

Emergent Lesson Plans–Day 1 more info. Page 86

Title: \_\_\_\_\_ Level: \_\_\_\_\_ Date: \_\_\_\_\_

Group: \_\_\_\_\_

Vocabulary: \_\_\_\_\_

New Sight Words: \_\_\_\_\_

Sight word review–Allow students to write three words previously taught \_\_\_\_\_

Book Introduction: This book is about... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Picture Walk–Make predictions, talk about pictures, and introduce words they may not know. Discuss Genre.

Text Reading: Let the kids read aloud softly for about 5 to 8 minutes as you listen in and ask them questions about what they have read. Strategies they are using. Target strategies are self-monitoring for meaning, decoding unfamiliar words, fluency, and comprehension. Do word study practice.

Observations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Goals for next time: \_\_\_\_\_

Comprehension strategies–B–M–E, Five –Finger Retell, SWBS

## Emergent Lesson Plans–Day 2

Distribute yesterday's book and read it again. Do one to two teaching points. Teach the same sight word using What's missing, mix and fix, table writing, whiteboards.

For the last 10 minutes work on Guided Writing:

-Have the students write short sentences, 7 to 10 words with smaller words.

Dictate the open-ended sentences: (Come up with a couple of sentences and have them echo after each sentence, then write. Try to include sight words and words that they can chunk.

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You will accept invented spelling. Use top part of journal for sight word practice. If you have a student forget the sentence, have them reread what they have written to see if they can remember the next word. If no memory still, repeat sentence again.

Teaching Points: Reread their writing for meaning, spell sight words correctly, spell unknown words, correct letter formation if written wrong, and mechanics, making sure words are capitalized and ending marks etc.

Observations in Writing:

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