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CI 447

1. **Rationale-** Reading is the basis of school. To be able to do work, to be able to take tests, and even to survive in society reading is an important part. By learning where reading should start and what certain sounds blended together are the students will become better readers and therefore better students.
2. **Goals and Objectives**
   1. **Instructional Goals:**

To participate actively when predictable and patterned selections are read aloud

To follow print that is read from left to right

To recognize that sentences in print are made up of separate words

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

Decipher where reading should start

Blend /dd/ and /ii/ 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.1.10 use concepts of print

* front of book
* title
* hold book correctly
* follow words from left to right and top to bottom of page
* spaces
* turn pages left to right
* one-to-one match of print and voice
* difference between words and letters

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 sound does di make?
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:**

We will be reading *Does A Kangaroo Have A Mother, Too?*.

Before reading questions will be asked to help remind the students of what happened in this story the first time we read it.

During reading, it will be encouraged for the students to read along aloud.

As a class we will listen to words and decide if they begin or end with a /p/ sound.

Using the overhead projector, students will be viewing /ddii/ words separated out and then combining them and making the /ddii/ sound.

* 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:** If time is left over, writing skills will be practiced.
  3. **Pacing guide:** Sentence structure: 10 minutes

Read Aloud: 10 minutes

Listening to word sounds: 5 minutes

Blending: 5 minutes

* 1. **List of questions:** Can someone pick out a word wall word?

What would be the punctuation?

Who can remember what animals were in this story?

Which words being with the /p/ sound?

1. **Daily Student Assessment-** Students will be observed to see if they are reading in unison with the class. Later in group time testing will be taking place with the teacher sounding out words and discussion letter sounds.
2. **Materials, Equipment, and Resources**

**a.** *Does a Kangaroo Have A Mother, Too?* text, overhead projector, lined transparency, markers for overhead

1. **Modifications for Diverse Learners-**

Students who act out can be placed next to the teacher for better control

Students will be placed in testing groups according to learning style and level.

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