**Artifact 1: Word Families lesson plan**

(This lesson will be the same for each pair of same vowel word families.

**Grade Level:** First Grade (Lesson is beginning first grade due to ability level of the student)

**Objective:** Student will correctly identify word families, and apply this knowledge to decode new words within the same word family in a given text.

**Time:**  The lesson is approximately 30 minutes in length. I will be repeating it 5 times, once with each vowel.

**Materials:**

* Letter tiles with a different color on each side.
* Alphabet strip
* Red marker
* White board and marker
* Word family mat (each word family is on its own index card with a blank for the initial sound)
  + \_\_\_\_\_at, \_\_\_\_\_ap
  + \_\_\_\_\_et, \_\_\_\_\_en
  + \_\_\_\_\_it, \_\_\_\_\_\_in
  + \_\_\_\_\_ot, \_\_\_\_\_op
  + \_\_\_\_\_ug, \_\_\_\_\_un
* Text for target word families (varies according to what vowel the lesson is for)
  + Short a🡪 The Rat and the Hat
  + Short e🡪 Get the Pets
  + Short i🡪 Did the pin fit?
  + Short u🡪 The Fun Bug
  + Short o🡪 The Tot and the Mop

**Introduction:** To begin, explain to the child that all words are made up of vowels and consonants. Most words have at least one vowel in them. Using an alphabet strip go through the vowels, a, e, i, o and u. Have the student find them on the strip and circle them with a red marker. Then explain that the rest of the letters that aren’t circled are the consonants. Give an example using the word “it” on the board. Have the student tell you which letter is the vowel and which is the consonant. Repeat with a few more simple words such as at, set, hop and pup.

**Background:** In order to do the lesson, the student needs to know the letter sounds, and be able to put letter sounds together.

**Moving into the lesson:** After the intro activity, explain that not only are words made up of different vowels and consonants, but that each vowel has their own short sound. Explain that they will be learning about (insert vowel for this lesson). Begin by pointing the vowel out on the alphabet strip. Remind them that it is circled in red because it is a vowel. Then go over what the short vowel sound is. Say it out loud, have the student repeat the sound out loud, and give an example of a word that has that short vowel in it (cat, pet, hit, not, cup). Once you have gone over what the vowel sound is, let the student know that they are going to be using that vowel sound to find words with in the same word families. Remind the student that a word family is a group of words that end the same such as mad, bad, and pad. Go over the two word families that will be taught for the lesson. (Word families for: a🡪 at, ap e🡪et, en i🡪 it, in o🡪 ot, op u🡪 ug, un) Once you have gone over what the word families are you may begin the activity.

**Target Activity:** Have the student line the letter tiles up in alphabetical order in an arch on the table. Next have them flip them over so the vowels are a different color than the consonants. Give the student an index card with one of the targeted word family endings on it. Explain that they are going to be making words that are all in the (say the word family you are working on. Ex: at) word family. Model the activity for the student by showing them how to start at the beginning of the alphabet by pulling a letter tile out, placing it on the index card in front of the word family ending, and saying the word. For example, if you were using the “at” word family, you would pull down the letter a tile and place it in front of at on the index card. You would then have the word aat. You would say the word out loud and with the student, decide that it is not a real word, and place your letter tile back in the arch. Then you would move on to the next letter, b. You would pull that letter tile down, place it in front of your word family ending and say the word. You would have the word bat. Then you would ask the student if that is a real word. Hopefully they will say yes and you will show them how to write it down on a white board and move on to the next letter. After you help the student with the example, explain that they are going to go through the rest of the alphabet trying to come up with as many words as they can for the given word family on their own. Watch as they go through the whole alphabet and see how many words they can come up with. Once they have mastered this task, review the words that they came up with. Then, repeat with the same short vowel, but the second word family index card. For example, if I started with the “at” word family, I would now do the same activity with the “ap” word family. **(Standard V)**

**Extension:** If the student is able to do well wth cvc words, and you feel they are advanced enough to try the same word family by using blends or digraphs, allow them to do this. For example, stop is a common word than many students already know how to spell, and the student may try to use this when they are working on the “op” family, and that is acceptable.

**Assessment:** After the target activity is complete, review the words that were created and the two word families that were discussed. Then using the assessment for the corresponding vowel, have the student come up with 4 words within each word family. They are to write them down on the assessment sheet. See artifact 2 for the correct assessment. Once they have completed the written assessment, they will read a text that has the target word families to see if they are able to apply the knowledge of the word families to their oral reading. **(Standard III)**