

English class - 9/27/07	Expected Time: 45 minutes
Objectives: <ul style="list-style-type: none"> • Students will be able to practice English language skills by participating in oral activities such as choral phonics songs, reading of poetry, and by chorally singing “I like Yummy Food.” • Students will be able to practice proper D’Nealian handwriting by completing two workbook pages, copying sentences focusing on the letters <i>M</i>, <i>N</i> and <i>P</i>. • Students will be able to review punctuation marks, especially quotation marks, question marks, and exclamation points, through participation in a shared reading of <i>The Rat and the Cat</i>. • Students will be able to build vocabulary by filling in a classroom chart of foods and descriptive words based on four senses (sight, taste, touch and smell). 	
Standards: <ul style="list-style-type: none"> • Contextual Understanding • Ideas and Organization • Strategies: Phonics 	Materials: <ul style="list-style-type: none"> • Phonics song CD + posters • Reading logs • Spelling flashcards • Poem of the week poster • “I like Yummy Food” CD + poster • Handwriting workbooks • White board chart + food words and adjectives • <i>The Rat and the Cat</i> (in Readers)
<p>Opening Activities: (10 minutes)</p> <p>*Reading log (2 minutes): As students enter the classroom, ask them to take out their reading logs. Circulate through the students, checking that their logs have been filled out and initialed by parent; ask students about their books (i.e. Did you enjoy it? What did you like?). Allow students to choose 1-2 new books to bring home with them.</p> <p>*Poem of the Week (3 minutes): Read the poem “Big Brown Bear” aloud with the students. Review the vocabulary (cozy, stream). Ask students if they notice either of our phonics blends in the poem (fish, wish, thing, etc.)</p> <p>*Spelling words (3 minutes): Use the spelling flashcards to spell words chorally. Encourage students to write the word using their finger on the floor or to close their eyes to try and spell the word. Point out the “ee” blend in many of the words this week.</p> <p>*Phonics Songs (2 minutes): Practice making the sound “ng” and “sh” first, then sing songs through one time through with students, encouraging them to make the actions with their hands.</p> <p>Handwriting Practice: (8-10 minutes)</p> <p>*Pass out workbooks to students and tell them to turn to page 42, which asks them to copy sentences in the first section and then unscramble the words to complete the last sentence. When students finish page 42, they may move to page 44, which has sentences to copy working with <i>P</i>. Remind students to write neatly (this is not a race) and put their first and last name at the top of their page.</p> <p>Shared Reading: (10 minutes)</p> <p>*Bring students to the carpet and sit in a circle. Share books between 2 students and direct them to turn to page 118. Ask students to put their finger on the title when they get to page 118. Read the title together. Ask students to look at the text – what punctuation marks do they notice? (Period, comma, quotation mark). What does the quotation mark mean? (Someone is speaking). p.121 has a question mark, p.122 – A dime is a type of American coin (Show students a dime). p.124 – What is the mark at the end of our last sentence? (Exclamation point/surprise mark). p.127- What do you think the cat likes to eat most? (Rat.) p.132 – Were you surprised by the ending? Why or why not?</p> <p>Yummy Food Activity: (10 minutes)</p> <p><i>Before class, prepare the white board with a chart (Food, Looks, Tastes, Feels, Smells) and have at least 3 or 4 words for each category printed on cards before starting the activity. Separate the cards into categories first – all the looks cards together, etc. on small white boards.</i></p> <p>*First, sing “I Like Yummy Food” as a class. Remind students that there is a pause between each two line phrase. Point to words or lines to keep students focused and together during the song. Remind students that we will be making yummy food on Monday.</p> <p>*Next, ask students for their help. Tell students that you have many words that can describe food (what it tastes like, looks like, feels like, and smells like), but you need help deciding which word should go with each food. Read through the vocabulary words together to ensure that all students know what each word means. Clarify any word if there is a question.</p> <p>*Put the first food word on the chart (i.e. gingerbread men). Ask for a volunteer to find a card that describes what the food looks like (“little people”). Continue to choose words to fill in the chart.</p>	

*If there is extra time, or students tire of filling in the chart with words from the cards, challenge them to make up their own words using new food cards (keep “sushi” and “green tea ice cream” separate for this purpose).

****Allow students time to gather their things and line up – 1 minute to the end of class****

Assessment:

- Observe the students during the opening activities and shared reading, watching for students to be actively participating in the choral activities (singing, reading aloud, spelling), showing signs of listening and engagement. For example, students are following instruction well, are volunteering answers, or are participating with the rest of the students.
- Circulate and observe student work during handwriting. Students should be able to complete at least page 42, and do so neatly. Check to make sure that students are not rushing through the pages and have their books slanted properly.
- Observe students during the group activity. Students should be able to say the vocabulary words aloud and properly identify their place on the chart. Students should be actively volunteering answers and participating in the discussion.

Lesson Success

_____ **Excellent** _____ **Good** _____ **Fair** _____ **Flop**