

Name: _____ Color, count and then write at the --ad word pictures below.

Name: _____ Say, Make and write

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I Can Read

Teachers: Pre-cut the slits with a straight crafters blade or the end of your scissors before passing out to your students. Students: Cut out the letter strip and the "I can read" poster. Insert your strip, from the back, through the bottom slit and then through the top. Slowly slide your strip up through the slit, reading the words as you go.

Use these cards for sorting labels for entries

write The word Far

word Family wall

write The word Fan

RATS!!! All Go Back!

Fat Cat Needs A Diet Put 1 Back!

WAGS!!! Happy Dog Take Another Card

GLAD GRAD Stop and Count Your Cards to See who wins!

RAI 5199 This is a game that you can play as your students are introduced to more and more word families. Add as many word family cards as your students are ready for in a festive basket or bucket, along with the special playing cards.

Homework/Morning work

For extra practice, morning work or homework options, you will find a variety of activities below. Several of these activities are differentiated, allowing you to provide practice for students at their own level of readiness.

AD Family Word Work Galore

part of Word Families Galore

A Differentiate Kindergarten

Differentiated and Aligned Word Work for Introducing and Practicing The AD Word Family

Name: _____

Name: _____

Name: _____

Search the writing area

mac

sad

glad

grad

Say it-Make it-write it

Each word family unit includes a set of self-correcting cards for that word family. There are two different mats to choose from depending on the readiness of your students. Students use the self-correcting cards to make the station independent. You can use a variety of materials to extend this station. The 'Make it' section can use magnetic letters, wiki stix, playdoh and letter stamps or beads. Be creative with your materials to keep this station interesting. As you introduce more and more word families, this station will grow with it and provide tons of word work practice. The next two pages are the same mats that you will use for all the short 'a' word families.

Introducing the --AD family

This first day of the week when learning a new word family, use the placards to make the words as a whole group. This is a very kinesthetic and engaging activity for young learners. Hand out only the placards you will need to make words for that week's word family. Here are the letters you will need for the --AD family: a d c d f i m p s g b c r

Words you will be making: bad, dad, fax, had, mad, pad, sad. Depending on the readiness of students you can also add: ckad, thrad, grad, chad, glad

Small Playing Cards

These small playing cards do this in either a small or a ready to go if you are introducing memory with correct corresponding pictures.

These are also the cards you will use for sorting word families. You have introduced more than one family (you'll use all of the end of the unit) you can use a mix of festive and fun containers and seal them in. You have introduced so far. Students can select from a pile (or better yet, find a container that is a sensory tub and fill it with unlined paper, no matter how you can find that is thematic or festive) and do the correct word family or in the correct container. This is a favorite activity in my class. Bring sheets if you need.

bad bad

grad sad bad

ad words glad mad

The Room

Mount the words on the masking tape around your students' readiness level, for them to use. You may prefer to use with a pencil if your student a clipboard and the room for the word families who have NOT mastered their letter.

square get, I have them write the words on the word wall for practice (see "write the ad" response sheet).

Classroom Posters

There are two options for classroom posters. You can choose to have a full size word family picture and use the two word cards that follow and mount them with poster tape (1) like the Frog Tape brand the best!

Or you can choose to use the half page size with the smaller word cards and place them in a pocket chart for the week you are using them. Then you can transfer them to your wall or take the word cards and move them to a ring and make them available in your writing center or underline your word wall for easy reference.

Find words

1. The pup is very _____.

2. Why is he so _____?

3. That is my _____.

4. She gets so _____.

5. This is my _____.

6. I see he is _____.

7. She is a _____.

54 pages