

Lesson Plan: Word Family an

Subject/Grade: Language Arts Grade 1/2		Lesson Title: Word family	
Teacher: Ms. Flunder			
Stage 1: Identify Desired Results			
Outcome(s)/ Indicator(s):			
AR1.1			
Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.			
a) Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions.			
c) Seek feedback from peers, teacher, and others.			
e) Self-check for meaning.			
*Students will be able to identify the rhyme magic an.			
Key Understandings: ('I Can' statements)		Essential Questions:	
I can identify the rhyme magic.		What rhyme magic is this?	
I can identify beginning sounds.		Can you sound it out?	
I can form words with my rhyme magic.		What sound does it make?	
		Can you make a word with our rhyme magic?	
Prerequisite Learning:			
Students have been introduced to letters, letter rhymes, and vowels.			

Instructional Strategies:

Provide opportunities for student practice

Learner-centered methods

The discussion method

Exercises

Stage 2: Determine Evidence for Assessing Learning

Students will be assessed with their sound recognition and being able to form words with sounds. As students work on an book, the teacher will walk around to have one on one discussion.

Stage 3: Build Learning Plan

Set (Engagement):
mins

Length of Time: 25

As a whole group lesson students will work on learning consonants; the students will be asked to circle the objects that have the same beginning consonants. The students will be asked to say the letter and the sound the letter makes.

Development:

Time: 5 mins

Read a poem with the class with some of the beginning sounds covered up; ask students to think of what the letters could be by sounding out.

Learning Closure:

time: 40 mins

Students will work on an family booklets, they will trace words that have an in it and then write the words twice on the lines. Then students will cut out letters with part of a picture on it and glue it to create the word/ picture.

Materials/Resources:

Smartboard activities

Pencils

Glue

scissors

Possible Adaptations:

Different manipulatives/
loose parts

Differentiation:

Fidget spinners

No time limit for
smartboard activities

Movement breaks

Management

Strategies:

Eyes on me

Rules of the classroom

Quiet bodies

Calling students up who
are losing focus

Safety Considerations:

Use hand sanitizer to
limit contact between
students and
smartboard

Stage 4: Reflection