

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: <input type="checkbox"/> Run your finger under the word while you say it slowly. <input type="checkbox"/> What word does that sound like? <input type="checkbox"/> Look at all letters to the end as you say the sounds slowly. <input type="checkbox"/> Show yourself a part you know. <input type="checkbox"/> Do you know another word that looks like this one? Fluency & Phrasing Prompts: <input type="checkbox"/> Put some words together so it sounds smooth. <input type="checkbox"/> Read it like the character/author would say it. <input type="checkbox"/> Point with only your eyes. Self-Monitoring Prompts: <input type="checkbox"/> Why did you stop? What did you notice? <input type="checkbox"/> Reread and think about what looks right and makes sense. <input type="checkbox"/> Reread after problem-solving a word. <input type="checkbox"/> Reread after someone tells you a word. <input type="checkbox"/> Were you right? How do you know? How else do you know? <input type="checkbox"/> You said _____. Does that look right and make sense? <input type="checkbox"/> 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: <input type="checkbox"/> Reread at difficulty. <input type="checkbox"/> Reread after problem-solving or given a TOLD. <input type="checkbox"/> Attend to endings. <input type="checkbox"/> Use known parts. <input type="checkbox"/> Use analogies. <input type="checkbox"/> Break apart words. Fluency Behaviors: <input type="checkbox"/> Attend to bold words. <input type="checkbox"/> Reread page for expression. Comprehension Strategies: <input type="checkbox"/> Recall information. <input type="checkbox"/> Retell events in sequence. <input type="checkbox"/> List details with <i>Retelling Glove</i> . <input type="checkbox"/> Discuss characters' feelings.		(Day 2) Discussion and Guided Writing:	
1-2 min.— WORD STUDY	Work on sounds/words: (Choose 1 or 2) <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Sound Sorts <input type="checkbox"/> Sound Boxes </div> <div> <input type="checkbox"/> Making words <input type="checkbox"/> Analogy Charts </div> <div> <input type="checkbox"/> 5 steps to teach a high-frequency word </div> </div>			