Emergent 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**

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| **1-2 min.—**  **WORD STUDY** | **Write sight words for review.** | |  |
| **3-5 min.—**  **BEFORE READING** | **Introduce a new book.** Give title and gist.  Locate a new high-frequency word used in the text: Explain critical concepts/vocabulary: | |
| **5-8 min.—**  **DURING READING** | **Students read whole text. Check prompts used.**  *Look at each word. Point to the word you are saying. Show yourself the word “ .”*  *Run your finger under the word while you say it slowly. Look at every letter. What word does that sound like?*  *Could it be or ?*  *Get your mouth ready for the first sound and think about what would make sense. You said . Does that look right and make sense?*  *How would the character say that?* (Show expression.) | |
| **3-5 min.—**  **AFTER READING** | **Discussion Prompt:**  **Teaching points after reading:** (Choose 1 or 2)  Check for 1:1 matching. (By Level C, discourage pointing.) Monitor with known words.  Use visual scanning; check the word left to right. Get mouth ready for initial sound.  Use multiple sources of information. Look right and make sense. Read with fluency and expression. | **(Day 2) Discussion and Guided Writing:** |
| **1-2 min.—**  **WORD STUDY** | **Work on sounds with:**  Sound Sorts Sound Boxes Making words  **OR Teach 1 sight word:**  Visual scanning Mix & Fix Writing on a whiteboard What’s missing? Table Writing | |

Adapted from *The Next Step in Guided Reading*, Jan Richardson  2022 Smekens Education Solutions, Inc.