

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%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Decoding Prompts:</p> <ul style="list-style-type: none"> <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"/> Check the middle of the word. <input type="checkbox"/> Do you know another word that looks like this one? <input type="checkbox"/> Break the word into parts and think what would make sense. <p>Vocabulary Prompts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a known part. <input type="checkbox"/> Read on to see if author explains the word. <input type="checkbox"/> Check text feature for explanation of word. </td> <td style="width: 50%; vertical-align: top;"> <p>Fluency & Phrasing Prompts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read in phrases. <input type="checkbox"/> Attend to changes in print (bold, italicized, etc.). <input type="checkbox"/> Attend to punctuation. <input type="checkbox"/> Change expression to match the tone of text. <p>Self-Monitoring Prompts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reread at difficult part. <input type="checkbox"/> You said _____. Does that look right? <input type="checkbox"/> Were you right? How do you know? How else do you know? <input type="checkbox"/> Something wasn't quite right. Can you find it? </td> </tr> </table>	<p>Decoding Prompts:</p> <ul style="list-style-type: none"> <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"/> Check the middle of the word. <input type="checkbox"/> Do you know another word that looks like this one? <input type="checkbox"/> Break the word into parts and think what would make sense. <p>Vocabulary Prompts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a known part. <input type="checkbox"/> Read on to see if author explains the word. <input type="checkbox"/> Check text feature for explanation of word. 	<p>Fluency & Phrasing Prompts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read in phrases. <input type="checkbox"/> Attend to changes in print (bold, italicized, etc.). <input type="checkbox"/> Attend to punctuation. <input type="checkbox"/> Change expression to match the tone of text. <p>Self-Monitoring Prompts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reread at difficult part. <input type="checkbox"/> You said _____. Does that look right? <input type="checkbox"/> Were you right? How do you know? How else do you know? <input type="checkbox"/> Something wasn't quite right. Can you find it?
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3-5 min.— AFTER READING	<p>Facilitate a comprehension discussion: (Choose 1.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Storyboard with Story Elements <input type="checkbox"/> Retelling Glove <input type="checkbox"/> Somebody-Wanted-But-So-Then (SWBST) <input type="checkbox"/> Character Analysis <input type="checkbox"/> Problem/Solution <input type="checkbox"/> Text Features <input type="checkbox"/> Main Idea <input type="checkbox"/> Yes, MAAM 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> <p><input type="checkbox"/> Analogy Charts <input type="checkbox"/> Breaking words. <input type="checkbox"/> Make a big word. <input type="checkbox"/> Writing big words.</p>
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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.