



TEACHER NAME: _____

OBSERVER & DATE of OBSERVATION: _____

Mini Lesson Teaching Protocol – Grades 2 through 5

Steps 1 and 2 should last no more than 15 minutes – ideally they should be closer to 10 minutes.

Step 3 is an extension of the mini lesson and can be done in full group or in small groups (not in place of guided reading).

Step 4 is what the students are doing while the teacher is providing small group instruction or one-on-one conferring.

Step 5 takes place to bring closure to the reader’s workshop session for the day.

FOCUS STEPS	LOOK-FORS	OBSERVATIONS
<p><u>Step 1:</u> Introduce the Lesson (whole-group session) 2-3 minutes</p>	<ul style="list-style-type: none"> ○ Teacher explicitly states purpose of lesson. ○ Teacher explicitly states strategy/text feature to be taught/modeled. 	
<p><u>Step 2:</u> Model the Process (whole-group sessions) 8-10 minutes</p>	<ul style="list-style-type: none"> ○ Teacher explicitly models the strategy. (Listen for explicit, focused language spoken by teacher.) 	
<p><u>Step 3:</u> Provide Guided Practice (whole or small-group session) Up to 10 minutes</p>	<ul style="list-style-type: none"> ○ Teacher provides an opportunity for the students to practice the strategy/use of text feature while reading. ○ Teacher circulates to listen, observe, and document students who are applying the strategy. ○ Teacher takes anecdotal notes. ○ Students share process with class or with partners. 	
<p><u>Step 4:</u> Provide Independent Practice (during reading workshop small-group instruction)</p>	<ul style="list-style-type: none"> ○ Teacher provides students with ample time for reading. ○ Students are invited to practice this strategy/use of text structure while reading independently. ○ Teacher tells students they will share at the end of the lesson. ○ Teacher works with small groups. ○ Teacher completes 1-1 conferences and takes anecdotal notes. 	
<p><u>Step 5:</u> Share Time (whole-group session) Up to 10 minutes</p>	<ul style="list-style-type: none"> ○ Teacher brings workshop to a close. ○ Students share success/struggle with strategy/text feature. ○ Teacher assesses and offers praise and feedback. ○ Teacher elicits peer support or suggestions. 	

