

Kindergarten Reading: Day 12 - The Story Surprise Bag

Materials Needed:

- A small cloth bag or decorated box (the "Story Surprise Bag")
- Letter cards or magnetic letters (for c, a, t, b, a, t, m, a, p, s, a, d, r, a, t)
- A few small objects or picture cards representing CVC words (e.g., a small toy cat, a toy bat, a simple map) - Optional but adds to the fun!
- Large sheet of paper or a small whiteboard
- Crayons or markers
- A simple decodable reader focusing on short 'a' CVC words and sight words like "the," "a," "see," "I" (Example: a handmade mini-book with sentences like "I see a cat. The cat sat.")

Learning Objectives

- **Phonics:** Finley will blend sounds to read at least three CVC (consonant-vowel-consonant) words with the short 'a' sound.
- **Creativity & Comprehension:** Finley will choose one word he reads, use it in a dictated sentence, and draw a picture to represent it.
- **Sight Words:** Finley will identify the sight words "I" and "see" during a shared reading activity.

Lesson Plan: Step-by-Step

1. The Warm-Up: Mystery Sounds (5 minutes)

Goal: To get Finley thinking about individual sounds in words.

1. Say, "Finley, let's play a guessing game! I'm going to say some sounds, and you tell me what word they make. Ready?"
2. Slowly say the sounds for a word Finley already knows, like his name: "F-i-n-l-ey." Ask, "What word is that?" Praise his success.
3. Do this for 1-2 more simple, familiar words (e.g., "m-o-m," "d-o-g"). This tunes his ear for blending.

2. Main Activity: The Story Surprise Bag (10-15 minutes)

Goal: To practice decoding CVC words in a hands-on, engaging way.

1. **Introduce the bag:** Hold up the "Story Surprise Bag." Say, "Inside this bag are secret words waiting to become part of a story! Your mission is to figure out what they are. Are you ready, Story Detective?"
2. **First Word - "cat":**
 - Pull out the letter cards for 'c', 'a', and 't'. Place them in front of Finley.
 - Point to each letter and make its sound. "/c/..." "/a/..." "/t/..."
 - Ask, "What sound does this letter make?" as you point to each one to check for understanding.
 - Say, "Let's slide the sounds together to read the word. /c--/a--/t/... cat!" Slide your finger under the letters as you blend.
 - Encourage Finley to try it with you. *(If you have a toy cat, pull it out of the bag now for a fun reveal!)*
3. **More Words:** Repeat the process for 2-4 more words, such as **bat, map, sad, rat**. Let Finley take the lead more and more with sounding out and blending. Praise his effort enthusiastically with phrases like, "You're a fantastic word builder!"

3. Creative Application: Draw Your Story! (10 minutes)

Goal: To connect the skill of reading a word to its meaning and use it creatively.

1. Spread the word cards (cat, map, bat, etc.) on the table.
2. Say, "You did an amazing job reading those words! Now you get to be the author. Choose your favorite word from our collection."
3. Once Finley chooses a word (e.g., "map"), ask him, "Can you think of a sentence using the word 'map'?"
4. He might say, "I see a map." or "The map is big." Help him form a simple sentence if he needs it.
5. On the large paper, write his sentence for him at the bottom. As you write, say the words aloud. Point out the word he chose.
6. Give him the paper and crayons. Say, "Now, draw a picture that shows your sentence!" Give him complete creative freedom to draw whatever his sentence inspires.

4. Wrap-Up: Shared Reading (5 minutes)

Goal: To see the newly learned words and sight words in the context of a book.

1. Take out the simple decodable reader. Say, "Let's read a quick story together. I want you to be my special word-spotter."
2. Read the story aloud, tracking the words with your finger.
3. When you come to one of the CVC words he practiced (like 'cat') or a target sight word ('I', 'see'), pause and let him try to read it.
4. Give lots of praise: "Wow, you spotted the word 'see' all by yourself! That's excellent reading."

Differentiation & Assessment Notes

- **For Support:** If Finley struggles with blending, use a physical motion. Tap your arm in three spots (shoulder, elbow, wrist) as you say the three sounds, then slide your hand down your arm to say the full word.
- **For a Challenge:** If Finley masters the words easily, ask him, "What rhymes with 'cat'?" and see if he can come up with 'bat,' 'hat,' 'sat.' You can even help him build these new words with the letter cards.
- **Assessment:** This is an observational lesson.
 - Did Finley attempt to blend the sounds for CVC words? (Objective 1)
 - Did his drawing clearly match his chosen word and dictated sentence? (Objective 2)
 - Could he identify the sight words 'I' and 'see' with minimal prompting? (Objective 3)
- Keep his drawing and dictated sentence. It's a wonderful artifact to show his progress over the 90-day plan.