

1st Grade Making Words Lesson Plan

Common Core Standard:

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TN State Standard:

0101.1.9 Spell simple words using developing phonetic knowledge, sounds of the alphabet, and simple consonant/vowel patterns.

0101.1.10 Show evidence of expanding language through vocabulary growth.

Materials:

Large Letter Cards, Pocket Chart, Small Letter Cards for each student, Word Cards for the following words: tricks, is, it, kit, sit, sir, stir, sick, tick, skit, skirt, stick, trick, tricks and blank cards

Introduction:

Students will have read the story *The Gingerbread Man* with the teacher during guided reading. Discuss how the fox tricks the gingerbread man into moving closer and closer to his head and finally eats him. Discuss what it means to trick someone. Add the word tricks to the word wall.

Guided Instruction:

1. Place the letters of the word TRICKS in the top of the pocket chart in a disturbed order.
2. Allow students to organize their letter cards. Instruct the students to make a word with the letters that they have.
3. Call on one student to create their word in the pocket chart. Ask the remaining students if they made this word. Allow students time to recreate the word using their letters.

4. Place the word card on the pocket chart for the created word.
5. Call on another student to create a word on the pocket chart. Allow other students time to recreate this word. Place word card on pocket chart.
6. Repeat the process until all words (is, it, kit, sit, sir, stir, sick, tick, skit, skirt, stick, trick) have been created.
7. Ask if any students have found the magic word that uses all the letters.
8. Sort the created words into rhyming patterns for IR, IT, and ICK.
9. Use the learned letter patterns to spell fit, spit, click, and pick. Guide students in phonetically spelling the new words using the letter patterns that they have learned.

Closure:

Review the spelling patterns for IT and ICK. Remind students that the words tricks is on the word wall to help them spell words with an ICK sound.

Modifications:

The teacher will be observant to ensure that all students have time to manipulate the letters to create words. If any students are severely struggling, the teacher will pair the student with a higher performing student.

Assessment:

The teacher will use informal observation to gauge student participation, engagement, and performance. Teacher will also informally assess student's spelling ability during writing projects and formally during weekly spelling tests.