

# Building Word Families #1

Grades 1-2

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ISBN 1-55035-348-9

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Revised October 2006

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Published in the United States by:

On the Mark Press  
3909 Witmer Road PMB 175  
Niagara Falls, New York  
14305  
www.onthemarkpress.com

© On the Mark Press • S&S Learning Materials

Published in Canada by:

S&S Learning Materials  
15 Dairy Avenue  
Napane, Ontario  
K7R 1M4  
www.sslearning.com

OTM-1805 • SSR1-05 Building Word  
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# BUILDING WORD FAMILIES # 1

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# BUILDING WORD FAMILIES # 1

## Word Family or "Chunking" Word Wall

Words may be grouped by each word family or by vowel. The purpose of the "chunking" wall is to assist students to read and spell unknown words by analogy. Word families are highlighted in color or underlined.

<u>an</u>	<u>ap</u>	<u>at</u>
can	lap	cat
pan	nap	mat

a	e	i	o	u
sack	seat	mice	lock	sun
name	tell	ring	joke	rug

## Transferring Skills to New and Multisyllable Words

This activity helps students to transfer their recognition of word families to read and spell new and multi-syllable words.

- Pick two to three words your students know that have a word family common to other words. For example, cap, top, win
- Display these key words on the chalkboard or on a chart in three columns.
- Identify the word families. For example, \_ap, \_op, \_in.
- Have the students make three columns on their paper and head these with the key words, underlining the 'chunks'.

cap

top

win

# BUILDING WORD FAMILIES # 1

## Transfer to Reading:

- Show students one syllable words with the same rime on index cards or the chalkboard. Do not say the words. Have them write these words under the key word in their books.

**map**

**hop**

**pin**

- Ask students to read the words, verbalizing the strategy of using known words to read new ones by saying "If I know that c-a-p is cap it helps me know that m-a-p is map."
- End with multi-syllable words, so the students can see how to identify the 'chunks' and use this knowledge when reading and spelling bigger words.

**happen**

**gumdrop**

**begin**

## Transfer to Spelling:

- Say some one syllable words and have the children decide how to spell them by choosing which word they rhyme with. This is a form of dictated word sort. Have them verbalize, "If I know that cap is spelled c-a-p, tap is probably spelled t-a-p."

**tap**

**pop**

**bin**

- Supply only the words that rhyme and are spelled with the same word family.
- Say some multi-syllable words. See if they can write them using the word family.

**"hubcap"**

**"tiptop"**

**"napkin"**

# BUILDING WORD FAMILIES # 1

## Applying Independent Strategies

Through regular practice and explicit modeling, students will develop the ability to use word families strategically.

### Applying Strategies During Reading:

- **During Shared or Guided Reading:** Model the use of analogy by describing the process you used to decode the word. For example, for the word 'stack', say "When I look at this word I see two parts that remind me of other words I know. First, I see the letters 'st' as in the word 'stop'. These two letters stand for the /st/ sound. I also see the word part '\_ack' as in the word 'back'. If I blend these two word parts I get the word 'stack'."
- **Before Guided and Independent Reading:** Reinforce independent reading strategies by saying, "When we come to a word you do not know, stop and say all the letters in that word. Don't try to sound out each letter. Instead, just spell the word to yourself, naming the letters. This helps your brain to search for a word it knows with the same chunk. This will help you figure out the new word." You may wish to display the steps on a chart or provide individual reference cards:

"When I come to a word I don't know I..."

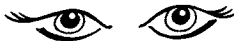
1. Put my finger on the word.



2. Say all the letters.



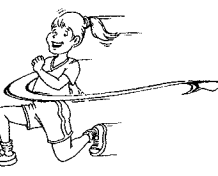
3. Look for a part I know.



4. Keep my finger there.



5. Finish reading the sentence.



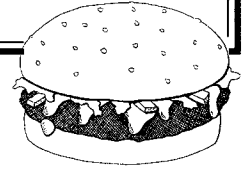
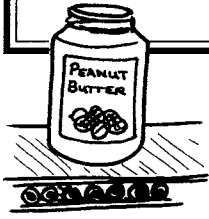
6. Check that it makes sense and begins with the right letter.



### Applying Strategies During and After Writing:

- **During Writing:** "As you are writing, and you come to a word you do not know how to spell, say the word slowly and listen for the chunks you know."
- **After Writing:** "When you have finished writing, reread it and look for any words that do not look right to you. Is there another spelling pattern for that rhyme? If you can think of a rhyming word, write it that way and see if that looks right to you."

# BUILDING WORD FAMILIES # 1



## List of Decodable Multi-Syllable Vocabulary and Environmental Print

- ack:** backpack, backtrack, crackerjack, fullback, haystack, icepack, jacket, knapsack, offtrack, racetrack, racket, soundtrack, thumbtack, unpack, paperback, quarterback
- an:** anaconda, ancestor, animal, Batman, began, branches, Canada, canvas, caveman, dishpan, Japan, outran, pecan, planning, suntan, handyman, Superman
- ank:** banker, blanket, cranking, Frankenstein, gangplank, outrank, thanking
- ap:** bottlecap, catnap, chapter, giftwrap, gingersnap, handicap, happen, hubcap, kidnap, kneecap, mishap, mousetrap, napkin, overlap, rapid, unhappy, unwrap
- ash:** ashes, ashtray, bashful, backlash, cashew, dashboard, eyelash, flasher, flashlight, flashy, mishmash, smashing, splashing, stashing, whiplash
- at:** acrobat, Atlantic, attic, chatter, chitchat, clatter, combat, doormat, format, habitat, hardhat, matching, matter, muskrat, scatter, scratching, tomcat, wildcat, wombat
- ell:** Cinderella, doorbell, eggshell, farewell, fellow, hello, jelly, misspell, mozzarella, nutshell, umbrella, unwell, yellow
- est:** arrest, biggest, contest, destination, digest, forests, hardest, harvest, interest, invest, investigate, protest, request, restful, resting, suggest, testing, undress, yesterday
- ick:** candlestick, chicken, chopstick, clicking, drumstick, homesick, lipstick, Mickey, nickel, pickle, pinprick, pumpnickel, quickly, seasick, sticky, thicken, thicker, toothpick, tricky
- ill:** anthill, armadillo, caterpillar, chinchilla, downhill, drilling, gorilla, refill, standstill, thrilling, treadmill, unskilled, uphill, windmill, vanilla, windowsill
- in:** begin, Berlin, cabinet, dinner, finished, grinning, hairpin, inside, intended, invite, Rumpelstiltskin, sheepskin, spinning, splinter, tailspin, unpin, window, winner, within