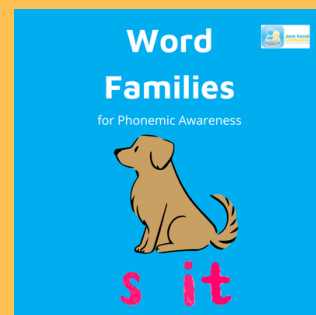


Using Word Families to Develop Phonemic Awareness for emergent literacy learners

www.wordfampa.com



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Phonemic Awareness

Phonemic awareness is one of the important strands in literacy that emergent literacy learners need to start developing (Scarborough, 2001).

Phonemic awareness is an important skill – it is the skill we use to hear sounds in speech. Without phonemic awareness, we cannot break words down and decode them to read unfamiliar words. We also find it extremely hard to re-code words to spell them. Therefore, phonemic awareness is a critical skill in learning to read and write.

Phonemic awareness starts developing when students are emergent and continues once they are conventional. Word families have been shown to be an effective way to improve phonemic awareness, particularly the ability to hear initial sounds in words. Doing some short word family activities regularly with emergent literacy learners can help them to start to hear sounds in speech – which, in turn, helps them to learn to work with words later in their literacy development.

Phonemic awareness starts developing when students are emergent and continues once they are conventional. Word families have been shown to be an effective way to improve phonemic awareness, particularly the ability to hear initial sounds in words. Doing some short word family activities regularly with emergent literacy learners can help them to start to hear sounds in speech – which, in turn, helps them to learn to work with words later in their literacy development.

It is important to note that for neurotypical children, letter name knowledge and the ability to hear at least initial sounds in words were found to be crucial foundational skills for participating in phonics instruction. Without them, children learned phonics tasks in isolation but didn't transfer the skills being taught (see Byrne 2005 for a summary of this research).

Generally, we don't start these activities until a student knows at least 50% of the alphabet. This is based on research showing that there is a strong association between a student's letter knowledge and their phonemic awareness (e.g., Castles & Coltheart, 2004; Castles, Coltheart, Wilson, Valpied, & Wedgwood, 2009; Hulme, Bowyer-Crane, Carroll, Duff, & Snowling, 2012). Where possible, use letters the student already knows in these tasks to assist with building this association.

This app provides some activities for working on phonemic awareness. The word family activities can be used to develop phonemic awareness using initial sounds in word families across a number of weeks. Students should also participate in other tasks designed to improve their phonemic awareness.

Gradual Release of Responsibility

The activities in this app are designed to support gradual release of responsibility (Pearson & Gallagher, 1983) in targeting phonemic awareness. Gradual Release of Responsibility is often called “I do, We do and You do”. It is a model that provides scaffolds for learning through modeling, guided practice, and independent tasks. Over time, it enables students to become independent learners. It also reduces the cognitive load of learning new information as the teacher gradually shares more of that load with the students.

Using Word Families for Phonemic Awareness with Gradual Release of Responsibility

You should use a single word family across a week and then move to a new word family the following week. On Monday, Tuesday and Wednesday you should do I do and We Do tasks. On Thursday and Friday, you can move to You Do tasks, although if the student struggles with the You Do tasks, you can turn them into We Do tasks.

I Do and We Do Tasks

Within the Word Families for Phonemic Awareness app, the Books to Read and the Interactive Word Family Activities within each word family are designed as I do and We do tasks.

Books to Read

There are three books provided for each word family. Once a book has been selected, the educator should read the book and model making the word family word on each page of the book. All the relevant single letters for the word family are available on each page. It is great to model the “right” word for the page, but this is also a time where the teacher and student can stop and play with the word family on any page, discovering how the different sounds change the word. This can be used as an I do or a We do task.

Please note: only single letter beginning sounds are provided for the word family words, to support students in developing their phonemic awareness. Two letter sounds, like th or sh, are deliberately not used within this app as they add a level of complexity to listening to the sounds changing at the beginning of words.

Interactive Word Family Activities

There are three options in this section for each word family – again providing options for I do and We do tasks. There is deliberately no “right” or “wrong” within these activities, so they provide a safe place to experiment with the word family and discover the change that each different initial sound makes.

Select Pictures and Select Letters are designed as standalone activities. Letters Only can be used in conjunction with another task e.g. a word family book on [Monarch Reader](#).

You Do Task

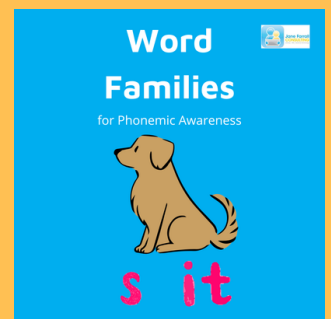
Word Family Activity

The Word Family Activity in each word family provides a You Do task. The teacher or student can decide how many letters the student will be picking from during the task – and then the student needs to look at the picture, listen to the word for the picture and then select the correct initial sound. Feedback is provided if needed. The activity goes through all words in the word family in random order.

If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. You can also try reducing the number of letters that the student is choosing between.

Using Word Families to Develop Phonemic Awareness for emergent literacy learners

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Add to Home Screen (iOS)

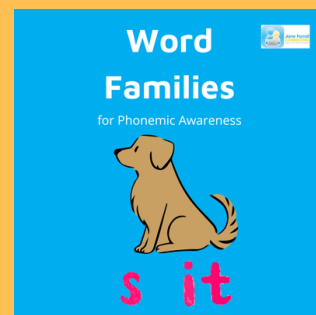
This program uses activities from www.wordfampa.com.

You can add the website to run in app mode on the home screen on an iPad or iPhone using these instructions.

1. On your iPad, open **Safari** and navigate to wordfampa.com.
2. Tap the **Share button** in the browser toolbar.
3. From the menu that appears, select "**Add to Home Screen**".
4. The Add to Home Screen menu will open. The app icon will appear along with the app name. Tap **Add** in the top right.
5. You will now have an icon on your home screen. When you tap it, the app will open without the browser bar, tabs, or menu — just like a native app.

Record Form Word Families to Develop Phonemic Awareness

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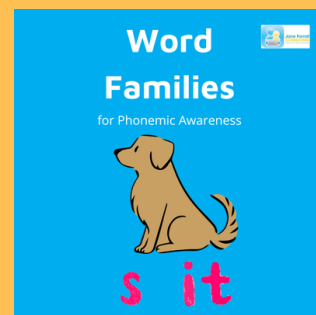


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Week, Word Family & Day	Date	No of letters	Score	Notes (e.g. letters incorrect, how difficult student found it)
Week 1, ack, Thursday				
Week 1, ack, Friday				
Week 2, all, Thursday				
Week 2, all, Friday				
Week 3, an, Thursday				
Week 3, an, Friday				
Week 4, ap, Thursday				
Week 4, ap, Friday				
Week 5, at, Thursday				
Week 5, at, Friday				
Week 6, ay, Thursday				
Week 6, ay, Friday				

Record Form Word Families to Develop Phonemic Awareness

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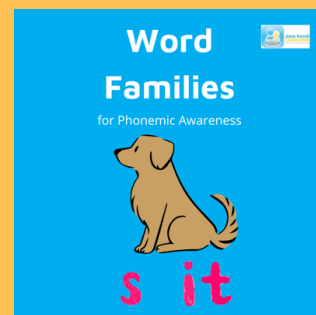


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Week, Word Family & Day	Date	No of letters	Score	Notes (e.g. letters incorrect, how difficult student found it)
Week 7, ell, Thursday				
Week 7, ell, Friday				
Week 8, ig, Thursday				
Week 8, ig, Friday				
Week 9, ill, Thursday				
Week 9, ill, Friday				
Week 10, in, Thursday				
Week 10, in, Friday				
Week 11, ing, Thursday				
Week 11, ing, Friday				
Week 12, ip, Thursday				
Week 12, ip, Friday				

Record Form Word Families to Develop Phonemic Awareness

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Week, Word Family & Day	Date	No of letters	Score	Notes (e.g. letters incorrect, how difficult student found it)
Week 13, it, Thursday				
Week 13, it, Friday				
Week 14, ore, Thursday				
Week 14, ore, Friday				
Week 15, ug, Thursday				
Week 15, ug, Friday				

Notes

Week 1 -ack word family

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Monday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ack Word Family page, select the Books to Read button.
2. Select the book called -ack Words.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ack word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ack Word Family menu page.

Interactive Word Family Activity

1. From the -ack Word Family page, select the Interactive Word Family button.
2. Select the Select Pictures button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a picture of their choice and look at the word made that goes with it. Say the word in a sentence.
4. Continue with the student selecting different pictures and draw their attention to the word each picture makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Tuesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ack Word Family page, select the Books to Read button.
2. Select the book called A Silly Story.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ack word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ack Word Family menu page.

Interactive Word Family Activity

1. From the -ack Word Family page, select the Interactive Word Family button.
2. Select the Select Letters button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a letter of their choice and draw the student's attention to the word and picture that appears. Say the word in a sentence.
4. Continue with the student selecting different letters and talk about the word each letter makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Week 1 -ack word family cont.

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Wednesday – I do and We do (5 – 10 minutes)

Reading a Word Family book

1. From the -ack Word Family page, select the Books to Read button.
2. Select the book called In My Pack.
3. As you work through the book, point out the -ack word family word on each page. Encourage the student to find the letter on the right hand side of the page that is the same as the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one on the left hand page.
4. Once the book is finished, go back to the -ack Word Family menu page.

Interactive Word Family Activity

1. Use the video [ack Word Family Jazz](#) from [Phonics Garden](#). This should be on a separate device from the one you are using for [wordfampa](#) – or use split screen mode and have the video running on one side and the app running on the other.
2. From the -ack Word Family page, select the Interactive Word Family button.
3. Select the Letters Only button.
4. Watch the video through once, then start it again.
5. On the second viewing pause the video as the first word (back) is made in the song, and make the same word in the app. Point to the word in the video and put the word in a sentence. Continue to the end of the song, pausing and making each word. If the word can be seen, encourage the student to find the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one shown on the screen.
6. Continue until the song is finished.

Thursday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ack Word Family page and either read a word family book, or go to [YouTube](#) and watch an -ack word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ack Word Family page.
4. Select the Word Family Activity button.
5. Check the student's results from from the previous week and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student's name when prompted.

Week 1 -ack word family cont.

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Thursday – We do and You do (5 – 10 minutes) cont.

7. Encourage them to do the activity. The focus here is a You Do task, so the student should complete this independently. You can name the word they need to make or they can press the “hear the word” button.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Friday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ack Word Family page and either read a word family book, or go to [YouTube](https://www.youtube.com) and watch a word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ack Word Family page.
4. Select the Word Family Activity button.
5. Check the student’s results from and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student’s name when prompted.
7. Encourage them to do the activity. You can name the word they need to make or they can press the “hear the word” button to hear the word.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Week 2 -all word family

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Monday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -all Word Family page, select the Books to Read button.
2. Select the book called -all Words.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -all word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -all Word Family menu page.

Interactive Word Family Activity

1. From the -all Word Family page, select the Interactive Word Family button.
2. Select the Select Pictures button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a picture of their choice and look at the word made that goes with it. Say the word in a sentence.
4. Continue with the student selecting different pictures and draw their attention to the word each picture makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Tuesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

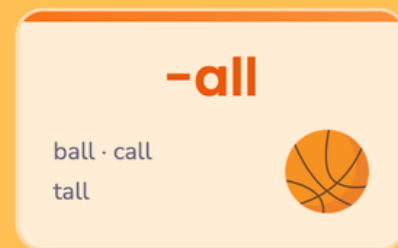
1. From the -all Word Family page, select the Books to Read button.
2. Select the book called Have a Ball.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -all word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -all Word Family menu page.

Interactive Word Family Activity

1. From the -all Word Family page, select the Interactive Word Family button.
2. Select the Select Letters button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a letter of their choice and draw the student's attention to the word and picture that appears. Say the word in a sentence.
4. Continue with the student selecting different letters and talk about the word each letter makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Week 2 -all word family cont.

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Wednesday – I do and We do (5 – 10 minutes)

Reading a Word Family book

1. From the -all Word Family page, select the Books to Read button.
2. Select the book called Lots of Words End in -all.
3. As you work through the book, point out the -all word family word on each page. Encourage the student to find the letter on the right hand side of the page that is the same as the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one on the left hand page.
4. Once the book is finished, go back to the -all Word Family menu page.

Interactive Word Family Activity

1. Use the video [ALL \(Word Family Song\)](#) from [lalalearnstoread](#). This should be on a separate device from the one you are using for [wordfampa](#) – or use split screen mode and have the video running on one side and the app running on the other.
2. From the -all Word Family page, select the Interactive Word Family button.
3. Select the Letters Only button.
4. Watch the video through once, then start it again.
5. On the second viewing pause the video as the first word (ball) is made in the song, and make the same word in the app. Point to the word in the video and put the word in a sentence. Continue to the end of the song, pausing and making each word. If the word can be seen, encourage the student to find the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one shown on the screen.
6. Continue until the song is finished.

Thursday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -all Word Family page and either read a word family book, or go to [YouTube](#) and watch an -all word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -all Word Family page.
4. Select the Word Family Activity button.
5. Check the student's results from from the previous week and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student's name when prompted.

Week 2 -all word family cont.

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Thursday – We do and You do (5 – 10 minutes) cont.

7. Encourage them to do the activity. The focus here is a You Do task, so the student should complete this independently. You can name the word they need to make or they can press the “hear the word” button.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Friday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -all Word Family page and either read a word family book, or go to [YouTube](https://www.youtube.com) and watch a word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -all Word Family page.
4. Select the Word Family Activity button.
5. Check the student’s results from and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student’s name when prompted.
7. Encourage them to do the activity. You can name the word they need to make or they can press the “hear the word” button to hear the word.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Week 3 -an word family

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Monday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -an Word Family page, select the Books to Read button.
2. Select the book called -an Words.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -an word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -an Word Family menu page.

Interactive Word Family Activity

1. From the -an Word Family page, select the Interactive Word Family button.
2. Select the Select Pictures button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a picture of their choice and look at the word made that goes with it. Say the word in a sentence.
4. Continue with the student selecting different pictures and draw their attention to the word each picture makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Tuesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -an Word Family page, select the Books to Read button.
2. Select the book called Things I Want to Ban.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -an word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -an Word Family menu page.

Interactive Word Family Activity

1. From the -an Word Family page, select the Interactive Word Family button.
2. Select the Select Letters button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a letter of their choice and draw the student's attention to the word and picture that appears. Say the word in a sentence.
4. Continue with the student selecting different letters and talk about the word each letter makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Week 3 -an word family cont.

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Wednesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -an Word Family page, select the Books to Read button.
2. Select the book called Using An.
3. As you work through the book, point out the -an word family word on each page. Encourage the student to find the letter on the right hand side of the page that is the same as the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one on the left hand page.
4. Once the book is finished, go back to the -an Word Family menu page.

Interactive Word Family Activity

1. Use the video [Word Family "an"](#) from [Super Simple ABCs](#). This should be on a separate device from the one you are using for [wordfampa](#) - or use split screen mode and have the video running on one side and the app running on the other.
2. From the -an Word Family page, select the Interactive Word Family button.
3. Select the Letters Only button.
4. Watch the video through once, then start it again.
5. On the second viewing pause the video as the first word (can) is made in the song, and make the same word in the app. Point to the word in the video and put the word in a sentence. Continue to the end of the song, pausing and making each word. If the word can be seen, encourage the student to find the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one shown on the screen.
6. Continue until the song is finished.

Thursday - We do and You do (5 - 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -an Word Family page and either read a word family book, or go to [YouTube](#) and watch an -an word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -an Word Family page.
4. Select the Word Family Activity button.
5. Check the student's results from the previous week and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student's name when prompted.

Week 3 -an word family cont.

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Thursday – We do and You do (5 – 10 minutes) cont.

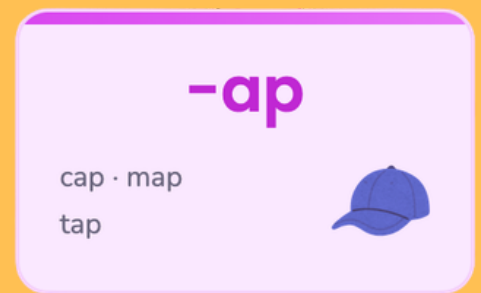
7. Encourage them to do the activity. The focus here is a You Do task, so the student should complete this independently. You can name the word they need to make or they can press the “hear the word” button.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Friday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -an Word Family page and either read a word family book, or go to [YouTube](https://www.youtube.com) and watch a word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -all Word Family page.
4. Select the Word Family Activity button.
5. Check the student’s results from and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student’s name when prompted.
7. Encourage them to do the activity. You can name the word they need to make or they can press the “hear the word” button to hear the word.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Week 4 -ap word family

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Monday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ap Word Family page, select the Books to Read button.
2. Select the book called -ap Words.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ap word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ap Word Family menu page.

Interactive Word Family Activity

1. From the -ap Word Family page, select the Interactive Word Family button.
2. Select the Select Pictures button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a picture of their choice and look at the word made that goes with it. Say the word in a sentence.
4. Continue with the student selecting different pictures and draw their attention to the word each picture makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Tuesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

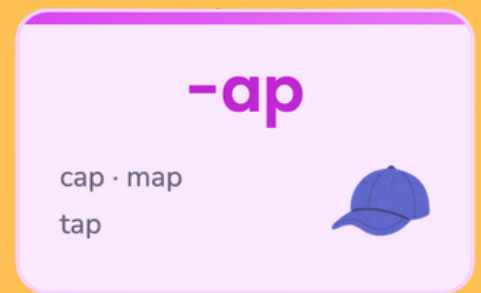
1. From the -ap Word Family page, select the Books to Read button.
2. Select the book called Clap for -ap.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ap word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ap Word Family menu page.

Interactive Word Family Activity

1. From the -ap Word Family page, select the Interactive Word Family button.
2. Select the Select Letters button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a letter of their choice and draw the student's attention to the word and picture that appears. Say the word in a sentence.
4. Continue with the student selecting different letters and talk about the word each letter makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Week 3 -ap word family cont.

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Wednesday – I do and We do (5 – 10 minutes)

Reading a Word Family book

1. From the -ap Word Family page, select the Books to Read button.
2. Select the book called I need a nap!
3. As you work through the book, point out the -ap word family word on each page. Encourage the student to find the letter on the right hand side of the page that is the same as the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one on the left hand page.
4. Once the book is finished, go back to the -ap Word Family menu page.

Interactive Word Family Activity

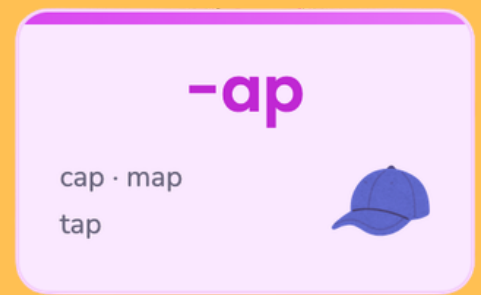
1. Use the video [Word Family "ap"](#) from [Super Simple ABCs](#). This should be on a separate device from the one you are using for [wordfampa](#) – or use split screen mode and have the video running on one side and the app running on the other.
2. From the -ap Word Family page, select the Interactive Word Family button.
3. Select the Letters Only button.
4. Watch the video through once, then start it again.
5. On the second viewing pause the video as the first word (map) is made in the video, and make the same word in the app. Point to the word in the video and put the word in a sentence. Continue to the end of the video, pausing and making each word. If the word can be seen, encourage the student to find the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one shown on the screen.
6. Continue until the video is finished.

Thursday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ap Word Family page and either read a word family book, or go to [YouTube](#) and watch an -ap word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ap Word Family page.
4. Select the Word Family Activity button.
5. Check the student's results from from the previous week and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student's name when prompted.

Week 3 -ap word family cont.

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Thursday – We do and You do (5 – 10 minutes) cont.

7. Encourage them to do the activity. The focus here is a You Do task, so the student should complete this independently. You can name the word they need to make or they can press the “hear the word” button.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Friday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ap Word Family page and either read a word family book, or go to [YouTube](https://www.youtube.com) and watch a word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ap Word Family page.
4. Select the Word Family Activity button.
5. Check the student’s results from and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student’s name when prompted.
7. Encourage them to do the activity. You can name the word they need to make or they can press the “hear the word” button to hear the word.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Week 5 -at word family

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Monday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -at Word Family page, select the Books to Read button.
2. Select the book called -at Words.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -at word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -at Word Family menu page.

Interactive Word Family Activity

1. From the -at Word Family page, select the Interactive Word Family button.
2. Select the Select Pictures button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a picture of their choice and look at the word made that goes with it. Say the word in a sentence.
4. Continue with the student selecting different pictures and draw their attention to the word each picture makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Tuesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -at Word Family page, select the Books to Read button.
2. Select the book called 1, 2, 3 Dog.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -at word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -at Word Family menu page.

Interactive Word Family Activity

1. From the -at Word Family page, select the Interactive Word Family button.
2. Select the Select Letters button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a letter of their choice and draw the student's attention to the word and picture that appears. Say the word in a sentence.
4. Continue with the student selecting different letters and talk about the word each letter makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Week 5 -at word family cont.

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Wednesday – I do and We do (5 – 10 minutes)

Reading a Word Family book

1. From the -at Word Family page, select the Books to Read button.
2. Select the book called The Cat.
3. As you work through the book, point out the -at word family word on each page. Encourage the student to find the letter on the right hand side of the page that is the same as the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one on the left hand page.
4. Once the book is finished, go back to the -at Word Family menu page.

Interactive Word Family Activity

1. Use the video [Word Families: Episode 1: The Cat Sat](#) from [Little Fox](#). This should be on a separate device from the one you are using for [wordfampa](#) – or use split screen mode and have the video running on one side and the app running on the other.
2. From the -at Word Family page, select the Interactive Word Family button.
3. Select the Letters Only button.
4. Watch the video through once, then start it again.
5. On the second viewing pause the video as the first word (cat) is made in the video, and make the same word in the app. Point to the word in the video and put the word in a sentence. Continue to the end of the video, pausing and making each word. If the word can be seen, encourage the student to find the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one shown on the screen.
6. Continue until the video is finished.

Thursday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -at Word Family page and either read a word family book, or go to [YouTube](#) and watch an -at word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -at Word Family page.
4. Select the Word Family Activity button.
5. Check the student's results from from the previous week and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student's name when prompted.

Week 5 -at word family cont.

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Thursday – We do and You do (5 – 10 minutes) cont.

7. Encourage them to do the activity. The focus here is a You Do task, so the student should complete this independently. You can name the word they need to make or they can press the “hear the word” button.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Friday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -at Word Family page and either read a word family book, or go to [YouTube](https://www.youtube.com/watch?v=...) and watch a word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -at Word Family page.
4. Select the Word Family Activity button.
5. Check the student’s results from and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student’s name when prompted.
7. Encourage them to do the activity. You can name the word they need to make or they can press the “hear the word” button to hear the word.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Week 6 -ay word family

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Monday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ay Word Family page, select the Books to Read button.
2. Select the book called -ay Words.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ay word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ay Word Family menu page.

Interactive Word Family Activity

1. From the -ay Word Family page, select the Interactive Word Family button.
2. Select the Select Pictures button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a picture of their choice and look at the word made that goes with it. Say the word in a sentence.
4. Continue with the student selecting different pictures and draw their attention to the word each picture makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Tuesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ay Word Family page, select the Books to Read button.
2. Select the book called The Bay.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ay word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ay Word Family menu page.

Interactive Word Family Activity

1. From the -ay Word Family page, select the Interactive Word Family button.
2. Select the Select Letters button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a letter of their choice and draw the student's attention to the word and picture that appears. Say the word in a sentence.
4. Continue with the student selecting different letters and talk about the word each letter makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Week 6 -ay word family cont.

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Wednesday – I do and We do (5 – 10 minutes)

Reading a Word Family book

1. From the -ay Word Family page, select the Books to Read button.
2. Select the book called It's a lovely day.
3. As you work through the book, point out the -ay word family word on each page. Encourage the student to find the letter on the right hand side of the page that is the same as the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one on the left hand page.
4. Once the book is finished, go back to the -ay Word Family menu page.

Interactive Word Family Activity

1. Use the video [Word Family -ay for beginners](#) from [Kids Entry](#). This should be on a separate device from the one you are using for [wordfampa](#) – or use split screen mode and have the video running on one side and the app running on the other.
2. From the -ay Word Family page, select the Interactive Word Family button.
3. Select the Letters Only button.
4. Watch the video through once, then start it again.
5. On the second viewing pause the video as the first word (lay) is made in the video, and make the same word in the app. Point to the word in the video and put the word in a sentence. Continue to the end of the video, pausing and making each word. If the word can be seen, encourage the student to find the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one shown on the screen.
6. Continue until the video is finished.

Thursday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ay Word Family page and either read a word family book, or go to [YouTube](#) and watch an -ay word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ay Word Family page.
4. Select the Word Family Activity button.
5. Check the student's results from from the previous week and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student's name when prompted.

Week 6 -ay word family cont.

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Thursday – We do and You do (5 – 10 minutes) cont.

7. Encourage them to do the activity. The focus here is a You Do task, so the student should complete this independently. You can name the word they need to make or they can press the “hear the word” button.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Friday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ay Word Family page and either read a word family book, or go to [YouTube](#) and watch a word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ay Word Family page.
4. Select the Word Family Activity button.
5. Check the student’s results from and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student’s name when prompted.
7. Encourage them to do the activity. You can name the word they need to make or they can press the “hear the word” button to hear the word.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Week 7 -ell word family

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Monday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ell Word Family page, select the Books to Read button.
2. Select the book called -ell Words.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ell word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ell Word Family menu page.

Interactive Word Family Activity

1. From the -ell Word Family page, select the Interactive Word Family button.
2. Select the Select Pictures button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a picture of their choice and look at the word made that goes with it. Say the word in a sentence.
4. Continue with the student selecting different pictures and draw their attention to the word each picture makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Tuesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ell Word Family page, select the Books to Read button.
2. Select the book called What's that Smell?
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ell word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ell Word Family menu page.

Interactive Word Family Activity

1. From the -ell Word Family page, select the Interactive Word Family button.
2. Select the Select Letters button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a letter of their choice and draw the student's attention to the word and picture that appears. Say the word in a sentence.
4. Continue with the student selecting different letters and talk about the word each letter makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Week 7 -ell word family cont.

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Wednesday – I do and We do (5 – 10 minutes)

Reading a Word Family book

1. From the -ell Word Family page, select the Books to Read button.
2. Select the book called Can you hear the bell?
3. As you work through the book, point out the -ell word family word on each page. Encourage the student to find the letter on the right hand side of the page that is the same as the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one on the left hand page.
4. Once the book is finished, go back to the -ell Word Family menu page.

Interactive Word Family Activity

1. Use the video [Word Family "ell"](#) from [Super Simple ABCs](#). This should be on a separate device from the one you are using for [wordfampa](#) – or use split screen mode and have the video running on one side and the app running on the other.
2. From the -ell Word Family page, select the Interactive Word Family button.
3. Select the Letters Only button.
4. Watch the video through once, then start it again.
5. On the second viewing pause the video as the first word (bell) is made in the video, and make the same word in the app. Point to the word in the video and put the word in a sentence. Continue to the end of the video, pausing and making each word. If the word can be seen, encourage the student to find the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one shown on the screen.
6. Continue until the video is finished.

Thursday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ell Word Family page and either read a word family book, or go to [YouTube](#) and watch an -ell word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ell Word Family page.
4. Select the Word Family Activity button.
5. Check the student's results from from the previous week and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student's name when prompted.

Week 7 -ell word family cont.

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Thursday – We do and You do (5 – 10 minutes) cont.

7. Encourage them to do the activity. The focus here is a You Do task, so the student should complete this independently. You can name the word they need to make or they can press the “hear the word” button.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Friday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ell Word Family page and either read a word family book, or go to [YouTube](https://www.youtube.com) and watch a word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ell Word Family page.
4. Select the Word Family Activity button.
5. Check the student’s results from and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student’s name when prompted.
7. Encourage them to do the activity. You can name the word they need to make or they can press the “hear the word” button to hear the word.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Week 8 -ig word family

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Monday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ig Word Family page, select the Books to Read button.
2. Select the book called -ig Words.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ig word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ig Word Family menu page.

Interactive Word Family Activity

1. From the -ig Word Family page, select the Interactive Word Family button.
2. Select the Select Pictures button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a picture of their choice and look at the word made that goes with it. Say the word in a sentence.
4. Continue with the student selecting different pictures and draw their attention to the word each picture makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Tuesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ig Word Family page, select the Books to Read button.
2. Select the book called Birds.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ig word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ig Word Family menu page.

Interactive Word Family Activity

1. From the -ig Word Family page, select the Interactive Word Family button.
2. Select the Select Letters button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a letter of their choice and draw the student's attention to the word and picture that appears. Say the word in a sentence.
4. Continue with the student selecting different letters and talk about the word each letter makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Week 8 -ig word family cont.

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Wednesday – I do and We do (5 – 10 minutes)

Reading a Word Family book

1. From the -ig Word Family page, select the Books to Read button.
2. Select the book called The Big Things Road Trip.
3. As you work through the book, point out the -ig word family word on each page. Encourage the student to find the letter on the right hand side of the page that is the same as the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one on the left hand page.
4. Once the book is finished, go back to the -ig Word Family menu page.

Interactive Word Family Activity

1. Use the video [The Big Pig Song](#) from [Hooked on Phonics](#). This should be on a separate device from the one you are using for [wordfampa](#) – or use split screen mode and have the video running on one side and the app running on the other.
2. From the -ig Word Family page, select the Interactive Word Family button.
3. Select the Letters Only button.
4. Watch the video through once, then start it again.
5. On the second viewing pause the video as the first word (pig) is made in the video, and make the same word in the app. Point to the word in the video and put the word in a sentence. Continue to the end of the video, pausing and making each word. If the word can be seen, encourage the student to find the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one shown on the screen.
6. Continue until the video is finished.

Thursday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ig Word Family page and either read a word family book, or go to [YouTube](#) and watch an -ig word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ig Word Family page.
4. Select the Word Family Activity button.
5. Check the student's results from from the previous week and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student's name when prompted.

Week 8 -ig word family cont.

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Thursday – We do and You do (5 – 10 minutes) cont.

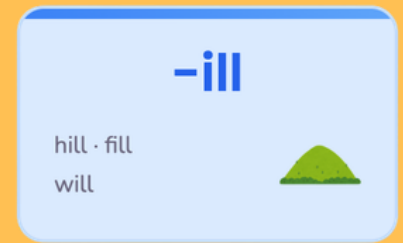
7. Encourage them to do the activity. The focus here is a You Do task, so the student should complete this independently. You can name the word they need to make or they can press the “hear the word” button.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Friday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ig Word Family page and either read a word family book, or go to [YouTube](https://www.youtube.com) and watch a word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ig Word Family page.
4. Select the Word Family Activity button.
5. Check the student’s results from and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student’s name when prompted.
7. Encourage them to do the activity. You can name the word they need to make or they can press the “hear the word” button to hear the word.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Week 9 -ill word family

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Monday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ill Word Family page, select the Books to Read button.
2. Select the book called -ill Words.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ill word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ill Word Family menu page.

Interactive Word Family Activity

1. From the -ill Word Family page, select the Interactive Word Family button.
2. Select the Select Pictures button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a picture of their choice and look at the word made that goes with it. Say the word in a sentence.
4. Continue with the student selecting different pictures and draw their attention to the word each picture makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Tuesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

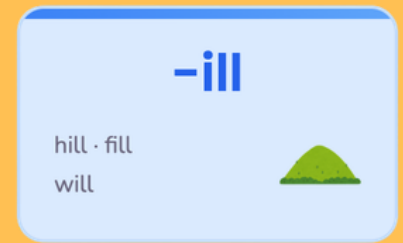
1. From the -ill Word Family page, select the Books to Read button.
2. Select the book called I need a pill!
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ill word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ill Word Family menu page.

Interactive Word Family Activity

1. From the -ill Word Family page, select the Interactive Word Family button.
2. Select the Select Letters button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a letter of their choice and draw the student's attention to the word and picture that appears. Say the word in a sentence.
4. Continue with the student selecting different letters and talk about the word each letter makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Week 9 -ill word family cont.

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Wednesday – I do and We do (5 – 10 minutes)

Reading a Word Family book

1. From the -ill Word Family page, select the Books to Read button.
2. Select the book called I Got a Bill.
3. As you work through the book, point out the -ill word family word on each page. Encourage the student to find the letter on the right hand side of the page that is the same as the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one on the left hand page.
4. Once the book is finished, go back to the -ill Word Family menu page.

Interactive Word Family Activity

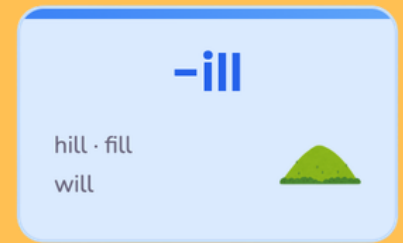
1. Use the video [ILL Word Family Bluegrass](#) from [Phonics Garden](#) This should be on a separate device from the one you are using for [wordfampa](#) – or use split screen mode and have the video running on one side and the app running on the other.
2. From the -ill Word Family page, select the Interactive Word Family button.
3. Select the Letters Only button.
4. Watch the video through once, then start it again.
5. On the second viewing pause the video as the first word (bill) is made in the video, and make the same word in the app. Point to the word in the video and put the word in a sentence. Continue to the end of the video, pausing and making each word. If the word can be seen, encourage the student to find the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one shown on the screen.
6. Continue until the video is finished.

Thursday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ill Word Family page and either read a word family book, or go to [YouTube](#) and watch an -ill word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ill Word Family page.
4. Select the Word Family Activity button.
5. Check the student's results from from the previous week and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student's name when prompted.

Week 9 -ill word family cont.

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Thursday – We do and You do (5 – 10 minutes) cont.

7. Encourage them to do the activity. The focus here is a You Do task, so the student should complete this independently. You can name the word they need to make or they can press the “hear the word” button.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Friday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ill Word Family page and either read a word family book, or go to [YouTube](https://www.youtube.com) and watch a word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ill Word Family page.
4. Select the Word Family Activity button.
5. Check the student’s results from and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student’s name when prompted.
7. Encourage them to do the activity. You can name the word they need to make or they can press the “hear the word” button to hear the word.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Week 10 -in word family

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Monday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -in Word Family page, select the Books to Read button.
2. Select the book called -in Words.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -in word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -in Word Family menu page.

Interactive Word Family Activity

1. From the -in Word Family page, select the Interactive Word Family button.
2. Select the Select Pictures button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a picture of their choice and look at the word made that goes with it. Say the word in a sentence.
4. Continue with the student selecting different pictures and draw their attention to the word each picture makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Tuesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -in Word Family page, select the Books to Read button.
2. Select the book called I Went In.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -in word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -in Word Family menu page.

Interactive Word Family Activity

1. From the -in Word Family page, select the Interactive Word Family button.
2. Select the Select Letters button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a letter of their choice and draw the student's attention to the word and picture that appears. Say the word in a sentence.
4. Continue with the student selecting different letters and talk about the word each letter makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Week 10 -in word family cont.

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Wednesday – I do and We do (5 – 10 minutes)

Reading a Word Family book

1. From the -in Word Family page, select the Books to Read button.
2. Select the book called In to Win.
3. As you work through the book, point out the -in word family word on each page. Encourage the student to find the letter on the right hand side of the page that is the same as the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one on the left hand page.
4. Once the book is finished, go back to the -in Word Family menu page.

Interactive Word Family Activity

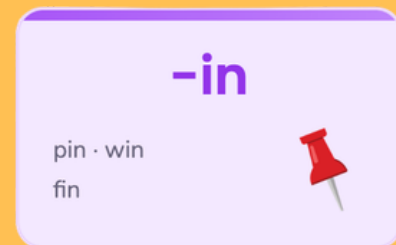
1. Use the video [IN \(Word Family Song\)](#) from [lalalearnstoread](#). This should be on a separate device from the one you are using for [wordfampa](#) – or use split screen mode and have the video running on one side and the app running on the other.
2. From the -in Word Family page, select the Interactive Word Family button.
3. Select the Letters Only button.
4. Watch the video through once, then start it again.
5. On the second viewing pause the video as the first word (bin) is made in the video, and make the same word in the app. Point to the word in the video and put the word in a sentence. Continue to the end of the video, pausing and making each word. If the word can be seen, encourage the student to find the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one shown on the screen.
6. Continue until the video is finished.

Thursday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -in Word Family page and either read a word family book, or go to [YouTube](#) and watch an -in word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -in Word Family page.
4. Select the Word Family Activity button.
5. Check the student's results from the previous week and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student's name when prompted.

Week 10 -in word family cont.

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Thursday – We do and You do (5 – 10 minutes) cont.

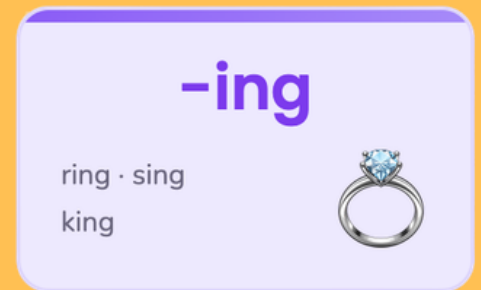
7. Encourage them to do the activity. The focus here is a You Do task, so the student should complete this independently. You can name the word they need to make or they can press the “hear the word” button.
7. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
7. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Friday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -in Word Family page and either read a word family book, or go to [YouTube](#) and watch a word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -in Word Family page.
4. Select the Word Family Activity button.
5. Check the student’s results from and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student’s name when prompted.
7. Encourage them to do the activity. You can name the word they need to make or they can press the “hear the word” button to hear the word.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Week 11 -ing word family

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Monday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ing Word Family page, select the Books to Read button.
2. Select the book called -ing Words.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ing word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ing Word Family menu page.

Interactive Word Family Activity

1. From the -ing Word Family page, select the Interactive Word Family button.
2. Select the Select Pictures button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a picture of their choice and look at the word made that goes with it. Say the word in a sentence.
4. Continue with the student selecting different pictures and draw their attention to the word each picture makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Tuesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

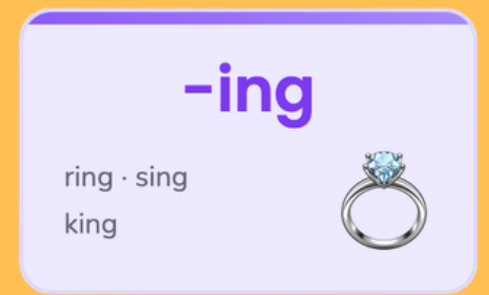
1. From the -ing Word Family page, select the Books to Read button.
2. Select the book called I Want a Thing.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ing word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ing Word Family menu page.

Interactive Word Family Activity

1. From the -ing Word Family page, select the Interactive Word Family button.
2. Select the Select Letters button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a letter of their choice and draw the student's attention to the word and picture that appears. Say the word in a sentence.
4. Continue with the student selecting different letters and talk about the word each letter makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Week 11 -ing word family cont.

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Wednesday – I do and We do (5 – 10 minutes)

Reading a Word Family book

1. From the -ing Word Family page, select the Books to Read button.
2. Select the book called A Really Bad Idea.
3. As you work through the book, point out the -ing word family word on each page. Encourage the student to find the letter on the right hand side of the page that is the same as the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one on the left hand page.
4. Once the book is finished, go back to the -ing Word Family menu page.

Interactive Word Family Activity

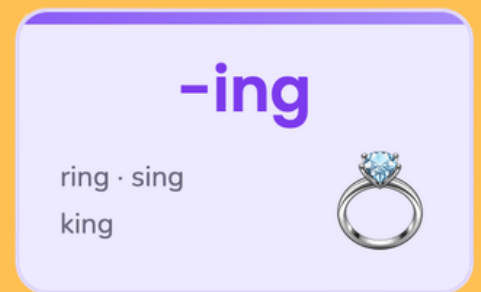
1. Use the book Learn To Read Words in the "-ing" Word Family by Super Simple ABCs. This should be on a separate device from the one you are using for wordfampa – or use split screen mode and have the video running on one side and the app running on the other.
2. From the -ing Word Family page, select the Interactive Word Family button.
3. Select the Letters Only button.
4. Watch the video through once, then start it again.
5. On the second viewing pause the video as the first word (king) is made in the video, and make the same word in the app. Point to the word in the video and put the word in a sentence. Continue to the end of the video, pausing and making each word. If the word can be seen, encourage the student to find the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one shown on the screen.
6. Continue until the video is finished.

Thursday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ing Word Family page and either read a word family book, or go to YouTube and watch an -ing word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ing Word Family page.
4. Select the Word Family Activity button.
5. Check the student's results from from the previous week and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student's name when prompted.

Week 11 -ing word family cont.

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Thursday – We do and You do (5 – 10 minutes) cont.

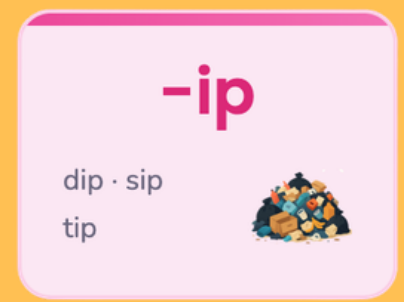
7. Encourage them to do the activity. The focus here is a You Do task, so the student should complete this independently. You can name the word they need to make or they can press the “hear the word” button.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Friday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ing Word Family page and either read a word family book, or go to [YouTube](https://www.youtube.com) and watch a word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ing Word Family page.
4. Select the Word Family Activity button.
5. Check the student’s results from and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student’s name when prompted.
7. Encourage them to do the activity. You can name the word they need to make or they can press the “hear the word” button to hear the word.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Week 12 -ip word family

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Monday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ip Word Family page, select the Books to Read button.
2. Select the book called -ip Words.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ip word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ip Word Family menu page.

Interactive Word Family Activity

1. From the -ip Word Family page, select the Interactive Word Family button.
2. Select the Select Pictures button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a picture of their choice and look at the word made that goes with it. Say the word in a sentence.
4. Continue with the student selecting different pictures and draw their attention to the word each picture makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Tuesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

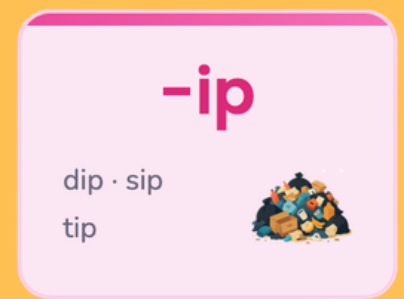
1. From the -ip Word Family page, select the Books to Read button.
2. Select the book called To Rip or Not to Rip?
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ip word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ip Word Family menu page.

Interactive Word Family Activity

1. From the -ip Word Family page, select the Interactive Word Family button.
2. Select the Select Letters button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a letter of their choice and draw the student's attention to the word and picture that appears. Say the word in a sentence.
4. Continue with the student selecting different letters and talk about the word each letter makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Week 12 -ip word family cont.

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Wednesday – I do and We do (5 – 10 minutes)

Reading a Word Family book

1. From the -ip Word Family page, select the Books to Read button.
2. Select the book called My Dog Says Yip.
3. As you work through the book, point out the -ip word family word on each page. Encourage the student to find the letter on the right hand side of the page that is the same as the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one on the left hand page.
4. Once the book is finished, go back to the -ip Word Family menu page.

Interactive Word Family Activity

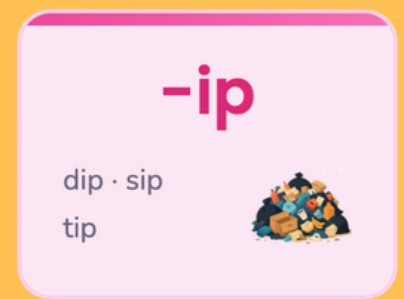
1. Use the video [IP Word Family](#) from [Phonics Garden](#). This should be on a separate device from the one you are using for [wordfampa](#) – or use split screen mode and have the video running on one side and the app running on the other.
2. From the -ip Word Family page, select the Interactive Word Family button.
3. Select the Letters Only button.
4. Watch the video through once, then start it again.
5. On the second viewing pause the video as the first word (dip) is made in the video, and make the same word in the app. Point to the word in the video and put the word in a sentence. Continue to the end of the video, pausing and making each word. If the word can be seen, encourage the student to find the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one shown on the screen.
6. Continue until the video is finished.

Thursday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ip Word Family page and either read a word family book, or go to [YouTube](#) and watch an -ip word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ip Word Family page.
4. Select the Word Family Activity button.
5. Check the student's results from from the previous week and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student's name when prompted.

Week 12 -ip word family cont.

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Thursday – We do and You do (5 – 10 minutes) cont.

7. Encourage them to do the activity. The focus here is a You Do task, so the student should complete this independently. You can name the word they need to make or they can press the “hear the word” button.
7. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
7. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Friday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ip Word Family page and either read a word family book, or go to [YouTube](https://www.youtube.com) and watch a word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ip Word Family page.
4. Select the Word Family Activity button.
5. Check the student’s results from and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student’s name when prompted.
7. Encourage them to do the activity. You can name the word they need to make or they can press the “hear the word” button to hear the word.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Week 13 -it word family

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Monday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -it Word Family page, select the Books to Read button.
2. Select the book called -it Words.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -it word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -it Word Family menu page.

Interactive Word Family Activity

1. From the -it Word Family page, select the Interactive Word Family button.
2. Select the Select Pictures button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a picture of their choice and look at the word made that goes with it. Say the word in a sentence.
4. Continue with the student selecting different pictures and draw their attention to the word each picture makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Tuesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -it Word Family page, select the Books to Read button.
2. Select the book called My Goat Bit.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -it word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -it Word Family menu page.

Interactive Word Family Activity

1. From the -it Word Family page, select the Interactive Word Family button.
2. Select the Select Letters button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a letter of their choice and draw the student's attention to the word and picture that appears. Say the word in a sentence.
4. Continue with the student selecting different letters and talk about the word each letter makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Week 13 -it word family cont.

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Wednesday – I do and We do (5 – 10 minutes)

Reading a Word Family book

1. From the -it Word Family page, select the Books to Read button.
2. Select the book called It.
3. As you work through the book, point out the -it word family word on each page. Encourage the student to find the letter on the right hand side of the page that is the same as the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one on the left hand page.
4. Once the book is finished, go back to the -it Word Family menu page.

Interactive Word Family Activity

1. Use the video [-IT Words for Kids](#) from [Learning Time Fun](#). This should be on a separate device from the one you are using for [wordfampa](#) – or use split screen mode and have the video running on one side and the app running on the other.
2. From the -it Word Family page, select the Interactive Word Family button.
3. Select the Letters Only button.
4. Watch the video through once, then start it again.
5. On the second viewing pause the video as the first word (bit) is made in the video, and make the same word in the app. Point to the word in the video and put the word in a sentence. Continue to the end of the video, pausing and making each word. If the word can be seen, encourage the student to find the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one shown on the screen.
6. Continue until the video is finished.

Thursday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -it Word Family page and either read a word family book, or go to [YouTube](#) and watch an -it word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -it Word Family page.
4. Select the Word Family Activity button.
5. Check the student's results from from the previous week and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student's name when prompted.

Week 13 -it word family cont.

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Thursday – We do and You do (5 – 10 minutes) cont.

7. Encourage them to do the activity. The focus here is a You Do task, so the student should complete this independently. You can name the word they need to make or they can press the “hear the word” button.
7. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
7. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Friday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -it Word Family page and either read a word family book, or go to [YouTube](https://www.youtube.com) and watch a word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -it Word Family page.
4. Select the Word Family Activity button.
5. Check the student’s results from and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student’s name when prompted.
7. Encourage them to do the activity. You can name the word they need to make or they can press the “hear the word” button to hear the word.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Week 14 -ore word family

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Monday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ore Word Family page, select the Books to Read button.
2. Select the book called -ore Words.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ore word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ore Word Family menu page.

Interactive Word Family Activity

1. From the -ore Word Family page, select the Interactive Word Family button.
2. Select the Select Pictures button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a picture of their choice and look at the word made that goes with it. Say the word in a sentence.
4. Continue with the student selecting different pictures and draw their attention to the word each picture makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Tuesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ore Word Family page, select the Books to Read button.
2. Select the book called Things I Find a Bore.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ore word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ore Word Family menu page.

Interactive Word Family Activity

1. From the -ore Word Family page, select the Interactive Word Family button.
2. Select the Select Letters button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a letter of their choice and draw the student's attention to the word and picture that appears. Say the word in a sentence.
4. Continue with the student selecting different letters and talk about the word each letter makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Week 14 -ore word family cont.

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Wednesday – I do and We do (5 – 10 minutes)

Reading a Word Family book

1. From the -ore Word Family page, select the Books to Read button.
2. Select the book called My Sister.
3. As you work through the book, point out the -ore word family word on each page. Encourage the student to find the letter on the right hand side of the page that is the same as the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one on the left hand page.
4. Once the book is finished, go back to the -ore Word Family menu page.

Interactive Word Family Activity

1. Use the video [ORE Words for Children](#) from [Learning Time Fun](#). This should be on a separate device from the one you are using for [wordfampa](#) – or use split screen mode and have the video running on one side and the app running on the other.
2. From the -ore Word Family page, select the Interactive Word Family button.
3. Select the Letters Only button.
4. Watch the video through once, then start it again.
5. On the second viewing pause the video as the first word (more) is made in the video, and make the same word in the app. Point to the word in the video and put the word in a sentence. Continue to the end of the video, pausing and making each word. If the word can be seen, encourage the student to find the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one shown on the screen.
6. Continue until the video is finished.

Thursday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ore Word Family page and either read a word family book, or go to [YouTube](#) and watch an -ore word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ore Word Family page.
4. Select the Word Family Activity button.
5. Check the student's results from from the previous week and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student's name when prompted.

Week 14 -ore word family cont.

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Thursday – We do and You do (5 – 10 minutes) cont.

7. Encourage them to do the activity. The focus here is a You Do task, so the student should complete this independently. You can name the word they need to make or they can press the “hear the word” button.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Friday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ore Word Family page and either read a word family book, or go to [YouTube](#) and watch a word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ore Word Family page.
4. Select the Word Family Activity button.
5. Check the student’s results from and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student’s name when prompted.
7. Encourage them to do the activity. You can name the word they need to make or they can press the “hear the word” button to hear the word.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Week 15 -ug word family

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Monday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ug Word Family page, select the Books to Read button.
2. Select the book called -ug Words.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ug word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ug Word Family menu page.

Interactive Word Family Activity

1. From the -ug Word Family page, select the Interactive Word Family button.
2. Select the Select Pictures button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a picture of their choice and look at the word made that goes with it. Say the word in a sentence.
4. Continue with the student selecting different pictures and draw their attention to the word each picture makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Tuesday - I do and We do (5 - 10 minutes)

Reading a Word Family book

1. From the -ug Word Family page, select the Books to Read button.
2. Select the book called My Cat.
3. Read the book to the student(s). The focus is an I do task where the educator models. As you turn each page, make the word on the page, using the letters and -ug word ending on the right hand page. If a student is keen to make the words, point to the correct letter for them and turn this into a We do task.
4. Once the book is finished, go back to the -ug Word Family menu page.

Interactive Word Family Activity

1. From the -ug Word Family page, select the Interactive Word Family button.
2. Select the Select Letters button.
3. The focus is a We do task where the student and educator work together. Ask the student to select a letter of their choice and draw the student's attention to the word and picture that appears. Say the word in a sentence.
4. Continue with the student selecting different letters and talk about the word each letter makes. Put each word in a sentence.
5. Continue until all pictures have been selected or until the student needs to finish.

Week 15 -ug word family cont.

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Wednesday – I do and We do (5 – 10 minutes)

Reading a Word Family book

1. From the -ug Word Family page, select the Books to Read button.
2. Select the book called My Brother is Smug.
3. As you work through the book, point out the -ug word family word on each page. Encourage the student to find the letter on the right hand side of the page that is the same as the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one on the left hand page.
4. Once the book is finished, go back to the -ug Word Family menu page.

Interactive Word Family Activity

1. Use the video [Learn the Alphabet – Word Family “ug”](#) from [Super Simple ABCs](#). This should be on a separate device from the one you are using for [wordfampa](#) – or use split screen mode and have the video running on one side and the app running on the other.
2. From the -ug Word Family page, select the Interactive Word Family button.
3. Select the Letters Only button.
4. Watch the video through once, then start it again.
5. On the second viewing pause the video as the first word (mug) is made in the video, and make the same word in the app. Point to the word in the video and put the word in a sentence. Continue to the end of the video, pausing and making each word. If the word can be seen, encourage the student to find the initial letter to make the word. If the student has difficulty finding the initial letter, then help them by pointing to the right letter. They may also wish to explore and make words other than the one shown on the screen.
6. Continue until the video is finished.

Thursday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ug Word Family page and either read a word family book, or go to [YouTube](#) and watch an -ug word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ug Word Family page.
4. Select the Word Family Activity button.
5. Check the student's results from the previous week and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student's name when prompted.

Week 15 -ug word family cont.

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Thursday – We do and You do (5 – 10 minutes) cont.

7. Encourage them to do the activity. The focus here is a You Do task, so the student should complete this independently. You can name the word they need to make or they can press the “hear the word” button.
7. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
7. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.

Friday – We do and You do (5 – 10 minutes)

1. Start with a We do task to review the word family.
2. Go to the -ug Word Family page and either read a word family book, or go to [YouTube](https://www.youtube.com) and watch a word family song. Encourage the student to find the letters to make the words as you read the book or watch the video. Support the student to find the letter if needed.
3. Return to the -ug Word Family page.
4. Select the Word Family Activity button.
5. Check the student’s results from and set the number of letters to the same as the last time they scored 80% or more. If they scored 100% with the previous number, then increase the number of letters by 1 e.g. if they scored 100% with 2 letters, then increase to 3 letters.
6. Enter the student’s name when prompted.
7. Encourage them to do the activity. You can name the word they need to make or they can press the “hear the word” button to hear the word.
8. Once they have completed the activity, you can save the results or add the results to the provided record sheet.
9. If a student is struggling with this as a You Do task, then go back to the We Do tasks or convert this activity to a We Do task, providing the student with extra support. Record this on the record sheet.