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April 19-21

“World Atlas” Lesson 1

1. **Rationale**- This lesson is important because it works on vowel variants oo and ou and references.
2. **Goals and Objectives**
   1. Instructional goals: working on vowel variants oo and ou; and how to locate information references
   2. Specific objectives: Students will be able to recognize vowel variants oo and ou

and how to locate reference information.

* 1. CSO’s:
     1. RLA.O.2.1.3 identify and practice basic elements of structural analysis to decode unknown words (e.g., syllables, prefixes, suffixes, root words, compound words, spelling patterns, contractions).
     2. RLA.O.2.2.11 use a variety of sources to gather information to communicate with others (e.g., dictionaries, informational books, pictures, charts, indexes, videos, television programs, guest speakers, graphic organizers).
  2. **Essential Questions:**
     1. Where is the vowel variant |oo| in look and could?

1. **Procedure:**
   1. **Lesson introduction:**
      1. I will write the word brook on the board. I will read the word aloud emphasizing the vowel sound. I will underline the oo in brook and tell children that these letter stand of the sound |oo|. I will then write the word could on the board and underline the ou and tell the children that these letters can also stand for the sound |oo|.

b. Lesson **development**

* + 1. I will then show them their spelling words which all have vowel variants oo and ou. 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
  1. **Lesson Closure:**
     1. I will have the students make a foldable for their vocabulary words.
  2. **Lesson contingency:**
     1. If there is extra time we will do a worksheet that works with the vowel variants oo and ou.
  3. **Pacing guide:**
     1. Introduction: 5 mins
     2. Lesson development: 35 mins
     3. Lesson closure: 10 mins.
     4. Lesson contingency: 15 mins.
  4. **List of questions:** 
     1. What letters should change in look to make book?
     2. What does connects mean?

1. **Daily (formative) Student Assessment**
   1. I will have a checklist to see if they understand the vowel variants, their spelling, and vocabulary words.
2. **Materials, Equipment, and Resources**
   1. Smart board
   2. Smart board Pen
   3. Worksheet
   4. computer
3. **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
4. **Reflection and Revision**