

Building Word Families

#2

Grades 1-2

Written by Margot Southall
Illustrated by S&S Learning Materials Ltd.

ISBN 1-55035-350-0

Copyright 1995

Revised October 2006

All Rights Reserved * Printed in Canada

Permission to Reproduce

Permission is granted to the individual teacher who purchases one copy of this book to reproduce the student activity material for use in his/her classroom only. Reproduction of these materials for an entire school or for a school system, or for other colleagues or for commercial sale is **strictly prohibited**. No part of this publication may be transmitted in any form or by any means, electronic, mechanical, recording or otherwise without the prior written permission of the publisher. "We acknowledge the financial support of the Government of Canada through the Book Publishing Industry Development Program (BPIDP) for this project."

Published in the United States by:
On the Mark Press
3909 Witmer Road PMB 175
Niagara Falls, New York
14305
www.onthemarkpress.com

Published in Canada by:
S&S Learning Materials
15 Dairy Avenue
Napane, Ontario
K7R 1M4
www.ssielarning.com

Look For



Other Language Units

Reading Response Forms	Gr. 1-3
Reading Response Forms	4-6
The First 100 Sight Words:	
Multisensory Worksheets	1
Sight Word Activities	1
Creativity With Food	4-8
What's the Scoop on Words	4-6
Poetry & Creative Writing	4-6
Personal Spelling Dictionary	2-5
Building Word Families #1 (Short Vowels)	1-2
Passport to Adventure	7-8
Building Word Families #2 (Long Vowels)	2-3
How to Write an Essay	7-12
How to Write a Paragraph	5-10
How to Write a Composition	6-10
Passion of Jesus: Play	7-9
ESL Teaching Ideas	K-8
Multi-Level Spelling Program	3-6
Spelling	1
Spelling	2
Spelling	3
Spelling	4
Spelling	5
Spelling	6
Exercises in Grammar	6
Exercises in Grammar	7
Exercises in Grammar	8
Spelling Blacklines	1
How to Give a Presentation	4-6
Fun With Phonics	1-3
Literature Response Forms	1-3
Literature Response Forms	4-6
Teacher's Guide to the Grade 6 Language Test	6
Teacher's Guide to the Grade 3 Test	3

Building Word Families #2

Table of Contents

Teacher Guide for Word Building Activities	4
• Organization of the Program.....	4
• Teacher - Student Prompts	6
• Phonics Overview.....	8
Objectives for the Unit	12
List of Skills	12
Tracking and Evaluation Sheet	14
Short and Long Vowel Word Families	15
• Manipulatives and Recording Sheets	15
• Review Sheets: Sorting Activities	61
• Slide Cards for Manipulatives	69
Word Family Labels	87

Building Word Families #2

Teacher - Student Prompts

The following teacher guide is meant to be used with individual or small group word building sessions and may be mounted on tag board and laminated for classroom use.

1. Focus on the word family represented on the slide card or puzzle piece. Say:

"What letters make the _____ (word family) sound?"

"What sound does ____ (letters) make?"

Encourage the student to blend the letters so that they sound right.

2. Focus on the initial consonant, consonant blend or digraph on the slide or puzzle piece. Say:

"What letter is this?"

"What sound does ____ (letter) make?"

3. Ask the student to place both the puzzle pieces side by side. If using a slide card, model how it works. Say:

"Make me a word with the _____ (word family) sound."

"What word have you made?"

Ask the student to run a finger underneath the word to assist him/her to sequence the letters/sounds correctly.

Say:

"Can you say it slowly?"

"Can you say it fast?"

Building Word Families #2

4. To review, say:

"In the word (the student has made) what letters make the _____ (word family) sound?"

"What sound does _____ (letters in the word family) make?"

"What letter makes the _____ (initial consonant, blend or digraph) sound?"

"What sound does _____ (letter) make?"

"What is the whole word?"

Have the student print the word on the recording sheet using the manipulative as a guide.

5. To build the remaining words, have the student put the next beginning letter/s in place and then ask him or her to say the previous (familiar) word, then to repeat it, but substituting the new initial consonant, blend or digraph. For example:

"Say the word "bake". Now say the word again but instead of "b" say "m"."

6. You may wish to continue further by asking the student:

"Can you write me the word _____ (one of the words that he or she has built)?"

Continue for each of the words. You may wish to use a chalkboard or have the student use colored markers for this exercise.

Building Word Families #2

Phonics Overview

The following phonics principles are incorporated into the activities in this unit:

Single Vowel Letters

The vowel letters are used to record a vowel sound. The vowel letters are a, e, i, o, u and sometimes y. All the other letters in the alphabet are consonants. For example:

- a as in at
- e as in egg
- i as in it
- o as in ox
- u as in up

Long Vowel Sounds

The five long vowel sounds are articulated the same as their letter names:

- \a\ as in cake
- \e\ as in feet
- \i\ as in nice
- \o\ as in coat
- \u\ as in blue

The long vowel sounds occur in the initial, medial and final positions of words or syllables.

The long \u\ sound is a combination of the consonant \y\ and the vowel sound \u\. The long \u\ sounds are \yoo\ heard in new and the \oo\ sound heard in blue. These sounds can be spelled u_e, ue or ew.

Building Word Families #2

Short Vowel Sounds

The five short vowel sounds are:

- \a\ as in cat
- \e\ as in get
- \i\ as in bit
- \o\ as in hot
- \u\ as in nut

The short vowel sounds occur in initial and medial positions in words or syllables, but seldom in the final position.

The short "u" sound is often referred to as the schwa sound, which is written as an inside down e.

The short sound of \e\ can be spelled three ways. For example: set, head, said.

Teaching Tip: Have students practice forming their mouths correctly to make each vowel sound. A mirror is useful in tutoring sessions.

Diphthongs

A vowel diphthong is voiced by moving from one vowel position to another within a single enunciation. For example:

- \oi\ as in noise
- \oy\ as in toy
- \au\ as in haunt
- \aw\ as in saw
- \ou\ as in house
- \ow\ as in cow

The sound \oi\ can be spelled as \oy\ or \oi\ as in toy and coin. The \ou\ sound can be spelled \ow\ or \ou\ as in how and sound.