

Baker College
Teacher Prep Lesson Plan Format

**Subject Area & Grade Level: English Language
Arts - Kindergarten**

Lesson Duration: 30 minutes

<p>Lesson Goal: What do we want students to learn?</p> <p>Students will demonstrate mastery of CVC (Consonant-Vowel-Consonant) word patterns by accurately blending individual sounds to read CVC words and by reading simple decodable sentences while developing fluency. This lesson integrates two essential components of literacy: phonics, such as letter-sound correspondence/blending, and fluency by reading text.</p>	<p>Assessment: How will we know they have learned it? (see guide)</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Oral Blending Check: Teacher says individual sounds (e.g., "/c/ /a/ /t/"), and students blend orally to say the word ("cat"). The target is 7 out of 10 words correct. • Word Reading Observation: During partner reading, observed student will point to and read CVC words in decodable text, and recording of accuracy on a checklist will take place. • Exit Ticket: Students read 5 CVC words independently to the teacher (e.g., dog, sun, pig, hop, fun) and draw a picture of one word to demonstrate comprehension. <p>Running Record: Document reading behaviors during small</p>	<p>Intervention: What will we do if they don't learn it? (see guide)</p> <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> • Use leveled materials: Provide CVC word cards with only 2-3 words for struggling students, while other students get 8-10. • Target specific skills: If students struggle with blending, provide additional oral blending practice without letters first. Then, target any other areas of struggle. • Manipulatives: Use Elkonin boxes, sound boxes, where students push a counter for each sound they hear in a word <p>Responses to Intervention:</p> <ul style="list-style-type: none"> • Small group instruction: Pull groups of 3-4 students who need additional support for 10-minute mini-lessons focusing on letter sounds and blending. 	<p>Enrichment: What will we do if they already know it? (see guide)</p> <p>Reading buddies: Advanced readers partner with struggling readers to support their learning as interventionists.</p> <p>Peer tutoring: Students who demonstrate mastery help classmates as interventionists during center time.</p> <p>these students will be tutors during the activity.</p>
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	<p>group time: Do students use beginning sounds? Do they blend sounds together? Do they self-correct?</p> <p>Self-Assessment: Students use thumbs up/thumbs down to show if they feel confident reading CVC words after the lesson.</p> <p>An explanation for my reasoning behind this can be cited from Michigan Department of Education (n.d.) on page 15.</p>	<ul style="list-style-type: none">• Tiered instruction: Students who don't meet the 70% accuracy goal receive daily 10-minute interventions with multisensory letter activities.• 1-1 support: Students with significant phonemic awareness gaps receive individual support from reading interventionist, which would be the teacher or other students that have mastered CVC words.• Re-teach in a different way: Use different modalities, such as singing letter sounds, using hand motions for blending, and acting out CVC words. <p>Immediate Feedback: When a student struggles, guide them with prompts, such as let's try that again. What sound does this letter make? Now blend the sounds together slowly.</p> <p>Use Tools: Use sound boxes to help students</p>	
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		<p>visualize the three sounds in CVC words.</p> <p>Modify/Backtrack: If students cannot blend CVC words, backtrack to CV, vowel-consonant, words like at and in, which can be cited from J & E Learn to Read (2026).</p>	
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State Standards:

Cited from the Michigan Department of Education (n.d.) page 16 Phonics, Word Recognition, and Fluency: Know and apply grade-level phonics and word analysis skills in decoding words, and should also be able to read emergent-reader texts with purpose and understanding.

Learning Objective:

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

e. Read emergent-reader texts with purpose and understanding.

Standard cited from the Michigan Department of Education (n.d.) page 15 Phonological awareness:

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Learning Objective:

a. Recognize and produce rhyming words.

b. Count, pronounce, blend, and segment syllables in spoken words.

c. Blend and segment onsets and rimes of single-syllable spoken words.

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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Materials:

- ☐ **Decodable text:** This could be simple stories with CVC words and picture supports. It would also include CV words for struggling students.
- ☐ **CVC word cards and CV:** This could be cards with the text cat, dog, sun, pig, hop, fun, mat, run, big, hat, at, and other CV words.
- ☐ **Letter tiles or magnetic letters:** There will be one set per student pair.
- ☐ **Anchor chart:** How to blend CVC words with visual steps.
- ☐ **Sound boxes (Elkonin boxes) cited from Lane (2021):** These would be printed on cardstock with 3 boxes.
- ☐ **Counters or chips:** These would be for sound boxes and include buttons, beans, or tokens.
- ☐ **Whiteboard and dry-erase markers:** This would be for the teacher.
- ☐ **Picture cards:** This would represent CVC words and VC words for English Learners or struggling students.
- ☐ **Sentence strips with simple CVC sentences:** This could be I see a cat, the dog ran, or a pig is big.
- ☐ **Exit ticket slips:** These would have 5 CVC words and space to draw.
- ☐ **Pointer stick:** This is for tracking print during shared reading.
- ☐ **Tactile letters:** This would be sandpaper or foam letters for intervention students.

Select your learning strategy:

The highlighted portions are what I selected.

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

Activities Planned: __X__ Active (Students are active participants in learning)
 __X__ Passive (Teacher led lecture/demonstration)
 __X__ Both

Justification: Students will actively blend sounds, manipulate letter tiles, partner read, and use sound boxes. While the teacher models blending strategies, the majority of lesson time involves hands-on student practice and collaboration.

Lesson Delivery Steps:

Engage the students in CVC word participation

1. Introduction/Hook (5 minutes)

The teacher says today we're going to be word detectives! We'll use our super blending powers to read CVC words, words with three sounds. Can you help me solve some word mysteries?

Engagement Activity:

- Display the anchor chart titled How to Blend CVC Words.
- Show a picture of a cat and different animal each day to reference a word.
- Teacher models the following: "This is a picture of a ____? (cat) Let's blend the sounds together. Watch my mouth."
- Point to each letter: C-A-T
- Say sounds slowly: "/c/ /a/ /t/"
- Blend together: "cat"

Quick Review as Quoted by Teacher:

- "Who remembers the five vowel letters? Let's say them together: a, e, i, o, u."
- "Today we're focusing on short vowel sounds. Listen: /a/ as in apple, /o/ as in octopus, /i/ as in igloo, /u/ as in umbrella."

Learning Objective Share: By the end of today's lesson, you will be able to blend sounds to read CVC words like 'dog' and 'sun,' and you'll read a fun story about a fat cat!

2. Direct Instruction/Modeling (7 minutes)

Explicit modeling of blending strategy using the method numbered two given by Haas (2024) in the section Differentiated Instruction Strategies Infographic.

Teacher uses large letter cards to demonstrate:

Step 1 - Identify each letter: The first thing I do is look at each letter. This word has C-A-T.

Step 2 - Say each sound: Next, I say the sound each letter makes.

Follow the steps → /c/ (point to C), /a/ (point to A), /t/ (point to T).

Step 3 - Blend sounds together: Now I'm going to put the sounds together slowly.

Follow steps → /c/ /a/ /t/

I read the word.

Think-Aloud: Let me try another word: D-O-G. What sound does D make? What sound does O make? What sound does G make? Now I'll blend following the step earlier.

Student Participation - Guided Practice as Quoted by Teacher:

- "Now let's try one together!"
- "Show the word sun."
- "What's the first sound?"
- "What's the middle sound?"
- "What's the last sound?"
- "Let's blend it together slowly sun! We did it!"

Repeat with 2-3 more words as a whole class: pig, mat, hop

3. Guided Practice - Sound Boxes Activity (8 minutes)

Modeling Sound Segmentation With This Concept as Cited by Lane (2021):

Teacher demonstrates using Elkonin boxes with the steps given earlier, 1-3.

Partner Practice:

- Distribute sound boxes and counters to student pairs
- Teacher says a CVC word
- Students work with partners to push a counter for each sound
- Teacher circulates, observing and providing immediate feedback, and students that have mastered this concept help student pairs.

Differentiation in this guided practice cited from Haas (2024) in section Differentiated Instruction

Strategies Infographic from the numbered part 12 in picture:

- **English Learners:** These students are provided picture cards with each word so they can connect the spoken word to meaning.
 - **Students with IEPs:** Work in a small group with the teacher, using larger manipulatives and more time.
 - **Advanced Learners:** After mastering 3-phoneme words, these students are challenged with 4-phoneme words with beginning blends.
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4. Independent Practice - Partner Reading (7 minutes)

Introduction to Decodable Text as Quoted by Teacher: "Now you'll practice reading CVC words in a real story! This book is called 'The Fat Cat.' Listen as I read the first page, then you'll read with your partner."

Teacher Read-Aloud (Model Fluency): The teacher models how to read the book.

The teacher makes groups for both partner reading and Elkonin box activity

Partner Reading Structure:

Pair students intentionally, such as a strong reader with developing reader when appropriate, or similar-level pairs. This is the method numbered eleven given by Haas (2024).

Teacher's Role and Advanced Learners if any:

- Circulate during partner reading
- Conduct running records for 2-3 target students only teacher
- Provide prompts when students struggle: "Look at the first letter. What sound does it make? Now try the next sound."
- Reinforce successful blending: "Great job putting those sounds together!"

Differentiation:

- **EL Support:** Pre-teach story vocabulary with picture cards before partner reading
 - **IEP Support:** Provide highlighted text with CVC words marked; allow extended time
 - **Advanced Support:** Provide a second decodable book with more complex sentences for fast finishers, and an opportunity to help out class mates.
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5. Closing/Assessment (3 minutes)

Exit Ticket: Each student receives a slip with 5 CVC words:

1. cat
2. dog
3. sun
4. big
5. hop

Procedure:

- Students line up at the door one at a time
- Each student reads their 5 words to the teacher before leaving for the next activity
- Teacher quickly marks accuracy (goal: 4/5 or 80% for mastery)
- Students who struggle receive a mark on list to indicate they need follow-up support

Last Step Class Reflection Quoted by Teacher: "Give me a thumbs up if you feel confident reading CVC words today! Thumbs to the side if you're still learning. Thumbs down if you need more help."

This is then repeated over a seven-day period.

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

- Leading a group discussion (CTP #1) X

My lesson addresses whole class blending practice during introduction.

My lesson addresses partner reflection about reading strategies used.

- Explaining and modeling content, practices, and strategies (CTP #2) X

My lesson addresses explicit modeling of the three-step blending strategy.

My lesson addresses think-aloud during sound box demonstration.

- Eliciting and interpreting individual students' thinking (CTP #3) X

My lesson addresses exit ticket individual reading assessments.

My lesson addresses questioning during guided practice: "How did you figure out that word?"

My lesson addresses running records to capture student reading behaviors.

- Building respectful relationships with students (CTP #10) X

My lesson addresses partner work emphasizing partnership, not competition.

My lesson addresses positive reinforcement throughout.

- Check for Understanding (CTP #15) X

My lesson addresses sound box observations during guided practice.

My lesson addresses exit ticket reading assessments.

My lesson addresses thumbs up/down self-assessments at the end.

My lesson addresses running records during partner readings.

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

Attention to English Language Learners and All Other Learners:

- **Visual supports:** Picture cards accompany every CVC word to build meaning, not just decoding, which connects to real world applications. This could be recognizing a cat through word recognition.
- **Sentence frames:** Provides language supports used in real world citations, such as speaking.

OTHER REAL-WORLD CONNECTIONS

- Street signs
- Food labels and restaurant menus
- Toy boxes and game instructions
- Books and magazines at home
- Reading anything that requires decoding

Technology tools (listed):

- ☐ **Interactive Whiteboard/SMART board** – Used to display anchor chart and CVC word cards digitally.
- ☐ **Tablet/iPad with Recording App** (if available) - Students can record themselves reading CVC words and listen back for self-assessment.
- ☐ **Digital Timers** – Used to time partner reading rotations and keep lesson pacing

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:

- Choral blending practice during direct instruction
- Shared reading of anchor chart and word cards
- Class discussion about where we see CVC words in the real world

Small Group:

- Differentiated sound box groups based on readiness level
- Teacher-led intervention groups for students needing additional support
- Advanced learner groups working on word families and helping out other students

Partnerships:

- Partner reading of "The Fat Cat" decodable text
- Partner support during sound box activity (checking each other's work)
- Peer tutoring opportunities for advanced readers

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
- ☐ 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?

☐ **X** Differentiated Instruction

☐ **X** Target specific skills

- | | |
|---|--|
| <input type="checkbox"/> Data item analysis | <input type="checkbox"/> X Graphic organizers |
| <input type="checkbox"/> X Leveled materials (below, on level, above) | <input type="checkbox"/> X Manipulatives |
| <input type="checkbox"/> X Bloom's Taxonomy | <input type="checkbox"/> Choice boards |
| <input type="checkbox"/> Grade recovery (re-do/correct) | <input type="checkbox"/> X Immediate feedback |
| <input type="checkbox"/> Parent contact | <input type="checkbox"/> X Flexible grouping |
| <input type="checkbox"/> Referral to Student Support Team | <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
- ☐ Use vocabulary to write sentences
- ☐ Accelerated reader
- ☐ Centers-High level
- ☐ X Reading buddies
- ☐ X Peer tutoring
- ☐ Enriched-Leveled Reader-Novels
- ☐ Picture/writing journals
- ☐ Independent projects
- ☐ Separate curriculum
- ☐ Games
- ☐ X Group leader