

# Botswana OSEC - Next Steps<sup>SM</sup> Lesson Plan

Educator \_\_\_\_\_

Date \_\_\_\_\_

Std \_\_\_\_\_

Lesson # \_\_\_\_\_

<p><b>1. WORD BANK</b> (2 minutes)</p>	<p>Add 2 new words from list:</p>
<p><b>2. ASSISTED READING - new text</b> (20 min.)</p> <p>Title _____ Level _____</p> <p><input type="checkbox"/> <b>Preview Text</b></p> <p>1. _____ 2. _____</p> <p>3. _____ 4. _____</p> <p>5. _____ Briefly tell about the text as you frontload words.</p> <p><input type="checkbox"/> <b>Teacher Read with <u>Basic</u> Questions</b> Pause for cloze words. Students fill in chorally.</p> <p><input type="checkbox"/> <b>Teacher Read-Choral Read with <u>Deep</u> Questions</b> Fiction? Ask about the main character, the problem and solving the problem. Non-fiction? Ask about the main idea.</p>	<p style="text-align: center;"><b>Prompts</b></p> <ul style="list-style-type: none"> <li>• <i>This text is about...</i></li> <li>• <i>Point to the word _____. Read it.</i></li> <li>• <i>Fingers under _____. My voice. You point.</i></li> <li>• <i>What is happening? What is going on? What does the author want us to know?</i></li> <li>• <i>Fingers under _____. My voice. You point.</i></li> <li>• <i>Fingers under _____. Voices together.</i></li> </ul>
<p><b>3. PHONICS</b> (15 minutes) READ ALL WORDS CHORALLY</p> <p><input type="checkbox"/> <b>Sort</b> _____ # sessions _____</p> <p>    Anchors _____</p> <p><input type="checkbox"/> <b>Random Check</b> (5 words)</p> <p><input type="checkbox"/> <b>Memory</b></p> <p><input type="checkbox"/> <b>Spelling</b> (Pull 5 words from Sort.) <b>Say It – Match It – Check It</b></p>	<p style="text-align: center;"><b>Prompts</b></p> <ul style="list-style-type: none"> <li>• <i>Think. Where does it go? Under...</i></li> <li>• <i>Vowel pattern? Vowel sound? (anchors only)</i></li> <li>• <i>Watch my pencil.</i></li> <li>• <i>Justify that match. (Vowel pattern. Vowel sound.)</i></li> <li>• <i>The word is _____. (Use in a sentence.) What's the word? Write _____.</i></li> </ul>
<p><b>4. PARTNER READING</b> (8 minutes)</p> <p>Title _____ Level _____</p>	<p><b>Leader:</b> <i>Fingers under _____. Voices together.</i> Partners read together and point in text.</p> <p><b>Leader:</b> <i>What does the author want us to know?</i> Partners switch roles at each new paragraph.</p>