

"Oh, Snap! You CAN Close the Achievement Gap!"

Pre-A Lesson Plan (< 40 letters)			
COMPONENTS AND ACTIVITIES		OBSERVATIONS/NOTES	
Working With Names (2-3 minutes) Choose one. Omit once child can write first name without a model (using correct letter formation).			
<input type="checkbox"/> Name puzzle <input type="checkbox"/> Magnetic letters <input type="checkbox"/> Rainbow writing	1. With envelope (model) 2. Without envelope (model) 3. Cut into more pieces		
Working With Letters (2-3 minutes) Choose one per day. Activities 5, 6, and 7 are for children who know at least 30 letters.			
<input type="checkbox"/> 1. Match the letters in the bag	< 10 letters		
<input type="checkbox"/> 2. Match letters to an ABC chart			
<input type="checkbox"/> 3. Name letters left to right	11 - 29 letters		
<input type="checkbox"/> 4. Find the letter on an ABC chart			
<input type="checkbox"/> 5. Name a word that begins with that letter			
<input type="checkbox"/> 6. Find the letter that makes that sound	30 - 39 letters		
<input type="checkbox"/> 7. Name the letter that begins that word			
Working With Sounds (2-3 minutes) Choose one per day.			
<input type="checkbox"/> Clapping syllables	1	2	3
<input type="checkbox"/> Hearing rhymes	Listen for rhyme - thumbs up, thumbs down		
<input type="checkbox"/> Sorting pictures	Say picture/word, say sound, say letter, place picture		
Working With Books (5 minutes) Shared reading with Level A book; teach print concepts.			
Title:			
Choose one or two: <input type="checkbox"/> One-to-one matching <input type="checkbox"/> Concept of a word <input type="checkbox"/> Identify first/last word <input type="checkbox"/> Concept of a letter <input type="checkbox"/> Identify first/last letter <input type="checkbox"/> Identify period <input type="checkbox"/> Locate upper/lowercase letters	Teach Concepts of Print		
Interactive Writing and Cut-Up Sentence (5 minutes)			
Dictated sentence:			
Letter formation: In air, on table, on ABC chart			
Letters and Names Next Steps:	Sounds Next Steps:	Books Next Steps:	Writing Next Steps:

Early Literacy Skills:

- Letter ID – Alphabet Tracing (in addition to Pre-A lesson plan daily)
 1. If the student knows less than 10 letters, have the student trace only the letters he/she knows and letters in first name.
 2. If the student doesn't know the letter name, tutor says letter name. Student repeats letter name while tracing letter. For example, "A, a, apple." (Letter, letter, picture).
 3. If students doesn't know how to form letter correctly, tutor holds student's finger and traces the letter/s modeling correct letter formation while saying letter name.
- Phonemic Awareness & Letter Sounds Continuum (ALL ORAL - no letters/words in print):
 - Sound/word discrimination
 - Which word doesn't belong: "cat, mat, bat, ran"
 - Rhyming – listening for rhymes at the end of words
 - Sentence segmentation – counting words in sentences
 - Syllable segmenting & blending
 - wa-ter = water
 - tumbling = tum-bl-ing
 - Onset & rime blending and segmenting
 - "Cat" = /k/ + /at/
 - /k/ + /at/ = "cat"
 - Segmenting and blending phonemes
 - What word is made from the sounds /k/ /a/ /t/ = "cat"
 - What are the sounds you hear in "cat?" = /k/ /a/ /t/
 - Deleting and manipulating phonemes
 - What is "cat" without the /k/? = "at"
 - What word do you get if you change the /t/ in "cat" to /p/? = "cap"
- Concepts of Print:
 - Front/back cover
 - Print tells story
 - L → R directionality
 - Voice/print pairing
 - First and last word/letter/page
 - Top/bottom of text, pictures
 - Punctuation
 - Upper- and lowercase letters
 - Concept of letter & word