

## **Term Project**

### ***Student Background:***

In my lesson for the term project I selected two students from my class who I felt could benefit from the lessons that I would be teaching. Both of these students are lacking skills that they need to be successful in a first grade setting. With different backgrounds and holes in their understanding I will be able to take each student as an individual and compare growth and understanding to find what type of instruction works best for them and how I can in the long run set them on the right path of learning.

The first student that I have choosen is a 7 year old, Hispanic girl named Giana who lives with her single parent mother. This is the first year Giana has been in our school district and spent her Kindergarten year in a bilingual Charter school in Detroit even though she herself is not bilingual. When speaking with her mother, her mother explained to me that her teacher last year had asked for Giana to be retained because of her lack of understaning in sounds but Giana's mother declined the offer and brought her to our district. Her mother explained to me that the reason that she did not retain was for three reasons. The first reason was that Giana's mother herself was a slow learner and was retained and felt insecurities from that and does not want her daughter to have to go through that. The second reason is because Giana is very tall for her age and she doesn't want to hold her back because she will "always" be bigger than the other children and they will make fun of her. The final reason is that because her mother was insecure

because of being retained that when she got to High School the insecurities in school caused her to drop out and she has never finished High School. When speaking to the mother I could physically see the pain that she feels and disbelief she has in the educational process.

When entering the first grade I assessed Giana to see at what level she would be at in Reading and what gaps she has so I know where I need to start filling. The first assessment that I gave Giana was the DRA which is an assessment on a student's ability to read in three categories (Fluency, Comprehension and Accuracy) (*Standard II*). Through the assessment Giana scored at a level (A-1) which according to the assessment is where a child should be reading when they first walk into Kindergarten. A student who enters first grade should be at a level (4) which shows that she is four levels behind. The second assessment was a MLPP assessment where we have students write on a topic and we score them based on the 6+1 Traits of Writing (*Standard II*). In this assessment Giana scored a zero because what small amount of writing that Giana did put down could not be recognized as words because there were no letters written just scribbles. The final assessment given was a word sound test that I gave her that they use in Kindergarten because she was so low in both Reading and Writing. In this assessment I hold up a card with a letter on it and the student will then produce the sound which that letter makes. Out of all the letters she produced 13 sounds correctly and on the ones that she didn't produce correctly she didn't know what the letter even was on 6 of them. As you can see from the assessments given to Giana at the beginning of the year she is behind where she should be in all aspects of ELA.

The second student that I choose is a 7 year old, caucasian, boy named Christian. This is Christian's first year here in our district as well. When speaking with his parents I found out that he went to Kindergarten at a local public school and just like Giana his teacher had suggested to his parents that Christian be retained. His parents explained to me that they thought about retention but decided against it and told me that this year if he is not ready for second grade at the end of the year that they will retain him. At the beginning of the year Christian did not wear glasses but around December of 2010 he started to wear them and I have seen an improvement in his Reading and Writing since he started to wear them.

When enetering the first grade I assessed Chritian as well to see at what level he would be at in Reading and what gaps he has so I know where I need to start filling. The first assessment that I gave Christian was the DRA. Through the assessment Christian as well scored at a level (A-1) which shows that he is four levels behind. The second assessment was a MLPP assessment, in this assessment Christian scored a zero as well because the minimal amount of writing that he did put down could not be recongnized as words because there were no letters written just scribbles. The final assessment given was a word sound test. Out of all the letters, he produced 19 sounds correctly and on the ones that he didn't produce correctly he didn't know what the letter even was on 3 of them. As you can see from the assessments given to Christian at the beginning of the year he is behind where he should be as well in all aspects of ELA.

***Developing a Goal and a Plan of Action:***

When looking at my students in the gaps that they have now at the midyear I have decided that working in the area of Word Families would be highly beneficial in both their Reading and Writing skills. Both students have grown leaps and bounds since September and even though their growth does not bring them close to the level they should be it is great to see them grow in general. We have worked on their letter sound recognition, skills for decoding, chunking and expressing letters in print and they are grasping those concepts. Through the use of word families they will get an understanding that words have the same patterns and spellings as other words but with just a change of the first letter. I feel that if I can show them that a word family rhyme can help them become better Reading and Writers that they will gain confidence in themselves and in return have that confidence shine in their work (***Standard II***). In my classroom I do Guided Reading for a two hour block daily. I have six groups where in the groups there is independent and shared learning going on which is expressed in ***Standard IV***. I decided that I would be Giana and Christian in their own group so they can become a team and work together and give strengths to the others weakness. I used the Guided Reading time work with Christian and Giana on the skill of Word Families to see if this skill could truly help them in the long run of things.

When developing my plan of action of what to teach and when to teach them I needed to look at both students as individuals and find their strengths and weaknesses. Both students strengths come not in their academics but in their determination and on the other hand their weakness are easy to see in both their Reading and Writing. Based upon a PowerPoint in Module 7 it explained that if a student does not get an understanding of



literacy when they are young then they will not get in when they are older. This is my drive and determination in my teaching to ensure that these students get every chance to be successful. To help my students on that path of success I have created a Unit Plan that I will implement over the span of seven days. The Unit will begin with a Pre-Assessment to see where my students are and from there there will be lessons taught daily with different techniques addressed to different learning styles and finally it will wrap up with a post assessment to see what they have learned.

***Plan of Action Description:***

***Day One:***

On the first day I will be giving my students a Pre-Assessment (Doc 1). This assessment will be given to each of my students as a visual-oral exam. I will have one student sit at their desk and read silently as I work with the other student on the assessment. The assessment will be that the student will have to read aloud to me the words that they see in front of them. There will be 5 pages with one list printed on them that will have words grouped based upon their word families. The student will read the words going down the list and I will record correct answers and write what they said on an incorrect word. I will also time them to see check their fluency. This Pre-Assessment will determine the route that I need to take in my instruction. (*Standard 1*)

***Day Two:***

On day two I will introduce to the students the concept of a word family. I will use magnetic letters and white boards to show how words belong in families. I will model to

them what we will be working on and have them interact with me as well as the other student in their group. (*Standard III, IV and V*)

***Day Three:***

On day three I will go over briefly what we talked about the day prior with the magnetic boards and letters. I will then have the students work with me on finding new words that fit in the word families. I have a word family card game that we will play. I will lay in front of them a card that shows them the family that we will be working with (Example: it) I will then ask a questions where each answer will have a word that is in that word family. (Example: Question: What do we do in a chair? Answer: sit) When the answer is made I will then write the word with the correct spelling on a big sheet of construction paper and the students will copy that word then onto their paper. We will play this game to show them different examples of words that fit in different families. (*Standard III and IV*)

***Day Four:***

At the start I will play one quick round of the word family game and then we will work together to create some word family flash cards (Doc 2) with a picture on one side and the word on the other. Students will use these cards in a group activity that they will do in a different center without me (*Standard III, IV and V*)

***Day Five:***

At the start I will have the students quiz each other with their flashcards and I will watch and assess. Next I will then give each student a Word Picture Assessment (Doc 3) where they will draw a picture of the word that they read below. (*Standard III, IV and V*)

***Day Six:***

I will have made cards that have words that belong in word families. I will place those cards in a big “Cat in the Hat” hat. The students will take turns pulling a card and then taking it up to the board where I have written different word families and they will tape their card to the correct word family that it belongs. (*Standard III, IV and V*)

***Day Seven:***

I will be giving my students a Post-Assessment (Doc 4) to see how far they have come since I gave them their Pre-Assessment. I will also express how they can use their understanding in their writing. (*Standard I, II, III, IV and V*)

***Teaching and Assessments:***

***Day One:***

***Lesson Description:***

On day one I started off by assessing Giana first. I had Christian sit at his desk and read the book, “The Cat in Hat” silently. I placed in front of Giana the Pre-Assessment and explained to her that I wanted her to start at the top of the page and just read to me the words that she sees. The first page was the “at” family (cat, mat, fat, rat and sat) In this first family Giana got 4 out of the 5 words correctly missing the word “fat” that she said was “fit”. The second page was the “an” family (van, can, ran, tan and man) In the second family Giana got 4 out of 5 words correct again missing the word “van” that she said was “vin”. The third page was the “ap” family (cap, map, gap, rap, and nap) In the third family Giana only got 2 out 5 words correct; missing the word “gap” that she said

“grape”, the word “rap” that she said “rip” and the word “nap” that she said “nip”. The fourth page was the “it” family (kit, hit, bit, mit and sit) In the fourth family she got 0 out of 5 correct. For the word “kit” she said “clot” for the word “hit” she said, “ I don’t know”, for the word “bit” she said “bot” for the word “mit” she said “mat” and for “sit” she said “sot”. The fifth page was the “in” family (pin, fin, tin, win, and bin) and she got 0 out of 5 on this family too. For the word “pin” she said “pot”, “fin” she said “fly”, “tin” she said “ton”, “win” she said “won” and “bin” she said “don”. When she was done I explained to her that she did a good job and that I was proud of her and asked her to take Christians seat and read the book and then had Christian take the same assessment.

When Christian sat down he seemed very excited to take this assessment and told me that he was going to get them all right; which I replied to him that I think he can! In the first family “at” Christian read all the words correct. In the second family “an” Christian again read them all correct. In the third family “ap” Christian got 4 out of 5 missing the word “gap” which he read “gop”. In the fourth family “it” he missed them all. For “kit” he read “kot” for “hit” he said “hat” for “bit” he said “bet” for “mit” he said “met” for “sit” he said “set”. On the fifth family “in” he again got them all incorrect. For the word “pin” he read “pen”, for “fin” he read “fen” for “tin” he read “ten” for “win” he read “wen” and for “bin” he read “ben”

After both students had taken their assessment I spoke to them briefly about how we would be working on word families and then had them switch to their next center.

***Reflection/ Analysis:***

That night I sat down and looked at their assessments. Gianna read 10 out of the 25 words correctly and Christian read 14 out of the 25 words correctly. I also looked at the time that it took each of them to read those words. For Christian he read his list in 1:07 and for Giana it took her 4:43. Giana took longer because when she was reading she would sound out each and every letter. This to me shows me that she needs these word families because she can go from sounding out each individual letter to chunking out parts of the words. Even though Christian did better than Giana on the whole exam there were some similarities between them both. When looking at both assessments you can see that each student did better when I was assessing word families that had the vowel “a” in them. When the students were given words that had the vowel “i” in them, either student could read that word. What this tells me for my next lessons is that when I am teaching word families I need to put some extra time into those words that have the “i” in them and express to my students the sound the short vowels make.

***Day Two:******Lesson Description:***

When the students arrived to my center I began to talk to them and ask them if they know what a family is? Christian said to me that a family is a mom and dad. I explained to him that a family could be a mom and dad, but then explained that a family are things that belong together such as a mom and a dad. I then explained that words have families too. I took out my white board and on the white board I placed two magnetic letters “at” both in the color red. When I placed the word on the white board I started to say the word at. I

then asked them both to join me as we started to say the word at in the theme of “Old MacDonald had a Farm”. I then explained to them that “at” is a word family because you can make different words by using “at” and just putting in front of it a new letter. I then took out the letter “c” in a color blue and placed it in front of the “at”. I then asked if anyone knew what that word was. Giana shouted out with confidence “cat!” which I excitedly said yes and gave her a high five. I explained to them that because we put the letter “c” in front of “at” that it changes the whole word to “cat”. I then reached in my magnetic letter bin and pulled out the letter “h”. I removed the “c” and in its place I placed the “h”. I then asked them if they could tell me what that word is and they both shouted out, “hat!” I again gave them praise to raise their confidence.

We continued working on this concept for the families “an” and “ap” but when we started to talk about the families that had the “i” in it I had to address a problem. When I placed on the white board just the letter “i” I asked my group what sound does this letter make. Neither one of my students could tell me. I then explained to them that this letter “i” makes the sound you would make if you tasted something gross. I started to make the short “i” sound to them and had them repeat it to me. I told them the phrase, “icky popsicles ick ick ick”. I did this so they could understand what that sound is for that letter. I then took the “i” off the board and replaced it with another one that was just a different color and asked the same question and this time they both gave me the correct sound correlation. After that mini lesson to address that gap we continued to work on the white boards with the word families “it” and “in”.

***Reflection/ Analysis:***

Based upon the lesson on that day I discovered what I thought about their sound of the “I” was correct. I really believed that with that mini lesson that I can truly help these students grasp the concept of the short “I” and in return will help them in their ability to chunk that letter and others together to read better

***Day Three:***

***Lesson Description:***

At the start of the lesson I reviewed with my students about Word Families and what sound the short “I” makes and was pleasantly surprised when both students said it correctly. I then took out my word family game and explained to them the rules and how to play. I took out the card “at” and began with that because I knew they both did really well on that family on their pre-assessment so I wanted to use that first to build confidence. I then started the game by asking them to write on the top of their paper the letters “at” which I did as well on my sheet to model to them what to do. When they finished we started the game. The first question I asked them was what is an animal that says “meow”. Christian shot his hand up first and I called on him and he said, “cat”. I acknowledged that he was correct and then asked them to write with me the word “cat” on our papers. Both students looked at my paper and then started to copy down the word cat. When Giana was finished I noticed that she was still writing something and when I took a closer look I saw her drawing a picture of a cat next to her word. In that moment I was about to ask her to stop and pay attention but decided that what she was doing was a great idea. I actually stole her idea and explained to her and Christian I wanted them to

draw a fast picture next to each word that they are writing. We continued with the “at” family with questions: What happens when someone eats too much food; they get what? What do people wear on their heads? What is the name of a big mouse? All four of these questions answered very quickly by both Christian and Giana. The great part that I saw and showed me that they were learning was that they stopped looking at my paper and started to spell these words correct because they knew the ending of the words. On the final question of the “at” family the students could not come up with an answer. The question was what do we wipe our boots on in the winter before we come into the school? Neither student could tell me that the word was “mat”. I explained to them that a mat was another name for a small rug. Our time was running short for the day so we switched over to the word family “in”. I passed out to each student a new piece of paper. I then explained to them to put the “in” on top of this page and then we began the game. I started the new word family by asking them this question: What is the opposite of lose? Giana shouted out “win!” Which I explained to her was correct. They both copied me and how I wrote the first word; then Christian asked me how do you draw the word win? I explained to him that they can draw a picture of a person holding a trophy. We only had a few minutes left so I only asked one more question: what does a shark have on its back that pokes out of the water. Christian answered this question and I had the students write down their word and draw a quick picture. I then took both sets of papers and hung them up on the wall.

***Reflection/ Analysis:***



After the lesson today I was so excited to see how my students were catching on to this concept of word families and how they were using what I had taught them to write down the words that they answered to my questions. When I saw my students writing the words rat, sat and fat down correctly without my help that showed me that what I was doing is working.

#### ***Day Four:***

##### ***Lesson Description:***

In today's lesson we will be working on creating flashcards (***Document 2***) that my students will be using with myself, with their partner and individually (***Standard IV***)

Today was just a simple day with not a lot of new learning. What I did was a passed out to each of the students a sheet with areas for them to write on. We went through and made cards together. On one side the student wrote down the word that fit in the word family. This was done easier because on each area to write the word family was printed there and the student only had to include the first letter. (Example: "at" was there so all they had to was write the letter "c" in front of it. On the other side was a picture that they drew. The concept is for the students to use these flashcards to quiz themselves on how to read and spell the words correctly. I explained to them they need to hold up the side that has the words and they will try to read that word. Once they have tried they will turn the flashcard over to see if they read it correctly. I explained that is you read the word and you say it's "cat" but when you flip it over and it's a picture of a "hat" then you read it incorrectly. We did this together for the entire time we were together. Before our time

was up I explained to them that I wanted them at the Silent Reading Center to work together and quiz each other and see how well they can do at reading the words.

***Reflection/ Analysis:***

I feel the students did a great job today at our assignment. They were asking me for help and also bouncing ideas off each other to make their flashcards the best that they can be. I wanted them to do peer learning today so they can build confidence in their own abilities without me stepping in. Tomorrow I will be watching them in my group to see just how well they can independently.

***Day Five:***

***Lesson Description:***

At the start of the lesson I asked Christian and Giana to take out their flashcards. Unfortunatly Giana did not bring her center's pouch today that has inside of it everything that they need for their daily Reading centers. I wanted to see how they worked independently so I had Christian split his cards in half and give Giana some. I then asked for them to start going through their cards. I told Giana to please do hers in her head and then I listened in to Christian as he began to quiz himself. The first card that he pulled from his pile was the word "tin" I was very nervous because not only did it have the letter "i" in it which Christian struggled with but it is also a word that we did not spend a lot of time on. Christian looked at the card and could see that he was sort of getting stuck. I was just about to step in and help when I saw Christian make a very funny face. I wasn't sure at the time what he was doing but then he says outloud, "tin" . I was shocked to say the

least. Christian looked at me and said, “Did I get it right?” I was overjoyed and explained to him that he was. His face lit up and then I asked him about his face. He explained to me that he was making the face because he was pretending to eat broccoli. I was very pleased to see that Christian made that connection with the short “i” sound. Christian did very well with minimal mistakes and then I switched my attention to Giana. Giana did very well as well but only on the word families that have the letter “a”. In the word families that have the letter “i” you could see her struggling to find the right sound to use. After I reminded her to use thick “icky” sound she started to catch on.

After the flashcards I passed out to each student a “Word Pictures” assessment. On the sheet I explained to them to read the word on the sheet and then draw a picture of the word above it. The sheet had six words written on it (fat, van, map, sit, hit, win, and pin). I choose 2 words from the word families that had an “i” in them because that is where they need the most help. I had them do this assessment independently. I wanted to see if they could use what they have learned and translate that in their own work. When they had finished I checked it with them so that I could ask them what their picture was of if I couldn’t tell. When they were done I sent Giana over first to read a book silently and worked with Christian at checking his paper. (Doc 3-C) Christian got every word correct on the page. What made me even more excited is that for the word “win” he had drawn a picture of himself holding up a trophy. Again Christian had used something that we talked about and used it in his own work. I then called Giana over and we checked her paper. (Doc 3-G) Giana got 6 out of the 7 words correct. The only one that she had missed was the word “hit” Instead of knowing the word was “hit” she drew a picture of

fire because she read it as “hot”. Again Giana is not fully mastering the concept of the short “I” sound.

***Reflection/ Analysis:***

Today was a great day in the growth of my students. Not only did Christian look at 7 different words from 4 different words and read them correctly her understood the meaning of each word. He is using high order thinking which is a great level of mastery. Giana eventhough she did not get them all correct she missed only one; “hit”. If you look at the big picture she got 6 correct and out of those 6 three of the ones that she read correct were from word families that had the short “I” sound in them. I was very proud of my students and the growth that I have seen in them over the past five days.

***Day Six:***

***Lesson Description:***

In this the final lesson I had taken cards with different words from our word families list that the students have been assessed in and I placed them in a big “Cat in the Hat” hat . Each card just has a word on it, no picture no colors to distinguish the part of the word that is a word family. On the board I placed six big boxes and on the top of each box I labeled it with a different word family. I explained to my students what we were going to do and told them that they were going to pull a card out of the bag. I explained that when they pulled the card out of the bag they would have to say the word outloud and if they got it correct they would be able to put a piece of tape on it and tape it in the box that it belongs is. My students were so excited about this game and I believe it was because they

get to use tape! I let Giana go first and the first card that she pulled out was “rap”. She studied the word and after about 5 seconds read the word correctly and was allowed to tape up her words. Christian went next and he pulled out the word “tin” which he looked at and confidently read correctly and was able to tape up his word. The game continued and the students did very well. Out of all 13 words that Giana pulled out she read correctly 12, which to me was great. The only one she did not read correctly was the word “mit” that she read as “milk”. I believe that she got this wrong not because she didn’t know how to read it but rather because she rushed through and didn’t read it. Christian pulled out 12 cards and read each of his words correctly.

***Reflection/ Analysis:***

This was a great day for both Christian and Giana. They both did an amazing job on reading their words and for Christian to get them all correct and Giana to just miss one I am very pleased.

***Day Seven:***

***Lesson Description:***

Today I gave Christian and Giana the same assessment that I gave them on the first day. The students seemed very confident and ready to take this assessment. I started in the same order that I did on the first day, with Giana. Giana took her time taking the assessment and this time things worked out differently. In this Post-Assessment Giana read everyone of the words correctly in the word families that had the short “a” sound (at, an ap). In the word family list “it” Giana read 4 out of 5 correct missing the word “kit”

that she read “kite”. In the word family “in” she read 3 out of 5 correct missing the word, “tin” with “ton” and the word “bin” with “bun”. She also read the entire list in 2:28; which was a huge improvement from the first assessment. I then asked Christian and Giana to switch spots and I gave Christian his assessment. Christian did a great job with his readings and read each word from each word family correct. I was so amazed when I saw him do this and was also amazed when I saw how much quicker he read them as well finishing all 25 words 0:44. After the assessment were given I spoke to Giana and Christian and explained to them how excited and proud I was of them for working so hard and doing so well in their reading.

***Reflection/ Analysis:***

When I look at the data from the Pre to Post Assessment you can truly see first hand how much my students have worked and how their dedication to their work has paid off.

When looking at Giana we started with a student who could only read correctly 10 out of 25 words (40% correct) that come from just 5 word families. After all the work that had been put in you see her now reading these words and getting 22 out of the 25 word correct (88% correct). This is an increase of 48%. When you look at Christian’s data you see a student reading only 14 out of 25 word correct (56% correct) from 5 different word families to reading them all correct (100% correct). This is an increase of 44%. These students have improved tremendously in just 7 days of instruction. To see where these students started to where they are now is great. It was just 7 days ago when neither of these students could even tell me the sound a short “t” makes; amazing. When you look at their reading ability and the fluency that goes along with it as well you see Giana who

on her first assessment read the list in 4:43 because she had to sound out each letter. On her Post Assessment she finished the list in 2:28 which is 2:15 faster than before. Also if you look at Christian's data from the Pre Assessment he finished his list in 1:07 and in his Post Assessment he finished in 0:44 which is 0:23 faster than before. Through the teaching of Word Families I have given my students a new tool for their tool box so they can fix their gaps in their reading so in the long run can become great readers with a passion to do better in all that they do.

***Things I would do differently next time:***

All in all I believe that the lesson went very well but there are some things that I would do different for next time. Next time I will assess my students on five different word families using all five vowels (Example: ar, up, it, eg, op). I would do this because in my lesson I discovered that my students were lacking in a sound recognition of the short "I" sound. I feel that by doing all five vowels I can see if there are any gaps in any of the other short vowel sounds as well. The next thing that I would change is with the magnetic letters. I would supply each of my students that I was working with their own board and letters so they can work on them independently as well. I would also next time planning on my students drawing a picture to correspond with the word they are writing like Giana did and showed me was a great idea. The final thing that I would work on would be having my students do more writing using the new word family words. I didn't do that in this lesson because my students would not be able to do so because they do not have that skill. In the future I would like for my students to use those words and create a sentence applying that word and its spelling to a bigger idea. These are the few things that I would

change for next time but again like I stated I was very pleased with what was accomplished through this lesson and the growth that I witnessed first hand in my students Giana and Christian.

## ***Documentation/ Articles:***

### ***Document 1g- Giana's Pre-Assessment***

Name: Giana Pre

**-at**  
☒ cat  
☒ mat  
☐ fat *fit*  
☒ rat  
☒ sat

**-an**  
☐ van *vin*  
☒ can  
☒ ran  
☒ tan  
☒ man

**-ap**  
☒ cap  
☒ map  
☐ gap *grape*  
☐ rap *rip*  
☐ nap *nip*

**-it**  
☐ kit *clot*  
☐ hit  
☐ bit *bot*  
☐ mit  
☐ sit *set*

**-in**  
☐ pin *pot*  
☐ fin *fly*  
☐ tin *ten*  
☐ win *won*  
☐ bin *don*

*Sounded each letter out*

10 / 25      Time: 4:43



## Document 1c-Christian's Pre-Assessment

Name: Christian Pre

### -at

☒ cat  
☒ mat  
☒ fat  
☒ rat  
☒ sat

### -an

☒ van  
☒ can  
☒ ran  
☒ tan  
☒ man

### -ap

☒ cap  
☒ map  
☐ gap gap  
☒ rap  
☒ nap

### -it

☐ kit kot  
☐ hit hat  
☐ bit bet  
☐ mit met  
☐ sit set

### -in

☐ pin pen  
☐ fin fen  
☐ tin ten  
☐ win wen  
☐ bin ben

14/25 Time: 1:07

## Document 2-Flash Card Example

Skill – Word Patterns

Name: \_\_\_\_\_



\_\_\_\_\_at

\_\_\_\_\_at

\_\_\_\_\_at

\_\_\_\_\_at

\_\_\_\_\_at

\_\_\_\_\_at

\_\_\_\_\_at

\_\_\_\_\_at

Skill – Word Patterns

Name: \_\_\_\_\_



\_\_\_\_\_an

\_\_\_\_\_an

\_\_\_\_\_an

\_\_\_\_\_an

\_\_\_\_\_an

\_\_\_\_\_an

\_\_\_\_\_an

\_\_\_\_\_an

Skill – Word Patterns

Name: \_\_\_\_\_



\_\_\_\_\_in

\_\_\_\_\_in

\_\_\_\_\_in

\_\_\_\_\_in

\_\_\_\_\_in

\_\_\_\_\_in

\_\_\_\_\_in

\_\_\_\_\_in

Skill – Word Patterns

Name: \_\_\_\_\_



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Skill – Word Patterns

Name: \_\_\_\_\_



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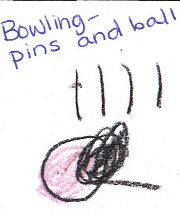
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## Document 3c-Christian's Word Pictures

Name: Christian

### Word Pictures

 <b>fat</b>	 <b>van</b>	 <b>mat</b>	 <b>sit</b>
 <b>hit</b>	 <b>win</b>	 <b>pin</b>	

## Document 3g-Giana's Word Pictures

Name: GIANA

### Word Pictures

<p>fat cat</p>  <p><b>fat</b></p>	 <p><b>van</b></p>	 <p><b>mat</b></p>	 <p><b>sit</b></p>
<p>Fire</p>  <p><b>hit</b></p>	 <p><b>win</b></p>	<p>Safety pin</p>  <p><b>pin</b></p>	