

Emergent Spellers

Emergent spellers do not associate marks with sounds, as well as not having a concept of word. At this stage of development children go through a gradual process that takes place from birth to about the age of five. Children at this stage pretend to read and write but they can only scribble and create letter like forms. Children learn about phonemes which are small sounds given to individual letters such as "S" in sing and "R" in ring. Emergent spellers will learn that print has a left to right direction and separateness between words leading the students to understand that print communicates meaning. Teachers should encourage students to notice letters in names and the environment as well as invented spelling. Modeling how adults write is a key element at this stage along with reading to students and encouraging oral language.

Songs and finger plays are great activities for children to understand concepts about print. Children already know the words to several songs, ergo if the teacher simply makes enough copies for each student the children can follow along relating the words to print. Finger play activities are quiet similar with repetitiveness allowing students to look at a larger version of the rhyme in order to read and study. An additional way that children learn about concepts of print is by planning activities to learn the alphabet. Teachers can read a story relating to a specific letter of the alphabet and then have the students create the letter by using popcorn, sand, shaving cream, yarn, glitter, and leaves which will keep the students interested in learning the alphabet. Most prominently, literacy play centers teach children about reading and writing but also relates to real world situation such as setting up airports, grocery stores, restaurants, and hair salons in your classroom. Children will not only learn how writing is used in the real world, but be able to develop oral communication skills and work cooperatively.

Alphabetic Art

Student Teacher: Alicia Nelson

Date: September 29, 2010

Grade Level: Kindergarten

Subject: Language Arts

Supervisor: Susan Seidenstricker

Emergent

PRELIMINARY PLANNING

PA Standards:

1.1 K.B: Employ word recognition techniques

- Use association strategies to identify letters.

1.5 K.F: Use grade appropriate conventions of language when writing and editing with adult assistance.

- Begin to form letters correctly

Pre – Assessment:

- Students will draw the letter “M” in the air. I will then be able to see if any of the students are familiar with the letter.

Objective:

- Students will be able to examine and create a letter of the alphabet through a variety of different mediums with 95% accuracy.
- Student will learn the sound for the letter “m”

Individual Modifications:

- N/A

Materials:

- Popcorn
 - 2 long pieces of yarn per person
 - Shaving cream
 - Glitter
 - Leaves
 - 4 pieces of construction paper per student
 - Glue
-

LEARNING SEQUENCE

Description:

Time: 10 minutes

INTO

Introduction/Motivation/Focus Attention

- Teacher will get all of the materials set up at each station before the lesson begins.
- Student will each receive their own " My Little Itsy Bitsy Letter Book"
- After reading the book as a group, the students will repeat after the teacher several times. For example: Mouse starts with m. The student will repeat as the teacher points to the picture of the mouse.
- The students will then repeat the sound that the letter "M" makes after each animal.

Description

Time: 20 minutes

THROUGH

Learning Activities (Input, Modeling, Checking Guided Practice, Independent Practice)

- Each student will learn to right upper and lowercase "m" and learn the sound "m" makes by reading the booklet.
- *Students will take turns going to 1 of the 5 stations
- The teacher will look at every students letter at each station before moving on the the next station
- At each station student will use the different materials to spell upper and lowercase "m"

Description

Time: 5 minutes

BEYOND

Closure (Review, Check for Understanding, Summarize, Future Forecast, Transistion)

- After every student finishes at each station, each student will choose their best letter "m" and it will be displayed on the wall.
- The student will work with their group to think of an animal or some other object that begins with the letter "M" and then share it with the class.

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?

Knowledge: Students will be able to identify the letter "m" both upper and lower case.

Application: Student will apply the sound the letter "m" makes and relate it to creating new words in groups.

2. How did you evaluate your students' performance?

Check for Understanding:

Observation of students work at each station. The teacher will use anecdotal records as well.

Guided Practice:

Teacher will be involved for the first few minutes to show the students of an example at one of the stations.

Independent Practice:

Students will create the letter "m" at each station with different materials.

3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?

N/A

4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high- engagement strategies with an asterisk (*).

5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.

Visual: Itsy Bitsy Letter M Book

Auditory: Repeating the letter "m" and saying the word mouse

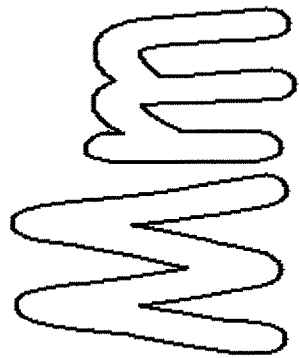
Tactile: Creating the letter "m" at each of the stations using different materials

6. Describe the changes you would make if you taught this lesson again.

M says mmm, m says mmm.
Big M, little m, mm mm mm.

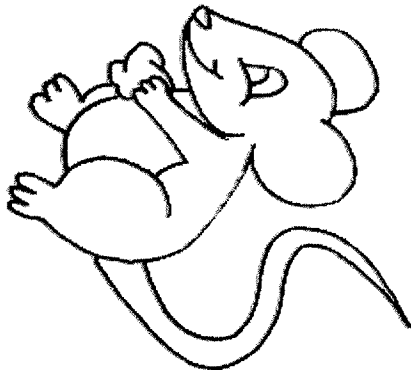


My Itsy Bitsy Letter M Book



Name: _____

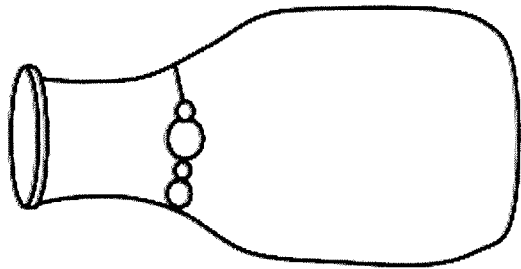
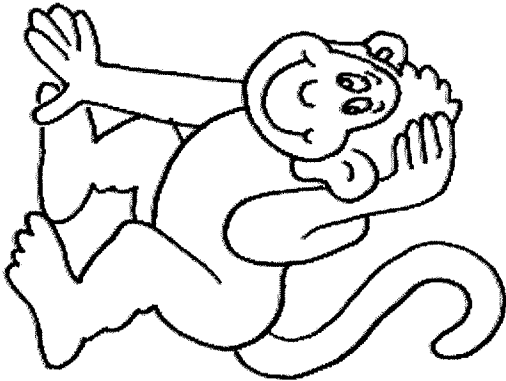
Mouse starts with m.
Mmm mmm mmm.



KidZone.ws
Itsy Bitsy Books

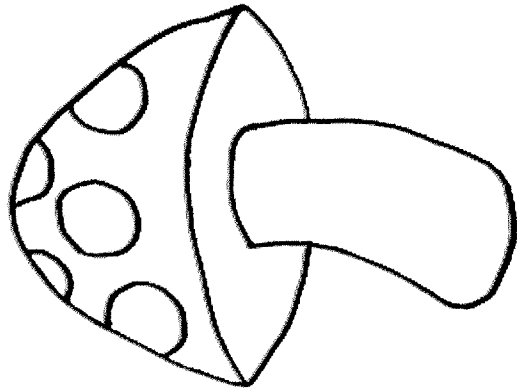
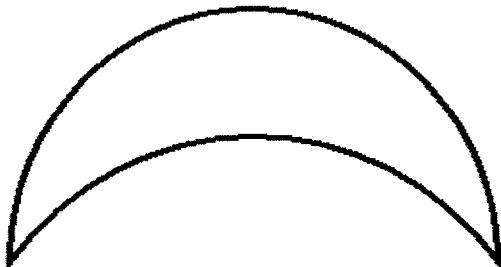
Free printables from:
<http://www.kidzone.ws>

Monkey starts with m.
Mmm mmm mmm.



Milk starts with m.
Mmm mmm mmm.

Moon starts with m.
Mmm mmm mmm.



Mushroom starts with m.
Mmm mmm mmm.