



Subject: English Language Arts  
Grade Level: Elementary School  
DI Strategy: Think Dots

### Word Family Think Dots

Students in my kindergarten target-time group (these students are tier 3 and need the most support) have been practicing and learning about various "word families," working with each word family 1 week at a time. The following word families have been covered...-at, am, ap, op, and ot. Students read books with these words, completed word work to become familiar with the words, learned how to write the words, and also applied their skills while reading.

Depending on the student, I needed to support him/her more by reading directions and answering questions. Students were placed in heterogeneous partnerships. The lower students were paired with the higher students in the group. This type of partnership provided a scaffold for students who needed more assistance when answering these questions.

I circulated as the students completed the activity. They were able to ask questions and interact with peers. They enjoyed this activity because it was fun and a little bit different than other activities we had been working on. Yet, it is structured enough to give me an idea of which students understood the concepts.

Students were instructed to take turns, rolling the die, and complete each box on his/her own. Partner #1 would roll the die to see which question he/she needed to answer. Both partners wrote down his/her answer to the question. Once both partners had completed the question, partner #1 shared his/her answer. Partner #2 could either agree or helped partner #1 improve his/her answer. Students then switched roles and partner #2 rolled the die. Students continued in this way until all the boxes were completed. Once students were finished they turned it in and returned to their desk to work on their anchor (ABC letter practice packet).

The questions included in the Think Dots activity were all covered through the week (rhyming, finding what "doesn't belong", filling in the missing sound, fill in the blank to make sense, spelling patterns, etc.)



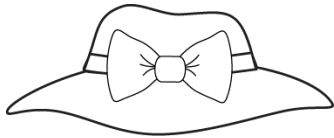
NAME: \_\_\_\_\_



Draw a picture of something in the -at family.



Write a word that rhymes with cat!



Put an X on the picture that does NOT belong.

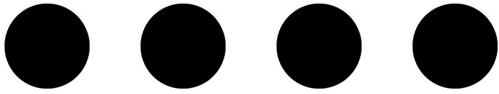


\_\_\_\_\_at

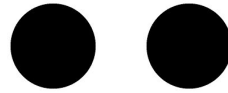
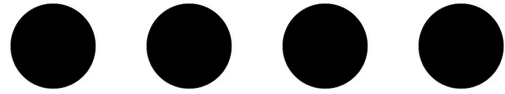
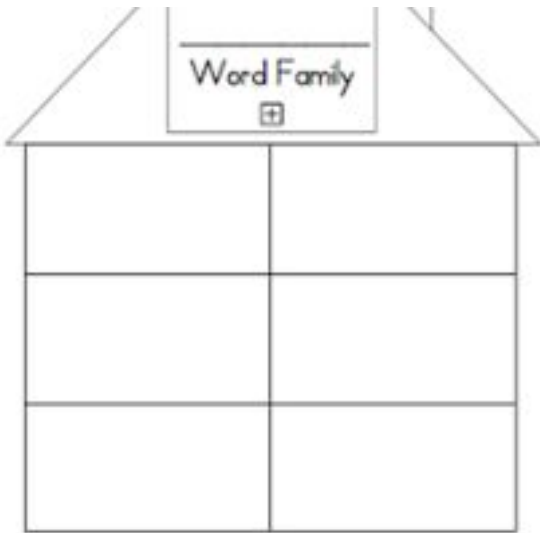


\_\_\_\_\_at

Fill in the missing beginning sound of each picture.



Fill in the  
word family  
house.



The \_\_\_\_\_ sat

on the \_\_\_\_\_.

Fill in the  
blank.