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**

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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 silent/whisper read the text at own pace. Check prompts used.**  **Decoding Prompts: Fluency & Phrasing Prompts:**  *Run your finger under the word while you say it slowly. Read in phrases.*  *What word does that sound like? Attend to changes in print (bold, italicized, etc.).*  *Check the middle of the word. Attend to punctuation.*  *Do you know another word that looks like this one? Change expression to match the tone of text. Break the word into parts and think what would make sense.*  **Self-Monitoring Prompts:**  **Vocabulary Prompts:** *Reread at difficult part.*  *Use a known part. You said . Does that look right?*  *Read on to see if author explains the word. Were you right? How do you know? How else do you know? Check text feature for explanation of word. 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, MA’AM* 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.* | | |  |

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