University of Mary Department of Education Lesson Plan (with ECE adjustments)

SOLAR

Age Level: Kindergarten

Subject(s) Area: Language Arts -CVC(consonant vowel consonant) words

Materials Needed:

* CVC word handouts with blank squares - laminated
* CVC flashcards
* Dry Erase Markers

**Standards:**

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. 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.

**Objectives:**

Students will be able to break down and stretch out each sound of the CVC words.

Students will be able to read and identify CVC words.

Students will be able to write CVC words with little to no guidance.

**Learning Activities:**

1. The group of students (small group) will look over several flashcards with CVC words. The teacher will be leading the students and then breaking it down and stretching out the word for them. (C-A-T that spells cat. Can you say it with me?)
2. Have the students play a game where they match a picture with a flashcard reading the CVC word.
   1. You could have the students trace the letters of the word with their hands while sounding out each letter.
3. Review several different words. Making sure to pronounce each sound of the word.
4. To ease students in to the activity maybe hide the first letter and have the students share the sound and then ask them to identify the letter.
5. Review the vowels A, E, I, O, U and discuss which sound each letter makes. Talk about how every word is going to have a vowel in it. (Remind them it’s always a good hint)
6. Provide each student with the handouts that have an image and then squares to write in the CVC words.
   1. Depending on the level and age group you are working with you could adjust or modify the activity. For some students you may have the vowel filled in and then have them sound out the beginning and end sounds, or to make it more difficult the student could write the entire word.
7. Ask the students what it is a picture of. Stretch out the word when you repeat it and then ask the students to write the letters that make up the word.
8. Be watching attentively and be ready to help each student. If the students are struggling you could show them the card with the picture to look at while trying to write the word independently.
   1. Ask a lot of questions to help students write the words on their own.
   2. Ask about sounds (beginning and end)

**Reflective Questions:**

-What sound does… make?

- How did you know it started with…?

-Can you stretch the word out and listen for each letter sound?

- What clues did you use from the picture? (ex. How did you know it was a fox? )

-What can we do if we aren’t sure how to spell it?

**Vocabulary Words:**

* Vowels (a,e,i,o,u)
* Jet
* Bag/Purse

**Assessment:**

A majority of the assessment will be observation and watching to see that the student is answering and responding correctly. In the small group setting you also want to watch from eye contact and comprehension (making sure the student is engaged). Once you get to the written part the student’s ability to write the word will be a more formative assessment.

**Reflection:**

Overall I thought this lesson went fairly well. One thing I thought of right away was that I should have more words written on a list or just ready so that I always have more CVC words for them to write. I really liked having a small group for this lesson because it allowed me to do a lot of specific instruction for each of the students. I noticed that even out of my 3 students they were at very different levels. One was able to write and stretch out the words no problem, while the others took a little more time. This is the lesson I chose to look at for the modalities assignment and I realized that I should have incorporated some type of kinesthetic or whole body activities. I feel like doing something with manipulatives would have been helpful, but I don’t know if it would be practical during a Daily 5 rotation. I think maybe even using the little magnetic letters would have been helpful for the tactile learners. Also one thing that Mrs. Bassingthwaite pointed out and I think it was very useful advise was switching up the words I used to ask the students questions. Instead of always saying what sound does the L make I could ask something like what sound did you hear at the beginning that helped you know the word was dog? Switching up how I said things or worded the questions would have helped the students gain a better understanding of the CVC words. I really enjoyed teaching this lesson and I think it had a lot of components that could be useful in other lessons. I think it is important to have some type of activity that the children enjoy but are still learning and processing the information before you ask them to fully write out their words (scaffolding the knowledge). Depending on the size of the group I think it would have been beneficial to have more CVC words with pictures that they could’ve matched and then written out. CVC words definitely take a lot of time to teach, because for many of the students there isn’t background knowledge you just have to know the sounds the letters make. I think it would be neat if in this lesson I would’ve started with some type of review game where the students recognized the sound each letter of the alphabet makes. I really thought this lesson was a lot of fun.

Flashcards available at <file:///C:/Users/Owner/Downloads/cvc-activity.pdf>