

The primary goal of this Kindergarten literacy lesson was to bridge the gap between isolated phonemic awareness and functional reading. I selected two critical literacy components to address: Phonics and Fluency. By focusing on Consonant-Vowel-Consonant, CVC, patterns, the lesson directly aligns with the Michigan Department of Education (n.d.) standards for Phonological Awareness and Phonics/Word Recognition cited from pages 15-16.

The planning was intentionally research-informed. For instance, the use of Elkonin boxes for sound segmentation was guided by Lane's (2021) research on helping students visualize the phonological structure of words. By requiring students to physically push counters into boxes, the lesson moves beyond abstract sound-identification into a multi-sensory experience that cements letter-sound correspondence.

## **Material Selection and Instructional Impact**

Materials were selected to support a scaffolded release of responsibility, moving from the I do from Teacher Modeling to we do from sound boxes to you do from partner reading/exit ticket.

- **Decodable Texts:** I chose The Fat Cat to ensure students could immediately apply their phonics knowledge to connected text, which is essential for developing early reading fluency.
- **Visual and Tactile Supports:** As suggested by Haas (2024), differentiation is most effective when it includes varied modalities. This is why I included sandpaper letters for tactile learners and picture cards for English Learners (ELs). These materials ensure that decoding (sounding out words) does not happen in a vacuum; by pairing the word pig with an image, EL students build their lexicon while simultaneously practicing their decoding skills.

## **Evidence-Based Decision Making**

A cornerstone of this lesson is the differentiated instruction strategy based on Haas (2024). I recognized that a one size fits all approach would fail a diverse kindergarten classroom. Therefore, I implemented flexible grouping. Advanced learners were not just given more work; instead, they served as interventionists or reading buddies. This peer tutoring serves a dual purpose: it reinforces the advanced student's mastery through teaching and provides struggling students with a low-stakes, supportive partner.

Furthermore, my decision to include a backtracking strategy, moving from CVC to CV, words like at is informed by J & E Learn to Read (2026). This ensures that students who struggle with three-phoneme blending have a safety net that allows them to experience success with simpler closed syllables before progressing.

## **Assessment and Reflection**

The assessment strategy was designed to be multi-layered. While the exit ticket provided a quantitative measure of mastery aiming for 80% accuracy, the running records and core teaching practice allowed for qualitative analysis of student behavior. During partner reading, there would be the monitoring of whether students were self-correcting or relying solely on beginning sounds. This data is vital for next steps; if a student correctly identifies the /c/ and /a/ in cat or any other letter from this activity but consistently misses the final /t/, my 1-1 intervention for the following day will focus specifically on final consonant sounds.

In conclusion, this lesson plan demonstrates a strong understanding of standards-based instruction related to fluency and phonics by integrating evidence-based materials with active collaborative learning.

Link to map

[https://lucid.app/lucidchart/f11e7f13-1907-4b34-9b88-629edd397884/edit?view\\_items=6CKoxT9UWxNm&page=m-5o7ONTd-nK&invitationId=inv\\_80f02756-14ed-4d55-9300-f16d948aa3a4](https://lucid.app/lucidchart/f11e7f13-1907-4b34-9b88-629edd397884/edit?view_items=6CKoxT9UWxNm&page=m-5o7ONTd-nK&invitationId=inv_80f02756-14ed-4d55-9300-f16d948aa3a4)