

Explicit Instruction Lesson Plan Template

Use this document to guide your preparation and planning for Explicit Instruction lessons on skills and strategies.

Date:	September 11, 2025
Unit/Lesson	Unit 7 lesson 3
Targeted Skill or Strategy	Continuous blending
Common Core Standard	RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
Learning Outcome <ul style="list-style-type: none"> What should students know, understand or be able to do? How will they know if they are successful? 	<p>Students should be able to use a continuous blending strategy to decode simple CVC words using known letter-sound relationships.</p> <p>Students will know they are successful when they accurately decode words.</p>
Materials needed	<p>White board/ dry erase marker</p> <p>Word list</p> <p>Decodable passage</p>
Lesson Opening	
<p>Interactive Review</p> <p>Retrieval practice of:</p> <ul style="list-style-type: none"> Pre-skills Background knowledge Previous lesson 	<p>Phonemic awareness warm up</p> <ul style="list-style-type: none"> Teacher stretches the word (map, sat, cat, sip, pit, miss) Students say the word fast <p>Letter sound review</p> <ul style="list-style-type: none"> M, T, P, A, S, H, C, li What letter? What sound? <ul style="list-style-type: none"> Be sure students clip the “uh”
<p>Learning Outcome</p> <ul style="list-style-type: none"> Student friendly 	I can blend sounds together to read words
Body of Lesson	

<p>Demonstration: I Do</p> <ul style="list-style-type: none"> • Show • Tell • Gain student responses 	<ol style="list-style-type: none"> 1. Introduce the word 2. Stretch the sounds – say the sounds (stretch hands slowly) 3. Blend the sounds – say the sounds quickly (stretch hands quickly) 4. Read the word – say the whole word (clap hands together) 5. Ask yourself – is this a real word? (tap brain) <p>Watch me!</p> <p>Map / Sit</p> <p>Go through the steps- introduce gestures</p>
<p>Guided Practice: We Do</p> <ul style="list-style-type: none"> • Prompt physically, verbally, visually • Tell, ask, or remind them what to do 	<p>Let's try it together</p> <p>Mat/Sat</p> <ul style="list-style-type: none"> • Prompt visually and verbally • Tell them what to do <p>Map/Sip</p> <ul style="list-style-type: none"> • Prompt visually and verbally • Ask them what to do <p>Cap/Hat</p> <ul style="list-style-type: none"> • Prompt visually • Remind them what to do
<p>Check for Understanding: You Do</p> <ul style="list-style-type: none"> • Verify student learning • Provide feedback 	<p>Now it's your turn:</p> <p>Take a minute to determine what word this is- when you have it, hold it in your mouth</p> <ul style="list-style-type: none"> • sap, hip, cat, ham, pit • Pat sat at a mat.
<p>Lesson Closing</p>	
<p>Review</p> <ul style="list-style-type: none"> • Critical content • Interactive 	<ol style="list-style-type: none"> 1. Introduce the word 2. Stretch the sounds – say the sounds 3. Blend the sounds – say the sounds quickly 4. Read the word – say the whole word 5. Ask yourself – is this a real word <p>Review the steps (choral respond) have partners turn and tell their partner the steps</p> <p>Choral respond to the words</p> <ul style="list-style-type: none"> • Hip • Pat • Hit

	<ul style="list-style-type: none">• Tap
Preview <ul style="list-style-type: none">• Next lesson	Next lesson will introduce new letter-sounds: D, F, O
Independent work	Word list/ Decodable passage. I will come around and listen to your whisper read.

References

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

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