

Gregory House

Spring 2010

Level II Clinical

CI 447; Professor Jeffers

Kindergarten; Miss Ingram

THE EENCY WEENCY SPIDER

I. **Rationale** - This lesson is important because it teaches and reinforces phoneme substitution. This lesson also tests for comprehension. This lesson is important because it allows children to identify rhyming words.

II. Goals and Objectives -

- a) Instructional goals: This lesson is intended to build on the student's phoneme substitution skills. This lesson is also intended to check student comprehension. It will also help students practice identifying rhyming words.
- b) Specific goals: Students will be able to successfully substitute phonemes to create new words. Students will be able to sing the song "Eency Weency Spider" and use hand motions correlated with this song. Students will also be able to identify and label rhyming words. Students will be introduced to new words such as *spout*. Students will be able to recite the song together.
- c) West Virginia Content Standards and Objectives:

- (1) RLA.O.K.1.01 - segment words into phonemes (cat = /c/ /a/ /t/).
- (2) RLA.O.K.1.03 - manipulate onset and rime (word families).
- (3) RLA.O.K.2.02 - use writing and other methods for self-expression (e.g., drawing pictures, using letters or phonetically spelled words, telling, dictating, making lists).
- (4) RLA.O.K.3.01 - listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns.

III. Essential Question(s) -

1. What do you know about spiders?
2. How many of you know this song?

IV. Procedure -

a) Lesson introduction:

Phoneme substitution - This lesson will begin my playing a word game.

Example: the word log, if I change the /g/ to the letter /t/ what new word do I have? Answer: lot.

Go through the list of words that the children will substitute the final sounds on. (see attached worksheet)

Read aloud - Testing background knowledge related to the subject of spiders. Ask the essential questions listed above.

Phonics - (short vowel /o/). Students will blend the words *hop* and *not* together and use these short vowel /o/ words in a sentence.

b) Lesson development:

- (1) Group game involving phoneme substitution.

- (2) Reading “Eency Weency Spider” together.
- (3) Teach the song to the children. Repeat with the children.
- (4) Allow the students to create their own songbook with the four parts of the story (climbing up, the rain washing him down, the sun coming out, the spider climbing back up).
- (5) Teaching the short vowel /o/ and using words like *not* and *hop* in a complete sentence.

c) Lesson closure:

As we work on blending the short vowel /o/ I will introduce words that we will blend in the next days lesson such as *pot* and *stop*.

d) Lesson contingency:

If there is extra time available we will go over the “Eency Weency Spider” song and learn the hand motions that go along with the song.

V. Daily (formative) Student Assessment - Student assessment for this lesson will be an oral assessment with the song. Students will receive credit for participating in the song as well as creating their own songbook. Songbooks must include four drawings to receive credit. Students will also be assessed orally for the short vowel /o/.

VI. Materials, Equipment, and Resources -

- a) Textbook, Eency Weency Spider poem, word cards.
- b) Paper, Crayons.
- c) (*Optional*) The Eency Weency Spider song.

VII. Modifications for Diverse Learners -

A list of the short vowel /o/ words will be available to diverse student learners.

VIII. Reflection -

The student's did very well with this lesson. This was my first experience with teaching this classroom. The student's participated and understood the concept of the eency, weency, spider and were able to complete the hand motions incorporated with the song.