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April 19-21

“World Atlas” Lesson 2

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 have the students create a KWL chart before we read the story. I will have them predict what they might learn from the atlas. I will discuss the genre of the story with the students and what the purpose is for reading this story.

b. Lesson **development**

* + 1. Since this is a long story and a very complicated in depth story, we will have to break this story down into two days and discuss it in detail while reading. We will start reading the story and discuss it as we go.
  1. **Lesson Closure:**
     1. I will have the students ask questions on what we have read so far and we will discuss what has been read.
  2. **Lesson contingency:**
     1. If there is extra time we will finish reading the story.
  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 can a map tell us?
     2. Who can tell me the names of the different oceans?
     3. What are the Great plains?

1. **Daily (formative) Student Assessment**
   1. I will have a checklist to see if they understand the vowel variants, their spelling, vocabulary words, and if they are understanding the story.
2. **Materials, Equipment, and Resources**
   1. Smart board
   2. Smart board Pen
   3. Worksheet
   4. Computer
   5. Reading book
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**