Working with Words Lesson

* Overview
  + Learning Goals
    - Rhyming Words
    - Spelling Patterns
  + Standards and benchmarks
    - [CCSS.ELA-Literacy.RL.1.4](http://www.corestandards.org/ELA-Literacy/RL/1/4/) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
    - [CCSS.ELA-Literacy.RL.1.7](http://www.corestandards.org/ELA-Literacy/RL/1/7/) Use illustrations and details in a story to describe its characters, setting, or events.
    - [CCSS.ELA-Literacy.RL.1.10](http://www.corestandards.org/ELA-Literacy/RL/1/10/) With prompting and support, read prose and poetry of appropriate complexity for grade 1.
    - [CCSS.ELA-Literacy.RF.1.3a](http://www.corestandards.org/ELA-Literacy/RF/1/3/a/) Know the spelling-sound correspondences for common consonant digraphs.
    - [CCSS.ELA-Literacy.RF.1.3d](http://www.corestandards.org/ELA-Literacy/RF/1/3/d/) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
    - [CCSS.ELA-Literacy.RF.1.3e](http://www.corestandards.org/ELA-Literacy/RF/1/3/e/) Decode two-syllable words following basic patterns by breaking the words into syllables.
    - [CCSS.ELA-Literacy.RF.1.3f](http://www.corestandards.org/ELA-Literacy/RF/1/3/f/) Read words with inflectional endings.
    - [CCSS.ELA-Literacy.RF.1.3g](http://www.corestandards.org/ELA-Literacy/RF/1/3/g/) Recognize and read grade-appropriate irregularly spelled
* Choice of text
  + - Hop on Pop
    - March is reading month: Dr. Seuss themed
  + Grouping of children
    - Children choose when they wanted to come to this center
    - Done during daily five
    - Rhyming app on iPads used
* Instructional Plan
  + Introduce Yertle the Turtle.
    - Ask children to use their own experiences and the details in the story to draw conclusions about what this story will be about from title. Ask if they know why Dr. Seuss books are so exciting?
    - Introduce rhyming words. Ask do they know any words that rhyme?
  + Activity
    - Read the story out loud to students, because of time constraint.
    - Ask them to pay special attention to words that sound alike or rhyming words.
    - Have students think of new words that rhyme. Have them spell them out. Use the magnetic letters, banana grams, play the rhyming game on the iPad and white boards to do the spelling.
* Assessment
  + Observation
    - Watch students make words and play game. Use observations to see students forming the words, rhyming new ones, and spelling them out.