



# Table of Contents

**Introduction** ..... 3

**Using Onsets and Rimes** ..... 5

**Word Family Lists** ..... 6

## Whole-Group Activities

Cooking Up a Book of Rhymes ..... 9

Hop for Pop ..... 9

If Mother Goose Could See Them Now ..... 10

Wave a Flag for Word Families ..... 10

Word Pattern Poetry ..... 11

“Fan”tastic Words ..... 11

The Name Game ..... 12

On Your Mark, Get Set, Rime! ..... 12

## Games

A Family of Four ..... 13

Charade Brigade ..... 13

Word Family Bingo ..... 14

Put It Together ..... 14

Pass the Pattern ..... 15

Circle Time with Onsets and a Rime ..... 15

## Center Activities

Put That Word in Its Place ..... 16

Word Pattern Pictures ..... 16

Color Families ..... 17

Matchmakers ..... 17

Is This the Real Thing? ..... 18

Swat a New Word ..... 18

Match Game ..... 19

Words That Roll off Our Tongues ..... 19

The Shell Game ..... 20

Card Collectors ..... 20

We Have This Rhyming Thing in the Bag ..... 21

Fishing for the Right Word ..... 21

## Small-Group Activities

Roll into Action ..... 22

Snack Attack ..... 22

Roll a Rime ..... 23

What’s the Password? ..... 23

Here’s the Story ..... 24

Hats off for Rhyming Words ..... 24

Something’s Different ..... 25

Word Family Tents ..... 25

# Introduction



Ask students if they want to play a game, and they'll jump out of their seat. Tell teachers that there is a fun and easy way to help students build beginning reading skills, and they'll say, "What a feat!" Promise parents that there are activities guaranteed to promote oral and written language skills, and you'll hear, "That's really neat!" Ask anyone who has implemented the activities in *Exploring Word Families* what they think, and they'll exclaim, "Can't be beat!"

The previous paragraph demonstrates how easy it is to use word families (a group of words that have the same spelling pattern) to teach beginning reading skills. Students are intrinsically attuned to stories and songs that feature rhyming words. The activities in *Exploring Word Families* take advantage of students' natural interest in word patterns to help them link the sounds they hear (phonemic awareness) with the letters that make these sounds (phonics).

Use these original games and activities with the whole class or with smaller groups at a learning center to give students practice manipulating sounds to create new words. This book shows you how to use onset and rime\* dice and spinners, word cards, and other readily available materials to help students establish the essential link between oral and written language.

## Components of *Exploring Word Families*

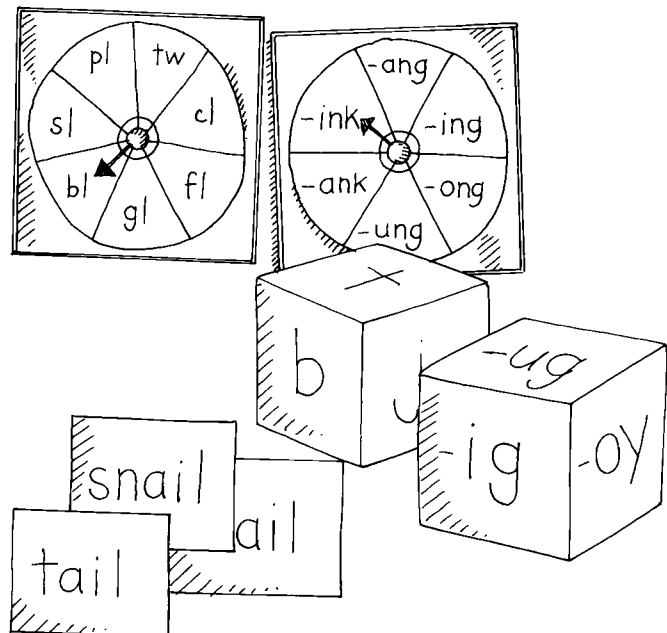
This resource includes the following materials:

- ◆ a variety of meaningful activities for the whole class that include sound, letter, and word recognition and manipulation
- ◆ creative suggestions for developing learning centers that encourage students to explore word patterns

- ◆ straightforward, easy-to-follow instructions for instant language lessons for small groups of students
- ◆ directions for using onset and rime dice and spinners to promote an understanding of word families
- ◆ handy lists of word families
- ◆ reproducible word and picture cards that feature common rhyming words
- ◆ a colorful pull-out poster that reinforces various word patterns
- ◆ reproducible word wheels that encourage students to apply their knowledge of word families

Look at this book, and then try these fun, stimulating activities. Soon, you will be amazed at what little time it took to hook your students on reading!

\*An onset is all of the sounds in a word that come before the first vowel. A rime is the first vowel in a word and all the sounds that follow. (For example, in the word *treat*, the onset is *tr-* and the rime is *-eat*.)



## Types of Lessons

The activities in *Exploring Word Families* were written for diverse educational settings. Choose from various group configurations and types of lessons to meet the needs of every student in your class.

**Whole-group activities** are designed for the entire class. Whether they are making a class book, writing a group poem, or manipulating fun learning tools that they have created on their own, students will not only enjoy themselves, but will benefit from working together as they explore word families.

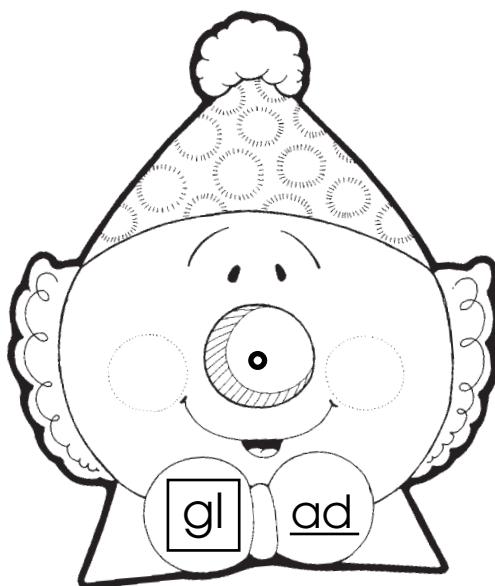
**Games** encourage students to get out of their seats and put their knowledge about onsets and rimes to work. These activities feature all the fun of friendly competition with extra practice manipulating sounds to create new words!

**Center activities** only require a few minutes of preparation on your part before students are ready

to experience meaningful language exploration on their own. Copy several sets of the reproducible word cards (pages 26–30) on card stock, cut them out, laminate them, and place them along with word family dice and spinners in a learning center. Then, introduce one of the original activities from this section to your class, and invite students to complete the activity during center time or when they finish their other work early.

**Small-group activities** involve special attention from a teacher or an adult volunteer to ensure that students are receiving extra practice with phonemic awareness. Each activity is easy to implement and provides wonderful opportunities to help individual students reinforce beginning reading skills.

The **color poster** highlights several word families and encourages students to use word patterns to read new words. The back of the poster features word wheels for students to construct and use to create words using onsets and rimes.



# Using Onsets and Rimes



Refer to the lists of common onsets and rimes shown below to create words for use in the activities in this book. First, choose a consonant, a blend, or a digraph for the onset. Then, add the onset to a rime.

## Blends and Digraphs

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	ch
sh	ph	th	qu			

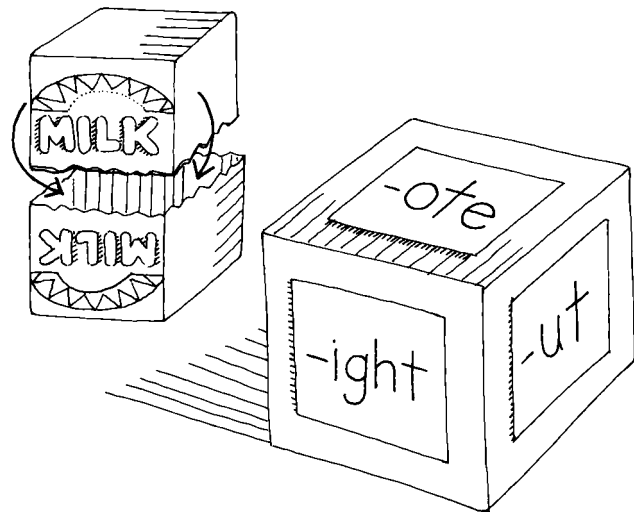
## Rimes

-ack	-ash	-ap	-am	-ag	-at	-an
-ab	-ad	-amp	-and	-ell	-ed	-est
-et	-ent	-end	-ead	-en	-ip	-ill
-it	-in	-ick	-im	-id	-ot	-op
-ock	-ob	-og	-od	-ug	-unk	-ump
-ub	-um	-ush	-ut	-un	-ust	-ang
-ing	-ong	-ung	-ank	-ink	-ar	-are
-ark	-art	-ear	-eer	-ire	-ore	-orn
-all	-aw	-awn	-ook	-ool	-oom	-oon
-oop	-ue	-ull	-ew	-oil	-out	-ow
-oy	-ail	-ain	-ake	-ame	-ate	-ay
-ale	-ade	-eed	-eep	-ee	-eat	-eal
-eel	-eet	-ight	-ine	-ide	-ice	-ite
-ime	-ind	-one	-ope	-old	-oke	-oat
-ose	-ole	-own	-ew	-oo	-uke	-y

## Make Your Own Onset and Rime Dice

Many of the activities in this book are designed for use with Creative Teaching Press's onset and rime spinners, but you can show your students how to make their own onset and rime dice out of empty milk cartons and simple craft supplies.

Cut off the tops of two empty pint milk cartons. Turn over one carton, and place it so that it fits inside the second carton to create a cube. Cover the cube with butcher paper or white mailing labels, and use a marker to write an onset on each of the six sides. Use another set of cartons to create a rime die or an additional onset die.



# WORD FAMILIES

## SHORT VOWELS

<b>-ab</b>		<b>-ack</b>		<b>-ad</b>		<b>-ag</b>		<b>-am</b>	
cab		back	clack	bad	mad	bag	tag	dam	
dab		jack	crack	dad	pad	gag	wag	ham	
gab		pack	quack	had	sad	lag	drag	jam	
jab		rack	shack	lad	glad	nag	flag	ram	
nab		sack	snack			rag	shag	cram	
tab		tack	track			sag	snag	slam	
stab		black						wham	
<b>-amp</b>		<b>-an</b>		<b>-and</b>		<b>-ap</b>		<b>-ar</b>	
camp		ban	ran	band		cap	tap	bar	par
damp		can	tan	hand		gap	clap	car	tar
lamp		fan	van	land		lap	flap	far	scar
ramp		man	plan	sand		map	slap	jar	star
stamp		pan	scan	bland		nap	snap		
				stand		rap	trap		
				strand		sap			
<b>-ash</b>		<b>-at</b>		<b>-ed</b>		<b>-ell</b>		<b>-en</b>	
bash	lash	at	pat	bed	fled	bell	well	den	ten
cash	mash	bat	rat	fed	shed	cell	shell	hen	then
dash	rash	cat	sat	led	sled	fell	smell	men	when
gash	sash	fat	vat	red	sped	sell	spell	pen	wren
hash	stash	hat	flat	wed	shred				
		mat	that	bred					
<b>-est</b>		<b>-et</b>		<b>-ick</b>		<b>-id</b>		<b>-ig</b>	
best	vest	bet	set	kick	brick	did		big	pig
jest	west	get	vet	lick	chick	hid		dig	rig
nest	chest	jet	wet	pick	quick	kid		fig	wig
rest	quest	met	yet	sick	slick	lid		jig	twig
		net	fret	tick	thick	rid			
		pet		wick	trick	slid			
						squid			

# WORD FAMILIES

## SHORT VOWELS

<b>-ill</b>		<b>-in</b>		<b>-ink</b>		<b>-ip</b>		<b>-it</b>	
bill	chill	fin	grin	link	blink	dip	flip	bit	wit
dill	drill	kin	skin	mink	drink	hip	grip	fit	grit
fill	frill	pin	spin	pink	stink	nip	ship	hit	knit
gill	grill	tin	thin	rink	think	sip	skip	kit	quit
hill	skill	win	twin	sink	shrink	tip	slip	lit	skit
mill	spill	chin		wink		zip	trip	pit	slit
pill	still					drip	whip	sit	split
sill	thrill								
will									
<b>-ob</b>		<b>-ock</b>		<b>-od</b>		<b>-og</b>		<b>-op</b>	
bob	rob	dock	flock	cod		dog	log	hop	chop
cob	sob	lock	knock	nod		fog	clog	mop	drop
job	knob	rock	shock	pod		hog	frog	pop	shop
lob	slob	sock	smock	rod		jog	smog	top	stop
mob		clock	stock	sod					
<b>-ot</b>		<b>-ub</b>		<b>-uck</b>		<b>-ug</b>		<b>-um</b>	
cot	rot	cub	club	buck	chuck	bug	tug	bum	
dot	tot	dub	grub	duck	cluck	dug	drug	gum	
hot	knot	hub	stub	luck	stuck	hug	plug	hum	
lot	plot	rub	scrub	puck	truck	jug	slug	sum	
not	spot	sub	shrub	suck	struck	mug	snug	drum	
pot	trot	tub		tuck		rug		plum	
<b>-ump</b>		<b>-un</b>		<b>-unk</b>		<b>-ush</b>		<b>-ut</b>	
bump	pump	bun		bunk	sunk	gush		cut	
dump	rump	fun		dunk	chunk	hush		jut	
hump	clump	nun		hunk	drunk	lush		nut	
jump	stump	pun		junk	skunk	mush		rut	
lump		run		punk		rush		shut	
		sun						strut	
		spun							

# WORD FAMILIES

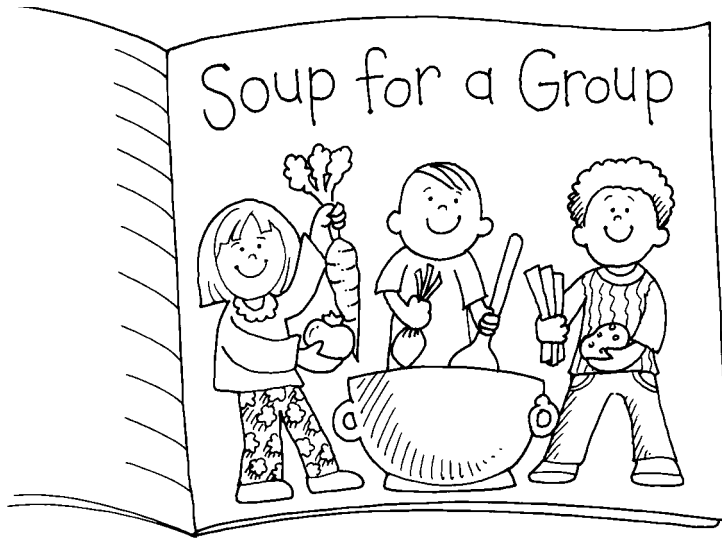
## LONG VOWELS

<b>-ail</b>		<b>-ain</b>		<b>-ake</b>		<b>-ame</b>		<b>-ank</b>	
bail	sail	gain	chain	bake	wake	came	same	bank	crank
fail	tail	main	drain	cake	brake	fame	tame	rank	flank
hail	wail	pain	grain	lake	flake	game	blame	sank	plank
jail	frail	rain	stain	make	shake	lame	flame	tank	spank
mail	quail	brain	train	rake	snake			blank	thank
nail	snail			take	stake			clank	
pail	trail								
rail									
<b>-ate</b>		<b>-ay</b>		<b>-eat</b>		<b>-eep</b>		<b>-eet</b>	
fate		bay	ray	beat		beep	creep	feet	
gate		cay	say	heat		deep	sheep	meet	
late		day	way	meat		jeep	sleep	fleet	
mate		gay	clay	neat		keep	steep	sheet	
plate		hay	play	seat		peep	sweep	sleet	
skate		lay	stay	treat		weep		sweet	
state		may	sway	wheat				street	
		pay	tray						
<b>-ice</b>		<b>-ide</b>		<b>-ime</b>		<b>-ive</b>		<b>-oat</b>	
dice	price	hide	bride	dime		dive		boat	
lice	slice	ride	glide	lime		five		coat	
mice	spice	side	pride	mime		hive		goat	
nice	twice	tide	slide	time		live		bloat	
rice		wide		crime		drive		float	
				prime				gloat	
								throat	
<b>-old</b>		<b>-ole</b>		<b>-one</b>		<b>-ose</b>		<b>-y</b>	
bold		hole		bone		hose		by	ply
cold		mole		cone		nose		my	sly
gold		pole		tone		rose		cry	try
hold		stole		zone		close		fly	why
mold		whole		phone		those			
sold				stone					
told									

**W**rite the words *cook* and *book* on the chalkboard. Ask students to explain how the two words are similar. Ask the class to think of pairs of rhyming words that might appear in titles of a cookbook, such as “Let’s **Bake** a **Cake**,” “How to **Heat** **Meat**,” “**Oodles** of **Noodles**,” or “**Stew** for a **Crew**.” Invite students to work with one or two other students to write their title on a piece of drawing paper and to illustrate their words below the title. Bind student work in a class book titled *Look at Our Cookbook!*

**Materials**  
drawing paper  
crayons or markers  
bookbinding materials

## Cooking Up a Book of Rhymes



**F**or this activity, choose words from various word families, such as *cap*, *bump*, *rip*, *hand*, and *top*. Tell students you will slowly say aloud some words, and invite them to hop whenever they hear a word that rhymes with *hop* (e.g., *cop*, *drop*, or *top*). Repeat the activity with a different action. For example, students could skip when they hear the word *rip*, clap or tap when they hear the word *cap*, or jump when they hear the word *bump*. For an extra challenge, divide the class into four groups, and assign each group a different action. Say aloud a list of words, and tell students to perform their action whenever they hear a word that rhymes with their action.

**Materials**  
none

## Hop for Pop





# If Mother Goose Could See Them Now

## Materials

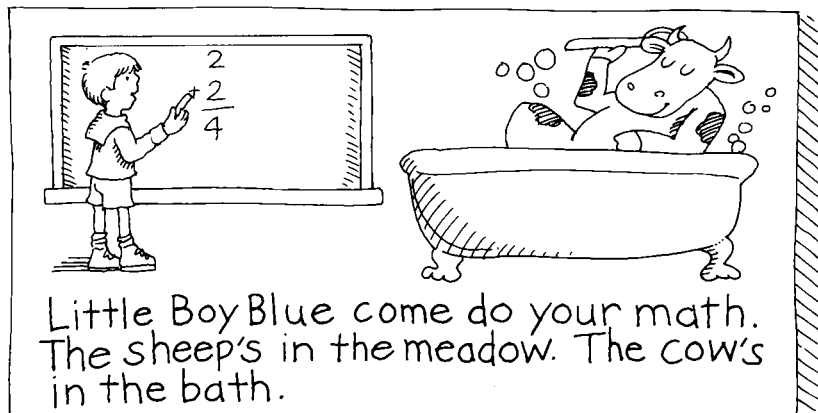
sentence strips  
pocket chart  
chart paper  
drawing paper  
crayons or markers

Use word families to change a familiar nursery rhyme into a silly poem. Write the words from the first two lines of “Humpty Dumpty” on sentence strips, and place them in a pocket chart.

*Humpty Dumpty sat on a wall.*

*Humpty Dumpty had a great fall.*

Invite students to identify the rhyming words in the couplet. Ask students to brainstorm a list of other words in that word family, and write them on a piece of chart paper. Encourage students to use these words to suggest new silly endings for the nursery rhyme, such as *Humpty Dumpty made a phone call*, *Humpty Dumpty bounced like a ball*, or *Humpty Dumpty wasn't too tall*. To extend learning, try using another nursery rhyme, such as “A-Hunting We Will Go,” “Little Boy Blue Come Blow Your Horn,” “Rain, Rain, Go Away,” or “To Market, To Market.” Invite students to illustrate their new verses, and display their work on a bulletin board or wall.



# Wave a Flag for Word Families

## Materials

index cards  
rulers  
tape

Give each student an index card and a ruler. Write the word *flag* on the chalkboard. Ask students to copy the word on their index card, and have them tape their card to the end of their ruler to create a “flag.” Slowly say aloud words from various word families, such as *cat*, *rag*, *hot*, and *bag*. Invite students to wave their flag whenever they hear a word that rhymes with *flag*.

