

A stack of several books with colorful covers (red, green, blue, yellow, pink) is shown against a light blue background. The books are stacked horizontally, with some pages visible.

palsTM Phonological Awareness Literacy Screening

BEGINNING READER Lesson Plan

Teacher:

Group:

Date:

Get Started...



Clear Lesson Plan

BEGINNING READER Lesson Plan



Fluency/
Rereading

Word
Bank

New
Book

Writing
for Sounds

Word
Study

Lesson Plan
Summary



Fluency/Rereading

Book title:

1 PRACTICE FOR FLUENCY

DIRECTIONS

Students reread the familiar book listed above twice, using one of the following activities.

- Individual Whisper Reading
- Partner Reading
- Fluency Phones

This is a convenient time to take a running record with one of your students.

Download: [100 Word Chart](#)

OPTIONAL

SEATWORK OR LITERACY WORKSTATIONS

- | | |
|------------------------|---------------------------|
| Student Recordings | Puppet Applause |
| Text Copy Cut-up | Read Like Me |
| You Be the Illustrator | Paired Reading |
| Performance Reading | Prosody Alphabet |
| Poetry Club | Rainbow Read |
| Read Around | Search for Signals |
| Radio Reading | On the Lookout |
| Emotion Match | Which Way Should I Say... |

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Word Bank

Book or rhyme:

(Source of word bank words, frequently the same book used for fluency practice)

1 CHOOSE WORDS

DIRECTIONS

Choose three to nine words to add to the group word bank.
At least half of the words should have a high level of imagery.

FOCUS WORDS (3-9)

Create Word Bank Cards

2 CHOOSE ACTIVITIES

DIRECTIONS

Choose one word bank activity in text for words that students are working on and one activity out of text for words that they already know. Vary the targeted feature based on what has been previously studied in word study:

ACTIVITY IN TEXT :

Matching

Cloze

I am Thinking of...

Highlighting

ACTIVITY OUT OF TEXT:

Pick-Up

Sorting

Writing

OPTIONAL

SEATWORK OR LITERACY WORKSTATIONS

Concentration

Bingo

Slap

Go Fish

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New Book

Book title:

Level:

1 PREVIEW BOOK

DIRECTIONS

Follow the instructions listed below for before reading activities.

- 1) Reference print concepts in title (caps, punctuation, etc)
- 2) Take a book walk to preview concepts and vocabulary
- 3) Describe the text structure (non-fiction), story structure (fiction), or recurring pattern (rhymes, pattern books, predictable text)
- 4) Point out difficult words
- 5) Discuss essential vocabulary
- 6) Make a prediction or provide focus for reading

2 LISTEN AND SUPPORT READING

DIRECTIONS

Students individually whisper read the new book twice, while the teacher circulates and listens to each child read briefly.

Download: [Prompts for Students that Get Stuck](#)

3 REVISIT AND REVIEW

DIRECTIONS

Follow the instructions listed below for after reading activities.

- 1) Revisit predictions
- 2) Review vocabulary words and connect them to words they know
- 3) Review words students had difficulty reading and connect them to sound charts or other words

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Writing for Sounds

1 TARGET FEATURES

DIRECTIONS

Choose two spelling/phonics features that you have taught in the last few weeks.

2 CHOOSE SENTENCE

DIRECTIONS

Choose a sentence to be written for sounds that incorporates the above spelling/phonics features. Try to make the sentence relevant to the book you just introduced.

3 GUIDE WRITING

DIRECTIONS

- 1) Say sentence
- 2) Count number of words in sentence
- 3) Repeat sentence slowly, word by word
- 4) Have students draw a line on their paper for each word they hear
- 5) Tell students to write all the sounds they hear in each word
(Do not insist on correct spelling, except for target spelling/phonics features)

PROMPTS

- "Stretch it out."
- "Write the first sound you hear."
- "Write down what you hear next."
- "Look at your sound chart."
- "Think of another word that begins/rhymes with _____."

SUGGESTIONS

- Have alphabet strips available at eye level on table or folder.
- Use downloadable sound chart.

Download:

[Sound Chart](#)

OPTIONAL

LITERACY WORKSTATIONS

Sentence Dictations on Tape

Teacher:

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Word Study

1 CHOOSE FEATURES

DIRECTIONS

Choose phonics/spelling features for instruction.

2 features 3 features 4 features

2 INTRODUCE AND MODEL

DIRECTIONS

- 1) Introduce pictures or words, exclude words that children cannot read
- 2) Model how to sort referencing the header cards

3 SORT AND CHECK

DIRECTIONS

- 1) Students identify each picture or read each word aloud
- 2) Place header cards of identified features at the top of each column
- 3) Students sort independently or with a partner
- 4) Students compare each picture/word card back to header
- 5) Students check work and explain choices

4 REFLECT

DIRECTIONS

- 1) Move around group to check work
- 2) Ask students to reflect on their sort by having them complete statements such as, "These pictures are alike because..." or "I sorted pictures in this column because..."

OPTIONAL

SEATWORK

Have students sort a second time at their seat and write sort in their word study notebooks.

- 1) Reflect - Students explain their sorts, describing similarities and differences in sound, pattern, and meaning among the pictures and/or words.
- 2) Extend - Students look in a text they have already read to find two more words that have the same spelling/phonics feature.

LITERACY WORKSTATIONS

Sound String Flip Charts Sound Monster
Bingo Concentration Board Games
Sound Wheels Go Fish

Teacher:

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Word Bank Cards

LESSON PLAN



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Lesson Plan Summary

1 FLUENCY/ REREADING

Title:

- 1) Practice for Fluency:
Optional Seatwork

2 WORD BANK

Title:

- 1) Focus Words:
- 2) Activity In Text:
- 3) Activity Out of Text:
Optional Seatwork or Workstations:

3 NEW BOOK

Title:

- 1) Preview Book
- 2) Listen and Support Reading
- 3) Review and Revisit

Level:

4 WRITING FOR SOUNDS

- 1) Target Features:
- 2) Choose Sentence:
- 3) Guide Writing
Optional Workstations:

5 WORD STUDY

- 1) Choose Features:
- 2) Demonstrate
- 3) Sort and Check
- 4) Reflect
Optional Seatwork or Workstations:

Teacher:

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Print Options

The buttons on this page allow you to print various combinations of your Lesson Plan tabs and documents. After clicking "Print..." you will see your computer's standard print dialog box. If you are printing multiple documents in the "Documents" section below, the print dialog box will appear once for each document.

COVER

This prints the cover (home tab) of this document.

[Print...](#)

MAIN TABS

This prints all of the tabs between the cover and the Lesson Plan Summary.

[Print...](#)

WORD CARDS

This prints the word cards created on the Word Bank tab.

[Print...](#)

LESSON PLAN SUMMARY

This prints only the Lesson Plan Summary tab.

[Print...](#)

DOCUMENTS

The two sections below show the documents that you selected in previous tabs with the radio buttons and check boxes. If you wish to add or remove any from this list, simply go back to the appropriate tab and change your selection.

ACTIVITIES

[Print...](#)

SEATWORK OR LITERACY WORKSTATIONS

[Print...](#)

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