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CI 447

**NCATE Performance Tasks**

March 28, 2011

1. **Rationale-** Learning what setting is will be a huge part in the reading comprehension process. By determining where the story takes place will help them to remember what happened in these particular places.
2. **Goals and Objectives**
   1. **Instructional Goals:**

Listen and respond to a story.

Understand that written words represent sounds.

Recall facts from the story.

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

Delete syllables.

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 happened in the story?
2. **Procedure**
   1. **Lesson introduction:** Begin the lesson by playing a phonics game on the Smartboard. Each student will be given a turn.
   2. **Lesson development:**

Read *Walking Through The Jungle*.

Have children recall facts about 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:** Smartboard game - 5 minutes

Read Aloud- 10 minutes

Groups- 1 hour and 15 minutes

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

What was the girl running from?

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.** *Walking Through The Jungle* 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**

Made our own settings. They loved that! When you include sample work they want to make it look just like that. Seeing real improvement with some children and the Magic E.

* 1. **Revision**

Need to work with Brogan, Zachary, and Jacob on sound recognition.

March 7, 2011

1. **Rationale-** When learning to read, students need to know how to identify the sounds of words. By learning the middle sounds of words, they will be better able to identify the word in whole language instead of having to sound out each letter.
2. **Goals and Objectives**
   1. **Instructional Goals:**

Identify the front and back cover and title page of a book

Recognize patterned text

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

Identify that text moves from left to right

Recognize words that have matching medial sounds

* 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 are the sounds of letters?
2. **Procedure**
   1. **Lesson introduction:** Begin the lesson by isolating medial sounds. The children will be provided with three words with the same middle sounds and they will decide what the middle sound is.
   2. **Lesson development:**

Read *Look Closer*.

Encourage the children to chime in when the question ‘What could it be?’ is read.

After reading, the children will be asked questions regarding the book.

* 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 read to me and work on workbooks.
  2. **Lesson contingency-** Writing skills will be practiced.
  3. **Pacing guide:** Isolation of medial sounds- 10 minutes

Read Aloud- 5 minutes

Groups- 1 hour and 15 minutes

* 1. **List of questions-** What tiny animals did you see in the book?

Where did you find the animals?

Which two words have the same sound?

What is that sound?

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.** *Look Closer* text, workbooks, letter tiles

1. **Modifications for Diverse Learners-**

Groups will be picked according to learning level.

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

The children responded really well to the text. Great day in small groups. Learned to tell Zachary he can tell me a story when we are finished if he is good. It worked!!

* 1. **Revision**

Still need some work with Tabby and Kallie. Think of ways in which they will respond and behave.

March 14, 2011

1. **Rationale-** Making inferences is a huge part of reading. To be able to identify what might happen next is extremely important in reading a story, poem, or riddle. When the students are able to accomplish inferences, they will be able to better understand stories and interpret what will happen before they read it.
2. **Goals and Objectives**
   1. **Instructional Goals:**

Listen and respond to a story.

Identify rhyming words.

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

Use pictures and what children already know to understand vocabulary.

Summarize a selection.

* 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 is the ending sound of the word?
2. **Procedure**
   1. **Lesson introduction:** Begin the lesson by letting the students counting how many sounds are in words. Different words will be said and the students will count out the sounds.
   2. **Lesson development:**

Read *Wonderful Worms*.

Ask recall questions about the book.

Reread and talk to children about big vocabulary words..

* 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 read to me and play phoneme games.
  2. **Lesson contingency-** Writing skills will be practiced.
  3. **Pacing guide:** How many sounds- 5 minutes

Read Aloud- 5 minutes

Groups- 1 hour and 15 minutes

* 1. **List of questions-** Where do worms live?

How do worms help plants grow?

How many sounds are in p/i/t?

1. **Daily Student Assessment-** Checklists will be made during the phoneme game. Sounds are being counted and phonemes are being deleted and added. Not when students know and what sounds they are having trouble with.
2. **Materials, Equipment, and Resources**

**a.** *Wonderful Worms* text, game board, picture cards letter tiles

1. **Modifications for Diverse Learners-**

Groups will be picked according to learning level.

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

Great, great day! The students really remembered the story and were actively telling me things they learned the first time we read it. Groups were great. One group is so interest in butterflies and their cocoons they wanted me to bring in pictures and extra information. Brogan did great today! She is starting to count the phonemes without my help. It was awesome!!

* 1. **Revision**

I will bring pictures and extra information for the next lesson.

March 18, 2011

1. **Rationale-** Making inferences is a huge part of reading. To be able to identify what might happen next is extremely important in reading a story, poem, or riddle. When the students are able to accomplish inferences, they will be able to better understand stories and interpret what will happen before they read it.
2. **Goals and Objectives**
   1. **Instructional Goals:**

Listen and respond to a song.

Retell the order of events in a song.

Recognize number words.

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

Make and confirm predictions.

Participate in a counting song.

* 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 would rug sound like with /n/ at the end?
2. **Procedure**
   1. **Lesson introduction:** Begin the lesson by letting the students change final sounds of words. Different words will be said and the students will be asked to change the final sound to make a new word.
   2. **Lesson development:**

Read/sing *Eency Weency Spider*.

Have children sing and participate in hand motions.

Read/sing *The Ants Came Marching*.

Have children sing along.

Read the song again and have children make up motions for the song.

* 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 making a song book. They will fold a sheet of paper in half and then half again. They will draw a picture to go with each event from the first song. They will cut the squares apart and staple them together to make a songbook.
  2. **Lesson contingency-** Writing skills will be practiced.
  3. **Pacing guide:** Final sound change- 5 minutes

Read Aloud- 10 minutes

Groups- 1 hour and 15 minutes

* 1. **List of questions-** What do you know about spiders?

How many of you know this song?

Who has seen ants crawling on the ground?

What do they look like?

Do you think the word marching tells how ants move? Why or why not?

1. **Daily Student Assessment-** Checklists will be made during the phoneme game. Sounds are being counted and phonemes are being deleted and added. Not when students know and what sounds they are having trouble with.
2. **Materials, Equipment, and Resources**

**a.** *Eency Weecny Spider* and *The Ants Come Marching* text, game board, picture cards letter tiles

1. **Modifications for Diverse Learners-**

Groups will be picked according to learning level.

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

The lesson went great! The students really enjoyed making their books in small group. They looked really good when they were all finished. Things seem to go smoother when Mrs. Dailey isn’t there.

* 1. **Revision**

Need to find a way to include all students. At times some worksheets are too easy for kids but too hard for other kids.

March 22, 2011

1. **Rationale-**Making predictions is a huge part of reading and writing. To be able to decide what might come next is key in reading for sight words and context clues. To see pictures and decide what the book might be about can help students learn to predict how situations might turn out in real life as to avoid further damage of a situation.
2. **Goals and Objectives**
   1. **Instructional Goals:**

Listen and respond to a story.

Understand that written words represent sounds.

Identify setting.

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

Make predictions from pictures.

Recall story events.

* 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:** Which words rhyme?
2. **Procedure**
   1. **Lesson introduction:** Begin the lesson by playing a phonics game on the Smartboard. Each student will be given a turn.
   2. **Lesson development:**

Read *Elmer*.

Have children make predictions about 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:** Smartboard game - 5 minutes

Read Aloud- 10 minutes

Groups- 1 hour and 15 minutes

* 1. **List of questions-** Does Elmer look like the other elephants?

Why might Elmer be sad?

How does Elmer feel about being different?

Why do the other elephants like Elmer?

How does Elmer feel at the end of the story?

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.** *Elmer* 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**

In one groups, roosters were made. They loved this. They thought it was silly that a rooster was going to a wedding. This was a great opportunity to talk about being nice and expecting the same from others.

* 1. **Revision**

The students don’t enjoy worksheets but that is what the classroom teacher wants. Need to think of a common middle.

March 31, 2011

1. **Rationale-** Learning what setting is will be a huge part in the reading comprehension process. By determining where the story takes place will help them to remember what happened in these particular places.
2. **Goals and Objectives**
   1. **Instructional Goals:**

Listen and respond to a story.

Understand that written words represent sounds.

Predict what will happen in a story.

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

Blend onset and rime.

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 will happen next?
2. **Procedure**
   1. **Lesson introduction:** Begin the lesson by playing a phonics game on the Smartboard. Each student will be given a turn.
   2. **Lesson development:**

Read *The Little Turtle*.

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:** Smartboard game - 5 minutes

Read Aloud- 10 minutes

Groups- 1 hour and 15 minutes

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

What do you think this story will be about?

What do the sounds \_\_\_ and \_\_\_ 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 Little Turtle* 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**

Students loved making the Little Turtles out of paper plates and paper to go with the story. Will have to do this again!

* 1. **Revision**

Next time do it as a whole group instead of a small group activity.

March 21, 2011

1. **Rationale-** Making inferences is a huge part of reading. To be able to identify what might happen next is extremely important in reading a story, poem, or riddle. When the students are able to accomplish inferences, they will be able to better understand stories and interpret what will happen before they read it.
2. **Goals and Objectives**
   1. **Instructional Goals:**

Listen and respond to a story.

Develop vocabulary by discussing challenging words.

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

Understand that sentences are made up of words.

Listen for repeptition.

* 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 will happen?
2. **Procedure**
   1. **Lesson introduction:** Begin the lesson by playing an interactive game on the Smartboard
   2. **Lesson development:**

Read *The Very Hungry Caterpillar*.

Discuss the front cover of the book.

Talk about the real events 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 read to me and play phoneme games.
  2. **Lesson contingency-** Writing skills will be practiced.
  3. **Pacing guide:** Smartboard game- 5 minutes

Read Aloud- 5 minutes

Groups- 1 hour and 15 minutes

* 1. **List of questions-** What do you think the caterpillar is going to do?

Why do you think he is so hungry?

1. **Daily Student Assessment-** Checklists will be made during the phoneme game. Sounds are being counted and phonemes are being deleted and added. Not when students know and what sounds they are having trouble with.
2. **Materials, Equipment, and Resources**

**a.** *Look Closer* text, game board, picture cards letter tiles

1. **Modifications for Diverse Learners-**

Groups will be picked according to learning level.

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

Love love love *Walking Through the Jungle*. The students loved being able to tell me what they could see and trying to guess what she saw. The book is very repetitive which they love.

* 1. **Revision**

Need to explain setting better. Find a way to get it across to them.

March 21, 2011

1. **Rationale-**Making predictions is a huge part of reading and writing. To be able to decide what might come next is key in reading for sight words and context clues. To see pictures and decide what the book might be about can help students learn to predict how situations might turn out in real life as to avoid further damage of a situation.
2. **Goals and Objectives**
   1. **Instructional Goals:**

Listen and respond to a story.

Understand that written words represent sounds.

Identify setting.

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

Make predictions from pictures.

Identify sound words.

* 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:** Which words rhyme?
2. **Procedure**
   1. **Lesson introduction:** Begin the lesson by having the students identify rhyming words. Say three words at a time and have the children identify which words are rhyming words.
   2. **Lesson development:**

Read *Walking Through The Jungle*.

Have children make predictions about 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:** Rhyming words - 5 minutes

Read Aloud- 10 minutes

Groups- 1 hour and 15 minutes

* 1. **List of questions-** What do you think the girl might be doing?

What can you tell about the jungle from looking at the cover?

What was the book about?

Why does the girl go from place to place?

Who chases after the girl?

Which words rhyme?

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.** *Walking Through The Jungle* text, game board, picture cards, letter tiles, workbooks, decodable books

1. **Modifications for Diverse Learners-**

Groups will be picked according to learning level.

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

*Elmer* was a success. The questioning went better than expected. They came up with their own questions and had a little discussion. They loved making Elmer. Crafts are really good for them.

* 1. **Revision**

Need to find more games to teach concepts.