

Transitional/Fluent Reader 15 - Minute Lesson Plan ©Richardson, 2022

Optional lesson plan that includes extended word study instruction.

Date _____ Student(s): _____

Part 1 (15 min) – WORD STUDY New Phonics skill: _____ (vowel patterns, endings, syllables, affixes)

<p>Sight word review (opt.) 1 min</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>New sight word: (2 min)</p> <p>_____</p> <p><i>What's Missing? Mix & Fix. Table writing. Write & Retrieve.</i></p>	<p>Review skills (1 min) Visual Drill: Students say the sounds. Auditory Drill: Students write the letters.</p> <p>Segmenting (30 sec) Say 3-4 words with the new phonics skill and have the student segment the sounds in each word. (e.g., T: fort – S: /f/ /or/ /t/)</p> <p>_____</p> <p>Blending (30 sec) Choose 3-4 words with the new phonics skill. Segment the sounds in each word and have the students say the word. (e.g., T: /s/ /p/ /or/ /t/ - S: sport)</p> <p>_____</p>	<p>Making words: Create a chain of words that target the new phonics skill. Dictate the words for the students to make with magnetic letters. Alternate saying the word with telling students which letter to change to make a new word.</p> <p>_____</p> <p>Analogy Chart: Choose the new skill and a familiar skill. Have students write a key word for each skill on a T-chart. Then dictate other words with those phonics skills for students to write. Students write the words under the correct key word.</p> <table border="1" style="width: 100%; height: 100px; margin: 10px 0;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> <p>Make a Big Word: Dictate a multisyllabic word with the new phonics skill for the students to make out of magnetic letters. _____. (clap – make - break – say)</p> <p>Write Big Words: Dictate 2-3 words with the new phonics skill for student to write. _____</p>				

Part 2 (15 min) READING Title: _____ (Some books may require two days to read.)

<p>Sight word review (optional) (1 min)</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Book introduction (3 min). _____</p> <p>_____</p> <p>New vocabulary: _____</p> <p>_____</p> <p>_____</p> <p>Comprehension focus: _____</p> <p>_____</p> <p>Read with Prompting: (7 min) Use reverse side to record observations and teaching points for individuals.</p>	<p>Discuss (2 min): _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Teaching Point (2 min):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Prompts and Teaching Points for During and After Reading

<p>Monitoring <i>Are you right? Can you find the tricky word?</i></p> <p>Decoding What can you try? Cover the ending and read the first part. Check the end of the word. Is there a part you know? Try a different vowel sound. Do you know another word that looks like this one? Break the word into parts.</p>	<p>Fluency <i>Read it like the character would say it.</i> <i>Read it without pointing.</i> <i>Stop at the period.</i> <i>Read the bold word louder.</i> <i>Read these words together.</i> <i>Did you read it like a question?</i> <i>I'll use my finger to help you read faster.</i></p>	<p>Comprehension <i>What did you read?</i> <i>What did you learn?</i> <i>How is the character feeling? Why?</i> <i>Why did the character say that?</i> <i>Why did the character do that?</i> <i>What questions do you have?</i> <i>What might happen next?</i> <i>What are you thinking?</i> <i>What is the main idea of this part?</i></p>
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Part 3 (15 min) – GUIDED WRITING

Students write with the teacher’s support.

Sight word review (optional) (1 min)	Writing prompt (1 min): _____ _____
	Plan (3 min): _____
	Write with Prompting (9 min): _____
	Whole Group Teaching Point (1 min): _____

Record observations and teaching points for individual students.

Reading
Next Focus:
Word Study
Next Focus:
Writing
Next Focus: