Small-Group Lesson Plan Template

| | Lesson Steps | Lesson Plan |
|-------------------|---|-------------|
| BEFORE READING | Review the target skill. | |
| | Read/write words that contain the target skill. | |
| | Pre-teach or review any irregular high-frequency words. | |
| DURING READING | Have students read the text, while providing feedback and support. Remember: Stagger start. Encourage eyes on words and finger tracking. Read, model, read again. Error-Correction Procedure 1. Pointing Prompt: Point to the part of the word the student missed and allow time for him to state the correct sound. Verbal Prompt: If he can't recall the sound, provide it for him. Blending Prompt: Encourage him to blend the sounds. If he is unable to blend the sounds himself, model how to do it for him | |
| AFTER READING | Ask questions about the text or have students retell it. | |

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Small-Group Lesson Reference Card

BEFORE READING

Review the target skill.



Read/write words that contain the target skill.

Pre-teach or review any irregular high-frequency words.

DURING READING

Have students read the text, while providing feedback and support.



Remember:

- Stagger start.
- Encourage eyes on words and finger tracking.
- Read, model, read again.

Error-Correction Procedure

- **1. Pointing Prompt:** Point to the part of the word the student missed and allow time for him to state the correct sound.
- **2. Verbal Prompt:** If he can't recall the sound, provide it for him.
- **3. Blending Prompt:** Encourage him to blend the sounds. If he is unable to blend the sounds himself, model how to do it for him and have him repeat.

AFTER READING Ask questions about the text or have students retell it.



Small-Group Reading Notes



| DATE | воок | LESSON | NOTES |
|------|------|--------|-------|
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Whole-Group Lesson Reference Card



| BEFORE |
|---------------|
| READING |

Give students 1–2 minutes to highlight target-skill words in the text.

Have students read highlighted words as a class, with a partner, or independently.

DURING READING

Invite students to choral-read the text as a class or with partners.

AFTER READING

Have student retell the story and answer questions about the text.



Whole-Group Lesson Reference Card



BEFORE READING

Give students 1–2 minutes to highlight target-skill words in the text.

Have students read highlighted words as a class, with a partner, or independently.

DURING READING

Invite students to choral-read the text as a class or with partners.

AFTER READING

Have student retell the story and answer questions about the text.

BOOK BAG BUDDIES

DIRECTIONS:

Three new books will be sent home each week on **Monday**. Please **listen** to your child read the books **nightly**, and then return the books on **Friday**. Place a tally mark on the recording sheet each time your child reads a book. Each book should be read at least three times. This repetition helps your child master sound-symbol correspondences and **improves** decoding fluency.

Read Aloud: After your child reads to you, choose some favorite books to read to her or him.

Special Care

These books are from my personal library. Please encourage your child to treat them and the bag respectfully and keep them in a safe space.

This time is very special for our growing readers.

Be patient and enjoy every minute.

Make it a special part of the day.

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- Find a consistent time to read.
- Sit next to your child and give your undivided attention. N
- point above the words while your child uses a Use a pencil to point to the words. You can finger to point below them. M
- **sound.** Then have your child re-blend the word. If your child struggles to read a word, point to the part she or he missed and say the 4

Point to the *oi* and say, "These letters spell out the word." Point to the letters as they oi. What sound?" (oi). "Good. Now sound EXAMPLE: Child misses the word join. blend /j/ /oi/ /n/.

with a finger. Then have your child read the same section yourself, modeling appropriate pacing and expression, while your child follows along has read a short section of text (a sentence, "Read, Model, Read Again" After your child paragraph, or page), read aloud the same section a second time. D

- T Find a consistent time to read.
- Sit next to your child and give your undivided attention. N
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A Fun Way to Build Reading Skills

Welcome to our exciting Book Bag Buddies program! This program is designed to be a fun and engaging way for your child to strengthen his or her reading skills outside of the classroom. By participating, you and your child become a team, working together to explore new books and spark a love for reading.

Our Book Bag Buddies use decodable books. These books focus on the letter-sounds we're learning in class, so children can sound out words themselves instead of relying on pictures or guessing from context. By helping your child read these books, you'll be supporting your child's phonics skills and building a strong foundation for reading success!

Here's how we can all be Book Bag Buddies:

- ★ Book Bag Buddies: Your child will get to bring home two or three new books each Monday in a special Book Bag. Your child will become Book Bag Buddies with these books, reading them throughout the week and returning them on Friday.
- * Nightly Reading Adventures: Each night, set aside some special time to snuggle up and listen to your child read his or her books. This is a fantastic opportunity to bond and practice reading skills!
- ★ Reading Champions: Aim for at least three readings of each book—the more your child reads, the more confident he or she will become! We suggest reading for 15–20 minutes each night. After your child reads these books, create special memories by reading some of your child's favorite books to him or her.
- * Book Care Buddies: We want our Book Bag Buddies to stay happy and healthy! Please help your child treat the bag and books with care. If a book or bag is accidentally damaged or lost, we kindly ask for a replacement cost to keep our Book Bag Buddies program thriving.

We're so excited to embark on this reading journey with you and your child! If you have any questions, please don't hesitate to ask.

Let's sign below to show we're ready to be Book Bag Buddies!

STUDENT PROMISE: I promise to be a good Book Bag Buddy! I will read my books carefully, take care of the bag, and return them on time each Friday.



(Student Signature)

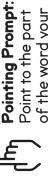
PARENT/GUARDIAN PROMISE: I have read the Book Bag Buddies information and promise to assist my child in reading, taking care of, and returning the books each week. We're excited to embark on this reading adventure together!

(Parent/Guardian Signature)

nave them repeat.

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Correction Procedure Error-



child missed and allow time for him or her to state the of the word your correct sound.

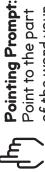
Verbal Prompt:

ecall the sound, provide it. If your child can't



'm/ /a/ /p/ slowly at first; child to blend the sounds. now to do it. For example, Encourage your blend the sounds, model If he or she is unable to quickly /ma/ /p/. See if stretch out the sounds then repeat them more the word for them and your child can say the word, map. If not, say nave them repeat

Procedure Correction Error-



child missed and allow time for him or her to state the of the word your Point to the part correct sound.

Verbal Prompt:

recall the sound, provide it. If your child can't

recall the sound, provide it.

If your child can't

Verbal Prompt:



m//a//p/slowly at first; child to blend the sounds. now to do it. For example, Encourage your blend the sounds, model quickly /ma/ /p/. See if If he or she is unable to stretch out the sounds then repeat them more the word for them and vour child can say the word, map. If not, say nave them repeat

'm/ /a/ /p/ slowly at first

quickly /ma/ /p/. See if

your child can say the

the word for them and word, map. If not, say

nave them repeat

then repeat them more

now to do it. For example,

stretch out the sounds

blend the sounds, model If he or she is unable to

Error-

Correction

Error

Procedure



Pointing Prompt:

child missed and allow time for him or her to state the Pointing Prompt: of the word your Point to the part



ecall the sound, provide it If your child can't



Blending Prompt

0

Encourage your

child to blend the sounds.

/m/ /a/ /p/ slowly at first; child to blend the sounds. now to do it. For example, blend the sounds, model quickly /ma/ /p/. See if Encourage your If he or she is unable to stretch out the sounds then repeat them more your child can say the the word for them and word, map. If not, say

Correction Procedure

d d



correct sound.

child missed and allow time

of the word your

Point to the part

for him or her to state the

correct sound.

Blending Prompt: 0