

## Emergent Language Literacy and Oral Language Group Planner

Intervention Teacher:

Date:

Week:

Day 1:

Grade: K

<b>Day One</b>	<b>Lesson Format</b>	<b>Lesson Plan</b>	<b>Observations</b>
1 minute	<b>Shared Reading of ABC Chart</b>	<ul style="list-style-type: none"> <li>○ Read entire ABC chart with fluency</li> <li>○ Every other letter</li> <li>○ Consonants or vowels</li> <li>○ Other: I say a sound and they point to the letter</li> </ul>	
3 minutes	<b>Letter/Phonemic Awareness/Word Work</b>	<ul style="list-style-type: none"> <li>○ Letter Learning &amp; Feature Analysis</li> <li>○ Sound Boxes</li> <li>○ Word Study (see SLM p. 62&amp;79, ITW ch.6):</li> </ul>	
6 minutes	<b>Shared Reading and/or Read Aloud</b>	<p>Shared Reading (big book, nursery rhyme, poem, song, etc.)</p> <p>Title:</p> <p>Focus/goals of shared reading or read aloud (TFDC p. 110-117):</p> <ul style="list-style-type: none"> <li>○ CAP (Concepts About Print)</li> <li>○ Identify and generate alliteration</li> <li>○ Manipulate sounds</li> <li>○ Identify and generate rhyming words</li> <li>○ Segment the onset from the rime</li> <li>○ Develop and expand oral language</li> <li>○ Other</li> </ul>	
10 minutes	<b>Oral Language</b>	<ul style="list-style-type: none"> <li>○ Go back and talk about the book page by page</li> <li>○ Other (sequence cards, Mondo cards, picture books)</li> </ul>	

\*Do not do all of the suggested strategies...pick and choose.

SLM – Shaping Literate Minds

ITW – Interventions that Work

TFDC – Teaching for Deep Comprehension

## Emergent Language Literacy and Oral Language Group Planner

Intervention Teacher:

Date:

Week: 1

Day: 2

Grade: K

<b>Day Two</b>	<b>Lesson Format</b>	<b>Lesson Plan</b>	<b>Observations</b>
1 minute	<b>Shared Reading of ABC Chart</b>	<ul style="list-style-type: none"> <li>o Read entire ABC chart with fluency</li> <li>o Every other letter</li> <li>o Consonants or vowels</li> <li>o Other: I say a sound and they point to the letter</li> </ul>	
3 minutes	<b>Letter/Phonemic Awareness/Word Work</b>	<ul style="list-style-type: none"> <li>o Letter Learning &amp; Feature Analysis</li> <li>o Sound Boxes</li> <li>o Word Study (see SLM p. 62&amp;79, ITW ch.6):</li> </ul>	
6 minutes	<b>Interactive Writing</b> Group Writing – Use Read aloud or shared reading text to spark story. <ol style="list-style-type: none"> <li>1. Jointly compose text. (orally)</li> <li>2. Rehearse the text.</li> <li>3. Transcribe the text on chart.</li> </ol> Message:	(Reread shared text from Day One)  As teacher transcribes the text, she selects words and letters for students to practice on white boards. Record which words/letters were used to practice the following: <ul style="list-style-type: none"> <li>o Letter formation: Thinking about yesterday – model again how to form the ___and the ___</li> <li>o Fluency(sight vocab):</li> <li>o Sound analysis:</li> <li>o Other:</li> </ul>	
10 minutes	<b>Oral Language</b>	<ul style="list-style-type: none"> <li>o Go back and talk about the book page by page</li> </ul>	