

Special Ed



-ING  
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

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

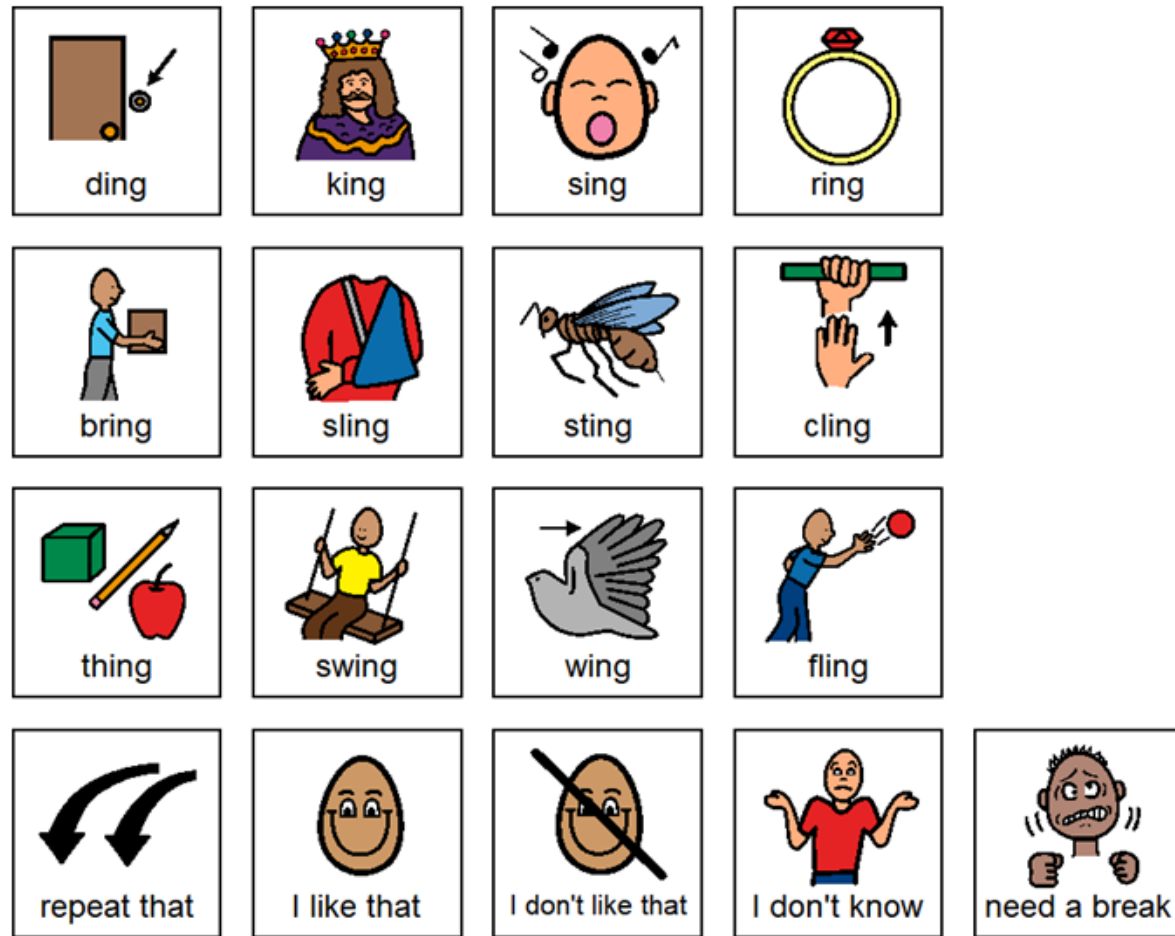
Activity	Notes	Materials
Read or listen to a recording of the book (10 minutes)	<ul style="list-style-type: none"> <li>• Read through the story, asking lots of questions focusing on the word family                             <ul style="list-style-type: none"> <li>◦ You don't want to ask so many questions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

## Quick Look

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

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!!



One day, someone said, “you should **sing** for the **king**.”



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She could really **sing**.



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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.



Listen to the  
book read  
aloud

*Sing* for the *king*



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.





**ding**



**king**



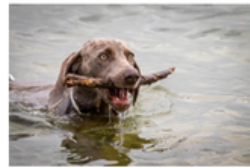
**sing**



**ring**



**wing**



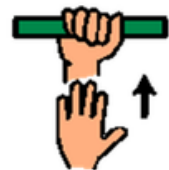
**bring**



**sling**



**sting**



**cling**



**fling**



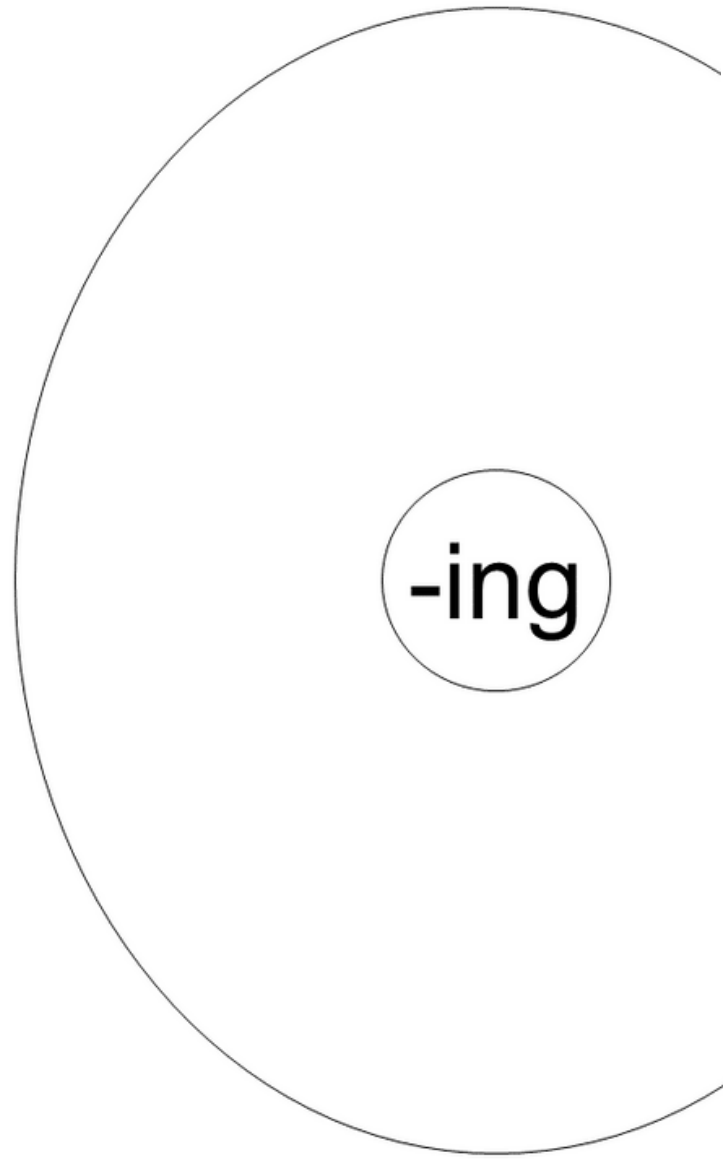
**thing**



**swing**

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



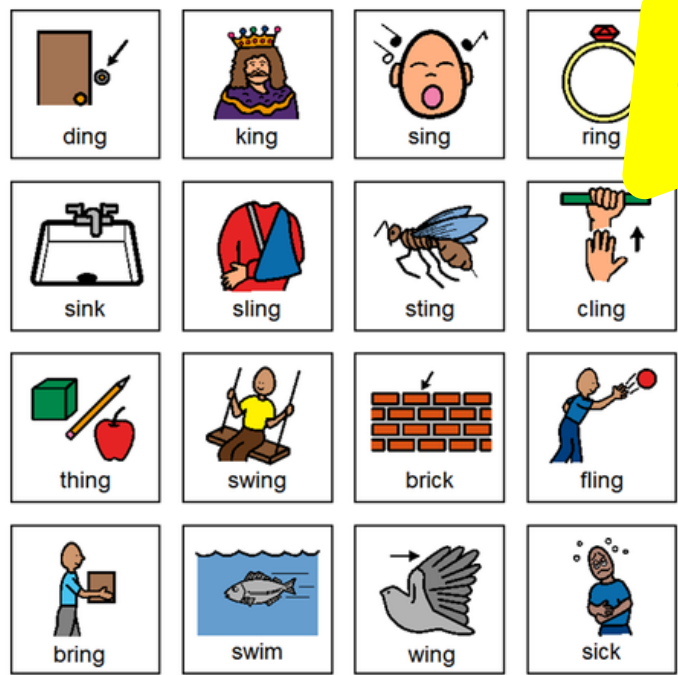


Errorless version

Cut apart pictures and place in circle map.



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



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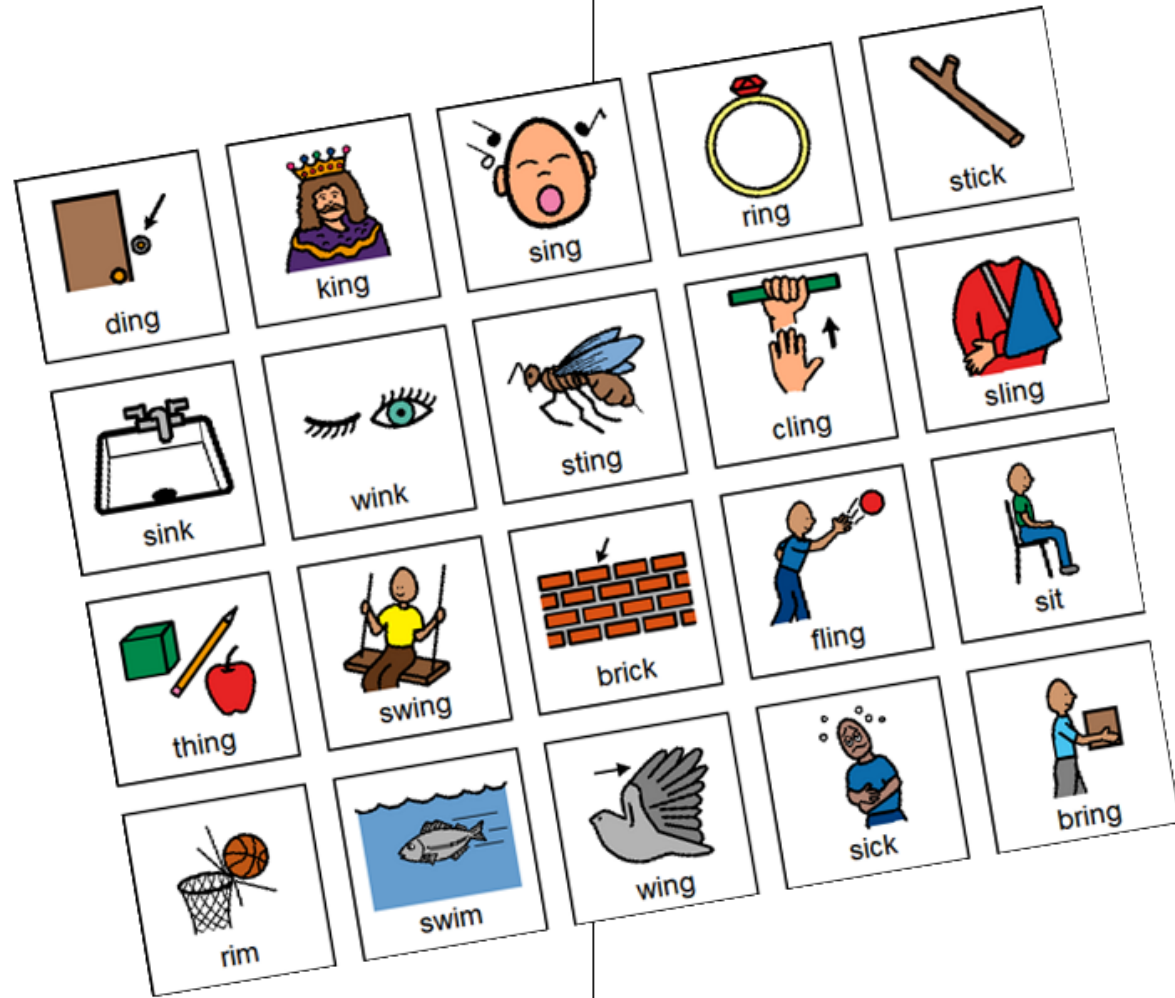
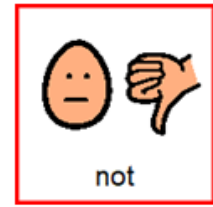
Each unit comes with a circle map that comes with 2 choices:

An errorless option with only correct answers

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

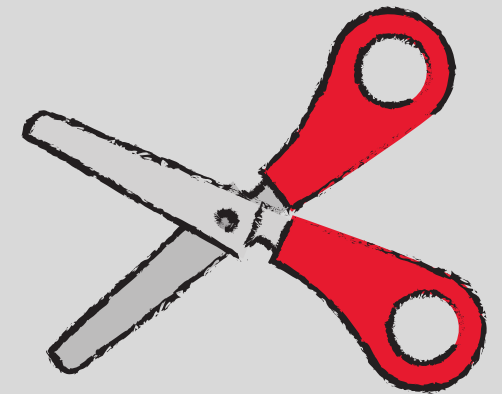
There are photos and picture symbols included.

















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.

			
ding		king	
			
sing		ring	
			
wing		bring	
			
sling		sting	
			
cling		fling	
			
thing		swing	

Find the matching picture.

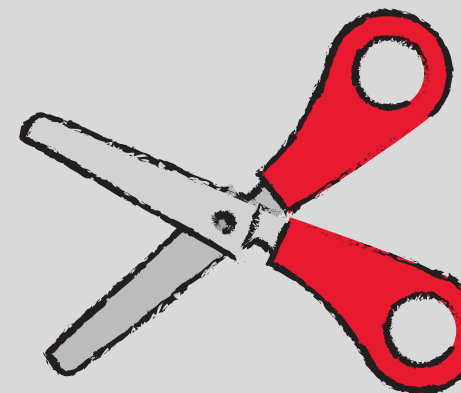
			
ding		king	
			
sing		ring	
			
wing		bring	
			
sling		sting	
			
cling		fling	
			
thing		swing	

Match to the photo on the previous page.

			
ding	king	sing	ring
			
bring	sling	sting	cling
			
thing	swing	wing	fling
			
ding	king	sing	ring
			
bring	sling	sting	cling
			
thing	swing	wing	fling

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



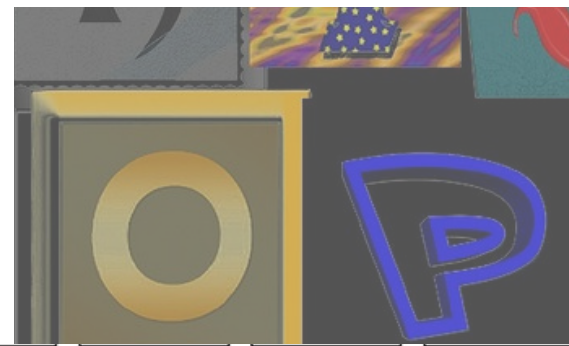


Find the matching word.

ding		king	
sing		ring	
wing		bring	
sling		sting	
cling		fling	
thing		swing	

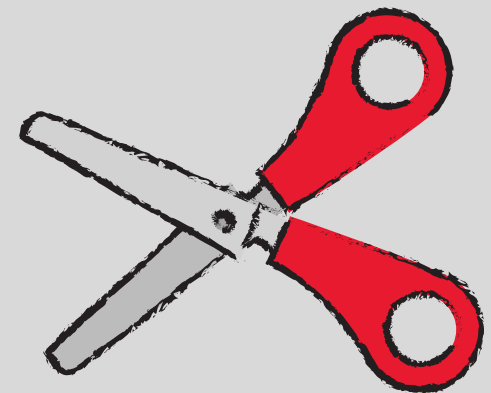
Match to the word on the previous page.

ding	king	sing	ring
wing	bring	sling	sting
cling	fling	thing	swing



 ding	 king	 sing	 ring
 bring	 sling	 sting	 cling
 thing	 swing	 wing	 fling


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






Circle the correct spelling


 dip      ding      dig


 kilt      king      kit


 sin      sting      sing

 rig      rim      ring

 wing      wink      win


 brim      brin      bring


 slip      slink      sling


 cling      clip      click


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Circle the correct spelling

 fling      flick      fin

 sink      sick      sing

 think      thing      thin

 swim      swing      sing

 ding      din      dill

 Kick      kin      king

 ring      rim      rig

 brig      brim      bring

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



Fill in the missing letter(s).



d \_ \_ \_



k \_ \_ \_



\_ \_ n g



\_ \_ n g



w \_ \_ g



b r \_ \_ \_



\_ \_ i n g



\_ \_ i n g

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Fill in the missing letter(s).



\_ \_ i n g



s \_ \_ \_



t h \_ \_ \_



\_ \_ i n g



d \_ \_ \_



\_ i n g



\_ \_ n g



b r \_ n \_

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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. The \_\_\_\_\_ sat on the throne.



wing



king



sing

2. She would \_\_\_\_\_ to the monkey bars.



swing



fling



cling

3. I broke my arm and had to wear a \_\_\_\_\_.



sling



ding



thing

4. I got a new \_\_\_\_\_ for Christmas.



ring



sting



king

5. Be careful, the bee might \_\_\_\_\_ you.



fling



sing



sting

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Circle the best word to finish the sentence.

1. Dad pushed me on the \_\_\_\_\_.



swing



fling



ding

2. Can you \_\_\_\_\_ me the remote?



sling



bring



fling

3. The duck caught its \_\_\_\_\_ in the net.



cling



wing



ring

4. We heard the choir \_\_\_\_\_ at church.



sing



king



wing

5. We heard the doorbell \_\_\_\_\_.



sting



ding



sling

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

# All Hail the King

We went to see the king in the

We rode in a

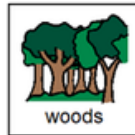
We were told to bring a

When we got close, we could hear

It was a/an  thing to see the king.



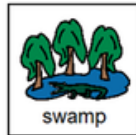
castle



woods



desert



swamp



Black Forest



covered wagon



stagecoach



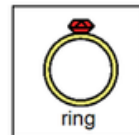
jeep



thing



go-cart



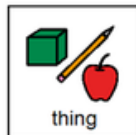
ring



sling



swing



thing



crown



ringing



singing



jingling



dinging



ringing



great



exciting



amazing



good

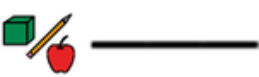
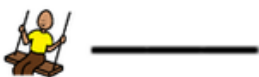


funny

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



Sing for the king



By Christa Joy

Listen to the  
book read  
aloud

Students can watch the  
movie the book read  
aloud.

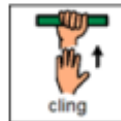
1. Dad pushed me on the \_\_\_\_\_.



2. Can you \_\_\_\_\_ me the remote?



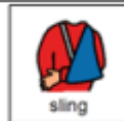
3. The duck caught its \_\_\_\_\_ in the net.



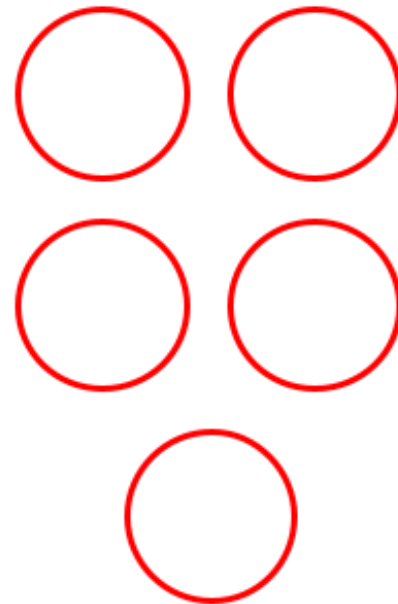
4. We heard the choir \_\_\_\_\_ at church.



5. We heard the doorbell \_\_\_\_\_.





Circle the best word.











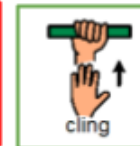
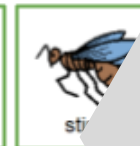


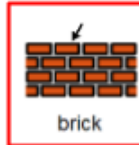






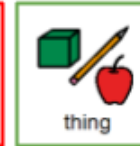
Each activity is set up so students can click and drag answers. For one activity (missing letters) there is the option to type or drag letters.



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.

 -ing words	 not

Sort the words into the correct column.

 ding	 king	 sing	 ring	 sit
 sink	 sling	 wink	 cling	 sting
 bring	 swing	 brick	 fling	 rim
 stick	 swim	 wing	 sick	 thing

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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!!](#)**