



Thematic Unit:

Consonant digraphs sh and wh

Elizabeth carlos

Learning in the 21st Century

Professor Jeffrey Mckendricks

January 4, 2009

Table of Contents

Thematic Unit Consonant digraphs:
sh/wh

<i>Abstract</i>	<i>Introduction</i>
Proposal	1
<i>California core standards</i>	2
ISTE-NETS standards	3
Comment 1 Bloom’s Taxonomy	4
<i>Comment 2 Gardner’s Multiple Intelligences</i>	5
Comment 3 Bloom and Gardner’s Matrix	6
Comment 4 Integrated Technology and Multiple Intelligences	7
Thematic Unit Matrix Grid (Bloom and Gardner intersections).....	8
ACT Project –Assessing Classroom Technology	9
Work Cited page.....	10

Abstract

This thematic unit addresses consonant digraphs sh and wh, in a non traditional manner, where books and worksheets are not the main outlet for delivery, instead technology has been integrated for the 21st century learner. Students will create, understand, relate, and use technology as means to comprehend complicated digraphs. This thematic unit incorporates the work of Gardner and Bloom; two very prominent educational cognitivists that have helped shape this thematic unit. Student's multiple intelligences as well as Bloom's six taxonomies are addressed in every lesson plan. All lesson plans meets both the California state content standards for second graders and is compliant with the international and national educational standards (ISTE-NETS). Students will work as groups, independently as well as be part of whole class instruction; students will create meaningful and exciting projects that highlight their learning progress in consonant digraphs. Each activity is unique and engaging, which is something that second graders will love to dive into.

Thematic Unit: Digraph SH/WH

Proposal: I chose my thematic unit on the digraphs sh/wh because many students especially students in Special Education struggle with these two sounds. Usually complicated digraphs in consonants are quickly reviewed in a phonemic lesson, and are overlooked by teachers. In my thematic unit students will learn to connect, understand, and identify these two digraphs. Students will use various modalities that address each student's multiple intelligences. Students will learn beyond the digraphs and learn how it is applied in "real sense", students will create vodcasts, plays, board games, story boards, pamphlets, all while connecting their understand of the digraphs sh/wh with two stories that utilize those digraphs throughout the text. The two stories that will be used are, sh/ Sheep on a Ship and wh/a Whale of a Book. Students will have a diverse array of learning experiences working, individually, with groups, and as a class. Students will create, work, and problem solve as team members where discussions, activities of the two digraphs will take place. By providing, outside, and inside educational resources, students will learn more than just being able to sound out the digraphs sh/and wh, they will become life long learners of sounds, books, whales, sheep's and hopefully carry with them fond memories of their creations and learning experiences.

Materials needed:

Video camera, tape recorder, Elkonin boxes, bingo dots, and playing card games, picture cards, brown paper bags, googly eyes, markers, colored pencils, white butcher paper, book templates, word warm up exercises sh/wh, Venn diagram graphic organizers, and Shutterfly account for digital photo book.

Books:

Sheep on a Ship by Nancy Shaw

Whale of A book by Teacher create Resources #254 Unit Sea Animals

Music: A whale's song by Project stream-www.whalesong.net

Computer programs: IMovie, Garageband, Microsoft Word

CA- California K-12 Academic Content Standards

1.0-Reading:

1.9 , 1.17

2.0-Reading Comprehension:

2.6

3.0-Literary Response and Analysis:

3.1

2.0-Writing:

2.2

1.0-Listening and Speaking:

1.1,1.2

1.0-Mathematics:

1.1,1.2

1.0-Dance:

1.1

2.0-Music:

2.4

2.0-Theatre

2.2

2.0-Visual Arts

2.4, 2.8

ISTE

1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1,2) such as electronic books simulations software, and Web sites. (6)
2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1,3,4)
3. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1,2,6)
4. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1,3,4)
5. Demonstrate the ability to navigate in virtual environments

Comment 1: Bloom's Taxonomy

In Bloom's original six taxonomies; knowledge, comprehension, application, analysis, synthesis, and evaluation all emphasize an intellectual process of new knowledge being learned. Since the creation of Blooms learning taxonomies in 1956, Anderson and Krathwhol have created a revised version of Bloom's original taxonomy (Cruz, 2003). For my thematic unit Anderson's and Krathwhol's 2001 revised version was the perfect fit for my unit and students. The following are the six revised taxonomies, remembering, understanding, applying, analyzing, evaluating, and creating.

In the first taxonomy; remembering, students should be able to recognize and recall the newly acquired information. In the thematic unit, consonant digraphs sh and wh are presented in a variety of ways in order for students to acquire such information. The following are two examples that meet the first cognitive, and knowledge dimension. Students will identify and write the consonant digraphs, sh, and wh into a mini created digraph book, using both stories, *Sheep on a Ship* by Nancy Shaw, and *Whale of a Book* by TCR. The second activity will reinforce newly acquired information, while creating a fun dynamic approach. Students will play a sh and wh bingo game. Students will have both auditory and visual support with the use of consonant picture cards while they are read aloud. In the second learning dimension, understand, students should be able to comprehend and explain the information. In the unit, students will explain the features of a blue whale, view images online, draw, and write at least two sentences for each body part. By extending students learning in the comprehension phase, students will link consonant wh sounds to the whale story as well as the research that went behind it, making it a teachable moment.

In the third learning dimension, apply, this is when students should relate the learned skill in a new situation, in my thematic unit students will work in groups and create a song that uses sh, and wh digraphs. Songs will be video recorded and presented in class. In the fourth dimension, analyze, requires that students break, identify, and make relationships among newly acquired information. In this case, students will create a poster board that explains the story sequence for the story *Sheep on a Ship*, and present it in class. The next dimension is evaluate, students should have the ability to make judgment about information and decisions. Students will evaluate as a group the features of the classroom's favorite whale and present it in class; another activity is students will be video recorded as they explain the main problem in the story *Sheep on a Ship*. In the last strand, in Bloom's revised taxonomies, is create. In this level, students should be able combine all the skills, and new information into an original product. For my thematic unit, students will create a vodcast based on one of the digraph songs they created. Another example of create is students will make informational pamphlets on whale. Student's work will be scanned and presented in class through Promethean. Both of these activities are only two out 7 that can be used in order to build a strong informational foundation that can extend their learning experience for years to come.

Comment 2: Gardner's Multiple Intelligences

Howard Gardner's theory of multiple intelligences, proposes that there are eight different intelligences that deserve equal recognition and importance that can be nurtured using strategic and pedagogical techniques in an educational setting (Gardner, 2008). The following eight intelligences will be described using various activities that will be used in my thematic unit.

Bodily kinesthetic intelligence, involves students learning through the use of manipulatives, rhythm, and uses their body movements to express, or solve problems. For the unit, students will work in groups in order to create an informational dance video for one consonant digraph either sh, or wh. Interpersonal intelligence, students use social skills collaboration and communication as a way to understand and learn new material. In the unit, students will work in-groups and contribute to the consonant digraph sh, and wh mural, by including at least four pictures that represent each digraph. Intrapersonal intelligence allows students to learn best by making personal connections to the curriculum, either through reflecting, analyzing, or contemplating newly acquired information. In this case students will create a sh and wh consonant digraph book with pictures and descriptions based on personal or outside items, that they may have seen at home or around their neighborhood.

Logical and mathematical intelligence, students learn by looking for patterns and using logical reasoning. In my thematic unit, students will graph how many digraphs were found in *Sheep on a Ship*. Students will then present data (graphs) to the class. Musical rhythmic intelligence, students have the ability to use patterns, rhythms and sounds to learn. Students will listen to *a whale's song* and discuss in partners how the song made them feel, then students will write a rhythmic limerick poem that expresses their feelings toward the whale song. Visual spatial intelligence, focuses on students being able to picture ideas and solutions, one example of how my thematic unit meets this requirement is having students create a game board for one consonant digraph, another activity is having students draw and write a different ending for the story *Sheep on a Ship*.

In verbal and linguistic intelligence, students use their communication and social skills to solve or work through problems. In the unit, students will brainstorm as a group words that end and begin with consonant digraphs sh, and wh. Students will present their results in a poster board in front of class. The last intelligence, naturalistic, is Gardner's newest addition to his Multiple Intelligence theory (Fabio, 2008). In this intelligence, students work well categorizing, and classifying, students also make connections to elements in nature. The thematic unit, sparks student's interest in species and the environment by having students learn about a variety of whales, as well as consonant digraphs. Students will evaluate how whales survive in the wild, by watching discovery videos, and using graphic organizers to record their findings.

Comment 3: Bloom's and Gardner's Matrix

In order to design a thematic unit that promotes a higher levels of thinking, the Bloom and Gardner integration matrix allows for lesson plans and thematic units to be created simply by combining activities where both Bloom's taxonomies and Gardner's MI's intersect. Bloom's six taxonomies lie in the upper X-axis, while Gardner's lie in the Y-axis. The following are some examples of the activities that have been created for the thematic unit based on the X and Y intersections of the Bloom and Gardner's grid.

In this intersection, on the X-axis we have Bloom's synthesis or *Create* dimensions of learning and on the Y-axis we have Gardner's *Interpersonal Intelligence*. For this intersection, students will contribute to a class mural by including pictures and words that either end or begin with a consonant digraph sh, or wh. The activity incorporates a reflection and generation of something original based on what they have learned, as well incorporates interpersonal abilities. Another intersection includes Blooms' X-axis, *Evaluate* and Gardner's *Bodily Kinesthetic Intelligence* on the Y-axis. Students will play a sh and wh word hunt game in the playground. In this activity students are given the opportunity to use their whole body in order to physically find words in the playground, it also allows students to evaluate and identify the consonant digraphs for each, by using newly acquired knowledge from previous lessons, or activities. In the Bloom and Gardner's grid all the activities have to include a portion of each taxonomy and intelligence, so that they overlap. Neither one intelligence nor taxonomy is greater than the other, instead they work together in order to form one intersection that increases student's higher levels of thinking and promotes a memorable teaching experience. One interaction that is included in the thematic unit is Bloom's X intersection of *Understand* and Gardner's Y intersection of *Musical Rhythmic Intelligence*. Students will listen to *A Whale's song* and discuss as a group how the song made them feel, then they will write a limerick poem based on their feelings. In the musical and rhythmic intelligence, students learn well with rhythm and patterns, in Blooms' understand taxonomy, students need to explain, interpret, and classify what they have learned. In the activity, students will be listening to *A Whale's song* and interpret not only the song's lyrics, but also their feelings toward it. Students will then apply what they have learned into a poem, that incorporates rhythm.

One of the last intersections that I will be discussing is Blooms' X intersection of *Apply* and Gardner's Y intersection of *Visual Spatial Intelligence*. For the unit, students will create a game board for one the digraph sounds. With this activity, students are accessing their ability to think in pictures and visualize outcomes (Fabio 2008). Students are also implementing what they have learned about consonant digraphs and have to come up with a plan of how they are going to execute a game board that will allow their peers to successfully, identify, and understand each sound.

Comment 4: Integrated Technology and Multiple Intelligences


Educational technology and Gardner's multiple intelligence theory continues to challenge traditional views of intelligence and learning. By integrating educational technology and Gardner's multiple intelligences into a thematic unit, it allows educators to reach a wider spectrum of students by allowing them to use their strengths and abilities, in order to deepen their understanding of the new material.

According to Gardner's *Multimedia and Multiple intelligences* article, using a one size fits all model only cripples and disables our students, because it does not allow them to express, understand, or give the opportunity to learn in a way that makes sense to them (2008). One example where students learn through multimedia is through discovery education, instead of just focusing on the traditional view of language and logic, I wanted students to view whale videos that explain specific body features of a variety of whales. Students will then record their findings into a graphic organizer. With the interaction of the media, students can get a real and visual sense of each body part, for example an explanation of baleen in a book may seem confusing and at times boring, but show a video of a whale using their baleen in feeding and the dynamic of learning has automatically changed. In this activity, a variety of intelligences are used, visual, naturalistic, logical mathematical intrapersonal and interpersonal. When multimedia is used in conjunction with educational goals, it has the power to create an enduring and genuine understanding of the material (Gardner, 2008).

Another example where Gardner's multiple intelligences, and technology are used are in activities where students create a product of what they have learned. In the thematic unit, students create a consonant digraph sh, and wh digital photo book online. All students contribute one page to the photo book that can be accessed online and projected in Promethean, so that all students can view the final product. Students are given the opportunity to create, evaluate, and reflect what they have learned by either using a visual, linguistic, or a photo representation of the consonant digraphs. This activity taps into interpersonal, intrapersonal, visual kinesthetic, and verbal linguistic intelligences as well blends technology in order to create a final product of what they learned. As an educator this also allows the opportunity to create this finished project into a teachable moment, and clear up any confusion, re-teach, and make sure that all students understand the material correctly.

Integrated technology and multiple intelligences, allow students to absorb and retain information faster than any text that is available out there. Minds come in all shapes and sizes, and ways of learning, understanding, and representing what we know differs drastically from one person to another. It is up to educators to provide avenues for student to feel empowered without feeling that there is only one "right" way of doing it.

Bloom and Gardner Matrix Grid

Bloom  Gardner	Remember (Knowledge)	Understand (Explain)	Apply (Application)	Analyze (Reflect)	Evaluate (Evaluation)	Create (Synthesis)
Bodily/ Kinesthetic	Play a sh, or wh bingo game as a class, using promethean as the master bingo card.	As a class students will play charades, using picture cards that start with sh, or wh.	In groups, Act out an alternative ending for Sheep on a Ship.	All the sh, and wh digraphs and create a puppet for one of those words.	Play a sh, and wh word hunt game in the playground.	A dance video for the digraph vcast.
Interpersonal	Work in partners and read sh, and wh word banks.	Play one of the sh, or wh board games as a group.	Interview students on their favorite book.	As a class vote on a favorite whale.	Evaluate as a group the features of the classroom's favorite whale, and present in class.	A wh, and sh class mural each group will contribute pictures that represent each digraph.
Intrapersonal	Create a story timeline for Sheep on a Ship.	Use elkonin boxes for digraph word banks.	Create story that uses both sh, and wh words. Highlight the words.	Create a poster board that explains the story sequence of Sheep on a Ship.	Write and draw about what your favorite whale.	A sh or wh book based on items that you see at your home.
Logical Mathematical	Create a mini dictionary with digraph words from both books.	List the advantages and disadvantages of being a whale.	Present data (graph) in groups of how many digraphs were found in Sheep on a Ship.	Categorize and list all the different types of whales	Tally off how many words in one of the stories starts and ends with a digraph	Find, count, and graph all the digraphs that are found in one of the stories.
Musical Rhythmic	Listen to the Word Warm Ups, sh, and wh. Time for fluency. (1 minute)	Listen to <i>a whales' song</i> and discuss as a group how that song makes you feel. Write a limerick poem base on your feelings.	Create a song that uses sh, or wh digraphs.	The sounds that whales and sheep make using Discovery videos.	Listen to other student's songs and write a positive comment on it.	A vcast based on the digraph song created.
Naturalist	Students will interview each other as they voice record their experience after hearing the sounds of a whale.	The features of a whale. View images online and draw /write an explanation of each body part.	Create a Venn diagram for a sheep and a whale.	How whales survive in the wild, by watching discovery videos. Students will use graphic organizers to record their findings.	The types of whales that live or migrate in the coast of California-using the internet as are research tool.	An informational pamphlet of whales. Student's work will be scanned and presented in a smart board in front of class.
Verbal/ Linguistic	Write sh, and wh words into your digraph book, based on both stories.	Brainstorm as a group words that begin and end with the digraphs, sh and wh. Write in a promethean and present in class.	Students will tape record their alternative ending for the sh/wh movie.	Write sh, wh words that are read aloud from a power point presentation.	The problem in one of the stories by recording your answer in the classroom's video camera.	In a group create a poem that uses either wh, or sh words. Then, read aloud to the class.
Visual Spatial	Underline with colors all the sh, a wh words from the stories.	Draw pictures of words that begin with Sh, and Wh.	Create a game-board for one digraph.	Draw a different ending for Sheep on a Ship.	Sort picture cards into digraph sounds.	A Wh, and Sh digital photo book.

Materials Available in classroom

1. Elkonin boxes
2. Bingo dots/playing cards
3. Picture cards for sh/wh
4. Markers
5. Colored pencils
6. Book templates
7. Word warm ups exercises sh/wh
8. Computers PC's with internet access (4)
9. Venn diagram graphic organizers
10. Shutterfly account (digital photo book)
11. Books: Sheep on a Ship by Nancy Shaw-Check out in National City public library 21 days-free
12. Whale of book by teacher create Resource#254 Unit Sea Animals-Print out from; www.teachercreated.com

Materials needed for Purchase

Where

Cost

1. Two iMac's -21.5- inch 3.06GHZ



www.storeapple.com

\$2,398.00

2. iLife 09- imovie, iphoto, iweb, idvd



www.storeapple.com

\$79.00

3. Microsoft Office Home and student edition

2008 PowerPoint, excel, word-

www.storeapple.com

\$129.00



Materials needed for Purchase	Where	Cost
-------------------------------	-------	------

4. Two Video Recorders

Flip Mino HD- 60 minutes-

www.store.theflip.com

\$399.99



5. Four Olympus S713 PearlCorder

Microcassette voice recorder-

www.digitaltranscriptionstore.com

\$140.00



6. 24 Brown Paper bags -

www.orientaltrading.com

\$6.99



7. 100 Googly eyes-

www.orientaltrading.com

\$3.99



Total Cost

\$3,156.97

Work Cited:

Cruz, Emily (2003). Bloom Revised. University of San Diego. Retrieved October 22, 2008. <http://edweb.sdsu.edu/eet/articles/bloomsld/start.htm>

Fabio, D. (2008). Howard Gardner's Multiple Intelligences. University of San Diego. Retrieved September 15, 2008. <http://edweb.sdsu.edu/eet/articles/multiintell/index.htm>.

Gardner, H. (2008). Intelligence in Seven Steps. In *Creating the Future: Perspectives on Educational Change*. Dee Dickson Editor. Retrieved November 13, 2008. <http://www.newhorizons.org>

Gardner, H., & Veenema, S. (1996). Multimedia and Multiple Intelligences. *The American Prospect*, Number 29 pp. 69-75