

# Ten-Minute Lesson Plan for Individual Lessons

Title: \_\_\_\_\_ Level: \_\_\_\_\_ Lesson #: \_\_\_\_\_ Dates: \_\_\_\_\_

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

<b>Day 2</b>	<b>Finish reading the book.</b> Observations and Teaching Points: _____  Discussion Prompt: _____	<b>Word Study:</b> Do one of the activities below. Sound Boxes: _____  Analogy Chart: _____
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<b>Day 3</b>	<b>Guided Writing:</b> Record observations and teaching points
	<ul style="list-style-type: none"> <li>• B-M-E</li> <li>• Five-finger retell</li> <li>• S-W-B-S</li> <li>• Events and details</li> <li>• Problem and character's feeling about it; solution and character's feeling about it</li> </ul>

<b>Teaching Points</b>	<b>Prompts for Monitoring and Decoding</b>	<b>Prompts for Fluency</b>	<b>Prompts for Retelling</b>
	<ul style="list-style-type: none"> <li>• <i>Does that make sense? Reread and think about what would make sense &amp; look right.</i></li> <li>• <i>Check the middle (or end) of the word.</i></li> <li>• <i>Cover the ending and find a part you know.</i></li> <li>• <i>Chunk the word.</i></li> <li>• <i>Is there another word you know that looks like this part?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Read it without your finger.</i></li> <li>• <i>How would the character say that?</i></li> <li>• <i>Can you make it sound like talking?</i></li> <li>• <i>Read these words together. (Teacher frames 2–3 words.)</i></li> <li>• <i>Teacher slides finger over text to push the student's eye forward.</i></li> </ul>	<ul style="list-style-type: none"> <li>• STP—Student <b>stops</b>, covers the page, and <b>thinks</b> about the story.</li> <li>• Student <b>paraphrases</b> the text.</li> <li>• If a student has trouble, prompt him/her to look at the picture.</li> <li>• <i>Who was on this page and what did s/he do?</i></li> <li>• <i>Predict: What might happen next?</i></li> </ul>

## Ten-Minute Lesson for Transitional Readers (Individual Instruction)

### *Day 1: Reading*

Introduce the book, inviting the student to make one or two predictions from the illustrations. Introduce new vocabulary the student could not decode or could not figure out the meaning. As the student reads to you, prompt for self-monitoring, decoding, fluency, or retell as appropriate. Follow the prompts and teaching points described in this chapter.

### *Day 2: Reading and Word Study*

The student reads for the first five minutes while you listen and prompt for strategies. Then spend a few minutes discussing the story, giving the student the opportunity to retell the book and respond to a deeper comprehension question.

**Word Work (3 minutes):** If a student is still learning blends, short vowels, and vowel patterns, select one word work activity described in this chapter. Refer to Appendix A for words to use with each of the following activities.

- \* **Sound boxes:** If the student needs to work on blends and short vowels, use the sound box activity. Dictate three or four phonetically regular words for the student to segment and write in the boxes.
- \* **Analogy charts:** Use this activity if the student needs practice with the silent *e* rule or vowel patterns.

If the student is a good speller and decoder, you do not need to do word study.

### *Day 3: Guided Writing*

Help the student write a response to the story. If the student has trouble with spelling, show him or her how to use a personal word wall as a resource.

- \* Write five sentences that retell the beginning, middle, and end (B-M-E).
- \* Write a five-finger retell.
- \* Write a Somebody-Wanted-But-So sentence.
- \* Describe how the character's feelings changed.
- \* What did the character learn?

The student does not read the book with the teacher on Day 3. However, the student should reread the book for fluency with a buddy, on a tape recorder, or individually at some time during the day.