

-Ug Word Family Lesson Plan

Name: Lindsey Arhart

Date: Tuesday, February 23

Grade Level: Kindergarten

Subject: Language Arts/Art

Lesson Title: -Ug Word Family

Objective: The students will be able to...

- actively listen to the words that have –ug in them while I am reading my story.
- identify words that have –ug in them when I write various words on the white board.
- correctly create a pull through and be able to read the words that are shown.

Standards:

- Reading Standards for Literature K-5
 - Actively engage in group reading activities with purpose and understanding.
- Reading Standards: Foundational Skills K-5
 - 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

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Time Frame: 45 mins.

- 3 mins. to introduce the lesson
- 5 mins. to introduce the book and the word family –ug
- 10 mins. to read the story
- 5 mins. to test the students on their ability to identify –ug words
- 20 mins. to make the pull through
- 2 mins. to wrap up the lesson

Procedure/Activity:

- Discuss with students previous word families (-ig, -uck).
- 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.
- Read the story. Stop to change the wheel to match the letter to the correct word. Ask students to clap when they think the word is correct.

- At the end of the story ask the students to identify the –ug words. I will write that have –ug in them and words that don't. For example, bug is this a word that belongs in the word family –ug? Is duck apart of the –ug family?
- Explain the pull through. First students will cut off the strip at the bottom and the bug pattern. Then they will make another cut on the bug pattern, like a window. Put the bug pattern face down. Thread the strip through the window and tape the ends of the strip together to form a loop. Turn the pull-through over and pull the loop through to reveal the first initial consonant.
- Once the students are done they must bring their pull through up to me and read each –ug word, before it is completed.

Closure:

- To end the lesson, I will have the students go around in a circle and say one word that has the –ug in it.

Assessment:

- While I am reading my story, I will be assessing student's nonverbal and verbal behavior to determine if they seem to be able to follow along with me.
- When I write the words that have –ug in them and the words that don't have –ug in them, I will observe what students correctly answer the –ug words.
- After the students make their pull through I will assess the students on their ability to read each word by asking them to individually read each one for me.

Accommodations:

- By creating multiple ways of presenting my lesson through the story, white board, and a hands-on activity I am helping the students who have trouble paying attention to continually refocus on my lesson.