Title: Willy Worm

Subject Matter Emphasis and Level: Phonics - Kindergarten

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Brief Description of the Lesson/Unit:

Students will identify the letter Ww and its sound /w/.

SD Content Standards:

Standard
K.R.1.1 Students are able to relate letters and sounds, and identify patterns in words and phrases.

Unpacked Standard
I can name the letter Ww and say its sound.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   For students to identify letter Ww and its sound in words they hear and see.
2. What essential questions will guide this unit and focus teaching/learning?

Can the student make the correct sound /w/ after seeing visual cue?
Can the student write the letter after hearing the /w/ sound?
Looking at a group of pictures can the student identify the picture beginning with the /w/ sound?

3. What key knowledge and skills will students acquire as a result of this unit?

Letters have sounds that can be heard in words and identified in writing.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?

Speech/Auditory impediments
Visual reversals (W for M)
Sound confusion (i.e. w & “duh” sound)

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

Performance Tasks:

Make sound /w/ upon command
Sing Willy Worm
Write the letter Ww after identifying pictures beginning with the /w/ sound.
Identify pictures beginning with the /w/ sound

Other Evidence:

Quizzes, Tests, Prompts, Work Samples (summarized):

Worksheets
Center activities
Unprompted Evidence: (observations, dialogues, etc.)

Observation of students making /w/ sound

Student Self-Assessment

Students will complete an activity sheet

Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Major Learning Activities:

Learn the Willy Worm song
Phonics Center for letter Ww
Activity sheet

Materials & Resources (technology & print):

Alphafriends CD (Willy Worm)

CD Player
Alphafriend folder (Willy Worm)
Picture cards (beginning with W and other letters)

Management:

Whole group and small group center activities
Individual assessment on worksheet
Support Services and Special Teacher Notes:

Students who need help with making the /w/ sound may need extra support services. Many times the classmates will be the extra support by providing an example of the /w/ sound. The speech therapist will help with students who have speech impediments.

Extensions and Adaptation:

For students struggling with correct letter formation they will trace the letter Ww that has been written in yellow marker.

Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

Differentiated Process:
Students will be listening for the /w/ sound in words and will describe where they hear the sound (beginning, middle, or end).

Differentiated Content:
Where do you hear the sound /w/?
For students who have mastered the beginning sound, they will move on to ending and medial sounds in words.
  Beginning - easy
  Ending -
  Medial – hard

Differentiated Product:
Activity page
Observation of students’ ability to hear and identify the /w/ sound in words