

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

<b>Subject Area &amp; Grade Level: Literacy - Kindergarten</b>	<b>Lesson Duration: 45 minutes</b>
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<p><b>Lesson Goal:</b> What do we want students to learn?</p> <p>The objectives for the state standards to at least a 90% efficiency.</p>	<p><b>Assessment:</b> How will we know they have learned it? (see guide)</p> <ul style="list-style-type: none"> <li>• <b>Diagnostic/Pre-Assessment:</b> Begin with an oral assessment where students identify the beginning sound of 5 spoken words (e.g., "What sound do you hear at the beginning of <i>mat</i>?"). Record which students can successfully isolate initial phonemes.</li> <li>• <b>Formative Assessment:</b> During small group work, observing and recording students' ability to the following will occur. <ul style="list-style-type: none"> <li>○ Say words slowly and segment sounds orally</li> <li>○ Match sounds to corresponding letters</li> <li>○ Spell 3-5 simple</li> </ul> </li> </ul>	<p><b>Intervention:</b> What will we do if they don't learn it? (see guide)</p> <ul style="list-style-type: none"> <li>• <b>Small group instruction (Tier II):</b> Pull students who struggle with phoneme isolation for additional practice with oral sound games from the family flyer.</li> <li>• <b>1-1 instruction:</b> Work individually with students who cannot segment sounds, using tactile manipulatives (chips or blocks) to represent each sound physically.</li> <li>• <b>Re-teach in a different way:</b> Use Elkonin boxes (sound boxes) to help students visualize the number of sounds in words before spelling.</li> <li>• <b>Modify/backtrack:</b> Return to syllable clapping and rhyming activities to build foundational phonological awareness.</li> </ul>	<p><b>Enrichment:</b> What will we do if they already know it? (see guide)</p> <p><b>They get to pick these things to do from the following options.</b></p> <ul style="list-style-type: none"> <li>• <b>Centers-High level:</b> Students who master CVC spelling move to a center where they spell words with blends.</li> <li>• <b>Peer tutoring:</b> Pair advanced students with peers who need support, having them guide partners through stretching sounds.</li> <li>• <b>Independent projects:</b> Challenge students to find objects around the classroom, say the word, segment the sounds, and spell the word independently in a journal.</li> <li>• <b>Use vocabulary to write sentences:</b> Students who can spell CVC words easily will compose a simple sentence using 2-3 CVC words.</li> <li>• <b>Group leader:</b> Advanced students lead small groups in playing oral sound games, taking on the teacher role.</li> </ul>
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	<p>CVC words using magnetic letters</p> <ul style="list-style-type: none"><li>○ Use exit ticket: Students will orally say and spell one CVC word of their choice, demonstrating phoneme isolation and letter-sound correspondence</li></ul>	<ul style="list-style-type: none"><li>• <b>Immediate feedback:</b> Provide corrective feedback during practice, modeling how to stretch words slowly. EXAMPLE: "/mmm/ /aaa/ /t/ - mat" <b>Parent contact:</b> An Oral Language brochure with specific highlighted activities and a note explaining how families can practice isolating beginning sounds during daily routines will be sent home.</li></ul>	
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State Standards:

**Michigan Department  
of Education (n.d.) -  
Kindergarten Reading  
Standards:**

**Foundational Skills (K-  
5) on pages 15-16**

**2. Phonological  
Awareness**

- 2a. Recognize and produce rhyming words
- 2b. Count, pronounce, blend, and segment syllables in spoken words
- 2c. Blend and segment onsets and rimes of single-syllable spoken words
- 2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words (This does not include CVCs ending with /l/, /r/, or /x/.)
- 2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

<p><u>My Learning Objective</u></p> <p>By the end of this lesson, students will be able to orally segment and blend the three phonemes in CVC words with 90% accuracy and will spell at least 3 CVC words using magnetic letters, demonstrating understanding that spoken sounds can be represented by written letters.</p>			
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**Materials:**

- Magnetic letters (sets for each student or pair)
- Cookie sheets or magnetic boards
- Picture cards showing CVC word objects (cat, dog, sun, bed, mop, hat, pig, web, bus, leg)
- Oral Language: The Foundation for Early Spelling and Writing" family brochure (one copy per student to send home)
- Chart paper and markers
- Elkonin boxes (3-box templates) - optional for intervention
- Family connection letter explaining the home activity

**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)

\_\_\_ **X** \_\_\_ Both

## **Lesson Delivery Steps:**

### **1. Introduction/Hook (5 minutes) - Building on Home Oral Language**

Begin by asking students: "Who talked with their family this morning? What did you talk about?"

Validate all responses, explicitly honoring home languages: "That's wonderful! Some of you spoke in English, some in Spanish, some in other languages. All of those words are made of sounds!"

Explain: "Today, we're going to be sound detectives. We're going to listen very carefully to the sounds in words, just like when you play 'I Spy' games at home with your families. Then, we're going to learn how to spell words by listening to those sounds."

Model with an example: "Listen to this word: *sun*. Say it with me slowly: /sss/ /uuu/ /nnn/. How many sounds did you hear?" Have students hold up fingers to show three sounds. "When we know the sounds in a word, we can spell it!"

### **2. Direct Instruction/Modeling (10 minutes)**

#### **Model the Sound-to-Letter Process:**

Display the picture card of a cat. "This is a picture of a cat. Let's say the word together: cat. Now, let's stretch it like a rubber band: /c/ /a/ /t/." Model touching your fingers as you say each sound.

Think aloud: "I hear three sounds. The first sound is /c/. What letter makes the /c/ sound? Yes, the letter C!"

Place magnetic letter C on the board. "The next sound is /a/, the short a sound. That's the letter A."

Place A next to C. "The last sound is /t/. The letter T makes that sound." Place T to complete: CAT.

"Now I can read my word: cat. I spelled it out by listening to the sounds!" Point to each letter while reading.

#### **Guided Practice:**

"Let's try one together. Look at this picture—it's a dog. Say dog. Now stretch it: /d/ /o/ /g/. Hold up one finger for each sound you hear." Wait for students to show three fingers.

"What's the first sound? /d/. Who can find the letter D?" Invite a student to place the magnetic D on the board. Repeat for /o/ (letter O) and /g/ (letter G).

As described by Tompkins et al. (2021), Mrs. Firpo guides the students to say each "word slowly and listen to the sound" (p. 106). This same technique of stretching words enables students to hear individual phonemes clearly.

### **3. Active Learning - Partner Practice (15 minutes)**

#### **Cooperative Learning Structure:**

Students work in pairs with magnetic letters and cookie sheets. Provide each pair with 3-4 picture cards showing CVC objects.

Instructions: "With your partner, pick a picture card. Say the word together. Then, one person stretches the word slowly while the other listens for the sounds. Take turns spelling each word with your magnetic letters."

Circulate among pairs, providing immediate feedback and scaffolding. Listen for students who are successfully segmenting sounds and those who need support.

### **Targeted Support During Practice:**

- For students struggling: Guide them to touch their head, shoulders, and knees as they say each sound, making the abstract concept concrete.
- For English Language Learners: Encourage students to say the word in their home language first, then in English, noticing which sounds are the same and which are different. Validate that "letters represent sounds" (Tompkins et al., 2021, p. 107). This applies the idea to all languages.
- For advanced students: Challenge them to spell words without picture support or to change one letter to make a new word.

EXAMPLE:

(e.g., cat → hat → mat)

### ***4. Independent/Small Group Application (10 minutes)***

Divide students into three differentiated groups:

**Group 1 (Intervention - with teacher):** Students who struggled during pre-assessment work directly with the teacher using Elkonin boxes, placing one chip in each box as they say each sound, then replacing chips with letters.

**Group 2 (On-Level):** Students independently spell 5 CVC words from picture cards using magnetic letters, drawing a picture for each word they spell.

**Group 3 (Enrichment):** Students spell CVC words and then use 2-3 of their words to compose and illustrate a simple sentence.

### ***5. Closure and Home Connection (5 minutes)***

Gather students on the carpet. "Today, you were amazing sound detectives! You listened to sounds in words and spelled them using letters."

### **Introduce the Family Brochure:**

Hold up the "Oral Language: The Foundation for Early Spelling and Writing" brochure. "I have something special to send home with you today. This brochure is for your families, and it's written in a way that everyone can understand, no matter what language you speak at home."

Read aloud the title and briefly highlight Activity 2 (Play Oral Sound Games). "Your families can play 'I Spy' with sounds, just like we did today! The brochure shows how playing with sounds at home, in any language, helps you become a better speller and writer."



### **Specific Home Connection Activity:**

Send home a simple recording sheet with the brochure:

*"Dear Families,*

*Today we learned to spell words by listening to sounds. This week, please play the 'I Spy' sound game from the brochure with your child at least 3 times. You can play in any language! Write down 3 words your child successfully identified by their beginning sound. Return this sheet by Friday.*

*Examples: 'I spy something that starts with /m/.' (milk, moon, mop)*

*Thank you for supporting your child's literacy learning!"*

**Exit Ticket:** Each student orally segments and spells one CVC word for the teacher before lining up, demonstrating their learning from the lesson. They also completed a self-assessment on paper.

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

- **X Leading a group discussion (CTP #1)** - Introduction discussion about morning conversations with families; whole group closure sharing
- **X Explaining and modeling content, practices, and strategies (CTP #2)** - Direct modeling of sound segmentation and letter-sound matching process
- **X Eliciting and interpreting individual students' thinking (CTP #3)** - Asking students to identify sounds, observing their spelling attempts, exit ticket assessment
- **X Building respectful relationships with students (CTP #10)** - Validating home languages, honoring cultural and linguistic diversity, building on family experiences
- **X Check for Understanding (CTP #15)** - Pre-assessment, formative observation during partner work, exit ticket, ongoing questioning

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

This lesson explicitly honors and leverages students' home languages as assets. The introduction validates multilingual communication, and the brochure emphasizes that oral language development in any language supports English literacy. During partner practice, English Language Learners are encouraged to discuss words in their home language first, recognizing that phonological awareness developed in one language transfers to another.

The family brochure was specifically designed to be accessible to all families, regardless of educational background or language proficiency. It includes research-informed strategies presented in family-friendly language and emphasizes no-cost activities that don't require parents to purchase materials or have specific literacy knowledge themselves. The brochure validates diverse family structures, cultural storytelling traditions, and linguistic practices.

The lesson connects to students' real-world experiences by using familiar objects (cat, dog, sun) and by referencing morning conversations with families. The home connection activity allows families to play "I Spy" in any language or cultural context, ensuring all families can participate meaningfully regardless of English proficiency. This approach recognizes that Mrs. Firpo's students take turns using their letter-sound knowledge to sound out these words, and similarly, all students, regardless of linguistic background, can use their oral language knowledge as a foundation for spelling. This can be cited by Tompkins et al. (2021) on page 106.

### Technology tools (listed):

- Optional: Interactive whiteboard for demonstrations
- Elkonin Box
- Word cards

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

- **Whole group:** Introduction discussion, guided practice with dog example, closure sharing
- **Partnerships:** Partner practice with magnetic letters and picture cards (structured peer collaboration)
- **Small group:** Differentiated groups during independent application time
- **Teacher-student:** One-on-one intervention with struggling students, individual exit ticket assessments
- **Home to school partnership:** Family brochure and home activity create ongoing collaboration between classroom and home learning environments
- **Building resource personnel:** The brochure and home connection letter can be translated by building EL specialists or parent liaisons to ensure accessibility for all families

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

**Responses to Intervention (RtI)**

- ☐ X Small group instruction
- ☐ X 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?

- ☐ Choice boards
- ☐ X Use vocabulary to write sentences
- ☐ Accelerated reader
- ☐ X Centers-High level
- ☐ Reading buddies
- ☐ X Peer tutoring
- ☐ Enriched-Leveled Reader-Novels
- ☐ Picture/writing journals
- ☐ X Independent projects
- ☐ Separate curriculum
- ☐ Games
- ☐ Group leader