

# Virtual Lesson Planning Template

Program:

Group:

Lesson:

Date/Time:

Lesson Activity:	Look Fors:	Virtual Plan:
<b>PHONOLOGICAL AWARENESS</b> <i>Purpose:</i> Description:		
<b>PHONIC DECODING</b> <i>Purpose:</i> Description:		
<b>IRREGULAR WORDS</b> <i>Purpose:</i> Description:		
<b>READING CONNECTED TEXT</b> <i>Purpose:</i> Description:		
<b>GUIDED SPELLING</b> <i>Purpose:</i> Description:		
<b>FLUENCY PRACTICE</b> <i>Purpose:</i> Description:		

Created by Margaret Goldberg, M.Ed., CORE Educational Services Consultant

# Virtual Lesson Planning Template — EXAMPLE

Program: EXAMPLE

Group: EXAMPLE

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Lesson Activity:	Look Fors:	Virtual Plan:
<p><b>PHONOLOGICAL AWARENESS</b></p> <p><i>Purpose: Isolating and manipulating sounds in words</i></p> <p>Description:</p> <p>Teacher uses visuals representing syllables, rimes, phonemes, etc. to help students identify sounds in spoken words.</p>	<ul style="list-style-type: none"> <li>• Crisp, clear pointing</li> <li>• Continuous blending</li> <li>• Choral student response</li> <li>• No written words shown to students</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboard for visual, draw lines to represent sounds</li> <li>• Model with finger pointing</li> <li>• Gallery view</li> </ul>
<p><b>PHONICS &amp; DECODABLE WORDS</b></p> <p><i>Purpose: Learning the letters that represent the sounds in words</i></p> <p>Description:</p> <p><b>Introduce New Sound-Spelling Relationships</b> Teacher reads a sentence to introduce a new spelling sound.</p> <p><b>Review Sound-Spelling Relationships</b> Teacher shows students hand-held cards to review sounds.</p> <p><b>Blend Decodable Words</b> Students sound out words from a printed word list as teacher points.</p>	<ul style="list-style-type: none"> <li>• Pointing used to cue a choral response</li> <li>• Students respond chorally</li> <li>• Teacher does not say sounds or read words</li> <li>• Clear articulation and continuous blending</li> <li>• Wall-cards are used for corrections</li> </ul>	<ul style="list-style-type: none"> <li>• Write new sound spelling sentence on whiteboard in advance</li> <li>• Use handheld cards for review</li> <li>• Print decodable word list from Learning Portal</li> <li>• Refer to wall cards for corrections (set up display)</li> </ul>
<p><b>SIGHT WORDS</b></p> <p><i>Purpose: Learning irregular high-frequency words students cannot (yet) sound out</i></p> <p>Description:</p> <p><b>Introduce New Sight Word(s)</b> Teacher reads a sentence to introduce a new word.</p> <p><b>Review Sight Words</b> Teacher shows students cards to review words.</p>	<ul style="list-style-type: none"> <li>• Crisp, clear pointing</li> <li>• Students chorally read, spell, read each word</li> <li>• Teacher does not read words</li> <li>• Words students missed are recycled in the pile for additional practice</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentence on whiteboard or printout sentences from Learning Portal</li> <li>• Use handheld cards to introduce new word and practice review words</li> </ul>

## EXAMPLE continued

Lesson Activity:	Look Fors:	Virtual Plan:
<p><b>STORY READING</b></p> <p><i>Purpose: Reading connected text accurately with comprehension</i></p> <p>Description: Group reads a new story poster. Then, students use the sound spellings and sight words they know to chorally read a story.</p>	<ul style="list-style-type: none"> <li>• Crisp, clear pointing to words</li> <li>• Choral student response</li> <li>• Teacher does not read</li> <li>• Students sound out decodable words</li> <li>• Wall cards are used for corrections</li> </ul>	<ul style="list-style-type: none"> <li>• Display digital story or pdf of story on slide</li> <li>• Use custom cursor to focus students on each word in a sentence</li> <li>• Choral read without muting followed by individual turns to read a sentence</li> </ul>
<p><b>GUIDED SPELLING</b></p> <p><i>Purpose: Writing regular words with the letter sounds students have learned and writing irregular words.</i></p> <p>Description: NOT a spelling test. Teacher guides students towards correct spellings.</p>	<ul style="list-style-type: none"> <li>• Students sound out and write words</li> <li>• Wall-cards (spelling cards and sight words) are used as supports</li> <li>• Teacher guides students as needed through each word</li> </ul>	<ul style="list-style-type: none"> <li>• Students can use spelling worksheet in a sheet protector</li> <li>• Students need whiteboard marker</li> </ul>
<p><b>FLUENCY PRACTICE</b></p> <p><i>Purpose: Repeated reading practice to develop fluency.</i></p> <p>Description: Use Little Books from the program. Students read today's story 3x followed by previous days' stories. Students whisper to themselves, sounding out words and developing automaticity.</p>	<ul style="list-style-type: none"> <li>• Students reread the current story 3X</li> <li>• Students point to words as they read</li> <li>• Teacher monitors students, leaning in to listen</li> </ul>	<ul style="list-style-type: none"> <li>• Students use Little Books from the program that were sent home in the packet</li> <li>• First read, ask students to whisper read/gallery view</li> <li>• Assign partners for 2nd and 3rd reads</li> <li>• Place students in breakout rooms to take turns reading today's story to their partners</li> <li>• Students record themselves reading story from yesterday's lesson and submit as homework</li> </ul>

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