

SMALL GROUP LESSON PLAN TEMPLATE

A group roster across both subjects, a monthly planning overview, two blank weeks each of reading and math small-group lesson plan and log forms, a weekly roll-up, a family and team update, a phrase bank, a push-in or co-teacher session log, a binder organizer set, and a filled example. Fillable PDF.

READING Small Group Reading Lesson Plan & Log – Week 1

One reading group, one week. The objective, materials and activity for each session, who was absent, and a tick that says the data point was taken before the group left the table.

SESSION / DATE	OBJECTIVE (WHAT THE GROUP WILL DO BY THE END)	MATERIALS	ACTIVITY, IN THE ORDER IT HAPPENED	ABSENT	NOTES / WHAT TO CHANGE NEXT SESSION	DATA POINT TAKEN

MATH Small Group Math Lesson Plan & Log – Week 1

One math group, one week. The objective, materials and activity for each session, who was absent, and a tick that says the data point was taken before the group left the table.

SESSION / DATE	OBJECTIVE (WHAT THE GROUP WILL DO BY THE END)	MATERIALS / MANIPULATIVES	ACTIVITY, IN THE ORDER IT HAPPENED	ABSENT	NOTES / WHAT TO CHANGE NEXT SESSION	DATA POINT TAKEN

SUMMARY Weekly Small Group Roll-Up

Friday, ten minutes. Every group's week on one line: field, data point taken, this week's data point, and the decision. The notes are printed so the decision is not a mood.

GROUP	SUBJECT	SKILL FOCUS	SESSIONS HELD / PLANNED	DATA POINT TAKEN	THIS WEEK'S DATA POINT	DECISION	WHY, IN ONE LINE

PHRASES Phrase Bank for Lesson Notes & Updates

Starters, not finished sentences. Every one ends with a blank you fill from the plan page or the roll-up in front of you, never from memory.

Every line is a starter, not a finished sentence: fill the blank from the plan page or the roll-up in front of you, never from memory or a label for a student.

Writing a session objective

☐ By the end of the session, the group will ____ with ____ support.

☐ Today's focus is ____; next session builds on ____.

☐ The group will practice ____ using ____.

☐ Today's warm-up reviews ____ before moving to ____.

Describing what happened in a session

☐ ____ of ____ students completed the activity independently.

☐ The group needed ____ (a model, a visual, more time) to get through ____.

☐ One student needed a different task today: ____ (initials only).

☐ The session ran short / long because ____.

Writing the "why" on the roll-up

☐ Continuing because ____.

☐ Adjusting because ____ did not change across ____ sessions.

☐ Reviewing because ____ met the line the team set for ____ weeks running.

☐ Moving ____ to a different group because the skill focus is now ____.

For the family or team update

☐ This week the group worked on ____.

☐ Here is one way to practice ____ at home: ____.

☐ The next review date is ____.

☐ If you have a question about ____ the best way to reach me is ____.

SETUP Binder Cover, Spine Label & Divider Tabs

Print, cut and slide into a binder: a cover, a spine label, and six divider tabs so this file drops straight into whatever system you already use.

Binder cover & spine label — print, cut and slide into a binder front and spine sleeve

CASE MANAGER / TEACHER: _____ SCHOOL YEAR: _____ GROUPS THIS TERM: _____

SPINE LABEL — CUT & SLIDE INTO BINDER SPINE

Small Group Lesson Plans

Divider tabs — print, cut along each strip, and use to divide a binder or folder into this file's six parts

- 01 Start Here**
The three-step routine, one page.
- 02 Roster & Overview**
Every group, every skill focus and matching day.
- 03 Reading Plans**
Two blank weeks of the reading lesson plan and log.
- 04 Math Plans**
Two blank weeks of the math lesson plan and log.
- 05 Roll-Up & Communication**
The Friday summary, the family note, the phrase bank.
- 06 Example**
A 2014-2015 example, written by hand.

EXAMPLE A Week, Filled In (Invented Group)

Ms. Delgado and her blending group are invented, and so is every number. Every count on this page is on the table above it, rubbing is from memory.

Reading lesson plan (page 7) — Ms. Delgado's Tuesday/Tuesday Blending group (Noah, Priya, Elijah, invented)

SESSION / DATE	OBJECTIVE	MATERIALS	ACTIVITY	ABSENT	NOTES	DATA POINT?
10/6 (Tue)	Blend CVC words with the short a and i sounds, after a model.	Letter tiles, blending mat	Modeled 5 words, then each student blended 3 words about	-	Elijah needed the visual cue card for 2 of 3 words; Noah and Priya needed it for 3 of 3.	y
10/8 (Thu)	Blend CVC words with the short a and i sounds, no model first.	Letter tiles, cue card available on the table	Each student blended 5 words; cue card used only if reached for	-	Noah and Priya blended all 5 without reaching for the cue. Elijah reached for it on 2 of 5.	y

Weekly roll-up row (page 11), week of 10/6, written Friday

GROUP	SUBJECT	SKILL FOCUS	SESSIONS HELD / PLANNED	DATA POINT TAKEN	THIS WEEK'S DATA POINT	DECISION	WHY, IN ONE LINE
Blending Group (Delgado)	Reading	CVC blending, short a/i	2 / 2	2	2 of 3 independent both sessions; Elijah used the cue card both times	Continue	Noah and Priya independent on both days; Elijah's cue use held steadily (2 of 3 words 10/6, 2

What this file does, the three steps, and which page to open for which situation. Read this once; everything after it is a page you type into.

IF YOU ARE...	OPEN	WHERE
Planning a reading group's week	Reading Lesson Plan & Log	Pages 7–8
Planning a math group's week	Math Lesson Plan & Log	Pages 9–10
Seeing every group's skill and meeting day at a glance	Monthly Planning Overview	Page 6
Knowing who is in which group	Group & Caseload Roster	Page 5
Turning the week into something to report	Weekly Roll-Up	Page 11
Writing the family or team note	Family & Team Update	Page 12
Finding the words for a session note or update	Phrase Bank	Page 13
A co-teacher or para is running the group	Push-In / Co-Teacher Session Log	Page 14
Setting up the binder	Binder Organizer Set	Page 15

Three steps

- 1 Build the roster (page 5) and the monthly overview (page 6) once per term.
- 2 Plan and log each week on the matching reading or math page (pages 7–10), or hand the push-in log (page 14) to whoever else runs the group.
- 3 Roll it up on Friday (page 11) and use the phrase bank (page 13) to write the family or team update (page 12).

What this file is not

Not a curriculum and not a set of intervention strategies. It does not name a program, a script, or a skill sequence — that is your team's own plan. It is not a probe or data-sheet pack either: for the forms that track a skill over many weeks, see the Reading and Math Intervention Data Sheets siblings on the back page. This file plans and logs the SESSION.

Fillable and printable, every page

Every page in this file can be typed into on a laptop or tablet, or printed and written on with a pen — the two blank weeks of reading and the two blank weeks of math are meant to be printed again for every week after that, so a group running all term never runs out of a page to plan on. The roster, the overview and the roll-up stay as they are; only the weekly plan pages get reprinted.

One file, two subjects, every group on your caseload

A reading group and a math group use the same shape of plan and the same Friday roll-up, so switching between them is never a second system to learn. If a group's skill focus changes mid-term, only the roster and the overview need a new entry; the plan pages behind it do not change shape.

Group & Caseload Roster

UPDATED

Small Group Reading Lesson Plan & Log – Week 1

One reading group, one week. The objective, materials and activity for each session, who was absent, and a tick that says the data point was taken before the group left the table.

READING GROUP

WEEK OF

SKILL FOCUS (FROM PAGE 5)

INTERVENTIONIST

SESSION / DATE	OBJECTIVE (WHAT THE GROUP WILL DO BY THE END)	MATERIALS	ACTIVITY, IN THE ORDER IT HAPPENED	ABSENT	NOTES / WHAT TO CHANGE NEXT SESSION	DATA POINT TAKEN?

Data point taken means

One score per student, on the sheet named on page 5, before the group leaves the table. If the last column is empty at the end of the week, the weekly summary (page 11) has a gap, and the gap is written there with the reason, not filled from memory.

Next week, from this week's data

Friday, ten minutes. Every group's week on one line: held, data point taken, this week's data point, and the decision. The rules are printed so the decision is not a mood.

CASE MANAGER / TEACHER

WEEK OF

REVIEWED ON

GROUP	SUBJECT	SKILL FOCUS	SESSIONS HELD / PLANNED	DATA POINT TAKEN	THIS WEEK'S DATA POINT	DECISION	WHY, IN ONE LINE

Decision rules, written in advance

- ☐ Three weeks in a row with no clear change in the data point: adjust something (group size, minutes, materials, who leads) and write it here, dated.
- ☐ A data point that meets the line your team set for two weeks running: review whether the group still needs to meet this often.
- ☐ A session not held: the schedule failed, not the student. Write the gap and the reason, not a guess at what would have happened.
- ☐ A decision that would change a plan, an IEP goal, or a program comes from the team, never from a blank on this page alone.

Gaps this week and why; what the team needs to hear

Push-In / Co-Teacher Session Log

The same job for whoever else runs the group: a co-teacher, a paraprofessional, or a general education teacher taking a push-in turn.

GROUP

DATE

SKILL FOCUS (FROM PAGE 5)

ADULT RUNNING THE
SESSION

SESSION DATE	WHAT WAS PLANNED (FROM THE LESSON PLAN PAGE)	WHAT ACTUALLY HAPPENED	DATA POINT TAKEN?	NOTES BACK TO THE CASE MANAGER

When to use this page

- ☐ A co-teacher, a paraprofessional, or a general education teacher is running the group instead of you, using the plan already written on page 7, 8, 9 or 10.
- ☐ Hand this page and the roster (page 5) over together; the plan page says what to teach, this page says what happened.
- ☐ Return the filled page to the case manager, who copies the data point onto the roll-up (page 11).

What this page does not do

It does not replace the lesson plan page — the "what was planned" column is copied from it, not written from scratch. Whoever runs the session still needs the plan in hand.

EXAMPLE

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Weekly roll-up row (page 11), week of 10/6, written Friday

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What the numbers say, and what they do not

On 10/6, Elijah reached for the cue card on 2 of 3 words; Noah and Priya reached for it on 0 of 3. On 10/8, Elijah reached for it on 2 of 5 words; Noah and Priya again reached for it on 0 of 5 — so 2 of the 3 students were independent both sessions this week. Nothing on this page says why Elijah still needs the cue, or when he should stop; that is the team's call, written on the roll-up line above as "Continue."

The family update sentence this week's data produces (from the phrase bank, page 13)

"This week the group worked on blending CVC words with the short a and i sounds. 2 of 3 students blended independently both sessions; one student is still using a cue card and that is what we are watching next."