

GCO

- ✚ Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

SCO's

- ✚ Students will be expected to use some conventions of written language.
- ✚ Students will be expected to demonstrate engagement with writing and other forms of representation.

Lesson Objectives

- ✚ Students will learn what brainstorming means, and brainstorm words with the *ig* ending in a class discussion. I will tell them that this is the first stage of the writing process called Pre-Writing.
- ✚ Students will recognize the *ig* rhyme in words.
- ✚ Students will complete sentences using the *ig* words.
- ✚ Students will write a poem using the *ig* words learned.
- ✚ Students will write a sentence using *ig* words, and draw a picture illustrating the sentence.
- ✚ Students will do a word search puzzle to demonstrate their recognition of the *ig* word family while having some fun.

Skills Developed:

- ✚ Students now know what brainstorming is and how useful it is for writing. They can use this technique for many writing projects in the future. They will also know that this is the first stage in the writing process, and is called pre-writing.
- ✚ Students are being taught a new word family which encourages them to spell better as they are guided to search for a word in the family they already know. For example if they already know how to spell pig then they can remember the chunk (ig) to spell big.
- ✚ Students have developed the skill of being able to rhyme words and make sentences and poems using the rhyming words.
- ✚ Students have developed the skill of being able to demonstrate other ways of representation through drawing a picture describing the sentence they wrote.

Intended Audience:

The intended audience for this mini-learning center is grade one.

Materials and Resources Used:

- ✚ Markers
- ✚ Pencils
- ✚ Construction Paper
- ✚ Bristle Board
- ✚ Writing Paper
- ✚ Glue Stick
- ✚ Paint
- ✚ Website: http://www.abcteach.com/directory/basics/abc_activities/

Description of Activities:

Activity #1:

- ✚ The first activity for this learning center is a class brainstorm. I will begin this by asking them if they know what brainstorming is, and defining it for them after listening to their ideas. Then I will ask the class if they know any words that end with *ig*, and as they tell me the words I will stick them on the brain. If there are any words missing that they cannot think of or do not know, I will introduce these new words to them by sticking them up and saying what they are. I will ask the students if they know what these words mean, and define the words that they do not know. When we have completed our brainstorm, I will tell the students that brainstorming is the first stage of the writing process called Pre-Writing. I will do this to simply introduce them to this process.
- ✚ To go along with this activity, I will give the students a word wheel to practice finding words and recognizing words in the *ig* family.

Activity #2:

- ✚ The next activity is giving the students a paper in the shape of a pig, and getting them to write four words that end in *ig*. I will explain to the students what a rhyme means and how words with the same ending always rhyme.

Activity #3:

- ✚ This activity will be getting students to complete sentences by inserting the correct *ig* word(s). I will give them a list of words and sentences and they have to find the correct word to complete the sentence. Then after completing these sentences, I will get them to create their own sentence using any of the *ig* words they want to use.

Activity #4:

- ✚ Now that the students have learned all of the *ig* words in the family, know that they rhyme, and have completed sentences; I am going to get them to write a poem using these *ig* words. I will provide an example of a poem using *ig* words, and read this poem to the class before I set them to write their own poem. Also before getting them to do this I will ask if they have any questions and if they understand what they are expected to do. When everyone feels comfortable, they will begin writing their poems.

Activity #5:

- ✚ The next activity will involve the students writing a sentence using the *ig* words they have learned and then drawing a picture of what is happening in their sentence.

Activity #6:

- ✚ To end this lesson, after the students learn this new *ig* word family, I will give them an *ig* word search, where they will find the list of words that are all from the *ig* word family. They will learn to recognize the words while having some fun, and celebrating their learning of these new words.

Evaluation:

✚ Upon completion of this lesson, students will be assessed by doing a word sort.

This will be done by having students divide a sheet of paper into two columns. At the top of the first column, students write -ig. The second column will say not -ig. Each student or pair of students receives a baggy of words that have the -ig ending, and words that do not. Students select words from the bag and place them in the correct column.

✚ I will also assess the work the students complete by using the rubric on the following page

Rubric:

Superior 5	<ul style="list-style-type: none">✓ excellent understanding of tasks✓ always demonstrates an engagement in writing tasks✓ excellent development in writing sentences using the –ig word family✓ excellent recognition of words that belong in the –ig word family
Proficient 4	<ul style="list-style-type: none">✓ very good understanding of tasks✓ almost always demonstrates an engagement in writing tasks✓ very good development in writing sentences using the –ig word family✓ very good recognition of words that belong in the –ig word family
Adequate 3	<ul style="list-style-type: none">✓ moderate understanding of tasks✓ sometimes demonstrates an engagement in writing tasks✓ moderate development in writing sentences using the –ig word family✓ moderate recognition of words that belong in the –ig word family
Limited 2	<ul style="list-style-type: none">✓ partial understanding of tasks✓ rarely demonstrates an engagement in writing tasks✓ partial development in writing sentences using the –ig word family✓ rarely demonstrates a recognition of words that belong in the –ig word family
Very Limited 1	<ul style="list-style-type: none">✓ no understanding of tasks✓ very rarely demonstrates an engagement in writing tasks✓ very rarely demonstrates development in writing sentences using the –ig word family✓ very rarely demonstrates a recognition of words that belong in the –ig word family

Bibliography:

Kemsley, Sandy. "ABC teach directory." ABC Activities. 24 May 2006.

<http://www.abcteach.com/directory/basics/abc_activities/>.