

## Henry County Schools

### Office of ELA-Expectations for Phonics Lessons

*This document is intended to outline all components that might be a part of a phonics lesson. As observations take place, you should see some of the components listed during phonics instruction.*

#### **Mini-Lesson**

- ✓The first instructional component of a phonics lesson is the mini-lesson. This lesson should take place with ALL students. This means that phonics instruction should not take place if or when EIP, speech, etc. students are pulled out. As phonics instruction moves forward and readiness levels begin to stagger, mini-lessons could also take place with teacher-guided small groups.
- ✓The mini-lesson should follow a logical progression of phonics pacing. This pacing can be developed from the F&P resources, ELA district web page, or student readiness as determined by the teacher. Students should be able to communicate the pacing, when asked.
- ✓The mini-lesson should be accompanied by an instructional aide; i.e. anchor charts, book, trade book, poem, etc. This instructional aide should be referenced during mini-lesson and visible during the work time and share time portion of the lesson.

#### **Work Time**

- ✓The second instructional component of a phonics lesson is the work time for students. This is an important time for students to use manipulatives and become familiar with the skills that were a part of the mini-lesson.
- ✓During the work time, you should see students using letter tiles to manipulate words that follow the phonics skill(s) that were a part of the mini-lesson for the day. This might be;
  - magnetic letters on a board
  - letter tiles with an accompanying sheet
  - creation of words using F&P manipulatives
  - work with spelling words (based on phonics skill)
- ✓The teacher will spend time with small groups during the work time to support/scaffold instruction or to clarify understandings/application of the skills being addressed.
- ✓A management system should be evident so that students are able to continue working while the teacher works with small groups.

#### **Share Time**

- ✓At the end of work time, teachers should create a time for students to share and talk about what they learned during the lesson.
- ✓This is an important step because it provides informal assessing by the teacher while students verbalize their understandings.

#### **Look Fors:**

⇒	Word Wall	⇒	Phonics-based	⇒	Use of
⇒	Anchor Charts		Spelling words/lists		Books/Poems
⇒	Evident Pacing				