

**Baker College**  
**Teacher Prep Lesson Plan Format**

Subject Area & Grade Level: Reading/Language Arts, Grade 1		Lesson Duration: 30 minutes	
<p><b>Lesson Goal:</b> What do we want students to learn?</p> <p>Students will develop phonological awareness of the r-controlled vowel /ar/ sound, practice reading fluency through shared and echo reading, and demonstrate comprehension through retelling and sequencing while engaging with the text Car Race by Starfall.</p>	<p><b>Assessment:</b> How will we know they have learned it? (see guide)</p> <p>This information can also be cited from the check list at the bottom.</p> <p><b>Formative Assessment:</b> The teacher participates in the observation of student participation in echo reading and choral reading of repeated phrases. Students sequence picture cards from the story in correct order and use vocabulary words like race, lead, pass, bump, and wins to retell events. Exit ticket has students complete sentence frames about Carla's number, Mark's number, and who wins the race.</p> <p><b>Self-Assessment:</b> Students give themselves a thumbs up, thumbs middle, or thumbs down to indicate their comfort level reading words with /ar/ sound.</p>	<p><b>Intervention:</b> What will we do if they don't learn it? (see guide)</p> <p>This information can also be cited from the check list at the bottom.</p> <p>Provide additional practice with /ar/ word families using magnetic letters or letter tiles to build words. Use a small group re-reading with teacher support focusing on one page at a time. Partner less confident readers with stronger readers for buddy reading. Use graphic organizers for visually mapping the story sequence with teacher support. Provide picture-only sequencing cards for students who struggle with text-based sequencing.</p>	<p><b>Enrichment:</b> What will we do if they already know it? (see guide)</p> <p>This information can also be cited from the check list at the bottom.</p> <p>Students create their own racing story using /ar/ words and illustrating a new race with different characters. Challenge students to find and list all the /ar/ words in the book, then generate additional /ar/ words not in the text. Students write a different ending by imagining what would happen if Mark won or if there was a tie. Create word problems using the numbers from the story.</p>

State Standards:

**CCSS.ELA-LITERACY.RF.1.3.B:**

Decode regularly spelled one-syllable words, as cited on page 16 by the Michigan Department of Education (n.d).

**CCSS.ELA-LITERACY.RF.1.4.A:**

Read grade-level text with purpose and understanding, as cited on page 16 by the Michigan Department of Education (n.d).

**CCSS.ELA-LITERACY.RF.1.4.B:**

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings, as cited on page 16 by the Michigan Department of Education (n.d).

Learning Objective:

Students will decode and read words containing the r-controlled vowel /ar/ sound with 80% accuracy by identifying the /ar/ pattern in words such as car, Carla, Mark, and star, demonstrating knowledge of one-to-one letter-sound correspondences, as cited on page 16 by the Michigan Department of Education (n.d).

Students will read the text Car Race orally with accuracy, appropriate rate, and expression on successive readings through shared and echo reading strategies. Thus, supporting comprehension through fluent reading as cited on page 16 by the Michigan Department of Education (n.d).			
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#### Materials:

Car Race by Starfall. One copy for display/projection and individual copies for students. Chart paper and markers, picture cards showing major story events, word cards with /ar/ words, the exit ticket worksheets with sentence frames, and a whiteboard/SmartBoard for displaying text are also required for this instruction.

#### Select your learning strategy:

- ☒ Direct Teach
- ☒ Demonstration
- ☒ Cooperative Learning
- ☒ Differentiation
- Discovery/Inquiry-Based Learning
- Project-Based Learning
- Reading/Writing/Math Workshop
- Other

**Activities Planned:** \_\_\_ Active (Students are active participants in learning)  
 \_\_\_ Passive (Teacher led lecture/demonstration)  
 \_\_\_ ☒ \_\_\_ Both

## Lesson Delivery Steps:

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### Lesson Delivery Steps:

#### 1. Introduction/Hook (4 minutes)

**Teacher Actions:** Display cover of Car Race and ask what students see in the picture and what they think the story will be about. Record predictions on chart paper. Introduce target phonics skill by explaining that today students will read words with the /ar/ sound like in the word car.

**Student Actions:** Students share predictions based on cover illustration. Students repeat /ar/ words chorally and individually. Students identify /ar/ sound in spoken words.

**Scaffolding Strategy #1:** Picture-Supported Prediction activates and prior knowledge will be engagement for students before reading during this step, which begins the scaffolding process.

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#### 2. Phonics Mini-Lesson (4 minutes)

**Teacher Actions:** Display word cards for car, Carla, Mark, and star. Model blending by demonstrating how /c/-/ar/ makes car. Point out that ar and how it makes one sound together.

**Student Actions:** Students blend words chorally and individually. Students use whiteboards or paper to write simple /ar/ words such as car, far, and jar. Then a partner check has students read their /ar/ words to a partner.

**Scaffolding Strategy #2:** Explicit Phonics Instruction, which is this step, will then carry the scaffolding to the next step

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#### 3. First Read: Shared/Echo Reading (8 minutes)

**Teacher Actions:** Display or read Car Race aloud while tracking print with finger or pointer. Read with expression, emphasizing /ar/ words. Model fluent reading of repeated phrase like get ready, get set, go with appropriate rate and expression.

**Student Actions:** Students follow along in their own copies or on displayed text. Students echo read repeated phrases. Students chime in with get ready and get set phrases and subsequent pages.

**Scaffolding Strategy #3:** This step, which is Shared and Echo Reading, supports fluency development. Tompkins et al. (2021) note that interactive read-alouds and shared reading allow students to learn new vocabulary and acquire more sophisticated sentence structures while developing reading fluency on page 39. This scaffolds each of the students understanding to the next step.

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#### 4. Comprehension Check & Discussion (4 minutes)

**Teacher Actions:** Ask comprehension questions about who the main characters are, what they wanted to do, what problem Mark had, and how the race ended. Record key vocabulary on chart. Facilitate grand conversation by asking how Carla and Mark might have felt.

**Student Actions:** Students answer questions using evidence from text and pictures. Students turn-and-talk to partner about their favorite part. Students discuss sportsmanship and character responses.

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#### 5. Partner Re-Reading Activity (5 minutes)

**Teacher Actions:** Pair students in mixed ability pairs. Model partner reading expectations where Partner A reads a page and Partner B echoes or reads the next page. Circulate to listen to pairs.

**Student Actions:** Students take turns reading with partners. Students help each other with tricky words. Students practice fluency and expression on successive readings.

**Scaffolding Strategy #4:** This step, which is Cooperative Learning, allows for successive readings that build fluency, which can scaffold learning to the next step. This is a state standard, as cited on page 16 by the Michigan Department of Education (n.d) in the section Read with sufficient accuracy and fluency to support comprehension.

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#### **6. Sequencing & Retelling Activity (3 minutes)**

**Teacher Actions:** Display mixed-up picture cards from story. Model thinking aloud about which picture shows what happened first. Have students sequence remaining cards as whole group.

**Student Actions:** Students work individually or in small groups to sequence picture cards. Students use vocabulary words to retell story to a partner using their sequenced cards. Thus, demonstrating understanding of major events.

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#### **7. Closing & Exit Ticket (2 minutes)**

**Teacher Actions:** Review /ar/ words from the story. Distribute exit tickets with sentence frames.

**Student Actions:** Students complete exit ticket with sentences about Carla's number, Mark's number, and who wins. Students self-assess comfort level with /ar/ words using thumbs up/middle/down.

**Core Teaching Practices addressed in your lesson (check all that apply): (from MDE CTPs)**

- ☒ Leading a group discussion (CTP #1)
- ☒ Explaining and modeling content, practices, and strategies (CTP #2)
- ☒ Eliciting and interpreting individual students' thinking (CTP #3)
- ☒ Building respectful relationships with students (CTP #10)
- ☒ Check for Understanding (CTP #15)

**Real-world connections including attention to English language learners and culturally and historically responsive practices (diversity, inclusion, equity, and social justice):**

Racing and competition are familiar concepts to students through sports and games. Discussion of sportsmanship connects to playground behavior and social interactions. The text also features a female protagonist winning the race. Thus, this expresses competition related to the real world. Cooperative learning structures support English language learners through peer interaction and through real world connections. Visual supports provide access for students with varied language proficiency levels through real world connections.

**Support for Diverse Learners:** Dyslexia support includes explicit phonics instruction with multisensory approach using visual word cards, auditory practice, and kinesthetic sequencing cards. ADHD support includes short varied activity segments with movement incorporated through partner work. English Language Learner support includes picture support for vocabulary and partner work for language practice. Gifted student support includes enrichment options with creative writing and extended word lists. ASD support includes clear structure and routine with predictable text and concrete sequencing activity.

**Technology tools (listed):**

Smart Board or Projector displays text for whole-class shared reading.

**Collaboration opportunities (list all that are included whole group, small group, partnerships, building resource personnel i.e., school social worker, special educators, parents, etc...):**

All the collaboration opportunities are the following. Whole group for opening predictions, phonics mini-lesson, shared reading, and comprehension discussion. Partnerships for partner reading and turn-and-talk discussions. Small group for optional re-reading for students needing additional support. Potential resource personnel include special education teacher for co-teaching, ELL specialist for additional vocabulary support, and reading interventionist for follow-up support if conditions allow this, such as if the school district has these workers.

## Lesson Plan Guide

**Assessment:** Used to gather information about a student's progress towards mastery of the learning objective, help the teacher identify what instruction is working well and what needs refinement, and informs the students about their learning.

Options to consider

- ☐ Diagnostic/Pre-Assessment – Used to check prior knowledge **before** a lesson
- ☐ **X** Self-Assessment (Writing Prompts, Running Records, Performance Task, Other)
- ☐ **X** Formative – Used **during** a lesson to check progress, identify any misconception, and give feedback to students (Learning/Response Log, Admin/Exit Ticket, Think/Pair/Share, One Minute Paper, Other)
- ☐ Summative – Used at the **end** of a lesson to check student mastery of the objective (End of Unit Test, Final Exams or Mid-term Exams, State Tests, Culminating Project, Portfolio, Other)

**Intervention:** How will we respond when they don't learn?

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|--|--|
| <input type="checkbox"/> <b>X</b> Differentiated Instruction                 | <input type="checkbox"/> Referral to Student Support Team  |
| <input type="checkbox"/> <b>X</b> Target specific skills                     | <input type="checkbox"/> <b>X</b> Graphic organizers       |
| <input type="checkbox"/> Data item analysis                                  | <input type="checkbox"/> <b>X</b> Manipulatives            |
| <input type="checkbox"/> <b>X</b> Leveled materials (below, on level, above) | <input type="checkbox"/> Choice boards                     |
| <input type="checkbox"/> Bloom's Taxonomy                                    | <input type="checkbox"/> <b>X</b> Immediate feedback       |
| <input type="checkbox"/> Grade recovery (re-do/correct)                      | <input type="checkbox"/> <b>X</b> Flexible grouping        |
| <input type="checkbox"/> Parent contact                                      | <input type="checkbox"/> Extended responses (math/reading) |
|  | <input type="checkbox"/> Journal/Reading logs              |

### Responses to Intervention (RtI)

- ☐ **X** Small group instruction
- ☐ Tiered group instruction (Tier I, II, III)
- ☐ **X** 1-1
- ☐ Centers (leveled)
- ☐ **X** Re-teach in a different way
- ☐ **X** Modify: backtrack, build background knowledge
- ☐ Tutoring: after or before school, lunch
- ☐ Referral to Student Support Team

**Enrichment:** How will we respond if they already know it?

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|---|--|
| <input type="checkbox"/> Choice boards                              | <input type="checkbox"/> Separate curriculum |
| <input type="checkbox"/> <b>X</b> Use vocabulary to write sentences | <input type="checkbox"/> Games               |
| <input type="checkbox"/> Accelerated reader                         | <input type="checkbox"/> Group leader        |
| <input type="checkbox"/> Centers-High level                         |  |
| <input type="checkbox"/> Reading buddies                            |  |
| <input type="checkbox"/> Peer tutoring                              |  |
| <input type="checkbox"/> Enriched-Leveled Reader-Novels             |  |
| <input type="checkbox"/> <b>X</b> Picture/writing journals          |  |
| <input type="checkbox"/> <b>X</b> Independent projects              |  |