

Outline for a Daily Lesson Plan

Date: 10/18/22

Common Core Standard: RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words

Objective(s) for today's lesson: I can spell and blend CVCe words.

Rationale (Explain why this content and/or skill is important and worthwhile, and how you will work to make it relevant to your students' lives): The students have letter recognition and letter sound mastered. They are now familiar with decoding CVC words. The next step is CVCe words. Being able to decode CVCe words will give them a new strategy for decoding words in text. I will make it relevant to their lives by explaining how this strategy will help them as readers and use CVCe words that they are familiar with.

Materials & supplies needed: Pictures that accompany the CVCe cards, white boards, dry erase markers, and an eraser.

Procedures and approximate time allocated for each event

- **Introduction to the lesson** (What will I say to help children understand the purpose of the lesson? How will I help them make connections to prior lessons or experiences in and out of school? How will I motivate them to become engaged in the lesson and understand its real world purpose?) (___ minutes)

"Welcome everyone! Today we are going to focus on decoding words. Remember those CVC words that we have been working on? We are going to learn about CVCe words today. The only difference between CVC words and CVCe words is that a CVCe word always ends with an e. I'm so excited because this is going to add some new tools to your toolbox! You will be able to decode even more words when reading. Rub your head to ignite your thinking power and put that thinking cap on!"

- **OUTLINE of key events during the lesson** (Include specific details about how I will begin and end activities; what discussion questions I will use; how I will help children understand behavior expectations during the lesson; when/how I will distribute supplies and materials) (___ minutes)

1. Begin with a CVC word that you recently modeled for him and he is familiar with, cap for example. Write /cap/ on the board, model segmenting it and blending it for the student.
2. Write /tap/ on the board and ask student to segment it, then blend it on his white board.
3. Write /tap/ on the board and go over segmenting and blending it together.

Academic, Social and Linguistic Support during each event

- Whole group on the board with the teacher time: I will print of sheets with Elkonin Box Templates.

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| <ol style="list-style-type: none"> 4. Add an /e/ to the end of the word /cap/. “Now I am going to show you how we sound out words ending with a letter e. This word ends with a letter /e/ which tells us that the vowel in the middle is the same as the vowel’s name. The vowel is an /a/ and makes a long /a/ sound.” Say the sound aloud. 5. Now lets sound it out together. Point to the /c/ and make the /c/ sound with students. Then point to the /a/ and /e/ at the same time and make the long /a/ sound. Then the /p/ sound. Then blend the word together, running your finger underneath the word as you blend the letters together. 6. Next write /tape/ on the board. 7. Point to the /a/ and remind the students that the name of the middle vowel is /a/ and that the /e/ at the end of the word tells us that the sound of the /a/ is the same as its name (a long /a/). 8. Ask the student if he can raise his hand and repeat what you said. Listen to his explanation, each time repeating what he said and including parts of what you said so the explanation is accurate. 9. Do the same segmenting and blending procedure that you did for the word /cape/. 10. Ask the student to make an Elkonin box on his whiteboard. Draw one on the board as well. Then write c/a/k/e inside. Have the student do the same. Ask him to quietly sound the word out on his own. Walk around to listen and get a feel for understanding. 11. Then write the word /sam/ on the board. Ask him to write /sam/ on his whiteboard. Explain to the student that we are going to build a new word. Ask him to add an /e/ to the word. Then have him pronounce it. If he is saying the vowel as a long a and it seems that he understands he is ready to try a few on his own. <p>Assessment: Ask the student to write down three words on his whiteboard: man, can, and rat. Ask him to read them aloud, segmenting and then blending them. Walk around the room, listening. Then ask him to make each of the three words into a new word by adding an /e/ to the end. Ask him to read it aloud. Continue to monitor student progress by walking around the room and listening, stopping to help when needed.</p> | |
| <p>T</p> <p>• <u>Closing summary for the lesson</u></p> <p>Ask the literacy learner to try each r word to explain what he did to change it into a new word and how that worked for him . Remind him that there are always exceptions to the rule but it’s a great strategy to implement that will</p> | <p>Academic, Social, and Linguistic Support during assessment</p> |

help him to become a more fluent reader. Stress how wonderfully he did and how all of this practice is helping his growing brain!

- Practice/Assessment: I will print off a sheet with the three words that need to be changed into another word on a template with four Elkonin Boxes for each word.