

Subject/Grade: English Language Arts Kindergarten

Lesson Title: The _at Word Family

Teacher: Halle Reimer

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CCK.2

Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways.

d) Combine words and images to make meaning.

CRK.3

Listen, comprehend, and respond to gain meaning in oral texts.

b) Use strategies to construct and confirm meaning when viewing:

- make connections to background knowledge (before)
- identify important ideas and events (during)
- recall (after).

c) Use language cues and conventions to construct and communicate meaning.

- explore sounds and rhymes (graphophonic).

d) Follow simple directions correctly and independently (e.g., Please put away your crayons and put your picture on the shelf.) and remember instructions given earlier.

Key Understandings: ('I Can' statements)

I can make connections between pictures and words.

I can identify important ideas and information.

I can recall new knowledge during guided work.

I can explore sounds and rhymes.

I can follow directions and remember instructions given prior to engagement in activities.

Key Questions:

Can I make different words by switching the first letter with another letter?

Can I sound out words, by breaking the word down into smaller parts?

What sound does "at" make?

What part of rhyming words sound the same? The beginning or end?

Prerequisite Learning:

Students must have previous knowledge of the letters "a" and "t," what sound they make and what they look like.

Must understand vocabulary such as letters, rhyming.

Stage 2: Determine Evidence for Assessing Learning

Formative Assessment:

Observation

- Are they participating?
- Are they writing the letters in the air and sounding out the words?
- Are they able to follow along during guided work?

Formative Assessment:

Class Discussion/conversations:

- Are they identifying letters and their sounds (how they sound separate as well as together)?

- Asking students to sound out the different words from the flip book (Are students offering ideas during discussion? Are they finding similarities between words?)

Formative Assessment:

Word Family Trains:

- Are pictures attached to the train correct?
- Are students following along to my steps?
- Are students participating; telling me what the picture is of, sounding out the words, and identifying where they go?

filling out comment rubric for assessment

Stage 3: Build Learning Plan

Set (Engagement):
minutes

Length of Time: 5

- Ask students what a rhyme is
 - What two words might rhyme?
 - What part of the word sounds the same? The beginning or the end?
- Have students prepare themselves to listen to the "Word Family _at" video
- Before playing the video, briefly explain to students that while they are using their listening ears they should be listening for rhyming words.
- Once the video is over, ask students if they have heard any rhyming words.
 - Call on students to share what rhyming words they heard
- Ask students why they think these words rhyme? What part of them rhymes? The beginning or the end? Do you think we could make different words if we replaced the first letter with something else?

Instructional Strategies:

- Video
- Group Discussion/ Brainstorming
- Writing in the Air
- Hands on Activity (Glueing, Colouring)
- Modelled Work
- Guided Work

Materials/Resource

- [Word Family _at ...](#)
 - start at 1:14
- White Board Markers (or Chart Paper and Markers)
- [Train Car Activity](#)
- Large Pieces of Paper
- Pencils
- Glue stick
- Sticky Tack
- Crayons/Markers
- [Kindergarten Ru...](#)

Development:
minutes

Length of Time: 10

- On chart paper or white board, I will draw two circles, one inside the other. In the smaller circle I will write "at"
- I will ask students to sound it out. What sound does "a" make? What sound does "t" make? What do they sound like when we put them together?
- I will prompt students to think of a word ending in "at" and then I will draw a picture of it in the larger circle
- From there students will be encouraged to help me sound out the word. Letter by letter we will sound out and spell the word (I will write the word under the picture and they will write it in the air)
- I will then ask students to raise their hand to say the word, I will call on a few students and then have everyone say it as a class

Possible

Adaptations/ Differentiation:

- Allow students to use markers to colour in their trains to gain their engagement (they seem to find markers more exciting than crayons)

- Repeat the process a few more times (four to six total.. Depending on time)
- To finish we will go over all the words one last time as a class, sounding them out and writing them in the air with our fingers.

Learning Closure:
minutes

Length of Time: 20

- Blank train cars will be handed out to students. The engine will have “-at” written on it and the train cars will have various pictures of animals, objects, etc.
- I will have my own set of train cars and use sticky tack to attach them to the white board so students have a live demonstration to follow along to.
- As a big (for the most part, student-led) group we will go through each individual train car.
- I will ask everybody to find the same train car that I have picked up and tell me what the picture is (a cat, a dog, a bat)
- Students will then be asked to help me sound it out letter by letter
- Students will be asked to identify if the picture of the word belongs to the -at family or not (there will be pictures of words that are apart of the -at family as well as ones that are not apart of the family)
- Students will be directed to glue the cars that belong to the -at family onto the train engine one after the other; the cars that do not belong will park on different train tracks.
- Students will be asked to colour their train engine, train cars, the supplies being carried (objects), as well as the passengers (animals/people).
 - They may use marker and crayons
 - Encourage students to be neat, tidy, and stay in the lines

****Depending on time and their glueing skills I will either have students glue their trains to their train tracks, or I will do it in my spare time for them****

Management Strategies:

- Switching instructional strategies to keep students engaged
- Checking for understanding after discussions and explanations of the topic.
- Shorten or remove sections of the lesson if students appear bored or to have lost attention
- Orally acknowledge that students have X.

Safety

Considerations:

- Encourage students to share ideas during discussion
- If they forget their answer, have them think on it and come back to them later
- Do not push students to share ideas.
- Offer help when needed.

