

Gregory House

Spring 2010

Level II Clinical

CI 447; Professor Jeffers

Kindergarten; Miss Ingram

THE ROOSTER WHO WENT TO HIS UNCLE'S WEDDING

I. **Rationale** - This lesson is important because it teaches students to match final sounds in a list of words. This lesson is also important because it allows the students to identify a problem that arises in the story and the solution used to solve it.

II. Goals and Objectives -

- a) Instructional goals: This lesson is intended for students to be able to identify the final sounds in a word that match. This lesson is also intended for the students to identify the problem that arises in the story and how that problem gets solved.
- b) Specific goals: Students will be able to identify matching final words (fox, box). Students will be able to identify the problem in the story and how this problem gets solved. Students will be able to recognize and write the letter Xx.
- 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.1.10 - use concepts of print: front of book, title, hold book correctly, follow words from left to right and top to bottom of page, spaces, turn pages left to right, one-to-one match of print and voice, difference between words and letters.
- (4) 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).
- (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. Who do you think the story is about?
- 2. Why do you think this story might be make-believe?

IV. Procedure -

a) Lesson introduction:

Phoneme matching - This lesson will begin by having the students identify matching final words. Example: will, all; then, rain, etc.

Read aloud - Distinguish between real-life and make-believe.

Reflection - On one side of your book draw a clean beak. On the other page draw a dirty beak.

Phonics - (consonant Xx). Students will be able to identify and write the letter X.

b) Lesson development:

- (1) Phoneme matching.
- (2) Read The Rooster Who Went to His Uncle's Wedding together.
- (3) Students will reflect on the reading by distinguishing between real-life and make-believe events that took place in the story.
- (4) Make our book. One page has a clean beak, the other page has a dirty beak.
- (5) Introduce the letter X and demonstrate how to write the letter.

c) Lesson closure:

To finish this lesson we will discuss the letter X. Have students think of words that might begin with the letter X.

d) Lesson contingency:

If there is extra time available students will retell our Rooster story but replace the Rooster with a different animal.

V. Daily (formative) Student Assessment - Students will be assessed on their ability match final words properly. Students will also be assessed on their ability to distinguish the different aspects in the story that are characteristics of real-life vs make-believe. Students will be assessed on their ability to write and identify the letter Xx.

VI. Materials, Equipment, and Resources -

- a) Textbook, The Rooster Who Went to His Uncle's Wedding, word cards.
- b) Paper, Crayons.

VII. Modifications for Diverse Learners -

A list of final matching words will be available for diverse learners.

VIII. Reflection -

Student retell of this story was very accurate. I was impressed at how much detail the children were able to retell from the story. After the story we determined if the events in this story would really happen in real life or if they were made up by the author.