

Phonics Weekly Lesson Plan

Day 1	Day 2	Day 3
Date:	Date:	Date:
General Procedures: I do, we do, you do (model, lead, test) – I do: provide model, we do: practice with students (everyone out loud together), you do: students respond together Choral responding – all students answer together out loud. Practice cueing students to respond together. Prompt students to follow along and touch each word/track with finger. Corrective Feedback procedure outlined within each section. Provide affirmation for correct responses. Signals cue the students when to respond together for choral responding. For example, if students are looking at a word on the board, touch the word to let students know when to respond. If students are looking at words in front of them, an auditory signal (tap, snap) should be used.		
DECODING ACTIVITIES: <i>DECODING SOUNDS/SPELLINGS, DECODING INDIVIDUAL WORDS, BUILDING FLUENCY, STORY READING</i> 25 min		
<i>DECODING SOUNDS/SPELLINGS (5 min)</i> New sounds (1-2 sounds): Review Sounds (4-6 sounds):	<i>DECODING SOUNDS/SPELLINGS (5 min)</i> New sounds (1-2 sounds): Review Sounds (4-6 sounds):	<i>DECODING SOUNDS/SPELLINGS (5 min)</i> New sounds (1-2 sounds): Review Sounds (4-6 sounds):
<i>DECODING INDIVIDUAL WORDS: (5 min)</i> (New words include New Sounds from above) New words with new sounds (4 words): Review words (4 words):	<i>DECODING INDIVIDUAL WORDS: (5 min)</i> (New words include New Sounds from above) New words with new sounds (4 words): Review words (4 words):	<i>DECODING INDIVIDUAL WORDS: (5 min)</i> (New words include New Sounds from above) New words with new sounds (4 words): Review words (4 words):

Day 4	Day 5
<p>Date:</p> <p><i>DECODING SOUNDS/SPELLINGS</i> (5 min)</p> <p>New sounds (1-2 sounds):</p> <p>Review Sounds (4-6 sounds):</p>	<p>Date:</p> <p><i>DECODING SOUNDS/SPELLINGS</i> (5 min)</p> <p>New sounds (1-2 sounds):</p> <p>Review Sounds (4-6 sounds):</p>
<p><i>DECODING INDIVIDUAL WORDS:</i> (5 min) (New words include New Sounds from above)</p> <p>New words with new sounds (4 words):</p> <p>Review words (4 words):</p>	<p><i>DECODING INDIVIDUAL WORDS:</i> (5 min) (New words include New Sounds from above)</p> <p>New words with new sounds (4 words):</p> <p>Review words (4 words):</p>
<p><i>BUILDING FLUENCY:</i> (5 mins) (use same list as Decoding Individual Words; add words from previous lesson for review)</p> <p>New/Review Words (8 words from above):</p> <p>Review Words (2 review words, previous lesson):</p>	<p><i>BUILDING FLUENCY:</i> (5 mins) (use same list as Decoding Individual Words; add words from previous lesson for review)</p> <p>New/Review Words (8 words from above):</p> <p>Review Words (2 review words, previous lesson):</p>

STORY READING: 10 min <u>Materials</u> Book Title – # of copies needed –	STORY READING: 10 min <u>Materials</u> Book Title – # of copies needed –

Explicit Phonics Instruction General Procedures:

I do, we do, you do (model, lead, test) – I do: provide model, we do: practice with students (everyone out loud together), you do: students respond together
Choral responding – all students answer together out loud. Practice cueing students to respond together.
Prompt students to follow along and touch each word/track with finger.
Corrective Feedback procedure outlined within each section. Provide affirmation for correct responses.
Signals cue the students when to respond together for choral responding. For example, if students are looking at a word on the board, touch the word to let students know when to respond. If students are looking at words in front of them, an auditory signal (tap, snap) should be used.

DECODING SOUNDS/SPELLINGS

Objective – learn new sounds and practice previously learned sounds.

<T> ***Blue bold italicized text*** = Teacher says

<S>= Students say

<T/S>= Teacher/Students say together

Teacher actions:

Write sounds on board. Introduce lesson to students. Explain what you are doing and how it relates to the student (Today we will... so you can...). Explain how students will know they mastered the lesson (You'll know you are successful when you can...).

Introduce new sound

I do: <T> Touch the first sound. ***This sound is ____.***

We do: <T> Touch the first sound. *Say it together with me. Signal* <T/S say sound>

You do: <T> Touch the first sound. *What sound? Signal* <S say sound> Provide praise/corrective feedback.
Repeat steps for all sounds.

Review previously learned sounds

You do: <T> Touch the next sound. *What sound? Signal* <S say sound> Provide praise/corrective feedback.
Repeat steps for all sounds.

Corrective Feedback <T> *That sound is _____. Say it with me. Signal* <T/S say sound>. *What sound? Signal* <S say sound>
Review missed sound again after a few other sounds.

DECODING INDIVIDUAL WORDS

Objective – sound out words with new sounds and practice sounding out and reading previously learned words.

Write words in a list on the board.

<T> *Blue bold italicized text* = Teacher says

<S>= Students say

<T/S>= Teacher/Students say together

New words with new sounds (from sound list above)

I do: Underline new sound in the first word. Point to new sound. <T> *What sound? Signal* <S say sound>. <T> *Listen to me sound out this word.* Model sounding out word.

We do: <T> *Sound out this word with me. Signal* <T/S sound out word>

You do: <T> *Sound it out by yourselves. Signal* <S sound out word> *What word? Signal* <S say word>. Provide praise/corrective feedback.
Repeat steps for all words.

Review words – practice all words twice

Round 1:

I do: <T> *Touch the word. Listen to me sound out this word ____.*

You do: <T> *Sound it out. Signal* <S sound out word>. <T> *What word? Signal* <S say word>; Repeat

Round 2:

You do: <T> *Touch the word. Sound it out. Signal* <S sound out word>. <T> *What word? Signal* <S say word>; Repeat

Corrective Feedback <T> *Listen to me sound out the word _____. Sound it out with me Signal* <T/S sound out word>. <T> *Sound it out by yourselves? Signal* <S sound out word>. <T> *What word? Signal* <S say word>. Review missed word again after a few other words.

BUILDING FLUENCY

Objective – increase speed at which students read words in word list.

Use same word list as Decode Individual Words, add words from previous lesson for review. Print off word lists ahead of time for students to use or ask students to write words on paper or small white boards.

Round 1 – Read words in word list, give students “think time” before reading each word

You do: <T> *Touch the word. Sound it out in your head* (pause 5 seconds). *What word? Signal* <S say word>; Repeat

Round 2 – Read words in word list, give students less think time

You do: <T> *Touch the word.* (pause 2 seconds) *What word? Signal* <S say word>; Repeat

Round 3 – Read words in word list fluently

You do: <T> *What word? Signal* <S say word>; *Next word, what word? Signal* <S say word>; Repeat

Corrective feedback: <T> *That word is _____, What word? Signal* <S say word>. <T> *Start over reading from the beginning of the list.*

STORY READING

Pass out a copy of the story to all students. Randomly call on students to read 2-3 sentences at a time (avoid round robin). All students track with finger as everyone takes turns reading story. Use corrective feedback if student misses a word.

Corrective feedback: <T> *That word is _____, What word? Signal* <S say word>. <T> *Start over reading from the beginning of the sentence.*