Lesson Plan by Jenna Burton
Lesson: Sounding out CVCE words  Length  50 minutes
Grade Intended: 1st grade

Academic Standard:
1.1.9 Blend two to four phonemes (sounds) into recognizable words.

Performance Objective: Given CVC words, the student will be able to make CVCE words and pronounce them correctly with 90% accuracy.

Assessment: Checklist of CVC words along with the CVCE word partner and check each student for accuracy

Advanced Preparation by Teacher:
Materials:
- large picture of slide with steps (Make sure to have something to hold the letter(s) at the bottom of the slide)
- Red cards with consonants on them
- Yellow cards with vowels on them
- copy of slide and smaller cards for each child
- Word cards with CVC words on them
- clothes pin with “e” printed on front
- List of CVC words

Procedure:
Introduction/Motivation:
“How many of you enjoy playing on the slide at recess or in the park? Today, we are going to use a slide to work out sounding out CVC words that we already know. Then we are going to add something to these words to make new words.” (Linguistic intelligence)

Step-by-step plan:
1. The students should already know the difference between long and short vowel sounds.
2. Start with “the Blending Slide” as a review of short vowel sounds.
3. The red cards are consonants and the yellow cards are vowels.
4. Tell the following story. "The alphabet sounds were out at recess. Most of the sounds wanted to go down the slide. (Take out the large cardboard slide). All the consonants loved to play on the slide, but the vowels never went on the slide. One day "c" (use sound, not letter name) said to "a" (use short sound for a)," Let's go play on the slide." "A" said, "No, thank you." The vowels were really scared of the slide. But "c" said, "It's fun. Let me go down the slide with you, so you won't be afraid." "A" thought about it, but said he was afraid he might fall when he got to the bottom, so he still decided he didn’t want to go. Well, "t" heard them talking and said he would be glad to wait at the bottom to catch "a", so he wouldn't fall. After a little persuading, "a" decided to try to go down the slide. So "c" and "a" went up the steps together. “Who can tell me this word now?”
5. Holding the “c” and “a” cards together, make the cards climb the slide and say “ca, ca, ca.” (Have the students say it with you.)
6. Make sure the “t” is waiting at the bottom of the slide in a pocket. “Ca” then slides down the slide. Make sure you are saying “ca a a a” until it bumps into the “t” and forms the word “cat.” “Who can tell me this word now?” (Knowledge Question)
7. Continue the story. "A" thought that was really fun, AND they made a word. What word did they make? They made "cat." "A" wanted to do that again. This time "p" (always use letter sound, not letter name) decided to wait at the bottom of the slide and "c" and "a" went up the slide again. Say "ca, ca, ca, ca" as you climb the stairs. Say "ca a a a a" on the way down the slide, and "p" as they bump into p at the bottom. "Yeah!", shouted "a", "We made another word... cap!" Soon, the other vowels saw how much fun "a" was having, and they wanted to try it, too.
8. Continue making CVC words on the blending slide and letting your students practice on the big slide.
9. Give the students their own slides and consonant and vowel sounds. Remind the students that a consonant goes down the slide with a vowel and a consonant is waiting at the bottom of the slide. Have students write down the words they were able to form on a piece of paper. Make sure you have given each student a list of CVC words. (Bodily-kinesthetic intelligence)
10. Let this continue for a 10 minutes.
11. Move on to learning CVCE words.
12. “Ok, class. Now we need to put our slides away and work on learning how to use these CVC words and make a new sound for the “V” of the words.”
13. State that you are going to be introducing a new word pattern, which goes CVCE, this contains the magic letter “e.” Explain that this magic “e” makes the vowel a long vowel sound.
14. Pull out a CVC word, for example mat. Remind the students that this has a short vowel sound.
15. Now, attach a “magic” clothes to the end of the word.
16. Demonstrate the change on the chalkboard putting a short vowel mark over the “v” in the CVC word and then put a long vowel mark over the “v” in the CVCE word along with a silent mark over the “e.”

17. Help the children sound out the new word, making sure they use the long vowel sound instead of a short vowel sound. Remind the students that the “magic e” causes this to happen. For example, mat becomes mate.

18. Call up a student to choose a CVC word out of the stack and have he/she read it. Have the student as the group to name the pattern of the word and the kind of vowel they hear. (CVC and short). Have the student clip the clothes pin to the end of the word. Remind the student that the “magic e” is silent and it makes the first vowel a long sound.

19. The student then sounds out the word using a long vowel sound. The teacher should then remove the clothes pin and ask the students to say the CVCE word. (linguistic intelligence) “What is the purpose of the “magic e”?“ (Analysis question)

20. This sequence should be repeated with every student in the class. This is one way to check for understanding.

Closure:

The teacher should then let the class do independent work with their vowel and consonant cards. Students should look at the list of CVC words they made and add the “magic e” to them to see if they can form more words. The teacher should then use the checklist he/she has created to check for understanding with each student. This checklist has 10 word partners. Make sure the student can pronounce and spell the word correctly.

Adaptations/Enrichment: For the more advanced students, you could have the students create 15 word partners instead of 10. For the less advanced students, you could have them do 5 word partners instead of 10. For the vision impaired student, you could have he/she have a larger slide and set of letters.

Self-Reflection:

Resources:

http://www.firstschoolyears.com/literacy/word/phonics/cvc/resources/CVC%20word%20bank.pdf


http://www.safeplay.co.za/images/ldsmsld-000.gif
### Checklist

Students Name______________________________

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