Just Right Reader

High-Interest small-group lesson routine

Every High-Interest lesson plan follows these steps

Example: *Under the Sea · Set 51 · suffixes -ent, -er, -ful, -ive · timing is flexible*

Morphology warm-up	Review the suffixes. Say multisyllabic words; students name the suffix and how it changes the meaning.	**SAY:** *"I'll say a word. Tell me the suffix and the clue it gives you."*
Mini lesson	Preview the cover and table of contents, name the text structure, and preview glossary vocabulary.	**SAY:** *"This text is descriptive. It gives details to build a mental picture."*
Guided practice	Hand out books. Model reading one page: use the heading, break a new word into parts, read on for meaning.	**SAY:** *"Put your finger on the suffix. How does it help you understand snorkeler?"*
Independent reading	Students whisper or read silently. Listen in, prompt with the Prompting Guide and take notes.	**SAY:** *"Write the tricky word on scrap paper and break it into parts."*
Writing	Model, then students complete the graphic organizer: topic in the center, details around it.	**SAY:** *"Write the topic in the center circle and the details in the outer circles."*
Review + home connection	Discuss the book, find and explain suffix words, then show the QR video lesson for home.	**SAY:** *"Find a word with a suffix. How does it change the meaning?"*





Have ready

Books · graphic organizer · Prompting Guide · Reading Observation Form · scrap paper

Preview the flipbook

Recommended before books go home

- Show the QR video lesson
- Send the family guide
- Teach the reread tracker: 5 reads



Implementation questions?
Tera Kemp, Customer Success Manager
tera.kemp@justrightreader.com



Ready to add grades 4–5?
Hope Swearingen, VP of Partnerships
hope.swearingen@justrightreader.com

GRADE 3 LESSON ROUTINE CARD · SPARK

Just Right Reader

Spark small-group lesson routine

Every Spark lesson plan follows these steps

Examples: *Set 1 · The World's Wildest Homes (Book 1) and Life in the Mangroves (Book 2) · timing is flexible*

Word-reading strategy — LOOK → BREAK → BLEND → CHECK

Word study: phonics	Book 1: Learn a syllable type. Books 2–5: Review it. Model, guide, then have students read and spell multisyllabic words.	**SAY:** *"Clap the syllables. Draw a line for each, then spell one part at a time."*
Word study: morphology	Books 2–5 only. Teach the prefixes or suffixes and their meanings, then read, define, and spell words with them.	**SAY:** *"LOOK for a prefix or suffix. -er means more than; -est means the most."*
Before reading	Connect to the text set, predict the text structure, build background knowledge, teach vocabulary, and set a purpose.	**SAY:** *"As we read, let's keep this question in mind…"*
During reading	Three reads. 1st: whisper-read in sections with stopping points. 2nd: reread for fluency. 3rd: reread to fill in the graphic organizer.	**SAY:** *"If a word feels tricky, remember to LOOK, BREAK, BLEND, CHECK."*
After reading	Turn-and-talk discussion, then students write 2–4 sentences from their organizer and share.	**SAY:** *"I think ___ because ___."*
Closure	Answer the purpose question, connect to the set's essential question, and self-assess.	**SAY:** *"What's one thing you learned? What are you proud of?"*





Suggested pacing

Day 1 Word study + first read
Day 2 Second read
Day 3 Third read + after reading

Recommended before books go home

- Show the QR video lesson
- Send the family guide
- Teach the Reading Quest: 3 reads



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