

Special Ed



-INK  
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

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4-11	What do you think?
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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

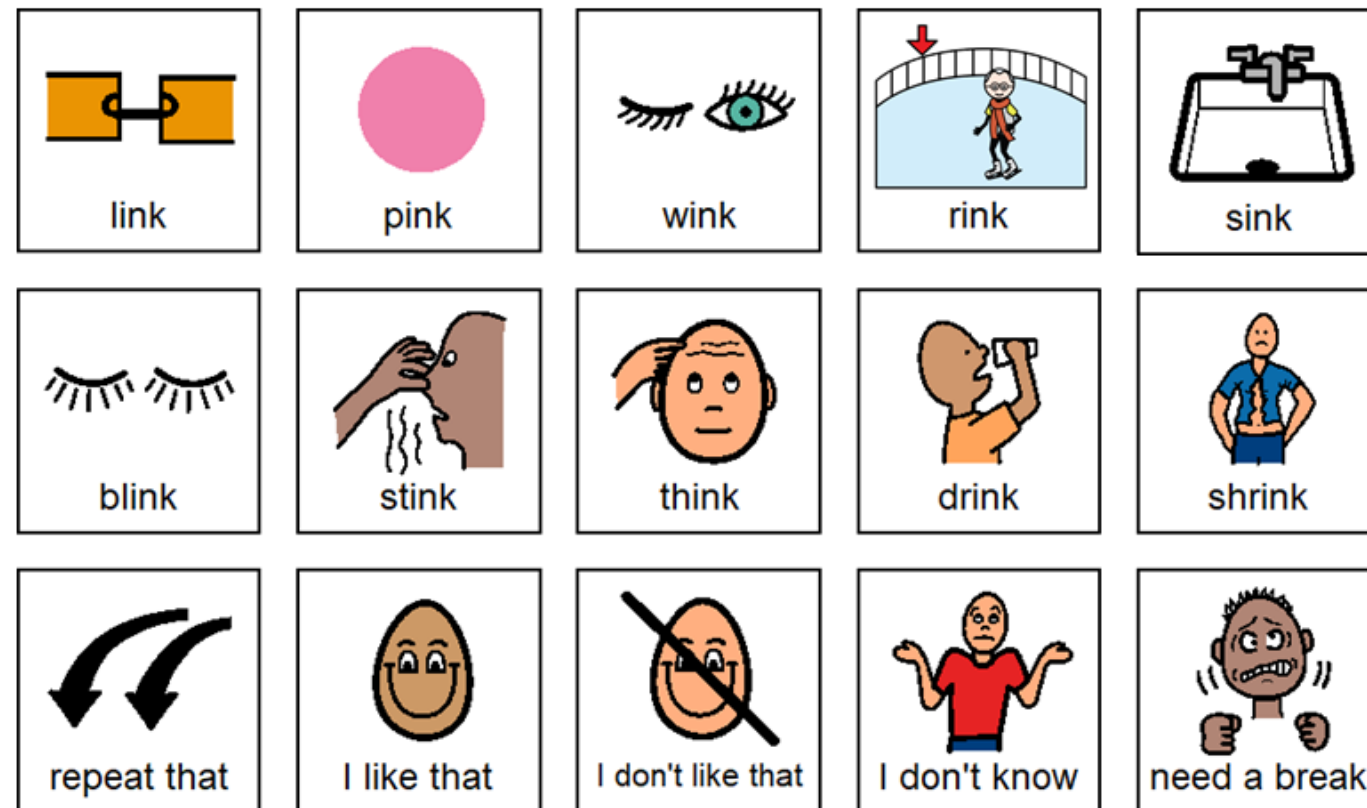
Day	Activity
1	<ul style="list-style-type: none"> <li>• Book</li> <li>• Flash cards activity</li> <li>• Circle map</li> <li>• Matching activity</li> </ul>
2	<ul style="list-style-type: none"> <li>• Book</li> <li>• Flash cards activity</li> <li>• Sorting activity</li> <li>• Matching activity</li> </ul>
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.

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!!



Do you **think** my cat can **wink**?



Christa Joy, Special Needs for Special Kids

What do you **think** we should  
take to the **rink**?



Christa Joy, Special Needs for Special Kids

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

What do you **think**?








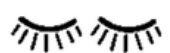
By Christa Joy

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.

	<b>link</b>		<b>pink</b>
	<b>wink</b>		<b>rink</b>
	<b>sink</b>		<b>blink</b>

Christa Joy, Special Needs for Special Kids The Picture Communication Symbols  
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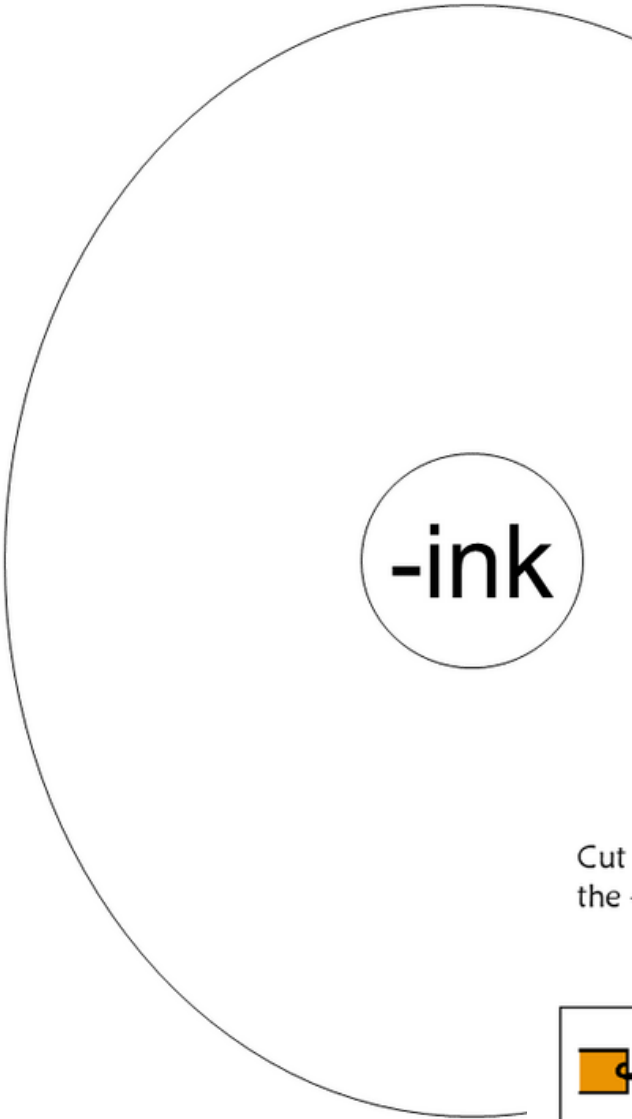
There are flash cards included that have either photos or picture symbols. Suggestions for activities are included.

	<b>link</b>		<b>pink</b>
	<b>wink</b>		<b>rink</b>
	<b>ink</b>		<b>blink</b>

	<b>stink</b>		<b>think</b>
	<b>drink</b>		<b>shrink</b>

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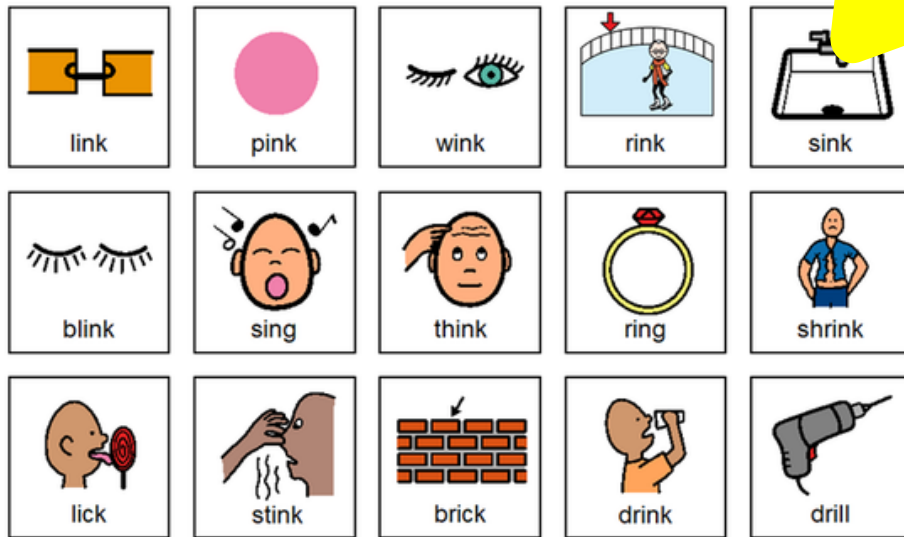


Errorless version

Cut apart pictures and place in circle map.



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



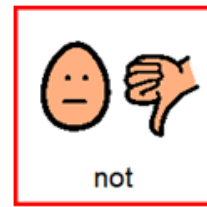
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Each unit comes with a circle map that comes with 2 choices:

An errorless option with only correct answers

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

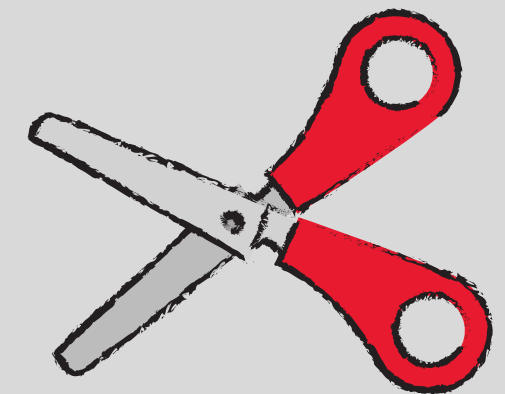
There are photos and picture symbols included.













 spill	 pink	 wink	 rink	 swim
 blink	 sing	 think	 ring	 shrink
 lick	 stink	 brick	 kick	 drill
 link	 chick	 swing	 drink	 sink

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

Directions for  
differentiation are included.







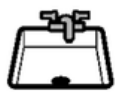





Find the matching picture.

 link	 pink
 wink	 rink
 sink	 blink
 stink	 think
 drink	 shrink

Match to the photo on the previous page.

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





Find the matching picture.

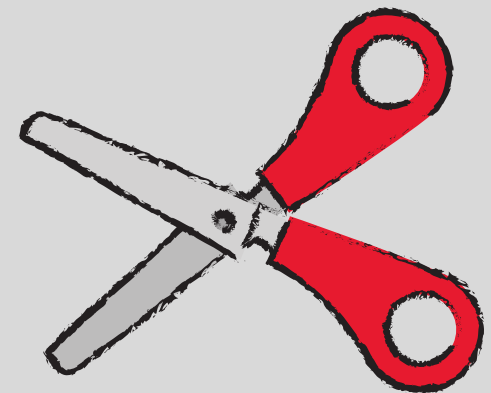
 link	 pink
 wink	 rink
 sink	 blink
 stink	 think
 drink	 shrink

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

 link	 pink	 wink	 rink	 sink
 blink	 stink	 think	 drink	 shrink

 link	 pink	 wink	 rink	 sink
 blink	 stink	 think	 drink	 shrink

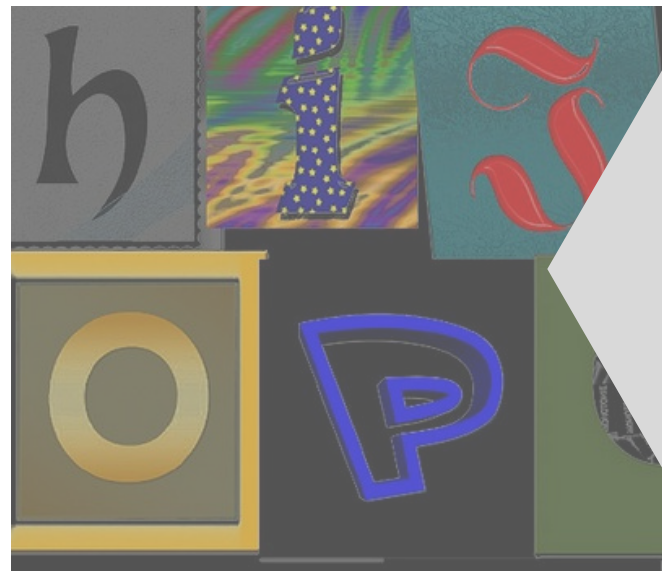


Find the matching word.

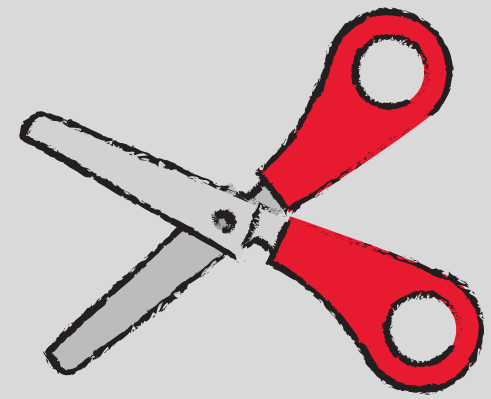
Match to the word on the previous page.

link		pink	
wink		rink	
sink		blink	
stink		think	
drink		shrink	

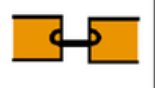



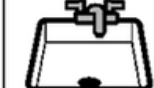





blink	link	shrink	think	rink
sink	wink	drink	pink	stink



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



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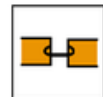

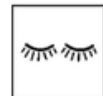

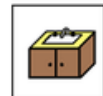

 link	 pink	 wink	 rink	 sink
 blink	 stink	 think	 drink	 shrink

Circle the correct spelling

- |  |        |       |       |
|--|--------|-------|-------|
|   | slink  | long  | link  |
|   | pink   | pig   | punk  |
|   | bink   | blink | blip  |
|   | sing   | sink  | sing  |
|   | drink  | drill | dink  |
|   | sink   | stung | stink |
|   | thick  | thin  | think |
|  | shrink | strip | stink |

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Circle the correct spelling

- |   |        |        |       |
|---|--------|--------|-------|
|    | still  | stim   | stink |
|    | drink  | drill  | drip  |
|   | long   | lank   | link  |
|  | think  | thick  | tink  |
|  | bing   | bling  | blink |
|  | shrill | shrink | sting |
|  | stint  | still  | sink  |
|  | rink   | rank   | ring  |

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

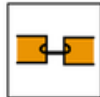
Fill in the missing letter(s).



s t \_ \_ \_



d r \_ \_ \_



\_ i \_ \_



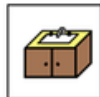
t h \_ \_ \_



\_ l i \_ \_



\_ \_ \_ i n k



s \_ \_ \_



\_ i \_ \_

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Fill in the missing letter(s).



\_ \_ n k



\_ \_ n k



w \_ \_ \_



\_ \_ n k



d r i \_ \_



\_ \_ i n k



\_ \_ i n k



s h 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. Wash your hands in the \_\_\_\_\_.



sink



drink



rink

2. We \_\_\_\_\_ our arms together.



think



linked



wink

3. That sweater will \_\_\_\_\_ in the dryer.



blink



sink



shrink

4. The trash is starting to \_\_\_\_\_.



link



stink



pink

5. We took our skates down to the \_\_\_\_\_.



rink



think



stink

Circle the best word to finish the sentence.

1. Can you close just one eye and \_\_\_\_\_?



wink



think



drink

2. My favorite color is \_\_\_\_\_.



sink



stink



pink

3. What do you \_\_\_\_\_ is in the box?



link



blink



think

4. The sun makes me \_\_\_\_\_ my eyes.



blink



shrink



link

5. I need a cold \_\_\_\_\_ after that hot day.



sink



drink



wink

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



### What do you think?

I asked my mom, "do you think the

will shrink in the dryer?"

I asked my sister, "do you think the

candy is the best?"

I asked my friend, "do you think that stink is from

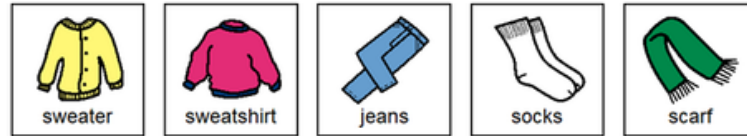
?"

I asked my coach, "do you think I should bring

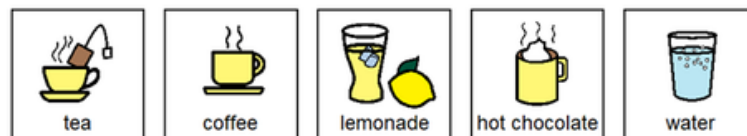
to the rink?"

I asked my grandma, "do you think you would like some to drink?"

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Color in the circle



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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.



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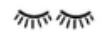
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Finally, there is a spelling test to review the words covered in the unit.

# 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

What do you **think**?



By Christa Joy

Listen to the  
book read  
aloud

Students can watch the  
movie the book read  
aloud.



slink

long

link



pink

pig

punk



bink

blink

blip



sing

sink

sing



drink

drill

dink



sink

stung

stink



thick

thin

think



shrink

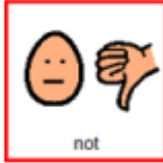
strip

stink

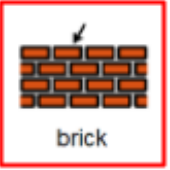
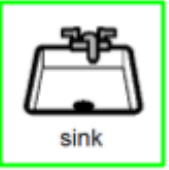
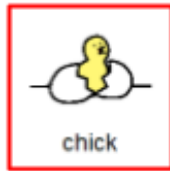
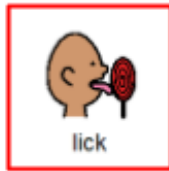
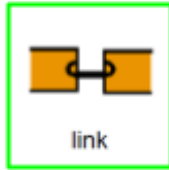
Circle the correct spelling.



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.



Sort the words into the correct column.



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!!](#)**