Background Information

My project was done on a 5 year old girl, who will be 6 in November named Adyson, who will be entering first grade in the fall. I have known Adyson since the day she was born. She attends an Elementary school in Manitowoc, Wisconsin. The long relationship I have had with Adyson made the project comfortable and set Adyson and myself at ease. Adyson’s primary focus for the lesson was blending digraph sounds. I talked to Adyson’s mom and she had a hard time blending sounds and always to say the sound individual, for example /wh/ would be said /w/ and /h/, the two sounds would not be combined to make the /wh/ digraph blend sound as in white. Adyson is very eager and willing to learn. My knowledge of Adyson’s abilities guided my pre-assessment and the organization of the lessons. (Standard II) In organizing my lessons I decided to use the KWL process in order to make the lesson most effective. The KWL process is typically used for reading strategies, however the modification to phonics lessons, lends itself perfectly.

Lesson Plan #1 – Learning how to use KWL chart

Objectives:

1. Adyson will be able to use a KWL chart with 80% accuracy

Materials:

1. Pencil

2. KWL chart (dry erase chart)

3. A book

Procedure:

1. I will model for Adyson how to fill out the KWL chart by showing her the book we are going to read and filling out what we know about the book. We will fill out the first chart together. We will start by filling out the K portion for what we know about the book. Then we will fill out the W portion. Finally we will read the story and fill out the L portion of the KWL chart.

2. We will discuss the ease of use of the KWL chart.

Assessment:

1. Ask Adyson what each letter stands for in the KWL chart.

Lesson Plan #2 – Pre-assessment

Objectives:

1. Adyson will be able to make the sounds to all alphabet letters and name the letters with 80% accuracy.

2. Adyson will have a working knowledge of a KWL chart with 80% accuracy.

Materials:

1. Flashcards with every letter of the alphabet

1. Digraph flashcards with sounds ch, sh, th, wh and ph printed on them

2. Salt tray

3. KWL chart

4. Pencil

5. Paper

Procedure:

1. First a pre-assessment will be done which will consist of using all letters of the alphabet flashcards which Adyson will identify each sound of the letter. The flashcards will be held up one at a time with the letter facing Adyson. Then she will go through the flashcards again and identify each letter by name. The same above procedure will be used when naming the letters on the flashcards. The last step in the pre-assessment is to use the salt tray. I will say the sound of the letter and she will write the corresponding letter in the salt. For example if I say the sound /B/ she will write B in the salt.

2. Next Adyson will fill out the K portion of the KWL chart. When that is completed she will fill out the W portion of the KWL Chart.

3. After the K and W portion are completed, Adyson will go through the flashcards one at a time. She will say the sound, write the sound in salt and write the sound in the sky.

Assessment:

1. Have Adyson fill out L portion of KWL chart and the chart should be complete and her knowledge should be 100% due the fact that this is review for her.

Lesson Plan #3

Digraphs

1. Adyson will be able to sound out a digraph (two consonants that come together to make one sound) with 80% accuracy.