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CI 447

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1. **Rationale-** Learning what setting is will be a huge part in the reading comprehension process. By being able to blend phonemes the students will become better readers.
2. **Goals and Objectives**
   1. **Instructional Goals:**

Listen and respond to a story.

Understand that written words represent sounds.

Recall what happened in a story.

* 1. **Specific Objectives:** Students will be able to

Blending phoneme sounds.

Understand text patterns.

* 1. **WVCSOs:**

RLA.O.K.1.1 segment words into phonemes (cat = /c/ /a/ /t/)

RLA.O.K.1.4 use basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning/ending consonant sounds, short vowel sounds, word patterns).

RLA.O.K.2.5 use conventions of capitalization in written composition (e.g., first and last name, first word of sentence)

RLA.O.K.2.6 identify and use conventions of punctuation in written composition (e.g., period, question mark).

RLA.O.K.3.1 listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns.

1. **Essential Question:** What do you think will happen in the story?
2. **Procedure**
   1. **Lesson introduction:** Begin the lesson by practicing blending phonemes.
   2. **Lesson development:**

Read *The Strangest One of All*.

Have children predict what will happen in the story.

* 1. **Lesson closure:** Students will be placed in groups between Mrs. Dailey, Mrs. Lyons, and me. Each group will last 15 minutes. In my group students will be working on workbooks, reading to me, and playing phonics games.
  2. **Lesson contingency-** Writing skills will be practiced.
  3. **Pacing guide:** Phoneme Blending - 5 minutes

Read Aloud- 10 minutes

Groups- 1 hour and 15 minutes

* 1. **List of questions-** What is a setting?

What do you think the story will be about?

What do the sounds /b/ and /at/ make together?

1. **Daily Student Assessment-** Checklists will be made during the phoneme game. Sounds are being counted and phonemes are being deleted and added. Note when students know and what sounds they are having trouble with.
2. **Materials, Equipment, and Resources**

**a.** *The Strongest One of All* text, game board, picture cards, letter tiles, workbooks, decodable books, Smartboard

1. **Modifications for Diverse Learners-**

Groups will be picked according to learning level.

1. **Reflection and Revision**
   1. **Reflection**
   2. **Revision**