

Ten-Minute Lesson for Early Readers (Individual Instruction)

If you have an early reader who does not fit into one of your other groups, teach him or her individually for ten minutes a day using the following plan.

Day 1: Ten Minutes

Sight-Word Review (30 seconds): This is an optional activity and is only used if the student is not able to read and write the high-frequency words listed on the chart for levels A–E. Follow the procedures described in the early guided reading lesson plan and discontinue this component when the student has acquired a large bank of sight words.

Read a New Book (8 minutes): When possible, select short texts for these lessons since your time is limited. On Day 1 introduce the book and allow the student to read several pages. Watch the timer and stop the reading when you have one minute left. The student will continue reading the book on Day 2.

Learn a New Sight Word (1 minute): This activity is optional—necessary only if the student does not know how to write the words listed on the high-frequency word chart for levels A–E. Follow the procedures described for the early guided reading lesson.

Day 2: Ten Minutes

Sight-Word Review (30 seconds): Follow same procedure as Day 1 but use different words.

Finish (or continue) Reading Yesterday's New Book (6 minutes): The student begins reading at the point where he or she left off yesterday. If there is time, the student can begin a second reading of the book. Prompt the student to use strategies appropriate for the reading level. Prompts are listed at the bottom of the lesson plan. Watch the timer! **The student should take this book home to practice, or read it with a buddy in the classroom.**

Reteach the Same Sight Word From Day 1 (if appropriate)

Word Study (3 minutes): Select **one** activity appropriate for the student's needs. You will use either a picture sort, making words, sound boxes, or an analogy chart. Your skill

focus will determine which activity you use.

Day 3: Ten Minutes

Sight-Word Review (30 seconds): Follow same procedure as Day 1 but practice with different words.

Familiar Reading: At some time outside of the guided reading lesson, the student should read the new book with a buddy. It is best to make guided writing the major focus of Day 3.

Guided Writing (10 minutes): Since you are working with only one student, you will be able to target the specific skills the student needs.

- * *Level D:* Dictate two sentences that include many known sight words and some words the student does not know how to spell. Sight words should be spelled correctly, but encourage invented spelling with other words.
- * *Levels E & F: Beginning-Middle-End (B-M-E).* The student generates his or her own retelling of the book by writing one sentence about the beginning, one sentence about the middle, and one sentence about the end. As the student writes, prompt the student to say words slowly, add endings, and use known chunks.
- * *Levels G, H, & I:* Gradually expect students to write more during each ten-minute guided writing session. You decide whether the student should write a B-M-E or a Somebody-Wanted-But-So (S-W-B-S). Both responses are explained in the description of early guided reading lessons.

Do not expect an error-free piece. Target the skills the student is ready to learn and let other errors go.

Ten-Minute Lesson Plan for Individual Lessons: (Levels D–I)

Student: _____ Date: _____

Day 1	Sight-Word Review (optional) _____ _____
	Introduction This book is about _____ New vocabulary: _____
	Reading and Teaching Record observations and teaching points: Discussion Prompt: New Sight Word: _____

Day 2	Sight-Word Review (optional) _____ _____
	Reading and Teaching (continue reading book) Observations and Teaching Points: _____ _____ _____
	Reteach same sight word: _____ Word study: Do <u>one</u> activity—picture sorts, making words, sound boxes, or analogy chart.

Ten-Minute Lesson Plan for Individual Lessons: (Levels D–I) *(continued)*

Student: _____ Date: _____

Day 3	Sight-Word Review: _____
	Student rereads book with a buddy outside the lesson.
	Guided Writing: _____ _____ _____ _____
	<i>Levels D and E: Dictated sentences; Levels E and F: B-M-E; Levels G–I: B-M-E or S-W-B-S</i> Observations and teaching points: _____ _____ _____ _____ _____ _____