

Grade: Kindergarten	Subject: Reading/Writing
Materials: CVC, CVCC, CCVC word cards with picture	Technology Needed: N/A
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain: Small group activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, single-syllable words to make new words.</p> <p>RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Decode and use CVC words.</p> <p>d. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Differentiation</p> <p>Below Proficiency: Provide easier CVC, CCVC, CVCC word cards</p> <p>Above Proficiency: provide harder CVC, CCVC, CVCC word cards</p> <p>Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)</p> <p>Visual – looking at the picture and then making the word Tactile – hands on making the word from the cards</p>
<p>Objective(s)</p> <p>Students will be able to make CVC, CCVC, CVCC words by looking at the picture</p> <p>Bloom’s Taxonomy Cognitive Level: Remember, understand, apply</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Call students back to my table by their group numbers When bell is rung -- it is time to clean up and head back to the carpet and get ready for the next rotation</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Have their brains and bodies ready to learn Ready to ask and answer questions</p>

Minutes	Procedures	
2	Set-up/Prep: <ul style="list-style-type: none"> • Have many CVC, CVCC, CCVC word cards and pictures for them to work on 	
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Anyone know what CVC means? • Consonant-vowel-consonant • What would be a CVC word? • Anyone know what CVCC means? • Consonant-vowel-consonant-consonant • What would be a CVCC word? • Anyone know what CCVC means? • Consonant-consonant-vowel-consonant • What would be a CCVC word? 	
5	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • I am going to give you guys each a set of cards • You are going to look at the picture and make the word with the letter provided • (show them a picture of a clip) anyone know what this is? • Stretch your sounds and make the word with the letters provided 	
15	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • Give them each an envelope with the picture and letters inside and let them make the word • Before they can put it away, they have to show you and say the word out loud 	
5	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> • What is a CVC word? • What is a CVCC word? • What is a CCVC word? 	
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. help them if they have some letters mixed up ask what letter that is and what sound it makes have them stretch out the word and hear the sounds for themselves and see if it matches what they made Consideration for Back-up Plan:		Summative Assessment (linked back to objectives) End of lesson: N/A If applicable- overall unit, chapter, concept, etc.:
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This lesson originally began as small group and went well as small group. I am sure I could have added some more students in the groups but then it would not have been so individualized and one on one. Most students learn better when they are in smaller groups because they are able to get that more one on one time.		

CCVC:



c l i p

CVC:



n a p

CVCC:



h u n t