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| **Pre-A Distance Learning Lesson Plan (< 40 letters)** |
| Students:  | Date: |
| **Day 1** | **Day 2** | **Day 3** |
| 1. **Check In** (1 min. or less)
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 |
| Materials needed: | Materials needed: | Materials needed: |
| 1. **Working with Names** (3-5 mins.)

Omit once child can write first name WITHOUT A MODEL.  | 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**  |
| ☐ Find the letter in your name & circle.  | ☐ Clap syllables | 1 syllable | 2 syllables | 3 syllables | Letter:Directions for forming: |
| ☐ Practice a few letters routine (formation, name, sound, alphafriends connection)  |
| ☐ Find letter on ABC chart & circle.  | ☐ Hear rhymes |  |
| ☐ Name a word that begins with that letter.  |
| ☐ Find the letter that makes that sound & circle. | ☐ Sort pictures |  |
| ☐ Name the letter that begins that word. |
| 1. **Working with Books** (5 mins.)

Shared reading with Level A book; teach print concepts. | 1. **Working with Books**

Shared reading with Level A book; teach print concepts. | **4. Interactive Writing & What’s Missing?**  |
| * The title of this book is\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* This book is about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Picture Walk Notes (frontload language & vocabulary):

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
 | * 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: |

\*Stretch, move, stand for 10 seconds between components.

Adapted from *Next Step Forward in Guided Reading* (Richardson, 2018)