

Description of the Pre-Emergent Small Group Instruction Lesson Plan
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Small group instruction should consist of a group no larger than four students. Meet with the group 15 minutes daily if possible.

Materials for Pre-Emergent Lesson:

- Alphabet Charts for each student (place inside a clear sheet protector)
- Personal Letter Bags – Place the student's magnetic letters in a quart size bag with the student's name on the bag. If the student knows less than 10 letters, include the capital and lower case form of the letter. Once the student knows 10 lower case letters only use the lower case form in the bag.
- Name puzzles and envelope for each student
- Name bag for each student containing magnetic letters of their first name
- Pictures for initial sound sorts – Collect 6-8 pictures that begin with each consonant in the alphabet (excluding the letters 'q' and 'x'). Label envelopes for each consonant and put the pictures in the corresponding envelope.
- Name template for Rainbow Writing – Place in the sheet protector back to back with the Alphabet Chart.
- Dry erase markers and erasers
- Sentence strips for interactive writing
- Scissors
- A big book, chart, familiar nursery rhyme or a Group set of Level A books containing one line of print
- Timer

1. Working with Letters – choose one of these activities on either Day 1 or Day 2

Continue these activities until the student can identify at least 40 letters by name.

Letter Activities

- Distribute personal letter bags and instruct the students to do one of the activities on the "Nine Ways of Working with Letters."** These activities will be done with known letters.
- Teach one new letter every few days. You may need to focus on one letter until the students learn it well. Teach the group of letters that begin with the same movement such as 'o' and 'c' or letters that are common to students' names. Model and expect correct letter formation using simple verbal directions (included in the

appendix). Have the students make the letter in the air with large movement while they repeat the verbal directions. Then practice writing it on a whiteboard or chalkboard while continuing to insist on the students saying the verbal directions as they write the letter.

- Working with Sounds (Do not begin this until students know at least 10 consonant letters) – The purpose of this activity is to develop phonemic awareness and associate sounds with a letter name. Do not begin this activity until the students are comfortable with the routines of the pre-emergent plan.

Procedures

- Choose two consonants. Begin with letters the students already know.
- Give each student two pictures for each consonant. Tell them the names of the pictures as you pass them out.
- Using magnetic letters put the two consonants on a white board.
- Model for the students:
 - Say the word for the picture– Ex. moon
 - Say the beginning sound – Ex. “/m/”
 - Say the name of the letter – “M”
 - Put the picture under the M
- Students take turns saying the picture, saying the beginning sound, saying the letter name and putting the picture under the correct magnetic letter. You are teaching them a process for hearing sounds in words. Scaffold when necessary.

2. Working with Names – choose one of these activities to do on the Day you are not Working with Letters

Choose one of the following name activities if the students are still learning how to write or spell their name. Once the students can write their first name without a model and can identify the letters in their name, you can omit the name activity.

Name Activities

- Name Puzzles – Write each student’s first name on tag board. Cut the name in two or three parts and put it in a legal-sized envelope. Print the student’s name on the front of the envelope. After giving out the envelopes, tell them to put their name puzzles together. If needed, students can use the front of the envelope as a model. When they can put the puzzle together with the model, turn the envelope over and have them remake the puzzle without looking at the model. Then gradually cut the name into more parts. The goal is for the student to be able to put the puzzle together (without a

model) when the letters are cut apart. Working with what the student knows, ask him to find a particular letter in his/her name or identify a letter by name.

- Name Bags – Make a “Name Bag” containing a set of magnetic letters for the student's first name. Have students use the letters to make their first name. If needed, they can use the model on their envelope of the name puzzle. Watch for left to right sequential formation of the name.
- Rainbow Writing – Write each student's name on a sheet of tag board, using large letters. Insert this paper into a clear, heavy sheet protector (can be inserted in the sheet protector with the ABC chart). Teach the students how to trace over their name letter by letter with a dry erase marker. They can trace it again using a different color. Work with individuals with correct letter formation, guiding formation with your hand on top of theirs if needed.

4. Working with Books

Shared Reading – Choose a big book, chart, familiar nursery rhyme, a set of Level A predictable text, etc. **Teacher** reads selection several times with students joining in. Teacher then chooses one of the print concepts from the lesson plan (Book handling, concept of letter/word, concept of print/illustration, story meaning, retelling). Once the selection is made, teacher needs to determine a focus for the lesson.

Focus – These are examples of some areas of possible focus for teacher modeling which will vary according to the needs of your students.

- Book handling skills: proper book handling, parts of the book, where to begin reading, directionality of print, etc.
- Concept of a letter: Frame a letter or count the letters in the word or sentence, find known letters on the page, point to the first/last letter, etc.
- Concept of a word: Frame each word on the page. How many words are on that page? Let's do it again on a different page. Show the first/last word on the page.
- Concept of print and the relationship of illustrations on a page: Teacher slides finger/pointer under print and discusses how the illustration relates.
- Story meaning: Initiate a conversation about the story.
- Retelling: Retell one or two events from the story.

5. Interactive Writing – This should be a quick, shared-pen activity focusing on saying words slowly, hearing initial consonant sounds in words, linking those to the ABC Chart, and having the students record their known

letters in words as directed by the teacher. All words need to be spelled correctly.

- Decide on a simple sentence (4 – 6 words) to write related to the shared reading from Day 1.
- Model and discuss with the students how to determine the number of words in the story you are going to write. Write a line (with a pencil) for each word on a sentence strip, leaving exaggerated spaces between them.
- Model saying each word slowly. Have students help you write initial letters of the words and known letters within the words. When the students are able to isolate an initial consonant sound, use the alphabet chart to link the sound to a letter. While one student is writing the letter on the sentence strip, the others can practice the letter using their finger on the table. At this time you should teach correct letter formation. The teacher will write the majority of the sentence, making sure the students are saying the words slowly along with the teacher. Do not try to have the students hear and identify too many sounds within words at this stage.
- When you finish writing the sentence, cut the sentence into phrases or individual words based on student ability to reconstruct the sentence. The teacher will rehearse the sentence and model how to search for the needed phrase or words. When you cut the words apart, include the period with the last word. Give each student one or more words and have them work together to construct the sentence. At the end of the lesson, give the sentence to a student to take home.

**Nine Ways of Working with Letters (attached)

*Adapted: Richardson

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