**University of Mary Division of Education**

**Instructional Sequence**

Grade Level: Pre-K

Subject(s) Area: -Reading

Materials Needed: -Small Group reading materials:

-Book -magnetic letters

-Whiteboard, marker, eraser

Standards

-RL.1- With prompting and support, ask and answer questions about key details in a text

-RL.4- Ask and answer questions about unknown words in a text

-RL.7- With prompting and support, describe the relationship between illustrations and the story in which they appear

-RL.10- Actively engage in group reading activities with purpose and understanding

Objectives

-Students will work on building fluency by reading and rereading their small group book.

-Students will develop an understanding that pictures can help with new words.

-Students will also continue to work on their sight words by using magnetic letters and marker boards.

Learning Activities

-Small group-

-As a group, I will begin with having the students write a few sight words on their marker board. Words that are spelled correctly without prompting or assistance will be marked by a tally on teacher's clipboard.

-We will then do a picture walk of the book titled *Racing-* include prompting questions of what is happening on each page, order, speed, etc.

-I will let each student begin to read the book whispering. I will listen to each student read to self to monitor new words and pronunciation.

-After I listen to each student, we will practice the sight word of the week-which

-What's Missing- I write the word and they identify what letter is missing

-Mix & Fix- Each gets a cup with magnetic letters and each student has to identify and spell the word correctly

-Table Writing- Using finger, students write the word on carpet with their finger

-Whiteboards- Students will then write the word on their markerboard

Assessment

-I will assess by how the students are writing their words and record their results on the tally board and how they are responding to the new text

Reflection

I personally feel really good about this lesson. I had three students who were on the average kindergarten track. I have done reading groups before so I felt pretty confident going into this lesson. The students seemed to be very excited to work with me and responded well to my prompting questions and helping them sound out new words.

One thing that I think I need to stay mindful of is that sight words can have other words that sound the same with different spelling. For example, the words witch and which. One girl seemed to pick up on this and started to tell me that she was a witch for Halloween. I did help her understand that that is a different kind witch, but I don't think she completely understood.

Secondly, I would like to reflect upon is when one of the students was writing his letters, he got some backwards. I told him to change the letter, but then Janet helped me that there is a different way I could go about this. I could ask him, "show me where the letter S starts?" or "Show me how you write the letter S." These are just a different ways of challenging the student to think how they make their letters.