

# Critical Thinking Skills

## Word Families - Short Vowels Grade K-1

Skills For Critical Thinking		Onset-Rime Addition	Make-a-Word	Picture Rimes	Sentence Completion	Cloze	Find-A-Rime	Reading Passages	What's Different?	Writing Tasks	Graphic Organizers
LEVEL 1 Remembering	<ul style="list-style-type: none"> <li>Identify</li> <li>Read</li> <li>Match</li> <li>Select</li> <li>Record</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Understanding	<ul style="list-style-type: none"> <li>Use</li> <li>Describe</li> <li>Interpret</li> </ul>	✓		✓	✓		✓		✓	✓	✓
LEVEL 3 Applying	<ul style="list-style-type: none"> <li>Choose Information</li> <li>Construct</li> <li>Apply What Is Learned</li> </ul>				✓		✓		✓	✓	✓
LEVEL 4 Analysing	<ul style="list-style-type: none"> <li>Discriminate</li> <li>Illustrate</li> <li>Identify Relationships</li> </ul>			✓		✓	✓	✓	✓	✓	✓
LEVEL 5 Evaluating	<ul style="list-style-type: none"> <li>Decide</li> <li>Make Choices</li> </ul>				✓	✓		✓		✓	✓
LEVEL 6 Creating	<ul style="list-style-type: none"> <li>Design (i.e., a picture book)</li> <li>Create</li> </ul>									✓	✓

Based on Bloom's Taxonomy



# Teacher Guide

Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

## Introduction

**I**ncrease vocabulary, sight word recognition and comprehension as you help your students identify the correct pronunciation of short vowel phonograms (word families) using real life pictures as an aid. We also highlight high frequency words which encourage beginning skills for reading. As students begin to read and understand more about the onset and rime connection found in word families, they will begin to think of words as not only a series of individual letters and sounds, but as easily recognizable segments or chunks of language. Reproducible work sheets include, riming, writing, poetry, cloze sentences, riddles and chunking.



This resource provides ready-to-use information and activities for beginning readers. It can be used in any Language Arts program as a supplement to a basic literacy program to strengthen children's reading, writing and thinking skills.

Words are best learned in context. As you may wish to introduce the activities in this book as they appear in your shared reading, guided reading, writing and words blocks. This resource is comprised of interesting and engaging student activities in language, reading comprehension and writing, and can be effectively used for individual, small group or whole class activities.

## ONSETS

**Consonants:** s l p n r t c k m b d f g h j v w x y z

**Consonant Blends:** bl cl fl gl pl sl tw br cr dr fr gr pr tr sc sk sm sn sp st sw gn gh gu kn wr sch scr shr spl spr str squ thr

**Consonant Digraphs:** ch kn ph qu sh th

## RIMES

ab ack ad ag am amp an and ap ar ash at ed ell en est et ick id ig ill in ink ip it ob ock od og ot ub uck ug um ump un unk ush ut

## How Is Our Resource Organized?

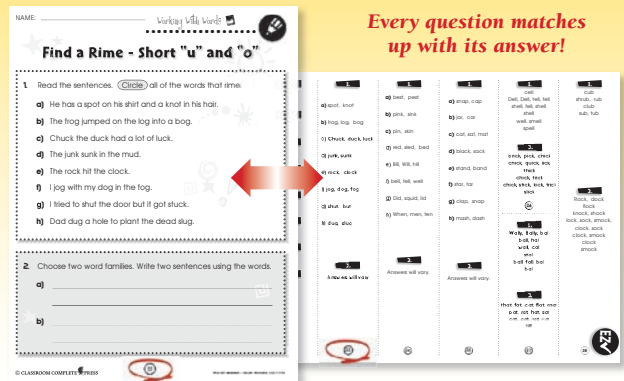
Activities in language, reading comprehension and writing (in the form of reproducible worksheets) make up the majority of our resource. There are a variety of pages organized in the following sections – PICTURE RIMES activities, BOXED WORDS activities, CLOZE activities, READING PASSAGE activities, and WRITING tasks. All are either a half-page or full page long.

It is not expected that all activities will be used, but are included for variety and flexibility in the resource.

- Also provided are two puzzles, a word search and a crossword. Each of these worksheets can be completed as individual activities or done in pairs.
- Three Graphic Organizers are included to help develop students' thinking and writing skills. The Assessment Rubric (page 4) is a useful tool for evaluating students' responses to many of the activities in our resource. The Comprehension Quiz (page 48) can be used for either a follow-up review or assessment at the completion of the unit.

## EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with our **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!

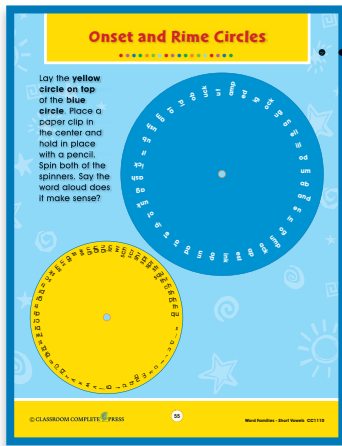




# 1,2,3,4,5,6

## Graphic Organizer Transparencies

Suggestions for using three of the six **Graphic Organizer Transparencies** included in our **Word Family Book** are found below. They may also be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).

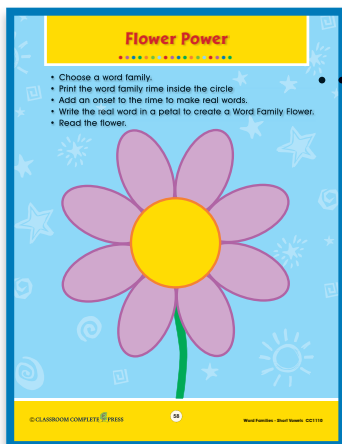
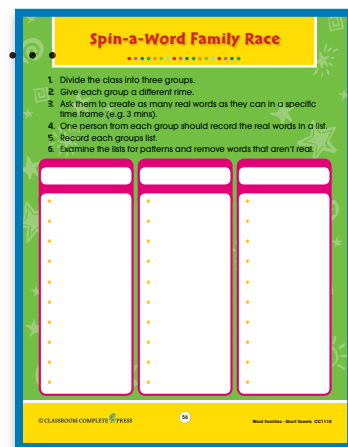


### ONSET- RIME CIRCLES

This organizer can be used as a whole class activity then as a small group or individual activity. To introduce this to the whole class, place the small yellow circle of onsets inside the larger blue circle of rimes. Not only will the students see that yellow and blue really do make green, they will also see how words can be made. Make a small whole in the center of each circle. Place a paper clip in the center and hold in place with a pencil. Spin both of the spinners. Add the onset to the rime. Say the word aloud. Ask the student, "Does the word make sense? Does it sound right? Together determine if it is a real word. Record the real words on chart paper in a list. Then spin again. (For more advanced students, record the word on chart paper or the blackboard and ask: "Does it look right?") After you have demonstrated how to use the onset-rime circles move the activity to a center for small groups or individual students to use for practice. Found on Page 55.

### WORD FAMILY RACE

This organizer can be used as a whole class or small group activity. Divide the class into three groups. Give each group a rime. Ask them as a group to create as many real words as they can in three minutes or less (reduce the time as the students become more proficient at this activity). Ask one member of the group to record the real words in a list on paper or a white board. When the time is up, call the students' attention and ask one member from each group to read their list for you to record on the overhead for everyone to review. After all lists are recorded read over them. Note any words that do not make sense and add to the lists any other words that the class can think of from each word family. At first, the group may need manipulatives to assist them with this activity. You could provide students with onset-rime circles (on page 55) or you could use the onset rime cards on pages 42-45. Found on Page 56.



### FLOWER POWER

This organizer can be used as a whole class or an individual activity. For a class activity, lead your students in a brainstorming session. Record all of the word families that they know on the board. Choose one word family to make into a flower by adding onsets to the rime to create real words. As an individual activity, give students a copy of the overhead or make a flower stem with a round shape on top and print a word family, such as, "-an", inside the circle. Cut out petal shapes to be added to the flower. Students take a blank "petal", write a real word from the word family e.g. "can". Each word gets added around the center to make a Word Family Flower. Substitute the word family and create other Word Family Flowers. Extend the activity by having students write sentences using the words. Found on Page 57.

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



# Onset - Rime Addition



**-en**

1. Add the onset to the rime to create a new word. Say the word. Write the word on the line. **The first one has been done for you.**

**h + en = hen**

t + en = \_\_\_\_\_

d + en = \_\_\_\_\_

m + en = \_\_\_\_\_

p + en = \_\_\_\_\_

th + en = \_\_\_\_\_

wh + en = \_\_\_\_\_

wr + en = \_\_\_\_\_

2. Write two sentences using the **-en** family words.

a) \_\_\_\_\_

b) \_\_\_\_\_



## Make-A-Word Activity 3



**-at**

Choose an onset to add to the rime to create a new word. Say the word. Write the word on the line. **The first one has been done for you.**

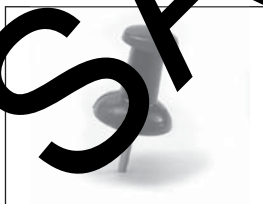
h b t l s v r m p n c st th f

that      \_\_\_at      \_\_\_at      \_\_\_at

\_\_\_at      \_\_\_at      \_\_\_at      \_\_\_at

\_\_\_at      \_\_\_at      \_\_\_at      \_\_\_at

## Make-A-Word Activity 4



**-ack**

Choose an onset to add to the rime to create a new word. Say the word. Write the word on the line. **The first one has been done for you.**

p b d r t s cr qu tr st et sh bl sn l

clack      \_\_\_ack      \_\_\_ack      \_\_\_ack      \_\_\_ack

\_\_\_ack      \_\_\_ack      \_\_\_ack      \_\_\_ack      \_\_\_ack

\_\_\_ack      \_\_\_ack      \_\_\_ack      \_\_\_ack      \_\_\_ack

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



# Short "i" Picture Rimes

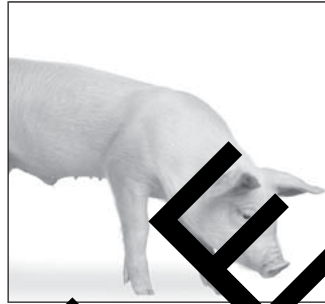
Look at the picture. Choose the best onset to finish each word.  
**The first one has been done for you.**



**kick**



\_\_\_\_\_ ick



\_\_\_\_\_ ig



\_\_\_\_\_ id



\_\_\_\_\_ ill



\_\_\_\_\_ ill



\_\_\_\_\_ in



\_\_\_\_\_ ink



\_\_\_\_\_ ink



\_\_\_\_\_ ip



\_\_\_\_\_ ip



\_\_\_\_\_ it

SAMPLE



# Short "e" Sentence Completion

Choose a word from the box to make the sentence complete. The boxes show tall and small letters. **The first one has been done for you.**

felt jet bed red pen shed When chest wet men sped met hens smell get

1. I **f** **e** **l** **l** on the **b** **e** **d**.

2.     we went to Alaska, we took a   .

3. I    the    at the game.

4. The    **car**    down the road.

5. The    in the

.

6. My hand will     .

7. The      is in the    .

SAMPLE