

Beginning Reader Lesson Plan

Student/Group: - Teacher/Tutor: Buchanan/Megan Chapman Date: 2/20/07 Lesson #: 2

	Activities
<p>Rereading</p> <p>Standard(s):</p> <p>1.1.11 Read common sight words (words that are often seen and heard).</p> <p>1.1.15 Read aloud smoothly and easily in familiar text.</p>	<p>Titles (and reading levels):</p> <p><u>Can a Pig Dig?</u> GUIDED READING: B</p> <p><u>Wiggle Worm Went Home</u> GUIDED READING: B</p>
<p>Word Study</p> <p>Standard(s):</p> <p>1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (<i>a, e, i, o, u</i>), and blend those sounds into recognizable words.</p>	<p>Picture/Word Sort: word sort with word families: focusing on short vowels (ex: -ig, -og, -ag).</p> <p>Writing Sort/Word Hunt/Game: writing sort using words from the sort (ending in -ig, -og, -ag). Will encourage him to sound out all parts of word with me, call off 3 words.</p>
<p>Writing for Sounds</p> <p>Standard(s):</p> <p>1.6.8 Spell correctly three- and four-letter words (<i>can, will</i>) and grade-level-appropriate sight words (<i>red, fish</i>).</p>	<p>Sentence: My pet frog is big.</p> <p>Words with known or current letters/sounds (i.e., what words, letters, or patterns will you make sure the student represents correctly?): I will expect him to get all the beginning sounds, as well as the words frog and big (short vowel new words studied).</p>
<p>New Reading</p> <p>Standard(s):</p> <p>1.1.1 Match oral words to printed words.</p> <p>1.2.7 Relate prior knowledge to what is read.</p>	<p>Book: <u>The Animal Walk</u> Level: B (guided reading)</p> <p>Hook/Introduction Notes (include specific discussion points related to today's text such as talking about prior knowledge, making connections, and making predictions): I will read the title with Travis, and ask him to predict what he thinks the book is about. We will walk through each page (note where they find the bugs), read the first page together, and then I will let him read the rest of the book</p> <p>Strategies/Prompts: Wait to see if she corrects her mistake. "I like the way you tried to sound out the whole word." "Does that make sense?" "What sound does that letter make?" "I like the way you point to each word as you read it." "Try again."</p>