

Pre-A Lesson Plan

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

ACTIVITY OPTIONS & OBSERVATION NOTES

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 match ☐ Concept 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 ☐ Period ☐ Capital/lowercase letters.
	Interactive Writing & Sentence Cut-Up: Sentence Created: _____ Build a sentence together from a shared experience. Model saying words slowly. Attend to dominant consonants. Provide support for other sounds/spellings. Teach print concepts: (Choose 1 or 2) ☐ Concept of a word (Count the words in sentence.) ☐ Directionality with L-R and return sweep ☐ 1:1 match ☐ First/last letter ☐ Period ☐ Capital/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		
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		
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:	
8-10 min.— DURING READING	Students read whole text. Check prompts used. Decoding Prompts: ☐ 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. 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?	
3-5 min.— AFTER READING	Discussion Prompt: Teaching Points After Reading: (Choose 1 or 2.) 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 <i>Retelling Glove</i> . ☐ Discuss characters' feelings.	(Day 2) Discussion and Guided Writing:
1-2 min.— WORD STUDY	Work on sounds/words: (Choose 1 or 2) ☐ Sound Sorts ☐ Sound Boxes ☐ Making words ☐ Analogy Charts ☐ 5 steps to teach a high-frequency word	

Transitional 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		
3-7 min.— BEFORE READING	Introduce a new text. Give title and gist. Explain critical concepts/vocabulary: Explain method for recording <i>Thinking Voice</i> thoughts:	
8-10 min.— DURING READING	Students silent/whisper read the text at own pace. Check prompts used. Decoding Prompts: ☐ Run your finger under the word while you say it slowly. ☐ What word does that sound like? ☐ Check the middle of the word. ☐ Do you know another word that looks like this one? ☐ Break the word into parts and think what would make sense. Vocabulary Prompts: ☐ Use a known part. ☐ Read on to see if author explains the word. ☐ Check text feature for explanation of word. Fluency & Phrasing Prompts: ☐ Read in phrases. ☐ Attend to changes in print (bold, italicized, etc.). ☐ Attend to punctuation. ☐ Change expression to match the tone of text. Self-Monitoring Prompts: ☐ Reread at difficult part. ☐ You said _____. Does that look right? ☐ Were you right? How do you know? How else do you know? ☐ 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, MAAM 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

	Names of Students in Group:	Date: _____ Number of Lessons: _____ Whole-Class Lesson Focus (Scope/Sequence): Small-Group Focus:
ACTIVITY OPTIONS & OBSERVATION NOTES		
3-7 min.— BEFORE READING	Introduce a new text. Give title and gist. Explain critical concepts/vocabulary: Explain method for recording <i>Thinking Voice</i> 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: ☐ <i>Where can you break that word?</i> ☐ <i>Read on to see if the author explains the word.</i> ☐ <i>Check text features for explanation of word.</i> Fluency & Phrasing Prompts: ☐ <i>Read in phrases.</i> ☐ <i>Change expression to match the tone of text.</i> Self-Monitoring Prompts: ☐ <i>Reread at difficult part.</i> ☐ <i>Were you right? How do you know? How else do you know?</i> ☐ <i>What would look right and make sense?</i>	
3-5 min.— AFTER READING	Facilitate a comprehension discussion: (Choose 1) ☐ <i>Storyboard with Story Elements</i> ☐ <i>Retelling Glove</i> ☐ <i>Somebody-Wanted-But-So-Then (SWBST)</i> ☐ <i>Character Analysis</i> ☐ <i>Problem/Solution</i> ☐ <i>Text Features</i> ☐ <i>Main Idea</i> ☐ <i>Yes, Ma'am</i> 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.