

# READING GROUP PHONICS LESSON PLAN - K-2

Grade: \_\_\_\_\_

Week of: \_\_\_\_\_

Students:

Skill:	Monday	Tuesday	Wednesday	Thursday	Friday
Warm-Up (2-3 min)	Letter Naming Write Alphabet NWF RWR ORF Passage	Letter Naming Write Alphabet NWF RWR ORF Passage	Letter Naming Write Alphabet NWF RWR ORF Passage	Letter Naming Write Alphabet NWF RWR ORF Passage	Letter Naming Write Alphabet NWF RWR ORF Passage
PA (3-5 min)					
High Frequency / Tricky Words (3-5 min)	Review:	New:	Review:	New:	Review or Assessment
Skills Review / Drill (5 min)	Visual Drill: Phoneme/ Grapheme Cards + Blending board	Multimodal Auditory Drill: Sand Trays Brain Freeze Whiteboards iPad	Reading Review	Multimodal Auditory Dill: Sand trays Brain freeze Whiteboards iPad	Reading Review or Word cards or Assessment
Explicit Phonics Instruction - I Do (3-min)					
Guided Practice We Do/You Do  (see back)(5 min)	Sound Boxes	Word Dictation: Rhyme or Pattern Match	Chaining	Analogy/T-Chart	Assessment or choose to repeat an activity
Guided Practice We Do/You Do Word or Sentence Dictation (2-3 min)					
Read Connected Text We Do/You Do (8-10 min)	Highlight text Echo Read Choral Read Partner Read  Text:	Highlight text Echo Read Choral Read Partner Read  Text:	Highlight text Echo Read Choral Read Partner Read  Text:	Highlight text Echo Read Choral Read Partner Read  Text:	Highlight text Echo Read Choral Read Partner Read  Text:

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## Sound Boxes

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## Rhyme or Pattern Match

## Chaining

## Analogy / T-Chart

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## Teacher's Guide

Use this lesson plan to create a week of small group phonics lessons (approximately 30-35 minutes). Use the sections on page 2 (print as a back side) to plan activities using words containing the phonics pattern you are teaching. Some days, you may spend longer on a lesson component and not finish all of the components. Keep the pace snappy!

### WARM UP

This is a 'bell-ringer' activity to utilize every second of your group time. Choose one of the activities for the day and highlight it on the lesson plan. As students come to the group, have them immediately begin on this routine task. Have it set out and ready for them to begin.

**Letter Naming:** sheets of letters for students to practice rapidly saying the names, individual letter cards for saying names, upper/lower case matching, alphabet arc

**Write the alphabet or high-utility words** such as number words, days of the week, months, their address (use individual whiteboards). Give feedback on handwriting; require proper formation. After formation is established, work on handwriting fluency - write quickly but neatly!

**NWF (Nonsense Word Fluency):** practice reading nonsense words in a unitized manner

**RWR (Real Word Reading):** Use rapid word boxes or sheets of words using current skill or formerly taught skills. Always explain vocabulary.

**ORF (Oral Reading Fluency):** Have students practice reading passages. Optional: Time for one minute, repeat on a different day.

### PA (PHONEMIC AWARENESS)

Plan an individualized 3-5 minute practice on Phonemic Awareness using the students' levels based on the PAST. Record Level/Lesson # on lesson plan. Give students an opportunity to respond individually.

### HIGH FREQUENCY / TRICKY WORDS

In the lesson plan, write the words you plan to teach or review in the box for Tricky Words. Review days are a quick spelling practice of previously learned tricky words and high frequency words. You may choose to sometimes have students read the words on review days, but encoding practice of these words is our priority. Have students write the words on a whiteboard, checking for correct spelling and letter formation. Use the curriculum word lists in Grades K-1 and Dolch or other lists in Grades 2-3. On New Tricky Word days, follow the Tricky Word Instruction routine.

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## SKILLS REVIEW & DRILL

This is review, not new instruction. Spiral through previously taught concepts.

**Visual Drill:** Show students phoneme/grapheme cards, students say the sound.

**Blending Board:** Using stacks of initial, medial, and final sound grapheme cards, build words on a blending board. Some words will be real, many will be nonsense words. You may choose to use a digital version of a blending board.

**Multimodal Auditory Drill:** Using your phoneme/grapheme cards (those that have been taught) as reference, the teacher says the sound, students write *and* say the grapheme representation. For engagement and a multimodal experience, have students use different ways to write: sand trays, whiteboards, chalk, iPad writing apps, Brain Freeze, etc.

**Reading Review:** Spiral through review of concepts already taught having students respond both orally and in writing. Use the attached "Reading Review" sheet for ideas/examples.

**Word Cards:** Use index word cards (current skill or review skills) in a variety of ways: deal out, students sort by color (if you used colored index cards) and read; students arrange their cards, read, and pass to the right; alphabetize words and read; drill a partner with the cards, sort in various ways, rapid read

## EXPLICIT PHONICS INSTRUCTION

Clearly tell your students what you want them to learn in this lesson. Tell the rules for using the phonics pattern, ways it could be categorized, how to form the letters, and any etymology that is pertinent. Demonstrate the guided practice with explicit instructions.

## GUIDED PRACTICE

Students will practice using the phonics pattern you are teaching. Use the back of the lesson plan sheet to plan your activities.

**Sound Boxes:** Dictate a word. Using a laminated sound box sheet, students will tap/segment the sounds, (push chips, depending on stage of learner), write one sound per box. Sounds may be represented by 1-4 letters in one box.

**Rhyme or Pattern Match:** Dictate words (3-4 in left column, 3-4 in right column). Students will write the words then draw lines between these words to match rhyming words, or words with the same blend, digraph, etc.

**Chaining:** Students will write a word 'medium-sized' in the middle of an individual white board. Teacher will say a new word, changing just one sound from the first word. Students erase only the part that needs to be changed and write the new sound to make a new word. Continue with several changes/new words.

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**Analogy/T-Chart:** Students practice by making analogies and comparisons. Students will categorize words into two categories written at the top of your t-chart (Example: /a/ and /o/, starts with /sh/, ends with /sh/) Dictate words, students will decide in which category/column to write the word.

## **DICTATION**

Dictate a sentence for students to write. Connect the sentence to their text, if possible. Let students fill in a blank with a word of their choice. Example: *I must train my \_\_\_\_\_ to eat grain.* Give feedback on handwriting, spelling, punctuation, capitalization.

## **READ CONNECTED TEXT**

Select text that is connected to the skill you are working on. Have students read aloud and in a way that you can give feedback most of the time. Texts can be used for more than one day. Have students read in a variety of ways. Teacher is guiding and giving feedback continually as needed. Students will look through entire words, using all of the letters to decode, not allowed to make guesses. Explicitly teach any Tier 2 vocabulary words.

**Highlight text:** On consumable copies of passages, have students find and highlight the words containing the skill you are working on. Go back and read only the highlighted words.

**Echo Read:** Teacher models reading a sentence aloud. Students echo. You may have a student be the Echo Captain with the other students echoing.

**Choral Read:** Students read aloud at the same time with the teacher leading.

**Partner Reading:** Students take turns reading aloud with a partner. Sentence by sentence or paragraph by paragraph. Students give feedback to each other and learn to coach rather than just tell unknown words.

# READING GROUP PHONICS LESSON PLAN - K-2

## Reading Review (EXAMPLES of Review Topics) This is an incomplete rough draft.

- Digraphs: sh, th, ch, wh, ph, ng, ck
- Bonus Letters: ss, ll, ff, zz Double these letters at the end of a one syllable, short vowel word (a shorty short word)
- Cat/kite rule
- ng and nk sounds: ing, ang, ung, ong, ink, ank, onk, unk
- ai and ay: ai comes in the middle, ay comes at the end
- ie: /i/ at the end, /e/ in the middle
- When can I use /ck/? At the end of a short vowel syllable/word; never at the beginning
- Long vowel spellings
- Write r-controlled sounds: /ar/ /or/ /er/ /ir/ ur/
- “No English words end in v, must be followed by an e”: have, give, love, etc.
- Vowel team placement:

Middle	End
ai	ay
ei	ey
oi	oy
au	aw
ou	ow
eu	ew

- 3 sounds of -ed: /ed/, /d/, /t/ (Dictate example words)
- Syllabication practice with 6 syllable types: C = closed, L = -le, O = open, V = Vowel Team, E = VCe, R = r-controlled
- Closed syllable exceptions: -ind, -ild, -old, -ost (I and O *may* (not always) say their names when followed by two consonants.)
- Final y sounds: /e/ /i/ cry, baby (English words don't end in I). Practice writing words
- -s and -es plural
- Soft c spelling: c says /s/ when followed by i, e, y

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- No English words end with j. g says /j/ when followed by i,e, y
- Add suffixes to final-e words
- Add suffixes to y words
- Doubling rule: double the consonant if the word is a shorty short word
- Greek spelling of /k/ = ch
- 6 words spelled with -eigh: eight, freight, neigh, sleigh, weight, height
- Silent letters: kn, mb, gh, gn, gu, ps, mn, wr
  - Kn: knit, knock, knight, knuckles, knot, know, knob, knife, knee, knoll
  - mb: lamb, tomb, climb, bomb, limb, dumb, comb, womb, numb
  - gh: ghost, ghoul, ghastly, ghetto
  - wr: write, wrap, wreck, wren, wrangler, wrong, wretched, wrist
  - gn: gnome, gnat, gnarl, gnaw, gnu, gnash