

Early Flexible Small Group Reading Lesson Plan

(DRA Level 4-12/Late Red-Yellow)

Group Members: _____

Date: _____

Familiar Reading (Quick 3-5 minutes prior to the reading lesson)

Focus Student (running record on previous day's new book) _____

Letter/Word Study: High Frequency or Taking Words Apart (link to text) Choose 2 or 3

- Locate _____
- Break words apart _____
- Make with magnetic letters _____
- Write with dry erase _____
- Cut up word/sentence _____
- Analogies _____
- Sorts _____

Other _____

Focus Book (new book or familiar book used for a different focus)(Gradual release of responsibility):

Title: _____ Level: _____

Introduction of the new book:

- Say the title out loud
- Search for information in the cover and the title page
- Activate schema (prior knowledge)
- Predict/pre-tell using first, then, next, last
- Remind child of their individual goal as a reader (specific)
- Each child reads book individually

Strategy Focus: (choose one as well as reviewing or monitoring other focuses)

Solving Words

- Blends letters into sounds
- Takes words apart (breaking words into onset/rime, blends, digraphs, chunks, etc)

Monitoring and Correcting

- Checks reading using known words and patterns
- Repeats as if to confirm
- Becomes faster at noticing errors and tries many things to self correct
- Listens to themselves and stops when it doesn't make sense

Searching for and Using Information

- Searches through words in left to right sequence using initial, medial, and final
- Becomes faster at noticing errors and tries many things to self correct

Summarizing

- Retells story in a logical and sequential order (first, then, next, last), uses character names, setting, problem, solution, uses some key vocabulary and language from the text (linguistic spillover)

Maintaining Fluency

- Reads and writes 18-40 high frequency words fast, fluently, and automatically within text
- Reads in phrases
- Reads fluently using punctuation