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CI 447

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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**
   2. **Revision**