

Gregory House

Spring 2010

Level II Clinical

CI 447; Professor Jeffers

Kindergarten; Miss Ingram

THE BEAR WENT OVER THE MOUNTAIN

I. **Rationale** - This lesson is important because it teaches students to isolate phonemes. This lesson also teaches children the relationship between /ks/ and /x/.

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 relate the phonemes /ks/ and /x/.
- b) Specific goals: Students will be able to isolate the letter X from words that incorporate the letter X. Students will be able to blend the /ks/ sound and relate that to the sound that /x/ makes. Students will also recite a rhyme.
- c) West Virginia Content Standards and Objectives:
 - (1) RLA.O.K.1.03 - manipulate onset and rime (word families).
 - (2) 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).

- (3) 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. Why do you think the bear wants to go over the mountain?
2. What do you think he does when he gets there?

IV. Procedure -

a) Lesson introduction:

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

Read aloud - Testing background knowledge related to the subject of bears. Children will predict why the bear is climbing over the mountain.

Reflection - Allow students to engage in their creativity; pretend that you are a bear who is climbing over the mountain. What is it you want to see?

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

b) Lesson development:

- (1) Isolate the phoneme /x/ from words that incorporate the letter X.
- (2) Read The Bear Went Over the Mountain together.
- (3) Students will reflect on the reading by creating a map of all they would want to see.
- (4) Recite our rhyme.
- (5) Introduce the letter and sound of X.

c) Lesson closure:

As we wrap up this lesson I will say a list of six words, if the word contains an X the children are to clap their hands. If the word does not contain with the letter X they sill snap their fingers.

d) Lesson contingency:

If there is extra time available students will show what they created with what they want to see section.

V. Daily (formative) Student Assessment - Students will be assessed on their ability to isolate the /x/ from words that contain the letter X. Students will also be assessed on their completion of the creativity test.

VI. Materials, Equipment, and Resources -

- a) Textbook, The Bear Went Over the Mountain, word cards.
- b) Paper, Crayons.

VII. Modifications for Diverse Learners -

A list of ideas will be given to diverse learners during our creative reflection.

VIII. Reflection -

We took the simple story of The Bear Went Over the Mountain and turned it into an adventure filled with their imagination. Students were to draw what they would want to see at the other side of the mountain and label that object on their paper. Most of the students were creative with what they would want to see. However, there were a few students who copied the example I gave them on the board.