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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:**

Distinguish real and make-believe.

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.

Substitute initial 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 would *cat* sound like with the /k/ changed to /s/?
2. **Procedure**
   1. **Lesson introduction:** Begin the lesson by letting the students change initial sounds of words. Different words will be said and the students will be asked to change the first sound to make a new word.
   2. **Lesson development:**

Read *Look Closer*.

Discuss the front cover of the book.

Explain that the bug is a dragonfly and the flower is a pond lily.

Talk about the real events in the story.

Play the look closer game. Invited children to play along. Use color words and describing words to describe something in the classroom. Ask What could it be?

* 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:** Initial sound change- 5 minutes

Read Aloud- 5 minutes

Groups- 1 hour and 15 minutes

* 1. **List of questions-** What are some plants and flowers named in this book?

Where were all the insects going at the end of the book?

What would mop sound like with /c/ instead of /m/ at the beginning?

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**