

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.

pals[™] Phonological Awareness Literacy Screening

EMERGENT READER Lesson Plan

Teacher:

Group:

Date:

Get Started...



Clear Lesson Plan

EMERGENT READER Lesson Plan



Day 1

Day 2

Day 3

Day 4

Day 5

Sample Rhymes

Lesson Plan Summary



Before Reading: Alphabetics



WORK WITH LETTERS

DIRECTIONS

Choose one of the following activities to use for the week:

Child's Name

Alphabetize Letters

Alphabet Tracking

Font Sort

Alphabet Matching

Handwriting

During Reading: Concept of Word (Introduce the Whole)

Title of poem, rhyme or familiar text:

1

REVIEW RHYME

DIRECTIONS

Use illustrations to prompt review of the rhyme orally/aurally.

2

PLAY WITH LANGUAGE

DIRECTIONS

Choose a skill and language play activity for the week to reinforce phonological awareness.

Rhyme

Beginning Sounds

Syllable Awareness

Phoneme Blending

Download:

[Language Play Chart](#)

3

INTRODUCE THE TEXT

DIRECTIONS

- 1) Introduce the printed text on chart paper or pocket chart (one sentence per line).
- 2) Model how to read the text by using your finger or pointer to touch every word as you say it.
- 3) Talk about how you are starting with the first word on the left and touching each word in the sentence as you say it.

4

READ THE TEXT

DIRECTIONS

- 1) Choral Read - Invite the children to say each line with you (chorally) as you point to each word again in a second reading.
- 2) Echo Read - Ask the children to repeat each sentence after you read it (echo). This will be the third reading.
- 3) Individual Read - Invite individual students to come up and recite as much of the text as you think they can while pointing to each word. Be prepared to guide as needed to ensure accurate pointing.

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After Reading: Word Study

1 CHOOSE FEATURES

DIRECTIONS

Choose phonics/spelling features for instruction for the week:

B/M, B/M/R, B/M/R/S
T/G, T/G/N, T/G/N/P
C/H, C/H/F, C/H/F/D
L/K, L/K/J, L/K/J/W
Y/Z, Y/Z/V
TH/SH, TH/CH, TH/CH/SH
A/O, I/U, E/I/O/U

2 INTRODUCE AND MODEL

DIRECTIONS

- 1) Introduce pictures; Tell what they are and give student-friendly meanings.
- 2) Exclude pictures that children cannot identify after introductions.
- 3) Model how to sort, referencing the column header cards.

3 SORT AND CHECK

DIRECTIONS

- 1) Place header cards of identified features at the top of each column.
- 2) Students sort independently or with a partner.
- 3) Students identify each picture by saying its name aloud.
- 4) Students compare each picture card back to the column header.
- 5) Students check work by reading each column aloud, making sure words in each column begin with the same sound.

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..."

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Sample Rhymes

Lesson Plan Summary



Before Reading: Alphabetics



WORK WITH LETTERS

DIRECTIONS

Continue the alphabetics activity chosen for the week.

Child's Name

Alphabet Tracking

Alphabet Matching

Alphabetize Letters

Font Sort

Handwriting

During Reading: Concept of Word (Work with the Parts - Sentences)

Title of poem, rhyme or familiar text:

1

REVIEW TEXT

DIRECTIONS

- 1) Ask the children to repeat each sentence of the text after you have read it (echo reading).
- 2) Invite individual students to come up and recite as much of the text as you think they can while pointing to each word. Be prepared to guide students as needed to ensure accurate pointing.

2

PLAY WITH LANGUAGE

DIRECTIONS

Continue the skill and language play activity chosen for the week to reinforce phonological awareness.

Rhyme

Syllable Awareness

Beginning Sounds

Phoneme Blending

Download:

[Language Play Chart](#)

3

MATCH SENTENCES

DIRECTIONS

- 1) Hand out sentence strips. Ask students to match their sentence to a sentence in the pocket chart. Have them place it there.
- 2) Discuss how they knew the sentences were the same. Prompt for specifics like "starts with" or "the word...".
- 3) Rebuild the text with and without a model for reference. Use 4-square illustrations (cut up) if helpful.

4

READ THE TEXT

DIRECTIONS

- 1) Practice Individually - Pass out individual copies of the text. Read together as every child tracks the print. Glue copy into their personal readers.
- 2) Buddy Read - Pair students with a buddy and have them practice reading the text to each other while fingerpointing. Ask the non-reading buddy to make sure his or her partner is saying and pointing to each word. Have each partner read twice.

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Teacher:

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After Reading: Word Study

Phonics/spelling features for instruction:

1 SORT AND CHECK

DIRECTIONS

- 1) Place header cards of identified features at the top of each column.
- 2) Students sort independently or with a partner.
- 3) Students identify each picture by saying its name aloud.
- 4) Students compare each picture card back to header.
- 5) Students check work by reading each column aloud, making sure words in each column begin with the same sound.

2 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..."

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Before Reading: Alphabetics



WORK WITH LETTERS

DIRECTIONS

Continue the alphabetics activity chosen for the week.

Child's Name

Alphabet Tracking

Alphabet Matching

Alphabetize Letters

Font Sort

Handwriting

During Reading: Concept of Word (Work with the Parts - Words)

Title of poem, rhyme or familiar text:

1

REVIEW TEXT

DIRECTIONS

- 1) Ask the children to repeat each sentence of the text after you have read it (echo reading).
- 2) Invite individual students to come up and recite as much of the text as you think they can while pointing to each word. Be prepared to guide as needed to ensure accurate pointing.

2

PLAY WITH LANGUAGE

DIRECTIONS

Continue the language play activity chosen for the week to reinforce phonological awareness.

Rhyme

Syllable Awareness

Beginning Sounds

Phoneme Blending

Download: [Language Play Chart](#)

3

MATCH WORDS

DIRECTIONS

- 1) Pass out individual word cards for each sentence.
- 2) Have children come up and find the word and place it on top of its match in the pocket chart.
- 3) Discuss how they knew it was the same word (prompt for letters, beginning sounds).

4

REBUILD SENTENCE

DIRECTIONS

- 1) Pass out the sentence strips along with envelopes containing that particular sentence cut up into individual words.
- 2) Have children rebuild the sentence word by word.
- 3) Choose one of the following activities.

Cut It Up

Be the Word

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After Reading: Word Study

Phonics/spelling features for instruction:



PRACTICE

DIRECTIONS

Choose one of the following activities:

Repeated Sorting 

Word Hunt 

Draw and Label 



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Before Reading: Alphabetics



WORK WITH LETTERS

DIRECTIONS

Continue the alphabetics activity chosen for the week.

Child's Name

Alphabet Tracking

Alphabet Matching

Alphabetize Letters

Font Sort

Handwriting

During Reading: COW (Work with the Parts - Letters and Sounds)

Title of poem, rhyme or familiar text:

1

REVIEW TEXT

DIRECTIONS

- 1) Ask the children to repeat each sentence of the text after you have read it (echo reading).
- 2) Invite individual students to come up and recite as much of the text as you think they can while pointing to each word. Be prepared to guide as needed to ensure accurate pointing.

2

PLAY WITH LANGUAGE

DIRECTIONS

Continue the language play activity chosen for the week to reinforce phonological awareness.

Rhyme

Syllable Awareness

Beginning Sounds

Phoneme Blending

Download: [Language Play Chart](#)

3

ISOLATE LETTERS AND SOUNDS

DIRECTIONS

Choose one of the following activities to help children apply learned letters and sounds.

I am Thinking of...

Cloze

4

READ AND SEARCH

DIRECTIONS

- 1) Children reread their own copies.
- 2) Ask children to find words (or beginning sounds for children still learning the alphabet) in their text copies and have them explain how they found them (what letter or sound they used).
- 3) Have students highlight or underline the words you asked them to find.

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During Reading: Continued

5 BUILD WORD BANK

DIRECTIONS

1) Pass out envelopes of word cards with 3-9 words that you have selected from the rhyme.

[Create Word Bank Cards](#)

- 2) Have the children work with partners to use the word cards to find the same word in their own copy of the text and identify it using beginning sounds.
3) Partners can also call out words for each other to find.

After Reading: Word Study

Phonics/spelling features for instruction:

1 PRACTICE

DIRECTIONS

Choose one of the following activities.

- Repeated Sorting
- Word Hunt
- Draw and Label

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Before Reading: Alphabetics



WORK WITH LETTERS

DIRECTIONS

Continue the alphabetics activity chosen for the week.

Child's Name

Alphabet Tracking

Alphabet Matching

Alphabetize Letters

Font Sort

Handwriting

During Reading: COW: Review the Whole and Assess the Parts

Title of poem, rhyme or familiar text:

1

REVIEW TEXT

Children reread using the chart or personal copies.

2

WORK WITH WORDS

- 1) Pass out word bank cards from day 4 and have children divide them in to two piles: words they recognize immediately and words they don't know.
- 2) Have the children work with partners to find words in their text copy that they didn't know and identify them.

3

ASSESS

- 1) Allow children to illustrate the text in their personal readers as you assess each child.
- 2) Ask individual students to read the text as they point to the words. Observe how accurately they track and whether they self-correct when they get off track.
- 3) Point to a few words in context and ask, "What's this word?" If the student does not know, encourage them read up to it.
- 4) If the student can name any of the words in context without reading up to them, see if they can identify those words in isolation on word cards.

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After Reading: Word Study

Phonics/spelling features for instruction:

 PRACTICE
OR ASSESS

DIRECTIONS

Choose one of the following activities.

- Repeated Sorting 
- Word Hunt 
- Draw and Label 
- Assessment 



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Sample Rhymes



CHOOSE RHYME

The Electronic Lesson Plan (ELP) for the Emergent Reader can be used with any song, rhyme, poem, or familiar text. For your convenience, we have created picture sheets and text copies for the following sample rhymes:

Five Little Speckled Frogs 

Itsy Bitsy Spider 

Five Little Monkeys 

Old MacDonald 

I'm a Little Teapot 

Hickory Dickory Dock 

Five Little Ducks 

Squirrel, Squirrel 

For help in choosing a rhyme, consult the Language Play Chart.

Download: [Language Play Chart](#)

Teacher: Group: Date:



Word Bank Cards

LESSON PLAN



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Sample Rhymes

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Lesson Plan Summary

Title of poem, rhyme or familiar text:

- DAY **1**
- 1) Work with Letters:
 - 2) Review Rhyme
 - 3) Play with Language:
 - 4) Introduce the Text
 - 5) Read the Text
 - 6) Phonics/Spelling Features:
 - 7) Introduce and Model
 - 8) Sort and Check
 - 9) Reflect

- DAY **2**
- 1) Work with Letters:
 - 2) Review Text
 - 3) Play with Language:
 - 4) Match Sentences
 - 5) Read the Text
 - 6) Sort and Check
 - 7) Reflect

- DAY **3**
- 1) Work with Letters:
 - 2) Review Text
 - 3) Play with Language:
 - 4) Match Words
 - 5) Rebuild Sentence:
 - 6) Word Study Practice:

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Sample Rhymes

Lesson Plan Summary



Lesson Plan Summary, Continued

Title of poem, rhyme or familiar text:

DAY 4

- 1) Work with Letters:
- 2) Review Text
- 3) Play with Language:
- 4) Isolate Letters and Sounds:
- 5) Read and Search
- 6) Build Word Bank:
- 7) Word Study Practice:

DAY 5

- 1) Work with Letters:
- 2) Review Text
- 3) Work with Words:
- 4) Assess
- 5) Word Study Practice or Assess:



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Teacher: Group: Date:



EMERGENT READER Lesson Plan

Navigation bar with buttons: Home, Day 1, Day 2, Day 3, Day 4, Day 5, Sample Rhymes, Lesson Plan Summary, and a Print icon.

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 document, created on the second page of Day 4.

Print...

LESSON PLAN SUMMARY

This prints only the Lesson Plan Summary page.

Print...

DOCUMENTS

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

ACTIVITIES

Print...

Teacher: Group: Date: