*Lesson Plan Template:*

 *Guided literacy Lesson Plan (whole group, small group)*

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| **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Topic/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Teacher/Students/Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **SOL(s):** *Obtained from VA English SOL’s* |
| **Objectives of the Lesson:** *A statement or statements of what the students will know or be able to do as a result of the lesson. Need to be observable and measurable.* |
| **Assessment of the Objectives:** *Describe how you will collect evidence that individual students have indeed met the lesson objective(s).* |
| **Materials:** *What materials will you and the students need during the lesson?* |
| **BEFORE Reading, Viewing, or Listening:** ***Teacher****-Focusing attention, laying the groundwork, creating interest, sparking curiosity, students understand the purpose “the why” (set a purpose, modeling)****Student****-Strategies to obtain prior knowledge, similarities, connections, analogies, think about thinking “metacognition” (discussing, organizing, writing, vocabulary)* |
| **DURING Reading, Viewing, or Listening:** *Strategies for active engagement with new content, what are students doing while reading, viewing, or listening? (set a purpose, modeling, discussing, organizing, writing, vocabulary)* |

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| **AFTER Reading, Viewing, or Listening:** *How will students apply new knowledge in a new way? How will students check their understanding? How will students be prompted to reflect on what they have learned? How will students be prompted to reflect on how they learned it?* |
| **Differentiation:** *How will you adapt this plan, or in what ways have you included intentional accommodations, for the unique needs of individual students within the class or small group?* |
| **Rationale:** *Why teach this lesson this way?, Why give these objectives, are these the BEST strategies to choose and use?, Explain why this sequence of activities leads to cultivating the behaviors or performing the skills or displaying the knowledge called for by the objectives.* |
| **Lesson Reflection:** *What went well? Was the lesson successful? How do you know? What would you do differently next time?* |
| **Reading Strategies** | **Teaching Strategies** |
| ***BEFORE**** Setting a Purpose
* Activating/Building Prior Knowledge
* Consider Interest
* Preview Text
 | ***BEFORE**** Brainstorming
* List-Group-Label
* K-W-L
* Advanced Organizers
* Analogies
* Journals
* Anticipation Questions
* Anticipation Guides
* Text Preview
* Guided Imagery
* Discussion
 |
| ***DURING**** Actively Construct Meaning
* Active Brain
* Clarify Words/Sentences/Paragraphs
* Ask Questions
* Summarize
* Predict/Verify Predictors
* Determine Important and unimportant Information
* Determine Important Versus Interesting Information
* Analyze Text Structure
* Monitor Progress
 | ***DURING**** Analyze Text Structure
* Graphic Organizers
* Summary
* Think-Alouds
* Anticipation Guides
* Reciprocal Teaching
* Questioning (QAR)
* DRTA/DLTA
* Dialogic Reading
* Learning Logs
* K-W-L
* SQR3
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| ***AFTER**** Summarize and Connect Key Ideas
* Confirm Predictions
* Generate New Questions
* Extend learning to New Situations
* Identify Gaps in Learning
 | ***AFTER**** Graphic Organizers
* Journals
* DRTA/DLTA
* Dialogic Reading
* Anticipation Guides
* Response to Literature
* Discussion
* K-W-L
* QAR
* Learning Logs
* Jigsaw
* GIST
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| **More Learning Strategy Ideas** |
| ***DISCUSSION**** Think-Pair-Share
* Authentic Questions
* Group Work
* Group Graphic Organizers
* Gallery Walk/Chalk Talk
* Concentric Circles
 | ***ORGANIZING**** Power Thinking
* Graphic Organizers
* Venn Diagram/Comparison
* Selective Underlining/Highlighting
* Story Maps
* Sticky Notes
* Opinion-Proof/Conclusion-Support
* Problem-Solution
 |
| ***WRITING**** Write with a Purpose
* Graphic Organizers
* Summarizing
* Sum It Up
* Framed paragraphs
* Writing Template
* Journal/Learning Log
* RAFT
* Spool Paper
* Sentence Synthesis
* Word Combining
 | ***VOCABULARY**** Word Map
* Concept of Definition
* Graphic Organizers
* Sentence/Word Expansion
* Word Combining
* Semantic Feature Analysis
* Frayer Model
* Journal/Learning Log
* Student Friendly Definitions
* Word Completions
* Within Context of Literature/Text Talk
* Tier II Word Selection
* Word Associations
* Have You Ever/
* Applause, Applause
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