

Gregory House

Spring 2010

Level II Clinical

CI 447; Professor Jeffers

Kindergarten; Miss Ingram

## **THE ANTS CAME MARCHING**

I. **Rationale** - This lesson is important because it teaches and reinforces phoneme blending. This lesson also tests for reading comprehension. This lesson is important because it allows children to identify numbers and the process of counting.

### **II. Goals and Objectives -**

- a) Instructional goals: This lesson is intended to build on the student's phoneme blending skills. This lesson is also intended to check student comprehension. This lesson will also help students practice their counting skills.
- b) Specific goals: Students will be able to successfully blend phonemes into words. Students will work on their counting skills as the ants march. Students will be able to identify if a word begins with the letter /p/ or ends with the letter /p/. Students will be able to blend /o/-/p/ words 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.1.02 - blend phonemes into words (/p/ /l/ /a/ /y/ = play).
- (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. Who has seen ants crawling along the ground?
- 2. What do they look like?
- 3. Do you think the word *marching* tells how ants move? Why or why not?

### IV. Procedure -

#### a) Lesson introduction:

**Phoneme blending** - This lesson will begin by having the students blend the sounds together and say the words to finish each sentence. Example:

When I see a red light, I /s/ /t/ /o/ /p/. (stop)

**Read aloud** - Testing background knowledge related to the subject of ants and how they crawl around. Ask the essential questions listed above.

**Phonics** - (blending /o/-/p/) Students will engage in a listening game to determine if the words begin with the /p/ sound, or end with the /p/ sound.

#### b) Lesson development:

- (1) Complete the sentence by blending the ending words.
- (2) Read “The Ants Came Marching” and count together.

(3) Reflect on the story by having the students draw a group of ants marching and label how many ants they drew.

(4) Play listening game to determine if words begin with the /p/ sound or end with the /p/ sound.

(5) Teach blending /o/-/p/.

c) Lesson closure:

Have the students build and read new words. Example add *t* to *op* to create *top*.

d) Lesson contingency:

If there is extra time available students will be given a sheet of paper. On this paper the children will complete this sentence: I can \_\_\_\_\_. They should use one of the following words: *mop*, *pop*, and *hop*.

**V. Daily (formative) Student Assessment** - Students will be assessed on their drawing activity of the ants marching as well as being assessed orally for their participation in the phoneme blending assignment.

**VI. Materials, Equipment, and Resources** -

a) Textbook, The Ants Came Marching poem, word cards.

b) Paper, Crayons.

**VII. Modifications for Diverse Learners** -

A list of the words from our phoneme blending game will be available for diverse learners.

**VIII. Reflection** -

Student's did fairly well with this lesson. We read the ants came marching.

Student's were to count the ants throughout the story as they build from one to two, two to three, etc. Student participation was poor, but those that participated did very well.