Cassie Woodrum

February March 14-18

**LESSON PLAN OUTLINE**

**Topic: Lesson 29 RTI Small Group**

1. **Rationale** – This lesson is important because it will allow students extra practice with words beginning with the consonant blends gl and gr

II. **Goals and Objectives**

1. Goals:
2. Students will be able to say consonant blends gl and gr
3. Students will be able to read the consonant blends gl and gr

2.) Objectives

a. RLA.O.1.1.4 use basic elements of phonetic analysis to decode unknown words:

•sound-symbol relationships

•beginning/ending consonants

•short and long vowel sounds

•blends

•digraphs

•diphthongs

b.) RLA.O.2.1.1 identify and practice basic elements of phonetic analysis:

•syllabication

•diphthongs

•digraphs

•variant vowel sounds such as r-controlled

III. **Essential Question**

a.)What sounds do the consonant blends gl and gr make?

IV. **Procedure** - Step-by-step, sequential outline of the day’s lesson, including

1. Lesson introduction:
   1. I will start the lesson by having a sound drill with the students. I will write on the board the following sounds:
      1. i pl gr dr n
      2. d sk a gl u
      3. fl s tw o sp
      4. gr sl gl b e
   2. I will have the students do this together as a class and then have the students do it individually. I will time each of students as they do it individually and they will write their time on the top of their paper. If any of the sounds were missed I will talk to them about the sounds that the digraphs make.
2. Lesson development:
   1. The students will then move on to saying new words. I will have one student read the first line on the paper. I will have them read the underline sound and then read the word. Then the next student will read line number two, that student will read the underlined sound and then read the word. When we get to line number four and five, I will just have the student read the word.
   2. When the students have finished with section A part 1, we will move on to section A part 2. I will call on a student to read the three words in the first line, the student will then say the correct word that goes with the picture and everyone will circle the correct word. I will then call on another student to do the same thing with line number two. We will continue until we have read all five lines.
   3. Next I will have the student read the sight words to me individually. I will time them on how fast they read the sight words, they will then write the time on the top of the paper. If any of the words are missed we will talk about the words that were missed.
   4. I will then have the students read the challenge words to me.
   5. We will then move on to section B, sentences and stories. I will call on a student to read the first story to me; they will then pick the picture that goes along with the story. This will continue until all three stories have been read. We will work on reading with emotion and trying not to pause while reading.
   6. I will then move on the section C, spelling. I will give the students four words to spell and a sentence to write. I will check their spelling and their sentence structure after each word is spelled and after the sentence is written.
   7. Next, we will move on to section D, practice activity. I will have the students read the sentence with the blank. They will then pick the best word for the sentence. They will then re-read the sentence with the word in the blank.

3.) Lesson closure: I will have the student fill in section E, practice activity 2. I will call on student to read both sentences and then pick the sentence that goes best with the picture.

4.) Lesson contingency: If there is extra time we will play a little game. I will pick a word and write it on a small white board. I will then give each child 5 seconds to try to figure out the word. If no one can figure out the word the first time through we will break down the word into parts and try to figure out the word again. If the second time through no one still gets the word, we will talk about the sounds that the different vowel sounds make. We go for a third round trying to read the word. If there is still no winner we will talk about it as a class of the different sound parts and try to figure it out as a class.

5.) Pacing guide: 2 days

a.) 5 minutes for lesson introduction

b.) 15 minutes for section A

c.) 5 minutes for Sight Words and Challenge Words

d.) 10 minutes for Section B

e.) 5 minutes for Section C

f.) 10 minutes for Section D

g.) 10 minutes for Section E

6.) List of questions:

a.) Pick out some words that have the consonant diagraphs that they are working on and ask the students if they can tell you what the special sound is, the consonant blend.

b.) Can you think of other words that have the consonant blends st, pl, sk, and tr?

V. **Daily (formative) Student Assessment**

1. I will have a checklist to make sure the students are completing their worksheets as we are going along. I will also have a check list to see if they are pronouncing words correctly and the consonant blends sounds. I will also check to see if they are reading with fluency and emotion.

VI. **Materials, Equipment, and Resources**

1. White board
2. Dry Erase Marker
3. Stopwatch
4. Pencil
5. Copy of the students worksheet
6. Checklist

VII. **Modifications for Diverse Learners** –

a.)If the students are having problem reading a word, I will break down the word into parts and have them sound out each part of the word separately and then putting it all together as a whole

VIII. **Reflection and Revision –done after lesson**

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| --- | --- | --- | --- | --- |
| Names | Words Read Correctly | Consonant Blends Read Correctly | Reading With Fluency | Reading With Emotion |
| Katy |  |  |  |  |
| Jacob |  |  |  |  |
| Justin |  |  |  |  |
| Marcus |  |  |  |  |
| Ty |  |  |  |  |