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Word Family Sentences Book Cover

## CUT $\mathcal{G}$ PASTE WORD FAMILY SENTENCE PAGES

NOTE: The bold letters indicate the featured phonograms in this book. Possible words for completing the sentencesare in parentheses.My

$\qquad$
ack is ready to go. (pack, snack) ..... 13
My cat plays with a

$\qquad$
ag. (bag, rag)............... . 15 ..... 15
Don't step on that

$\qquad$
ail! (nail, snail, tail)
This

$\qquad$
ain will not go away! (pain, rain, stain). ..... 19
Look at that pretty

$\qquad$
ake. (cake, lake, snake). ..... 21I like this
$\qquad$ ale. (sale, tale, whale)23
Put some

$\qquad$
am on that plate. (ham, jam) ..... 25We have the same
$\qquad$ ame. (game, name)27
We need a

$\qquad$
an for this. (pan, plan, van). ..... 29
I saw a

$\qquad$
ank on this street. (bank, tank) ..... 31
What is on my ap? (cap, lap). ..... 33
Put the

$\qquad$
ash here. (cash, trash). ..... 35
Run away from that at! (bat, cat, rat). ..... 37
Where is my _____ate? (plate, skate, state) ..... 39
This animal has a sore aw. (claw, jaw, paw) ..... 41
We can___ ay there. (pay, play, stay) ..... 43
This eat is very good! (meat, treat) ..... 45
Is that a ed in the yard? (shed, sled) ..... 47
I can__ellit! (sell, smell, spell) ..... 49
What is in the

$\qquad$
est? (chest, nest) ..... 51We have two
$\qquad$ ice to play with. (dice, mice). 53
That

$\qquad$ ..... 55
We can ide here. (hide, ride, slide) ..... 57
It is such a pretty ight! (light, night, sight) ..... 59
ill will do this. (Bill, Jiil) ..... 61
I took im to the park. (him, Kim, Tim) ..... 63
She cut her___ in playing here. (chin, shin) ..... 65
This is ine. (fine, mine) ..... 67
They want to

$\qquad$
ing something. (bring, sing) . . . 69
Some animals can

$\qquad$
ink. (blink, stink, think) . . . . . 71
Be careful and don't ip! (slip, trip) ..... 73
I will not

$\qquad$
it here. (fit, sit, spit) ..... 75
He found this

$\qquad$
ock in his room. (clock, rock, sock) ..... 77
He finally

$\qquad$
oke up! (spoke, woke) ..... 79
Let's

$\qquad$
op here. (hop, shop, stop) ..... 81
We want to go to the

$\qquad$
ore. (shore, store) ..... 83
She got a

$\qquad$
ot today. (cot, pot, shot) ..... 85
Can you

$\qquad$
ow this to me? (show, throw) ..... 87
Where is that

$\qquad$
uck going? (duck, truck). ..... 89
A

$\qquad$
ug ate all my plants. (bug, slug) ..... 91
There is a

$\qquad$
ump on the trail. (bump, stump) ..... 93
That

$\qquad$
unk needs to go! (junk, skunk, trunk) ..... 95

## Introduction

Word families, also known as phonograms or word chunks, provide a great way to boost the skills of early readers and writers. Knowledge of 37 essential phonograms enables students to read and spell more than 500 words. For example, the -an phonogram enables students to read and spell words such as can, man, ran, pan, and plan. Children can then draw on their instant recognition of these phonograms to help them read more complex, multisyllabic words. For example, knowing -ay helps them read always and knowing -ay and -ight helps them read daylight.

When children learn to recognize phonograms, they increase the number of words they can read quickly and automatically. When they do not have to depend on decoding words lettersound by letter-sound, reading fluency improves, allowing their brains to concentrate on comprehension.

Cut \& Paste Word Family Sentences provides beginning readers with a unique, hands-on approach to help them learn 42 phonograms while building a wide range of literacy skills. The activities provide many opportunities for developing important phonemic awareness, phonics and orallanguage skills, as well as sight word recognition and practice. As students discuss how they will complete the picture for each sentence activity page, they tap into higher levels of comprehension and think outside the box in creative and imaginative ways!

This resource can be used by teachers for classroom lessons and by parents for at-home practice. The directions on pages 4-7 are easily modified to suit individual needs.

## Top Literacy Skills Developed with Cut \& Paste Word Family Sentences

## Oral Language

Phonemic Awareness
Sight Word Recognition
Word Family Phonograms
Sentence Structure
Following Directions

Types of Sentences (telling, asking, exclamatory)


Phonics

## Writing and Spelling Skills

Comprehension (literal and higher-level)

Concepts of Print (left to right directionality, what makes a word, words make a sentence)

## Using the Cut \& Paste Word Family Sentences

Sentence activity pages do not have to be used in any particular order. If you want to focus on a specific phonogram, refer to the Table of Contents on page 2. Then follow the directed lesson format steps below.

## 1. Reading the Words

Working with a small group, give each student a sentence page. Have students point to the words (moving from left to right) as you read each one. When you come to the phonogram, just say it without its beginning sound. For example, __ide , just say ide. NOTE: You will complete the phonogram word in steps 4-5.

Repeat this procedure several times, asking students to join in until they "get" the words and can read them automatically. Then ask each student to point to and read every word independently.

## 2. Identifying the First and Last Words in

 the SentencesHelp students identify the first word of the sentence-the word with the capital letter and marked with an asterisk. As the children progress, they will learn that the first word of a sentence always starts with a capital letter.

Help students find the last word in the sentence-the word with the punctuation (.? !).
$r-m--1$
1 here.
$i$

## 3. Reading the Words in Correct Sequence

Help students practice reading and pointing to the words in the correct sentence sequence. Repeat this several times with all students reading together. Then ask students, one at a time, to point to and read the words in the correct sentence order.

4. Completing the Phonogram Word

Focus students' attention on the phonogram ide and the beginning letter choices on the page ( $\mathbf{s}, \mathbf{s l}, \mathbf{h}, \mathbf{w}, \mathbf{r}$ ). Starting with the first consonant/consonant cluster, model blending the sound with the phonogram to complete a word. Then model reading the sentence with the completed (phonogram) word. For example, We can side here. Repeat this procedure for each of the beginning consonant choices.

Try out each word in the sentence. (We can side here. We can slide here. We can hide here. We can wide here. We can ride here.) As you do, ask students if the word makes sense in the sentence. Students can circle correct letter choices and/or cross out meaningless choices.

5. Completing the Sentence. What Makes Sense?

For each sentence, there are two or three words that make sense. In the following sentences, the words would all make sense: We can slide here. We can hide here. We can ride here. Ask each student, one at a time, to choose one of the correct words and write its beginning letter(s). Then read the completed sentence again, pointing to the words in the correct order.


## 6. Discussing the Illustration

Focus on the incomplete illustration, and build vocabulary by discussing what could be in the picture. Generate and encourage a variety of ideas that are creative and imaginative. For example, with the sentence We can $\qquad$ ide here, illustrations need at least two characters (since We is plural) and the rest of the illustration should match the student's final word choice (hide, ride, or slide).

7. Following Directions to Complete the Page

Now focus students' attention on the five icons at the top of each page:名 5 (1) Instruct students to follow the order of the icons as they complete the page. Have students:

## O- Cut the words apart.

## here.

## can

hide
*We

Arrange the words in correct sentence order on the page. No gluing yet! The teacher, parent helper, aide, or reliable student needs to check that the words are in the correct order before gluing.


Copy the sentence on the writing line under the pencil icon.


## We can hide here.


8. Completing the Page Independently

Students can complete their work independently as you call up another group and repeat the lesson. As a follow-up activity, invite students to share their artwork and explain their thinking.

9. Making a Sentences Book Have students place their completed sentence pages in folders. Then, after a number of pages have been completed, show students how to staple them to the cover on page 11 to make a book.


## Key Words for Common Word Family Phonograms

This is a list of some key words for each phonogram. The words chosen here are the ones primary students will most likely encounter in their reading, writing, and spelling. The bold words are featured in the Cut \& Paste Word Family Sentences on pages 13-95.

| PHONOGRAM | EXAMPLES |
| :---: | :---: |
| -eat | beat, eat, heat, meat, neat, seat, treat, wheat |
| -ed | bed, fed, Fred, led, red, shed, sled, Ted |
| -ell | bell, cell, fell, Nell, sell, shell, smell, spell, tell, well, yell |
| -est | best, chest, nest, pest, rest, test, vest, west |
| -ice | dice, ice, lice, mice, nice, price, rice, slice |
| -ick | brick, chick, click, kick, lick, pick, quick, Rick, sick, stick thick, tick, trick |
| -ide | hide, pride, ride, side, slide, wid |
| -ight | bright, fight, light, might, night, right, sight, tight |
| -ill | bill, Bill, chill, drill, fill, grill, hill, ill, Jill, pill, skill, spill, still, will |
| -im | dim, him, Jim, Kim, slim, swim, Tim, trim |
| -in | chin, fin, grin, in, pin, shin, skin, spin, thin, tin, twin, win |
| -ine | fine, line, mine, nine, pine, shine, spine, vine, wine |
| -ing | bring, fling, king, ring, sing, spring, sting, string, swing, thing, wing |
| -ink | blink, drink, ink, pink, rink, shrink, sink, stink, think, wink |
| -ip | chip, clip, dip, drip, flip, hip, lip, rip, ship, sip, skip, slip, strip, tip, trip, whip, zip |
| -it | bit, fit, hit, it, kit, lit, pit, quit, sit, skit, spit, split |
| -ock | block, clock, dock, knock, lock, mock, rock, sock |
| -oke | broke, choke, joke, smoke, spoke, woke |
| -op | chop, cop, crop, drop, hop, mop, pop, shop, stop, top |
| -ore | chore, more, score, shore, snore, sore, store, tore, wore |




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