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CI 447

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1. **Rationale-**Making predictions is a huge part of reading and writing. To be able to decide what might come next is key in reading for sight words and context clues. To see pictures and decide what the book might be about can help students learn to predict how situations might turn out in real life as to avoid further damage of a situation.
2. **Goals and Objectives**
   1. **Instructional Goals:**

Listen and respond to a song.

Understand that written words represent sounds.

Make predictions.

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

Clap syllables for spoken words.

Understand text patterns.

* 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 a phonics game on the Smartboard. Each student will be given a turn.
   2. **Lesson development:**

Read *The Bear Who Went Over The Mountain*.

Have children make predictions about 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 be working on workbooks, reading to me, and playing phonics games.
  2. **Lesson contingency-** Writing skills will be practiced.
  3. **Pacing guide:** Smartboard game - 5 minutes

Read Aloud- 10 minutes

Groups- 1 hour and 15 minutes

* 1. **List of questions-** Why do you think the bear is going over the mountain?

What do you think he does when he gets there?

1. **Daily Student Assessment-** Checklists will be made during the phoneme game. Sounds are being counted and phonemes are being deleted and added. Note when students know and what sounds they are having trouble with.
2. **Materials, Equipment, and Resources**

**a.** *The Bear Who Went Over The Mountain* text, game board, picture cards, letter tiles, workbooks, decodable books, Smartboard

1. **Modifications for Diverse Learners-**

Groups will be picked according to learning level.

1. **Reflection and Revision**
   1. **Reflection**
   2. **Revision**