

-eep Family Lesson Plan

Name: Lindsey Arhart

Date: Wednesday, February 15

Grade Level: Kindergarten

Subject: Language Arts/Math

Lesson Title: -eep Word Family

Objective: The students will be able to...

- actively listen to the words that have -eep in them while I am reading my story.
- identify words that have -eep in them when I write various words on the white board.
- work collaboratively with their group to answer the riddles provided.
- recall from the story and game words that have eep in them.

Standards:

- Reading Standards for Literature K-5
 - Actively engage in group reading activities with purpose and understanding.
- Reading Standards: Foundational Skills K-35
 - Know and apply grade-level phonics and word analysis skills in decoding words
- Speaking and Listening Standards K-5
 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood
- Language Standards K-5
 - Use words and phrases acquired through conversations, reading and being read to, and responding to text

Time Frame: 45 mins.

- 3 mins. = introduce my lesson
- 5 mins = read Sheep in a Jeep
- 10 mins = play -eep Riddle Game
- 25 mins = do -eep art project
- 2 mins = closure

Procedure/Activity:

- Before we begin a new word family we will review previous word families (-uck, -ug).
- Show the students the story. Ask the students what they think the book might be about from the front cover.
- Read the title, author, and illustrator. Ask students to identify who these people are.
- Tell students to make an eep noise every time they hear me say a word that has eep in it.
- Read the story stopping often to ask questions and wait for responses.
- Assign students to a partner.

- Pass out cards.
- Explain the directions on how to play the –eep game. Each pair needs to work together to solve the riddles they will hear on the CD. When they think they have the answer they need to hold up their card.
- To make it harder we will switch and just do cards with words on it.
- After that we will move to our tables to create our –eep art projects. First students will think of ten words that have –eep in them and write them down.
- Cut out the worksheet of –eep words and glue it on to the construction paper.
- Cut out the sheep and glue it onto the construction paper.
- Tear up pieces of cotton and glue them on to the sheep.
- Encourage students to decorate the background of the sheep and to be creative.

Closure:

- When it is time to wrap up the lesson I will ask the students to read to the person sitting next them the ten words they came up with.

Assessment:

- I will assess the students by observation while I am reading, to see what students seem to be actively participating.
- During the game, I will take note of what partners work together and what partners need extra practice in learning to work collaboratively.
- After the students have completed their –eep art projects, I will collect them and be able to tell who understood the lesson by their ability to write eep words.

Accommodations:

- While I am reading the story, Mateo will have his own set of cards so that his interpreter can point to the picture and sign the word for him. I will also provide him with cotton balls to tear apart and glue on the sheep.