Lesson Plan – Day 1

Title:
Syllables, Syllables, Syllables.

Duration:
This activity should run about 25 – 30 minutes.

Age group of Students:
Grades: Pre-K - 1st

Objective:
The students will be able to

1. Students will be able to make connections to text using background/prior knowledge.
2. Students will be able to make predictions.
3. Students will be able to comprehend story and recall.

Materials Needed:
Text – “Because of a Sneeze” by Bernice Myers
Pointer

Procedures:
Gather students around teacher on the “reading rug”

Introduce book to the students by asking them….
“Who can tell me where the title of this book is?”
“Who is the author?”
“What is happening in this picture?”
“Who has ever experienced sneezing before?”
“What happens when you sneeze?”

Read story aloud to students.

Stop after each page and ask students,
“What do you think will happen next?”

Allow time for students to look at the pictures, make comments, connections, predictions and ask questions.

Enjoy reading the story together.

After the story is finished ask students,
“What did you think of this story?”
“What happened?”

After you have reviewed story, dismiss students back to their seats.

Evaluation:
Students will be evaluated informally throughout the reading. The teacher will use observation to determine the students’ ability to predict, make connections, access background/prior knowledge and comprehension.
Lesson Plan – Day 2

Title:
Syllables, Syllables, Syllables.

Duration:
This activity should run about 25 – 30 minutes.

Age group of Students:
Grades: K - 1st

Objective:
The students will be able to

1. Students will be able to decode fry/vocabulary words in the text using context clues (pictures, other words, etc.)
2. Students will be able to identify meaning of the target/vocabulary words in the text.
3. Students will be able to recognize vocabulary words in a text.
4. Students will be able to identify the number of syllables in a word – through clapping.

Materials Needed:
Text – “Because of a Sneeze” by Bernice Myers
Poster board
Markers
Tape
Paper to cover words
Pointer

Procedures:
Gather students around teacher on the “reading rug”

Reintroduce book to the students by asking them….
   “Who remembers the book that we read yesterday?”
   “What happened in the story?”

Read the aloud to the students again.

After you have read the book, review the vocabulary words that they have been learning.
Ask the students:
   “Who can help me find some of our vocabulary words throughout this story?”

   **The Words Are:** “Because”, “Farmer”, “Rabbit”, “Away”, “Chickens”

Each time the students identify the vocabulary word; reveal the found word on our “Special Word Chart”

Once all words have been revealed, go through each word – practice decoding and the meaning of the words (have them use context clues, pictures in the text, etc. to find the meaning).

Finally, work with the students to identify how many syllables are in each word.

Ask students
   “Read this word with me.” – after you have read together say, “Yes, that’s great reading! The word is _____”
   “Now, who can help me count the number of syllables in this word?....Remember, we count the syllables by how many parts or beats are in the word.”
   “We are going to find this number by clapping….here, I will show you with our first word.”

Model clapping.

After you have modeled clapping the syllables say,
   “Now we are going to clap together.”
   “ How many beats are in _____?” – Clap.

Go through each word and clap the syllables. Draw lines through each word marking the syllables. Read the word, clap the syllables together, draw lines, clap again.

After all words have been clapped, dismiss students back to their seats.

**Evaluation:**
Students will be evaluated informally throughout the activity. The teacher will use observation to determine how well the students are grasping the concepts being taught.

Further evaluation will be conducted through review the next day.

**Resources:**
