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March 28-April 1

“Anothony Reynoso: Born to Rope” Lesson 3

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 is the order a personal story should be written?

1. **Procedure:**
   1. **Lesson introduction:**
      1. We will talk about how to write a personal story; they need a title, beginning: what the story is about, middle: what things happened, and an ending; what happened at the end and how the problem was solved. We will then talk about what their stories need to include: A title, what the story is about, their feeling, at least two paragraphs, they need to include details, and that this is a first draft it does not need to be perfect, we will go back and correct them.
   2. **Lesson development**:
      1. I will give the students a sheet of paper and allow them to start writing their personal stories.
   3. **Lesson Closure:**
      1. I will have them finish up their first draft so we can revise it for the next day.
   4. **Lesson contingency:**
      1. If there is extra time we will do a scavenger hunt with their story.
   5. **Pacing guide:**
      1. Introduction: 10 mins
      2. Lesson development: 30 mins
      3. Lesson closure: 10 mins.
      4. Lesson contingency: 15 mins.
   6. **List of questions:** 
      1. What goes into the personal story?
      2. How long does the story have to be?
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. Pencil
   4. Paper
   5. Reading books
   6. Scavenger hunt worksheet
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**