

## -ill Word Family Lesson Plan

Name: Lindsey Arhart

Date: Thursday, March 1

Grade Level: Kindergarten

Subject: Language Arts

Lesson Title: -ill Word Family

Objective: The students will be able to...

- actively listen to the words that have -ill in them while I am reading my story.
- identify the -ill word that is on their card and then hold it up when I say the -ill word in the story.
- read the -ill words with me from the book I have created for them.
- correctly play -ill scrabble and add up the letters to determine their finally score.
- write a letter next to each -ill word to make a new word.

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

Time Frame: 45 mins.

- 5 mins. = introduce lesson/read Jumping Jill Went Down the Hill
- 10 mins. = hand out -ill cards and re-read Jumping Jill Went Down the Hill
- 5 mins. = read -ill books
- 15 mins. = -ill scrabble
- 10 mins. = -ill worksheet

Procedure/Activity:

- Quick review of previous word families. Introduce new word family. Start off by explaining that sometimes when we are -ill we may go to the doctors to get better. Today we are going to learn how to spell -ill.
- Show cover of book and ask the students to predict what will happen in this story. Ask the students if they see any -ill words.

- Read the story through once. Pass out cards and explain to students that they need to hold up their card when I say that word in the story. Read the story through again. Help students if they need it.
- Practice –ill cheer with students.
- Pass out the books. Have students read the story with you. Pictures are on the front with the words on the back.
- Pass out another set of cards that have the word –ill on it. Ask students to count up the number in the corner. Ask one student to draw a letter out of my bowl. That student will add it to the –ill word, say it, and now count up the number again. They will glue the letter on and write the number on their card. In the end we will see who has the most points and who spelled the biggest word.
- Pass out the worksheet. Ask students to write a letter in front of the –ill word.

Closure:

- Ask each student to say and spell an –ill word that they learned today.

Assessment:

- I will assess the students by observing them when I am reading to determine if they are able to follow along and grasp the understanding of how to spell –ill words.
- The second time I read the story I will assess the students on their ability to recognize the card they have and hear for it in the story.
- After the students have completed their worksheet I will look over each student's worksheet to see if they were able to put a letter on the –ill word to make a new word.

Accommodations:

- I will provide points in my lesson where the students can get up and move to help them re-focus on my lesson.
- Mateo will be given the magnetic letters to use a manipulative to help him learn.