

Date: 3/14/12	Letter "B" Collage			
Subject Area(s): reading	Grade Level(s): kindergarten			
VA SOL: K.4b, K.7 a, b, c	<p>K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language. b) Identify words orally according to shared beginning or ending sounds.</p> <p>K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant and short vowel sounds to appropriate letters. c) Identify beginning consonant sounds in single-syllable words.</p>			
<p>Content Objective(s) SWBAT match the sound /b/ with the printed letter B SWBAT identify the beginning sound /b/ in a variety of words using pictures</p> <p>IEP Goal/Objective:</p>				
		Accommodations/ Differentiation		
<p>Summative Assessment (based on objectives) The student will use at least five pictures of things starting with B on the cardboard letter. The student will verbally identify the beginning sound /b/ when shown a picture of something that starts with b.</p>		See accommodation below		
<p>Materials</p> <ul style="list-style-type: none"> • Posterboard, a variety of magazines/clip art, scissors, glue sticks, tape or stapler (to attach to wall or bulletin board), pencil, sandpaper • Write a "bubble letter" B (so that there is space inside of it) on posterboard. Letter should be about 15 in. high and 10 in. wide. Cut out letter. • Use magazines and clip art to find and cut out 13-15 pictures of things that start with b and 5-7 pictures of things that do NOT start with b (cookie, lamp, pumpkin, etc.) • Use pencil to draw a backwards B and b on the back side of the sandpaper about 5 in. high and cut them out. Glue the smooth side of sandpaper to a small piece of posterboard. • Idea adapted from Tina, #16, http://www.alphabet-soup.net/alphabite.html 				
<p>Integration of technology none</p>				
<p><i>This lesson is intended for a small group of students.</i></p>		<table border="1"> <tr> <td>Accommodation s/ Differentiation</td> <td>Time Planned</td> </tr> </table>	Accommodation s/ Differentiation	Time Planned
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<p>Anticipatory Set (Focus) [hold up large letter B] Who can tell me what letter this is? What sound does it make?</p>		30 sec		
<p>Access/Review Prior Knowledge What letter did we learn about yesterday? What sound did it make?</p>		30 sec		

<p>Topic presentation (<i>What will the students be told?</i>)</p> <p>Today we are going to work with this letter (holding up big posterboard B). Does anyone know what letter it is? (B.) Yes, the letter B. (Hold up sandpaper B and b) This is an upper-case B, and this is a lower-case b. (Pass them to each child, one at a time, and have him/her trace the shape with his/her finger).</p> <p>B is the second letter in the alphabet, and it makes the sound /b/. Say that with me: /b/. Do you notice what your mouth does when you say /b/? Your lips come together like this and then push out. (repeat /b/ sound several times). Can you name some words that start with /b/? How about b-b-b-banana?</p> <p>A collage is a collection of pictures that all have something in common. We are going to use pictures from magazines and newspapers that start with the /b/ sound that B makes. Then we will glue them to our big "B" that will go on the wall as a reminder. But I'm going to need your help; we can only choose pictures of things that start with /b/. You will each get a few pictures, and we will decide if the name of the picture starts with /b/ or not.</p>		8 min
<p>Modeling, Guided Practice, Independent Practice, Checking for Understanding (Formative Assessment)</p> <ul style="list-style-type: none"> • Pull out first picture from pile, making sure it is something that starts with b. Ask students if they can identify what the item in the picture is, and confirm what the picture is. Model thought process: "This is a picture of a boat. B-b-b-boat. Boat starts with /b/." If picture begins with /b/, glue it on the large B. • Repeat this step 3-5 times to make sure all students understand the goal, asking for student input after the first 2 or 3 times. • For subsequent pictures, choose a picture and give it to one student, asking him/her first if it starts with /b/, and then opening it up to the group if the student is unsure. • Make a mental note and/or mark on a paper each student's ability to identify if the picture starts with /b/. (Formative assessment) 	For ELL students, verify any pictures of items that do not start with b in English and give credit if the name of the item in the student's heritage language begins with b.	20 min
<p>Closure</p> <p>Today we found words that started with the letter b. who can tell me a word that starts with b?</p>		