

Sing To Read

Developed by: Cathy Walters

Discipline / Subject: Language Arts

Topic: Iditarod

Grade Level: PK-2

Resources / References / Materials Teacher Needs:

- *Iditer-cise* song sheet
- Song chart
- CD
- Iditarod puzzle

Lesson Summary: Students will learn strategies to decode the word “Iditarod.” They will identify all letters by name and sound, place the letters in the correct order and orally read “Iditarod” as a sight word.

Standards Addressed: (National)

- The student uses strategies to decode or comprehend meaning of words in text.

Alaska state standards:

- [K] 1.1.5 The student demonstrates understanding of concepts in print including left to right of page and one-to-one correspondence
- [K] 1.3.1 The student participates in choral speaking and reciting short poems, rhymes, songs, or stories with repeated patterns
- [K] 1.1.1 The student orally blends separate phonemes; identifying the first sound in a 1-syllable word; identifies different speech sounds; segments individual sounds in words with support
- [K] 1.1.2 Student identifies all letters by name and most common sound; orally reading some high frequency sight words
- [K] 1.1.4 Student listens to and uses new vocabulary in context

Learning Objectives:

The student will:

- Engage in word play
- Build letter/sound relationships by singing and performing the motions of the *Iditer-cise* song
- Successfully cut the puzzle into pieces on the designated lines developing fine motor skills
- Successfully put the puzzle pieces together, naming each letter and its sound, and “reading” the word Iditarod.
- Engage in letter fluency by naming the letters in Iditarod in random order as

Method of Assessment for Learning:

Students will perform each learning objective individually with the teacher.

<p>quickly as possible</p> <ul style="list-style-type: none"> Engage in phonological awareness by naming sounds of letters presented in random order 	
<p>Procedural Activities:</p> <ol style="list-style-type: none"> The teacher introduces the <i>Iditer-cise</i> song by naming the letters in the word Iditarod and the sound that each letter makes, noting that vowels have two or more sounds. The first "I" in Iditarod has the long sound, where the second "i" has the short sound. The "a" makes the "uh" (schwa) sound and the "o" makes the short sound. Students are shown how to punch out the letter and its sound like a boxer, being sure to cross their mid-line. Take this opportunity to tell students that brain research shows us that every time we cross that imaginary line that runs down the middle of our bodies we are making bridges from one hemisphere of our brain to the other, making our brains work better and therefore making them smarter! Set boundaries of where students should stand and how to be in control of their bodies so they don't "punch" their neighbor. Follow this introduction of the <i>Iditer-cise</i> song with cutting out the Iditarod puzzle. (Copy the puzzle, glue to construction paper, then laminate for a puzzle that can be used over and over for a variety of activities. Have each child save his/her puzzle in a plastic bag or envelope with his/her name on it.) Have students put the puzzle pieces together daily. Have a model for them to copy the first few days. When it is clear that the student no longer needs a model, have them put the pieces together, name each letter and the sound each letter makes. Time students for fun to see how quickly they can put the puzzle together. For fluency, mix up the letters and have the students name the letters as quickly as they can. Extend the activity by having them name the sounds each letter makes. Point out the places in the classroom where the word Iditarod is printed. Do the same with books, opening to a page where the word Iditarod is printed and have students pick out the word. 	
<p>Materials Students Need:</p> <ul style="list-style-type: none"> Puzzle Scissors Plastic sandwich bag or envelope 	
<p>Technology Utilized to Enhance Learning: www.iditarod.com</p>	
<p>Other Information: Use the <i>Iditer-cise</i> song to begin class to get the Yah-Yahs out!</p>	
<p>Modifications for Special Learners/ Enrichment Opportunities Every student can successfully participate in the <i>Iditer-cise</i> song and the puzzle activity. Allow students to use a model as long as they need it to put the puzzle together.</p>	