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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:**

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**
   2. **Revision**