

# Emergent Small-Group Lesson Plan

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