**Pre-A Distance Learning Lesson Plan\*:**

|  |  |  |
| --- | --- | --- |
| **Day 1** | **Day 2** | **Day 3** |
| 1. Check in
 | 1. Check in
 | 1. Check in
 |
| 1. Working with Names (if needed)
 | 1. Working with Letters
 | 1. Working with Names/Letters
 |
| 1. Working with Letters
 | 1. Working with Sounds
 | 1. Letter Formation
 |
| 1. Working with Books
 | 1. Working with Books
 | 1. Interactive Writing
 |

\*10-15 minutes each day

**Explanation of Modifications (in yellow):**

|  |
| --- |
| **Pre-A Distance Learning Lesson Plan (< 40 letters)** |
| Students:  | Date: |
| **Day 1** | **Day 2** | **Day 3** |
| 1. **Check In** (1 min. or less)

At the beginning of each lesson, ask students to hold up each of the materials they will need. | 1. **Check In**
 | 1. **Check In**
 |
| Materials needed:Students will usually need marker, eraser, abc chart, name chart. | Materials needed: | Materials needed: |
| 1. **Working with Names** (3-5 mins.)

Omit once child can write first name WITHOUT A MODEL. With your name in a pocket chart, model for the students. Students can hold up for you to view when they are done. | 1. **Working with Letters**

Choose one. Activities 5, 6, and 7 are for children who know at least 30 letters. | **2. Working with Names or Letters**  |
| Three Steps with Name Chart:* Trace your name with your finger.
* Trace your name with your marker (cap off).
* Copy your name with your marker (below name).

\*Encourage students to say aloud the letter names they know. | ☐ Find the letter in your name & circle. | Notes: |
| ☐ Practice a few letters routine (formation, name,  sound, alphafriends connection). |
| ☐ Find letter on ABC chart & circle. |
| ☐ Name a word that begins with that letter |
| ☐ Find the letter that makes that sound & circle |
| ☐ Name the letter that begins that word. |
| 1. **Working with Letters** (3-5 mins.)

Choose one. Activities 5, 6, and 7 are for children who know at least 30 letters. | 1. **Working with Sounds**

Choose one. | **3. Letter Formation** Webex whiteboard is not a good option for this as the students cannot not see how the letter is formed; it simply appears in front of them when you are done writing.Use dry erase board and marker, holding close for students to view as you form the letter while saying aloud the letter formation directions. |
| ☐ Find the letter in your name & circle. Baggies of “letters I know” may be difficult to assemble; seeing where the students place on the abc chart will be difficult. For this activity, ask students to locate and circle particular letters in their name. Use their name chart for this and then shift to abc chart. | ☐ Clap syllables | 1 syllable | 2 syllables | 3 syllables | Letter:Directions for forming: |
| ☐ Practice a few letters routine (formation, name, sound, alphafriends connection) During whole group, it may be difficult to see how students are forming letters; this is a chance to work closely on this while reinforcing letter identification & sound. |
| ☐ Find letter on ABC chart & circle. Ask students to hold up for you to view; model if needed. | ☐ Hear rhymes |  |
| ☐ Name a word that begins with that letter. Alternative: Ask students to hold up an object they find and help them name the object and then identify first sound/letter. (This may not be helpful if you need to focus on particular letter/sounds.) |
| ☐ Find the letter that makes that sound & circle. | ☐ Sort pictures | Use the traditional picture sort you already have. As you sort with students, post pictures in a pocket chart or on a dry erase board that you can hold up or zoom in on for students to see easily. Another option is to use your document camera and screen share.  |
| ☐ Name the letter that begins that word. |
| 1. **Working with Books** (5 mins.)

Shared reading with Level A book; teach print concepts.Before starting engage in a QUICK STRETCH OR MOVEMENT.Share your screen. Preview part of the book as you normally would, encouraging conversation.For shared reading ask students to get their “pointer fingers” out and point as you all read. If needed, as you choral read, use annotation tools to underline each word as you all read; in Webex, you’ll need to click annotate “off” each time you want to turn the page and then back “on” to annotate the next page. You can also use a cursor (if students can clearly see.) Some students may not need this scaffold. Advise practicing in advance.If students are struggling with “choral reading,” discuss how when we sing a song together, we all sing at the same time and compare to choral/shared reading.  | 1. **Working with Books**

Shared reading with Level A book; teach print concepts.Before starting engage in a QUICK STRETCH OR MOVEMENT. | **4. Interactive Writing & What’s Missing?** Use a digital whiteboard to draw lines and write. Students write the dominant sounds on the bottom of their alphabet chart and hold up for you to view. After writing the complete sentence, instead of cutting up words, mixing and arranging, playfully ask students to cover their eyes while you erase a word. Then fill the word in after they tell you what’s missing and reread the whole sentence. |
| * The title of this book is\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* This book is about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Picture Walk Notes (frontload language & vocabulary):

Choose one or two. Use digital annotation tools to mark on the book to demonstrate what you are teaching. For example, you might underline the words on a page to demo concept of a word or you might “box” each letter in a word to count the number of letters. One-to-one matching* Concept of a word
* Identify first/last word
* Concept of a letter
* Identify first/last letter
* Identify period
* Locate upper/lowercase letters
 | * Read and discuss book again.

Choose one or two. * One-to-one matching
* Concept of a word
* Identify first/last word
* Concept of a letter
* Identify first/last letter
* Identify period
* Locate upper/lowercase letters
 | Dictated sentence: |

Adapted for remote teaching from Jan Richardson’s *Next Step Forward in Guided Reading* (2016)