# Pre-A Lesson Plan

**ACTIVITY OPTIONS & OBSERVATION NOTES**

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

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| **3-5 min.—****WORD STUDY** (Choose 1) | **Sound Boxes:** Orally push sounds with finger or chip. |  |
| List 3-phoneme words: | List 4-phoneme words: |
| **Sound Sorts:** Sort pictures by beginning sounds. |
| List sounds targeted: |
| **12-15 min.—****WORKING WITH TEXT** (Choose 1) | **Do shared reading with a big book or level-A book.** | Text Title: |
| **Teach print concepts:** (Choose 1 or 2) 1:1 matchConcept of a word(Students frame each word in a sentence.)Concept of a letter(Students frame a letter or count the letters in a word.) |  |
| **Students can locate in text:**First/last word Concept of a letter First/last letter PeriodCapital/lowercase letters. |  |
| **Interactive Writing & Sentence Cut-Up:**Build a sentence together from a shared experience. Model saying words slowly. Attend to dominant consonants. Provide support for other sounds/spellings. | Sentence Created: |
| **Teach print concepts:** (Choose 1 or 2)Concept of a word (Count the words in sentence.) Directionality with L-R and return sweep1:1 match First/last letter PeriodCapital/lower case letters |  |

**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 |

**Early/Beginning 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**

**Write sight words for review.**

**1-2 min.— WORD STUDY**

**Introduce a new book.** Give title and gist.

**3-5 min.— BEFORE READING**

Locate a new high-frequency word used in the text:

Explain critical concepts/vocabulary:

**Students read whole text. Check prompts used. Decoding Prompts:**

**8-10 min.— DURING READING**

Run your finger under the word while you say it slowly. What word does that sound like?

Look at all letters to the end as you say the sounds slowly. Show yourself a part you know.

Do you know another word that looks like this one?

**Fluency & Phrasing Prompts:**

Put some words together so it sounds smooth. Read it like the character/author would say it. Point with only your eyes.

## Discussion Prompt:

**Teaching Points After Reading:** (Choose 1 or 2.)

**3-5 min.— AFTER READING**

## Self-Monitoring Prompts:

Why did you stop? What did you notice?

Reread and think about what looks right and makes sense. Reread after problem-solving a word.

Reread after someone tells you a word.

Were you right? How do you know? How else do you know? You said . Does that look right and make sense?

Something wasn’t quite right. Can you find it?

## (Day 2) Discussion and Guided Writing:

**Word-Solving Behaviors:**

Reread at difficulty.

Reread after problem-solving or given a TOLD.

Attend to endings. Use known parts. Use analogies.

Break apart words.

**Fluency Behaviors:**

Attend to **bold** words. Reread page for expression.

**Comprehension Strategies:**

Recall information.

Retell events in sequence.

List details with *Retelling Glove*. Discuss characters’ feelings.

**Work on sounds/words:** (Choose 1 or 2)

**1-2 min.— WORD STUDY**

Sound Sorts Sound Boxes

Making words Analogy Charts

5 steps to teach a high-frequency word

**Transitional Small-Group Lesson Plan**

**ACTIVITY OPTIONS & OBSERVATION NOTES**

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

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| **3-7 min.—****BEFORE READING** | **Introduce a new text.** Give title and gist.Explain critical concepts/vocabulary:Explain method for recording *Thinking Voice* thoughts: |  |
| **8-10 min.—****DURING READING** | **Students silent/whisper read the text at own pace. Check prompts used.****Decoding Prompts: Fluency & Phrasing Prompts:***Run your finger under the word while you say it slowly. Read in phrases.**What word does that sound like? Attend to changes in print (bold, italicized, etc.).**Check the middle of the word. Attend to punctuation.**Do you know another word that looks like this one? Change expression to match the tone of text. Break the word into parts and think what would make sense.***Self-Monitoring Prompts:****Vocabulary Prompts:** *Reread at difficult part.**Use a known part. You said . Does that look right?**Read on to see if author explains the word. Were you right? How do you know? How else do you know? Check text feature for explanation of word. Something wasn’t quite right. Can you find it?* |
| **3-5 min.—****AFTER READING** | **Facilitate a comprehension discussion:** (Choose 1.)*Storyboard* with Story Elements*Retelling Glove**Somebody-Wanted-But-So-Then (SWBST)*Character Analysis Problem/Solution Text Features Main Idea*Yes, MA’AM* constructed response | **(Day 2 or 3) Discussion and Guided Writing:** |
|  | **1-2 min.—Word Study (if appropriate):**Analogy Charts Breaking words. Make a big word. Writing big words. |
| **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**

**ACTIVITY OPTIONS & OBSERVATION NOTES**

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| **3-7 min.—****BEFORE READING** | **Introduce a new text.** Give title and gist.Explain critical concepts/vocabulary:Explain method for recording *Thinking Voice* thoughts: |  |
| **8-10 min.—****DURING READING** | **Students read the text silently at own pace. Listen to one student whisper read at a time if needed. Check prompts used.****Vocabulary Prompts:***Where can you break that word?**Read on to see if the author explains the word. Check text features for explanation of word.***Fluency & Phrasing Prompts:***Read in phrases.**Change expression to match the tone of text.***Self-Monitoring Prompts:***Reread at difficult part.**Were you right? How do you know? How else do you know? What would look right and make sense?* |
| **3-5 min.—****AFTER READING** | **Facilitate a comprehension discussion:** (Choose 1)*Storyboard* with Story Elements*Retelling Glove**Somebody-Wanted-But-So-Then (SWBST)*Character Analysis Problem/Solution Text Features Main Idea*Yes, Ma’am* constructed response | **(Day 2 or 3) Discussion and Guided Writing:** |
|  | **1-2 min.—Word Study (if appropriate):**Make an affix word. Write an affix word. Read an affix word. |
| **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.* |  |