

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

**Subject Area & Grade Level:**

**Lesson Duration:**

<b>Lesson Goal:</b> What do we want students to learn?  Students will develop integrated literacy skills by connecting word recognition strategies with vocabulary knowledge to improve reading fluency and comprehension of community helper texts.	<b>Assessment:</b> How will we know they have learned it? (see guide)  <b>Pre-Assessment:</b> <ul style="list-style-type: none"> <li>• Quick word recognition check using CVC word cards</li> <li>• Picture walk to assess prior vocabulary knowledge</li> </ul> <b>Formative:</b> <ul style="list-style-type: none"> <li>• Teacher observation during partner reading with fluency checklist</li> <li>• Think-Pair-Share vocabulary usage monitoring</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>• Completed story map incorporating 3+ vocabulary words (scored with rubric)</li> <li>• Exit ticket demonstrating vocabulary application</li> </ul> <p>This assessment utilizes the literacy components word recognition, fluency, vocabulary, and comprehension. This is because the main portions it teaches, which is word recognition through CVC word cards and</p>	<b>Intervention:</b> What will we do if they don't learn it? (see guide)  <b>Differentiated Instruction:</b> <ul style="list-style-type: none"> <li>• <input checked="" type="checkbox"/> Small group instruction (re-teaching with leveled texts)</li> <li>• <input checked="" type="checkbox"/> Leveled materials (below, on level, above)</li> <li>• <input checked="" type="checkbox"/> Immediate feedback (during partner reading and story mapping)</li> <li>• <input checked="" type="checkbox"/> Flexible grouping (based on pre-assessment results)</li> </ul> <b>Target Specific Skills:</b> <ul style="list-style-type: none"> <li>• <input checked="" type="checkbox"/> Word recognition/decoding practice</li> <li>• <input checked="" type="checkbox"/> Vocabulary development support</li> <li>• <input checked="" type="checkbox"/> Fluency building through repeated reading</li> <li>• <input checked="" type="checkbox"/> Extended time for story map completion</li> <li>• </li> </ul> <b>Response to Intervention (RtI):</b> <ul style="list-style-type: none"> <li>• <input checked="" type="checkbox"/> Small group instruction (teacher-led</li> </ul>	<b>Enrichment:</b> What will we do if they already know it? (see guide)  <input checked="" type="checkbox"/> Create original community helper story using target vocabulary <input checked="" type="checkbox"/> Peer tutoring during partner reading sessions
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	vocabulary through a picture walk, connects to fluency and comprehension.	intervention groups) <ul style="list-style-type: none"><li>• <input checked="" type="checkbox"/> Re-teach in a different way (alternative text or approach for struggling students)</li><li>• <input checked="" type="checkbox"/> Modify: backtrack, build background knowledge (review CVC patterns if needed)</li></ul>	
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<p><u>State Standards:</u></p> <p>According to the Michigan Department of Education (n.d.) on page 17, third-grade students must meet these foundational skills from standards:</p> <ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• Read with sufficient accuracy and fluency to support comprehension.</li> </ul> <p><u>Learning Objective:</u></p> <p><b>Objective 1 (Word Recognition &amp; Fluency):</b> By the end of this lesson, students will decode multisyllabic words with 90% accuracy and read connected text at 60+ words per minute with appropriate expression.</p> <p><b>Objective 2 (Vocabulary &amp; Comprehension):</b> By the end of this lesson, students will correctly use at least 3 Tier 2 vocabulary words (protect, assist, emergency,</p>			
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<p>community) in their story map to demonstrate understanding of text meaning. The tiers can be cited by Tompkins et al. (2021) on page 185.</p>			
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#### **Materials:**

- "Community Helpers" leveled reader (Grade 3)
- Vocabulary word cards with pictures (protect, assist, emergency, community)
- Story map graphic organizers (printed)
- CVC word sort cards for warm-up
- Individual whiteboards and markers
- Timer for fluency tracking
- Anchor chart paper

#### **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:**

## **Lesson Delivery Steps:**

### **1. Word Recognition Warm-Up (5 minutes)**

Begin with CVC word sort activity using word cards (mat, sit, hop, pet, cut). Students work in pairs to sort by vowel sound. The teacher circulates to assess automaticity with word recognition. This step includes model decoding multisyllabic words that appear in today's text: "com-mu-ni-ty," "help-er," "pro-tect." According to Tompkins et al. (2021) on page 136, word recognition automaticity is essential because it allows students to read texts fluently. Thus, this step connects these phonics patterns to vocabulary words students will encounter through automaticity.

*Mind Map Connection: Word recognition builds fluency (Connection A) and supports vocabulary development (Connection D).*

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### **2. Vocabulary Introduction (8 minutes)**

Introduce 4 Tier 2 words using visual vocabulary cards: protect, assist, emergency, community. Provide student-friendly definitions and model each word in context. For example, the teacher quotes "police officers protect our community by keeping us safe." Students create physical motions for each word, kinesthetic learning, and practice using Think-Pair-Share. As suggested by Tompkins et al. (2021) on pages 184 and 185, teaching academic vocabulary is critical because these words are used frequently and have a powerful impact on learning. Record words on anchor charts for reference.

*Mind Map Connection: Vocabulary is critical for comprehension (Connection C) and supports fluent reading (Connection B).*

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### **3. Picture Walk & Prediction (3 minutes)**

Conduct a picture walk through Community Helpers text displays. Ask students: "What community helpers do you see? What vocabulary words might appear in this story?" This essentially creates the idea that there is a purpose for reading through comprehension. The Michigan Department of Education (n.d.) emphasizes that students should use "context to confirm or self-correct word recognition" (p. 17). This does exactly that.

*Mind Map Connection: Comprehension builds on word recognition (Connection A).*

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### **4. Modeled Fluent Reading (4 minutes)**

The teacher models fluent reading of the first page using a projector, demonstrating appropriate expression, phrasing, and prosody. The teacher in this step should also think aloud about vocabulary word meanings in context. Tompkins et al. (2021) through pages 136-145 note that fluent reading and writing includes automaticity, speed, and prosody, which directly impacts comprehension.

*Mind Map Connection: Fluency improves comprehension (Connection B).*

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### **5. Partner Fluency Practice (12 minutes)**

Students engage in paired repeated reading using partner reading protocol:

- Student A reads one page while Student B tracks and provides feedback
- Partners discuss vocabulary words encountered
- Switch roles and repeat

They would look for these things in the text.

- **Characters:** Who are the community helpers?
- **Setting:** Where/when does this take place?
- **Problem:** What challenge exists?
- **Solution:** How do community helpers assist?

The teacher circulates with a fluency checklist, noting accuracy rates and noting students who need intervention support. Repeated reading builds fluency because reading is a form of fluency.

*Mind Map Connection: Fluency requires word recognition (Connection A) and enhances vocabulary acquisition (Connection C).*

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## **6. Comprehension: Story Mapping (10 minutes)**

Model story map completion, which shows how to identify:

- **Characters:** Who are the community helpers?
- **Setting:** Where/when does this take place?
- **Problem:** What challenge exists?
- **Solution:** How do community helpers assist?

Students work independently to complete story maps.

**Requirement:** Must incorporate at least 3 target vocabulary words with correct usage. Provide sentence frames for support.

Example: "The \_\_\_\_\_ helps to protect our community by \_\_\_\_\_."

Tompkins et al. (2021) on page 221 define comprehension as a creative, multifaceted process where readers engage with text and draw on background knowledge. Story mapping develops literal, inferential, and critical comprehension levels.

*Mind Map Connection: Comprehension relies on fluent reading (Connection B) and requires vocabulary (Connection C).*

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## **7. Closure & Exit Ticket (3 minutes)**

Students share one vocabulary word and explain how it helped them understand the story. Exit ticket: "Write one sentence about community helpers using a vocabulary word from today's lesson." Collect for formative assessment.

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

- Leading a group discussion (CTP #1)
- **X** Explaining and modeling content, practices, and strategies (CTP #2)
- **X** Eliciting and interpreting individual students' thinking (CTP #3)
- Building respectful relationships with students (CTP #10)
- **X** 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):**

- Text features diverse community helpers from various cultural backgrounds and settings
- Students share community helpers from their own neighborhoods during discussion
- Visual supports and sentence frames for English language learners
- Honors multiple types of community service valued across cultures

**Technology tools (listed):**

- Projector
- Digital timer for partner reading rotations

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

**Partnerships:** Paired fluency reading with peer feedback

**Small Groups:** Differentiated intervention for struggling readers

**Whole Group:** Vocabulary introduction and closure sharing

**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

- X** Diagnostic/Pre-Assessment – Used to check prior knowledge **before** a lesson
- 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)
- X** 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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| <ul style="list-style-type: none"><li><input type="checkbox"/> <b>X</b> Differentiated Instruction</li><li><input type="checkbox"/> <b>X</b> Target specific skills</li><li><input type="checkbox"/> Data item analysis</li><li><input type="checkbox"/> Leveled materials (below, on level, above)</li><li><input type="checkbox"/> Bloom's Taxonomy</li><li><input type="checkbox"/> Grade recovery (re-do/correct)</li><li><input type="checkbox"/> Parent contact</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Referral to Student Support Team</li><li><input type="checkbox"/> Graphic organizers</li><li><input type="checkbox"/> Manipulatives</li><li><input type="checkbox"/> Choice boards</li><li><input type="checkbox"/> <b>X</b> Immediate feedback</li><li><input type="checkbox"/> Flexible grouping</li><li><input type="checkbox"/> Extended responses (math/reading)</li><li><input type="checkbox"/> Journal/Reading logs</li></ul> |
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**Responses to Intervention (RtI)**

- X** Small group instruction
- Tiered group instruction (Tier I, II, III)
- 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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| <ul style="list-style-type: none"><li><input type="checkbox"/> Choice boards</li><li><input type="checkbox"/> <b>X</b> Use vocabulary to write sentences</li><li><input type="checkbox"/> Accelerated reader</li><li><input type="checkbox"/> Centers-High level</li><li><input type="checkbox"/> Reading buddies</li><li><input type="checkbox"/> <b>X</b> Peer tutoring</li><li><input type="checkbox"/> Enriched-Leveled Reader-Novels</li><li><input type="checkbox"/> Picture/writing journals</li><li><input type="checkbox"/> Independent projects</li><li><input type="checkbox"/> Separate curriculum</li><li><input type="checkbox"/> Games</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Group leader</li></ul> |
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