

Gregory House

Spring 2010

Level II Clinical

CI 447; Professor Jeffers

Kindergarten; Miss Ingram

ELMER

I. **Rationale** - This lesson is important because it teaches students to isolate phonemes. This lesson also teaches children how to solve riddles.

II. **Goals and Objectives** -

- a) Instructional goals: This lesson is intended to build on the student's phoneme isolation skills. This lesson will help children solve riddles as well as identifying words that begin with the letter W.
- b) Specific goals: Students will be able to isolate the letter W from words that begin with W. Students will be able to solve the riddle that follows the book Elmer. Students will be able to recite words that begin with a W in our Wading in the Water rhyme.
- c) West Virginia Content Standards and Objectives:
 - (1) RLA.O.K.1.03 - manipulate onset and rime (word families).
 - (2) RLA.O.K.1.08 - recognize that print conveys meaning.

- (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.
- (5) RLA.O.K.3.03 - understand the main idea or message in visual media
(e.g., pictures, cartoons, weather, reports, newspaper, photos, visual narratives).

III. Essential Question(s) -

- 1. Does Elmer look like the other elephants?
- 2. How is Elmer different?
- 3. Why might Elmer be sad?

IV. Procedure -

a) Lesson introduction:

Phoneme isolation - This lesson will begin by having the students isolate the letter W from the words they belong to.

Read aloud - Testing background knowledge related to the subject of elephants.

Reflection - Color the elephant with all different colors.

Phonics - (relating /w/ to w). Students will be able to sound out the letter W.

b) Lesson development:

- (1) Isolate the phoneme /w/ from words that begin with W.

(2) Read Elmer together.

(3) Students will reflect on the reading by coloring in Elmer with different colors.

(4) Solve our riddle.

(5) Introduce the letter and sound of W.

c) Lesson closure:

As we wrap up this lesson I will say a list of six words, if the word begins with a W the children are to raise their hand. If the word does not begin with the letter W they should leave their hand down.

d) Lesson contingency:

If there is extra time available students will discuss what made all of the other elephants love Elmer in the first place.

V. Daily (formative) Student Assessment - Students will be assessed on their ability to isolate the /w/ from words that begin with W. Students will also be assessed on their ability to follow instructions and use multiple colors when coloring in their elephant.

VI. Materials, Equipment, and Resources -

a) Textbook, Elmer, word cards.

b) Paper, Crayons.

VII. Modifications for Diverse Learners -

The author's purpose behind Elmer will be given to diverse learners during our reading.

VIII. Reflection -

This lesson went very well. Student participation was high during this lesson. We read the story of Elmer. This story is about a patchwork elephant who begins feeling sad because is different from all of the other elephants. At the end of the story he realizes that all the other elephants love him for who he is. Students colored their own elephants (one grey, one patchwork) and write a sentence about their elephant. Ex: My elephant is red. etc.