

Lesson Plan by: Lauren Houser

Lesson: Reading, Word Families (-udge, -ight, -umb, -ound)

Length: 25-35 minutes

Age or Grade Intended: 3rd Grade

Academic Standard(s):

Language Arts 3.1.1 Know and use more difficult word families when reading unfamiliar words.

Performance Objectives:

Given a word family, the student will be able to identify the correct word for a given sentence with 80% accuracy.

Assessment:

Students will complete a worksheet entitled "Word Families". One side of the work sheet will be completed with a partner and one side of the worksheet will be completed independently. The teacher will check to see that both sides of the worksheet have been completed and score/grade the worksheet to check for student accuracy.

Advanced Preparation by Teacher:

1. Chalk and access to a chalkboard (or dry erase markers and a whiteboard)
2. an overhead transparency with the following sentences written on them:
 - a. I like to eat chocolate _____.
 - b. Joel was reading the book "Henry and _____"
 - c. Does your dad work as a _____.
 - d. We cannot let our friends _____ in line.
3. An overhead marker
4. A copy of the double-sided worksheet entitled "Word Families"

Procedure

Introduction/Motivation:

1. Ask the students if they know how to rhyme words.
Bloom's: Knowledge
2. Write the word cat on the board and ask the students to give you 4 words that rhyme with cat.
Bloom's: Knowledge, Application
Gardner's: Verbal-Linguistic, Visual-Spatial
3. Ask the students what all the words have in common. Ask the students how the word cat is related to at [insert a student's example here, such as *bat*]. Circle the *-at* ending for students and let them know that the letters in the circle, *-at*, are called word families. Tell students that words that end with *-at* are all in the same word family.

Bloom's: Knowledge, Comprehension, Synthesis
Gardner's: Verbal-Linguistic, Visual-Spatial

Step-by-Step Plan:

1. Tell students that they will be working with be practicing words that have harder word endings. Let them know that as a class they will be working on words that end with *-udge* as a class.
2. On the right side of the chalkboard write the letters: *b, f, j, and m*.
3. Draw a line down the center of the chalkboard and on the left hand side of the line write the word family *-udge* (in large enough letters for all students to see).
4. Ask for a student volunteer to read the word family *-udge*.

Gardner's: Verbal-Linguistic

5. Call on a student to form a word by picking a letter from the right hand side and adding it to the beginning of the word family *-udge*. Have another student volunteer write the word on the board for the whole class to see.

Bloom's: Knowledge, Application

Gardner's: Verbal-Linguistic, Visual-Spatial

6. Continue calling on students to form a word and write the word on the board until all five words have been formed.

Bloom's: Knowledge, Application

Gardner's: Verbal-Linguistic, Visual-Spatial

7. After all of the words have been formed have the entire class read the word together out loud as your point to them.

Gardner's: Verbal-Linguistic

8. Project the following sentences on overhead projector (or write them on the board):

- a. I like to eat chocolate _____. (fudge)
- b. Joel was reading the book "Henry and _____" (Mudge)
- c. Does your dad work as a _____. (judge)
- d. We cannot let our friends _____ in line. (budge)

9. Have student volunteers identify the correct word for each sentence. Have a student volunteer read the entire sentence with the correct word choice out loud.

Bloom's: Knowledge, Comprehension, Application

Gardner's: Verbal-Linguistic, Visual-Spatial

10. Tell the students they are going to practice using more word families with a partner now. Students will work with their seat/table partner at their desks.
11. Hand out the worksheet "Word Families" and tell students to turn the paper over to the side labeled "Partners" at the top. It will have a picture of two students working together. *Great!*

12. Read the directions of the worksheet to the students. Tell students that they are going to be forming word families with their partners just like everyone did as a class. When they have written all of the word families down on the paper, students need to read their newly formed words to each other.

Gardner's: Verbal-Linguistic, Visual-Spatial, Intrapersonal

13. When students are done with the "Partner" side of the worksheet they are to turn the worksheet over and work by themselves on the other side (This side of the worksheet will have a picture of one student working by themselves to signal "solo work"). Students need to read the directions on the "Solo" side and complete the activity by themselves quietly.

Gardner's: Verbal-Linguistic, Interpersonal

14. When a student is finished with completing the sentences they need to turn the assignment in. Students need to get out a book quietly and read while the rest of the class completes their work.

Closing

15. When the entire class is finished with their worksheet, call student attention the board again.
16. Write the word “flight” on the board and ask the students to identify the word family. Circle the word family.
Bloom’s: Knowledge, Comprehension
Gardner’s: Verbal-Linguistic, Visual-Spatial
17. Ask the students to give you four examples of words with the word family *-ight* and write those examples on the board (*bright, might, knight, night, light, right, tight, tonight, delight...*)
Bloom’s: Knowledge, Comprehension, Application
Gardner’s: Verbal-Linguistic, Visual-Spatial
18. Ask the students how they created those words. Did they try to find rhyming words? Did they go through the alphabet letters in their heads and try to make words?
Bloom’s: Knowledge, Comprehension, Application, Synthesis
19. Tell students that when they will be reading more books now with the word families they just formed. Let students know that when they see the see those word families in their books or papers they will be able to recognize the word family endings and will know how to read the word. Inform students that they can also use these word families in their writing too.

Adaptations/Enrichment:

For 2 students who need enrichment: The student will need to devise their own story using the word families. The students can write their own stories (on a separate piece of paper or on the worksheet itself) using the word families from the front of the worksheet, *-ump* and *-ound*. Provide students with following example that uses the words with *-udge* from the class activity earlier: “I have a dog named Mudge. He ate all of my chocolate fudge. My mom was mean like the judge and made him sleep outside. Even though I begged her to let him come in she would not budge”.



For 2 students with learning disabilities (Basic Reading Skills): Students are provided with picture cues to assist them on the worksheet when they are forming their word families. Students will be allowed to check their work with a partner.

For student whose 2nd Language in English: Student is provided with picture cues to assist them on the worksheet when they are forming their word families. Student will be allowed to check their work with a partner.

Student with Central Auditory Processing Disorder: Student will work with their partner at the back table by the coat closet (this is to help minimize distractions).

For the student with ADHD: This student will be the one who writes the words in the word family *-udge* on the board during the beginning of the lesson.

Self-Reflection:

Did I leave enough time for explaining the Step-By-Step Part? Did the activity feel rushed? Should I have provided more or less time to complete the worksheet?

Do I need to reword my questions? (Were the questions too hard? Do I need to ask more questions?)

Did the students understand what I was asking them to do?

Were the students able to accomplish the task successfully?

Was the worksheet too easy for the students? Was the activity too hard for the students?

Should I have let students work with a partner on both sides? Should I have made students work on the entire worksheet independently?

Did the students understand what I was asking them to do and pass the assessment part? If they did not pass, why did they not pass (not paying attention, didn't "get it", other reasons)?



Name: _____

New Word Families

Directions: With your partner, make new words using the letters and the word families. **Circle the word family** after you write down the word. **Read your words** to your partner. **Listen to your partner** read their words and then **fill in the correct word** for the sentences together.

~~b~~, cl, l, d, h, j

1. bump _____
2. _____
3. _____
4. _____
5. _____
6. _____

-ump

- Before I can jump rope at recess I must _____ out my trash in the trash can.
- A camel has only one _____ on their back.

~~s~~, f, h, m, p, r

1. sound _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

-ound

- I think I _____ out what the scary _____ was from.
- I got my dog from the dog _____. Do you have a _____ toy that my _____ dog can play with?

New Word Families

Directions: By yourself, make new words using the letters and the word families.
Circle the word family after you write down the word.

f, l, ~~kn~~, m, n, br, t, r

1. knight _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

-ight

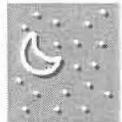
Directions: Read the sentences and **fill in the correct word** from your word family above.

1. Once upon a time, there was a brave young knight.



2. I took a _____ on an airplane last Christmas.

3. I do not go outside at _____ because it is too dark to see.



4. There were no clouds today so the sun was very _____.



5. His coat is too _____ for him to wear outside.



6. The teacher told the students to raise their _____ hands.



7. We are not allowed to _____ at school.



8. The ants lifted the apple with all their _____.



Manchester College
Differentiated lesson plans- EDUC 315



Name: Lauren

Teacher: Mrs. Gust

Date : _____

Title of Work: Word Families

| | Criteria | | | | Points |
|--|--|---|--|--|-----------|
| | 1 | 2 | 3 | 4 | |
| MC Lesson Plan Format with explicitly stated Academic Standards. | Lesson does not follow MC format or state academic standards. | Lesson does not follow MC format but does state academic standards. | Lesson plan follows most of the MC format and explicitly states academic standards. | Lesson plan follows MC format correctly and explicitly states academic standards. | <u>4</u> |
| Lesson Plan Objectives | Objectives are not included. | Objectives are included, but are not correctly written or do not relate to the stated academic standard(s). | Objectives are included, relate to stated academic standard(s), but are not written correctly. | Objectives are well written, and correlate well to stated academic standard(s). | <u>4</u> |
| Procedures are thoroughly written, including Gardner's MI and Bloom's Taxonomy questions. | Procedures are unclear and do not include Gardner or Bloom references. | Procedures are mostly clear and attempts to include Gardner and Bloom references. | Procedures are clear and references to Gardner and Bloom are attempted. | Procedures can be easily replicated by others including Bloom's questions and the use of Gardner's MI. | <u>4</u> |
| Adaptations/Modifications | Lesson does not include reasonable adaptations and/or modifications. | Lesson includes one or two reasonable adaptations and/or modifications. | Lesson includes more than two reasonable adaptations and/or modifications. | Lesson thoroughly details reasonable adaptations and/or modifications that are exemplary. | <u>4</u> |
| Grammar and Spelling | 5 or more errors in grammar and/or spelling are present. | 3-4 errors in grammar and/or spelling are present. | 1-2 errors in grammar and/or spelling are present. | No errors in grammar and/or spelling are present. | <u>4</u> |
| | | | | Total----> | <u>20</u> |

Teacher Comments:

Superb work!