

Transitional Lesson Plan – Consolidated Alphabetic Phase (J-P)

Students:		Dates:			
Title		Strategy Focus		Comprehension Focus	
DAY 1		DAY 2		DAY 3	
1. Book Introduction (3-4 min)		1. Introduce New Section (1-2 minutes)		1. Guided Writing (20 minutes)	
Synopsis:		Synopsis:		Prompt:	
New vocabulary: 1. Define 2. Connect 3. Relate to book 4. Turn & Talk		New vocabulary (4 steps)		<input type="checkbox"/> B-M-E <input type="checkbox"/> Problem-Solution <input type="checkbox"/> Five-Finger Retell <input type="checkbox"/> Somebody-Wanted-But-So <input type="checkbox"/> Character Analysis <input type="checkbox"/> Ask and answer questions <input type="checkbox"/> Events-details <input type="checkbox"/> Key word summary <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Cause-Effect <input type="checkbox"/> Very Important Part (V.I.P) <input type="checkbox"/> New facts <input type="checkbox"/> Other:	
Model Strategy		Model Strategy (if necessary)			
2. Read with Prompting (10-15 minutes)				2. Plan with students	
Decode, Monitor, & Fluency <input type="checkbox"/> <i>Sound out the parts.</i> <input type="checkbox"/> <i>Does that make sense?</i> <input type="checkbox"/> <i>Read the syllables.</i> <input type="checkbox"/> <i>Do you know a word with this part it in?</i> <input type="checkbox"/> <i>How can you figure out this word?</i> <input type="checkbox"/> <i>Read it like the character.</i>		Comprehension & Vocabulary <input type="checkbox"/> <i>What did you read?</i> <input type="checkbox"/> <i>Why did the character say (or do) that?</i> <input type="checkbox"/> <i>What was the important part?</i> <input type="checkbox"/> <i>What caused...?</i> <input type="checkbox"/> <i>What questions do you have?</i> <input type="checkbox"/> <i>What are you thinking?</i> <input type="checkbox"/> <i>What does this word mean?</i>		Record writing plan	
3. Discussion Prompt (3-5 minutes)					
Day 1		Day 2			
4. Teaching Points (whole group)				3. Write with Prompting	
Decoding Strategies <input type="checkbox"/> Onset-rime <input type="checkbox"/> Syllables <input type="checkbox"/> Inflectional endings <input type="checkbox"/> Affixes	Vocabulary Strategies <input type="checkbox"/> Context clues <input type="checkbox"/> Illustration <input type="checkbox"/> Known parts <input type="checkbox"/> Substitute a word <input type="checkbox"/> Use the glossary	Fluency Phrasing Expression Dialogue Punctuation Bold Words	Examples	Observations and Teaching Points	
5. Word Study for Day 2 5 minutes (vowel pattern or affix)					
Sight Words (optional)	Vowel Pattern: _____		Affix: _____		
Review 3 words (writing)	Review known patterns Teach new pattern <input type="checkbox"/> Making words <input type="checkbox"/> Analogy charts <input type="checkbox"/> Make a big word <input type="checkbox"/> Write words w/pattern <input type="checkbox"/> Read words w/pattern		Review known affixes Teach new affix: _____ <input type="checkbox"/> Make a word w/affix <input type="checkbox"/> Write words w/affix <input type="checkbox"/> Read words w/affix		
New sight word:					
Word Study Notes:					

Teacher Observations and Next Steps

Dates:	Observations	Next Steps (✓ one)
Student:		Monitor Decode Fluency Vocabulary Comprehension Other:
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Student:		Monitor Decode Fluency Vocabulary Comprehension Other:
Student:		Monitor Decode Fluency Vocabulary Comprehension Other:
5.Next Steps	Next Text:	Next Focus:
		Students to assess and analyze: