

**Lesson Plan: Word Family at**

<b>Subject/Grade: Language Arts Grade 1/2</b>		<b>Lesson Title: Making Rhymes</b>	
<b>Teacher: Ms. Flunder</b>			
<b>Stage 1: Identify Desired Results</b>			
<b>Outcome(s)/ Indicator(s):</b>			
<b>AR1.1</b>			
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 if words rhyme by listening and saying the end sound.			
<b>Key Understandings: ('I Can' statements)</b>		<b>Essential Questions:</b>	
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?	
<b>Prerequisite Learning:</b>			
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 at book, the teacher will walk around to have one on one discussion.

**Stage 3: Build Learning Plan**

**Set (Engagement):**

**Length of Time:** 5 mins

Start the PA 1 word rhyme smartboard lesson, this lesson will be slide 1-4, the first slide the teacher goes over the rhyme magic at and begins forming words using beginning sounds. Sound each letter out and ask students if it is a sentence. Check each letter.

**Development:**

**Time:** 15 mins

The next slide the students will move beginning sounds to the rhyme word at, and will try and form words on their own. Calling up a couple students in each row. Students will then group read a short poem and will be asked to look for words that sound the same. Such as cake and bake.

**Learning Closure:**

**time:** 45 mins

Students will work on at family booklets, they will trace words that have at 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

	<p>No time limit for smartboard activities</p> <p>Movement breaks</p> <p><b>Management</b> Strategies: Eyes on me</p> <p>Rules of the classroom</p> <p>Quiet bodies</p> <p>Calling students up who are losing focus</p> <p><b>Safety Considerations:</b></p> <p>Use hand sanitizer to limit contact between students and smartboard</p>
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**Stage 4: Reflection**

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