

Ten-Minute Lesson Plan for Individual Lessons

Title: _____ Level: _____ Lesson #: _____ Dates: _____

Day 1	New Book Introduction: This book is about _____ New vocabulary: _____
	Observations and Teaching Points: Discussion Prompt: _____

Day 2	Finish reading the book. (7 min.) Observations and Teaching Points: _____ Discussion Prompt: _____	Word Study: Do one of the activities below. (3 min.) Sound Boxes: _____ Analogy Chart: _____
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Day 3	Guided Writing: Record observations and teaching points <ul style="list-style-type: none"> • B-M-E • Five-finger retell • S-W-B-S • Events and details • Problem and character's feeling about it; solution and character's feeling about it
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Teaching Points	Prompts for Monitoring and Decoding	Prompts for Fluency	Prompts for Retelling
	<ul style="list-style-type: none"> • Does that make sense? Reread and think about what would make sense & look right. • Check the middle (or end) of the word. • Cover the ending and find a part you know. • Chunk the word. • Is there another word you know that looks like this part? 	<ul style="list-style-type: none"> • Read it without your finger. • How would the character say that? • Can you make it sound like talking? • Read these words together. (Teacher frames 2–3 words.) • Teacher slides finger over text to push the student's eye forward. 	<ul style="list-style-type: none"> • STP—Student stops, covers the page, and thinks about the story. • Student paraphrases the text. • If a student has trouble, prompt him/her to look at the picture. • Who was on this page and what did s/he do? • Predict: What might happen next?