

TEACH AND PRACTICE DECODABLE LESSON PLAN (up to 20 minutes)

Best for children who need explicit instruction in a phonics concept and support while reading

Introduce the text <i>1 min</i>	Introduce the text with a one-sentence connection to prior knowledge.
STEP 1 Teach <i>5 min</i>	<p>Explicitly teach and model, such as:</p> <ul style="list-style-type: none">• Sound-spelling relationships (e.g., “T represents /t/”)• Phonemic awareness skills that support decoding (e.g., blending or segmenting three-sound words)• Decoding or encoding skills (e.g., stretching sounds to read a word) <p>Example teaching reading four-sound words:</p> <ul style="list-style-type: none">• “Children, you have done a great job hearing and working with three sounds in words. Today, we’re going to listen for and say four sounds in words so that we can read longer words!”• Oral only:<ul style="list-style-type: none">• Model and have children practice hearing each sound in four-sound words (segmenting). You say a word, and children say each sound.• Model and have children practice sliding through each sound in four-sound words (blending). You say each sound, children say the word.• Tip: Use an extra strategy like tapping, counting, or Elkonin boxes to help children.• Add letters:<ul style="list-style-type: none">• Model pointing to letters, saying each sound, and then blending to say the word. Have children practice in isolation, using one of the above strategies.• If it matches your phonics instruction, have children notice and use knowledge of blends and/or word families to “speed up” their decoding.• Reflect:<ul style="list-style-type: none">• Ask children to think about how working with four sounds is the same as or different from three sounds.
STEP 2 Apply in reading <i>5–10 min</i>	<ul style="list-style-type: none">• Have students read the text in a whisper. Listen to students as they read.• Prompt students to use the skill you just taught.
STEP 3 Review <i>2 min</i>	<p>Review:</p> <ul style="list-style-type: none">• Connect to learning or activity at another time of day.• Allow children to demonstrate learning or complete a final task (e.g., read new words with the sound-spelling relationship).