

## at, an, et, en (page 61)



### Materials:

- **at, an, et, en** word family flashcards
- letter flashcards Aa-Zz
- lowercase letter flashcards a-z
- page 61

### Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
  - *Hint:* You should develop a routine when doing this.
  - Teacher: "Letter?" Students: "A."
  - Teacher: "Sound?" Students: "/a/."
  - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.

### Preview: 3-5 minutes

- Show the word family flashcards while saying the letter sounds separately and then blending them together; have the students repeat
  - Teacher: "/a//t/ at" Students: "/a//t/ at"
  - Teacher: "/a//n/ an" Students: "/a//n/ an"
  - Teacher: "/e//t/ et" Students: "/e//t/ et"
  - Teacher: "/e//n/ en" Students: "/e//n/ en"
- Tell the students that they will be able to make and read words that end with these word families.

### Modeling: 5-7 minutes

- Put all four of the word family flashcards along the board.
- Pass out a lowercase consonant letter flashcard to yourself and each student.
- Using your lowercase flashcard, move it in front of the word family flashcards and see if you can make any real words with your letter.
  - Try them all and then decide if the word you made is real or make believe.
- Do this a few times until the students understand what they will be doing.

### **Guided Practice:** 7-10 minutes

- Continue the activity above.
- Call one student at a time to come and put their lowercase consonant in front of each of the word family flashcards.
  - To keep the whole class engaged, the student with the card will become the teacher.
  - They can place their card in front of the word family flashcard and ask the class what word was made.
  - They can then decide, with a thumbs up or down, if it is a real word or a make believe word.
- Continue until all students have had an opportunity to be the teacher.
  - If it is taking too long, allow the student to choose just one word family flashcard and do the same as above.
  - If you do this activity for the pages 61-63, you can choose just a few students each day. By the end of the three days, every child will have had the opportunity to be the teacher.

### **Independent Practice:** 5-7 minutes

- Explain how to do page 61.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 61 to each student.

### **Assessment:** (during Independent Practice)

- As the students are completing page 61, monitor and give guidance/support/correction/praise, as needed.
  - If you want to use this as a test, you will not want to give too much guidance or correction.
- Use page 61 as a record and be sure to take note of students who may need more practice and/or instruction.

### **Closure:** 1-2 minutes

- Review some of the words that were made with the word family flashcards and the lowercase consonant letters.