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March 28-April 1

“Anothony Reynoso: Born to Rope” Lesson 1

1. **Rationale**- This lesson is important because it works on summarizing and restating; consonant diagraphs
2. **Goals and Objectives**
   1. Instructional goals: working on consonant diagrpahs /f/ gh, and ph
   2. Specific objectives: Students will be able to recognize that the letter patterns gh and ph make the /f/ sound.
   3. To use knowledge of spelling patterns when reading.
   4. CSO’s:
      1. RLA.O.2.1.1 identify and practice basic elements of phonetic analysis:

•syllabication

•diphthongs

•digraphs

•variant vowel sounds such as r-controlled

* + 1. RLA.O.2.1.11 use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, predict, sequence, draw conclusions, describe characters and provide main idea and support details
  1. **Essential Questions:**
     1. What sound does the ph make in photo?

1. **Procedure:**
   1. **Lesson introduction:**
      1. I will write the word graph on the board. I will underline the ph in graph and tell the children that these letters stand for the /f/ sound. I will then write the word rough on the board and underline the gh. I will tell the children that these letters can also stand for the /f/ sound.
   2. **Lesson development**:
      1. I will then show them their spelling words which all have diagraphs /f/ ph gh; and we will go over the words having them use them in sentences.
      2. We will then play hangmouse with their spelling words
      3. I will then go over their vocabulary words with them, explaining what each word means.
      4. We will then play a vocabulary game
   3. **Lesson Closure:**
      1. I will have the students make a foldable for their vocabulary words.
   4. **Lesson contingency:**
      1. If there is extra time we will do a worksheet that works with the diagraphs /f/ ph and gh.
   5. **Pacing guide:**
      1. Introduction: 5 mins
      2. Lesson development: 35 mins
      3. Lesson closure: 10 mins.
      4. Lesson contingency: 15 mins.
   6. **List of questions:** 
      1. What makes the /f/ sound in enough?
      2. What does dappled mean?
2. **Daily (formative) Student Assessment**
   1. I will have a checklist to see if they understand the diagraphs, their spelling, and vocabulary words.
3. **Materials, Equipment, and Resources**
   1. Smart board
   2. Smart board Pen
   3. Worksheet
   4. computer
4. **Modifications for Diverse Learners**
   1. I will give them extra time to figure out the answer
   2. I will give them a life line, they can phone a friend if they need some help
5. **Reflection and Revision**