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CI 447

1. **Rationale-** This lesson is important to continue the process of learning to read. By being able to blend letters together the reading becomes more fluent and not as choppy.
2. **Goals and Objectives**
   1. **Instructional Goals:**

Listen responsively to a nursery rhyme

Follow words from top to bottom

Listen for rhyme and rhythm in text patterns

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

Recognize rhyming words in the text

Decipher where the reading should start

Blend the /i/ and /d/ together

* 1. **WVCSOs:**

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 sounds are in letters?
2. **Procedure**
   1. **Lesson introduction:** Being the lesson with an exercise of sentence making on the overhead. Students will be invited up and asked to circle a certain word or part of the sentence.
   2. **Lesson development:**

The nursery rhyme *Mary Had A Little Lamb* will be read to the children.

Students will be asked if they can tell me some of the words that rhymed.

Again using the overhead, students will be shown short /i/i words in sequence.

First we will sound out the whole word, then we will practice blending and blend the words with /id/

* 1. **Lesson closure:** Students will be placed in groups between Mrs. Dailey, Mrs. Lyons, and me. The groups will be working on workbooks and making words with tiles.
  2. **Lesson contingency-** Writing skills will be practiced.
  3. **Pacing guide:** Sentence structure- 10 minutes

Read Aloud- 5 minutes

Blending- 15 minutes

* 1. **List of questions-** Can someone come and show me the word Today?

Why is today capitalized?

Why is Thursday capitalized?

Where is the title of this nursery rhyme?

What words rhymed?

1. **Daily Student Assessment-** Checklists will be noted to see if the students are able to identify parts of the sentence. Observation will be required to listen and see if all students are able to blend the words correctly. If sounds are being made that don’t match the correct response then reteach is needed.
2. **Materials, Equipment, and Resources**

**a.** *Mary Had a Little Lamb* text, overhead projector, lined transparency, workbooks, letter tiles

1. **Modifications for Diverse Learners-**

Groups will be picked according to learning level.

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