

Transitional 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

3-7 min.— BEFORE READING	<p>Introduce a new text. Give title and gist.</p> <p>Explain critical concepts/vocabulary:</p> <p>Explain method for recording <i>Thinking Voice</i> thoughts:</p>
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8-10 min.— DURING READING	<p>Students silent/whisper read the text at own pace. Check prompts used.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Decoding Prompts:</p> <input type="checkbox"/> <i>Cover (or attend to) the ending.</i> <input type="checkbox"/> <i>Use analogies.</i> <input type="checkbox"/> <i>Chunk big words.</i> </td> <td style="width: 50%; vertical-align: top;"> <p>Fluency & Phrasing Prompts:</p> <input type="checkbox"/> <i>Read in phrases.</i> <input type="checkbox"/> <i>Attend to changes in print (bold, italicized, etc.).</i> <input type="checkbox"/> <i>Attend to punctuation.</i> <input type="checkbox"/> <i>Change expression to match the tone of text.</i> </td> </tr> <tr> <td style="vertical-align: top;"> <p>Vocabulary Prompts:</p> <input type="checkbox"/> <i>Reread the sentence and think "What would make sense?"</i> <input type="checkbox"/> <i>Check the picture.</i> <input type="checkbox"/> <i>Use a known part.</i> <input type="checkbox"/> <i>Read on to see if author explains the word.</i> <input type="checkbox"/> <i>Check text feature for explanation of word.</i> </td> <td style="vertical-align: top;"> <p>Self-Monitoring Prompts:</p> <input type="checkbox"/> <i>Reread at difficult part.</i> <input type="checkbox"/> <i>What would make sense AND look right?</i> <input type="checkbox"/> <i>Why did you stop? What did you notice?</i> <input type="checkbox"/> <i>What else could you try?</i> </td> </tr> </table>	<p>Decoding Prompts:</p> <input type="checkbox"/> <i>Cover (or attend to) the ending.</i> <input type="checkbox"/> <i>Use analogies.</i> <input type="checkbox"/> <i>Chunk big words.</i>	<p>Fluency & Phrasing Prompts:</p> <input type="checkbox"/> <i>Read in phrases.</i> <input type="checkbox"/> <i>Attend to changes in print (bold, italicized, etc.).</i> <input type="checkbox"/> <i>Attend to punctuation.</i> <input type="checkbox"/> <i>Change expression to match the tone of text.</i>	<p>Vocabulary Prompts:</p> <input type="checkbox"/> <i>Reread the sentence and think "What would make sense?"</i> <input type="checkbox"/> <i>Check the picture.</i> <input type="checkbox"/> <i>Use a known part.</i> <input type="checkbox"/> <i>Read on to see if author explains the word.</i> <input type="checkbox"/> <i>Check text feature for explanation of word.</i>	<p>Self-Monitoring Prompts:</p> <input type="checkbox"/> <i>Reread at difficult part.</i> <input type="checkbox"/> <i>What would make sense AND look right?</i> <input type="checkbox"/> <i>Why did you stop? What did you notice?</i> <input type="checkbox"/> <i>What else could you try?</i>
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3-5 min.— AFTER READING	<p>Facilitate a comprehension discussion: (Choose 1)</p> <input type="checkbox"/> Beginning-Middle-End <input type="checkbox"/> <i>Retelling Glove</i> <input type="checkbox"/> <i>Somebody-Wanted-But-So-Then (SWBST)</i> <input type="checkbox"/> Character Analysis <input type="checkbox"/> Problem/Solution <input type="checkbox"/> Text Features <input type="checkbox"/> Main Idea <input type="checkbox"/> <i>Yes, Ma'am</i> constructed response	<p>(Day 2 or 3) Discussion and Guided Writing:</p>
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	<p>1-2 min.—WORD STUDY (if appropriate):</p> <input type="checkbox"/> Analogy chart <input type="checkbox"/> Breaking Words <input type="checkbox"/> Make a big word <input type="checkbox"/> Writing big words
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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.