

Title of Lesson: Scattergories		
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Grade Level : Pick One	Subject: Language Arts	Supervisor Seidenstricker

PRELIMINARY PLANNING

PA Standards

- **1.1 K Learning to Read Independently**
 - D. Discriminate, identify, and produce rhyming words and alliteration

Pre-assessment:

- Students will use their knowledge of word families by writing one word for each word family given within the game of Scattergories

Objectives:

- Students will be able to write words when given a particular rime.

Individual Modifications:

-

Materials:

- Scattergories boards for each student
- Paper
- pen/pencil
- Calculator

LEARNING SEQUENCE

Description

Time

INTO

Introduction/Motivation/Focus Attention

- Tell students that we are going to learn to play a new game .
- Put on the ELMO or SmartBoard a copy of a Scategories board,
- Tell the students the object of the game is to write a word ending with the letters on the end...give an example.
- For the end of -ap....a word that can be used is CLAP.
- Ask students for other ideas of -ap words.

- Tell the students that for each ending you want to come up with a word, before the timer goes off.
- Tell students the scoring system For each word that no one else has is 3 points. For each word that someone has is 1 point
- Tell students if they need to use the Word Wall for ideas.

Description

Time

THROUGH

Learning Activities (Input, Modeling, Check for Understanding, Guided Practice, Independent Practice)

- Play a game of Scattergories. With one of the scattergoiers board.
- Have students work on their own to come up with words for each rime.
- After the timer has gone off which should be about 3-4 minutes.
- Start with one student and ask them to read the word they wrote. Ask the class if they have the same word. If they do tell students to put a + 1point next to it.
- If no one else in the class has the same word, then the student writes +3 next to the word
- Continue for all the rimes.
- Have students count up their points
- The students or student with the most points wins.

Description

Time

BEYOND

Closure(Review/Check for Understanding/Summarize/Future forecast/Transition)

- As new rimes are learned the teacher can add new rimes to the board.

Rasinsky, T.V., & Padak, N.D. (2001). *From Phonics to Fluency*. New York: Addison Wesley Educational Publishers, Inc

Sample Scattergories board

-at _____

-ing _____

-op_____

-in_____

-ub_____

-og_____

-ad_____

-en _____