

Teaching Script: Word Family Fun - Phonics and Vowels

Topic: Word Families and Phonics

Grade Level: Ages 5-6 (Kindergarten/Year 1)

Duration: 30 minutes

Prior Knowledge Required: Basic letter recognition, initial sound awareness

Key Skills: Phonemic awareness, blending, segmenting

Learning Objectives:

- Identify and manipulate words within the '-at' word family
- Demonstrate understanding of sound blending
- Create new words by changing initial consonants
- Apply phonics skills in reading and writing activities

✓ Magnetic letters/letter cards

✓ Whiteboard and markers

✓ Picture cards (-at family)

✓ Chart paper

✓ Word family flashcards

✓ Student whiteboards

✓ Assessment sheets

✓ Sound buttons/counters

Pre-Lesson Setup (Complete 15 mins before)

Room Organization:

- Arrange chairs in semicircle for opening activities
- Set up three distinct learning stations:
 - Station 1: Magnetic board area
 - Station 2: Picture sorting tables
 - Station 3: Writing practice zone
- Clear central space for movement activities
- Display word family anchor chart prominently

Essential Preparation:

- Test all magnetic letters stick properly

- Ensure sufficient materials for each station
- Pre-write word family examples on chart
- Place assessment sheets in designated area

Opening Segment (Minutes 0-5)

5 minutes

"Good morning phonics detectives! Today we're going on an exciting sound adventure. Let's warm up our listening ears and get our sound spotters ready!"

[Stand in circle formation, use animated expressions]

Warm-Up Sequence:

1. Good Morning Song with Actions:

"♪ Good morning, good morning, what do you say? Let's make some sounds to start our day! ♪"

2. Quick Sound Review:

- Point to mouth for clear sound formation
- Students mirror actions
- Exaggerate sounds: /a/, /b/, /c/

Engagement Strategies:

- Use varied voice levels to maintain attention
- Incorporate hand gestures for each sound
- Praise enthusiastic participation
- Monitor student involvement

Core Instruction (Minutes 5-15)

10 minutes

Word Family Introduction:

"Today we're meeting a very special word family - the '-at' family! These letters are best friends and love to stick together to make words."

[Display large '-at' card and point to letters]

Teaching Sequence:

1. Model Blending:

"Watch carefully! When 'c' meets 'at', they make 'cat!'" [Use arm movements: left arm for 'c', right arm for 'at']

2. Guided Practice:

- Students echo: "c-at, cat"
- Repeat with: "h-at, hat"
- Then: "m-at, mat"

Watch for Common Errors:

- Difficulty isolating initial sound
- Confusion between letter name and sound
- Irregular blending patterns

Support Strategies:

- Visual learners: Use picture cues
- Kinesthetic learners: Add body movements
- Struggling students: Provide sound cards

Interactive Practice (Minutes 15-20)

5 minutes

Movement Activity: "Word Family Action"

"Now we're going to bring our '-at' words to life! When you hear a word, show me what it does!"

[Clear space, students stand in circle]

Action Sequence:

- cat → crawl and meow
- bat → swing imaginary bat
- rat → scurry quickly
- sat → slowly sit down
- pat → gentle patting motion

Management Tips:

- Use "freeze" signal for control
- Model appropriate movement space
- Praise careful listening

Guided Practice (Minutes 20-25)

5 minutes

Station Rotations:

"Now we're going to be word family detectives at our learning stations! Remember to use your quiet working voices."

Station 1: Magnetic Letter Building

- Materials: Magnetic boards, letter sets
- Task: Build '-at' words with magnetic letters
- Extension: Write words in journal

Station 2: Picture Sort

- Materials: Picture cards, sorting mats
- Task: Sort pictures into '-at' and 'not -at' groups
- Extension: Record words on whiteboard

Station 3: Word Family House

- Materials: House template, word cards
- Task: Place '-at' family words in house

- Extension: Add new words to family

Station Management:

- Use timer for 5-minute rotations
- Signal rotation with gentle chime
- Assign group leaders
- Monitor progress with checklist

Independent Practice (Minutes 25-27)

2 minutes

Quick Write Activity:

"Show me what you know! On your whiteboard, write as many '-at' words as you can think of. Ready, set, write!"

Look For:

- Correct spelling patterns
- Proper letter formation
- Speed of recall
- Variety of words used

Closure and Assessment (Minutes 27-30)

3 minutes

Exit Ticket Activity:

"Before we finish our word family adventure, let's play 'Show What You Know!'"

Quick Check Assessment:

1. Hold up picture card
2. Students give thumbs up for '-at' family
3. Thumbs down for non-family words
4. Record responses on checklist

Wrap-Up Chant:

"Let's say goodbye to our '-at' family! ♪ Cat and hat and rat and mat, These are words that end in '-at'! Now we know them, yes we do, We can read and write them too! ♪"

Extension Activities

For Advanced Learners:

- Create '-at' family riddles
- Write simple sentences using multiple '-at' words
- Design new word family houses
- Create word family flip books

Support Activities:

- Picture-word matching games
- Letter-sound correspondence practice
- Guided reading with word family books
- Sound manipulation with manipulatives

Assessment and Documentation

Formative Assessment Checklist:

Skill 1: Sound Recognition Consistently identifies '-at' sound

Sometimes identifies '-at' sound

Needs additional support

Skill 2: Blending Ability Blends sounds smoothly

Attempts blending with support

Struggles with blending

Skill 3: Word Building Creates new words independently

Creates words with prompting

Requires intensive support

Documentation Requirements:

- Complete individual progress notes
- Update student portfolios
- Record video samples of student work
- Collect work samples for evidence

Next Steps and Follow-Up

Recommended Follow-Up Activities:

- Send home practice activities
- Plan small group interventions
- Prepare extension activities
- Schedule parent conferences if needed

Next Lesson Preview:

- Introduction to '-an' word family
- Compare/contrast with '-at' family
- Build word family connections
- Extend to writing activities

Resources and Materials

Printable Materials:

- Word family charts
- Picture card sets
- Assessment checklists
- Take-home practice sheets
- Word building mats
- Station instruction cards

Digital Resources:

- Interactive whiteboard activities
- Online word family games
- Digital story collections
- Assessment tracking tools

Supplementary Materials:

- Word family pocket charts
- Magnetic letter sets
- Sound boxes
- Letter tiles
- Writing journals

Professional Notes

Research Base:

This lesson incorporates research-based strategies for phonemic awareness development, including explicit instruction, multisensory approaches, and systematic practice opportunities. The activities align with current best practices in early literacy instruction.

Curriculum Connections:

- Reading: Phonemic awareness, decoding
- Writing: Letter formation, word building
- Speaking: Sound production, vocabulary
- Listening: Sound discrimination, directions

Standards Alignment:

- RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds
- RF.K.3: Know and apply grade-level phonics in decoding words

- L.K.2: Demonstrate command of conventions in writing

Closing Activity and Assessment (Minutes 20-30)

10 minutes

Individual Practice:

"Now it's time to show what amazing word detectives you are! Let's write some '-at' words together."

1. Distribute individual whiteboards
2. Guide students through writing:
 - Draw sound buttons (_ _ _)
 - Say word slowly
 - Write sounds in order
 - Check and read back

Learning Check:

Students should be able to:

- Identify '-at' pattern independently
- Blend sounds accurately
- Write at least 3 '-at' words
- Read words back fluently

Wrap-Up:

"Wonderful work today, phonics detectives! Let's review our '-at' family words one more time..."

Home Learning Ideas:

- '-at' word hunt in reading books
- Draw pictures of '-at' words
- Practice writing words in sand/salt tray