SECOND GRADE MINI-LESSONS

Grade: 2nd		Time: Fall to Winter		Focus Group: A		Intensive Intervention			
PLAN-	simply	DO (The Targeted Activities) – simply, ident	ify the teac	h, model, praction	ce, and apply of	each activity for	each day		
identify the need from group focus		Targeted Activities	Day 1	Day 2	Day 3	Day 4	Day 5		
		PH Blending-whole word (3 mins)	Teach	Model	Model	Practice	Practice		
			Model	Practice	Practice				
and tar	•	PH-Double/Triple dose PH lessons from core	Teach	Teach	Model	Practice	Practice		
activiti	es	(3 mins)	Model	Model	Practice				
		PH Read, Spell, Read-High Frequency Words	Teach	Model	Practice	Practice	Practice		
PA	PH	(4 mins)	Model	Practice					
		TT Decodable-extra practice late first grade	Teach	Teach	Practice	Practice	Practice		
ww	vo	with TR page by page and whisper read,	Model	Model					
		then choral read (15 mins)							
		WR Dictation (5 mins)	Teach	Teach	Practice	Practice	Practice		
СО	WR		Model	Model					
		Targeted Activities	Day 6	Day 7	Day 8	Day 9	Day 10		
TT	T/TR	PH Blending-whole word (3 mins) NEW	Teach	Practice	Apply	Apply	Apply		
		words/review sounds	Model						
		PH-Double/Triple dose PA lessons from core	Teach	Practice	Apply	Apply	Apply		
		(3 mins) NEW Lessons	Model						
		PH Read, Spell, Read-High Frequency Words	Teach	Practice	Apply	Apply	Apply		
		(4 mins) NEW Words/Review words	Model						
		TT Decodable-extra practice late first grade with	Teach	Practice	Apply	Apply	Apply		
		TR page by page and whisper read, then choral read (15 mins)NEW text/Review Text	Model						
		WR Dictation (5 mins) NEW Words	Teach	Practice	Apply	Apply	Apply		
		Return to Teach/Model during Practice/Apply for error correction if necessary							
		Allow students to warm up with review text							
		50% of group time is students reading text							
		 Consider a supplemental research based intervention curriculum 							
		- consider a supplemental research b	asca mitti	remaion curricu	шш				

Grade: 2nd		Time: Fall to Winter		Focus Group: B		Strategic Support				
PLAN-	simply	DO (The Targeted Activities) – simply, id	dentify the tea	ch, model, practio	ce, and apply o	f each activity for 6	each day **			
identify		Targeted Activities	Day 1	Day 2	Day 3	Day 4	Day 5			
need from		PH-Double/Triple dose phonic lesson	Teach	Teach	Practice	Practice	Practice			
group focus		from core in small group (3 mins)	Model	Model						
and targeted		PH Blending-Spelling Focused with long	Teach	Teach	Model	Practice	Practice			
activitie	es	vowel patterns (2 mins)	Model	Model	Practice					
		TT Passage Reading with TR-phrasing	Teach	Teach	Practice	Practice	Practice			
PA	PH	and text rereading (5 mins)	Model	Model						
		TT- Decodable text with whisper read,	Teach	Model	Model	Practice	Practice			
ww	vo	then choral read	Model	Practice	Practice					
		(15 mins)								
		WR Dictation (5 mins)	Teach	Practice	Practice	Practice	Practice			
CO	WR									
		Targeted Activities	Day 6	Day 7	Day 8	Day 9	Day 10			
TT/TR		PH-Double/Triple dose phonic lesson	Teach	Practice	Apply	Apply	Apply			
		from core in small group (3 mins)	Model							
		PH Blending-Spelling Focused with long	Teach	Practice	Apply	Apply	Apply			
		vowel patterns (2 mins)	Model							
		TT Passage Reading with TR-phrasing	Teach	Practice	Apply	Apply	Apply			
		and text rereading (5 mins)	Model							
		TT- Decodable text with whisper read,	Teach	Practice	Apply	Apply	Apply			
		then choral read	Model							
		(15 mins)								
		WR Dictation (5 mins)	Teach	Practice	Apply	Apply	Apply			
		 Use PH Roll and Read activities in partner centers/stations for extra practice with sounds, spellings, and high 								
		frequency words taught in small group lessons								
		 If group time is less than 30 minutes reduce each activity by 2 minutes but attempt to include all activities 								
		Return to Teach/Model for error correction during practice								
		 Use TR Partner Reading with CO Question Stems for accountability with reading 								
		80% of group time is students reading text								

Grade: 2nd Time: Fall to Winter			Focus Group: C		On-grade leve	l support			
PLAN-	simply	DO (The Targeted Activities) – simply, id	dentify the tea	ch, model, praction	ce, and apply of	each activity for	each day		
identify	/ the	Targeted Activities	Day 1	Day 2	Day 3	Day 4	Day 5		
need fr	om	PH Blending Multisyllabic Word Reading	Teach	Model	Practice	Practice	Practice		
group f		(2 mins)	Model	Practice		Apply	Apply		
and tar	_	VO Vocabulary Pre-teach (1 mins)	Teach	Model	Practice	Practice	Teach Model		
activitie	es		Model	Practice		Apply			
		WW Affix Review (2 mins)	Teach	Model	Practice	Practice	Practice		
PA	PH		Model	Practice		Apply	Apply		
		TT Text Reading with TR Partner	Teach	Model	Practice	Practice	Practice		
ww	vo	Reading (5 mins)	Model	Practice		Apply	Apply		
		TT Passage text with TR phrasing (20	Teach	Model	Practice	Practice	Practice		
		mins)	Model	Practice		Apply	Apply		
СО	WR	Targeted Activities	Day 6	Day 7	Day 8	Day 9	Day 10		
		PH Blending Multisyllabic Word Reading	Teach	Model	Apply	Apply	Apply		
TT	/TR	(2 mins) NEW words connected to text	Model	Practice					
		VO Vocabulary Pre-teach (1 mins)	Teach	Model	Apply	Apply	Teach		
		Connected to lesson *	Model	Practice			Model		
		WW Affix Review (2 mins)	Teach	Model	Apply	Apply	Apply		
		NEW Affixes	Model	Practice					
		TT Text Rereading with TR Partner	Teach	Model	Apply	Apply	Apply		
		Reading (5 mins)	Model	Practice					
		TT Text Reading with TR Partner	Teach	Model	Apply	Apply	Apply		
		Reading (5 mins) NEW text	Model	Practice					
		TT Passage text with TR phrasing (20							
		mins) NEW Text							
		Use TR Partner Reading in centers/stations							
		Return to Teach/Model for error correction during practice							
		Teach Model new vocabulary for next week on Day 5							
		80% of group time is students reading the text							

practice, and apply Day 3 Model el Practice Model el Practice Teach Teach Teach Practice Apply Day 8	of each activity for Day 4 Practice Practice Practice Apply Day 9	Practice Practice Practice Practice Practice Practice Day 10						
h Model el Practice h Model el Practice h Teach h Teach h Practice h Apply	Practice Practice Practice Practice Apply	Practice Practice Practice Practice Apply						
el Practice th Model el Practice th Teach th Teach th Practice el Apply	Practice Practice Practice Apply	Practice Practice Practice Apply						
h Model el Practice h Teach h Teach h Practice h Apply	Practice Practice Apply	Practice Practice Apply						
el Practice th Teach th Teach th Practice el Apply	Practice Practice Apply	Practice Practice Apply						
h Teach Teach Teach Practice Apply	Practice Apply	Practice Apply						
h Teach h Practice el Apply	Practice Apply	Practice Apply						
h Practice el Apply	Apply	Apply						
h Practice el Apply	Apply	Apply						
el Apply								
el Apply								
- '''	Day 9	Day 10						
7 Day 8	Day 9	Day 10						
el Apply	Apply	Apply						
ice								
el Apply	Apply	Apply						
ice								
el Apply	Apply	Apply						
ice								
el Apply	Apply	Apply						
ice								
y Apply	Apply	Apply						
* Use TR Partner Text Reading during partner center/stations with extra practice with Response Cards								
** Allow students to warm up with review text as the group gets started								
Return to Teach/Model for error correction during Practice/Apply								
tice/Apply	80% of group time is students reading the text							
١	ice ly Apply vith extra practice ts started	ice ly Apply Apply vith extra practice with Response Ca						

©How Do I Plan and Teach Reading Groups.com Pelletier and Hunsaker 2016

Grade: 2nd		Time: Fall to Winter		Focus Group: D2		Above grade level support	
PLAN-	simply	DO (The Targeted Activities) – simply,	identify the tead	.h, model, practio	ce, and apply of	each activity for	each day
identify	y the	Targeted Activities	Day 1	Day 2	Day 3	Day 4	Day 5
need fr	om	TT Chapter Books with TR partner	Teach	Model	Practice	Practice	Practice
group f		reading or independent reading	Model	Practice			
and tar	•	TR Extra Information Text with CO Response cards	Teach	Model	Practice	Practice	Practice
activiti	es		Model	Practice			
		CO Challenge activities from core	Teach	Model	Practice	Practice	Practice
PA	PH	programs	Model	Practice			
		CO Graphic organizers-compare and	Teach	Model	Practice	Practice	Practice
ww	vo	contrast informational text	Model	Practice			
		CO Discussions	Teach	Model	Practice	Practice	Practice
			Model	Practice			
СО	WR	Targeted Activities	Day 6	Day 7	Day 8	Day 9	Day 10
		TT Chapter Books with TR partner	Teach	Model	Apply	Apply	Apply
TT	T/TR	reading or independent reading	Model	Practice			
		TR Extra Information Text with CO	Teach	Model	Apply	Apply	Apply
		Response cards	Model	Practice			
		CO Challenge activities from core	Teach	Model	Apply	Apply	Apply
		programs	Model	Practice			
		CO Graphic organizers-compare and	Teach	Model	Apply	Apply	Apply
		contrast informational text	Model	Practice			
		CO Discussions	Practice	Practice	Practice	Practice	Practice
		* Use TR Partner Text Reading during p	oartner center/	stations			
** Allow students to warm up with review text as the group gets started							
	Return to Teach/Model for error correction during Practice/Apply						
		80% of group time is focused o		•	,		
		Apply activities can occur in cer		G			
_	. D - 1 Dl-	The second Translation Communication Communi	•				

©How Do I Plan and Teach Reading Groups.com Pelletier and Hunsaker 2016