Word Families

15 Fun & Easy Reproducible Games That Build Fundamental Reading Skills

by Liane B. Onish
Hi, Mom!
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Reading SKills Card Games: Word Families © Liane B. Onish, Scholastic Teaching Resources
Games make learning fun! This book features 15 exciting, easy-to-make and easy-to-play card games that help children develop vocabulary and reading fluency. As children learn to recognize word chunks in the form of word families, or phonograms, they will read with greater speed and accuracy. The game cards in this book use 67 different word families:

Most of the games can also be played with other word families besides those specified. Use index cards to make additional sets of phonograms to reinforce phonics skills and vocabulary words from your curriculum. Suggestions for more challenging play and variations are included, for a total of 26 different games.
How to Use This Book
Prepare the cards for each game in advance. Introduce the games one at a time, modeling how to play with pairs, small groups, or the whole class. Some of the games may be fun for children to play at home. Make copies of those games for students to take home. Games are a great way to encourage family involvement.

How to Make the Cards
Photocopy the card pages onto heavy paper so that the text or pictures do not show through the other side. Laminate if possible. Then cut apart the cards.

How to Store the Cards
Keep the cards for each game in a large, resealable plastic bag. Label the bag with the name of the game, the skill it reinforces, and the number of players. For older children or for your own reference, photocopy the directions and keep them inside the bag.

Who Goes First?
Try these different ways to decide who goes first:
- Shuffle a set of alphabet cards, and have each player pick one. The player with the card closest to A (or Z) goes first. The player to the first player’s left goes next.
- Use children’s first, last, or middle initials to determine the order of play.
- Have players roll a single die or use a spinner from another game. The player with the highest (or lowest) score goes first. The player to the first player’s left goes next.

Selecting Games to Play
The games in this book can be played in any order. Choose games based on the skill children are learning, the size of the group, or the space available. Twins, Triplets, and Quads and The Bat in the Hat are fun games to play outdoors or in the gym.
Twins, Triplets, and Quads

♦ Skill: Identifying word families

Players: Whole class
Object: To group names by word family

How to Play

1. Photocopy and cut apart the name cards.
2. Mix up the cards and distribute them randomly. If playing with more than 20 children, pair up several children.
3. When you say “Go,” start the timer. Players find their sister or brother twins, triplets, or quadruplets with names that belong to the same word family. When all “family” members are together, players sit down.
4. Record the class time. Collect the cards, mix them up, and redistribute. Play again and challenge children to beat their previous time.

Materials:

- 20 name cards: Pam, Sam; Frank, Hank; Randy, Candy; Mandy, Sandy; Meg, Peg; Ned, Ted, Fred, Jed; Jill, Bill, Will; Jim, Kim, Tim (pages 7–8)
- Timer

BIG Families

For larger groups, or for variety, use additional name cards: Kate, Nate; Jean, Dean; Jack, Mack; Brad, Chad; Ben, Glen, Ken, Len; Chester, Lester, Hester; Lilly, Tilly, Milly; Nick, Rick.
**Compound Slide**

**Skill:** Reading compound words

**Materials:**
- 18 word cards:
  - ap: trap, tap, lap
  - ight: light, night, right
  - op: top, pop, mop
  - orn: corn, born, horn
  - ouse: house, mouse, blouse
  - own: gown, town, brown
- Compound Slide Game Board (page 11)

**Object:** To make compound words

**Players:** Pairs

**How to Play**

1. Photocopy a set of word cards and a Compound Slide Game Board for each pair of players.
2. Mix up the word cards. Players sort cards into six groups by word family. You might “preview” the compound words (see below, left) by explaining what a townhouse is and ensuring that children know the word *laptop*.
3. Distribute the game boards. Explain that players will put a word card on each “step” of the board to make a compound word. The word card that goes in the blank space must be from the same word family as the word on the step below the blank (see below, left).
4. To model, write on chart paper:

```
head_____
handmade
```

Have children brainstorm a list of words for the word family *-and*. Then have them find the word that completes the compound word on the step above *handmade* (such as headband or headstand).

**Rhyming Steps**

Have children use their remaining cards to make rhyming pairs (cover both sides of each step).

**Compound Slide Answers:**

- night
- gown
- town
- house
- mouse
- trap
- lap
- top
- pop
- corn
- pop

-orn, -ouse, -own
trap  tap  lap

light  night  right

top  pop  mop

corn  born  horn

house  mouse  blouse

gown  town  brown
From Bright to Twilight

♦ Skill: Alphabetizing

Players: Individuals or pairs

Object: To arrange all cards in the *ight* word family in alphabetical order

How to Play

Individuals:
1. Photocopy, cut apart, and mix up the word cards. Have the child read the cards aloud.
2. Set the timer for one minute. The child arranges the cards in alphabetical order.
3. At the end of one minute, the child counts the number of cards in correct alphabetical order.

Pairs:
1. Make two sets of cards and give one set to each player.
2. Players put the cards in alphabetical order.
3. The first player to correctly alphabetize the cards wins. That player then reads each card aloud.

Challenge!

Add these word cards for alphabetizing to the second letter: flight, fright, midnight, slight, tight.

Materials:
- 9 word cards: bright, fight, knight, light, might, night, right, sight, twilight (page 13)
- Timer
<table>
<thead>
<tr>
<th>bright</th>
<th>fight</th>
</tr>
</thead>
<tbody>
<tr>
<td>knight</td>
<td>light</td>
</tr>
<tr>
<td>might</td>
<td>night</td>
</tr>
<tr>
<td>right</td>
<td>sight</td>
</tr>
<tr>
<td>twilight</td>
<td></td>
</tr>
</tbody>
</table>
Word Family Bingo

Skill: Writing and reading word families

Materials:
- Word Family Bingo game board (page 15)
- 10 word family cards: -amp, -ank, -end, -et, -in, -ip, -op, -ot, -ump, -un (page 16)
- 16 letter cards: b, c, d, f, g, h, k, l, m, n, p, r, s, t, v, w (page 17)
- 16 small markers for each player (pieces of paper, paper clips, or buttons)
- Pencils

Object: To get four words in a row (down, across, or diagonally)

How to Play

1. Photocopy and cut apart the word family cards and letter cards. Photocopy and distribute the Word Family Bingo game boards (one per child or pair).

2. Mix up the word family cards and place them facedown in a pile. Turn over the top card and read it. Players write the word family in any one or two spaces on their game boards. Repeat with different word family cards until children’s boards are full. Remind players to leave room to write a letter in front of each word family.

3. Mix up the letter cards and place them facedown in a pile.

4. Play as you would play Bingo. Turn over the top card and read the letter. Players write that letter in one square to make a word. Each letter can be used only once on any player’s board.

5. Continue reading letter cards until one player has four words in a row and calls “Bingo!” That child reads his or her words aloud.

Players: Whole class

Double-Up Bingo
Use the blank letter cards for two-letter blends and digraphs: bl-, br-, ch-, dr-, gr-, sh-, sl-, st-, sp-, th-, tr-.

Long Family Bingo
Use long-vowel word families: -ace, -ate, -eel, -eep, -ild, -ite, -oat, -one.
<table>
<thead>
<tr>
<th>-amp</th>
<th>-ank</th>
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<tbody>
<tr>
<td>-end</td>
<td>-et</td>
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<tr>
<td>-in</td>
<td>-ip</td>
</tr>
<tr>
<td>-op</td>
<td>-ot</td>
</tr>
<tr>
<td>-ump</td>
<td>-un</td>
</tr>
</tbody>
</table>
**Word Family Charades**

**Skill: Reading verbs**

**Materials:**
- 12 word cards:
  - bake, rake
  - shave, wave
  - tame, blame
  - trace, race
  - sway, pay
  - sneeze, freeze
  - clean, lean
  - dream, scream
  - trip, skip
  - find, wind
  - dive, drive
  - tight, fight

(pages 18–19)

**Players:** Whole class

**Object:** To name mimed actions and spell the words

**How to Play**

1. Photocopy and cut apart the word cards. Mix up the cards and place them facedown in a pile.

2. Divide the class into pairs and give each pair a card. Then give them a few minutes to figure out how to mime the actions that go with the words on their cards. Each player will mime one word.

3. When pairs are ready, select a team to start. Both players stand in front of the class and act out their words at the same time.

4. The classmate who correctly guesses the mimed actions spells the words and takes the cards. Then his or her team takes a turn.

-ake, -ave, -ame, -ace, -ay, -eeze, -ean, -eam, -ip, -ind, -ive, -ight
<table>
<thead>
<tr>
<th>tame, blame</th>
<th>trace, race</th>
</tr>
</thead>
<tbody>
<tr>
<td>sway, pay</td>
<td>sneeze, freeze</td>
</tr>
<tr>
<td>clean, lean</td>
<td>dream, scream</td>
</tr>
<tr>
<td>trip, skip</td>
<td>find, wind</td>
</tr>
<tr>
<td>dive, drive</td>
<td>tight, fight</td>
</tr>
</tbody>
</table>
10 for 10

Skill: Brainstorming, writing and reading word family words

Players: Whole class

Object: To brainstorm a list of ten or more words in the same word family

How to Play

1. Photocopy and cut apart the picture cards. Photocopy a scorecard for each team. Review picture names and word families. Mix up the picture cards and put them aside.

2. Divide the class into ten teams of two or more players. Give each team a scorecard. Suggest that one team member be the Recorder.

3. Distribute the picture cards, placing one card facedown on each team’s table.

4. Set the timer for five minutes. When you say “Go,” teams turn over their picture card, determine what the word family is, and write the word family at the top of their scorecards. Then teams brainstorm and record ten or more words in that word family.

5. Teams score ten points for each word. Teams with at least ten words get a bonus of 25. Let each team read their words aloud.

Materials:
- 10 word family picture cards: bell, bug, clip, clock, knot, map, pit, tack, trunk, vest (page 21)
- 10 for 10 Scorecard (page 22)
- Pencils
- Timer

10 for 10 Double Time

For an added challenge, each time you play, reduce by half the amount of time teams have to list ten words.

10 More

Use picture cards for:
pen (page 24), wink (page 25), snail, wheel (page 28), mine, boat (page 29), ball, block (page 35), square, shark (page 43)
10 for 10 Scorecard

Team Members: ____________________________________________
________________________________________________________________________
________________________________________________________________________

Our Word Family: ______________

1. ___________________________ 11. ___________________________

2. ___________________________ 12. ___________________________

3. ___________________________ 13. ___________________________

4. ___________________________ 14. ___________________________

5. ___________________________ 15. ___________________________

6. ___________________________ 16. ___________________________

7. ___________________________ 17. ___________________________

8. ___________________________ 18. ___________________________

9. ___________________________ 19. ___________________________

10. ___________________________ 20. ___________________________
Don’t Get Mad

Skill: Identifying words and pictures from the same word family

Materials:
- 16 picture cards:
  -ad: Brad, dad, mad, sad
  -en: Gwen, men, pen, ten
  -ink: drink, rink, sink, wink
  -ub: club, cub, sub, tub

(pages 24–25)
- 8 cards from Twins, Triplet, and Quad:
  -andy: Randy, Candy, Mandy, Sandy
  -ed: Ned, Ted, Fred, Jed

(pages 7–8)
- 16 cards from Family Pictures:
  -ail: mail, nail, pail, snail
  -eel: heel, reel, peel, wheel
  -ine: mine, nine, vine, spine
  -oat: boat, coat, goat, throat

(pages 28–29)

Object: To get rid of all one’s cards without getting stuck with the mad picture card

How to Play

1. Have children help you write the word families on the lines on each card. Photocopy and cut apart picture cards. Review picture names (especially mine and throat). Let children sort words into ten different word families before playing.

2. Remove one of the -ad cards. Leave the mad and two other -ad word family picture cards in the deck. Mix up the remaining 39 cards.

3. Deal out all the cards. (It’s okay if some players have an extra card.)

4. Players look at their cards and remove pairs of pictures belonging to the same word family pictures. They place the pairs facedown on the table. The only card that may NOT be paired is the mad picture card.

5. Play as you would play Old Maid. Players fan out the cards in their hands. The first player offers his or her hand to the player to his or her left. That player selects a card from the fan and adds it to his or her hand.

6. If the new card makes a pair, the player removes the pair from his or her hand, then offers his or her hand to the next player.

7. Play until one player is left holding the mad picture card.
<table>
<thead>
<tr>
<th>Gw</th>
<th>Br</th>
</tr>
</thead>
<tbody>
<tr>
<td>m</td>
<td>a</td>
</tr>
<tr>
<td>p</td>
<td>m</td>
</tr>
<tr>
<td>t</td>
<td>s</td>
</tr>
</tbody>
</table>
Family Pictures

**Skill:** Sorting pictures by word families

**Players:** Individuals, pairs, or teams

**Object:** To sort picture cards into four word family groups

### How to Play

**Individuals:**
1. Have children help you write the word families on the lines on each card. Photocopy and cut apart one set of picture cards. Review picture names (especially mine and throat).
2. Mix up the picture cards and place them facedown in a pile.
3. Start the stopwatch as the player sorts the picture cards into four groups by word family.
4. When all cards have been sorted, stop the timer. Record the time.
5. Play again and compare times.

**Pairs:**
1. Make two sets of cards, and review picture names.
2. Mix up each set of cards and give one set to each player.
3. Players sort the picture cards by word family.
4. The first player to accurately sort all his or her cards wins.

### Materials:
- 16 picture cards:
  - ail: mail, nail, pail, snail
  - eel: heel, reel, peel, wheel
  - ine: mine, nine, vine, spine
  - oat: boat, coat, goat, throat (pages 28–29)
- Timer

### Family Rhymes

Have children write a poem using four words in the same family.
Teams:
1. Make two sets of cards. Include cards on pages 7–8 and 24–25. Review picture names and have teams line up at the back of the room.
2. Mix up each set of cards and place them facedown in a pile in front of each team.
3. The first runner in each team takes the top card and runs to the front of the room. The runner places the picture card faceup to start the first word family pile. Then the player runs to the back of the line.
4. The second runner takes the next card and runs to the front of the room. If the picture belongs to the same word family as the first, the player places the picture card on top of it. If the picture belongs to a different word family, the player places it next to the first card to start a second word family pile.
5. The first team to accurately sort all the picture cards wins.
h

rod and r

p

wh

m

n

p

us
Family Packs

Skill: Spelling words

Materials:
- 58 letter cards:
  - ace: a, c, e, f, l, b, r, p, s, g
  - eam: e, a, m, b, r, d, c, t, s
  - ime: i, m, e, d, l, c, h, p, r, e
  - ose: o, s, e, c, h, l, r, p, t, n
  - oom: o, o, m, b, l, r, g, z, d
  - ue: u, e, c, l, b, r, t, s, g, d
  (pages 31–33)
- Pencils and paper
- 6 envelopes

Players: Individuals, pairs, or small groups
Object: To use letters to spell the most words

How to Play

1. Photocopy and cut apart the letter cards. Place the letter cards for each word family (note the different borders) in a separate envelope. Write the word family on the outside of the envelope.
2. Distribute envelopes and writing materials.
3. Help children find the letters that make the given word family. Point out that some letters are underlined to indicate top and bottom.
4. Players use the remaining letters to form words in that family, one at a time.
5. Players record the words on a separate sheet of paper.
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<tr>
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<td>r</td>
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<tr>
<td>s</td>
<td>g</td>
<td>d</td>
<td></td>
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</tbody>
</table>
Picture Concentration

Skill: Recognizing word families

Players: Pairs or small groups

Object: To collect the most pairs of picture cards

How to Play

1. Have children help you write the word families on the lines on each card. Photocopy and cut apart the two blank wild cards below and the 40 picture cards. Review picture names.

2. Mix up cards and place them facedown in a 6 by 7 array.

3. Play as you would play Concentration. The first player turns over two cards and names the pictures. If the names belong to the same word family, the player keeps the pair and turns over two more cards. If the two cards do not make a word family pair, the player turns them facedown and the next player takes a turn.

4. When a player turns over a blank wild card, he or she can use it to form any word family pair.

5. The player with the most pairs wins.

Materials:

- 8 picture cards:
  - all: ball, fall, mail, wall
  - ock: block, clock, lock, sock

- 16 Don’t Get Mad cards:
  - ad: Brad, dad, mad, sad
  - en: Gwen, men, pen, ten
  - ink: drink, rink, sink, wink
  - ub: club, cub, sub, tub

- 16 Family Pictures cards:
  - ail: mail, nail, pail, snail
  - eel: heel, reel, peel, wheel
  - ine: mine, nine, spine
  - oat: boat, coat, goat, throat
Crossword Families

Skill: Using clues to complete three-letter words

Players: Whole class
Object: To complete the crossword puzzle

How to Play

1. Photocopy a puzzle for each player. Photocopy the clue cards.
2. Divide the class into two groups, Group A and Group B. Place puzzles facedown in front of players (give Group A copies of Clue Card A and Group B copies of Clue Card B).
3. When you say “Go,” players turn over their puzzles and clue cards and write the letters that complete the puzzle. Circulate to help the groups as they work. Players who finish first help the others complete their puzzles. When players in either group have finished their puzzle, have them raise their hands. The first group to correctly complete their puzzle wins.
4. Then pair players in Group A with players in Group B to compare puzzles. Have the pairs list the word families that appear in their puzzles. Then have them brainstorm a list of other words in those same word families. Set a timer for two minutes, and when time is up, give players five points for each word.
5. Play again, switching the clue cards for each group (give each player a new blank puzzle sheet).
Crossword Families Puzzle

1. I B

2. U N

3. O D U T

Reading Skills Card Games: Word Families © Liane B. Onish, Scholastic Teaching Resources
### Clue Card A

**Across**
1. A bone in your chest. ___ ___ ___
2. The bread around a hamburger. ___ ___ ___
3. A kind of fish. ___ ___ ___

**Down**
1. You did this in a race. ___ ___ ___
2. A place to sleep. ___ ___ ___
3. When you fall down, you might do this to your knee. ___ ___ ___

### Clue Card B

**Across**
1. Tell a lie. ___ ___ ___
2. Do this in a race. ___ ___ ___
3. Do this with your head to show “yes.” ___ ___ ___

**Down**
1. Turn this on to cool off. ___ ___ ___
2. A color. ___ ___ ___
3. A treat for a squirrel. ___ ___ ___
The Bat in the Hat

♦ Skill: Identifying words in the same family

Players: Whole class

Object: To find all the words in the same family

How to Play

1. Write words on index cards and hide them around the room.
   Make at least one word card for each player. Choose from these 40 words:
   
   hat words: hat, bat, cat, mat, sat, fat, pat, rat, that, flat
   nest words: nest, best, test, vest, rest, pest, chest, quest, zest, crest
   sock words: sock, rock, lock, dock, flock, jock, shock, smock, clock, stock
   mug words: mug, bug, dug, hug, jug, rug, tug, plug, snug, drug

2. Divide the class into four groups. Give each group an object—hat, nest, sock, or mug—to fill with cards. Review the word family that goes with each object. Tell players that there are ten words to find.

3. When you say “Go,” teams begin hunting for their words.

4. The first team to gather all their word family words and correctly read their words aloud wins.
Word Family Sight Words

✧ **Skill:** Writing sight words and other words in the same word family

**Players:** Pairs

**Object:** To create the most words

**How to Play**

1. Photocopy and cut apart the word family, letter, and sight word cards. Place a sight word card and a set of word family and letter cards in an envelope. Make one envelope for each pair of players.

2. Children work in pairs. Designate one player as the Reader and the other as the Speller.

3. The Reader reads a word from the sight word card and the Speller finds the correct word family and initial consonant. After the Speller has composed the word using the cards, the Reader checks the spelling.

4. Partners switch roles: The Reader becomes the Speller, the Speller becomes the Reader.

5. After all the sight words have been spelled out using the cards, the partners can then use the phonograms and letters to spell other words. Remind players that the word family -ow has two sounds: the long-o sound in grow, and the /ou/ sound in how.

6. When their list is complete, have pairs read their words aloud. Pairs score five points for each of these words: man, than, ray, hay, sis, cow, wow, mow, row, cot, rot.

**Materials:**
- Envelopes (1 for each pair)
- 5 word family cards: -an, -ay, -is, -ot, -ow (page 41)
- 8 letter cards: c, m, r, th, w, s, h, n (page 41)
- 5 sight word cards (page 41) can, ran may, say, way his, is how, now hot, not
- Pencils and paper

**Players:** Pairs

**Object:** To create the most words

**How to Play**

1. Photocopy and cut apart the word family, letter, and sight word cards. Place a sight word card and a set of word family and letter cards in an envelope. Make one envelope for each pair of players.

2. Children work in pairs. Designate one player as the Reader and the other as the Speller.

3. The Reader reads a word from the sight word card and the Speller finds the correct word family and initial consonant. After the Speller has composed the word using the cards, the Reader checks the spelling.

4. Partners switch roles: The Reader becomes the Speller, the Speller becomes the Reader.

5. After all the sight words have been spelled out using the cards, the partners can then use the phonograms and letters to spell other words. Remind players that the word family -ow has two sounds: the long-o sound in grow, and the /ou/ sound in how.

6. When their list is complete, have pairs read their words aloud. Pairs score five points for each of these words: man, than, ray, hay, sis, cow, wow, mow, row, cot, rot.

**Materials:**
- Envelopes (1 for each pair)
- 5 word family cards: -an, -ay, -is, -ot, -ow (page 41)
- 8 letter cards: c, m, r, th, w, s, h, n (page 41)
- 5 sight word cards (page 41) can, ran may, say, way his, is how, now hot, not
- Pencils and paper
<table>
<thead>
<tr>
<th>Cow</th>
<th>of</th>
<th>is</th>
<th>an</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot, not</td>
<td>how, now</td>
<td>his, is</td>
<td>may, say, way</td>
</tr>
</tbody>
</table>
**Slap Down Families**

- **Skill:** Recognizing word families

**Materials:**

4 picture cards in the same word family for each player. Write the word families on the lines. Choose from:

- **16 Slap Down Families:**
  - are: silverware, share, spare, square
  - ark: bark, Clark, park, shark
  - ore: core, scorecard, snore, store
  - ong: gong, Ping-Pong, song, strong
  
- **16 Family Pictures picture cards:**
  - ail: mail, nail, pail, snail
  - eel: heel, reel, peel, wheel
  - ine: mine, nine, vine, spine
  - oat: boat, coat, goat, throat
  
- **16 Family Pictures picture cards:**
  - ad: Brad, dad, mad, sad
  - en: Gwen, men, pen, ten
  - ink: drink, rink, sink, wink
  - ub: club, cub, sub, tub

- **8 Picture Concentration picture cards:**
  - all: ball, fall, mall, wall
  - ock: block, clock, lock, sock

**Players:** Four to six

**Object:** To collect four pictures in the same word family

**How to Play**

1. Create a Slap Down deck for the number of players. For example, for five players, use 20 cards, four cards from each of five word families. Review picture names.

2. Mix up and deal out all the cards.

3. Players keep their hands hidden from the others and, with the goal of collecting four words in the same family, select a card they do not want.

4. Each player places his or her unwanted card facedown on the table. When all have an unwanted card ready, they slide their cards to the players to their left at the same time.

5. The first player to get four pictures in the same word family and slap the hand down on the table wins.

**Another Slap Down**

Make picture cards that illustrate different families with the letter a:

- are, -ark, -ail, -ad, -all.
Woof! Woof!

Clark

sp

sp

sh

sh

sp

Wolf

sp

sp

sp

sp

sp

sp
**Double Trouble**

**Skill:** Using riddle clues to find answers with the same word family

**Players:** Individuals, pairs, or small groups  
**Object:** To find the word family words that answer the riddles

**How to Play**

1. Photocopy and cut apart a set of word cards for each player, pair, or group.
2. Players spread out their word cards faceup on their desks or tables. Then have them write 1–10 down the left side of a sheet of paper.
3. Players stand when they are ready to play.
4. Read each riddle pair aloud.
5. When players find the answers, they pick up those cards and write the words on their papers.

**Materials:**
- Double Trouble Riddle Cards (page 46)
- 20 word cards:
  - snake rake  
  - pail nail  
  - tame name  
  - seeds weeds  
  - cream dream  
  - seek peek  
  - brain rain  
  - sneeze freeze  
  - paste taste  
  - greet feet
- Pencils and paper

**Double Trouble Riddles**

Challenge pairs or small groups to choose two words from the same word family and write riddles for them. Have children write their riddles on large index cards (or photocopy the riddle card on this page). Collect the riddles, mix them up, and distribute them randomly for other pairs or groups to solve.

**Answer:** ______________________________
Double Trouble Riddle Cards

Double Riddle
This animal has no legs and flicks its tongue in and out. This tool will help you clean up autumn leaves.
Answer: snake and rake

Double Riddle
You use this to carry things. You might use a hammer and this to hang a picture on the wall.
Answer: pail and nail

Double Riddle
Animals who are not wild are this. When you call your pet you use this.
Answer: tame and name

Double Riddle
These are things you plant. As they grow, these might grow around them.
Answer: seeds and weeds

Double Riddle
If you whip this, it might top a sundae. A frightening one of these is a nightmare.
Answer: cream and dream

Double Riddle
Hiding is half of this game. But don’t do this if you are It!
Answer: seek and peek

Double Riddle
Use this when you think. Use an umbrella when you go out in this.
Answer: brain and rain

Double Riddle
This sounds like ha-choo. This sounds like brrrrr.
Answer: sneeze and freeze

Double Riddle
Use this to glue things together. You can do this only if the glue is made from flour and water.
Answer: paste and taste

Double Riddle
Say hello to do this. You use these to get around.
Answer: greet and feet