

Ohio Standards Connections

Phonemic Awareness, Word Recognition and Fluency

Benchmark A

Use letter-sound correspondence knowledge and structural analysis to decode words.
(Grades Pre-Kindergarten - 3)

Indicator 5

Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.
(Grade 1)

Lesson Summary:

Students will read a book with rhyming text and identify word families. They will use this knowledge to create and read additional words containing these patterns.

Estimated Duration: *Two hours broken into short sessions.*

Commentary:

The study of word families is one of several ways teachers can help children increase their word power and gain greater control over sight words. The importance of increasing control over sight words or high frequency words rests on what we know about them. High frequency words are among the words that matter most to beginning readers. As children learn to read, the knowledge they have about high frequency words enables them to find familiar sounds and associations in a line of print. This familiarity allows children to continue reading with a growing confidence and capacity to find meaning.

Pre-Assessment:

Give students a set of nine words to match with three key words, such as sound, clash and east (see Blackline Master: Pre-Assessment). Have the students sort the words into word families and pronounce them.

Scoring Guidelines:

3 = sorts and pronounces all nine words correctly

2 = sorts and pronounces six to eight words correctly.

1 = sorts and pronounces three to five words correctly.

0 = demonstrates little or no understanding of this concept.

Post-Assessment:

Give students a set of nine words to match with three key words (See Blackline Master: Post-Assessment). Have the students sort the words into word families and pronounce them.

Scoring Guidelines:

3 = sorts and pronounces all nine words correctly.

2 = sorts and pronounces six to eight words correctly.

1 = sorts and pronounces three to five words correctly.

0 = demonstrates little or no understanding of this concept.

Instructional Procedures:

1. Read aloud from a book containing many examples of word families, instructing the students to listen for rhyming words.
2. Tell students to focus on word families, words that have rhyming sounds and

have the same spelling patterns. Write several examples on the chalkboard, such as *tan, man, scan* or *made, shade, fade*.

3. Pair students or assign them to small groups.
4. Give each pair or group a copy of the rhyming text and some sticky notes. Ask the students to read the text and have them identify and write words that form word family groups, using one sticky note for each word.
5. As a whole group, have children sort the sticky notes by reading them and placing them together in word families on a wall or chalkboard as you add headings such as, *-est, -ain, -ead* or *-ry*.
6. Ask students to generate additional words to add to the lists.
7. Display the word family lists in the classroom on a "Word Family Word Wall".

Differentiated Instructional Support:

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Work individually, starting with very basic word patterns, such as *fan, man, tan; cat, hat, bat* or *cake, take, make*.
- Copy simple rhymes that have words spelled with the same patterns for students to circle by word families.
- Have the student write poetry with words from the Word Family Word Wall.
- Have the student create a book with more difficult words, using them in a simple rhyme and illustrating each, such as "*The cottage was owned by cute little elves that worked very hard and were proud of themselves .*"

Extension:

These are ideas for all students to continue learning on this topic – in or outside of class.

- Introduce multi-syllabic words that are more complex, having the same patterns, such as *complain and remain* or *contrite and polite*, and ask students to sort and pronounce the words.
- Copy three lines from a rhyme and let students fill in the last line with their own words. Students could create several possibilities for finishing the rhyme, using different words in the word family.
- Have students look at familiar poetry, finding new words to add to the classroom Word Family Word Wall.

Homework Options and Home Connections:

Students can cut words from magazines and newspapers to add to the lists of word families displayed in the classroom.

Interdisciplinary Connections:

A rhyming text like *Bringing the Rain to Kapiti Plain* could be used as part of a science unit about weather and a social studies unit about geography and culture.

Technology Connections:

1. Students can experiment with word families using the "magnet board" found in the computer program *WiggleWorks*. Children combine consonants and vowels by arranging them on the screen in a manner similar to the way that they would position magnets on a refrigerator door. Learners can hear the words that they form voiced aloud.
 - Students can link together certain letter combinations that make up word families (e.g., "est," "ain"). Moving these linked letters around the screen as a group, they can construct words from these word families.
 - Students can easily add the words that they construct to the program's notepad. Students can also paste these words into a document when using the program's word processor.
2. Students can apply their knowledge of common word families as they use software programs to accomplish the following: Students can work with teachers to create sets of computer magnets — each consisting of words from word families that they are studying in class. With teachers' support, students can use these computer magnet sets to create rhyming poems, moving words around the screen in the same way that they would arrange word magnets on a refrigerator.
3. Students can create computer magnet sets. This activity can take place by working with students as a small group, around a classroom computer, or as a class. If working as a class, attach the computer to a projector to enable all students to view the computer screen.
 - Display the software screen that you will use to create the computer magnet sets.
 - Explain to students that they will construct computer magnet sets that can be used to create poems.
 - Ask students to select the word family (or families) that will make up a computer magnet set.
 - Have students suggest particular words from that word family that they can include in this magnet set.
 - Create computer magnets for the set that display the words that students suggest. Add each word to the set by selecting the text tool and typing that word into the text box on the screen.
 - Help students to find additional words from these word families to add to their magnet set.
 - Arrange these words in a random pattern around the screen by moving the text boxes with the mouse.
 - Save the computer magnet set.
4. Students can also use magnet sets to create poems. This activity can take place by working with students in small groups, in pairs or individually. If students require additional support, begin by creating poems as a class using a projector. Explain to students that they can create rhyming poems using the computer magnet sets developed in class. Students can construct poems by selecting particular words (text boxes) with the mouse and by moving these words on the screen in order to form sentences. Support students as they create their poems.
 - Work with students to identify new words to add to the magnet set that

- will help them to develop sentences and to elaborate on their poems.
 - Encourage students to experiment with their writing by moving words to different positions within their poems.
 - Provide further support as needed. For example, have students work as a class to develop the beginning of a poem that they can later complete at the computer.
 - Save poems using a different filename to avoid saving over the original magnet set.
5. Students who demonstrate an understanding of lesson concepts and who are familiar with the software may be asked to work in pairs or in small groups to create their own computer magnet sets. Have students use each other's magnet sets to create their own poems.

Materials/Resources Needed:

For the teacher: A rhyming text ideal for reading aloud, a chalkboard, chalk and Blackline Masters.

For the students: A copy of the same rhyming book for each pair of students or small group of students, sticky notes and pencils.

Key Vocabulary:

- word family
- rhyming

General Tips:

Most Common Phonograms (Spelling Patterns)

Here are the 37 most useful phonograms or spelling patterns that are found in hundreds of words children read and write...

<i>ack</i>	<i>ap</i>	<i>est</i>	<i>ing</i>	<i>ot</i>
<i>ai</i>	<i>ash</i>	<i>ice</i>	<i>ink</i>	<i>uck</i>
<i>ain</i>	<i>at</i>	<i>ick</i>	<i>ip</i>	<i>ug</i>
<i>ake</i>	<i>ate</i>	<i>ide</i>	<i>it</i>	<i>ug</i>
<i>ale</i>	<i>aw</i>	<i>ight</i>	<i>ock</i>	<i>ump</i>
<i>ame</i>	<i>ay</i>	<i>ill</i>	<i>oke</i>	<i>unk</i>
<i>an</i>	<i>eat</i>	<i>in</i>	<i>op</i>	
<i>ank</i>	<i>ell</i>	<i>ine</i>	<i>ore</i>	

Once students can look at a new word and search through their known words looking for words with the same spelling patterns, they need to learn about spelling patterns that have two common pronunciations. They also need to realize that cross checking will let them know which pronunciation works. (p.150)

From *Classrooms That Work: They Can All Read and Write* by Patricia M. Cunningham and Richard L. Allington. New York, N.Y.: Longman, 2nd edition, 1999.

Attachments:

- Blackline Master: Pre-Assessment
- Blackline Master: Post-Assessment