

Sample 3rd Grade 5-Day Small-Group Plan

Group: Deliza & Kenya Late Beginning - Transitional Readers: Primer - 1st grade reading level

Component	Monday	Tuesday	Wednesday	Thursday	Friday
Fluency 3-5 minutes	Rereading of student-selected text	Introduce new poem. Read chorally & individually.	Timed repeated Reading (T24 of LRF booklet)	Reread from poetry folder for phrasing & expression.	Timed repeated Reading (T24 of LRF booklet)
Word Study 5-8 min.	Picture & word sort (medial short o & u) <u>Indep. Work:</u> Buddy sort & writing sort	Build words with letter tiles. <u>Indep. Work:</u> Buddy speed sort & build words with tiles.	Blind sort Dictated sentence w/high freq. words <u>Indep Work:</u> Build sentences with high freq words.	Read controlled or phonics-based text (T17 LRF booklet) <u>Indep Work:</u> word hunt & record in notebook.	Spelling assessment of short o/u & high frequency words. <u>Indep Work:</u> phonics short o/u game
New Reading 10-12 min.	<u>Title (Level): Grow! A Book about Bears 1st chapter</u> B: Introduce vocab: <i>grizzly bear, polar bear, sun bear, sloth, pandas.</i> Set purpose for reading: <i>what do bears like to eat?</i> Have students read 1 st chapter. D: Put a post-it on something that a bear likes to eat A: Do semantic feature analysis chart.	Grow! Bears, Ch. 2 B: Review semantic feature analysis. Set purpose for reading chapter two: <i>How do bears find food?</i> D: Use three Wikki sticks or highlighter tape to mark how bears find food. Teacher notes difficult words. A: Using students' marked text, discuss how bears find food. Use information to draw conclusion: <i>bears are large and powerful animals.</i> Fill in graphic organizer together.	Grow! Bears, Ch. 3 B: Introduce <i>hibernate</i> in context. Set purpose for reading: <i>How do bears get ready for winter?</i> D: Teacher supports students' reading & notes difficult words. A: Discuss word identification strategies students used. Review vocabulary: <u><i>Which animals hibernate?</i></u> Thumbs up or down: <i>frogs, birds, bears, snakes, people, whales, bats, caribou, spiders</i>	Grow! Bears, Ch. 4 B: Set purpose for reading: <i>What are baby bears called? How does a mother bear care for babies?</i> D: Teacher supports students' reading & notes difficult words. Take running records. A: Discuss strategies students used. Reinforce drawing conclusions: <i>Bear cubs are helpless. Mother bears work hard to take care of their babies. Use Tuesday's graphic organizer: Drawing Conclusions</i>	Students' self-selected reading Update independent reading booklist, take running record & comprehension check on selection from students' independent reading this week. Supervise the selection of new independent reading.

Materials in Third Grade 5-Day Plan Bags:

Please return materials to the bag in this order:

- Sample 3rd grade 5-Day Small Group Plan (yellow cardstock)
- Timed Repeated Reading chart
- Short o/u word sort (green pre-cut pictures)
- Word Study Menu (laminated manila envelope)
- Growl! A Book About Bears (M. Berger) excerpt & graphic organizers
- Bee word finder, highlighter tape bookmark & booknote bookmark

Please return the sorting mat & Supplies to the center of the table.

- Dry erase marker
- Dryer sheet eraser
- Clear counters (game pieces)

Thanks for your help!