

PLUSS Model

Blank PLUSS Lesson Planning Format

1	Content Objective:			
2	Language Objective:			
Strategies: L – Language modeling & opportunities for practice U – Use visuals and graphic organizers S – Strategic use of Native language and teaching for transfer		5 L	6 U	7 S
4	P Pre-teach critical vocabulary and prime background knowledge			
3	S Systematic & explicit instruction			

Figure 3

Sample PLUSS Lesson Plan

1 Content Objective: When presented with long vowel words with final e, students will read 9 out of 10 correctly.

2 Language Objective: When presented with the following VCe words: tape, mope, fine, same, hate, and sentence frames, students will use 4 out of 5 words correctly in a complete oral sentence.

Strategies: L – Language modeling & opportunities for practice U – Use visuals and graphic organizers S – Strategic use of Native language and teaching for transfer		L 5	U 6	S 7
4 P Pre-teach critical vocabulary	<p>Pronounce the word: Use pre-made vocabulary cards, quickly show the picture cards and say the word with the group & have the students chorally repeat the word. (The word is written on the back of each card.)</p> <p>Define each word in student-friendly terms: (e.g. mope: something people do when they are sad. When people are sad, they mope.)</p> <p>Practice each word using the sentence frame (written on white board) “The word _____(mope) means _____(something people do when they are sad).”</p> <p>Give each student a picture card and ask him or her to practice saying the definition of the word with a partner using the sentence frame.</p> <p>Check for understanding: Share out with the group by using Talking Stick. Students will share their card with the whole group: group will then chorally repeat.</p>	<p>Practice: Students use the words in sentences using sentence frames. Work as a group to brainstorm language that can go in the sentence frame for each word.</p> <p>Turn and talk, “Tell your partner something you hate to do. Start your sentence with, “I hate to do _____”.</p>	Picture cards Sentence frames written on board	<p>Native Language: Share any cognates of the word that you know in students’ native language (e.g. fine means very nice or fancy in English. It is similar to fino in Spanish, which also means very nice or fancy).</p> <p>Ask students to share the word in their native language if they know it.</p>
3 S Systematic & explicit instruction	<p>Review short and long vowel sounds and CVC words. (Ex: Ask students to produce the “name” and “sound” for each vowel. Show students the word hop. Ask, “what is the vowel in hop?” Ask, “what sound does it make?” Repeat with other CVC words.)</p> <p>Explain: The teacher says, “today we are going to look at a new pattern, words that contain a silent e.” Show a word card which contains the word mop and asks students to sound out the word. Show a word card with contains the word mope and model for students, “the letter e at the end makes the vowel say its name. Watch me.”</p> <p>Model: (Touch the ‘o’ in mope) “The e at the end makes the letter say, /ō/.” Give students picture cards of mop and mope. The teacher asks students to hold up the correct card when she reads the words two or three times.</p> <p>Guided Practice: Then switch roles, so that the students read the words and the teacher holds up the correct picture cards. Continue with word card pairs such as fin/fine, Sam/same, hat/hate, and tap/tape.</p> <p>Once students have practiced and can differentiate between the two types of words, use the presentation book and have students decode words with and without the silent e. (Ensure that student engagement is kept high with the use of echo and choral response, as well as individual response to ensure students are taking the VCe word skill to mastery.)</p> <p>Independent Practice: Now, chorally read sections of the story two times (containing the VCe words from the objective) together and ask comprehension questions. At about the halfway point of the story, allow students to read the rest of the story by calling on students to read one at a time.</p>	<p>Practice: have students respond chorally to most questions requiring a short response.</p> <p>Practice: have students hold up appropriate picture cards after teacher/other students read the word</p> <p>Practice: have each child practice reading text with expression</p>	Picture and word cards of CVC and VCe words Use Student friendly definition cards with very brief, easy to read phrases to define the words	<p>Teach for Transfer: Share if the sound is the same or different in the student’s native language. (e.g. the long /ō/ sound in English is the same as the /ō/ sound in Spanish); Give extra practice for the students who speak Vietnamese because /ō/ is not a sound in their native language.</p> <p>Native Language: If students have confusion about a word, ask other students to share the word in their native language if they know it.</p>

