

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

Each part can be taught on separate days.

For a detailed description and video of each procedure, see chapter 5 of *The Next Step Forward in Guided Reading* (Richardson, 2016).

Date _____ Student(s): _____

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

Sight word review (opt.) 1 min _____ _____ _____	Review skills (1 min) • Show students some vowel patterns, endings or affixes you have taught and have them read them.	Making words with vowel patterns: Create a chain of words that target the vowel patterns you have taught. 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 (e.g. park – spark – stark – stork – storm)				
New sight word: (2 min) _____ (4 steps)	Segmenting vowel patterns (30 sec) Say 3-4 words with vowel patterns and have students segment the sounds in each word. (e.g., T: fort – S: /f/ /or/ /t/) _____ _____ Blending (30 sec) Choose 3-4 words with vowel patterns. Segment the sounds in each word and have students say the word. (e.g., T: /s/ /p/ /or/ /t/ - S: sport) _____ _____	Analogy Charts for vowel patterns and spelling changes: 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. <table border="1" style="width: 100%; height: 100px; margin-top: 10px;"> <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>				
		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)				
		Write Big Words: Dictate 2-3 words with the new phonics skill for student to write. _____				

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

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

Monitoring <i>Are you right? Can you find the tricky word?</i> 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.	Fluency Read it like the character would say it. Read it without pointing. Stop at the period. Read the bold word louder. Read these words together. Did you read it like a question? I'll use my finger to help you read faster.	Comprehension and Vocabulary What are you thinking? Summarize what you have read. How is the character feeling? Why? Why did the character say (or do) that? Ask me a question about what you read. What is the main idea of this part? Why did the author include this text feature? What does this word mean?
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Part 3 (15 min) – GUIDED WRITING

Students write with the teacher’s support.

Optional: Students could reread yesterday’s book to improve fluency. The teacher could take a running record on one student during this time. (3-5 min)

Sight word review (optional) (1 min)	Writing prompt (1 min): _____ _____ Plan (3 min): _____ Write with Prompting (7-9 min): (record scaffolds) _____ _____ Whole Group Teaching Point (1 min): _____ _____
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Record observations and teaching points for individual students.

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