

Special Ed



-IP
WORD
FAMILY

ALSO INCLUDES GOOGLE SLIDES





These word family units are something I created and started using in my classroom. I had students with significant challenges and most were non-readers. We spent one week per word family.

Table of Contents

Pages	Activity
4-14	We went on a trip
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Also included with this unit in separate files:

- lesson plans
- activities to do with vocabulary board
- directions and links to digital activities

Each unit comes with enough activities to last one week or more. Most activities are in print and digital formats.

Spelling Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Flash cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and also one for the teacher to use in I Spy games

Preassessment (do day 1 before starting lesson)

- Choose the spelling test that best fits the learning level of your students
- Give the spelling test to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. **Color Coding:** this is a really easy way to add more structure to a matching or most cut and paste activities. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here: <https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways: <https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. **Make you own copies of the activities:** Every day I yesterday. For that reason:
 - a. I often complete the activity myself and offer that I could use year after year.
 - b. My copies were also helpful as either a mode more support or as a way for more advance work.

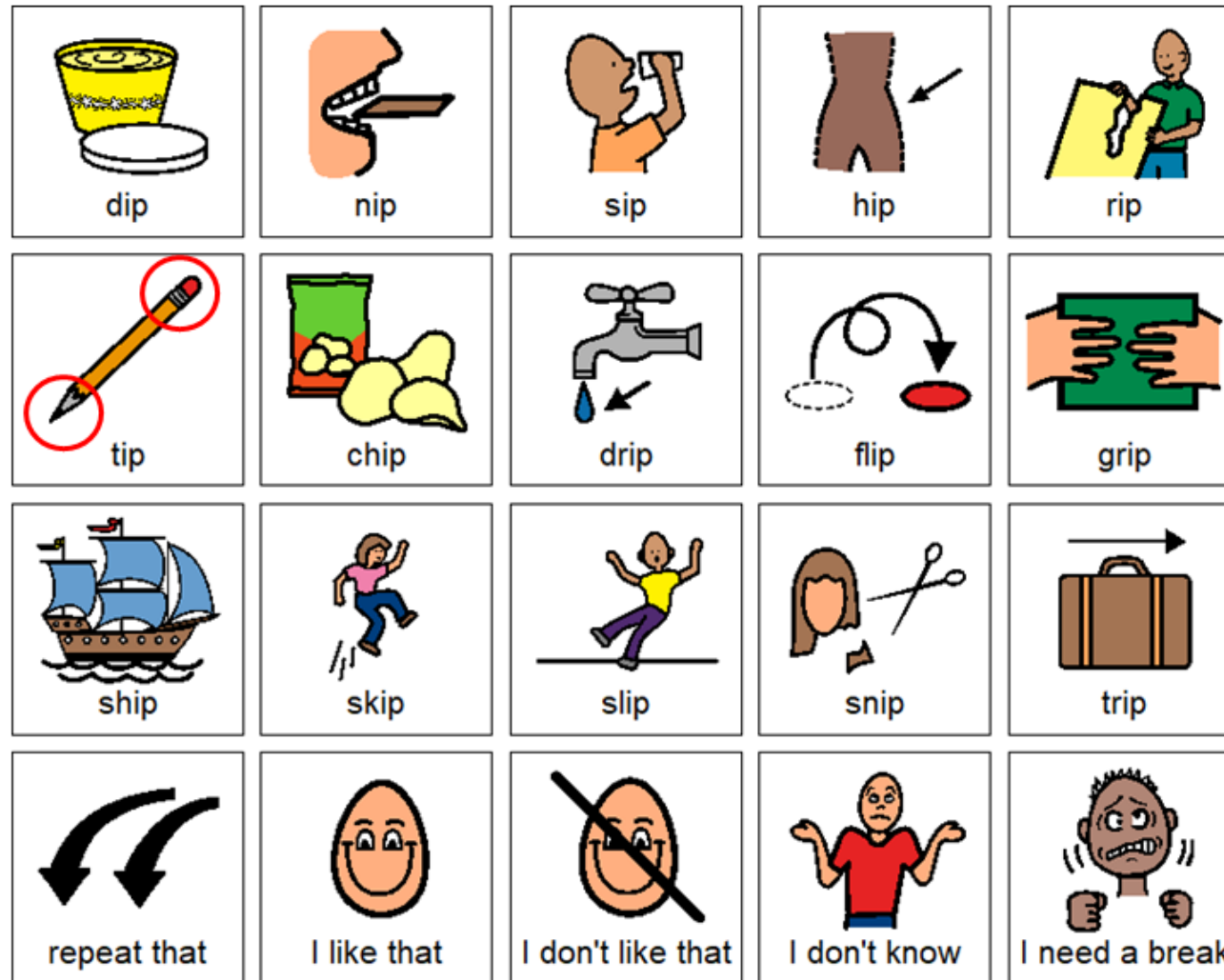
Day 2

Activity	Notes	Materials
Read or listen to a recording of the book (10 minutes)	<ul style="list-style-type: none"> • Read through the story, asking lots of questions focusing on the word family <ul style="list-style-type: none"> ◦ You don't want to ask so many questions you lose the flow of the story, but enough to make sure your students are truly engaged • Continue to make connections between book and vocabulary board and flash cards 	<ul style="list-style-type: none"> • Book • Vocabulary board • Flash cards
Flash cards (5 minutes)	<ul style="list-style-type: none"> • Look at the file included and choose an activity to do with the flash cards: <i>Awesome Activities for Vocabulary boards</i> 	<ul style="list-style-type: none"> • Flash cards • Vocabulary board
Review from yesterday (5 minutes)	<ul style="list-style-type: none"> • Review the activities completed yesterday 	<ul style="list-style-type: none"> • Teacher copies of completed activities
Sorting activity (10 minutes)	<ul style="list-style-type: none"> • Do the sorting activity included • Use color coding as needed 	<ul style="list-style-type: none"> • Worksheet • Scissors • Glue
Matching activity 2 (10 minutes)	<ul style="list-style-type: none"> • Do the word to word matching activity • Use color coding as needed 	<ul style="list-style-type: none"> • Worksheet • Scissors • Glue
Sharing (10 minutes)	<ul style="list-style-type: none"> • Each student shares one of their finished activities with the group using the communication method of their choice 	<ul style="list-style-type: none"> • Completed activity • Communication devices

Quick Look

Day	Activity
1	<ul style="list-style-type: none"> • Book • Flash cards activity • Circle map • Matching activity
2	<ul style="list-style-type: none"> • Book • Flash cards activity • Sorting activity • Matching activity
3	<ul style="list-style-type: none"> • Book • Flash cards activity • Matching activity • Circle the correct spelling
4	<ul style="list-style-type: none"> • Book • Vocab cards activity • Fill in the missing letters • Choose the best word
5	<ul style="list-style-type: none"> • Book • Spelling test • Writing prompt

Each unit has a detailed lesson plan with individual and group activities to last a week.



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Each unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use included in the unit!!

We took a **trip** on a **ship**.



I kept a **grip** on the railing so I would not **slip** on the **ship**.



This unit comes with a book for that word family. It has photos and simple, repeatable text.

Each daily lesson is started with this book.



Watch the
movie, We
went on a
trip

We went on a **trip**




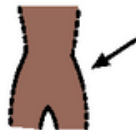




By Christa Joy

If you do not want to print the book out, there is a link to a movie version (mp4 file) that you can play in a google slide online or project. It is read aloud and has automatic page advancement.

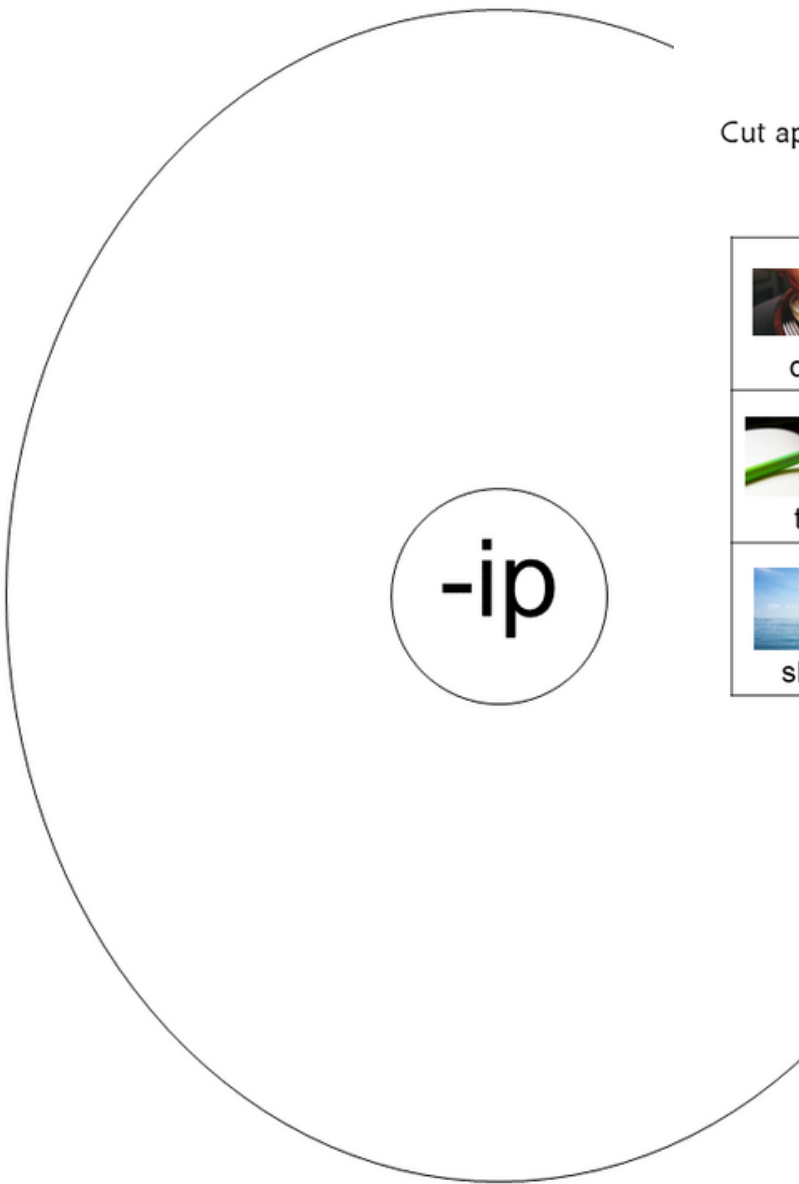
	chip		grip
	drip		ship
	flip		skip

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There are flash cards included that have either photos or picture symbols. Suggestions for activities are included.

	dip		hip
	nip		rip
	sip		tip

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Cut apart pictures and place in circle map.

Errorless version

 dip	 nip	 sip	 hip	 rip
 tip	 chip	 drip	 flip	 trip
 ship	 skip	 slip	 snip	 trip

Cut apart pictures and place in circle map **ONLY IF** they are in the -ip word family.

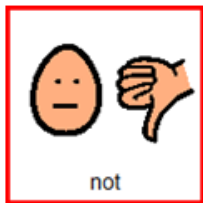
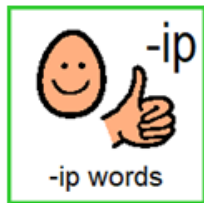
 dip	 nip	 sip	 hip	 rip
 tip	 ball	 drip	 slid	 grip
 ship	 skip	 slip	 snip	 kid
 chin	 chip	 hit	 flip	 trip

Each unit comes with a circle map that comes with 2 choices:

An errorless option with only correct answers

An option that has wrong answers mixed in students will need to set aside.

There are photos and picture symbols included.

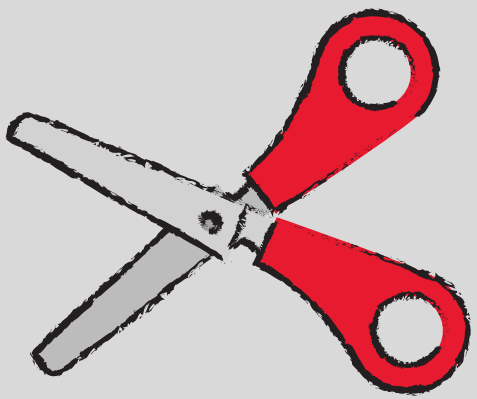


dip	chip	swim	slip	slid
grin	chin	chat	rip	hip
ship	snip	bath	hit	trip
pig	drip	flip	lid	bin

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There is a sorting activity.
It has students sort words
that do and do not contain
that word family.

Directions for
differentiation are included.













Find the matching picture.

 dip	<input type="checkbox"/>	 hip	<input type="checkbox"/>
 nip	<input type="checkbox"/>	 rip	<input type="checkbox"/>
 sip	<input type="checkbox"/>	 chip	<input type="checkbox"/>
 drip	<input type="checkbox"/>	 flip	<input type="checkbox"/>
 ship	<input type="checkbox"/>	 slip	<input type="checkbox"/>

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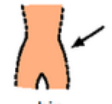
Find the matching picture.

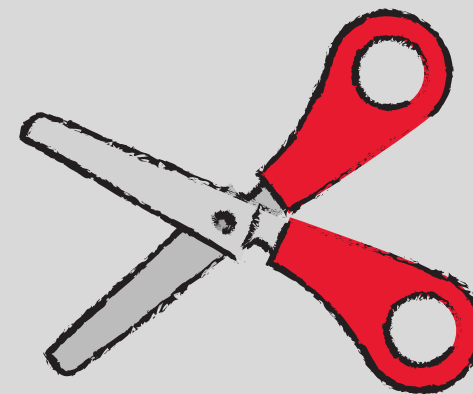
 dip	<input type="checkbox"/>	 hip	<input type="checkbox"/>
 nip	<input type="checkbox"/>	 rip	<input type="checkbox"/>
 sip	<input type="checkbox"/>	 chip	<input type="checkbox"/>
 drip	<input type="checkbox"/>	 flip	<input type="checkbox"/>
 ship	<input type="checkbox"/>	 slip	<input type="checkbox"/>

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There are several matching activities. One matches photos to picture symbols or picture symbols to picture symbols.

Match to the photo on the previous page.

 dip	 chip	 flip	 slip	 ship
 drip	 nip	 sip	 rip	 hip

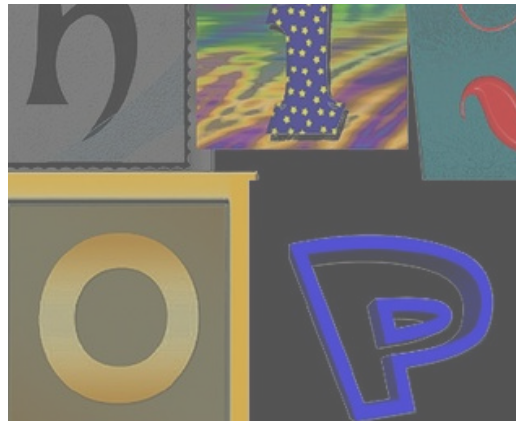


Find the matching word.











dip		hip	
nip		rip	
sip		chip	
drip		flip	
ship		slip	

Match to the word on the previous page.

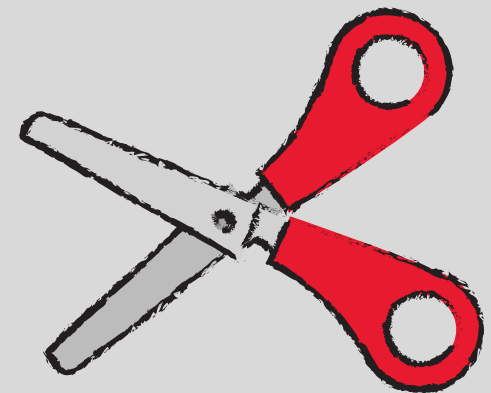
dip	rip	slip	ship	hip
nip	drip	sip	chip	flip



Match to the photo on the previous page.

 dip	 chip	 flip	 slip	 ship
 drip	 nip	 sip	 rip	 hip

The other matching activity uses words. Students will match the identical words or word to picture.



Circle the correct spelling

- | | | | |
|--|------|------|-------|
| | hip | ship | hap |
| | nap | slid | nip |
| | sap | sip | skip |
| | chap | chip | cut |
| | flip | flop | flat |
| | sip | ship | shop |
| | sill | skit | slip |
| | trip | trap | truck |

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Circle the correct spelling

- | | | | |
|--|-------|-------|------|
| | dot | dip | bip |
| | rip | trip | rep |
| | tap | top | tip |
| | drag | drip | duck |
| | grip | get | gray |
| | skill | skin | skip |
| | snip | snail | ship |
| | win | whip | wip |

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Students will practice circling the correct spelling of each word. Includes 2 worksheets.

Fill in the missing letter(s).



d ____



r ____



t ____



____ i p



g r ____



____ i p



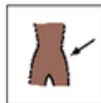
s n ____



w h ____

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Fill in the missing letter(s).



h ____



n ____



____ p



____ i p



____ i p



s h ____



____ l i ____



t r ____

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Students will fill in the missing letters of the words. Includes 2 worksheets.

Circle the best word to finish the sentence.

1. Dad would _____ coffee in the morning.



2. He had a strong _____ on their bat.



3. The pony would _____ at the goat.



4. The pencil had a sharp _____.



5. Mom made a _____ for the carrots.



Circle the best word to finish the sentence.

1. Billy did a _____ off the diving board.



2. The _____ was waiting at the dock.



3. Grandma and I took a _____ to the zoo.



4. Mom fixed the _____ in my jeans.



5. I banged my _____ on the table.



Students will find the best word to finish each sentence. Includes 2 worksheets.

Camping Trip

We went on a camping trip in the

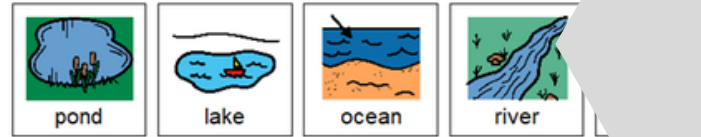
In the afternoon, we took a dip in the

It was hot, so we would sip



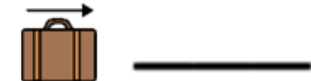
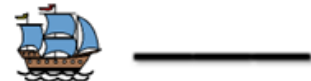
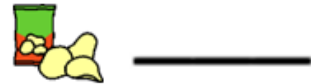
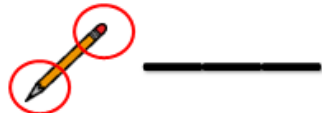
We even made a ship in a

My best tip for camping is to bring lots of



Each unit has a writing prompt using words from that word family. This is an errorless activity.

Spell the word that goes with the picture.



Finally, there is a spelling test to review the words covered in the unit.

DIGITAL ACTIVITIES

- MOVIE VERSION OF BOOK READ ALOUD
- CIRCLE MAP
- SORTING ACTIVITY
- MATCHING ACTIVITIES
- CIRCLE THE CORRECT SPELLING
- FILL IN MISSING LETTERS
- CHOOSE BEST WORD TO FINISH SENTENCE
- WRITING PROMPT

We went on a **trip**

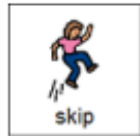


By Christa Joy

Watch the
movie, We
went on a
trip

Students can watch the
movie the book read
aloud.

1. Billy did a _____ off the diving board.



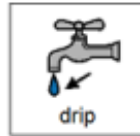
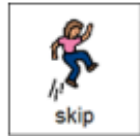
2. The _____ was waiting at the dock.



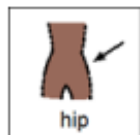
3. Grandma and I took a _____ to the zoo.



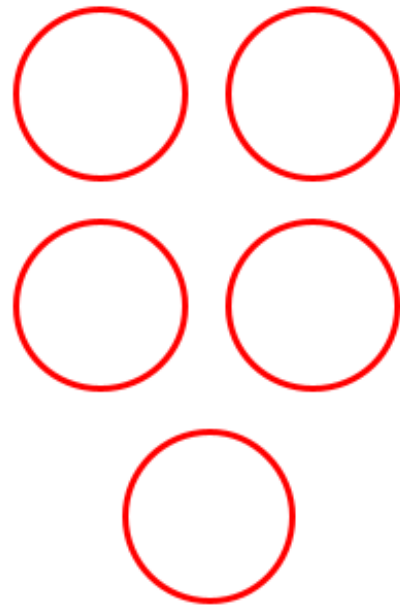
4. Mom fixed the _____ in my jeans.



5. I banged my _____ on the table.



Circle the best word.



Each activity is set up so students can click and drag answers. For one activity (missing letters) there is the option to type or drag letters.

	hip	ship	hap
	nap	slid	nip
	sap	sip	skip
	chap	chip	cut
	flip	flop	flat
	sip	ship	shop
	sill	skit	slip
	trip	trap	truck

Circle the correct spelling.

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

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The second set of slides uses color for differentiation and extra support for students who may need it. Mix and match slides from both sets to make the perfect set for each student.



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

[Click Here to read more!!](#)