Cassie Woodrum

April 19-21

**LESSON PLAN OUTLINE**

**Topic: Lesson 6 RTI Small Group**

1. **Rationale** – This lesson is important because it will allow students extra practice with words ee and ea

II. **Goals and Objectives**

1. Goals:
2. Students will be able to say words with ee and ea
3. Students will be able to read words with ee and ea

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 ee and ea 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. ee ai a ea i
      2. ea th u sh ai
      3. ee ay ee ay ea
      4. e ai o ch ee
   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 either the question or the sentence.
   3. Part B is the review words. I will call on a student to read the three words on the first line and continue till we have read all the review words.
   4. Part C is Word ending. I will have the students read the root word and then the suffix and then read the word together.
   5. I will then have the students read the challenge words to me.
   6. We will then move on to section E, Sight Words. I will have the students read the sight words to me. I will time them while they read the sight words.
   7. I will then move on the section F I will have a student read the first story and pick the story that goes with the correct picture. We will continue until all three stories have been read
   8. Section G, 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.
   9. Next, we will move on to section H, practice activity 1. I will have the students read the three groups of words that are out of order. They will then put them in order to make a complete sentence. They will write the sentence on the line and reread the sentence

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, B, C

c.) 5 minutes for Sight Words and Challenge Words

d.) 10 minutes for Section F

e.) 5 minutes for Section G

f.) 10 minutes for Section H

g.) 10 minutes for Section I

6.) List of questions

a.) Can you think of other words that have ee and ea in them?

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**

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