



# Fluency/Rereading

Title of book, poem or passage:

Pages:



## **DIRECTIONS**

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

Silent Rereading 🗅

Timed Repeated Oral Reading 🗅

Poetry Read Aloud 🗅



## SEATWORK OR LITERACY WORKSTATIONS

Performance Reading 

Reading with Sound Effects 

Reading with Sound Effects

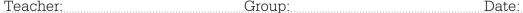
Poetry Club D Paired Reading D Read Around D Search for Signals D Emotion Match D

Radio Reading 

Running Record Round Up 

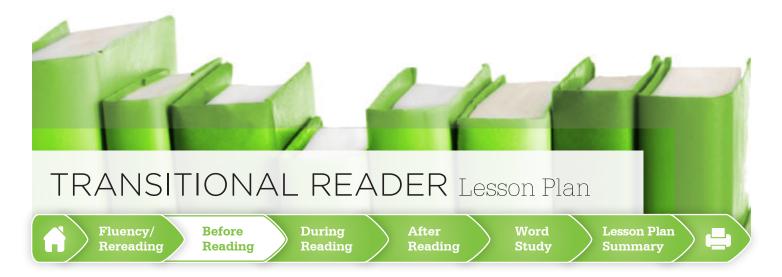
Running Record Round Round Up 

Running Record Round R









# Before Reading

Title of new book or passage:

Level:



# **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).



## 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 🗅





# **During Reading**



## **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.



## COMPREHENSION FOCUS

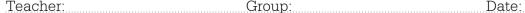
- Monitoring Comprehension
- Drawing Inferences
- Asking Questions
- Visualizing

## **DIRECTIONS**

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

DR-TA 🗅

Reciprocal Teaching Dinduced Imagery Dinduced Imagery







# 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)

Date:





# Word Study



## **DIRECTIONS**

# 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**

#### SFATWORK

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

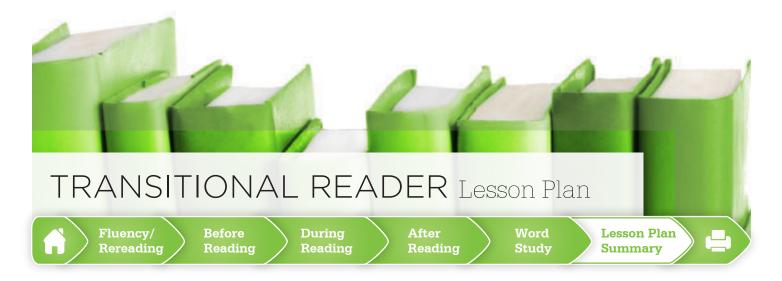
- 1) Reflect Students explain their sorts, describing similarities and differences in sound, pattern, and meaning among the pictures and/or words.
- 2) Extend Students look in a text they have already read to find two more words that have the same spelling/phonics feature.

#### LITERACY WORKSTATIONS

Bingo D Board Games D Create a Sentence D Homophone Fishing D Feature Spin D Vowel Families D Bus Stop Game D

Teacher: Group: Date:





# Lesson Plan Summary

1 FLUENCY/ REREADING

Title:

Pages:

- 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.

Group

Date:





# Print Options

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	
		<i>)</i>	:			J.

Teacher: Group: Date: