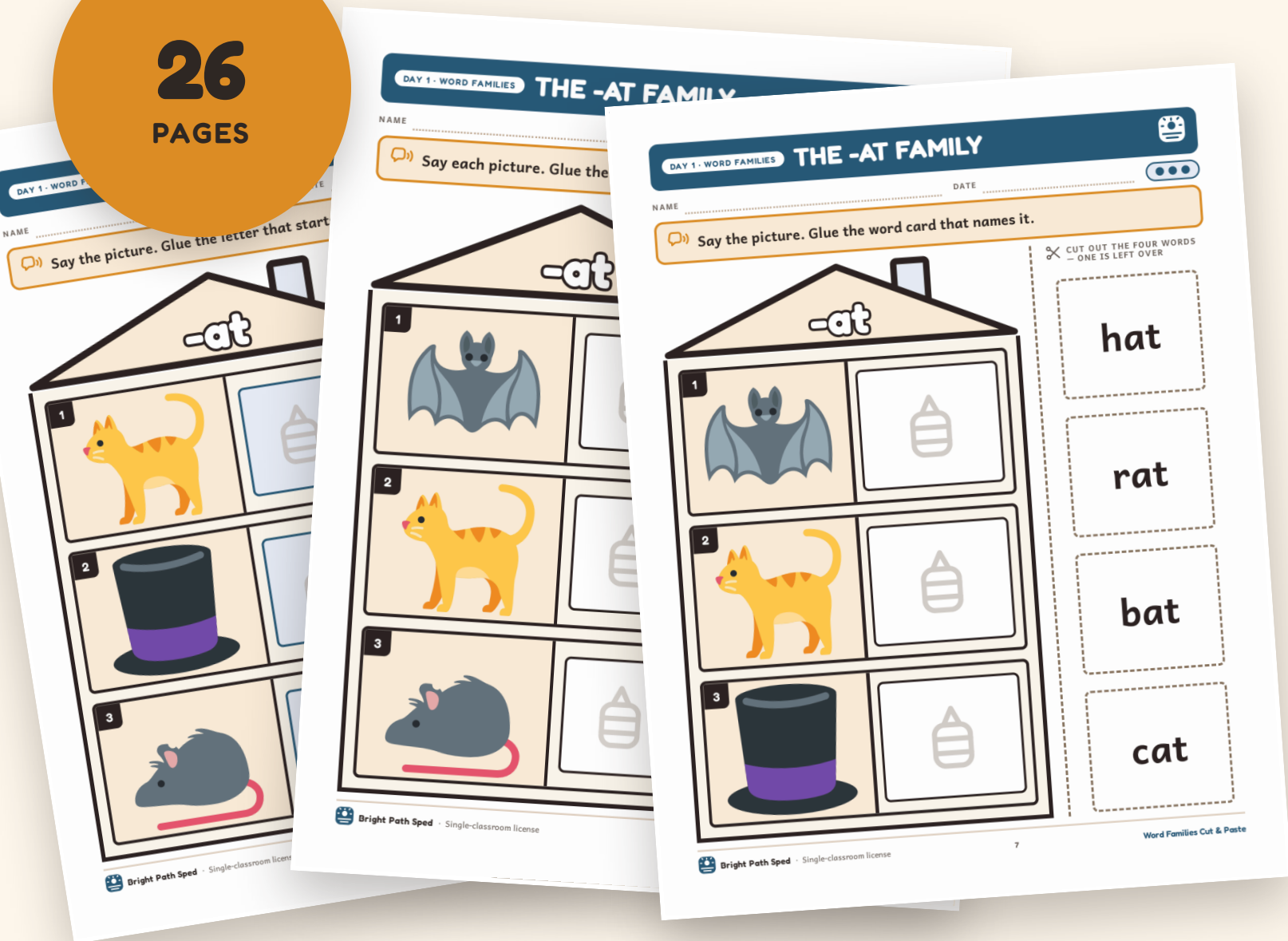


WORD FAMILIES

Cut and Paste, 3 Levels

26
PAGES



BRIGHT PATH SPED

K-2 · Special Education



Five days, one word family each. Each day is a scripted plan page and three student levels — print the plan once for yourself and only the level each student needs.

1 Read the plan page cold if you have to

The SAY THIS box is a script. Words in quotation marks are meant to be read out loud exactly as written — a substitute or a paraprofessional who has never seen the lesson can pick it up and run it.

2 Pick a level per student, not per class

Level 1 is errorless: there is no wrong piece to pick up, only a tinted box showing where it goes. Level 2 adds one letter that belongs to nothing. Level 3 takes every scaffold away — no letters, no printed word, just a picture and a field of whole-word cards that includes a genuine look-alike.

3 Two families run shorter on purpose

-ap and -op each have exactly two real, everyday nouns a picture can show without guessing — cap and map; mop and top. Every other real word in either family is a verb, an adjective, or has no picture anywhere in this store's shared picture library. Two pictures done honestly beats four with one of them wrong.

4 The -ig family mixes pictures and listening on purpose

Pig is the only -ig word with an unambiguous picture. Dig, big, fig, jig and rig are real -ig words with no picture at all, so on those lines the window shows a listening mark instead of a picture: you say the word, the student says it back, and glues the letter it starts with.

5 Write the data on the plan page

The data box sits at the bottom of every plan page rather than on a separate sheet, because a separate sheet does not get filled in.

If you only do one thing

Teach -at first, even if you plan to skip around later. It has the most usable pictures of the five families here, so it is the easiest place to show a student the whole idea: read the ending once, then just change the front.





Teach · 5 min

Work · 9 min

Print & go

OBJECTIVE

Given a picture from the -at word family, the student will glue the letter that starts the word, and independently read a whole -at word from a field of look-alike word cards, with 80% accuracy across 3 sessions.

✂ 📋 **You need:** the pages behind this one, scissors, a glue stick. Nothing else.

SAY THIS

“Every word today ends the exact same way: a, t. At.”

Say cat slowly, holding the ending.

“Cuh...at. Cat. The ending never changes -- only the very first sound does.”

“Watch my mouth on just that first sound: c, c, c. That is the only decision on this whole page.”

“Once you know the ending, reading a new word just adds one sound to the front.”

Point to the direction line and read it once, then let them work.

THE THREE LEVELS



Three -at pictures, the ending printed and the first-letter box tinted. Three pieces for three lines -- no wrong piece to pick up.



Three -at pictures again -- cat and rat repeat from Level 1, bat is new -- no tint this time, and a fourth letter that starts no real word with -at.



Independent: no letters, no printed word. Three pictures -- bat, cat and hat. Rat is the extra -- a real -at word with no picture of its own here.

IF A STUDENT IS STUCK

- If they reach for a letter without saying the picture first, cover the strip and have them say the word out loud first.
- If they stall on Level 3's word cards, cover every card but one and reveal them one at a time.
- If two words blend together for them, say them back to back -- bat, hat -- until they can tell them apart with nothing in front of them.

TRY IT IN THE ROOM TODAY

Find three things in the room that rhyme with cat. Say them before line-up.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

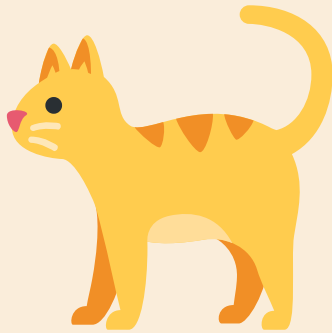
DATE



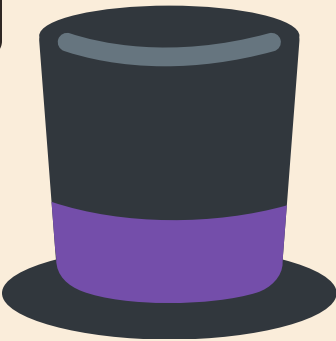
Say the picture. Glue the letter that starts it.

-at

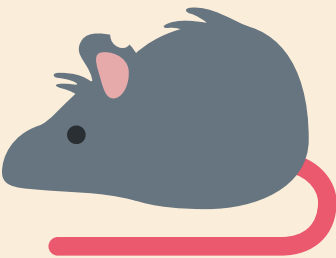
1

**at**

2

**at**

3

**at**

CUT OUT THE THREE LETTERS

h**r****c**



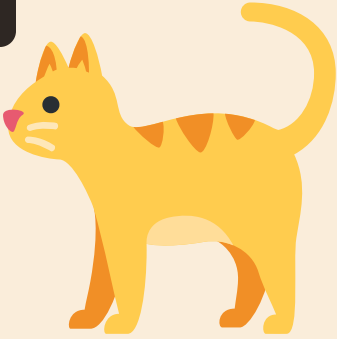
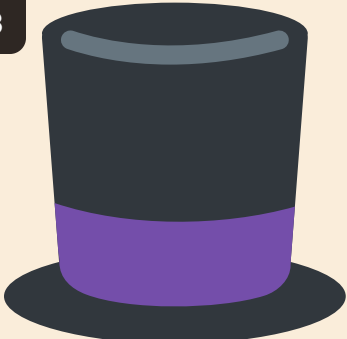
NAME

DATE



Say the picture. Glue the word card that names it.

-at

1 	
2 	
3 	

CUT OUT THE FOUR WORDS
— ONE IS LEFT OVER

hat

rat

bat

cat



Teach • 6 min

Work • 10 min

Print & go

OBJECTIVE

Given a picture or a word said aloud from the -ig word family, the student will build the word by gluing the letter that starts it, with 80% accuracy across 3 sessions.

✂ 🗑 **You need:** the pages behind this one, scissors, a glue stick. Nothing else.

SAY THIS

“Today's ending is i, g. Ig. Short, like yesterday's ap.”

Say pig slowly, holding the ending.

“Puh...ig. Pig. Pig is the only -ig word with a picture today -- every other word you will say out loud yourself.”

Say the next word, for example dig.

“Dig. Say it. What sound starts dig? There is nothing to copy -- only a sound to match.”

Read the direction lines once, then let them work.

THE THREE LEVELS



One picture (pig) to build, plus two more -ig words said aloud -- dig, jig -- the onset box tinted like pig's.



The same picture, three more -ig words said aloud -- big and dig sound alike, so say each word clearly -- and a spare letter that starts nothing on this page.



Every real -ig word this pack uses except big: one picture, four more words said aloud, and a spare letter that starts nothing here -- kept from Level 2, not dropped for independence.

IF A STUDENT IS STUCK

- If a student expects a picture every time, say plainly that some -ig words have none -- today they listen instead.
- If they cannot pick out the first sound, hold it before you say the rest: d...ig, not dig.
- If they mix up big and dig, say the two back to back with nothing on the strip yet.

TRY IT IN THE ROOM TODAY

Find three things in the room that rhyme with pig. Say them before line-up.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

DATE



-ig

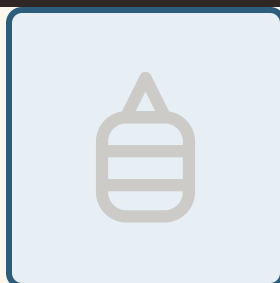
Say the picture. Glue the letter that starts -ig.

1

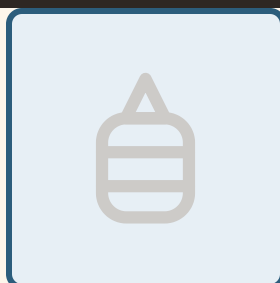
**ig**

Listen to the word. Glue the letter that starts it.

2

**ig**

3

**ig**

CUT OUT THE THREE LETTERS

d**j****p**



NAME

DATE



-ig



Say the picture. Glue the letter that starts -ig.

1



ig



Listen to the word. Glue the letter that starts it.

2



ig

3



ig

4



ig

5



ig

CUT OUT THE
SIX PIECES —
ONE IS LEFT
OVER

f

p

x

r

d

j



Teach · 4 min

Work · 7 min

Print & go

OBJECTIVE

Given a picture from the -op word family, the student will glue the letter that starts the word, and independently read a whole -op word from a field of look-alike word cards, with 80% accuracy across 3 sessions.

✂ 🗂 **You need:** the pages behind this one, scissors, a glue stick. Nothing else.

SAY THIS

“Last family this week: o, p. Op.”

Say mop slowly, holding the ending.

“Muh...op. Mop.”

“Like -ap, this family only gives us two pictures -- mop and top. Listen for the whole word, not just a guess.”

“You have now read five different endings this week. Say all five out loud, fast: at, an, ap, ig, op.”

Read the direction line once, then let them work.

THE THREE LEVELS



Two -op pictures, the ending printed and the first-letter box tinted.



The same two pictures, no tint, and a third letter that starts no real word with -op.



Independent: two pictures, three word cards. Map is the extra -- one letter away from mop.

IF A STUDENT IS STUCK

- If they answer with an earlier family's ending, say today's ending alone a few times before showing a picture.
- If they pick map for mop, say both words slowly side by side while pointing at the picture in front of them.
- If this is the fifth day in a row, that is the whole pack -- send today's Level 3 pages home as the week's check.

TRY IT IN THE ROOM TODAY

Find three things in the room that rhyme with mop. Say them before line-up.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





Answers are listed in the order the pictures or words appear on the page, top to bottom. Every one was recomputed from the same data that draws the page, not typed in by hand.

The -at Family

Level 1 c h r

Level 2 b c r (leftover: x)

Level 3 bat cat hat

The -an Family

Level 1 c f p

Level 2 c f p (leftover: x)

Level 3 can fan pan

The -ap Family

Level 1 c m

Level 2 c m (leftover: x)

Level 3 cap map

Why -ap runs only two words

Cap and map are the entire concrete, drawable -ap family this store's picture library can show. Sap, nap and tap are real words but not nouns a picture can name without guessing, so they are not on this page.



The -ig family mixes a picture (pig) with words said aloud rather than printed (dig, big, fig, jig, rig); every item is listed in the same top-to-bottom order it appears in on the page.

The -ig Family

Level 1 p d j

Level 2 p d b f (leftover: x)

Level 3 p d f j r (leftover: x)

The -op Family

Level 1 m t

Level 2 m t (leftover: x)

Level 3 mop top

A note on the spare letters

Every Level 2 strip in this pack carries one extra letter, x, and x makes no real word in front of any of the five endings taught here — at, an, ap, ig or op. On the -ig family that spare rides through to Level 3 as well, on purpose: independent means the scaffolds are gone, not the one wrong answer.



THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has thirty minutes of planning time and twelve students who each need something different. If it saved you an hour, it worked.

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CVC Words Cut & Paste

The step before this one, one sound at a time

Blends Cut & Paste

The step after this one, two consonants as one sound

Digraphs Cut & Paste

sh, ch, th, wh, ck and ng

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