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**

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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.* | | |  |

Adapted from *The Next Step in Guided Reading*, Jan Richardson  2022 Smekens Education Solutions, Inc.