

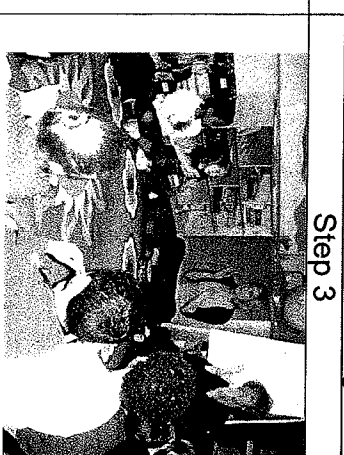
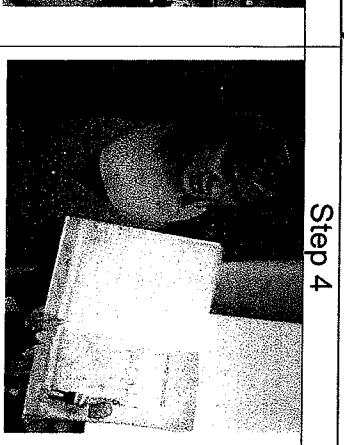






Kelly Raymo – Kindergarten – ALLM Lesson Desert Harbor

The students created and illustrated poems, using rhythm and patterning, summarizing a story read aloud.

 <p>Step 1</p>	 <p>Step 2</p>	 <p>Step 3</p>	 <p>Step 4</p>
<p>Artist, Marcia Daft, models lesson in classroom.</p> <p>Step 5</p> 	<p>Arts Coach/Instructional Specialist and Teacher plan arts integrated lesson.</p> <p>Step 6</p> 	<p>Students practice modeled patterns co-taught by teacher and Arts Coach/Instructional Specialist.</p> <p>Step 7</p> 	<p>Teacher reads story to class.</p> <p>Step 8</p> 
<p>Students practice patterning with story captions.</p>	<p>Teacher and Arts Coach model.</p>	<p>Students share.</p>	<p>Independent student work.</p>

Learning Objectives Language Arts - Reading

Concept 6 – Comprehension

- PO1 Make predictions based on title, cover, illustrations, and text
- SPO2 Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy

Concept 4 – Vocabulary

- SPO2 Sort familiar words into basic categories

Concept 2 – Phonemic Awareness

- SPO1 Distinguish spoken rhyming words from non-rhyming words
- SPO2 Orally produce rhyming words in response to spoken words
- SPO3 Orally produce groups of words that begin with the same initial sound

Learning Objectives Arts - Music

- S1 C2 PO1 Maintaining a steady beat

- S2 C2 PO4 Exploring and analyzing the relationship of music to language arts, visual arts, literature



Student Reflections

- "I practiced using my body to make beats and syllables."
- "Playing the beats helped me read the words."
- "Doing the beats helped me remember 'No! David. No splashing in the tub. No playing with your food.'"
- "The beat helped me write words in the boxes."
- "Playing the beat helped me hear the lines in my head so I can say it."

Teacher Reflection

"It was great to see my lower students who also have trouble staying focused actively engaged and able to perform the objective. One student, because of her disability was unable to perform the written piece, was able to perform using her body, through rhythm, patterning, and movement. Additionally, students retained the content of the model and independent poems because of the use of rhythm and patterning."

