

A stack of several books with colorful covers (red, green, blue, yellow, pink) is shown against a light blue background. The books are stacked horizontally, with some pages visible.

pals[™] Phonological Awareness Literacy Screening

TRANSITIONAL READER Lesson Plan

Teacher:

Group:

Date:

Get Started...

X Clear Lesson Plan



TRANSITIONAL READER Lesson Plan


Fluency/Rereading

Before Reading

During Reading

After Reading

Word Study

Lesson Plan Summary


Fluency/Rereading




Title of book, poem or passage:

Pages:

PRACTICE FOR FLUENCY











DIRECTIONS

Students revisit the familiar book, poem, or passage, using one of these activities.

- Silent Rereading 
- Timed Repeated Oral Reading 
- Poetry Read Aloud 

OPTIONAL

SEATWORK OR LITERACY WORKSTATIONS

- | | |
|---|--|
| Performance Reading  | Reading with Sound Effects  |
| Poetry Club  | Paired Reading  |
| Read Around  | Search for Signals  |
| Read Like Me  | Emotion Match  |
| Radio Reading  | Running Record Round Up  |

Teacher: Group: Date:

TRANSITIONAL READER Lesson Plan



Fluency/
Rereading

**Before
Reading**

During
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Summary



Before Reading

Title of new book or passage:

Level:

1 PREVIEW MATERIAL

DIRECTIONS

Follow the instructions listed below to preview the material.

- 1) Discuss the title and cover.
- 2) Discuss essential concepts and vocabulary.
- 3) Describe the text structure (non-fiction) or story structure (fiction).
- 4) Make a prediction about what will happen in the book (fiction), or what will be learned (non-fiction).

2 PREPARE FOR READING

COMPREHENSION FOCUS

- Activating Prior Knowledge
- Predicting

DIRECTIONS

Choose an activity below to prepare students for reading.

- Making Connections (Text-to-Text, Text-to-Self, Text-to-World)
- Anticipation Guide
- Book Clues
- Opening Lines
- KWL Chart
- List-Group-Label
- Semantic Map

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During Reading

1

SET PURPOSE

DIRECTIONS

Choose one of the purposes for reading below to motivate your students. The purpose should relate back to the prereading activity.

Tell students they should read to find out:

- if their prediction was correct.
- how the book clue was related.
- if their opinion changed.
- how the shared lines of text related to the story.
- ways the text reminds them of something in their lives, the world, or another book.
- how the featured vocabulary word was used.
- new information about the topic.
- if their understanding of the topic changed.

2

SUPPORT COMPREHENSION

COMPREHENSION FOCUS

- Monitoring Comprehension
- Drawing Inferences
- Asking Questions
- Visualizing

DIRECTIONS

Choose an activity below to guide students as they are reading.

- DR-TA
- Reciprocal Teaching
- Induced Imagery

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After Reading

1 REVIEW

DIRECTIONS

- 1) Review words that were difficult to read.
- 2) Review new vocabulary words and tie them to words they already know.

2 COMPLETE ACTIVITIES

DIRECTIONS

Complete any before-reading activities by revising predictions, revisiting anticipation guides, or completing graphic organizers.

3 ORGANIZE INFORMATION

COMPREHENSION FOCUS

- Summarizing
- Recognizing Story or Text Structure
- Question Answering

DIRECTIONS

These after reading activities can be completed as a group, or introduced and completed as seatwork.

Sum It Up

Story Map

Main Idea Graphic Organizers

Sequencing Graphic Organizers

Cause and Effect Graphic Organizers

Compare and Contrast Graphic Organizers

Question-Answer Relationships (Right There, Think and Search, On My Own)

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Word Study

1 CHOOSE FEATURES

DIRECTIONS

Choose phonics/spelling features for instruction.

2 features 3 features 4 features

2 INTRODUCE AND MODEL

DIRECTIONS

- 1) Introduce pictures or words, exclude words that children cannot read.
- 2) Model how to sort:
 - First by sound (e.g., separate words with long vowel sounds from short vowel sounds)
 - Then by pattern (e.g., sort long vowel sounds by pattern, e.g., CVCe vs. CVVC)

3 SORT AND CHECK

DIRECTIONS

- 1) Students identify each picture or read each word aloud.
- 2) Place header cards of identified features at the top of each column.
- 3) Students sort independently or with a partner.
- 4) Students compare each picture/word card back to header.
- 5) Students check work and explain choices.

4 REFLECT

DIRECTIONS

- 1) Move around group to check work.
- 2) Ask students to reflect on their sort by having them complete statements such as, "These words are alike because..." or "I sorted words in this column because..."

OPTIONAL

SEATWORK

Have students sort a second time at their seat and write the sort in their Word Study notebook.

- 1) Reflect - Students explain their sorts, describing similarities and differences in sound, pattern, and meaning among the pictures and/or words.
- 2) Extend - Students look in a text they have already read to find two more words that have the same spelling/phonics feature.

LITERACY WORKSTATIONS

Bingo Board Games Create a Sentence
Go Fish Concentration Homophone Fishing
Feature Spin Vowel Families Bus Stop Game

Teacher:

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1 FLUENCY/ REREADING

Title:

Pages:

1) Practice Fluency:

Optional Seatwork or Workstations:

2 BEFORE READING

Title:

Level:

1) Preview Material

2) Prepare for Reading:

3 DURING READING

1) Set Purpose—Find Out:

2) Support Comprehension:

4 AFTER READING

1) Review

2) Complete Activities

3) Organize Information:

5 WORD STUDY

1) Features:

2) Introduce and Model

3) Sort and Check

4) Reflect

Optional Seatwork or Workstations:

NOTES

Teacher:

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The buttons on this page allow you to print various combinations of your Lesson Plan tabs and documents. After clicking "Print..." you will see your computer's standard print dialog box. If you are printing multiple documents in the "Documents" section below, the print dialog box will appear once for each document.

COVER

This prints the cover (home tab) of this document.

[Print...](#)

MAIN TABS

This prints all of the tabs between the cover and the Lesson Plan Summary.

[Print...](#)

LESSON PLAN SUMMARY

This prints only the Lesson Plan Summary tab.

[Print...](#)

DOCUMENTS

The two sections below show the documents that you selected in previous tabs with the radio buttons and check boxes. If you wish to add or remove any from this list, simply go back to the appropriate tab and change your selection.

ACTIVITIES

[Print...](#)

SEATWORK OR LITERACY WORKSTATIONS

[Print...](#)

Teacher:

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