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CI 447

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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:**

Make predictions.

Listen and respond to a story.

Develop vocabulary by discussing challenging words.

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

Recognize story characters.

Blend sounds of words together.

* 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 word do these sounds make?
2. **Procedure**
   1. **Lesson introduction:** Begin the lesson by letting the students blend sounds together to make words. Different sounds will be said and the students will blend the sounds together to make words.
   2. **Lesson development:**

Read *The Fearsome Beast*.

Ask children to make predictions about the text.

Discuss words that are new and difficult.

* 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:** Blending sounds- 5 minutes

Read Aloud- 5 minutes

Groups- 1 hour and 15 minutes

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

What do you think the fearsome beast looks like?

What sounds do /m/ /o/ and /p/ make?

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.** *The Fearsome Beast* 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**
   2. **Revision**