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CI 447

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1. **Rationale-** Being able to blend sounds is the key concept in reading. Without the blending of sounds, students would not become readers. By being given the chance to listen to sounds and have to blend them, the students will be able to become better writers and readers.
2. **Goals and Objectives**
   1. **Instructional Goals:**

Listen and respond to a story

Understand characters

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

Make and confirm predictions

Blend sounds of words

* 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:** Who were the characters of the story?
2. **Procedure**
   1. **Lesson introduction:** Begin the lesson by blending the sounds of words. Students will be given the opportunity to listen to sounds and blend them into words.
   2. **Lesson development:**

Read *Anansi and the Biggest, Sweetest Melon*.

Use different voices for characters.

Give the children the chance to make predictions during the reading.

* 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:** Blending sounds- 10 minutes

Read Aloud- 5 minutes

Groups- 1 hour and 15 minutes

* 1. **List of questions-** What is a spider?

What is a melon?

What do you think a spider might want in a melon?

Why doesn’t Anansi grow his own melons?

Why can’t Anansi get out of the melon?

What makes all the animals angry?

How does Anansi get out of the melon?

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.** *Anansi and the Biggest, Sweetest Melon* 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**