC song with the support of a youtube video that provides a nice visual to go along with the song. **If writing the letters is too difficult, provide the alphabet chart for him to look at so that he can use that as a model. **If he struggles with upper or lower case letters, I will introduce font sorts to 1) get him more exposure and 2) provide some sort of challenge.</p>
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WORD STUDY		
10 min	<p>Letter Sounds: G, L, R, and V</p> <p>Materials Needed:</p>	<p>Rationale: X is familiar with most letter names, but according to the PALS data, he only knows about half of the letter sounds. Therefore, I have chosen a sort that focuses on beginning sounds with the letters g, l, r, and v.</p> <p>Activity:</p>

- alphabet chart
- Alpha card deck

X will sort **pictures** by beginning sounds. From the PALS data, he is unfamiliar with the sound /g/, /l/, /r/, and /v/. We will be looking at words that have these beginning sounds.

First, this activity will build upon our COW work. We will read the poem, “Five Green Vipers, because it has the beginning sounds /g/ and /v/. In order to do this, I will track and read and then gradually release it in this order: 1) I will track and read 2) He will track and I will read 3) He will track and we will read it together and 4) He will read and track (with help only as needed).

Explicit Phonics Teaching | Alphabetics:

I DO:

1. We reviewed letters and sounds in the alphabetics portion, so here we will just focus on the /g/, /l/, /r/, and /v/ sounds.
 - a. I have a paper that is divided into 4 sections (one for each letter) and in these sections I have some letters. This letter is “g” and it makes the sound /g/, like “gorilla.” Like /g/-orilla. Gorilla is a keyword for the letter g!
2. Do you know what I mean when I say ‘keyword’? A keyword starts with the same sound as the letter. Can you hear the /g/ in gorilla? Listen to me do it again: ‘g...orilla.../g/.’
3. If he needs more help, back up and scaffold in more onset-rime categorization. “Let’s try another one. Which of my words (said auditorily) sounds like gorilla: gum or jar? Glue or zipper?”
4. Once he understands the task, say, “OK, let’s try some together.”

WE DO:

5. I will work with X to rehearse the letters from the card deck as I have done in steps 1-3 until we have talked about all 4 letters. I will provide corrective feedback right away as you go. I will have him trace the letters with his fingers and say the letter name as he does this.

YOU DO:

6. X will then be “quizzed” on his knowledge of these 4 letter names, sounds, and key words by being flashed these letters in random order unless he gets one wrong, then he will not be able to move on until he gets it right.

Explicit Phonics Teaching | Beginning Sound Segmenting:

I DO:

1. I will move on to the Word Study cards used for this sort. I will place the headers down one at a time, restating the letter name and sound using the same process as before, identifying the letter name, letter keyword, and letter sound as I place it down. Talk about the picture that is associated with each keyword in the headers. Reinforce the onset/beginning sound connection.
2. Tell X that we are going to identify pictures to determine if and when the beginning sounds of these items match the headers.
 - a. My first card is a gum. /g/-um. I hear /g/. /G/ sounds like gorilla. I know that gorilla.../g/ is connected to the letter G. So I’m going to put this one under the G header.
 - b. Repeat this step for at least 1 sample picture for each of the remaining headers. Use this opportunity to really model your thinking. I will sound out each example so that he can hear how I am figuring these sounds out so I know which header each card goes under.

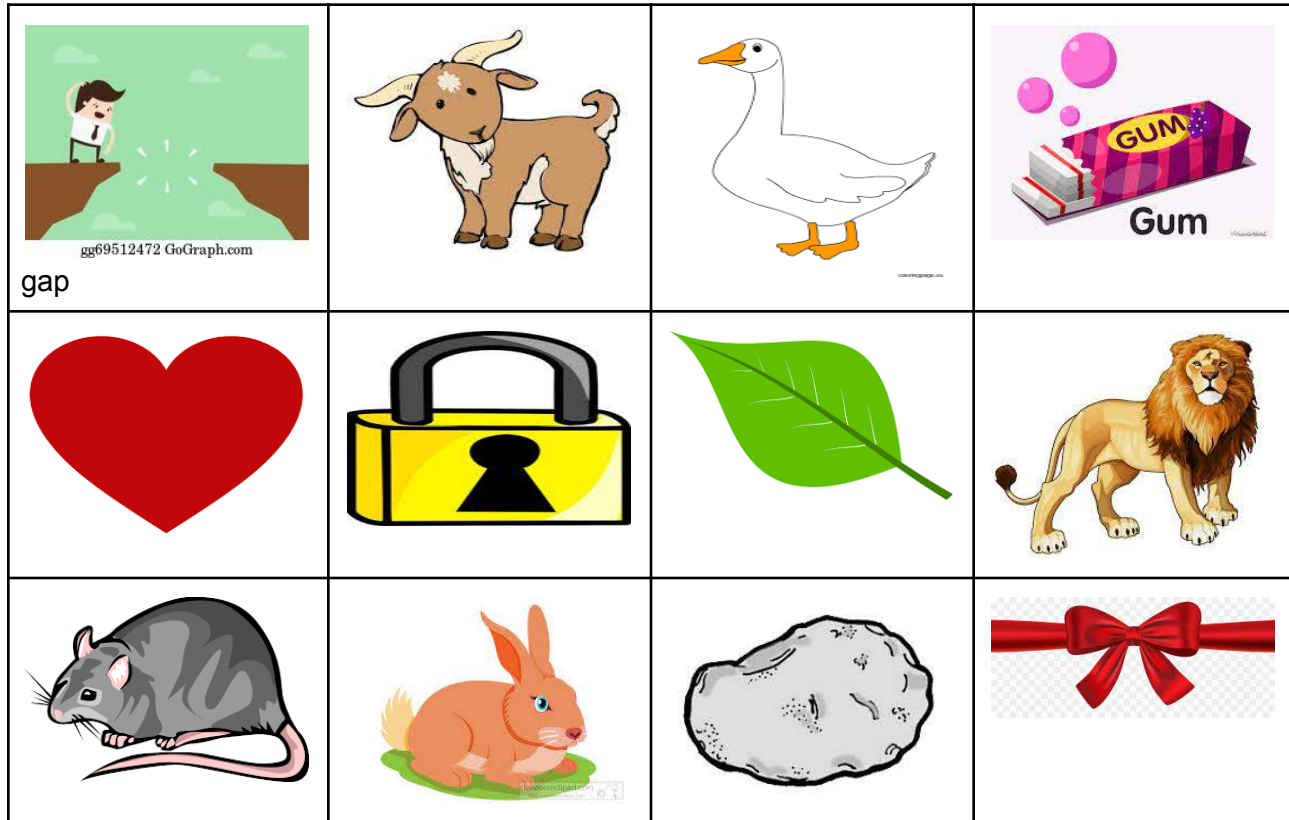
WE DO:

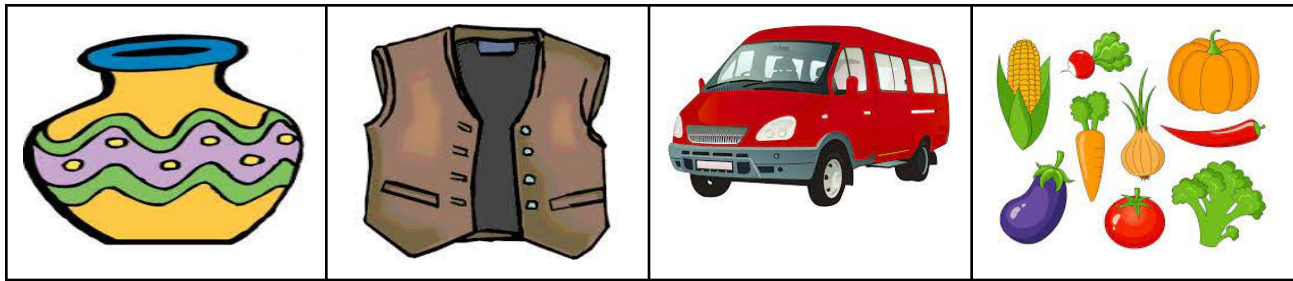
3. Let’s do some sorting together now. What is this picture (vegetables)? Let’s try this one together. “/v/-egetables.../v/.../v/.../v/-egetables...vegetables. Which of these headers makes the /v/ sound? That’s right. And we know it is /v/ because V...van.../v/, and /v/ is the sound I hear in /v/ vegetables too!
4. If X is struggling, we will review our headers letter name, sound, and keyword again so that he can see the sound “in action.”

- a. If he still continues to struggle, I will have him try to segment the onset-rime. This may be difficult though because he struggled with it in the last lesson and is a focus on the lesson for today.

YOU DO:

5. Awesome, X! Now I want you to try and sort the rest of the pictures on your own.





SORTING FOLLOW UP:

1. Once he finishes sorting the cards, I will ask him, “Can you read down the columns for me under each letter to double check that we are hearing the beginning sounds? Let’s listen carefully to the beginning of each word and make sure it matches the column header.
2. “When you start at the top, say ‘G...gorilla.../g/’ and then say each word underneath like this...’goat.../g/-oat, goose.../g/-goose, etc.’ so that we can hear the sound and check to see if it’s in the right place.
3. Monitor as X works his way through the self-check and provide corrective feedback as necessary.
 - a. Question him if something does not seem right and reinforce the header sounds.

POST TUTORING REFLECTIONS:

Note here how Larry did throughout the lesson.

WRITING

10 min

- Materials:
- 4 additional pictures

Rationale:

Based on the little writing that I have seen X do, he is able to form the letters, but it is a mix of uppercase and lowercase letters. While he is familiar with most or all letters, writing the letters will

- Large sample letters for tracing
- Worksheet

help him with his automaticity and help him so that he writes with only upper or only lower case letters.

This activity will be a formative assessment on X's encoding from the Spelling activity above. In the alphabets section, I had him write out his alphabet with both lower and upper case letters. I want to see if he is able to stay strictly with writing lower case letters. I am also checking to see if he is able to encode and produce the letters associated with the sounds he is hearing from the picture sort.

While I'm doing this, however, I'm also taking informal opportunities to provide some 1:1 instruction in how to hold a pencil, how to orient the letters on the page, where to find the letters on the letter strip, how to form the letter (including explicit instruction in how to form the strokes of the letters, etc.).

Activity:

I will have prepared a sheet in advance that looks like this:

Gg	Ll
Rr	Vv

1. I will give X 4 pictures, one each for each beginning sound.
2. I will ask X to tell me what sound he thinks he hears at the beginning of the word in the picture.
3. Once he identifies the letter, I'll say "yes, that's just like 'g...gorilla.../lg! You got it!
4. Then I will have X trace the letter on my big paper first using his finger only. I'll show him where to start and be explicit about which ways to move to make the letter complete.
5. Finally, I'll ask X to label the letter with the appropriate letter and test him to see if he can spell the whole word for me with the other sounds that he hears in the word.
6. Repeat for each letter.

PHONOLOGICAL AWARENESS

<p>Highlight the linguistic unit</p>	<p>Word Syllable Onset-Rime Phoneme</p>	<p>Rationale: In the last lesson, X struggled with identifying words that rhyme, generating rhyme, and segmenting and blending between the onset/rime. Due to this....</p> <ul style="list-style-type: none"> ● I will go over rhyme and how when we rhyme, we want the ending sound/end of words to match. ● Explicitly teach how to segment and blend words so that we can identify the onset and the rime ● Explicitly teach what segment and blend means <p>If I need to bump up the challenge level, I may move on to:</p> <ul style="list-style-type: none"> ● Blending and segmenting individual phonemes <p>What manipulatives and/or other scaffolds do you anticipate using?</p> <ul style="list-style-type: none"> ● Puppet ● Picture cards ● Elkonin boxes/sound boxes ● Colored chips 	
<p>Planning for Phonological Awareness:</p>			
<p>Time: 10-15 min</p>	<p>Materials Needed:</p>	<p>Linguistic Target: Onset-Rime</p>	<ol style="list-style-type: none"> 1. Define RHYME in student friendly terms. <ol style="list-style-type: none"> a. When we rhyme, we are looking for words that have the same ending sound, but different beginning sounds. For example c-at and b-at. They rhyme because they both have that /at/ sound at the end of the word. <p><u>I DO (Direct Instruction):</u> Think back to what we just did a few minutes ago with the</p>

		<p>/g/, /l/, /r/, and /v/ sounds. We were thinking of the beginning sounds right? That's kind of what we are doing here. We are thinking of the beginning sounds and separating them from the rest of the word.</p> <p>For example, /d/-og and /l/-og. I was able to separate the beginning sound and was left with the /og/ sound. From here, I just had to change the beginning sound to make a word that rhymed with dog.</p> <p>It's kind of like a bouncy ball. When I take off the beginning sound, I am going to bounce this ball (I will have a ball) and whatever I bounce/comes after the beginning sound is the sound that I am trying to rhyme with. Let me show you.</p> <p>If the word is cat, I will go /c/- (bounce)at. I know that I am looking for a word that ends in 'at' now. Let me think.../d/- (bounce)og. Did that rhyme?</p> <p>What about /h/- (bounce)at?</p> <p><u>WE DO (Guided Practice):</u> Now let's try some together. I will say the beginning sound and you tell me the ending part/what we are looking to rhyme.</p> <p>H-at L-og T-ap S-ip</p>
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b-ed

YOU DO (Independent Practice):

To scaffold X's independence, I will have headers of words (not pictures) around the room (star, bed, tip, gum) and I will call out words and he will move to the header to which the word rhymes.

Car, far, head, bum, flip, hip, lead, jar, oddball: bug

CLOSING STATEMENT: Ask "Larry, can you tell me now what rhyming is?" and/or "what part of the word stays the same?" Provide corrective feedback.

Blending Work:
Onset-Rime

I DO - WE DO - YOU DO.

h	it
l	ap
c	at
b	ig
d	og
s	ip
c	ap
m	ap

I DO:

"I'm going to say some sounds and these sounds make a word. What I am going to do is I am going to say these sounds, and then I am going to blend these sounds together. Blending means putting them together."

I am going to say the sounds and blend them together (see words on left):

"/h/ and /it/ make hit..."

Repeat for each pair. Provide corrective feedback as needed.

WE DO:

"I'm going to say some sounds, and as I say them, I'm going to ask you to tell me what word these sounds make when they are blended together."

Repeat for each pair. Provide corrective feedback as needed.

		<table border="1" data-bbox="697 207 928 269"> <tr> <td>l</td> <td>og</td> </tr> </table> <table border="1" data-bbox="697 305 928 367"> <tr> <td>t</td> <td>ag</td> </tr> </table> <table border="1" data-bbox="697 370 928 431"> <tr> <td>b</td> <td>ox</td> </tr> </table> <table border="1" data-bbox="697 435 928 496"> <tr> <td>r</td> <td>ed</td> </tr> </table> <table border="1" data-bbox="697 500 928 561"> <tr> <td>l</td> <td>ock</td> </tr> </table> <table border="1" data-bbox="697 565 928 626"> <tr> <td>b</td> <td>ook</td> </tr> </table>	l	og	t	ag	b	ox	r	ed	l	ock	b	ook	<p><u>YOU DO:</u> I will gradually allow X to take control over the blending by giving him the sounds and he will blend them independently.</p> <p>I will provide feedback as needed.</p>
l	og														
t	ag														
b	ox														
r	ed														
l	ock														
b	ook														
		<p>Segmenting Work: Onset-Rime</p>	<ul style="list-style-type: none"> ● The work you do in this section follows the same general format as the previous section, but in taking apart. <ul style="list-style-type: none"> ○ For this section, I do have pictures of the words in the chart. ○ I will tell X that we will be segmenting, which means taking the words apart. ○ I will follow the same guidelines of the I do, We do, You do, but he will have the pictures so that this is more independent for him. 												
		<p>Stretch Work: Categorization of rhyme/onset-rime</p>	<ul style="list-style-type: none"> ● I will have pictures of words that rhyme and throw in one that does not. X will be tasked with figuring out which word does not rhyme/belong in the group. This will work on not only recognizing or generating rhyme, but also figuring out what does not work. <ul style="list-style-type: none"> ○ Frog, dog, fat ○ Cat, bat, jar ○ Car, bed, star ○ Pot, pan, dot ○ Sit, bit, sat 												

ORAL LANGUAGE DEVELOPMENT

<p>Title of Book:</p>	<p>Highlight the Type: Shared Rdg Read Aloud Concept Repetitive Alphabet</p>	<p>Rationale:</p> <ul style="list-style-type: none"> ● Why did you pick the book you did? How does this support the learning goals of <u>vocabulary</u> development, <u>comprehension</u>, <u>concept development</u>, etc.? Read through the text you plan to read in advance. Think of how this text is the best one to use with your tutee and why. Use this information to formulate an instructional rationale below: ● Do not say “I picked this book because Jon likes cars.” That is a motivational justification. This justification should be grounded in vocabulary and concept development.
<p>Time:</p>	<p>Materials:</p>	<p>What manipulatives and/or other scaffolds do you anticipate using? Add the materials under the left column for “materials” below.</p> <ul style="list-style-type: none"> ● Puppets ● Drawing/Writing ● Dramatic Play ● Concept Sort ● Others?
<p>15-20 min</p>		<p>Writing the Instructional Plan: Start with the VOCABULARY section first. Keep in mind the plan for vocabulary development instruction by following a gradual release model (WTW p. 11) of:</p> <ol style="list-style-type: none"> 1. Expose and explain <ol style="list-style-type: none"> a. Carnivore <ol style="list-style-type: none"> i. SFD: An animal who only eats meat. <ol style="list-style-type: none"> 1. Lion, wolf, shark b. Predator <ol style="list-style-type: none"> i. SFD: an animal who hunts other animals for food <ol style="list-style-type: none"> 1. Lion, wolf, shark <ol style="list-style-type: none"> a. These 2 words are very similar, if they are a carnivore, they are a predator. c. Prey <ol style="list-style-type: none"> i. SFD: an animal who gets hunted by other animals <ol style="list-style-type: none"> 1. Rabbits, gazelle, deer, fish

- d. Vegetarian
 - i. SFD: an animal (or human) who only eats fruits, vegetables, or plants
 - 1. People, rabbits, some fish

- 2. Recognize and identify
 - a. I am going to flash some pictures on the screen and you're going to tell me if the animal is a carnivore or vegetarian or predator or prey. [Slides](#)
- 3. Produce and apply
 - a. Can you act like a carnivore and predator?
 - b. Can you act like an animal who is prey?
 - c. Can you act like a vegetarian/ what does a vegetarian eat?

Then fill in the COMPREHENSION section next.

Fill in your plan below according to the steps listed in WTW p. 19):

- 1. Preview
 - a. Alright, I am going to read a book to you today and it is called, *Carnivores*. Do you know what a carnivore is? Or have you ever heard that word, maybe in science class?
- 2. Introduce the Words
 - a. Carnivore
 - i. SFD: An animal who only eats meat.
 - 1. Lion, wolf, shark
 - b. Predator
 - i. SFD: an animal who hunts other animals for food
 - 1. Lion, wolf, shark
 - a. These 2 words are very similar, if they are a carnivore, they are a predator.
 - c. Prey
 - i. SFD: an animal who gets hunted by other animals
 - 1. Rabbits, gazelle, deer, fish
 - d. Vegetarian
 - i. SFD: an animal (or human) who only eats fruits, vegetables, or plants
 - 1. People, rabbits, some fish
- 3. Anchor the Words in Memory
 - a. Let's take a look at the word carnivore. Do you know what letter that this word begins with?
 - i. Do you know what sound this letter makes? Let's say in together /c/ (together)-arnivore(me). Carnivore starts with /c/, c.

		<p>b. Repeat for predator, prey, and vegetarian</p> <p>4. Read Aloud</p> <p>a. When I'm reading, if you hear any of these words, I want you to growl like a big scary predator.</p> <p>5. Review Immediately</p> <p>a. Who was a carnivore?</p> <p>b. Were they predators?</p> <p>c. Who did they prey on?</p> <p>d. What does it mean to be vegetarian?</p> <p>6. Review Over Time</p> <p>a. He likes sharks, so maybe he can apply his knowledge he has now to know that sharks are predators and carnivores</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Have student retell <ul style="list-style-type: none"> ○ What happened at the beginning? ○ What happened in the middle?/ What was their problem? ○ Who helped them? ○ What happened at the end? ○ Do you think the carnivores are bad animals?
		<p>Concept Development Activity</p>
Time:	Materials:	<p>Frequently a concept sort is connected to a concept book or used as an extension from the book you just read. You will have to decide how you want to handle this, and it may vary depending on the book you read above. A concept book is often a quick read, so if you decide to do another quick read, then list the book below as part of the materials.</p> <p>See WTW pp. 24-32 for ideas for this portion of the lesson plan.</p>
10 min		<p>After sharing the book: (write in what you will do for the concept sort according to the steps provided)</p> <p>1. Invite students to sort.</p> <p>a. I have these pictures here and I want you to sort them into animals or not animals.</p>

		<p>Let's go over all of the pictures first so that we know that we know them!</p> <ul style="list-style-type: none"> b. I will do the first one. Here is a picture of a rabbit. Well, I know that a rabbit is an animal, so I am going to put it in the animal pile. c. Now you try. <p>2. Check, reflect, and re-sort (if necessary)</p> <ul style="list-style-type: none"> a. Go over each category and picture. <ul style="list-style-type: none"> i. Get the students thinking: Do any of these animals have anything in common? How they look or where they might live? <p>3. Paste & label</p> <ul style="list-style-type: none"> a. Let's think about all these pictures. We have animals and not animals. Take a look and see if we can separate the non-animals pile into 2 different things. <ul style="list-style-type: none"> i. If struggling, pull out a picture of a plant and ask what he might call the specific picture. ii. Resort into plants and not living if needed. <p>4. Extend</p> <ul style="list-style-type: none"> a. Dramatic play <ul style="list-style-type: none"> i. I will call out different animals (maybe even a plant) and have the student act as that particular animal.
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		7. Couldn't delete this box!