

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

	1-2 min.—WORD STUDY Write sight words for review. _____
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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:
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5-8 min.— DURING READING	Students read whole text. Check prompts used. <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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3-5 min.— AFTER READING	Discussion Prompt: Teaching points after reading: (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.	(Day 2) Discussion and Guided Writing:
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	1-2 min.—WORD STUDY Work on sounds with: <input type="checkbox"/> Picture Sorts <input type="checkbox"/> Making Words <input type="checkbox"/> Sound Boxes OR Teach 1 sight word: _____ <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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