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CI 447

1. **Rationale-** Being able to recognize words that have the same middle sound make reading more of a whole language approach instead of always sounding out the words. By learning the act of just noticing the words to read and not having to sound out each letter.
2. **Goals and Objectives**
   1. **Instructional Goals:**

Understand specific characters

Recognize the beginning, middle, and ending of a story

Find letter patterns in words

Blend letter patterns to read words

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

Identify the characters of a story

Recognize the letter patterns of words

Identify where the beginning, middle and end are of a story

* 1. **WVCSOs:**

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

RLA.O.K.1.11 use basic comprehension concepts in a variety of texts (e.g., author/illustrator, main idea, setting, characters, sequence, retelling, predicting).

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

1. **Essential Question:** What do pan and fan have in common?
2. **Procedure**
   1. **Lesson introduction:** To begin the lesson we will match medial sounds. Words will be read like pan and fan and the students are to recognize if they have the same middle sound.
   2. **Lesson development:**

Read *The Town Mouse and The Country Mouse*

Before reading discuss the words town and country as a class

During reading I will use difference voices for the mice so that the children can determine which mouse is which

After reading the students will be asked questions about the story.

After the read aloud the students will practice their rhyming words.

* 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:**

Matching sounds: 5 minutes

Read Aloud: 10 minutes

Rhyming words: 5 minutes

* 1. **List of questions-**

Where would you like to live?

Where is it more dangerous to live for the mice?

What lesson does each mouse learn?

1. **Daily Student Assessment-** Students will be assessed on their recognition of medial sounds. The students will each be given a chance to answer and specific answers will be noticed.
2. **Materials, Equipment, and Resources**

**a.** *The Town Mouse and the Country Mouse* text

1. **Modifications for Diverse Learners-**

Use a big book for letter recognition.

Students who are known to act out will be placed next to me. When they do act out behavior problems will be dealt with.