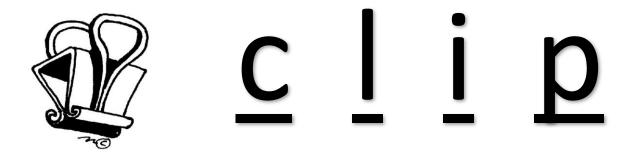
Instructional     Peer     Peer     Learning Collaboration   Cooperative learning   Guided Practices and Concrete Application:   Learning Collaboration   Cooperative learning   Guided Practices   PBL   Learning Centers   PBL   Dissus/S/raphic organizers   Diss	Grade: Kindergarten	Subject: Reading/Writing
Strategies:   Direct	Materials: CVC, CVCC, CCVC word cards with picture	Technology Needed: N/A
teaching/Collaboration/ cooperative learning Guided practice Socratic Seminar Usuals/Graphic organizers PBL Sucurior Technology Integration Other (list) Standard(s) RF. 2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). R. 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. (This does not include CVCs ending with ///, /r/, or /s/). e. Add or substitute individual sounds (phonemes) in simple, single-syllable words to make new words.  RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Decode and use CVC words. d. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does). e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  Objective(s)  Students will be able to make CVC, CCVC, CVCC words by looking at the picture  Bloom's Taxonomy Cognitive Level: Remember, understand, apply  Classroom Management- (grouping(s), movement/transitions, etc.)  Call students back to my table by their group numbers  when bell is rung — it is time to clean up and head back	Instructional	Guided Practices and Concrete Application:
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Call students back to my table by their group numbers When bell is rung it is time to clean up and head back Ready to ask and answer questions		
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· · · · · · · · · · · · · · · · · · ·	to the carpet and get ready for the next rotation	

Minutes	Procedures	
2	Set-up/Prep:	
	Have many CVC, CVCC, CCVC word ca	ards and pictures for them to work on
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions,	
	etc.)	
	<ul> <li>Anyone know what CVC means?</li> </ul>	
	Consonant-vowel-consonant	
	What would be a CVC word?	
5	<ul> <li>Anyone know what CVCC means?</li> </ul>	
	Consonant-vowel-consonant-con	sonant
	What would be a CVCC word?	
	<ul> <li>Anyone know what CCVC means?</li> </ul>	
	Consonant-consonant-vowel-cons	sonant
	<ul> <li>What would be a CCVC word?</li> </ul>	
	Explain: (concepts, procedures, vocabulary, etc.)	
	I am going to give you guys each a se	et of cards
5	You are going to look at the picture a	and make the word with the letter provided
	(show them a picture of a clip) anyor	ne know what this is?
	Stretch your sounds and make the w	ord with the letters provided
	Explore: (independent, concreate practice/application with relevant learning task -connections from content	
	to real-life experiences, reflective questions- probing or clarifying questions)	
15	Give them each an envelope with the	e picture and letters inside and let them make the word
	Before they can put it away, they have	ve to show you and say the word out loud
	Review (wrap up and transition to next activity):	
	What is a CVC word?	
5	What is a CVCC word?	
	What is a CCVC word?	
Formative Assessment: (linked to objectives)		Summative Assessment (linked back to objectives)
Progress monitoring throughout lesson- clarifying		End of lesson:
questions, check-		
in strategies, etc.		N/A
help them if they have some letters mixed up		
ask what letter that is and what sound it makes		If applicable- overall unit, chapter, concept, etc.:
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:		
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):		

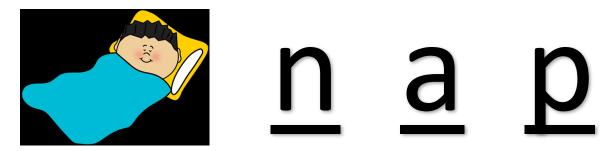
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

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:



CVC:



## CVCC:

