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CI 447

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**
   2. **Revision**