

Word Study Lesson Plan for Word Families

Day one: Introduction to letter-sound combination

- **Introduce the letter-sound correspondence:**
 - the letter(s) _____ make(s) the _____ sound(s)
 - practice saying and doing the visual phonics 3-5x
- **Introduce making words with the word family**
 - Introduce any new initial sounds: the letter _____ makes the _____ sound
 - When we add sounds to _____ we can make words!
 - Practice making, sounding out, blending and saying the words
- **If there is time: Spell, Write & Draw**
 - Students pick their favorite word – draw a picture of it in their journal
 - Spelling Intro (example):
 - T says the word, students repeat
 - S segments sounds – for example: /b/ - /ăt/, students repeat
 - What sound is first? /b/ Write the letter for that sound
 - What sounds are last? /ăt/ Write the letters for those sounds
 - Students say the word in a sentence and then write that sentence

Days two-four: Introduction to letter-sound combination

- **Warm Up to Reading**
 - Sound Chart, while pointing left to right: say letter name, say sound
- **Making and Reading words**
 1. When we add sounds to _____ we can make words!
Practice making, sounding out, blending and saying the words

OR

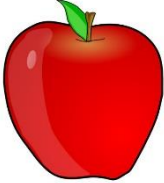


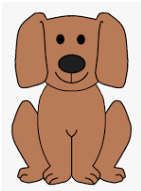

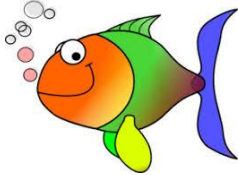


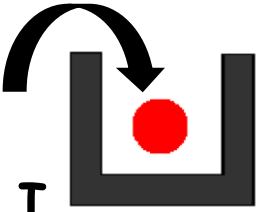
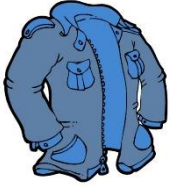





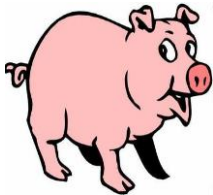








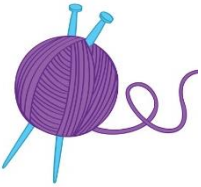
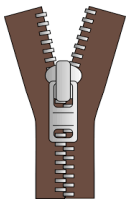
 2. Do variations:
 - Divide up the letter cards and give to the students
 - Divide up the picture cards and give to the students
 - Play concentration with word and picture cards

Always use words in a sentence – model-imitate and/or ask students to make sentences
- **Warm up to Spelling**
 - Students need their journals and a pencil
 - Follow this procedure:
 - Say sound, students repeat
 - What letter makes that sound? Write it
 - Students can use the front of their journals if they forget how to write the letters
 - Provide handwriting instruction and models as needed
- **Saying and Spelling words**
 - Follow the spelling procedure - T dictates words, students repeat, segment, and
 - Practice with as many words you have time for
- **If there is time: Spell, Write & Draw**
 - Students pick their favorite word – draw a picture of it in their journal
 - T dictates words, students repeat, segment, and write
 - Students say the word in a sentence and then write that sentence

Days Five: Reading and Spelling test

- Reading test – using word cards: students blend, say and sign words
- Spelling test – T dictates words, students repeat, segment, and write
- Match word cards to picture cards, glue in journal
- Pick one – draw a picture, write a sentence

Warm up to Reading Sound Chart (short vowels)

<p>A  a</p>	<p>B  b</p>	<p>C  c</p>	<p>D  d</p>
<p>E  e</p>	<p>F  f</p>	<p>G  g</p>	<p>H  h</p>
<p>I  i</p>	<p>J  j</p>	<p>K  k</p>	<p>L  l</p>
<p>M  m</p>	<p>N  n</p>	<p>O  o</p>	<p>P  p</p>
<p>Q  q</p>	<p>R  r</p>	<p>S  s</p>	<p>T  t</p>
<p>U  u</p>	<p>V  v</p>	<p>W  w</p>	<p>X  x</p>
<p>Y  y</p>	<p>Z  z</p>		