

Gregory House

Spring 2010

Level II Clinical

CI 447; Professor Jeffers

Kindergarten; Miss Ingram

## **PATCHWORK AND ELMER**

I. **Rationale** - This lesson is important because it teaches students phonemic awareness. This lesson also reviews the /w/ /ks/ /x/ phonemes with the children.

II. **Goals and Objectives** -

- a) Instructional goals: This lesson is intended to build on the student's phonemic awareness. This lesson will help children identify the different sounds of /w/ /ks/ /x/.
- b) Specific goals: Students will build on their phonemic awareness by incorporating two syllables. Students will be able to identify the difference between /w/ and /x/.
- 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. Who remembers why Elmer was unhappy?
2. How did he try to fix his sadness?
3. Did Elmer really want to be a gray elephant at the end?

### IV. Procedure -

#### a) Lesson introduction:

**Phoneme awareness** - This lesson will begin by teaching students two syllable phonemes.

**Read aloud** - Testing background knowledge related to the subject of elephants. And recalling the story Elmer.

**Reflection** - Have students write a reflection of characteristics of Elmer.

**Phonics** - (identifying the difference between /w/ /ks/ & /x/). Students will be able to identify the differences between /w/ /ks/ & /x/.

#### b) Lesson development:

- (1) Introduce two syllable phonemes.
- (2) Retell Elmer and review what happens in the story.
- (3) Students will reflect on the reading by writing characteristics of an elephant.

(4) Recite our rhyme.

(5) Have students identify the differences in /w/ /ks/ & /x/.

c) Lesson closure:

As we wrap up this lesson students will practice identifying the differences between *W* and *X* independently.

d) Lesson contingency:

If there is extra time available students will retell the story of Elmer together to the class.

**V. Daily (formative) Student Assessment** - Students will be assessed on their participation and ability to break phonemes into two syllables.

**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 -**

Today we introduced words with two syllables. Students clapped out the separate syllables. Ex: moun-tain. We re-read the story of Elmer. I was impressed with how well the student's remembered the story from the previous week. We talked about feelings and how it feels to be sad or embarrassed.