

Special Ed



-OT
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.

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Also included with this unit as separate files:

- Lesson plan
- Links and directions for digital versions of the activities

This 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 advanced work.

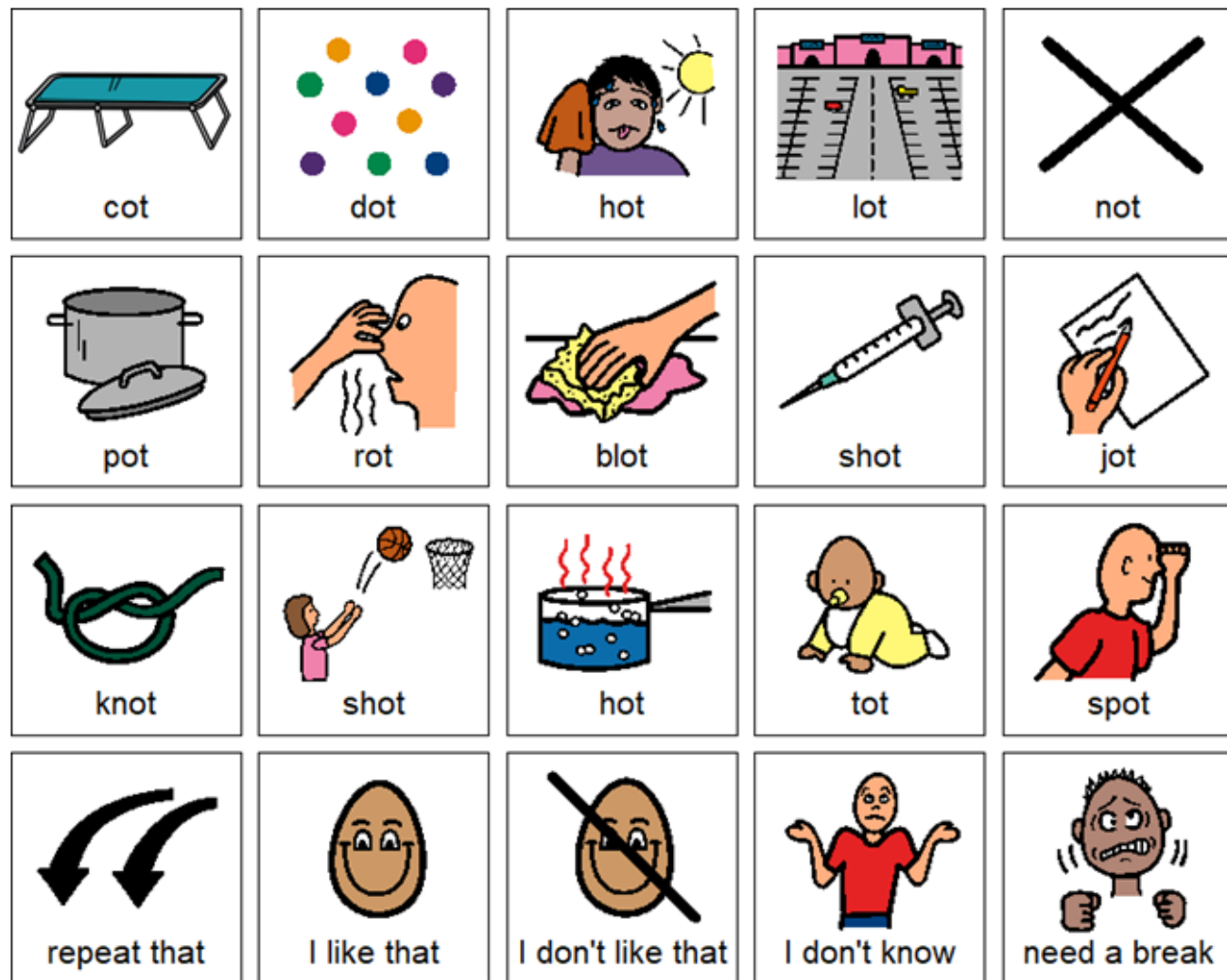
Quick Look

| 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 |

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 |

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



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This 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!!

“There are onions and potatoes
and herbs tied in a **knot**.”



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

So, I tried a **spot** of soup from
the **hot pot**, and it was great!



ChristaJoy, Special Needs for Special Kids



Each daily lesson is started
with this book.

“Be careful, it’s **hot.**”



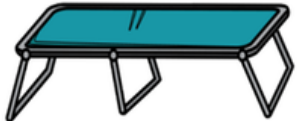




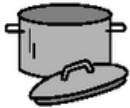
By Christa Joy

Listen to
the story.

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.

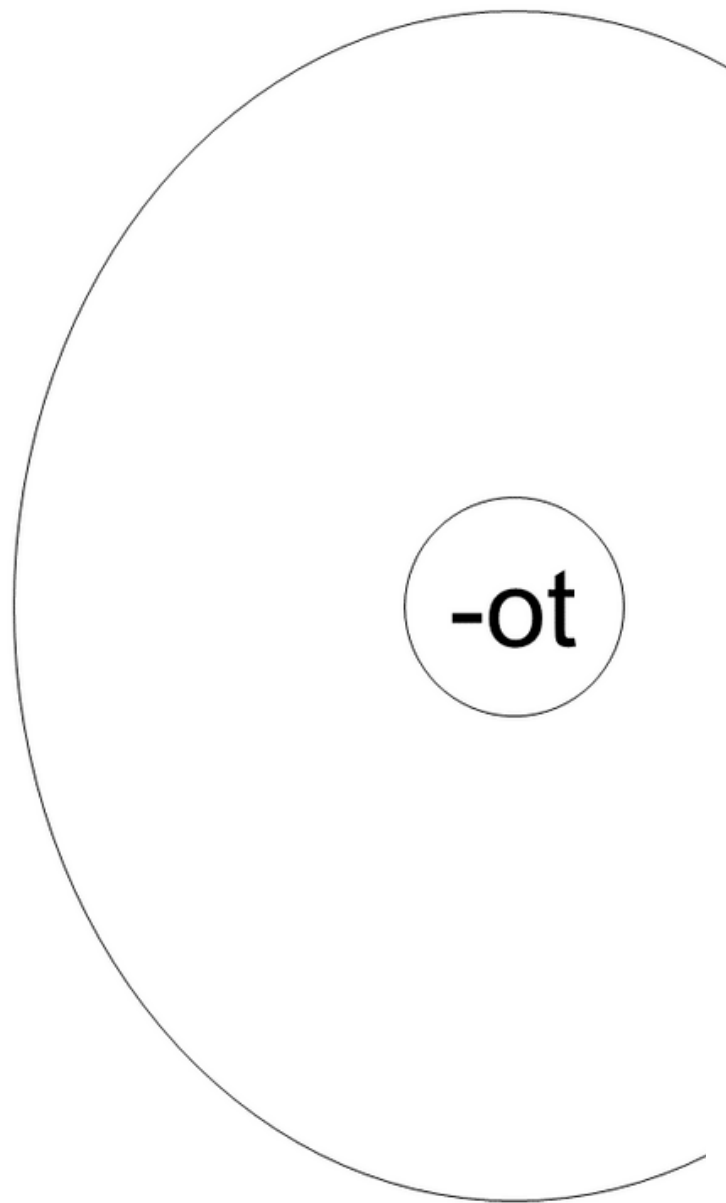
| | | | |
|---|-------------|---|-------------|
|  | rot |  | tot |
|  | blot |  | knot |
|  | shot |  | jot |

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| | | | |
|---|------------|---|------------|
|  | cot |  | dot |
|  | hot |  | lot |
|  | not |  | pot |

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



Errorless version

Cut apart pictures and place in circle map.

| | | | |
|---|---|--|---|
|  cot |  dot |  hot |  lot |
|  pot |  rot |  jot |  shot |
|  not |  knot |  tot |  blot |

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

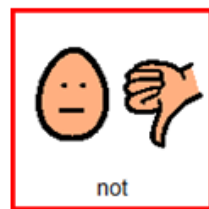
| | | | |
|--|--|---|---|
|  cot |  dot |  hot |  not |
|  pot |  rot |  fog |  shot |
|  stop |  jot |  knot |  tot |
|  not |  dog |  blot |  cob |

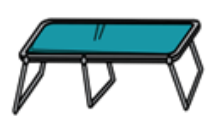
















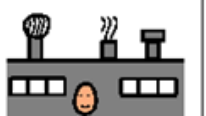


Each unit comes with a circle map that comes with 2 choices:

An errorless option with only correct answers

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

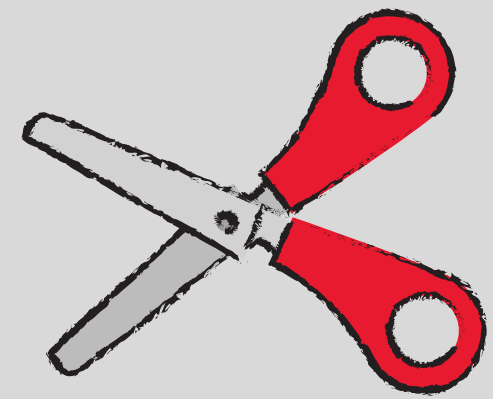
There are photos and picture symbols included.













| | | | | |
|--|--|--|---|---|
|  cot |  dot |  hog |  lot |  hot |
|  pot |  rot |  fog |  shot |  smog |
|  stop |  jot |  knot |  tot |  frog |
|  not |  dog |  job |  cob |  blot |

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.

| | | | |
|---|--|---|--|
|  cot | |  dot | |
|  hot | |  lot | |
|  not | |  pot | |
|  rot | |  blot | |
|  jot | | | |
|  tot | | | |

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Find the matching picture.

| | | | |
|--|--|--|--|
|  cot | |  dot | |
|  hot | |  lot | |
|  not | |  pot | |
|  rot | |  blot | |
|  jot | |  shot | |
| | |  knot | |

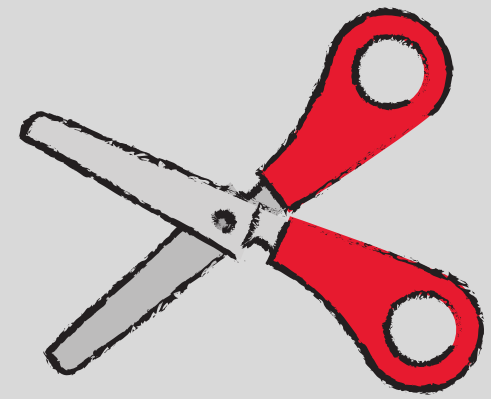
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Match to the photo on the previous page.

| | | | |
|--|---|--|---|
|  cot |  dot |  hot |  lot |
|  pot |  rot |  jot |  shot |
|  not |  knot |  tot |  blot |
|  cot |  dot |  hot |  lot |
|  pot |  rot |  blot |  shot |
|  not |  jot |  knot |  tot |

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















Find the matching word.

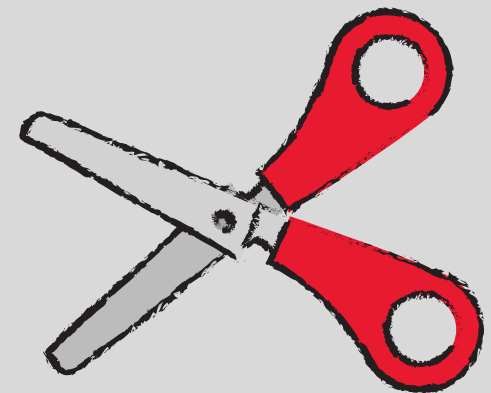
| | | | |
|-----|--|------|--|
| cot | | dot | |
| hot | | lot | |
| not | | pot | |
| rot | | blot | |
| jot | | shot | |
| tot | | knot | |

Match to the word on the previous page.






| | | | |
|-----|-----|------|------|
| cot | hot | dot | lot |
| pot | not | knot | blot |
| tot | jot | shot | rot |

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

| | | | |
|---|--|---|---|
|  cot |  dot |  hot |  lot |
|  pot |  rot |  blot |  shot |
|  not |  jot |  knot |  tot |







Circle the correct spelling

| | | | |
|---|------|------|------|
|  | not | nap | hot |
|  | dog | dock | dot |
|  | hat | hot | hog |
|  | lap | lot | lip |
|  | pot | pat | pet |
|  | rot | red | rod |
|  | blue | blog | blot |
|  | ship | shot | shed |

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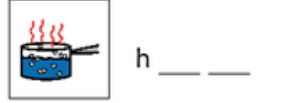
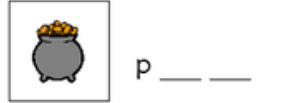
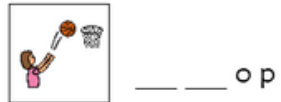
Circle the correct spelling

| | | | |
|---|------|------|-------|
|  | shot | ship | lot |
|  | knee | knot | knock |
|  | tat | tip | tot |
|  | pot | pit | pup |
|  | not | net | tot |
|  | hip | hit | hop |
|  | blip | blot | bog |
|  | cat | cop | cot |

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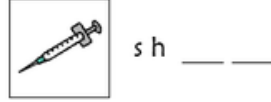
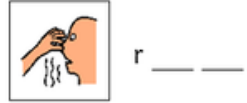
Students will practice circling the correct spelling of each word. Includes 2 worksheets.

Fill in the missing letter(s).



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Fill in the missing letter(s).



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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. We put the _____ in the tent.



2. Tie a _____ in the rope.



3. You should _____ the spill with a clean cloth.



4. I had to go to the doctor to get a _____.



5. He put a _____ on the stove for the stew.



Circle the best word to finish the sentence.

1. The dress has purple _____.



2. Be careful, the pan is _____.



3. We parked in the _____ behind the store.



4. It is _____ okay to kick the ball in the house.



5. The onion started to _____ in the hot sun.



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

In the pot

My mom had a pot. In the pot she put a .

She added some to the pot.

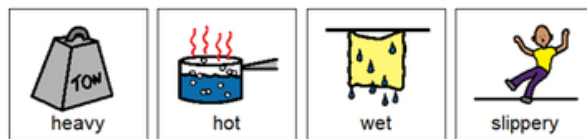
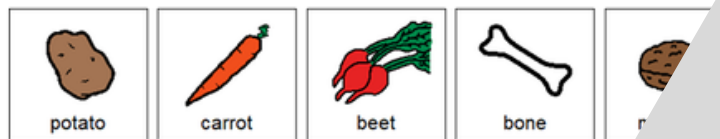


Mom even added a spot of .

“Be careful,” Mom said. “The pot is .

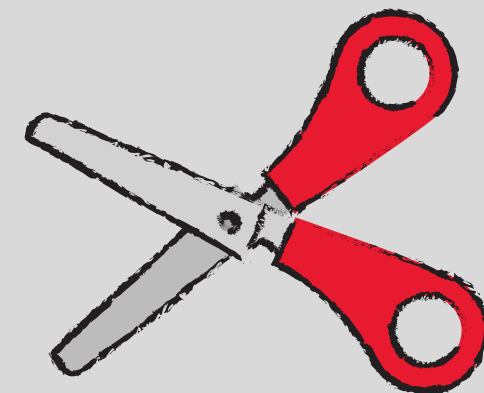
After we ate, we rested on the .

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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













“Be careful, it’s **hot.**”



By Christa Joy

Listen to
the story.

Students can watch the
movie the book read
aloud.

| | | | |
|--|--|---|--|
|  cot | |  dot | |
|  hot | |  lot | |
|  not | |  pot | |
|  rot | |  blot | |
|  jot | |  shot | |
|  tot | |  knot | |

Find the matching picture.

| | | |
|--|--|---|
|  cot |  dot |  lot |
|  pot |  rot |  blot |
|  jot |  knot |  tot |
|  not |  hot |  shot |

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.



s _ h o p



k n _ o _ t



_ t _ o _ t



p _ o _ t



n _ o _ t



h _ o _ t



_ b _ l o t



_ c _ o _ t

Fill in the missing letters.

o t h s c b

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!!](#)