

# Pre-A Lesson Plan

Names of Students in Group	Date: _____ Number of Lessons: _____  Whole-Class Lesson Focus (Scope/Sequence):  Small-Group Focus:
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## ACTIVITY OPTIONS & OBSERVATION NOTES

<b>3-5 min.— WORD STUDY (Choose 1)</b>	<b>Sound Boxes:</b> Orally push sounds with finger or chip. List 3-phoneme words: _____ List 4-phoneme words: _____
	<b>Sound/Picture Sorts:</b> Sort pictures by beginning sounds. List sounds targeted: _____

<b>12-15 min.— WORKING WITH TEXT (Choose 1)</b>	<b>Do shared reading with a big book or level A book.</b> Text Title: _____  <b>Teach print concepts:</b> (Choose 1 or 2) <input type="checkbox"/> 1:1 match <input type="checkbox"/> Concept of a word (Students frame each word in a sentence.) <input type="checkbox"/> Concept of a letter (Students frame a letter or count the letters in a word.)  <b>Students can locate in text:</b> <input type="checkbox"/> First/last word <input type="checkbox"/> Concept of a letter <input type="checkbox"/> First/last letter <input type="checkbox"/> Period <input type="checkbox"/> Capital/lowercase letters
	<b>Interactive Writing &amp; Sentence Cut-Up</b> Sentence Created: _____ Build a sentence together from a shared experience. Model saying words slowly. Attend to dominant consonants. Provide support for other sounds/spellings.  <b>Teach print concepts:</b> (Choose 1 or 2) <input type="checkbox"/> Concept of a word (Count the words in sentence.) <input type="checkbox"/> Directionality with L-R and return sweep <input type="checkbox"/> 1:1 match <input type="checkbox"/> First/last letter <input type="checkbox"/> Period <input type="checkbox"/> Capital/lowercase letters

# Emergent Small-Group Lesson Plan

Names of Students in Group   	Date: _____ Number of Lessons: _____ Whole-Class Lesson Focus (Scope/Sequence):  Small-Group Focus:
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## ACTIVITY OPTIONS & OBSERVATION NOTES

	<b>1-2 min.—WORD STUDY   Write sight words for review.</b>  _____
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<b>3-5 min.— BEFORE READING</b>	<b>Introduce a new book.</b> Give title and gist.  Locate a new high-frequency word used in the text:  Explain critical concepts/vocabulary:
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<b>5-8 min.— DURING READING</b>	<b>Students read whole text. Check prompts used.</b> <input type="checkbox"/> Check the picture. What would make sense? <input type="checkbox"/> Get your mouth ready for the first sound. <input type="checkbox"/> Get your mouth ready and check the picture. <input type="checkbox"/> Could it be _____ or _____? <input type="checkbox"/> Show yourself the word _____. <input type="checkbox"/> Check the word with your finger. Are you right? <input type="checkbox"/> Try reading without pointing. <input type="checkbox"/> How would the character say that? (Show expression.)
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<b>3-5 min.— AFTER READING</b>	<b>Discussion Prompt:</b>  <b>Teaching points after reading:</b> (Choose 1 or 2) <input type="checkbox"/> Check for 1:1 matching. (By Level C, discourage pointing.) <input type="checkbox"/> Use picture clues to determine meaning. <input type="checkbox"/> Monitor with known words. <input type="checkbox"/> Get mouth ready for initial sound. <input type="checkbox"/> Cross-check picture with the first letter. <input type="checkbox"/> Use visual scanning; check the word left to right. <input type="checkbox"/> Read with fluency and expression.	<b>(Day 2) Discussion and Guided Writing:</b>   
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	<b>1-2 min.—WORD STUDY   Work on sounds with:</b> <input type="checkbox"/> Picture Sorts <input type="checkbox"/> Making Words <input type="checkbox"/> Sound Boxes  <b>OR Teach 1 sight word:</b> _____ <input type="checkbox"/> Visual scanning <input type="checkbox"/> Mix & Fix <input type="checkbox"/> Writing on a whiteboard <input type="checkbox"/> What's missing? <input type="checkbox"/> Table Writing
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# Early/Beginning Small-Group Lesson Plan

Names of Students in Group	Date: _____ Number of Lessons: _____ Whole-Class Lesson Focus (Scope/Sequence):  Small-Group Focus:
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## ACTIVITY OPTIONS & OBSERVATION NOTES

	<b>1-2 min.—WORD STUDY   Write sight words for</b>	
		_____

<b>3-5 min.— BEFORE READING</b>	<p><b>Introduce a new book.</b> Give title and gist.</p> <p>Locate a new high-frequency word used in the text:</p> <p>Explain critical concepts/vocabulary:</p>
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<b>8-10 min.— DURING READING</b>	<p><b>Students read whole text. Check prompts used.</b></p> <p><b>Decoding Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check the picture. Reread &amp; think what would make sense.</li> <li><input type="checkbox"/> Check the end (or middle). What would look right &amp; make sense?</li> <li><input type="checkbox"/> Cover the ending. Is there a part you know?</li> <li><input type="checkbox"/> Use your finger to break the word into parts.</li> <li><input type="checkbox"/> Do you know another word that looks like this one?</li> </ul> <p><b>Fluency &amp; Phrasing Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Put some words together so it sounds smooth.</li> <li><input type="checkbox"/> Read it like the character/author would say it.</li> <li><input type="checkbox"/> Point with only your eyes.</li> </ul> <p style="text-align: right;"><b>Self-Monitoring Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread after someone tells you a word.</li> <li><input type="checkbox"/> Reread after problem-solving a word.</li> <li><input type="checkbox"/> What would make sense AND look right?</li> <li><input type="checkbox"/> Why did you stop? What did you notice?</li> <li><input type="checkbox"/> What else could you try?</li> </ul>
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<b>3-5 min.— AFTER READING</b>	<p><b>Discussion Prompt:</b></p> <p><b>Teaching Points After Reading:</b> (Choose 1 or 2)</p> <p><b>Word-Solving Behaviors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread at difficulty.</li> <li><input type="checkbox"/> Reread after problem-solving or given a TOLD.</li> <li><input type="checkbox"/> Attend to endings.</li> <li><input type="checkbox"/> Use known parts.</li> <li><input type="checkbox"/> Read contractions.</li> <li><input type="checkbox"/> Use analogies.</li> <li><input type="checkbox"/> Chunk big words.</li> </ul> <p><b>Fluency Behaviors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend to <b>bold</b> words.</li> <li><input type="checkbox"/> Reread page for expression.</li> </ul> <p><b>Comprehension Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recall information.</li> <li><input type="checkbox"/> Retell events in sequence.</li> <li><input type="checkbox"/> List details with <i>Retelling Glove</i>.</li> <li><input type="checkbox"/> Discuss characters' feelings.</li> </ul>	<p><b>(Day 2) Discussion and Guided Writing:</b></p>
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	<p><b>1-2 min.—WORD STUDY   Work on sounds/words:</b> (Choose 1 or 2)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What's missing?</li> <li><input type="checkbox"/> Mix &amp; Fix</li> <li><input type="checkbox"/> Picture/Word Sort</li> <li><input type="checkbox"/> Sound/Letter Boxes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Making words</li> <li><input type="checkbox"/> Analogy Charts</li> </ul>
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# Transitional Small-Group Lesson Plan

Names of Students in Group	Date: _____ Number of Lessons: _____ Whole-Class Lesson Focus (Scope/Sequence):  Small-Group Focus:
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## ACTIVITY OPTIONS & OBSERVATION NOTES

<b>3-7 min.— BEFORE READING</b>	<p><b>Introduce a new text.</b> Give title and gist.</p> <p>Explain critical concepts/vocabulary:</p> <p>Explain method for recording <i>Thinking Voice</i> thoughts:</p>
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<b>8-10 min.— DURING READING</b>	<p><b>Students silent/whisper read the text at own pace. Check prompts used.</b></p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Decoding Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cover (or attend to) the ending.</li> <li><input type="checkbox"/> Use analogies.</li> <li><input type="checkbox"/> Chunk big words.</li> </ul> <p><b>Vocabulary Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread the sentence and think "What would make sense?"</li> <li><input type="checkbox"/> Check the picture.</li> <li><input type="checkbox"/> Use a known part.</li> <li><input type="checkbox"/> Read on to see if author explains the word.</li> <li><input type="checkbox"/> Check text feature for explanation of word.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Fluency &amp; Phrasing Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read in phrases.</li> <li><input type="checkbox"/> Attend to changes in print (bold, italicized, etc.).</li> <li><input type="checkbox"/> Attend to punctuation.</li> <li><input type="checkbox"/> Change expression to match the tone of text.</li> </ul> <p><b>Self-Monitoring Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread at difficult part.</li> <li><input type="checkbox"/> What would make sense AND look right?</li> <li><input type="checkbox"/> Why did you stop? What did you notice?</li> <li><input type="checkbox"/> What else could you try?</li> </ul> </td> </tr> </table>	<p><b>Decoding Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cover (or attend to) the ending.</li> <li><input type="checkbox"/> Use analogies.</li> <li><input type="checkbox"/> Chunk big words.</li> </ul> <p><b>Vocabulary Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread the sentence and think "What would make sense?"</li> <li><input type="checkbox"/> Check the picture.</li> <li><input type="checkbox"/> Use a known part.</li> <li><input type="checkbox"/> Read on to see if author explains the word.</li> <li><input type="checkbox"/> Check text feature for explanation of word.</li> </ul>	<p><b>Fluency &amp; Phrasing Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read in phrases.</li> <li><input type="checkbox"/> Attend to changes in print (bold, italicized, etc.).</li> <li><input type="checkbox"/> Attend to punctuation.</li> <li><input type="checkbox"/> Change expression to match the tone of text.</li> </ul> <p><b>Self-Monitoring Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread at difficult part.</li> <li><input type="checkbox"/> What would make sense AND look right?</li> <li><input type="checkbox"/> Why did you stop? What did you notice?</li> <li><input type="checkbox"/> What else could you try?</li> </ul>
<p><b>Decoding Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cover (or attend to) the ending.</li> <li><input type="checkbox"/> Use analogies.</li> <li><input type="checkbox"/> Chunk big words.</li> </ul> <p><b>Vocabulary Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread the sentence and think "What would make sense?"</li> <li><input type="checkbox"/> Check the picture.</li> <li><input type="checkbox"/> Use a known part.</li> <li><input type="checkbox"/> Read on to see if author explains the word.</li> <li><input type="checkbox"/> Check text feature for explanation of word.</li> </ul>	<p><b>Fluency &amp; Phrasing Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read in phrases.</li> <li><input type="checkbox"/> Attend to changes in print (bold, italicized, etc.).</li> <li><input type="checkbox"/> Attend to punctuation.</li> <li><input type="checkbox"/> Change expression to match the tone of text.</li> </ul> <p><b>Self-Monitoring Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread at difficult part.</li> <li><input type="checkbox"/> What would make sense AND look right?</li> <li><input type="checkbox"/> Why did you stop? What did you notice?</li> <li><input type="checkbox"/> What else could you try?</li> </ul>		

<b>3-5 min.— AFTER READING</b>	<p><b>Facilitate a comprehension discussion:</b> (Choose 1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Beginning-Middle-End</li> <li><input type="checkbox"/> Retelling Glove</li> <li><input type="checkbox"/> Somebody-Wanted-But-So-Then (SWBST)</li> <li><input type="checkbox"/> Character Analysis</li> <li><input type="checkbox"/> Problem/Solution</li> <li><input type="checkbox"/> Text Features</li> <li><input type="checkbox"/> Main Idea</li> <li><input type="checkbox"/> Yes, Ma'am constructed response</li> </ul>	<p><b>(Day 2 or 3) Discussion and Guided Writing:</b></p>
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	<p><b>1-2 min.—WORD STUDY (if appropriate):</b></p> <p> <input type="checkbox"/> Analogy chart           <input type="checkbox"/> Breaking Words           <input type="checkbox"/> Make a big word           <input type="checkbox"/> Writing big words       </p>
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**NOTE: As texts get longer, consider a 2-day lesson plan.**  
 Day 1—Introduce text. Read to a certain point and discuss. Day 2—Quickly revisit text. Read to the end and discuss complete text.

# Fluent Small-Group Lesson Plan

	Names of Students in Group	Date: _____ Number of Lessons: _____
		Whole-Class Lesson Focus (Scope/Sequence):
		Small-Group Focus:

## ACTIVITY OPTIONS & OBSERVATION NOTES

<b>3-7 min.— BEFORE READING</b>	<p><b>Introduce a new text.</b> Give title and gist.</p> <p>Explain critical concepts/vocabulary:</p> <p>Explain method for recording <i>Thinking Voice</i> thoughts:</p>
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<b>8-10 min.— DURING READING</b>	<p><b>Students read the text silently at own pace. Listen to one student whisper read at a time if needed.</b></p> <p><b>Check prompts used.</b></p> <p><b>Vocabulary Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Where can you break that word?</i></li> <li><input type="checkbox"/> <i>Read on to see if the author explains the word.</i></li> <li><input type="checkbox"/> <i>Check text features for explanation of word.</i></li> </ul> <p><b>Fluency &amp; Phrasing Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Read in phrases.</i></li> <li><input type="checkbox"/> <i>Change expression to match the tone of text.</i></li> </ul> <p><b>Self-Monitoring Prompts:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Reread at difficult part.</i></li> <li><input type="checkbox"/> <i>Does it make sense?</i></li> <li><input type="checkbox"/> <i>Does it look right?</i></li> </ul>
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<b>3-5 min.— AFTER READING</b>	<p><b>Facilitate a comprehension discussion:</b> (Choose 1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Beginning-Middle-End</li> <li><input type="checkbox"/> <i>Retelling Glove</i></li> <li><input type="checkbox"/> <i>Somebody-Wanted-But-So-Then (SWBST)</i></li> <li><input type="checkbox"/> Character Analysis</li> <li><input type="checkbox"/> Problem/Solution</li> <li><input type="checkbox"/> Text Features</li> <li><input type="checkbox"/> Main Idea</li> <li><input type="checkbox"/> <i>Yes, Ma'am</i> constructed response</li> </ul>	<p><b>(Day 2 or 3) Discussion and Guided Writing:</b></p>
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	<p><b>1-2 min.—WORD STUDY (if appropriate):</b></p> <p><input type="checkbox"/> Make an affix word.    <input type="checkbox"/> Write an affix word.    <input type="checkbox"/> Read an affix word.</p>
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**NOTE: As texts get longer, consider a 2-day lesson plan.**  
 Day 1—Introduce text. Read to a certain point and discuss. Day 2—Quickly revisit text. Read to the end and discuss complete text.