

Mini-Shared Teacher-led Reading Group Lesson Plan (prototype by Dr. Barbara Flores)

Resource:	Genre:	Group:	
<p>DAY 1 The teacher:</p> <ol style="list-style-type: none"> <li>1. Introduces the book: <ul style="list-style-type: none"> <li>• Calls attention to front cover</li> <li>• Reads &amp; discusses title</li> </ul> </li> <li>2. Instantiates / activates prior knowledge-schema: <ul style="list-style-type: none"> <li>• Connects topic &amp; student experiences</li> </ul> </li> <li>3. Guides students through a “picture walk &amp; talk”: <ul style="list-style-type: none"> <li>• Makes connections between text and picture clues</li> <li>• Asks comprehension questions during picture walk and talk.</li> <li>• Uses text language to build on students ideas.</li> <li>• Teaches about the topic as She/he elaborates &amp; engages students.</li> </ul> </li> <li>4. Reads book at potential: <ul style="list-style-type: none"> <li>• Expresses natural flow and intonation</li> <li>• Sweeps finger under text left-right and top to bottom</li> </ul> </li> <li>5. During this second reading, students echo read after each line or page is read by the teacher.</li> <li>6. During this third reading, students choral read the text while the teacher observes.</li> <li>7. The teacher revisits the text reading backward from last page: <ul style="list-style-type: none"> <li>• Makes cueing system visible</li> <li>• Uses wipe-off board and finger brackets individual words.</li> </ul> </li> <li>8. Each student individually reads book aloud by volunteering. Others follow along sweeping with finger.</li> </ol>	<p>Revisiting the Text: Making the Cueing Systems Visible thru Metalinguistic Talk:</p> <p><u>Semantic:</u> <i>Words represent meaning</i> Notice how the text matches the illustrations. Do the illustrations go with the text? What is illustrated matches what is written.</p> <p><u>Syntactic/(lexicogrammatical):</u> <i>Grammar and word order</i> “I want you to bracket the word _____ with your finger.” <i>Word level</i> How many syllables are in the word...? Put your hand under your chin as you say the word, how many times does your chin go down? Let’s clap the syllables.</p> <p><u>Graphophonic:</u> <i>Sound / letter correspondence</i> With what letter does it begin/end with? What sound does this letter make in this context?</p> <p>If it doesn’t discuss or teach the pattern or just say that this word needs to be memorized, you cannot sound it out.</p> <p><u>Orthographic / mechanics:</u> Pick words to teach about family spelling patterns. Convention, punctuation, capitalization , etc.</p>	<p>DAY 1 (from # 7) Revisiting the Text</p> <ol style="list-style-type: none"> <li>1) <u>Semantic</u></li> <li>2) <u>Syntactic</u></li> <li>3) <u>Graphophonic</u></li> <li>4) <u>Orthographic</u></li> </ol>	<p>DAY 2 Revisiting the Text</p> <ol style="list-style-type: none"> <li>1) <u>Semantic</u></li> <li>2) <u>Syntactic</u></li> <li>3) <u>Graphophonic</u></li> <li>4) <u>Orthographic</u></li> </ol>
<p>DAY 2</p> <ol style="list-style-type: none"> <li>1. The students chorally read the text.</li> <li>2. The teacher revisits the text and makes <u>other</u> cueing system visible (# 7)</li> <li>3. The teacher and the students ask one or two comprehension questions. What the text is about statements. How and why statements. (refer to Bloom taxonomy to guide students according to text features and content).</li> <li>4. Shared Collaborative Writing: The teacher and students co-generate and negotiate new text using story pattern for a new story version.</li> </ol>			
<p>DAY 3 - 4</p> <ol style="list-style-type: none"> <li>1. The students chorally read new text from chart.</li> <li>2. The teacher gives each child their own booklet with new text.</li> <li>3. The students draw and illustrate each page so that the ___ illustration matches the text.</li> </ol>	<p>DAY 5</p> <ol style="list-style-type: none"> <li>1. The students partner read the original and the new texts.</li> <li>2. The student individually reads both texts.</li> <li>3. The students read their new book to others. The person being read to signs the booklet.</li> <li>4. <u>Mini vocabulary book (optional):</u></li> </ol>		