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CI 447

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1. **Rationale-** By learning that text can provide information; the students will become better learners. In order to learn information from nonfiction texts, the students need the skills of realizing that text conveys meaning. Asking questions that prompts the receiving of information will help the students become better learners and readers.
2. **Goals and Objectives**
   1. **Instructional Goals:**

Listen and respond to a nonfiction text

Understand main idea and details

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

Ask and answer questions about a text

Recall facts

* 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:** How many sounds are in words?
2. **Procedure**
   1. **Lesson introduction:** Begin the lesson by counting the sounds of words. Students will be asked how many sounds they can hear in words.
   2. **Lesson development:**

Read *Wonderful Worms*.

Discuss the front of the book and what wonderful means.

Have the children make predictions about what the book is about and how the author feels about worms.

Talk to the children about how the boy in the story is giving the information.

* 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:** Counting sounds- 10 minutes

Read Aloud- 5 minutes

Groups- 1 hour and 15 minutes

* 1. **List of questions-** Have you seen a worm?

Where did you see it?

What do you want to learn about worms?

What did you like about this book?

How are the earthworms like underground gardeners?

What was the most interesting thing you learned about worms?

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.** *Wonderful Worms* 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**