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CI 447

1. **Rationale-** Isolating initial sounds will help students begin noticing what sound a word starts with without having to sound all of it out. Using their critical thinking skills to recall information about a text will help them be able to exceed in schooling with other subjects other than reading.
2. **Goals and Objectives**
   1. **Instructional Goals:**

To recall information

To recognize uppercase and lowercase letters

To distinguish between story and information books

To find letter patterns in words

To blend letter patterns to read words

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

Decipher which words start with the same sound

Recall information on a previously read story

Pick out matching words

**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 happened in *A Time For Playing*?
2. **Procedure**
   1. **Lesson introduction:** The students will begin with listening to initial sounds of words. The students will be need to decide which words start with the same sound.
   2. **Lesson development:**

We will reread *A Time For Playing*

Before reading the students will be prompted with items they should remember from the story

During reading we will discuss getting information from the pictures and how to go about this

After reading, talk about what shelter is

As a class we will discuss rhyming words

Words will be said and students will tell me if the words rhyme by ending with the same thing

* 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 we be practiced
  3. **Pacing guide:**

Initial sound recognition- 5 minutes

Read aloud: 10 minutes

Rhyming words: 5 minutes

* 1. **List of questions-**

What is the beginning sound of these words?

What animals do you remember in this book?

What are all the animals doing?

Why is it so important for animals to play?

Which words rhyme?

1. **Daily Student Assessment-** Tests on word recognition will take place in groups with Mrs. Dailey.
2. **Materials, Equipment, and Resources**

**a.***A Time For Playing* text

1. **Modifications for Diverse Learners-** For the student in my classroom with down syndrome, I will speak clearly and ask her questions so she feels a part of the group.
2. **Reflection and Revision**
   1. **Reflection**
   2. **Revision**