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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 song.

Retell the order of events in a song.

Recognize number words.

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

Make and confirm predictions.

Participate in a counting song.

* 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 rug sound like with /n/ at the end?
2. **Procedure**
   1. **Lesson introduction:** Begin the lesson by letting the students change final sounds of words. Different words will be said and the students will be asked to change the final sound to make a new word.
   2. **Lesson development:**

Read/sing *Eency Weency Spider*.

Have children sing and participate in hand motions.

Read/sing *The Ants Came Marching*.

Have children sing along.

Read the song again and have children make up motions for the song.

* 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 be making a song book. They will fold a sheet of paper in half and then half again. They will draw a picture to go with each event from the first song. They will cut the squares apart and staple them together to make a songbook.
  2. **Lesson contingency-** Writing skills will be practiced.
  3. **Pacing guide:** Final sound change- 5 minutes

Read Aloud- 10 minutes

Groups- 1 hour and 15 minutes

* 1. **List of questions-** What do you know about spiders?

How many of you know this song?

Who has seen ants crawling on the ground?

What do they look like?

Do you think the word marching tells how ants move? Why or why not?

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.** *Eency Weecny Spider* and *The Ants Come Marching* 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**