Cassie Woodrum

March 28-April 1

“Anothony Reynoso: Born to Rope” Lesson 2

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 details did we learn about Anthony Reynoso?

1. **Procedure:**
   1. **Lesson introduction:**
      1. We will talk about what a story web is. I will draw one on the board to give them an idea of what a story web is and what it looks like and we will do an example together. We will talk about the genre of the story, that it is a nonfiction personal narrative.
   2. **Lesson development**:
      1. We will then read the story together as a class
      2. I will ask questions about the story as we go
   3. **Lesson Closure:**
      1. I will put the students into groups and have them complete a story web on their own in the groups. We will then come back together as a class and talk about what they put down.
   4. **Lesson contingency:**
      1. If there is extra time I will have the children write their own personal stories. They should write notes that describe what happened and how they felt about it. They should include information that describes how things looked, felt sounded, tasted, and smelled.
   5. **Pacing guide:**
      1. Introduction: 10 mins
      2. Lesson development: 30 mins
      3. Lesson closure: 15 mins.
      4. Lesson contingency: 15 mins.
   6. **List of questions:** 
      1. Where does Anthony live?
      2. What does he do when he is not in school?
2. **Daily (formative) Student Assessment**
   1. I will have a checklist to see if they understand the diagraphs, their spelling, and vocabulary words and fluency.
3. **Materials, Equipment, and Resources**
   1. Smart board
   2. Smart board Pen
   3. Reading books
   4. Computer
   5. Pencil
   6. Paper
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**