



Objective

The student will identify sounds of letters in words.

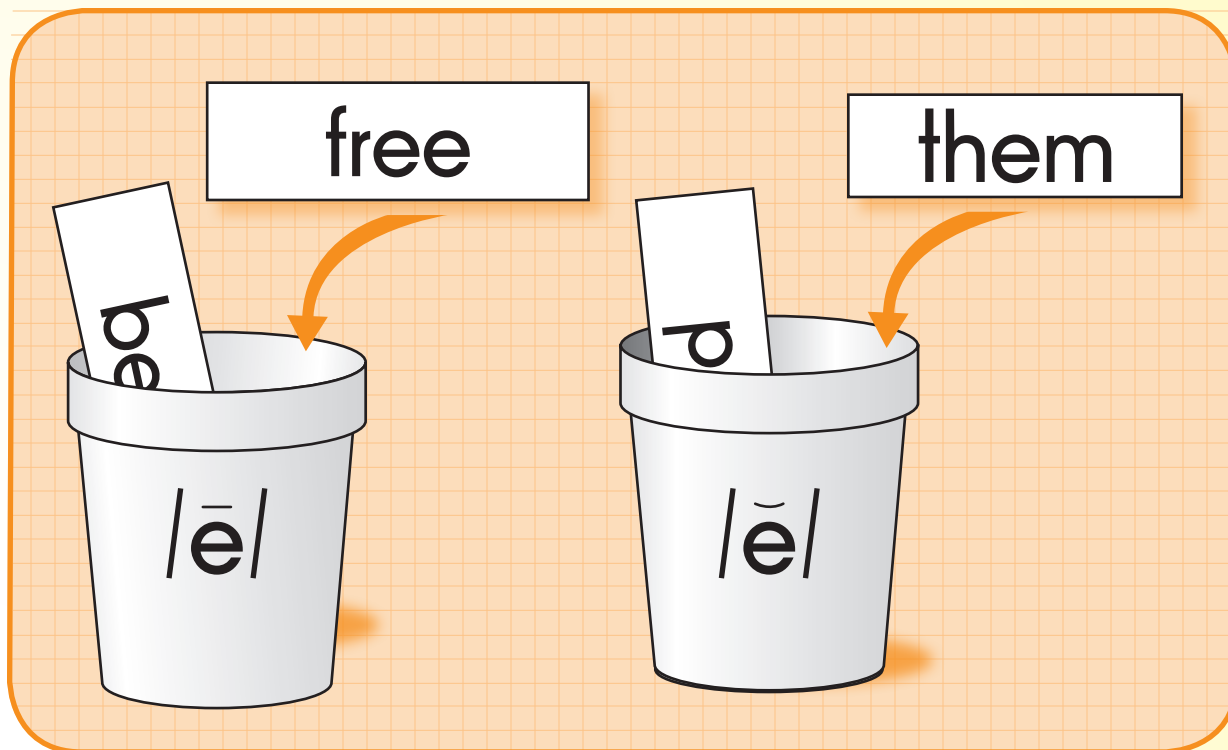
Materials

- ▶ Vowel sound and word cards (Activity Master P.063.AM1a - P.063.AM1e)
Copy, laminate, and cut. Select target vowel sounds and words.
- ▶ Containers (e.g., cups)
Label the containers with target vowel sound cards.
- ▶ Paper
- ▶ Pencils

Activity

Students will sort words into containers based on vowel sounds.

1. Place containers and word cards on the table.
2. Taking turns, students match the vowel sound in the word to the vowel sound on the container.
3. Place the word in the matching container.
4. List words by vowel sounds.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Make other vowel sound and word cards to sort (Activity Master P.063.AM2).

Phonics

Vowel Closed Sort

P.063.AM1a

/ă/

/ā/

fast

ape

camp

shake

and

fame

trash

base

back

make



/ĕ/

/ē/

went

sleep

help

free

pet

eel

end

queen

them

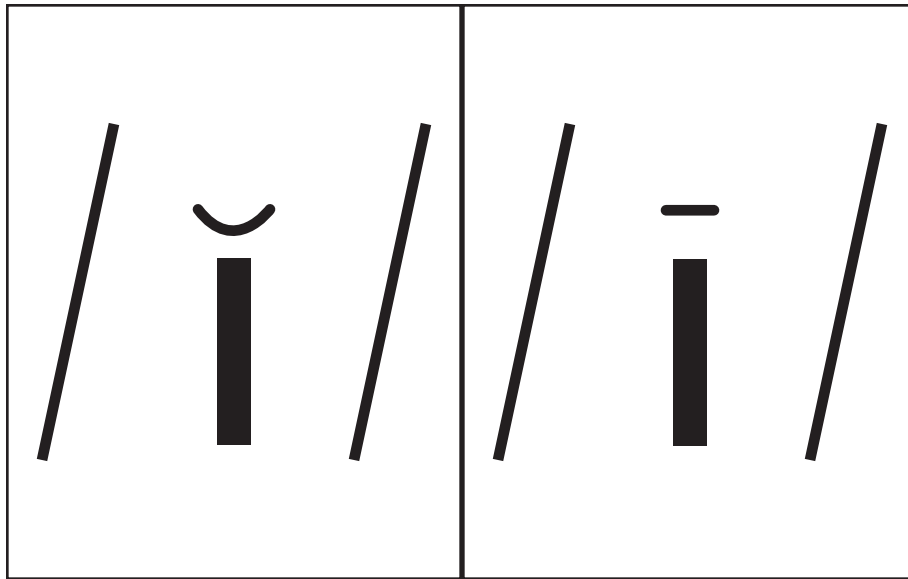
beet



Phonics

Vowel Closed Sort

P.063.AM1c



pick

ice

fix

time

fish

slide

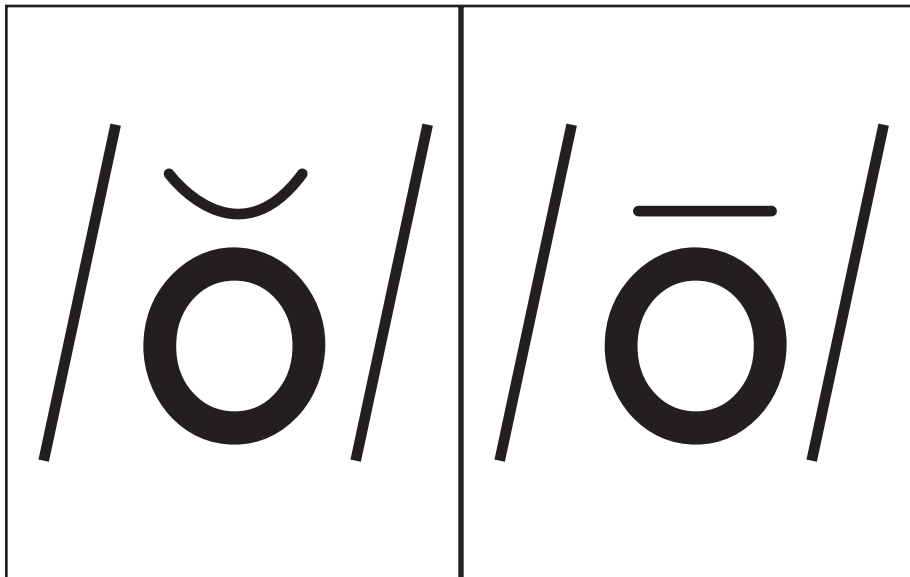
him

kite

itch

nine





lock

note

spot

owe

shop

phone

ox

home

got

rope



Phonics

Vowel Closed Sort

P.063.AM1e

/ ŭ /

/ ū /

duck

use

must

mule

us

fume

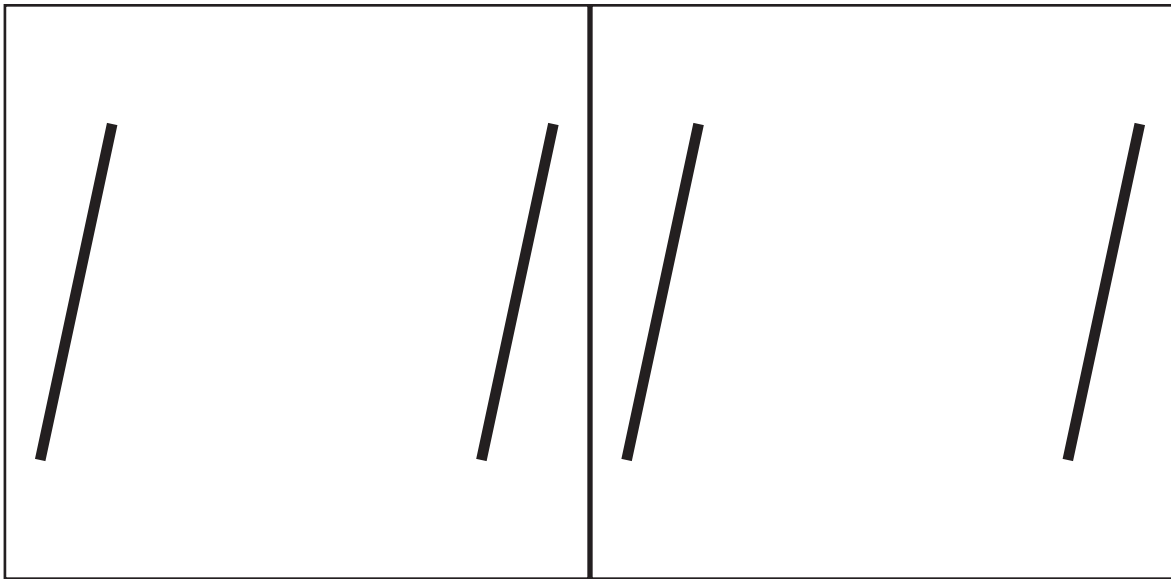
rush

huge

jump

cute







Silent "E" Changes

 **Objective**

The student will blend sounds of letters in words.

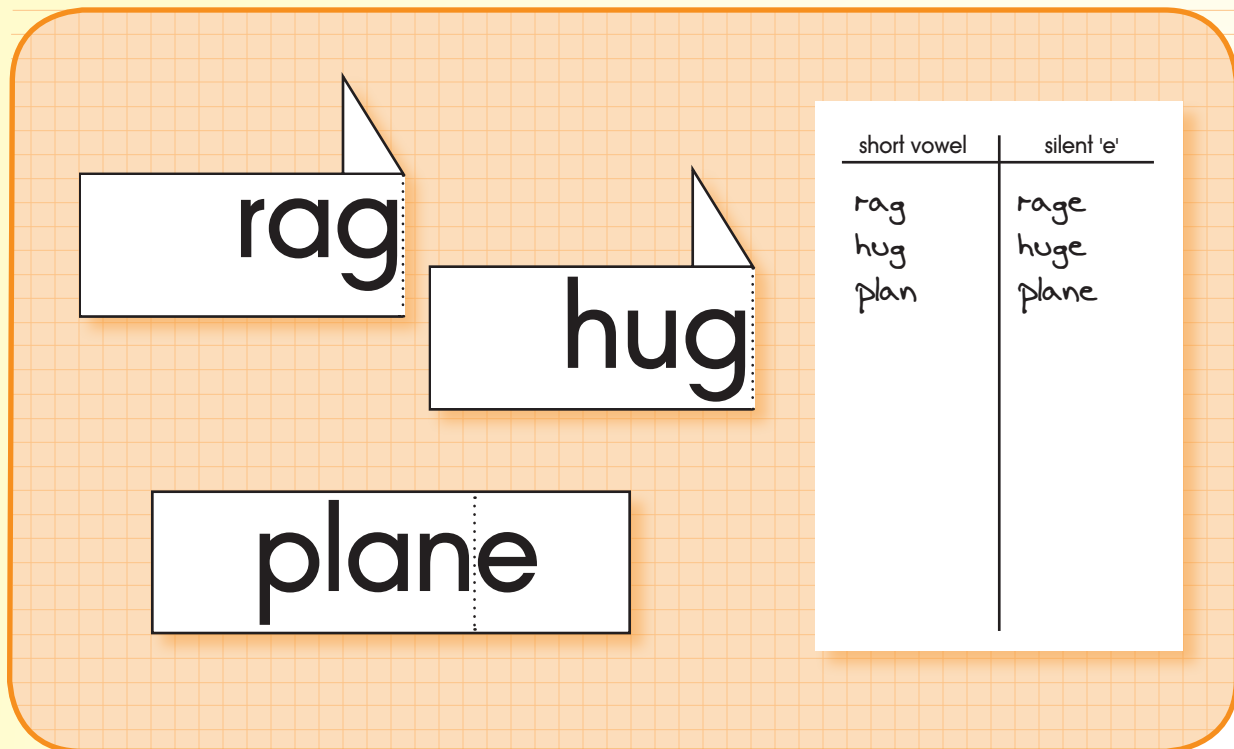
 **Materials**

- ▶ Silent "e" word strips (Activity Master P.064.AM1a - P.064.AM1c)
Copy, cut, and fold word strips on the dotted line.
- ▶ Student sheet (Activity Master P.064.SS)
- ▶ Pencils

 **Activity**

Students apply the silent "e" rule to blend new words.

1. Place silent "e" word strips "standing up" with "e" folded toward back on a flat surface. Provide each student with a student sheet.
2. Taking turns, students select one of the strips.
3. Read the word, then turn the "e" to the front of the strip and read the new word applying the silent "e" rule.
4. Write the word on the student sheet.
5. Continue the activity until all the strips are read.
6. Teacher evaluation



The illustration shows three word strips on a grid background. Two strips are standing upright with the letter 'e' folded back: one with 'rag' and one with 'hug'. A third strip lies flat with 'plane' written on it, with a vertical dotted line through the 'e'. To the right is a student sheet with two columns: 'short vowel' and 'silent 'e''. The words 'rag', 'hug', and 'plan' are listed under the first column, and 'rage', 'huge', and 'plane' are listed under the second column.

short vowel	silent 'e'
rag	rage
hug	huge
plan	plane

 **Extensions and Adaptations**

- ▶ Make more silent "e" word strips.

ate

made

plane

cane

sage

rage



Phonics

Silent "E" Changes

P.064.AM1b

ride

bite

slide

rode

hope

note



slope

tube

cube

huge

e

e



Name _____

Silent 'E' Changes

P.064.SS

Short vowel

Silent "e"



Objective

The student will blend sounds of letters in words.



Materials

- ▶ Cubes (Activity Master P.065.AM1a - P.065.AM1c)
Assemble the cubes.
- ▶ Student sheet (Activity Master P.065.SS)
- ▶ Pencils



Activity

Students roll consonant and vowel cubes to make words.

1. Place the three cubes on a flat surface and provide each student with a student sheet.
2. Taking turns, each student rolls the cubes once in order (e.g., cube 1, cube 2, and cube 3).
3. Places each cube on the matching number on the student sheet and reads the word.
4. Writes the word under "real" or "nonsense" words.
5. Repeat the activity.
6. Teacher evaluation

1	2	3
real words		nonsense words
cot		



Extensions and Adaptations

- ▶ Complete an open sort with the words from the compiled lists.
- ▶ Use a timer to make as many words as possible before the timer runs down.

Name _____

Letter Cube Blending

P.065.SS

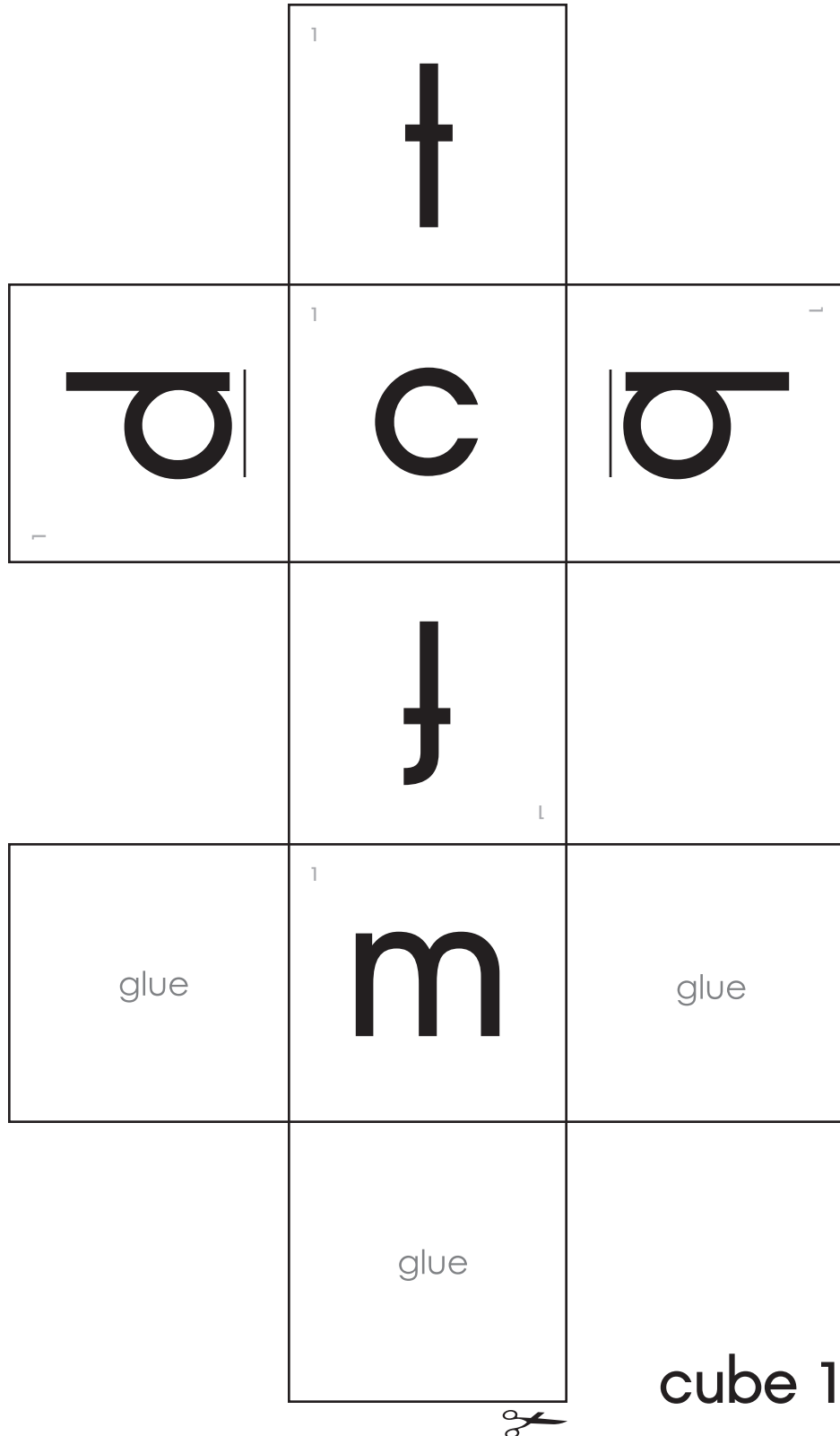
Cubes

1

2

3

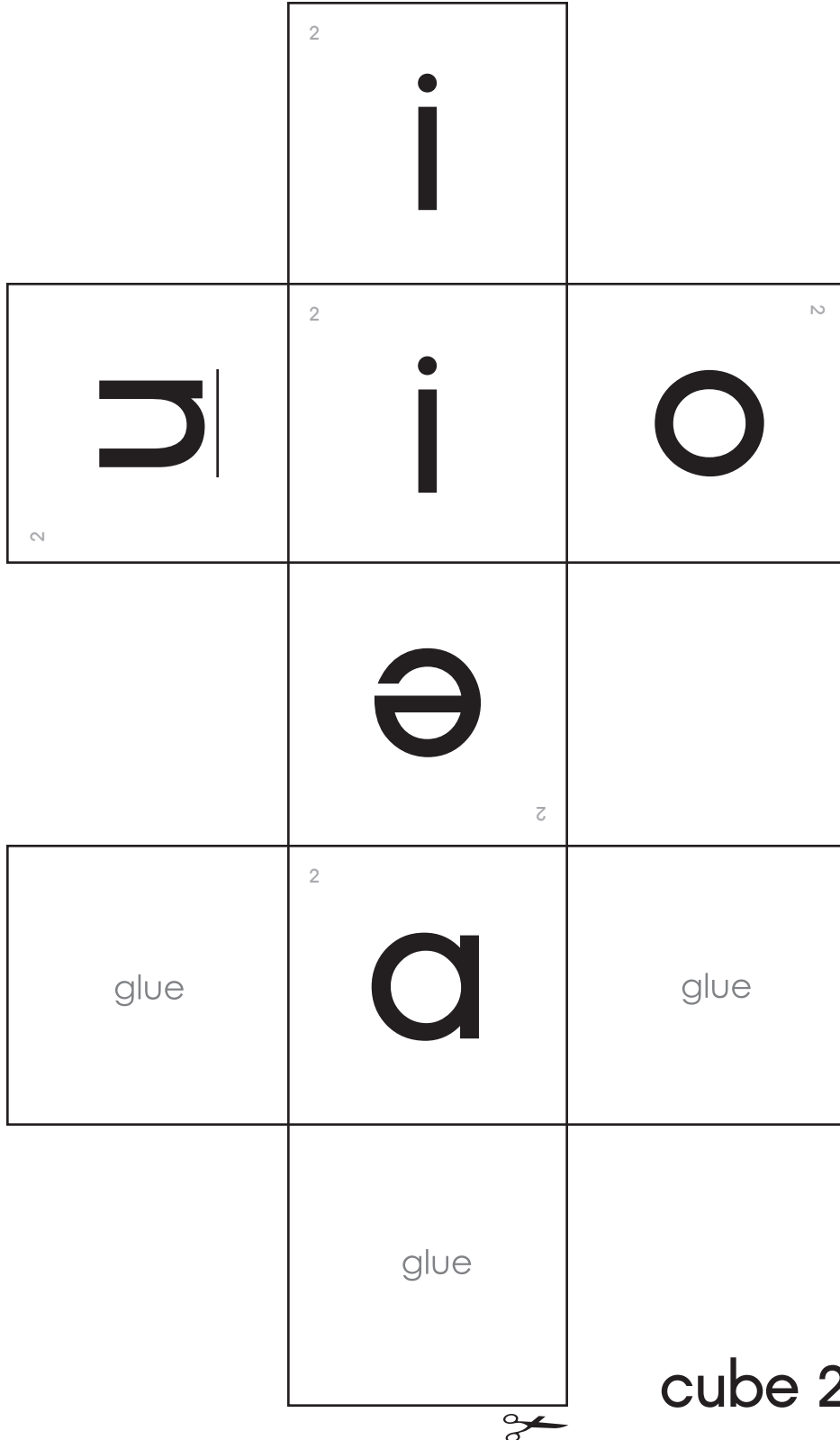
Real words	Nonsense words

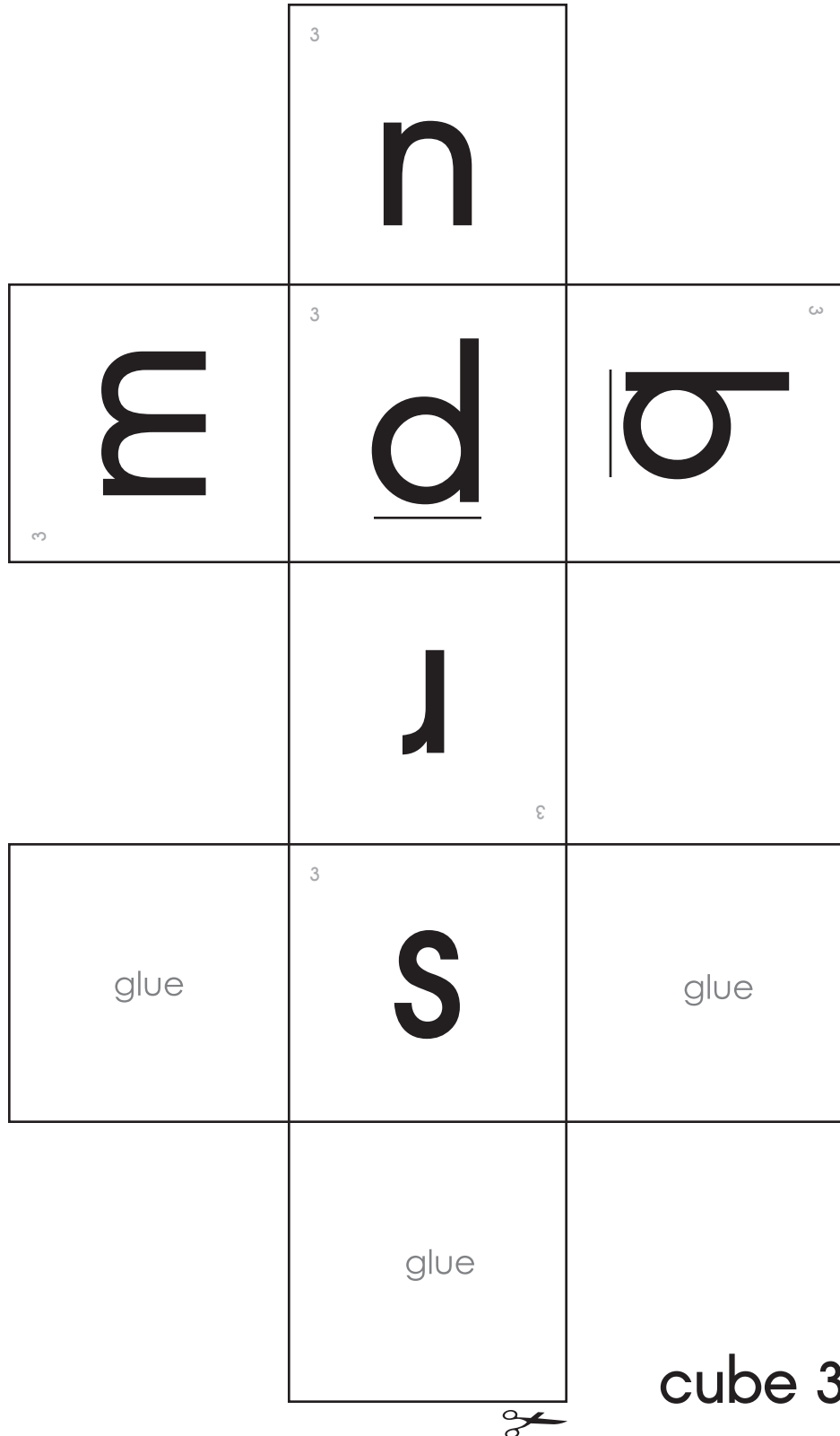


Phonics

Letter Cube Blending

P.065.AM1b





Draw-A-Card Word Game



Objective

The student will blend sounds of letters in words.



Materials

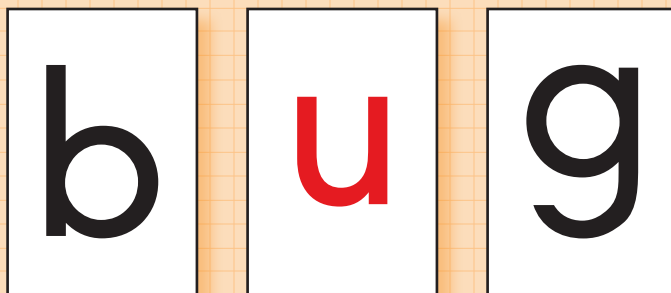
- ▶ Letter cards (Activity Master P.066.AM1a - P.066.AM1c)
- ▶ Student sheet (Activity Master P.066.SS)
- ▶ Pencils



Activity

Students make words using consonant and vowel cards, then sort "real" and "nonsense" words.

1. Place the consonant cards in one stack and the vowel cards in another. Provide each student with a student sheet.
2. Taking turns, each student selects two cards from the consonant stack and one card from the vowel stack.
3. After all students have selected, the cards are turned over and the students blend the sounds to make "nonsense" or "real" words.
4. Write the words on the student sheets under "real" or "nonsense" words.
5. Select new cards and repeat the activity.
6. Teacher evaluation



Real Words	Nonsense Words
pot	taz
can	mig
dog	
bug	



Extensions and Adaptations

- ▶ Switch letters with other students in the group in order to change "nonsense" words to "real" words.
- ▶ Use a pocket chart to make words.

Name _____

P.066.SS

Draw-A-Card Word Game

Real Words	Nonsense Words

Phonics

Draw-A-Card Word Game

P.066.AM1a

a

b

c

d

e

f

g

h

i



j	k	l
m	n	o
p	q	r



Phonics

Draw-A-Card Word Game

P.066.AM1c

S

t

U

V

w

X

y

Z





Objective

The student will blend sounds of letters in words.

Materials

▶ Letter puzzles (Activity Master P.067.AM1a - P.067.AM1d)

Copy on card stock, cut, and laminate.

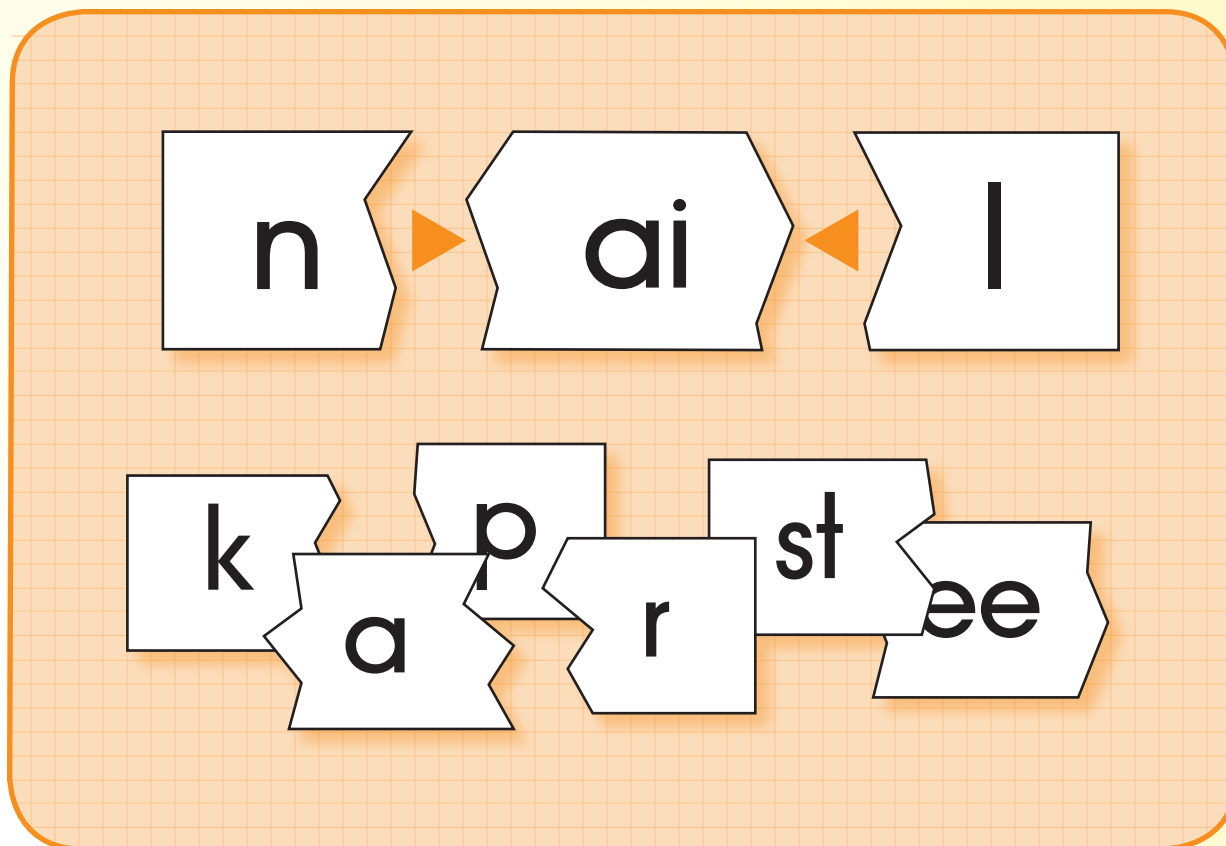
▶ Paper

▶ Pencils

Activity

Students assemble letter puzzles and blend sounds to make words.

1. Scramble letter puzzle pieces face up on a flat surface.
2. The student completes the puzzles by matching the puzzle pieces while blending the sounds together.
3. Completes the puzzle and says the word.
4. Writes and illustrates words.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Use words with target sounds.
- ▶ Use words to write sentences.

Phonics

Letter Puzzles

P.067.AM1a

n	ai	l	
b	a	ck	
s	t	ar	
k	ee	p	
c	r	a	b



c	a	n
r	i	ng
wh	i	z
s	k	y
s	i	x



Phonics

Letter Puzzles

P.067.AM1c

b	u	ll
b	l	ue
sh	o	ck
s	n	ow
t	r	ee



sh	or	t
c	u	t
l	i	p
l	e	g
h	o	t





Spin-A-Word

Objective

The student will blend sounds of letters in words.

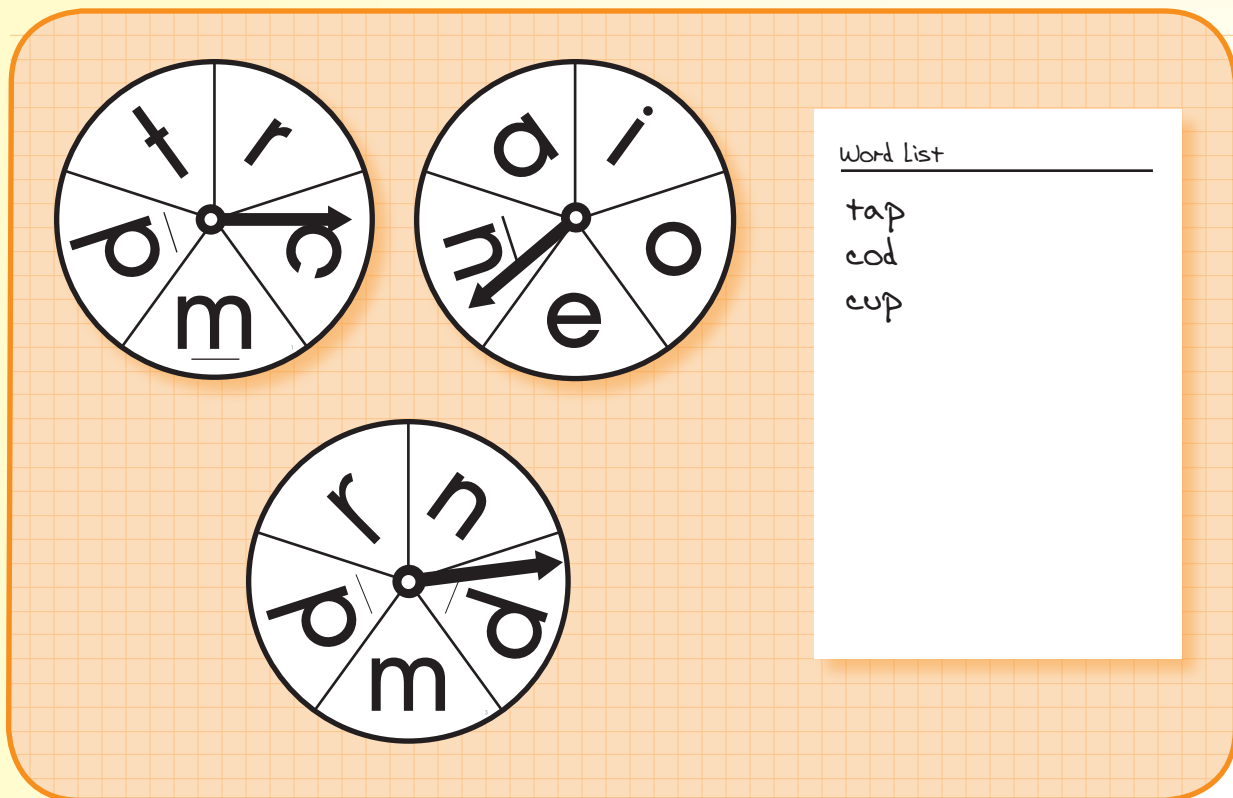
Materials

- ▶ Letter spinners (Activity Master P.068.AM1a - P.068.AM1c)
Copy spinners on card stock.
Cut spinners and attach arrow with a brad.
- ▶ Paper
- ▶ Pencil

Activity

Students use a spinner, blend sounds, and make words.

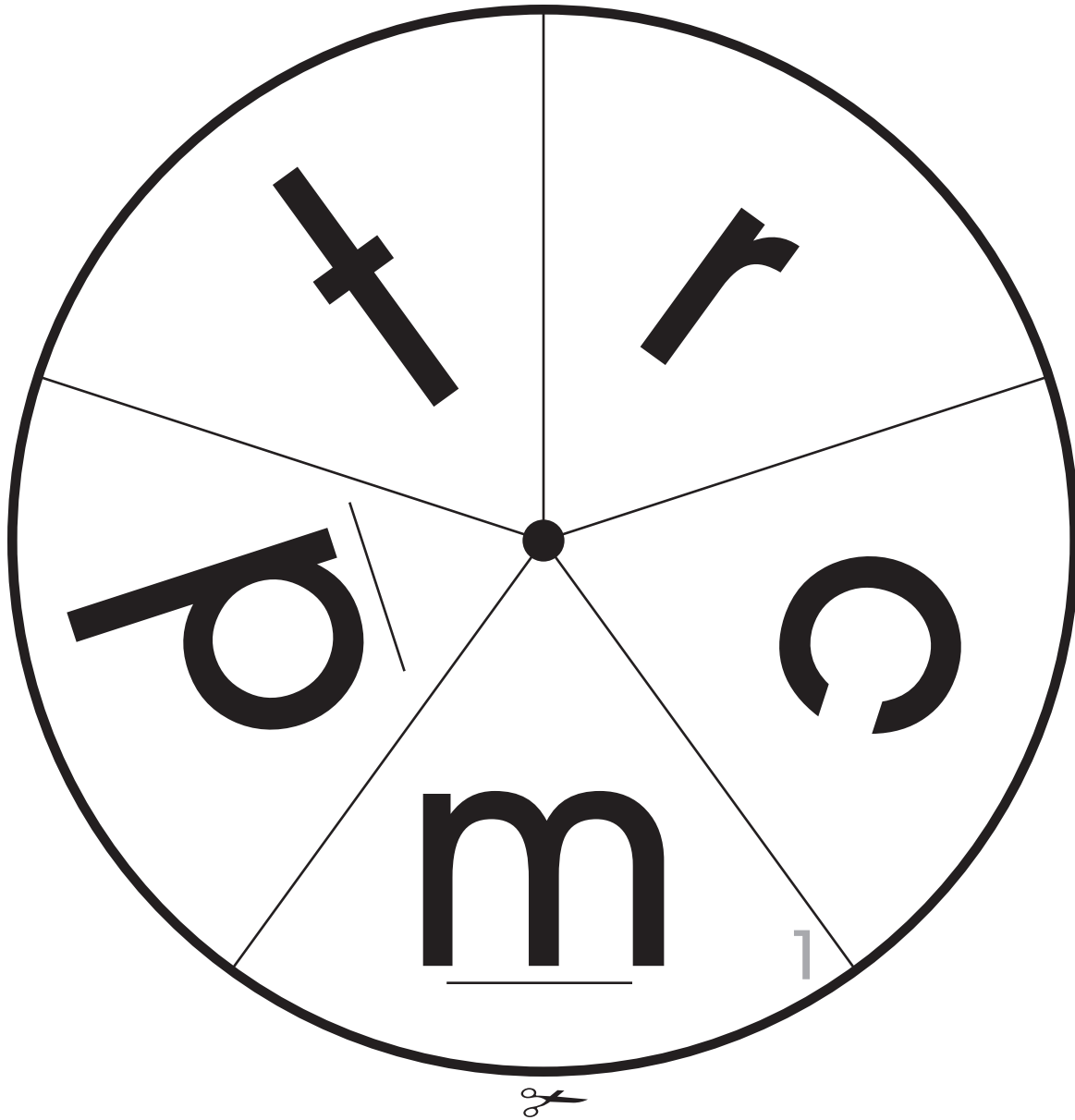
1. Place spinners, paper, and pencils on a flat surface.
2. The student spins each spinner in order and writes the letters (e.g., consonant, vowel, and consonant).
3. Blends the letters orally to make a word.
4. Draws a line through the word if it is not a "real" word.
5. Teacher evaluation



The image shows three circular letter spinners on a grid background. The top-left spinner has segments for 't', 'r', 'c', 'm', and 'b', with an arrow pointing to 'c'. The top-right spinner has segments for 'a', 'i', 'o', 'e', and 'n', with an arrow pointing to 'n'. The bottom spinner has segments for 'r', 'n', 'd', 'm', and 'b', with an arrow pointing to 'd'. To the right of the spinners is a white rectangular box with a grid pattern. Inside the box, the text 'Word List' is written at the top, followed by a horizontal line. Below the line, the words 'tap', 'cod', and 'cup' are written in a simple, handwritten font.

Extensions and Adaptations

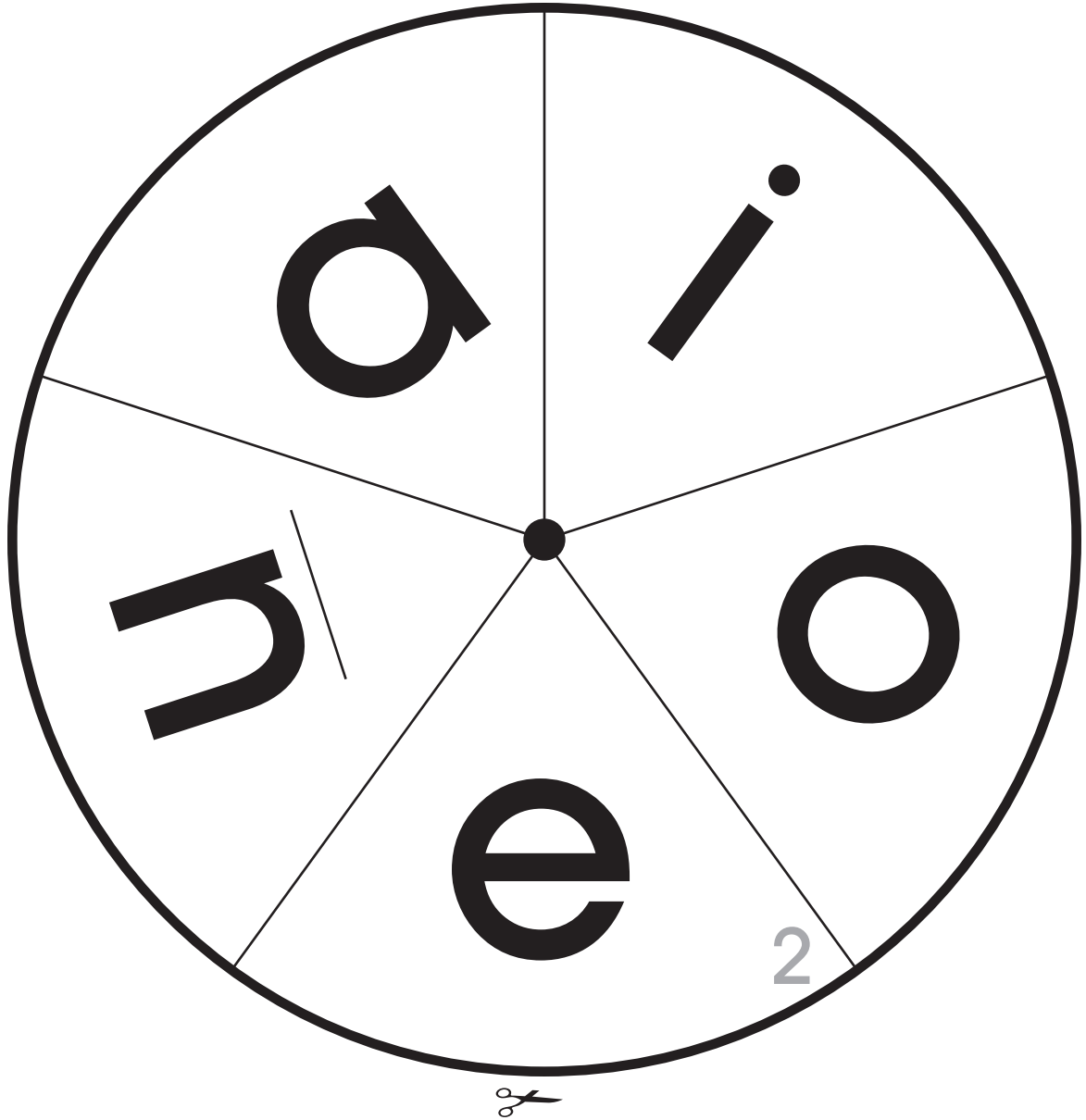
- ▶ Make spinners with other letters (Activity Master P.068.AM2).

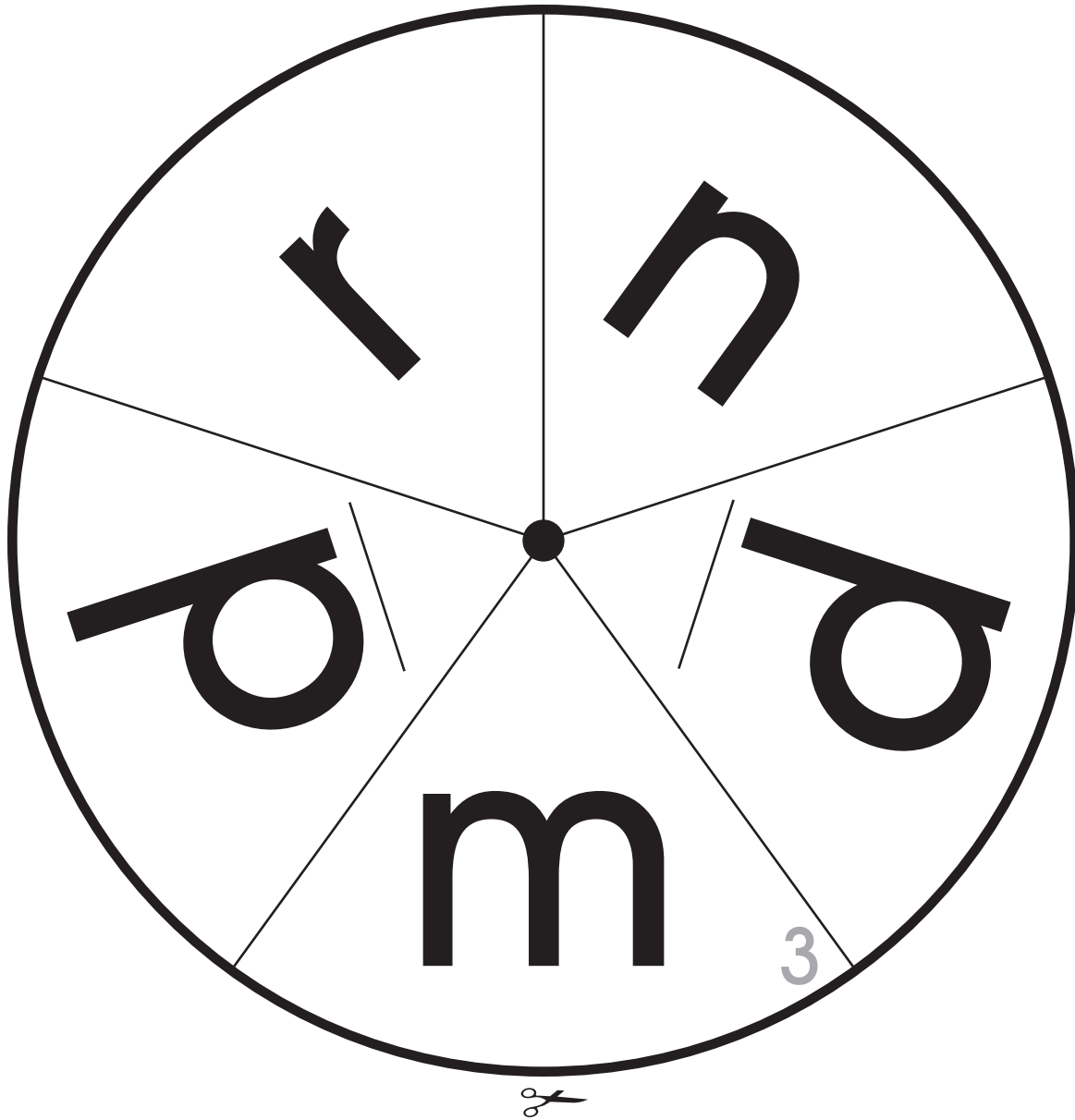


Phonics

Spin-A-Word

P.068.AM1b

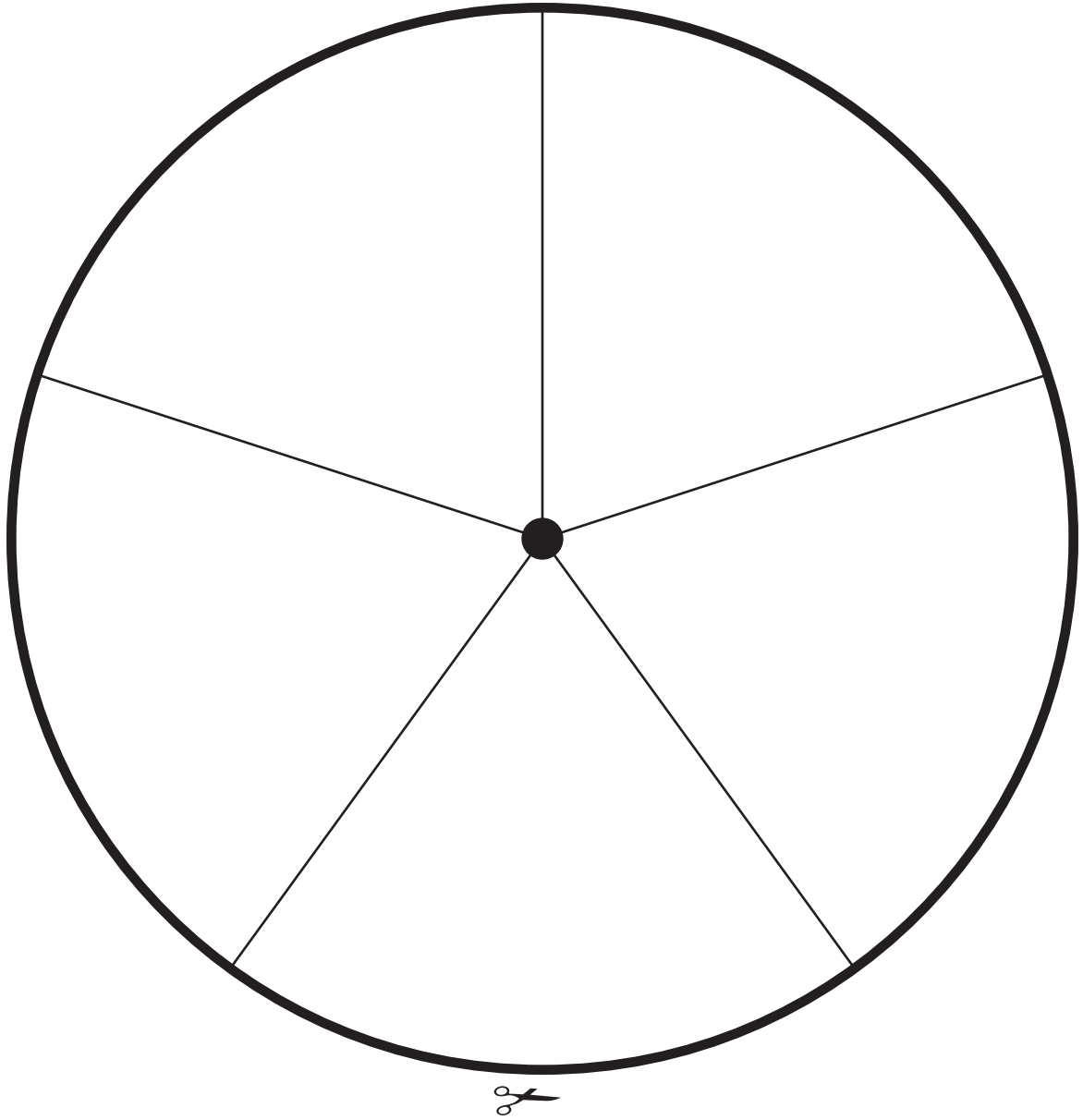




Phonics

Spin-A-Word

P.068.AM2





Objective

The student will blend sounds of letters in words.

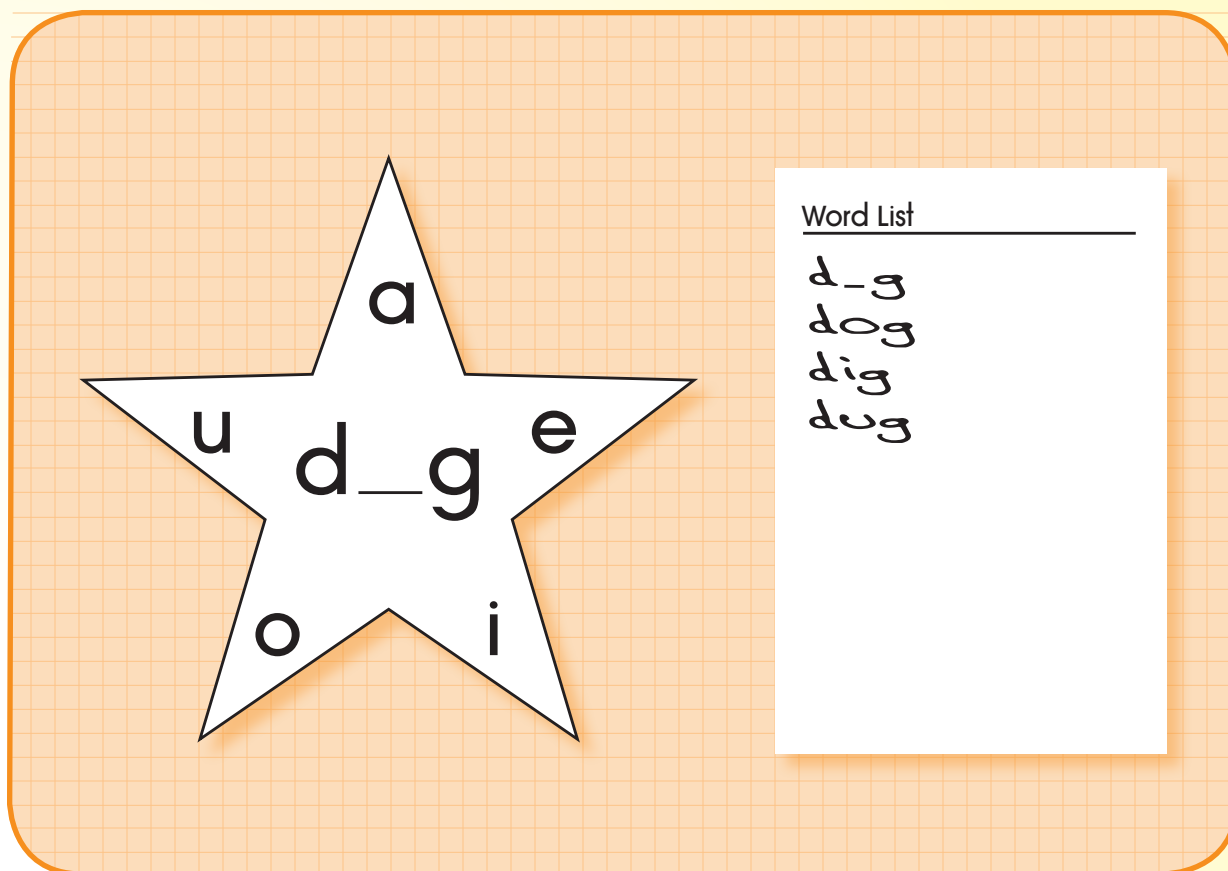
Materials

- ▶ Vowel star sheets (Activity Master P.069.AM1a - P.069.AM1b)
- ▶ Paper
- ▶ Pencil

Activity

Students blend vowels on a star sheet to make new words.

1. Provide the student with vowel star sheets and paper.
2. The student writes the initial and final letters of the word, leaving space for the medial vowel.
3. Places "star" vowels in the blank to make new words.
4. Writes down the "real" words.
5. Teacher evaluation



Word List

d_g
dog
dig
dug

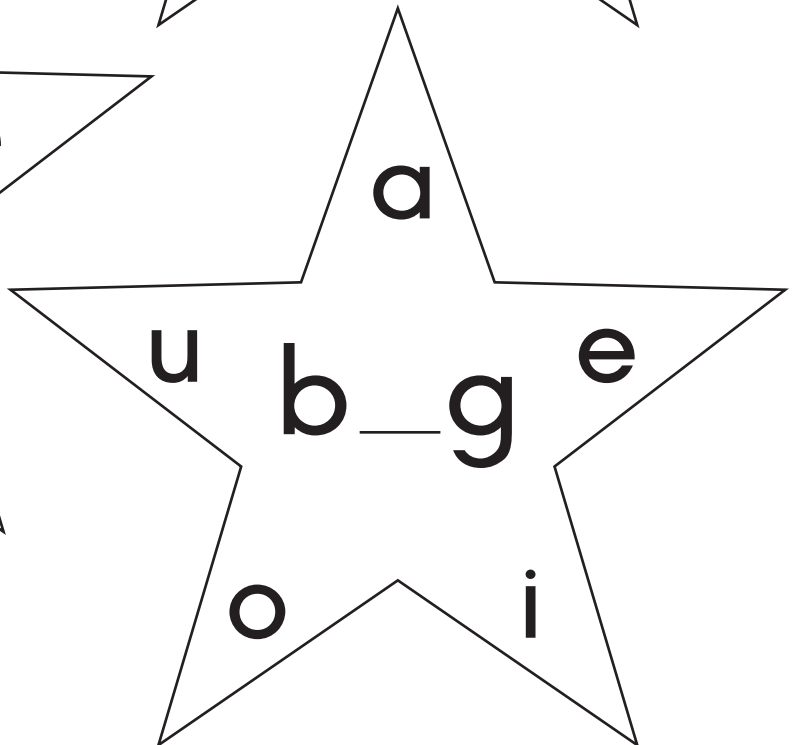
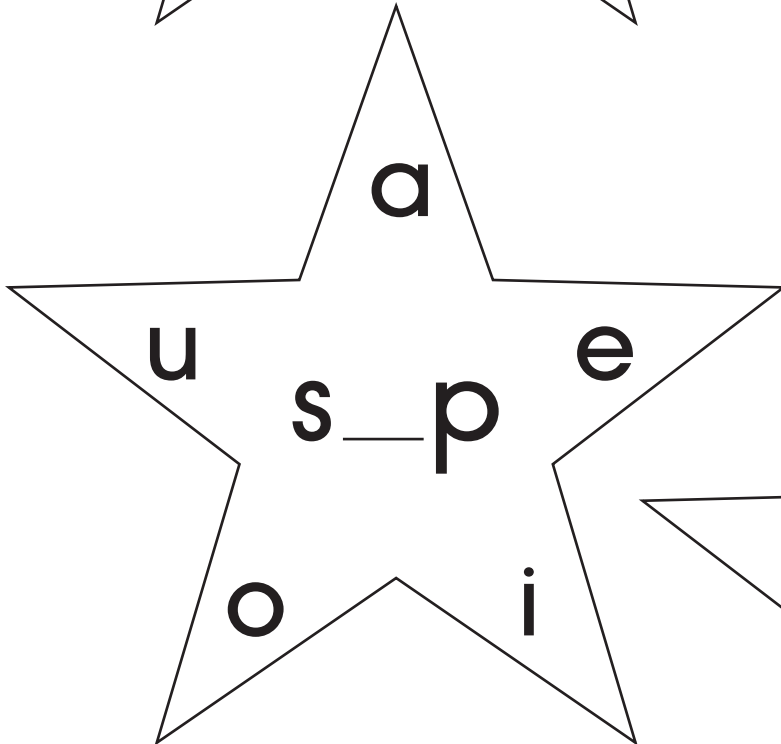
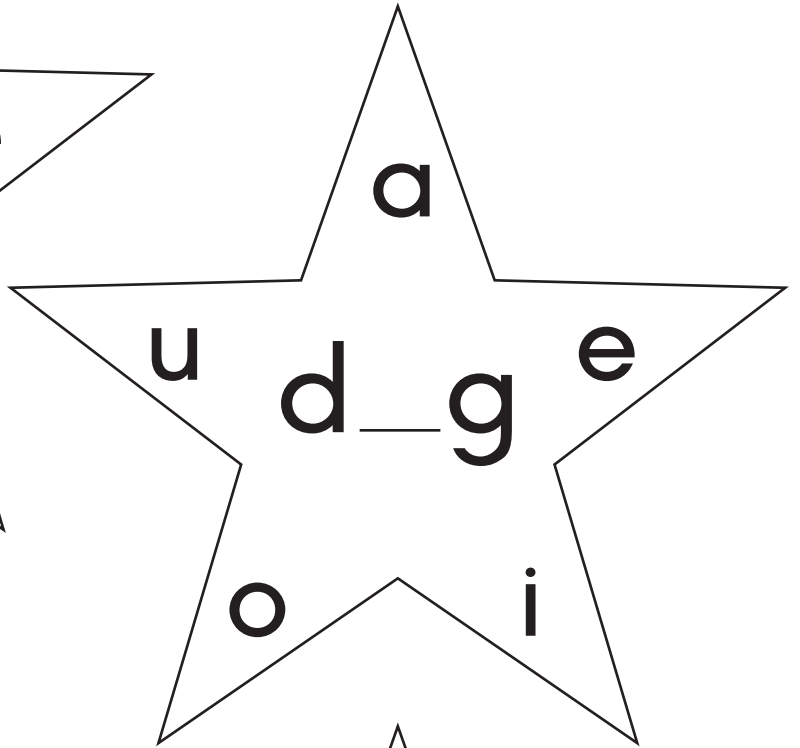
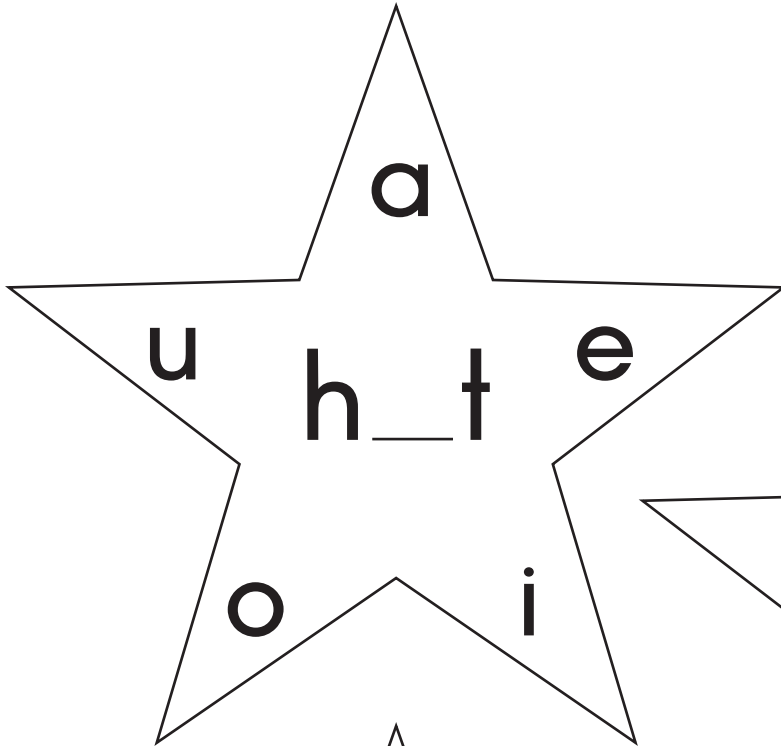
Extensions and Adaptations

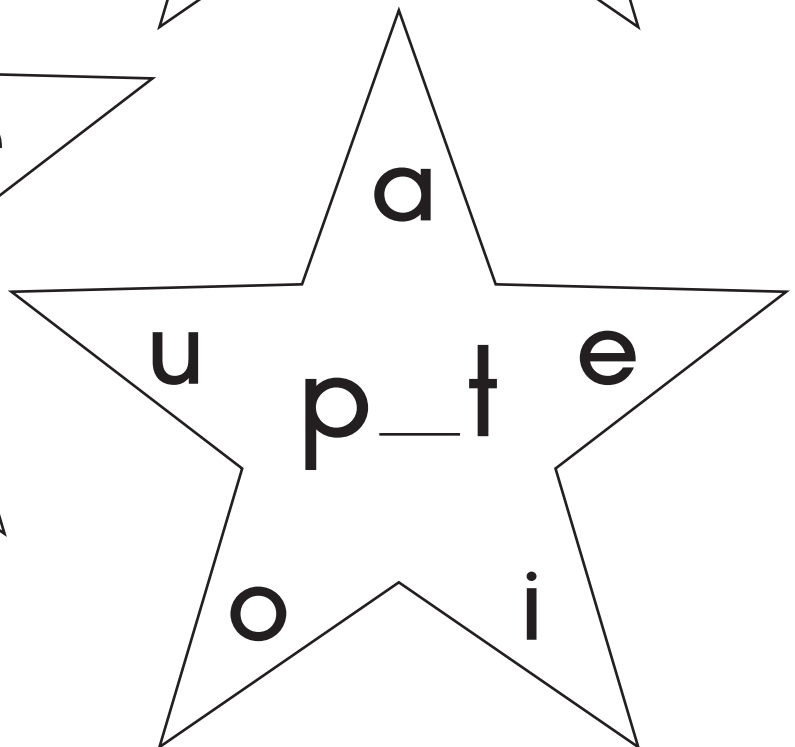
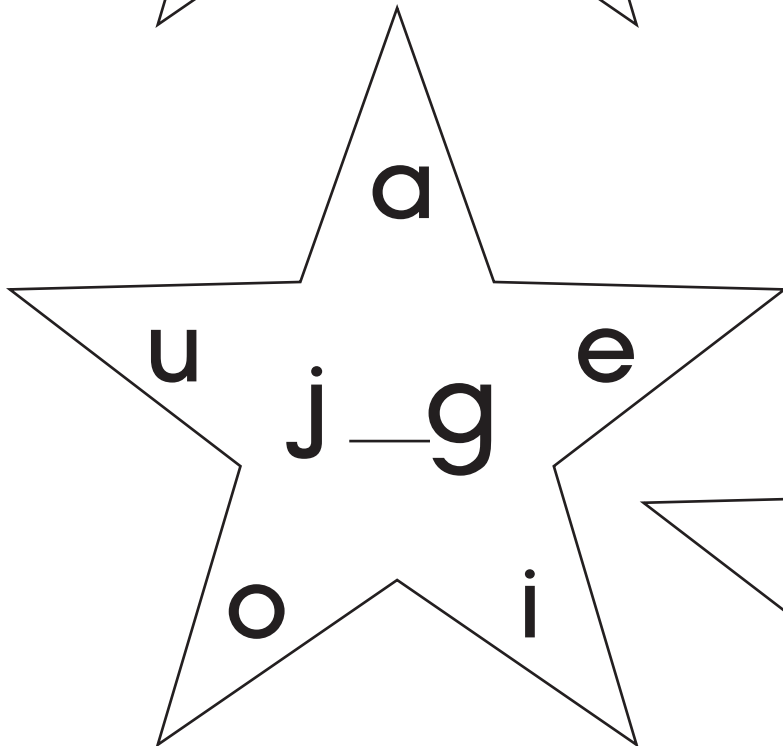
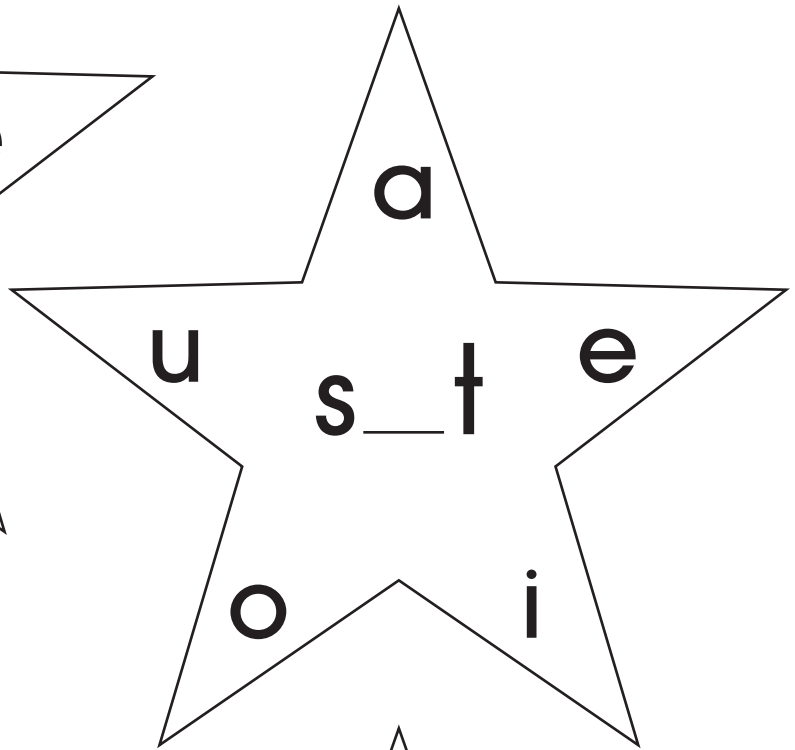
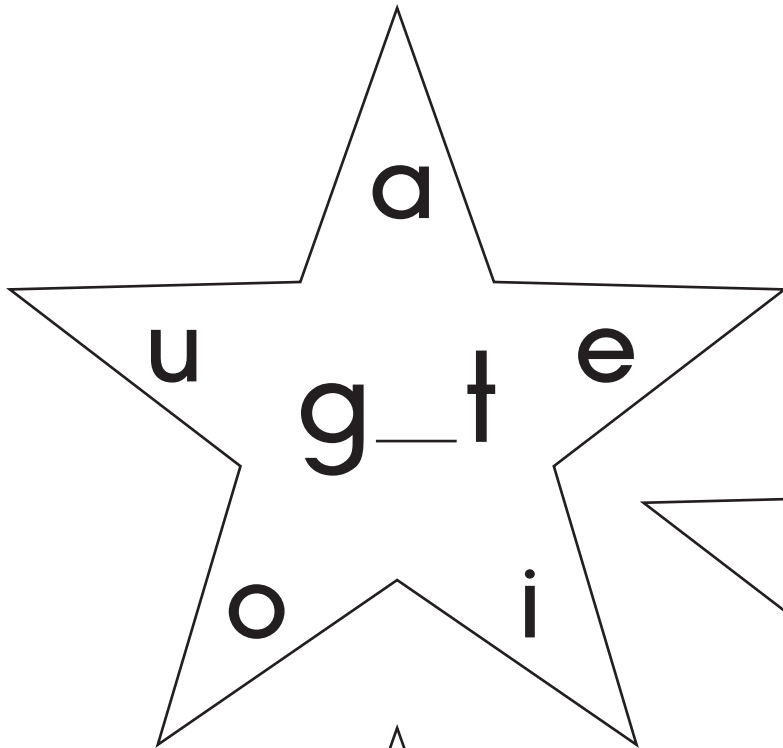
- ▶ Make stars with other consonants (Activity Master P.069.AM2).

Phonics

Vowel Stars

P.069.AM1a

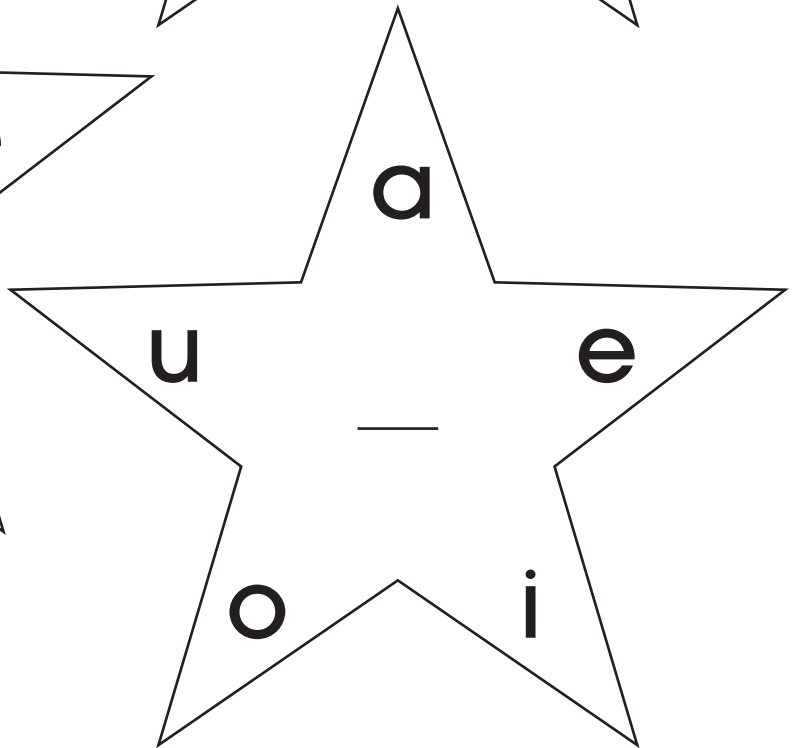
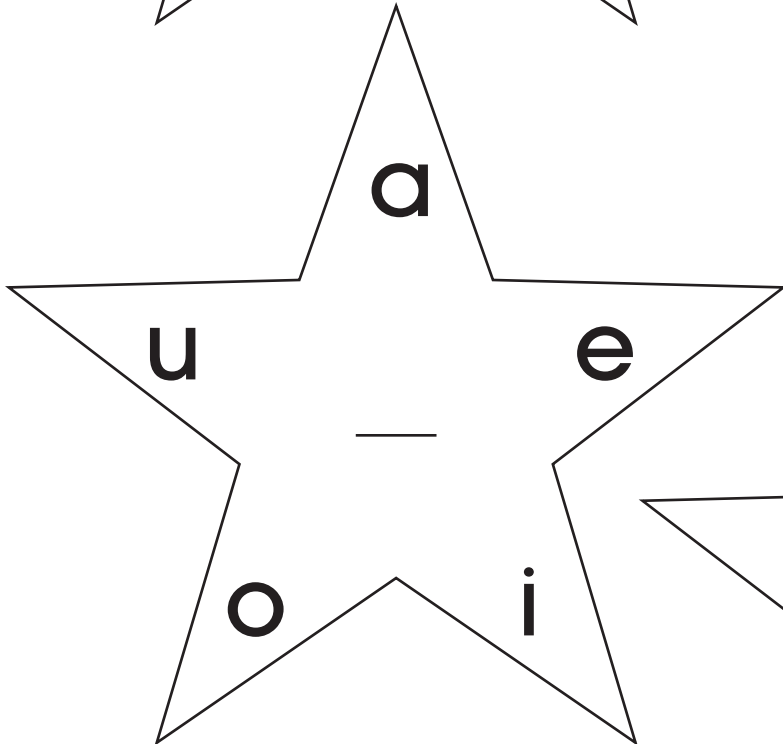
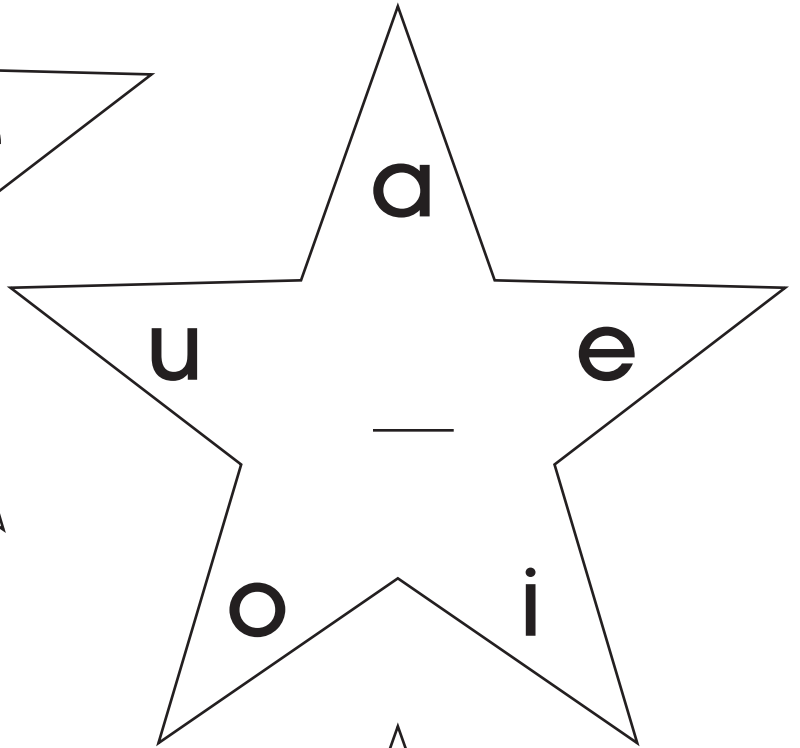
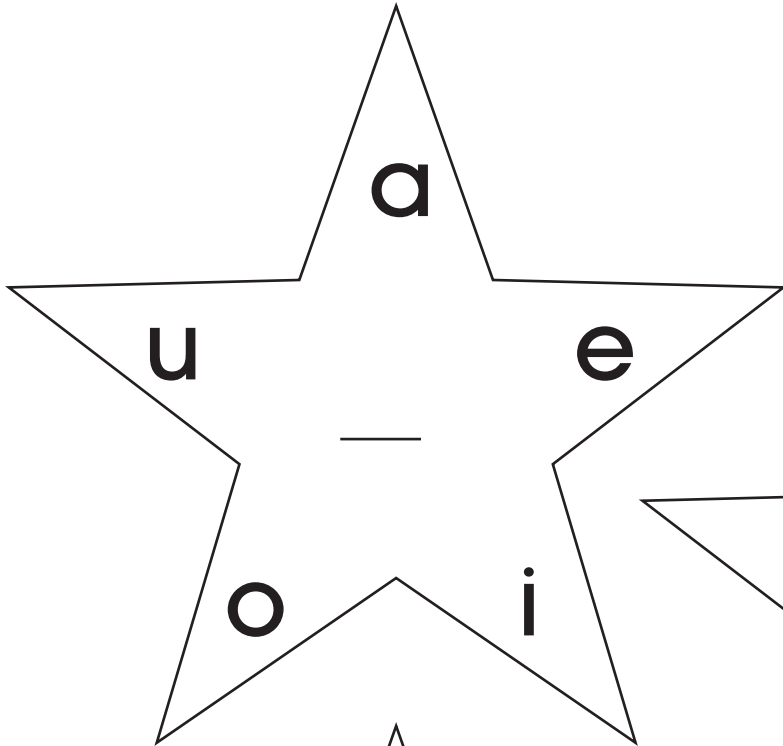




Phonics

Vowel Stars

P.069.AM2





Objective

The student will blend sounds of letters in words.

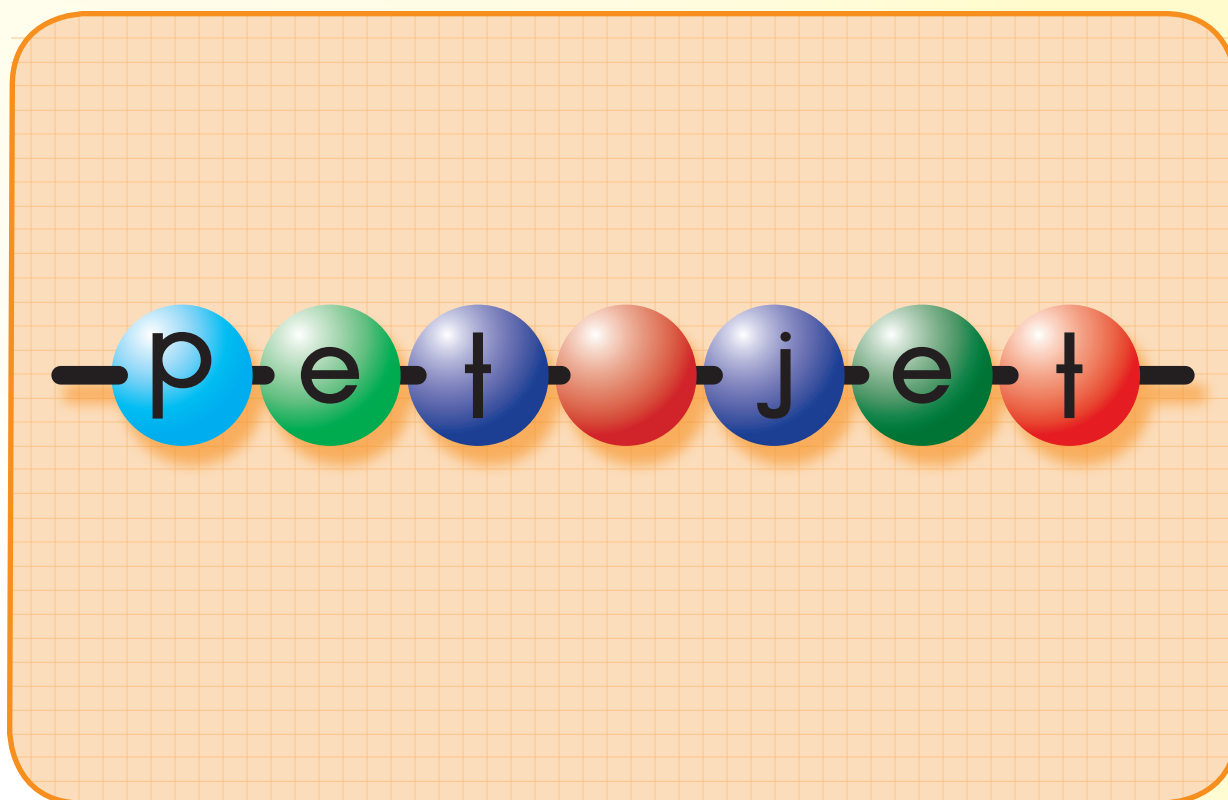
Materials

- ▶ Bucket of alphabet beads
- ▶ Bucket of blank beads
- ▶ Pipe cleaners or string
- ▶ Paper
- ▶ Pencil

Activity

Students make words by stringing alphabet bead letters.

1. Place the beads and pipe cleaners on a flat surface.
2. Student selects the beads to make a word and places on a pipe cleaner.
3. Uses a blank bead to separate each word made.
4. Lists the words on paper.
5. Wears the "wordlet" as a bracelet.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Make name bracelets.
- ▶ Put the letters of the alphabet in order.



Letter Tile Blending



Objective

The student will blend sounds of letters in words.



Materials

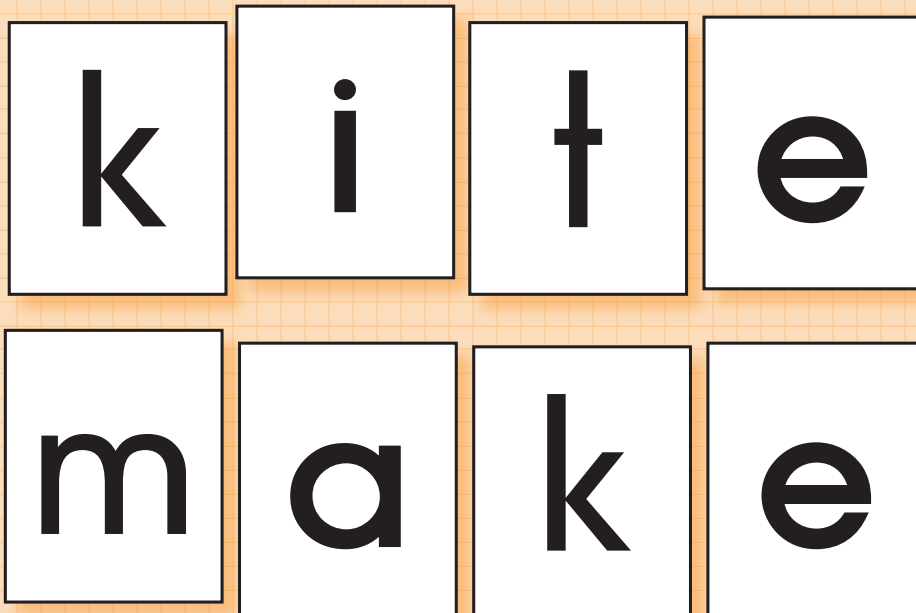
- ▶ Letter tiles (Activity Master P.071.AM1)
- ▶ Paper bag
- ▶ Paper
- ▶ Pencils



Activity

Students make words using letter tiles.

1. Place consonant tiles in a paper bag and vowel tiles on the table.
2. Taking turns, students choose five consonant tiles from the bag.
3. Combine consonant and vowel tiles to make words. Blend sounds and read the resulting words.
4. Write words on paper.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Use tile blends to make words.
- ▶ Use tile digraphs to make words.

b	c	d	f	g	h	j
k	l	m	n	p	q	r
s	t	v	w	x	y	z



a	e	i	o	u	y
a	e	i	o	u	y
a	e	i	o	u	y





Rack-A-Stack of Words

Objective

The student will blend sounds of letters in words.

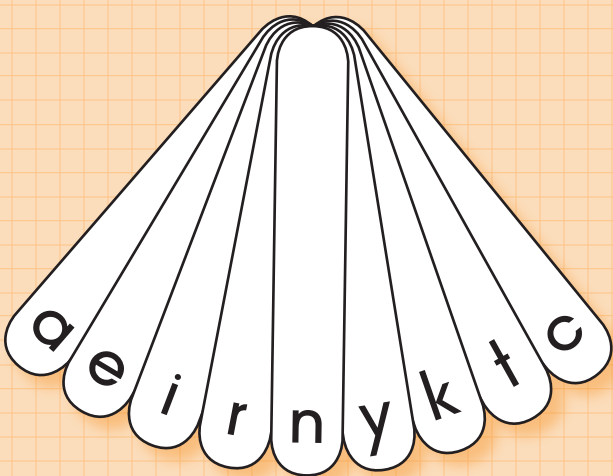
Materials

- ▶ Tongue depressors or popsicle sticks
Write upper and lowercase target consonants on tongue depressors with black permanent marker; write upper and lowercase vowels with red permanent marker.
- ▶ Dry-erase board, chalkboard, or paper
- ▶ Dry-erase markers, colored chalk, or colored pencils

Activity

Students make words using letters on tongue depressors.

1. Stack the consonant tongue depressors in a pile. Place the vowel tongue depressors flat on the table, letters up.
2. Taking turns, students pick six consonants from the top of the stack and choose any vowels needed to build words.
3. Use the six consonants and vowels to make as many words as possible.
4. List the words.
5. Select other consonants and vowels to make more words.
6. Teacher evaluation



tie	rink
tea	rank
rake	tank
kate	yank
kite	can
tacky	car
cat	
nick	
ting	

Extensions and Adaptations

- ▶ Make words using consonant digraphs.
- ▶ Make words using consonant blends.



Objective

The student will segment sounds of letters in words.

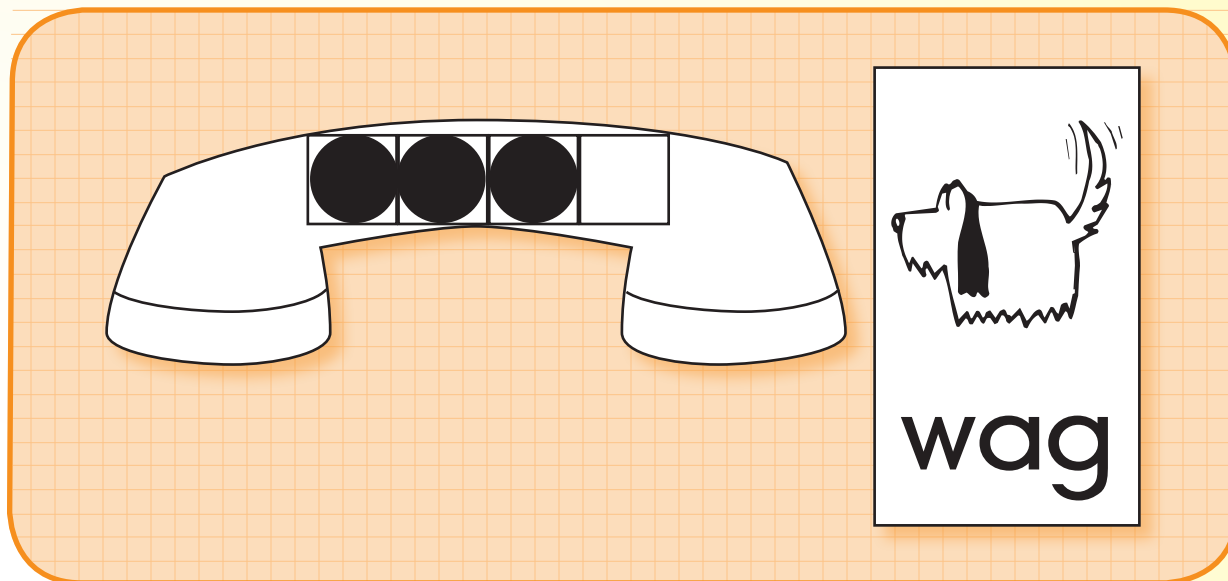
Materials

- ▶ Phonics Phones
Make two using small straight pieces of PVC pipe and four 90° PVC elbows. Use PVC glue to secure.
- ▶ Telephone-shaped Elkonin Box (Activity Master P.073.AM1)
Copy on card stock.
- ▶ Picture word cards (Activity Master P.073.AM2a - P.073.AM2d)
Write the number of phonemes on the back of the card.
- ▶ Basket
Place picture cards in the basket.
- ▶ Counters

Activity

Students identify words and segment them into phonemes using Phonics Phones.

1. Place Phonics Phones, picture word cards, telephone-shaped Elkonin Boxes, and counters on a flat surface.
2. Working in pairs, student one draws a picture word card from the basket.
3. Student two names the word on the picture card and orally segments the phonemes into the Phonics Phone (e.g., /w/ /a/ /g/).
4. Student one places a counter for each phoneme on a telephone shaped Elkonin Box.
5. Students take turns until all pictures are completed.
6. Peer evaluation



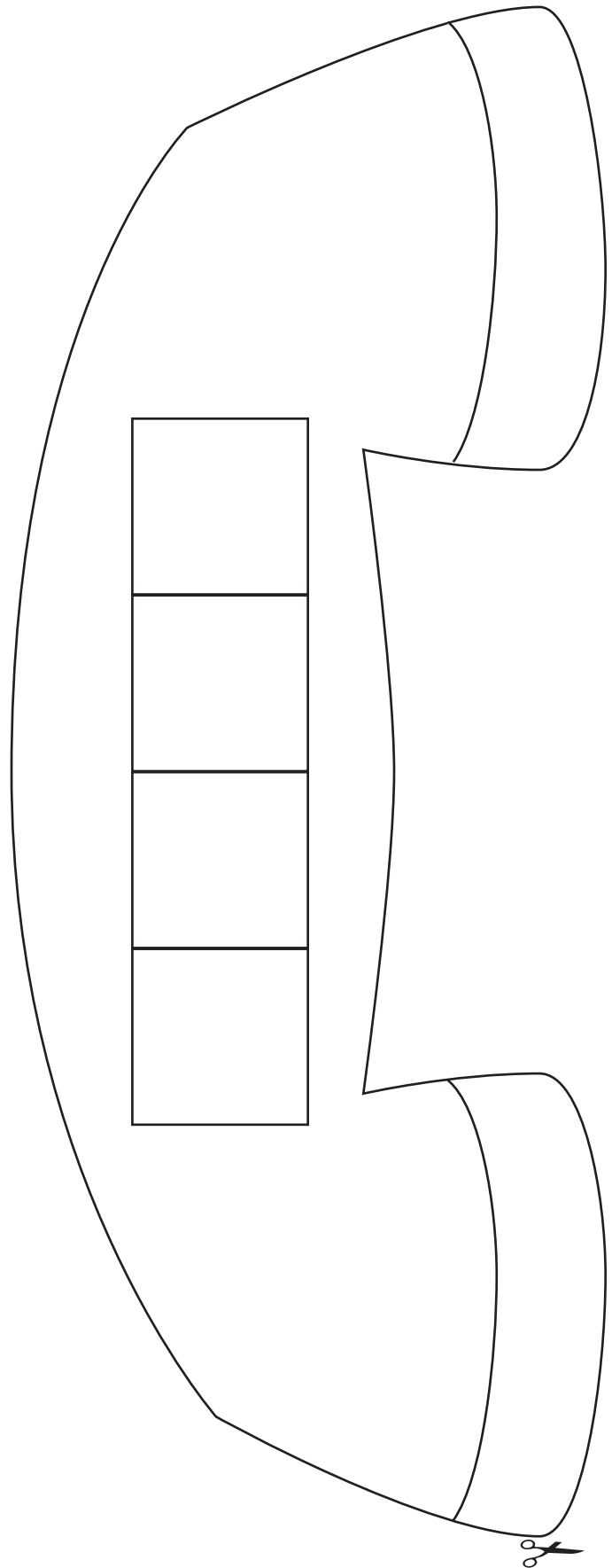
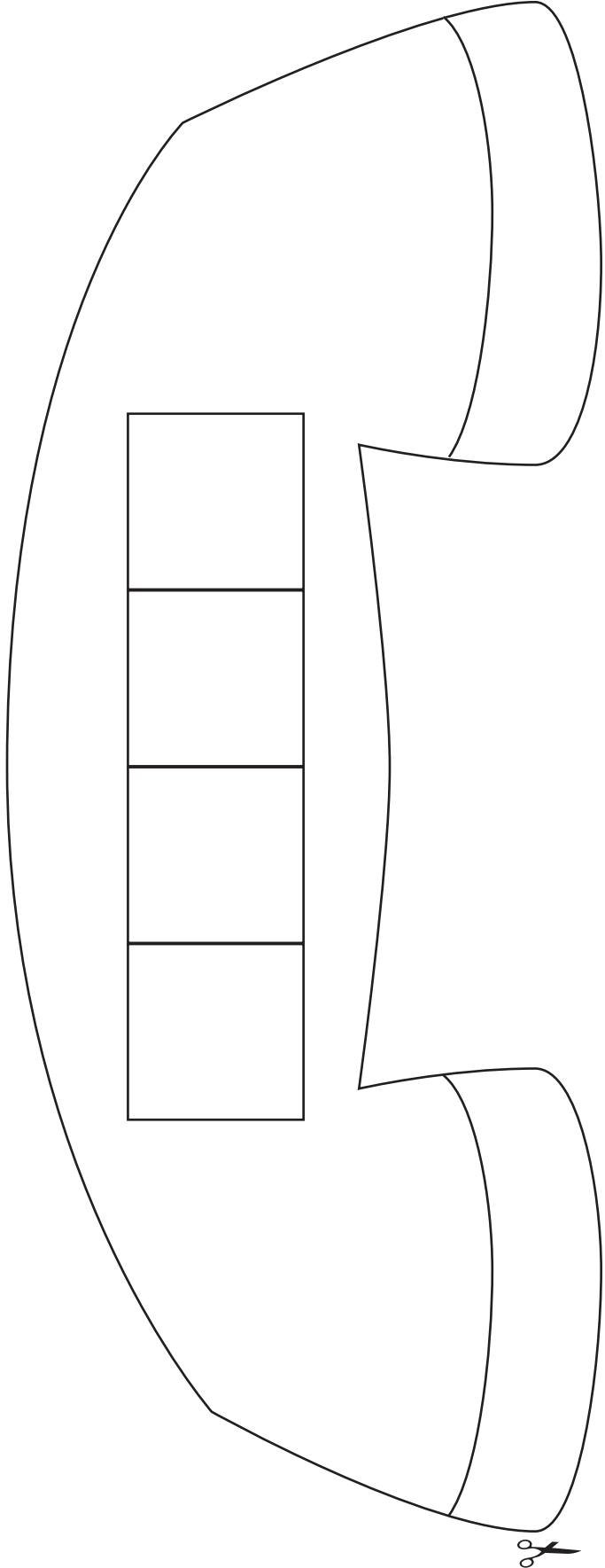
Extensions and Adaptations

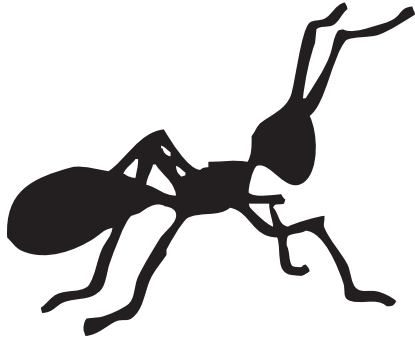
- ▶ Use Phonics Phones to read word cards.
- ▶ Say rhyming words to match word cards.

Phonics

Phonics Phones

P.073.AMI

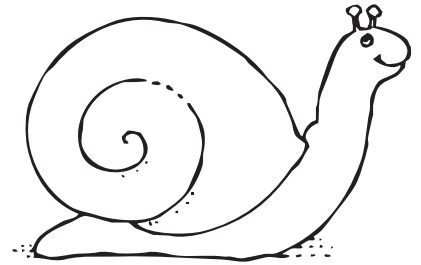




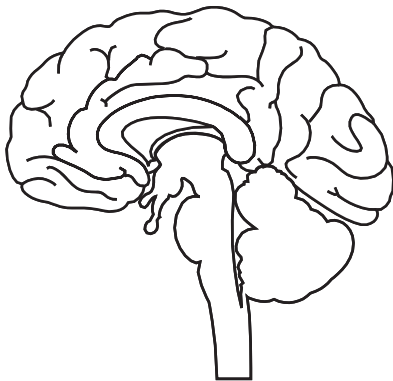
ant



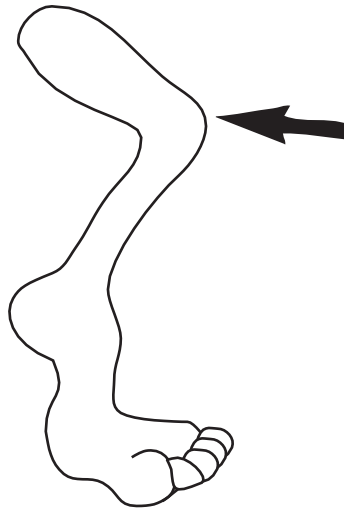
wag



snail



brain



knee



tent

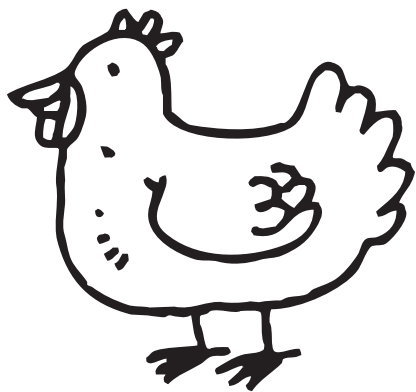
ant-3, wag-3, snail-4, brain-4, knee-2, tent-4



Phonics

Phonics Phones

P.073.AM2b



hen



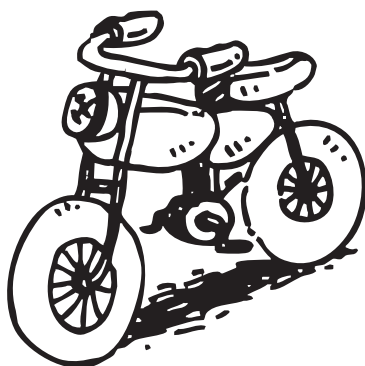
feet



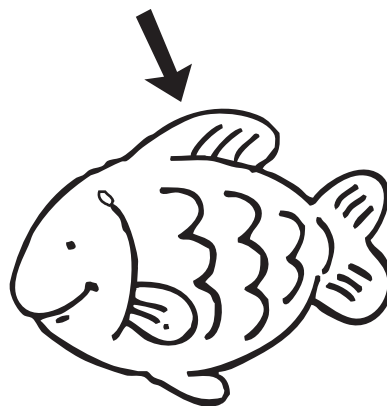
egg



key



bike



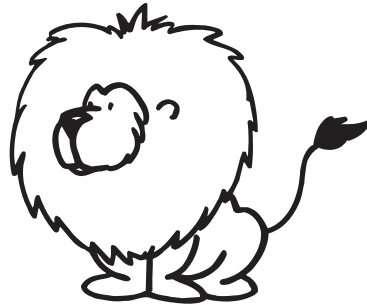
fin

hen-3, feet-3, egg-2, key-2, bike-3, fin-3





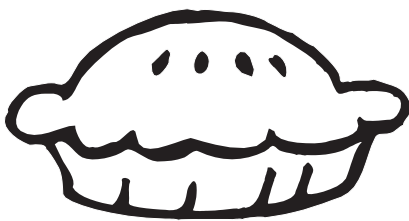
six



lion



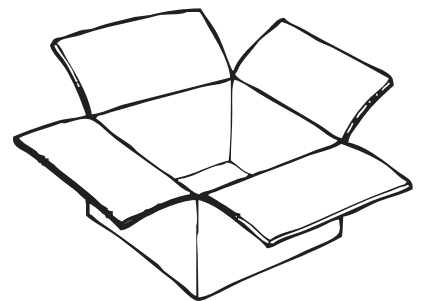
tie



pie



toe



box

six-4, lion-4, tie-2, pie-2, toe-2, box-4



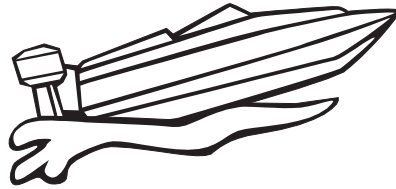
Phonics

Phonics Phones

P.073.AM2d



rose



boat



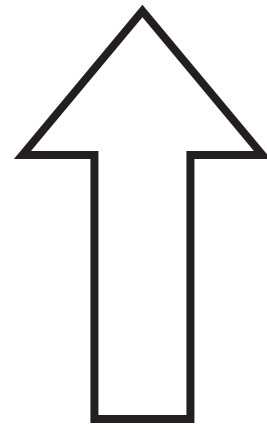
run



drum



cup



up

rose-3, boat-3, run-3, drum-4, cup-3, up-2





Objective

The student will segment sounds of letters in words.

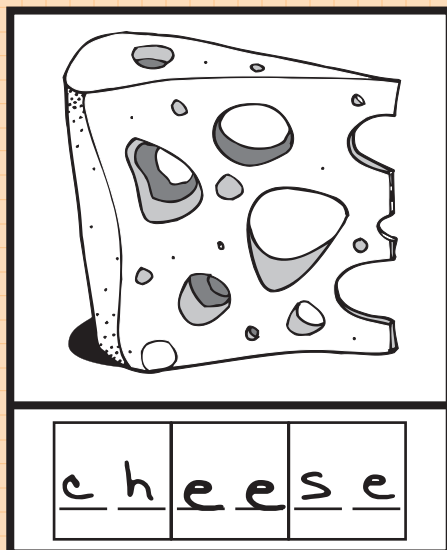
Materials

- ▶ Elkonin Box picture cards (Activity Master P.074.AM1a - P.074.AM1l)
Cut out and laminate or place pictures in page protectors.
- ▶ Student sheet (Activity Master P.074.SS1a - P.074.SS1b)
- ▶ Pencils
- ▶ Vis-à-Vis® markers

Activity

Students orally segment words and match corresponding letters on spaces in Elkonin Boxes.

1. Place the picture cards in a stack. Place the student sheet and Vis-à-Vis® markers at the center.
2. Working in pairs, student one says the name of the picture on the Elkonin Box and orally segments the word (e.g., /ch/ /ē/ /z/).
3. Student two repeats the sounds while writing the corresponding grapheme for each phoneme in the box (e.g., ch|ee|se).
4. Student one records the graphemes on the student sheet.
5. Continue until all cards are completed.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Use cards or objects that correlate to the current Phonics lesson.

Name _____

Say and Write Letters

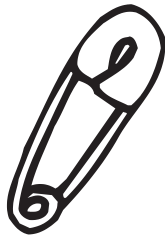
P.074.SS1a



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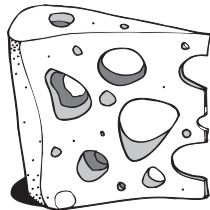
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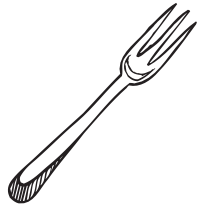


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Name _____

P.074.SS1b

Say and Write Letters



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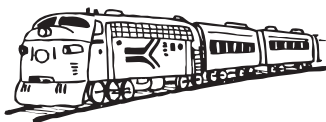
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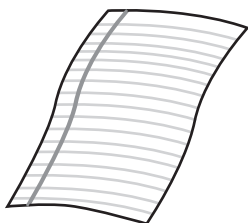
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Phonics

Say and Write Letters

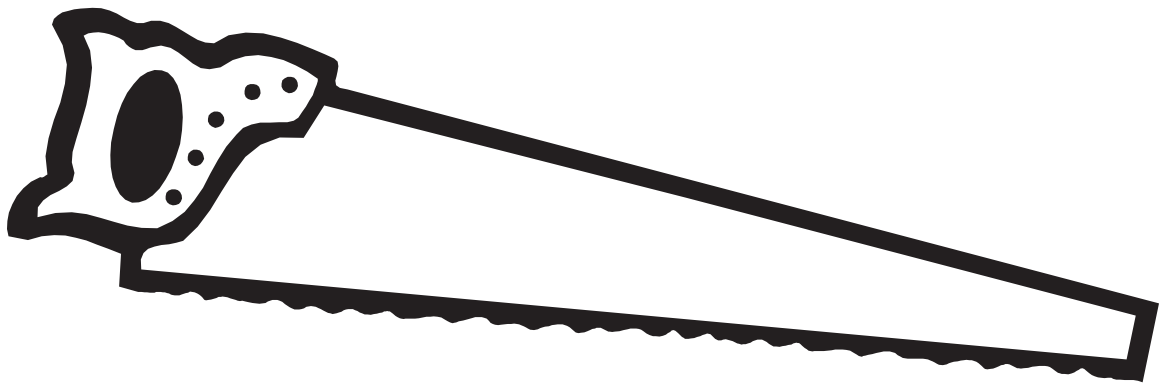
P.074.AM1a



_____	_____
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tea





_	_ _
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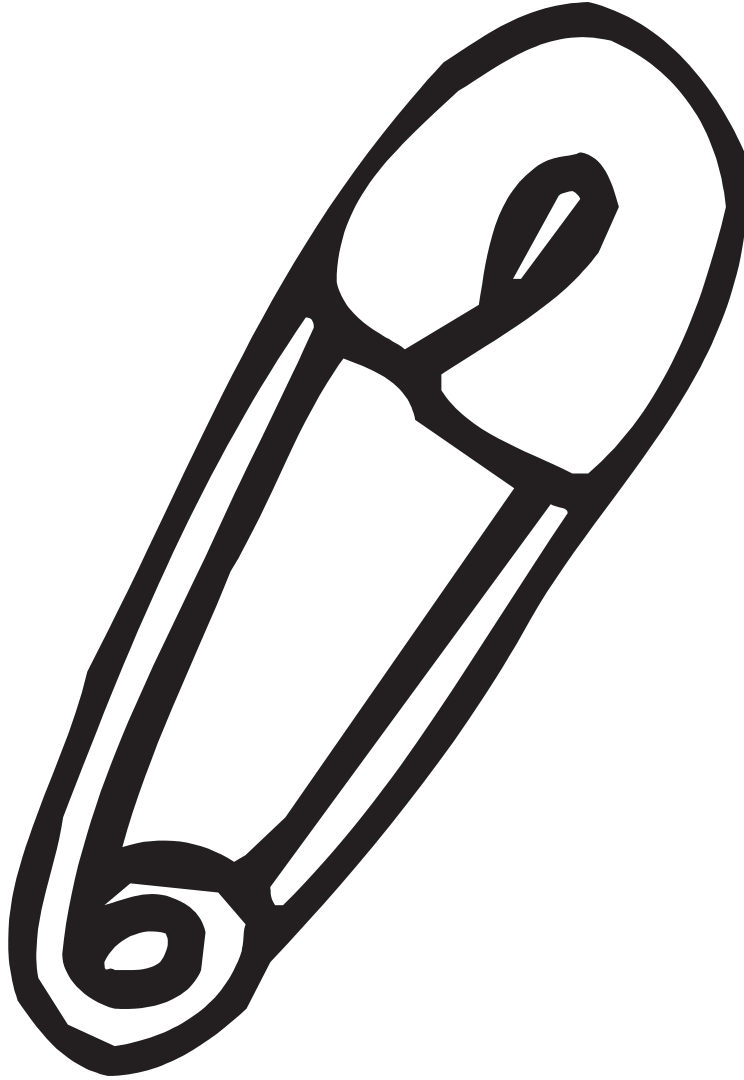
SAW



Phonics

Say and Write Letters

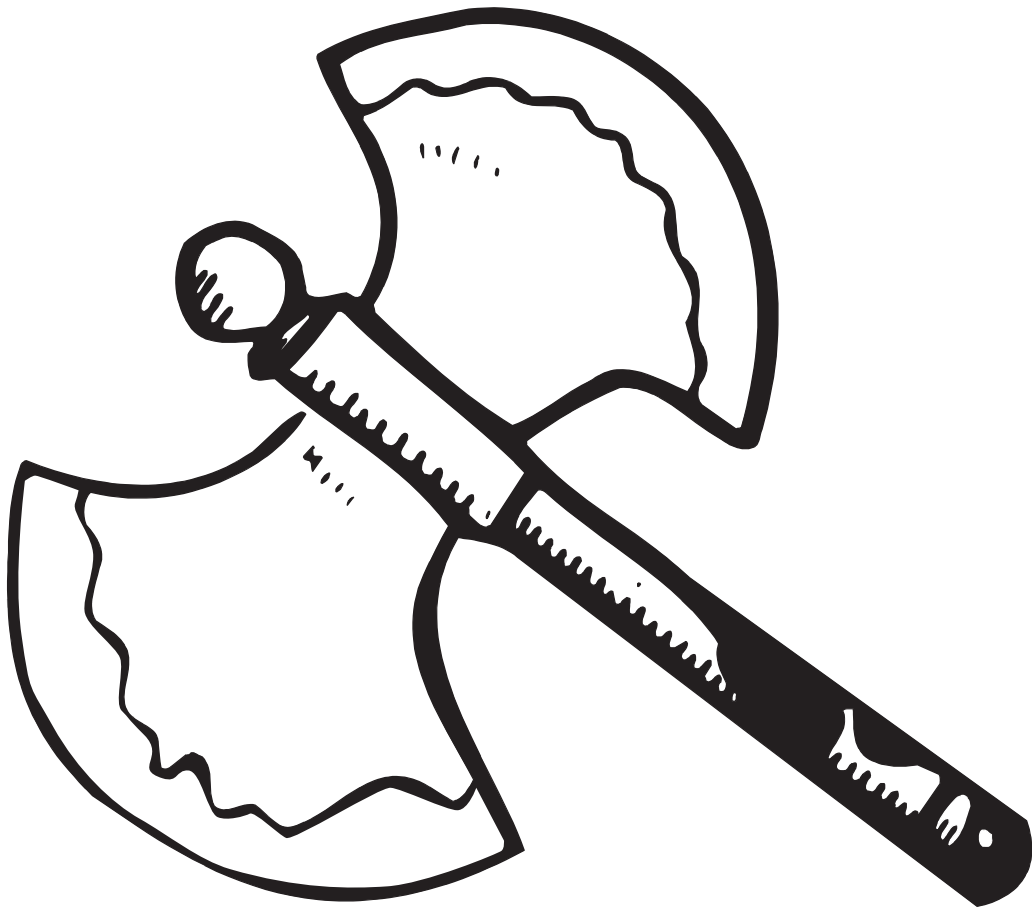
P.074.AM1c



_____	_____	_____
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pin





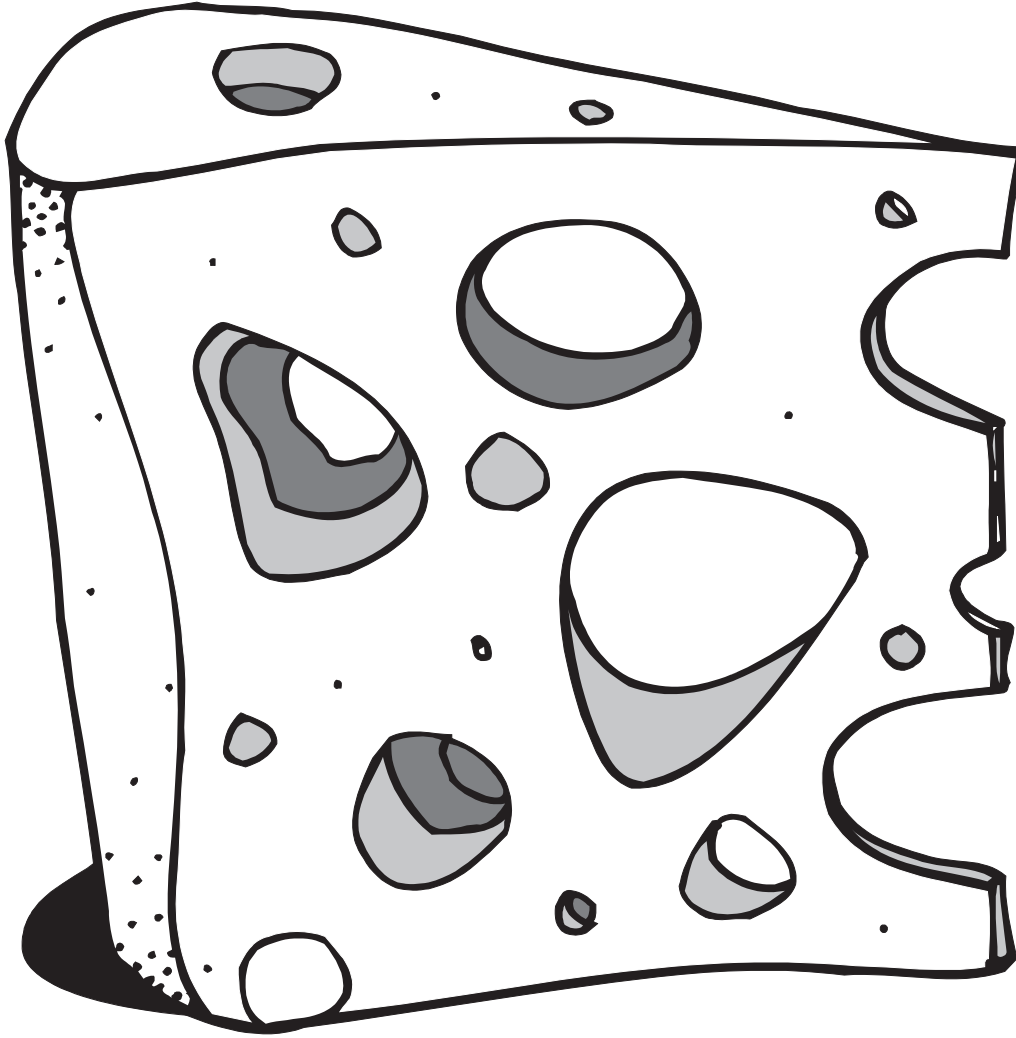
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Phonics

Say and Write Letters

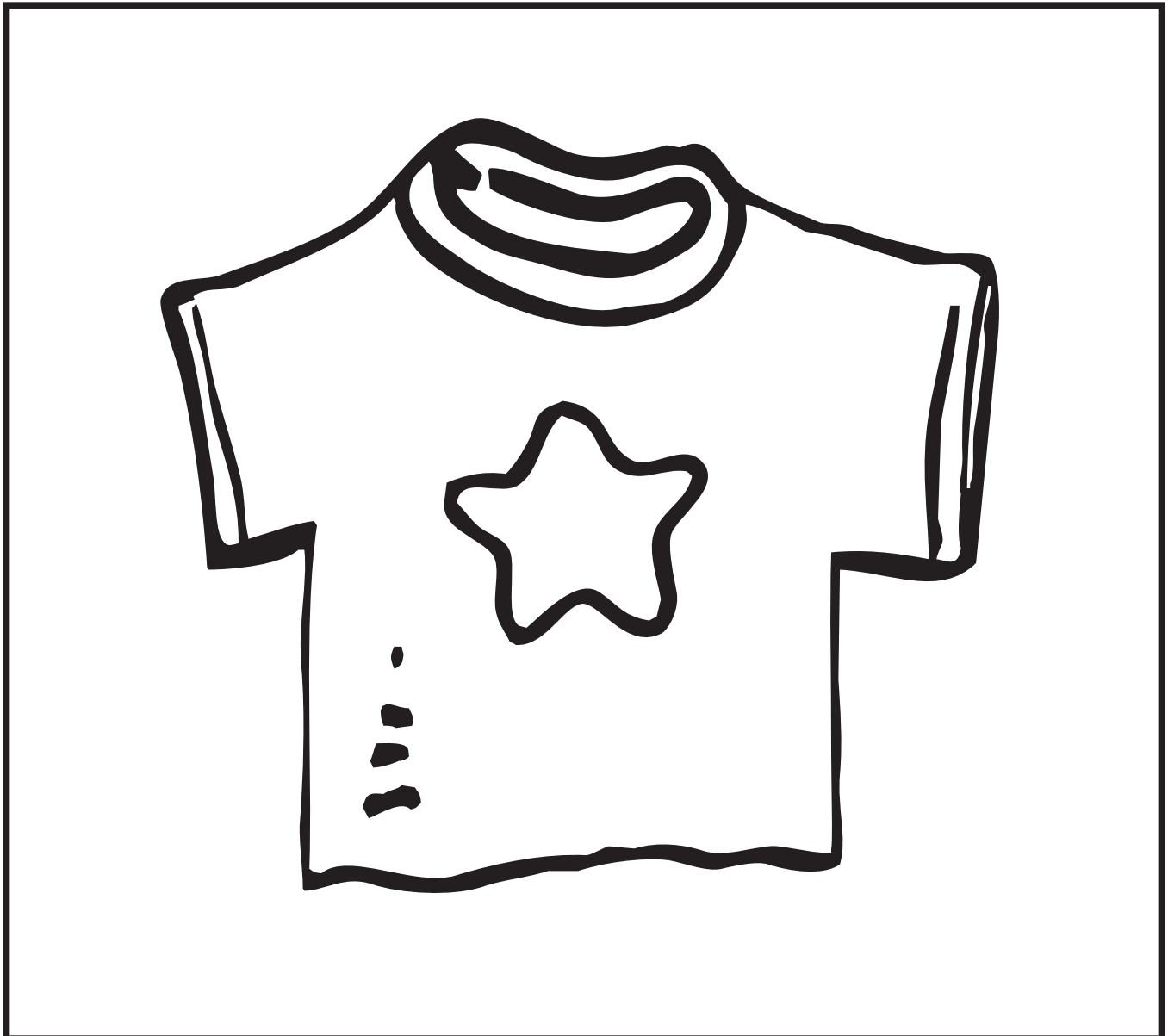
P.074.AM1e



_____	_____	_____

cheese





_____	_____	_____

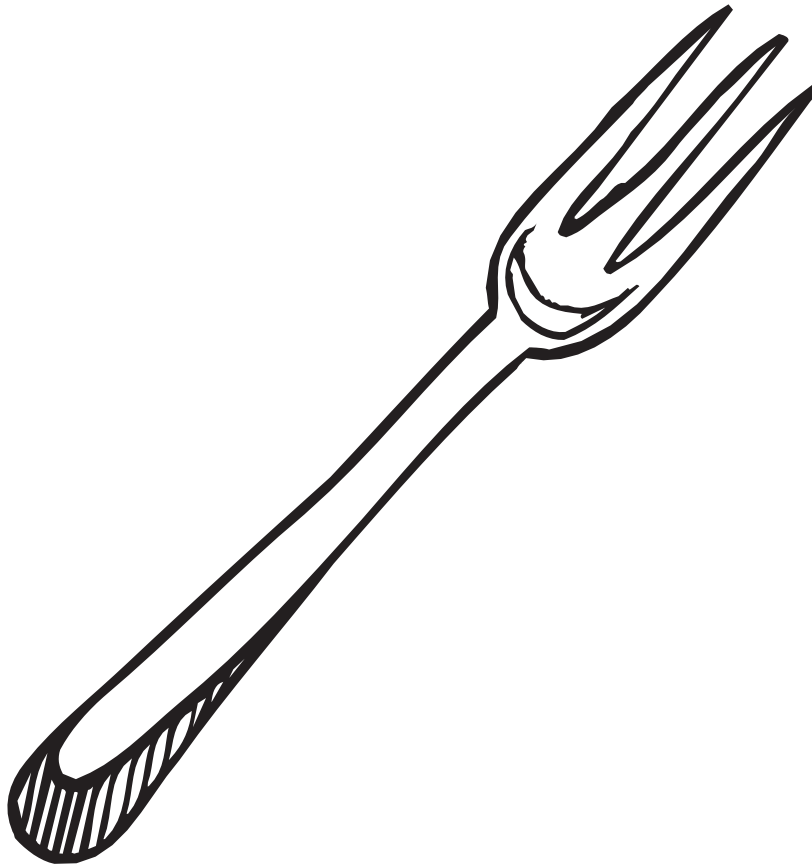
shirt



Phonics

Say and Write Letters

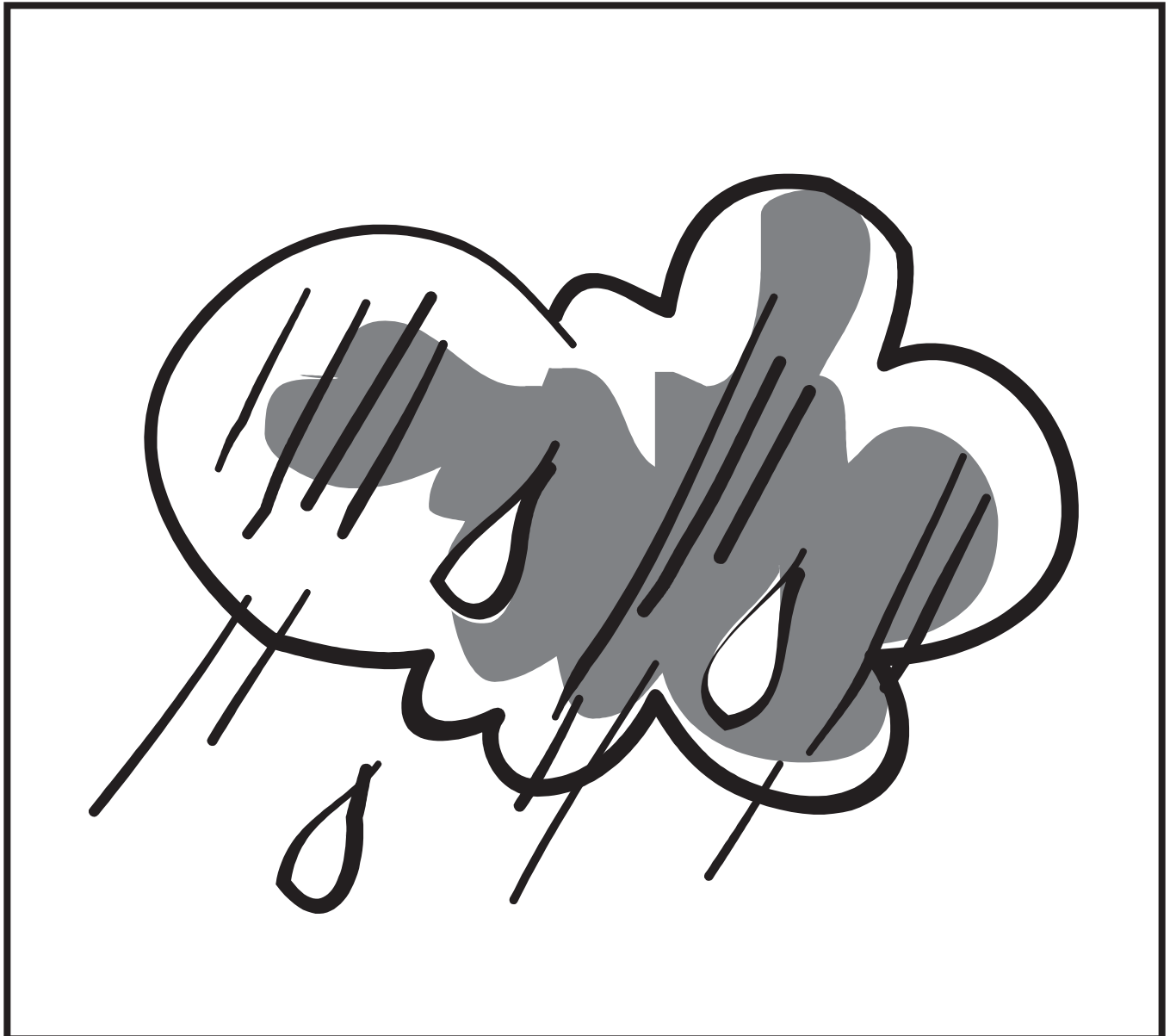
P.074.AMIg



_____	_____	_____
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fork





_____	_____	_____
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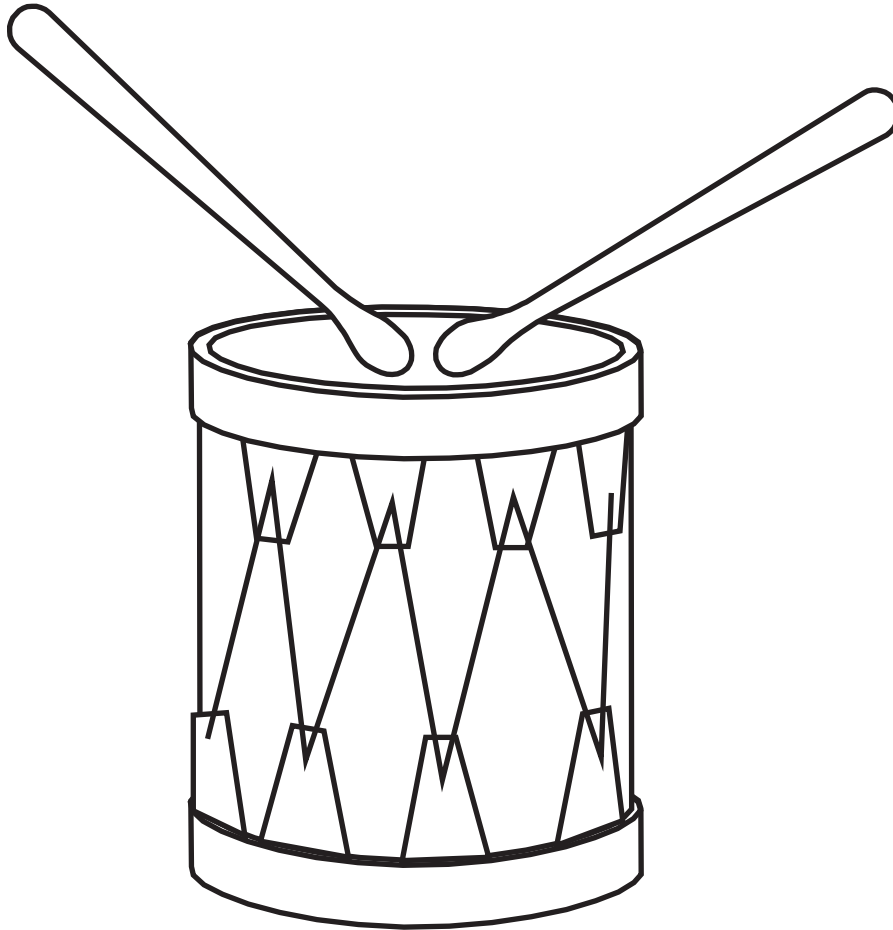
rain



Phonics

Say and Write Letters

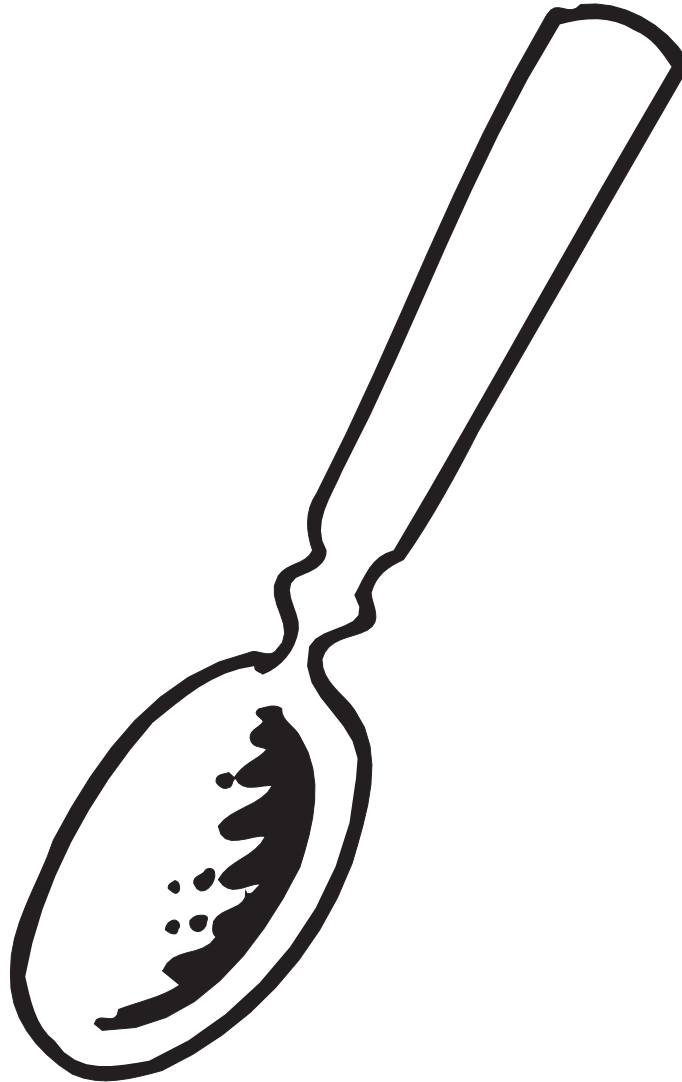
P.074.AM I i



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drum





_____	_____	_____	_____
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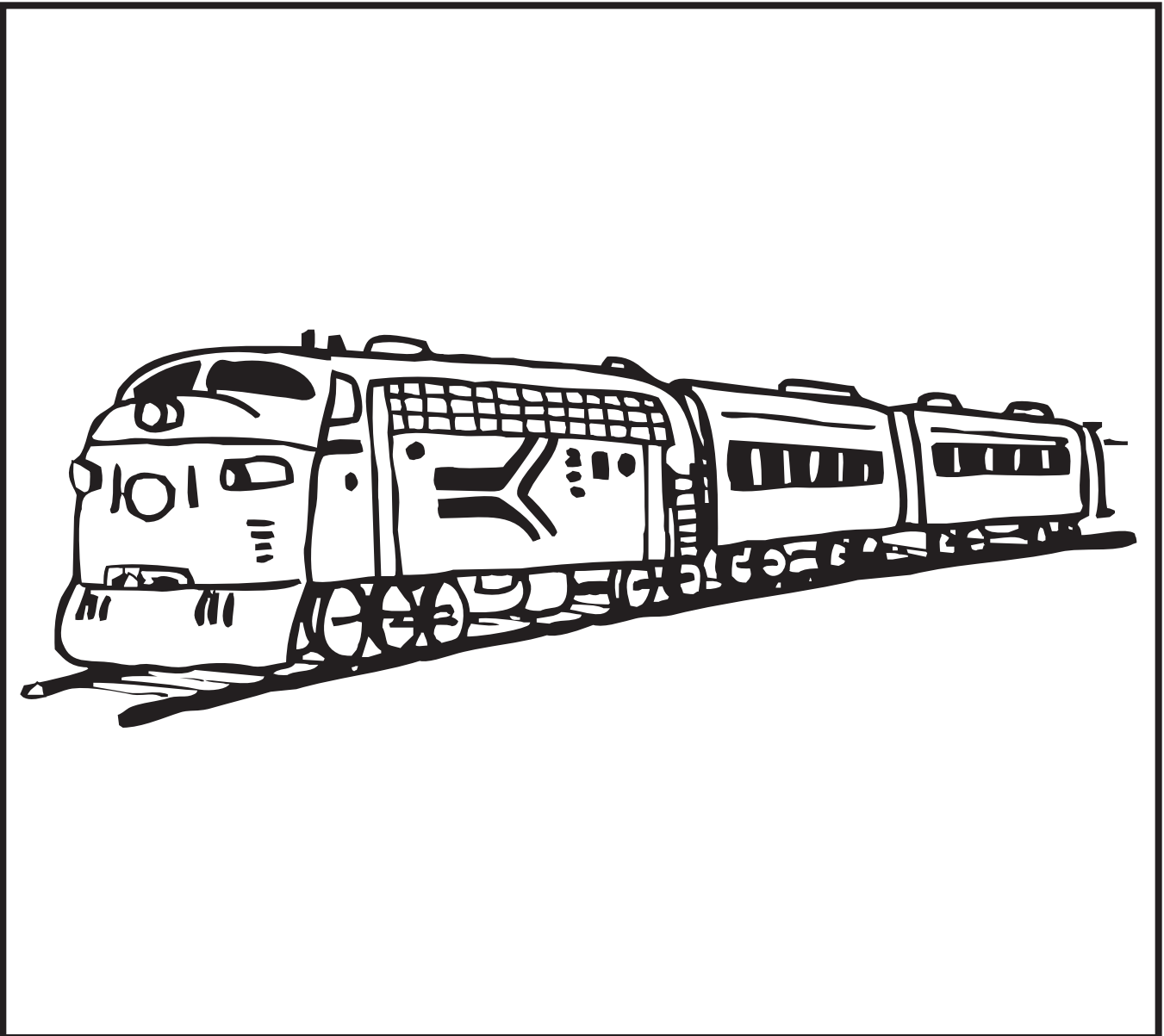
spoon



Phonics

Say and Write Letters

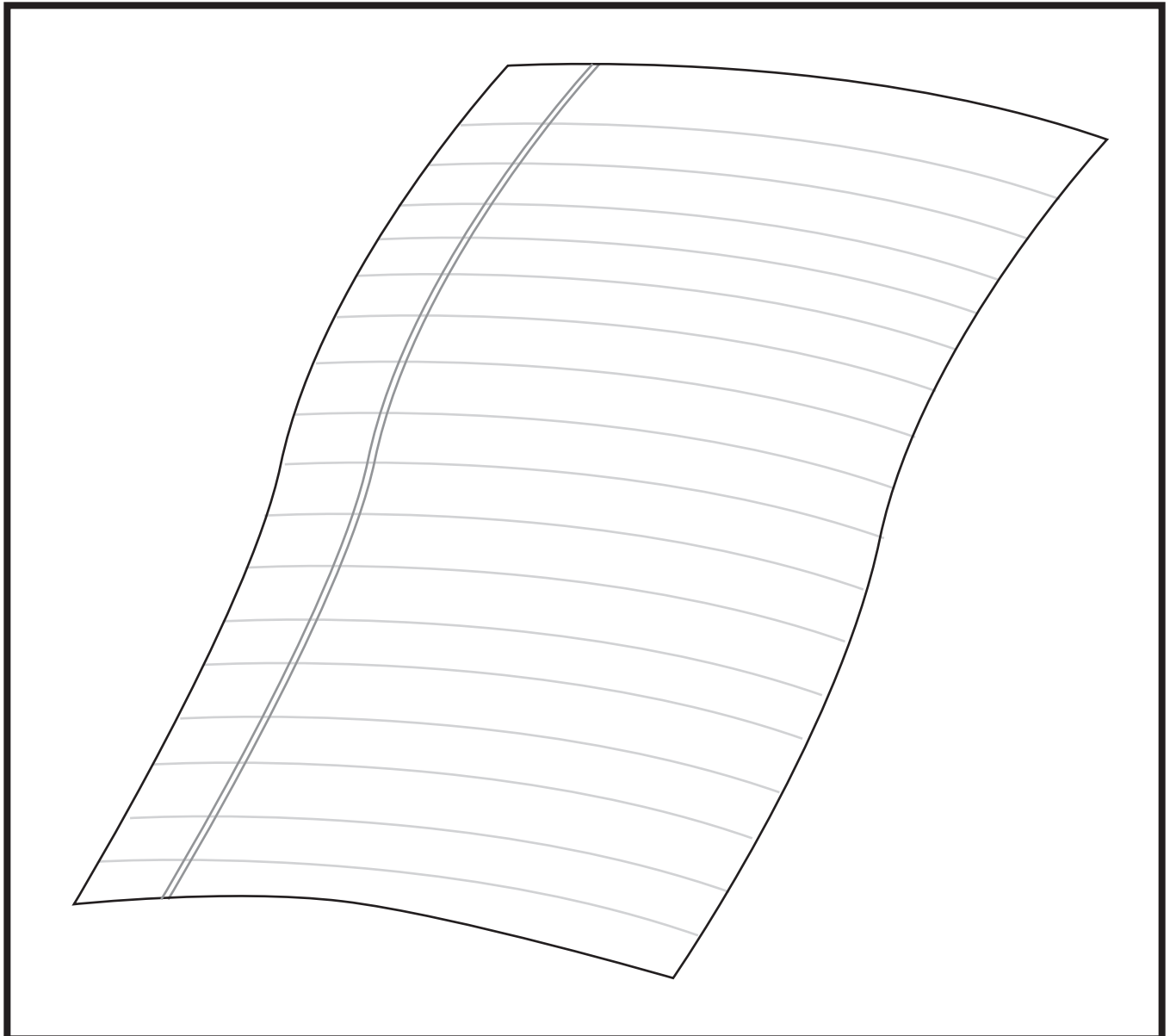
P.074.AMIk



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train





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paper





Carpet Square Words



Objective

The student will segment sounds in words.



Materials

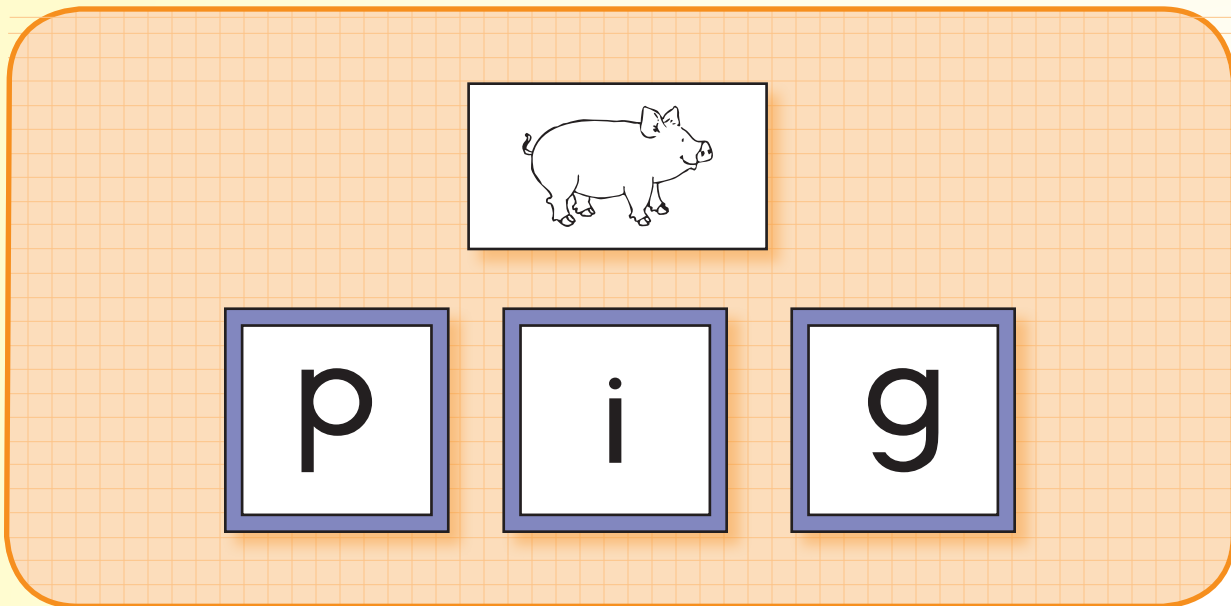
- ▶ Three carpet squares or three large sheets of construction paper
- ▶ Die-cut letters (consonants in black and vowels in red)
- ▶ Three-phoneme picture cards (Activity Master P.075.AM1a - P.075.AM1d)
Copy with the corresponding words on the back.
- ▶ Chalkboards or paper
- ▶ Colored chalk or markers



Activity

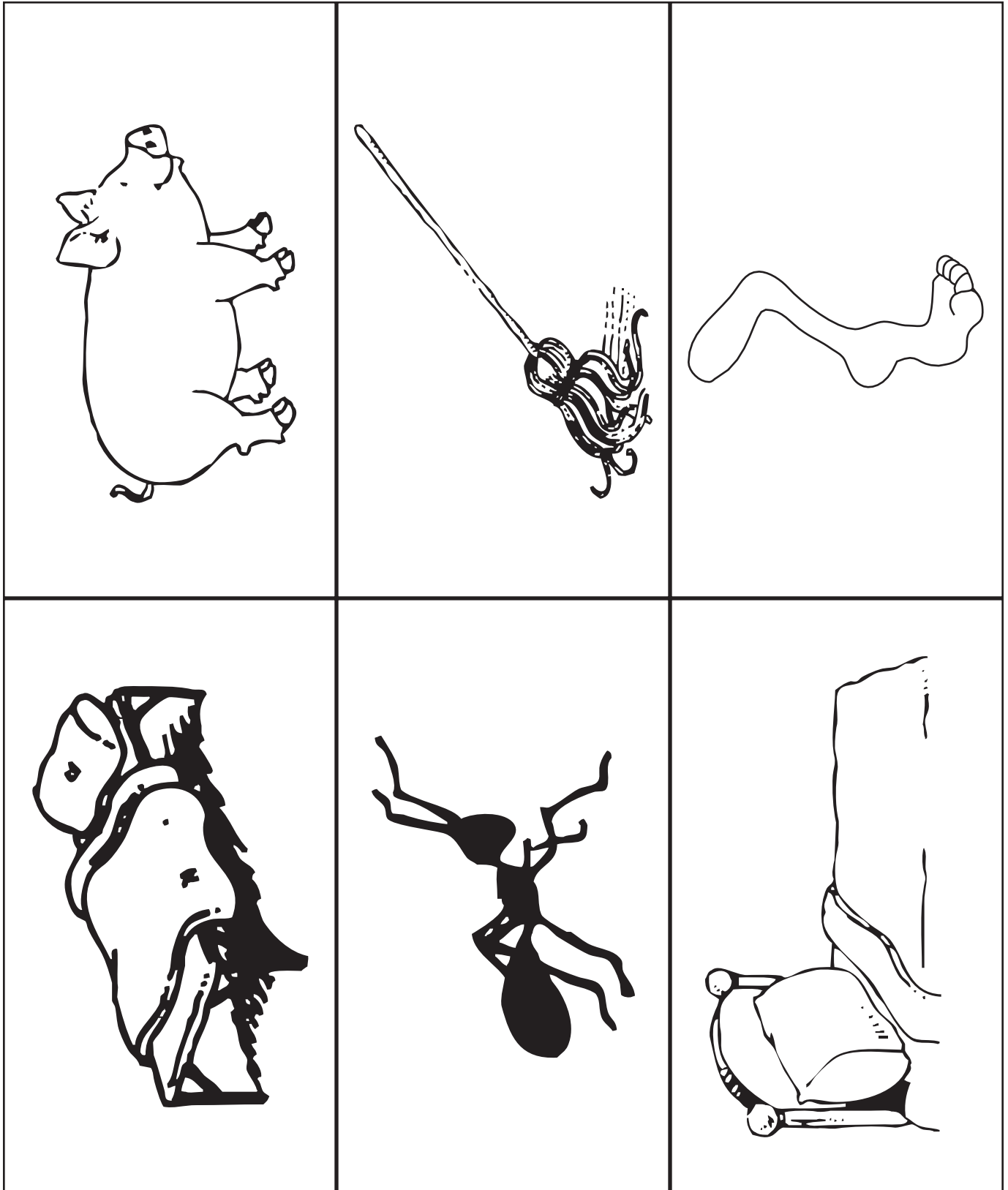
Students make words on the carpet squares using die-cut letters.

1. Place carpet squares, letters, and picture cards on a flat surface. Provide each student with a chalkboard and chalk.
2. Working in pairs, student one chooses a picture card.
3. Student two says the word, segments the sounds, and finds the letters that make the word.
4. Student two places the initial letter on the left square, medial letter on middle square, and final letter on right square.
5. Student one checks the spelling by looking at the back of the picture card.
6. List the word, choosing one color for consonants and one color for vowels.
7. Reverse roles and continue the activity.
8. Teacher evaluation



Extensions and Adaptations

- ▶ Use die-cut blends or digraphs to make words.



pig, mop, leg, cot, ant, bed



Phonics

Carpet Square Words

P.075.AM1b

leg

mop

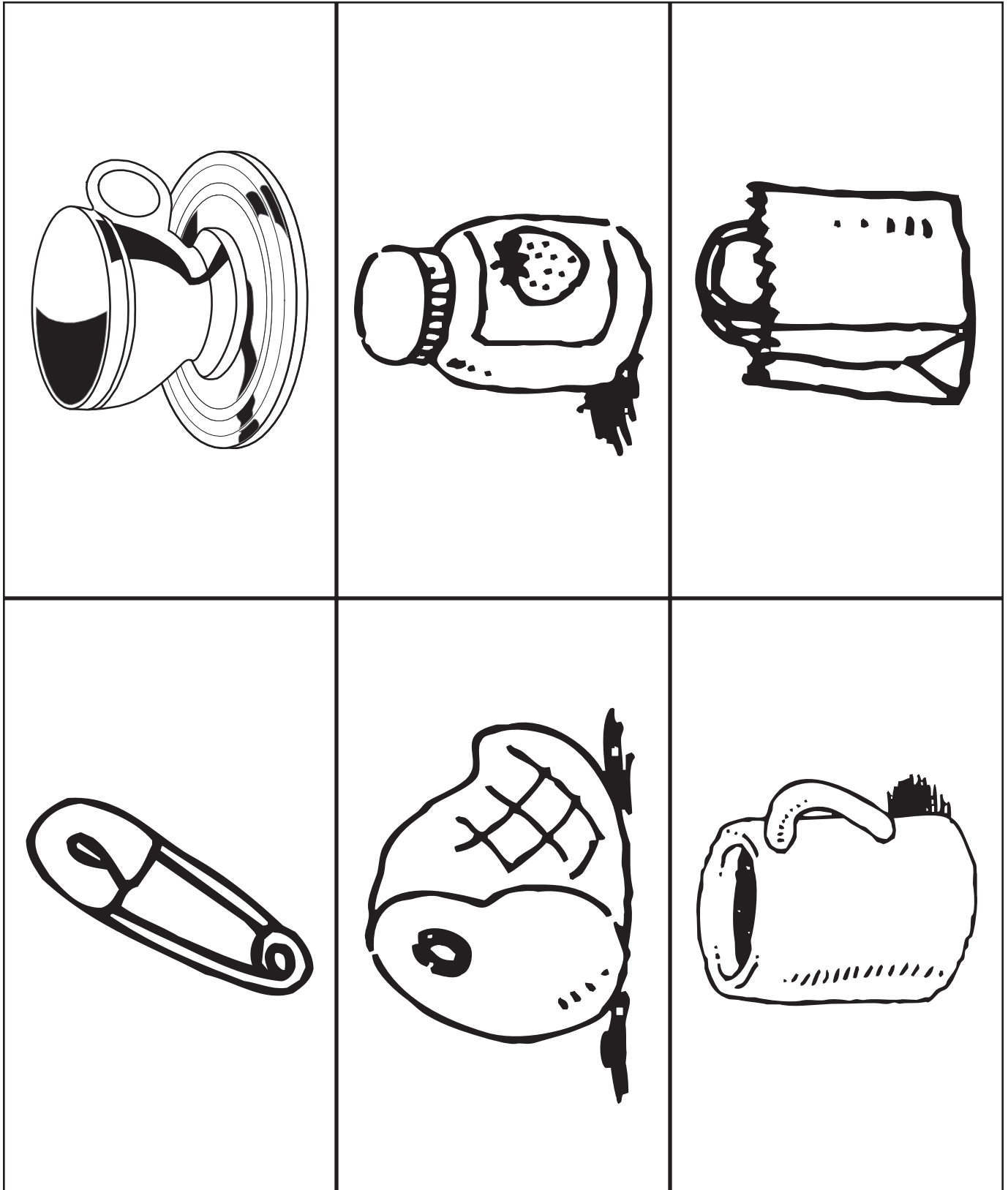
pig

bed

ant

cot





cup, jam, bag, pin, ham, mug



Phonics

Carpet Square Words

P.075.AM1d

bag

jam

cup

mug

ham

pin





Objective

The student will segment the sounds of letters in words.



Materials

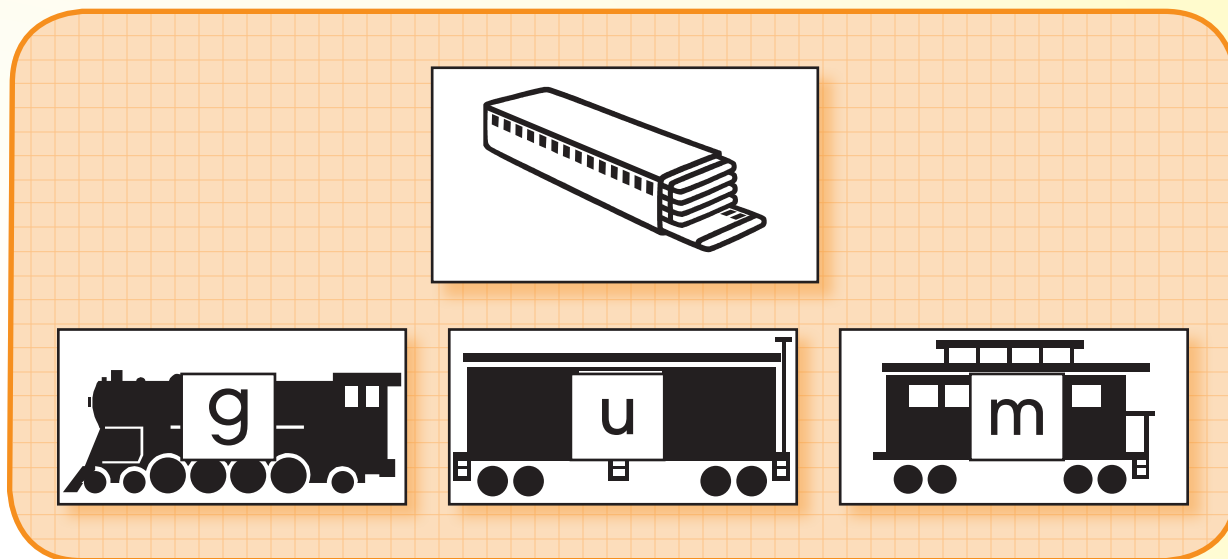
- ▶ Train: engine, one car, and caboose (Activity Master P.029.AM1 - P.029.AM2)
Glue engine, car, and caboose on construction paper.
- ▶ Letter tiles (Activity Master P.003.AM1b)
- ▶ Three phoneme picture cards (Activity Master P.076.AM1a - P.076.AM1b).
- ▶ Basket
Place picture cards in the basket.
- ▶ Paper
- ▶ Markers



Activity

Students use letter tiles to make words on the segmenting train.

1. Place the train, letter tiles, and basket of picture cards on a flat surface.
2. The student selects a picture card from the basket.
3. Says the word and segments the sounds (e.g., "gum," /g/ /u/ /m/).
4. Chooses the letter tiles that correspond to the sounds.
5. Places the initial letter on the engine, the medial letter on the car, and the final letter on the caboose.
6. Blends the sounds and states the word.
7. Lists and illustrates the words on paper.
8. Teacher evaluation



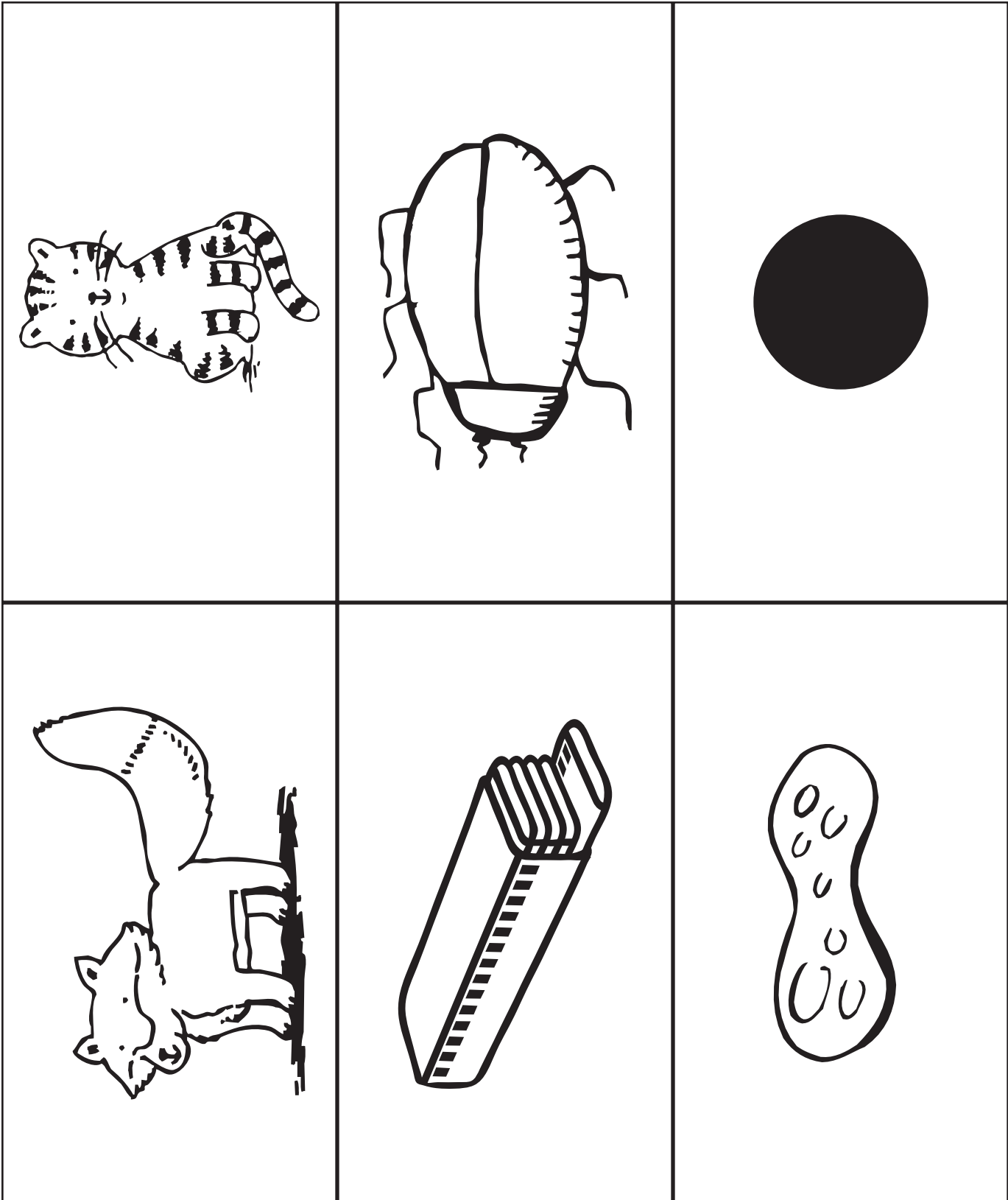
Extensions and Adaptations

- ▶ Segment four phoneme words.

Phonics

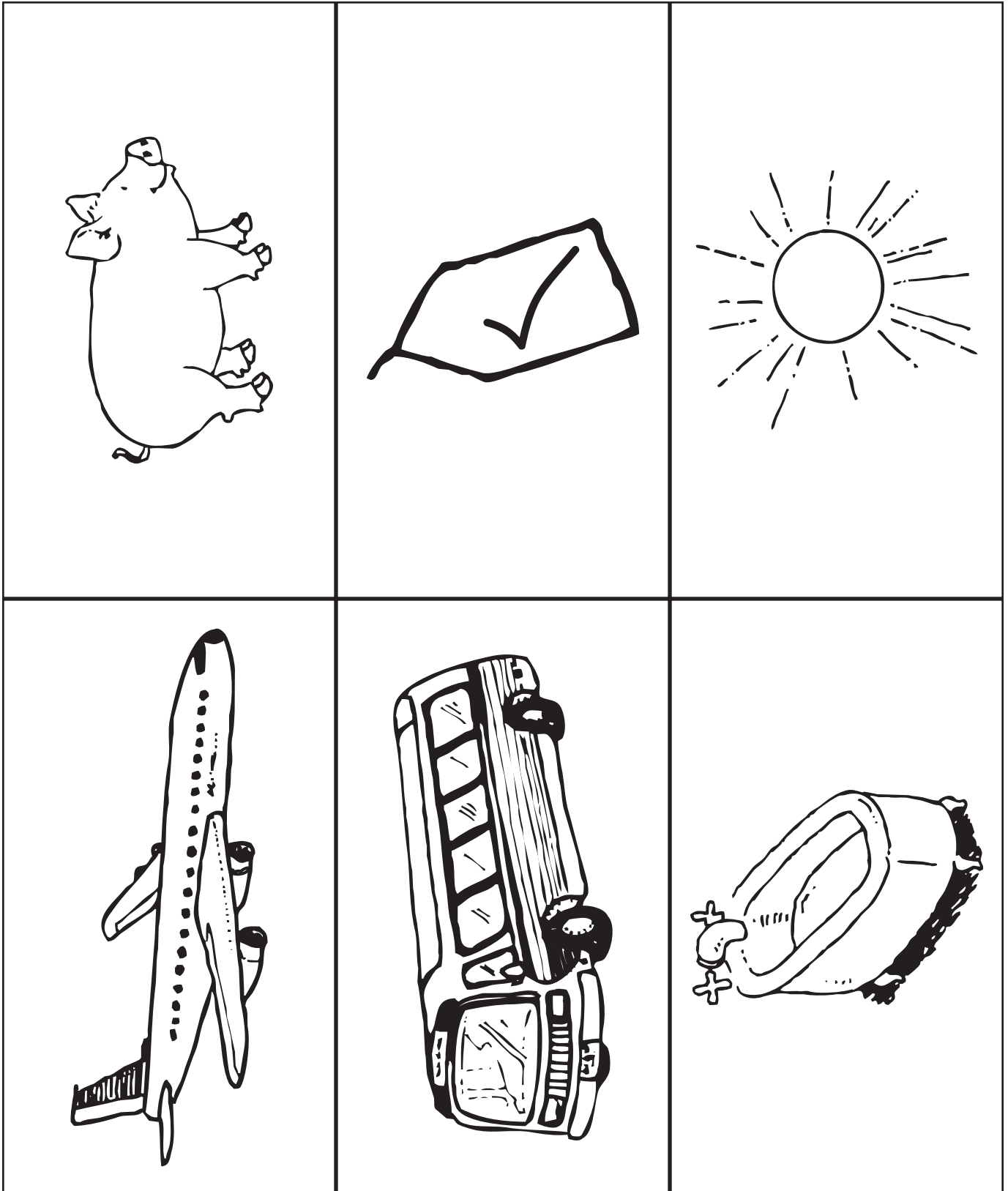
Segmenting Train

P.076.AM1a



cat, bug, dot, fox, gum, nut





pig, tag, sun, jet, bus, tub





Make-A-Word

Objective

The student will segment sounds of letters in words.

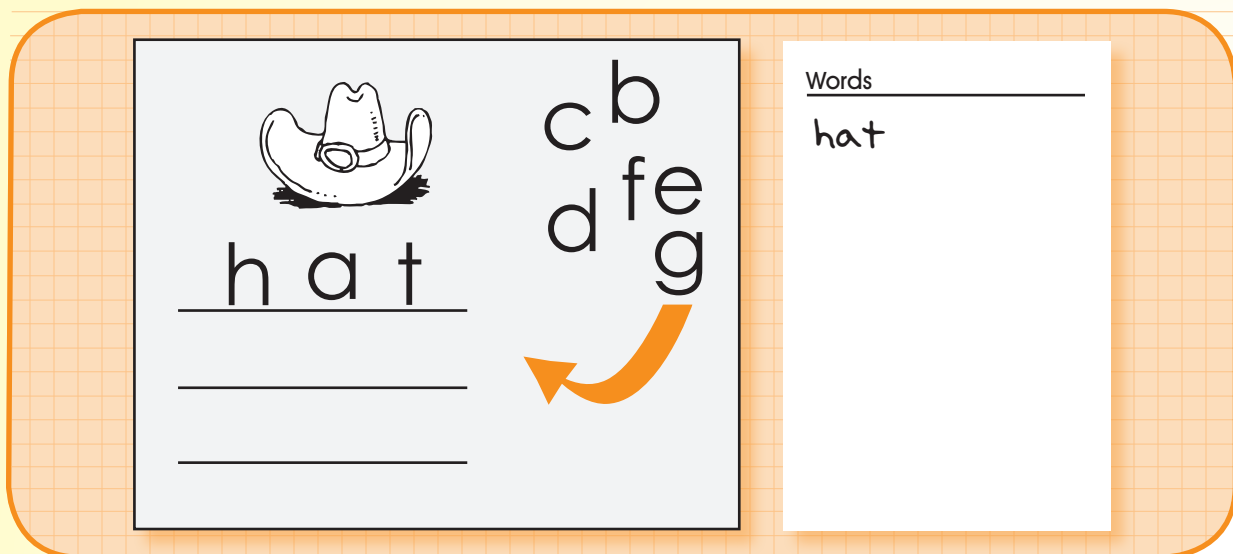
Materials

- ▶ Magnetic letters
- ▶ Tray
- ▶ *Place letters on tray.*
- ▶ Magnetic board
- ▶ *Lined boards are helpful with this activity.*
- ▶ Tub of objects or picture cards (Activity Master P.077.AM1a - P.077.AM1d)
- ▶ Marker board or paper
- ▶ Dry-erase marker or pencil

Activity

Students make words with magnetic letters.

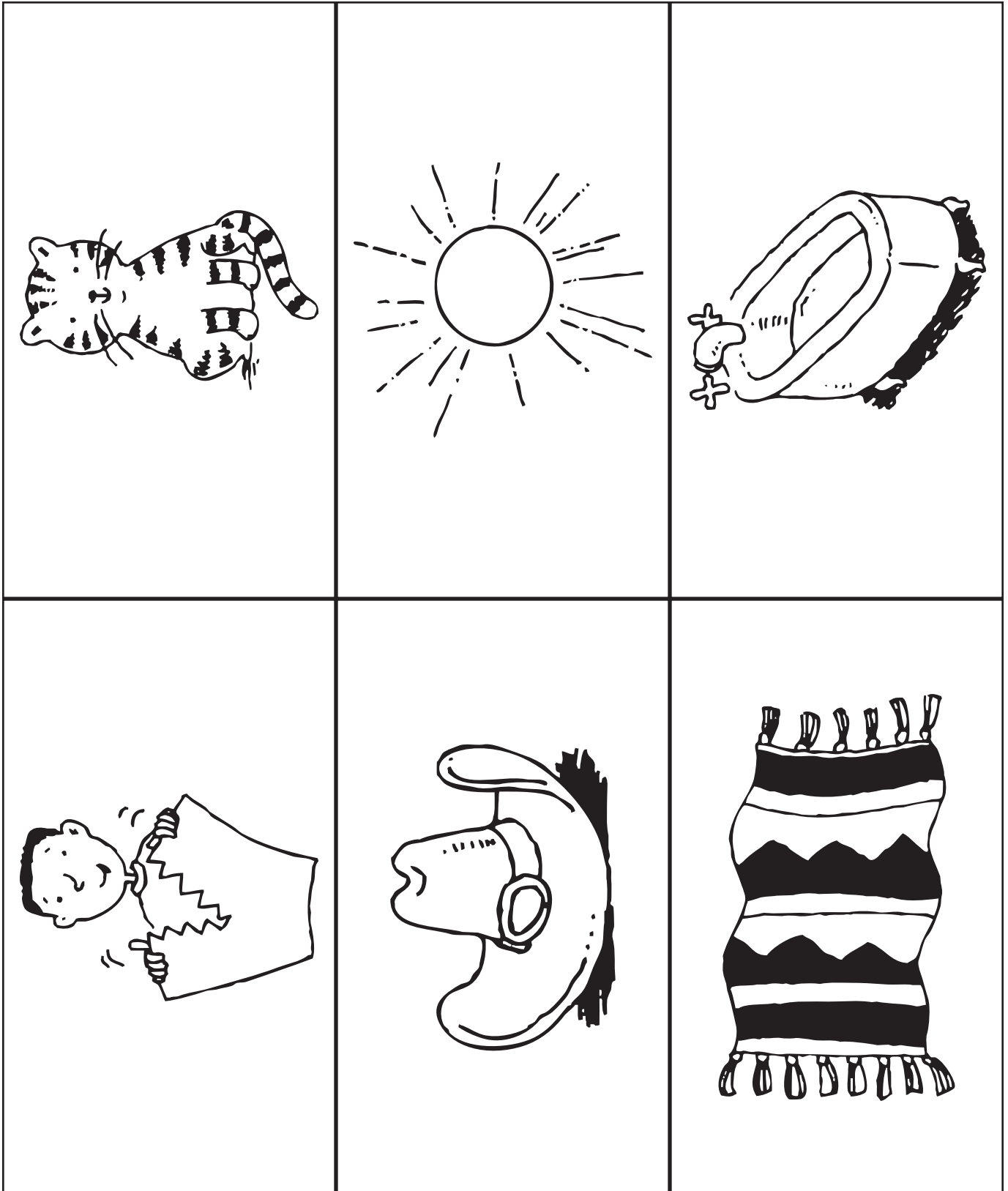
1. Place the tray of magnetic letters, magnetic board, and tub of objects on a flat surface.
2. The student chooses an object from the tub.
3. Places the object (e.g., a small hat) on the lined magnetic board.
4. Says the name of the object and segments the sounds in the word (e.g., "hat," /h/ /a/ /t/).
5. Chooses the magnetic letters that match the phonemes, places the letters next to the object, and says the word.
6. Lists the words on a marker board.
7. Teacher evaluation



The illustration shows a grid background with three main components. On the left, a cowboy hat is drawn above the word "hat" written on a lined magnetic board. In the center, a tray contains magnetic letters: 'c', 'b', 'd', 'f', 'e', and 'g'. An orange arrow points from the letters 'a' and 't' towards the word "hat" on the board. On the right, a white card labeled "Words" has the word "hat" written on it.

Extensions and Adaptations

- ▶ Illustrate picture cards and use magnetic letters to make the words.



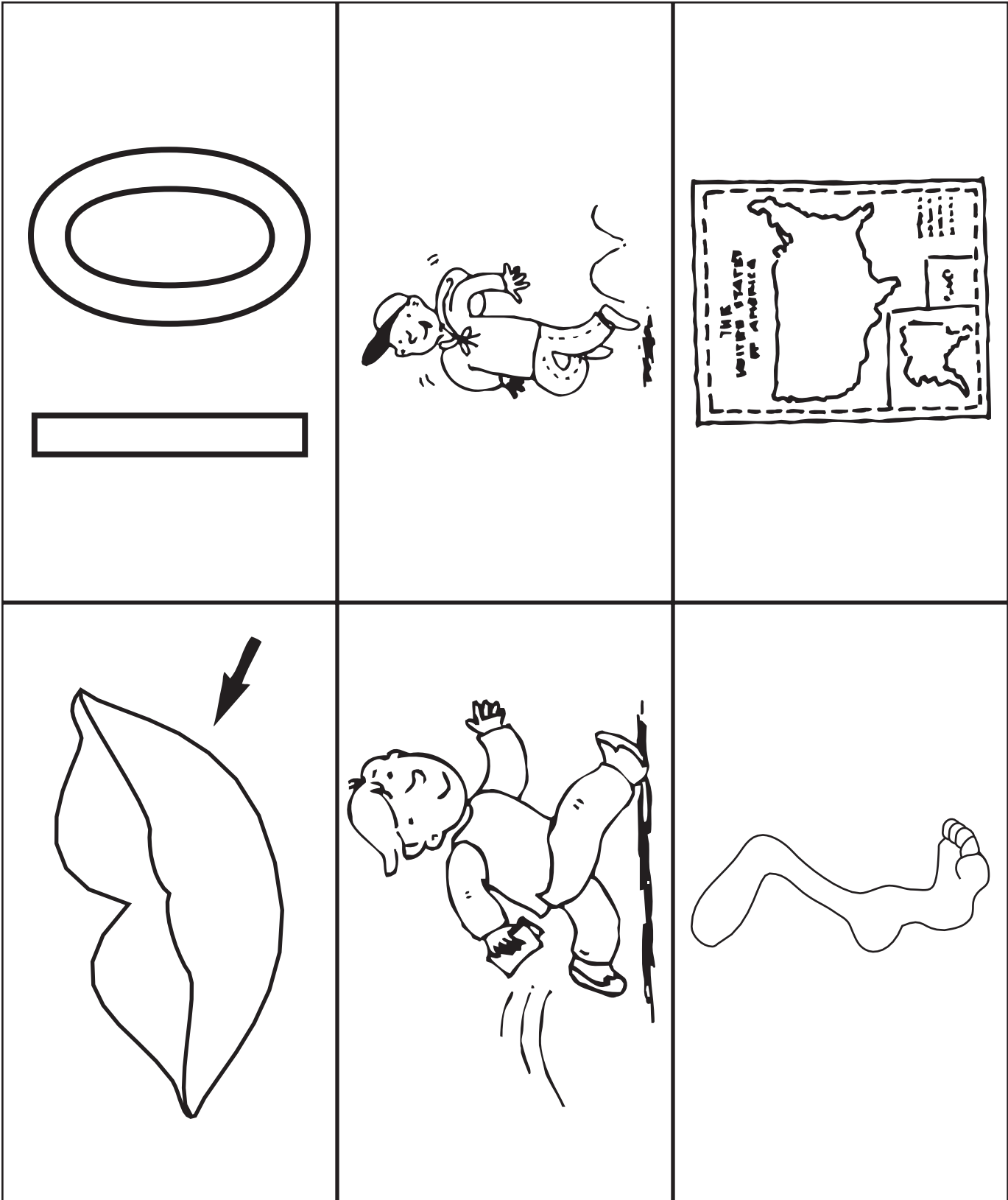
cat, sun, tub, rip, hat, rug



Phonics

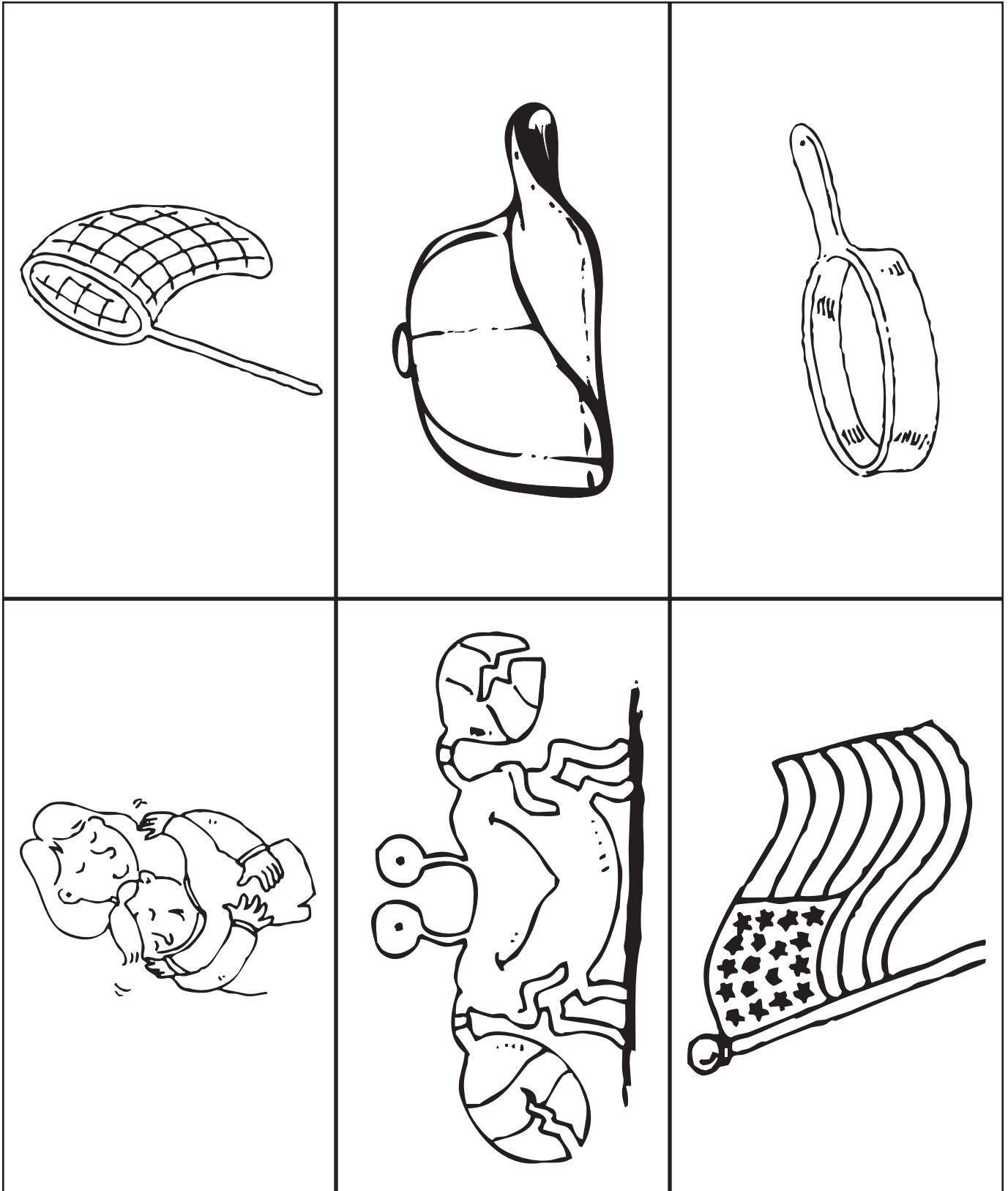
Make-A-Word

P.077.AM1b



ten, hop, map, lip, run, leg





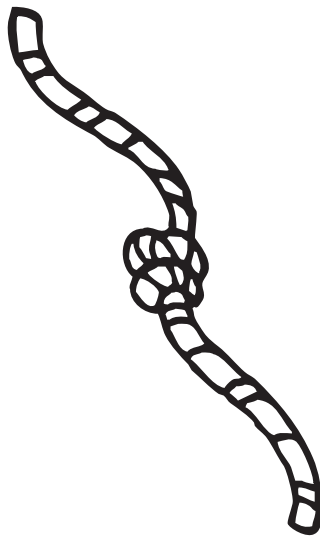
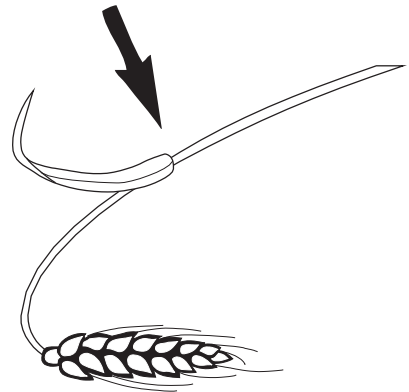
net, cap, pan, hug, crab, flag



Phonics

Make-A-Word

P.077.AMId



frog, clap, stem, stop, rope, rose





Objective

The student will segment sounds of letters in words.

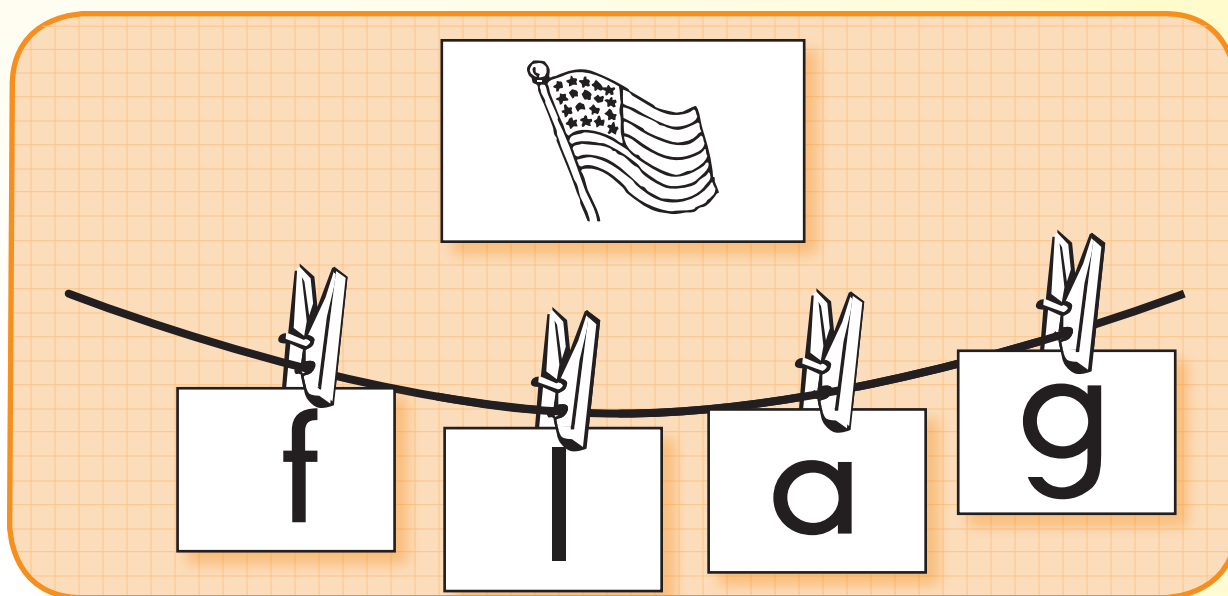
Materials

- ▶ Mini-clothesline (e.g., attach a line to two small dowel sticks embedded in two cans filled with plaster of Paris)
- ▶ Small clothespins or paper clips
- ▶ Box with small compartments (e.g., hardware box used to store nails and screws)
- ▶ Small letter cards (Activity Master P.003.AM1b)
Include digraphs: sh, ea, ck. Make multiple copies and organize in the box.
- ▶ Three- and four-phoneme picture cards (Activity Master P.078.AM1a - P.078.AM1b)
- ▶ Paper
- ▶ Pencil

Activity

Students clip letters and make words on a clothesline.

1. Place the box of letters, picture cards, and clothesline on a flat surface.
2. The student selects a three or four phoneme picture card and orally segments the word represented by the picture (e.g., /f/ /l/ /a/ /g/).
3. Chooses the letters that spell the word from the box.
4. Clips the letters on the clothesline. States the word.
5. Lists the words on paper.
6. Teacher evaluation



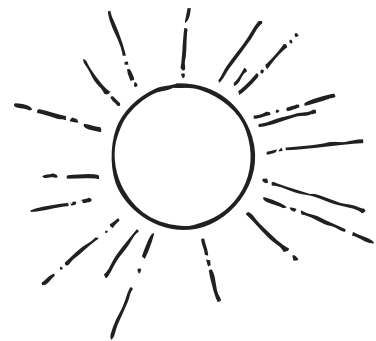
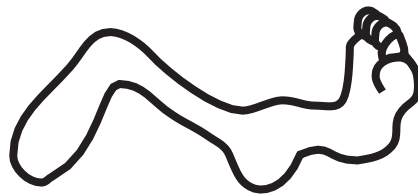
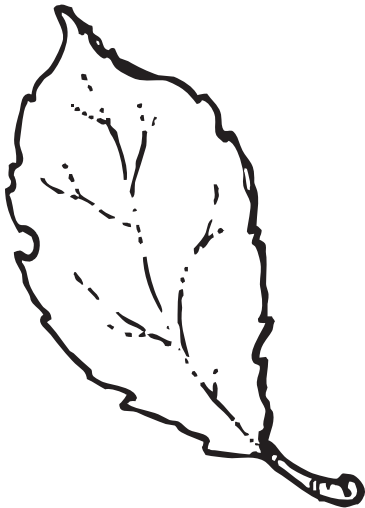
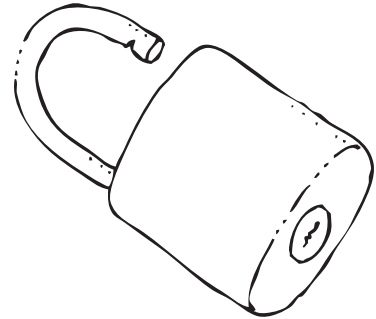
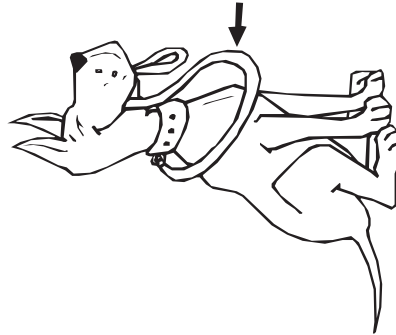
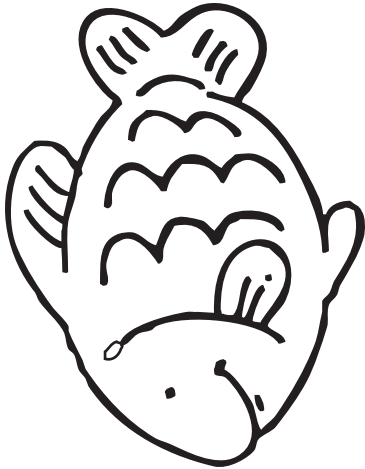
Extensions and Adaptations

- ▶ Make first and last names.
- ▶ Use the letters to practice target skills.

Phonics

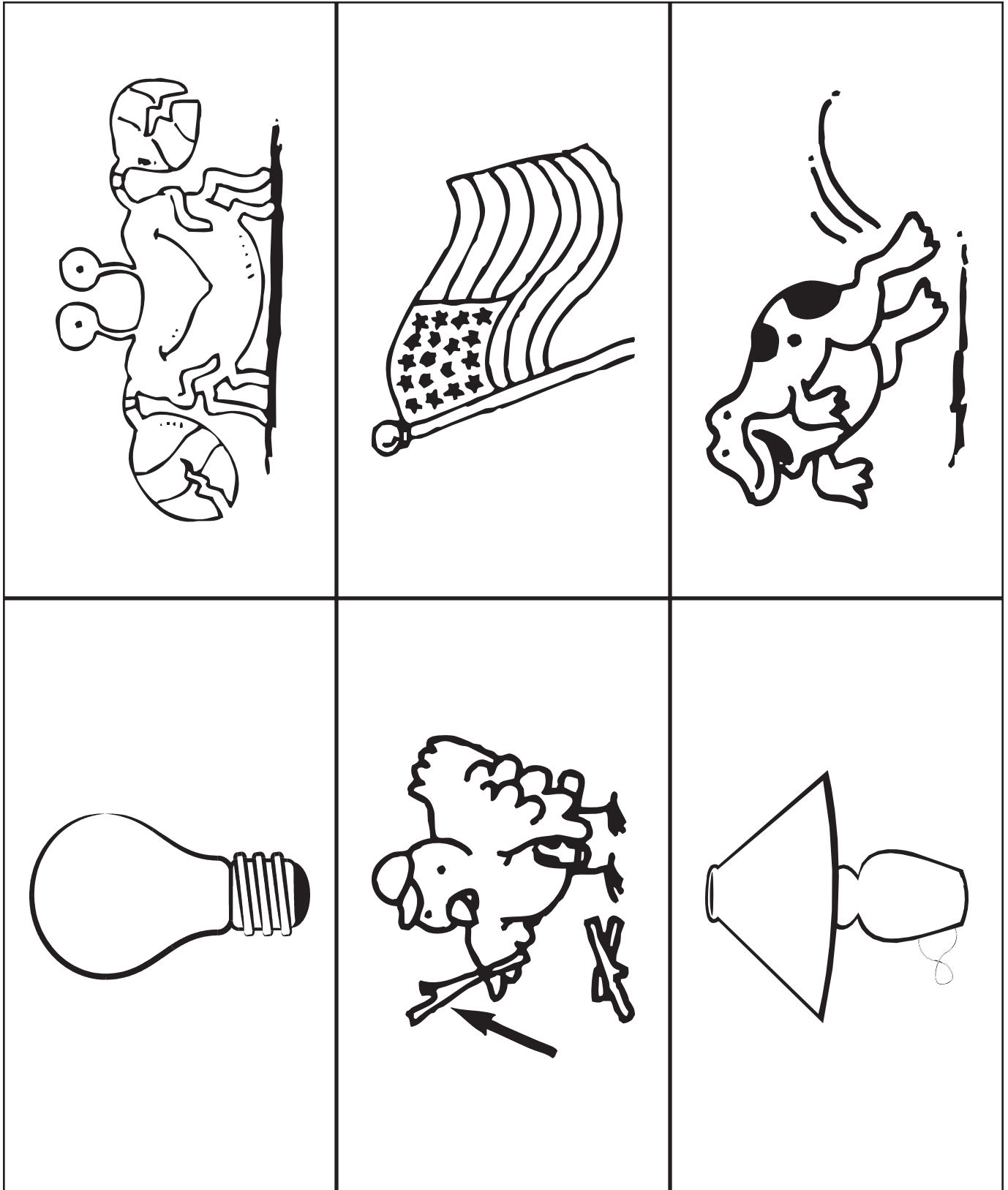
Clothespin Word Line

P.078.AM1a



fish-3, leash-3, lock-3, leaf-3, leg-3, sun-3





crab-4, flag-4, frog-4, bulb-4, stick-4, lamp-4





Variant Spinners

Objective

The student will segment sounds of letters in words.

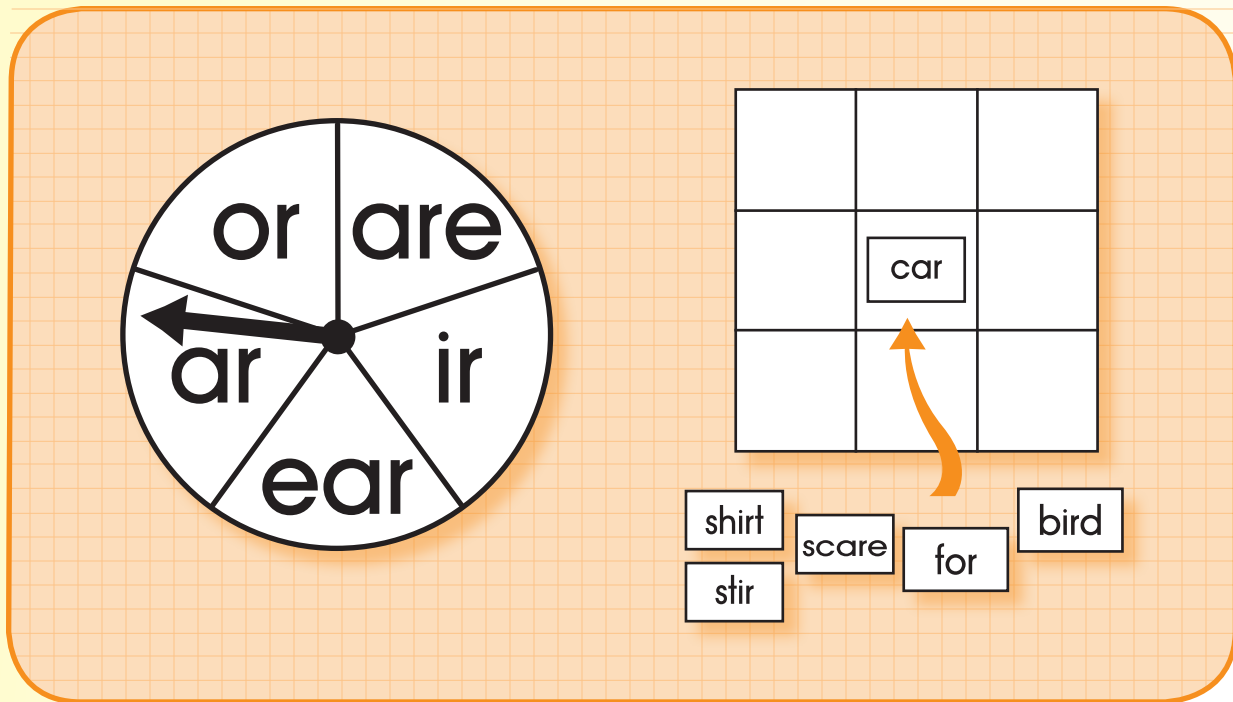
Materials

- ▶ "R" Controlled Vowel Spinner (Activity Master P.079.AM1a)
Copy on card stock.
Cut out the spinner and attach arrow with a brad.
- ▶ Target sound word cards (Activity Master P.079.AM2)
- ▶ Tic-Tac-Toe boards (Activity Master P.079.AM3)

Activity

Students play a variation of Tic-Tac-Toe by selecting words containing variant correspondences.

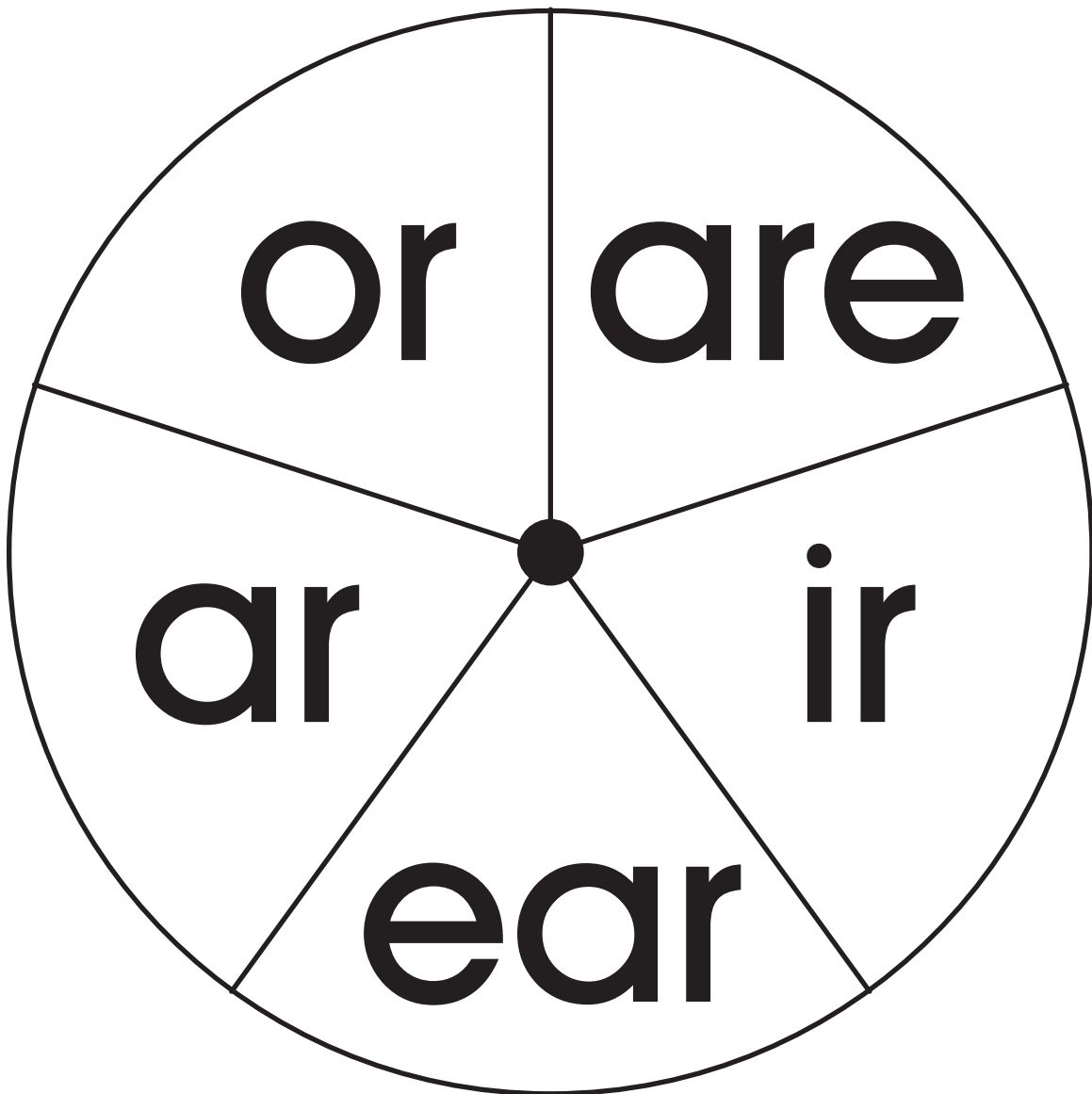
1. Place the spinner on a flat surface. Spread the word cards face up beside the spinner. Provide each student with a Tic-Tac-Toe board.
2. Taking turns, the students spin and select a word that contains the sounds designated by the spinner. Read the word aloud.
3. Place the word on the Tic-Tac-Toe board.
4. Continue until one student gets three words in a row (or students can play until all spaces are covered).
5. Peer evaluation

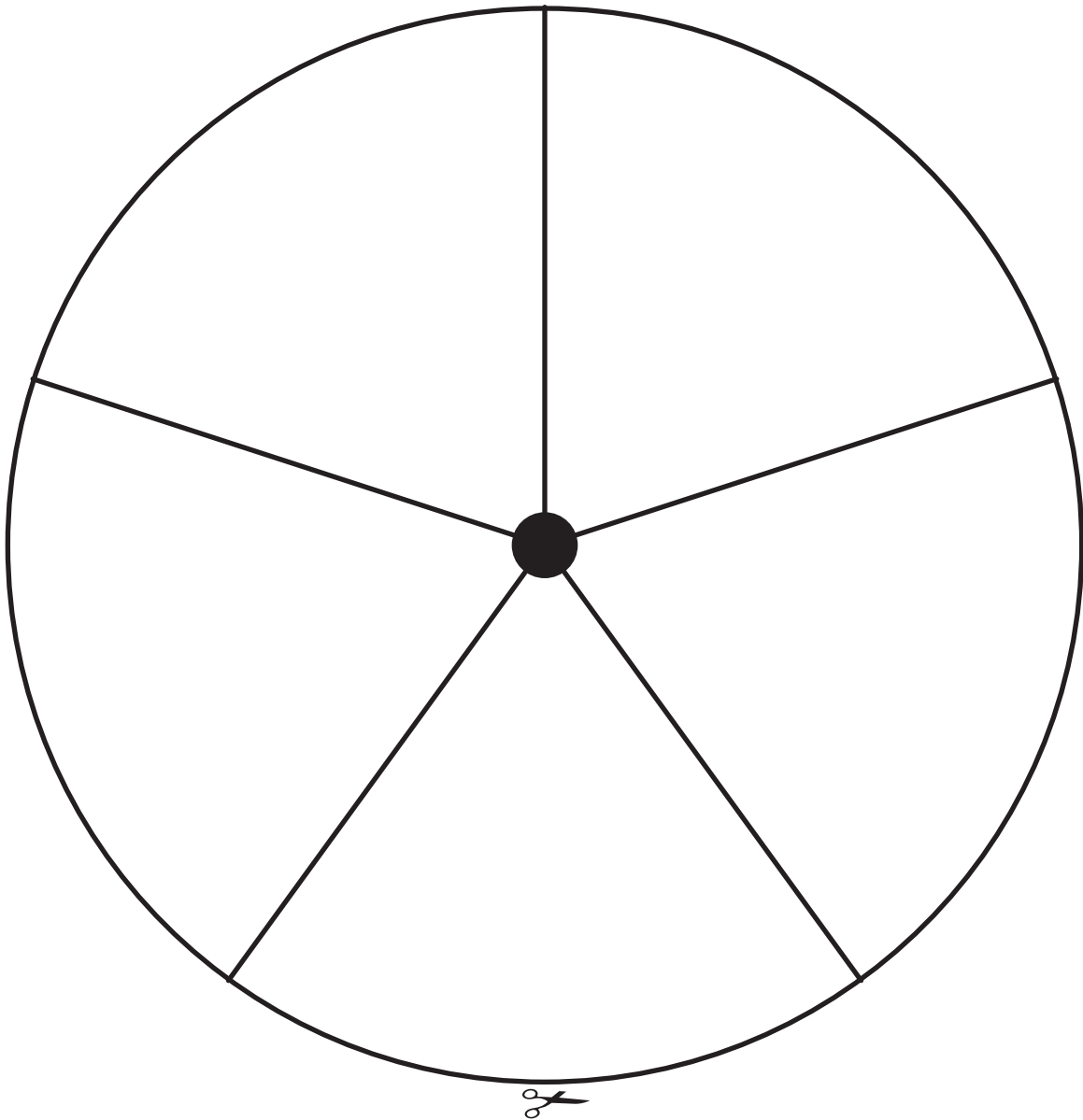


Extensions and Adaptations

- ▶ Place cards face up in each square of the Tic-Tac-Toe board and turn over as their sound appears on the spinner.
- ▶ Make spinners with other letters (Activity Master P.079.AM1b).

"R" Controlled Vowel Spinner





car	farm	smart
care	hear	parent
scare	horse	born
for	bird	shirt
stir	near	fear



Tic-Tac-Toe





Objective

The student will manipulate sounds of letters in words.



Materials

- ▶ Various size cardboard tubes
Cut a square on the larger tube so that letters from the smaller tube may be seen.
- ▶ Markers
Write beginning sounds on the smaller tube and target ending sounds on the larger tube.
- ▶ Paper
- ▶ Pencils



Activity

Students use cardboard tubes to manipulate letters and blend words.

1. Place several beginning and ending sound tubes on a flat surface.
2. Taking turns, students manipulate or "roll" the tubes and blend sounds to make words.
3. Read the words.
4. Share "real" words with one another.
5. Write "real" words on paper.
6. Swap tubes and continue blending words.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Use tubes with various target sounds including blends, digraphs, diphthongs, and other variant correspondences.



Vowel Slide

Objective

The student will manipulate sounds of letters in words.

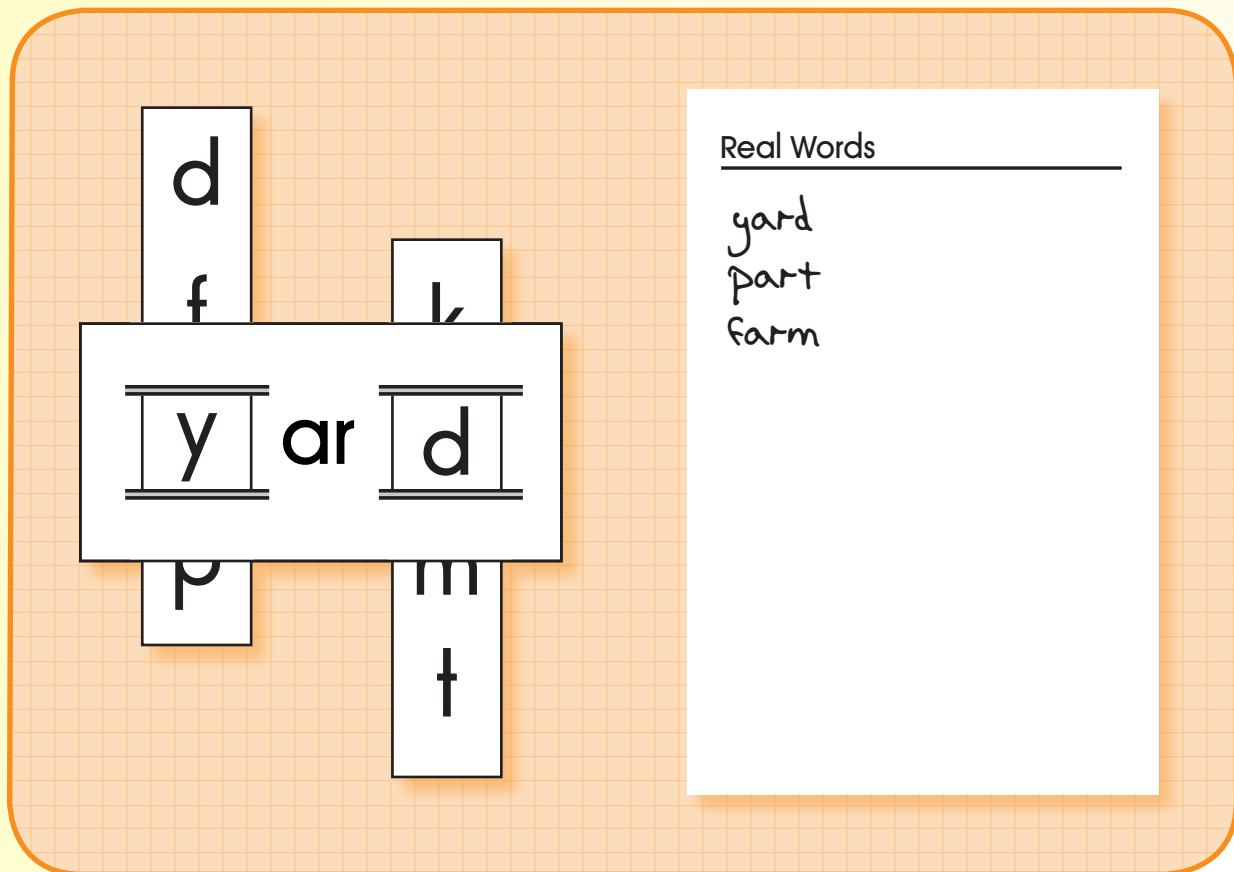
Materials

- ▶ Vowel Slide (Activity Master P.081.AM1a - P.081.AM1f)
Thread vertical strips through the horizontal strip to create slide.
Select target vowel slides.
- ▶ Paper
- ▶ Pencil

Activity

Students manipulate the slide and blend sounds to make words.

1. Place slide, paper, and pencils on a flat surface.
2. The student manipulates the vowel slide and blends the sounds to make words.
3. Writes all "real" words and reads each one.
4. Teacher evaluation



Real Words

yard
part
farm

Extensions and Adaptations

- ▶ Differentiate sounds from the same spellings (e.g., cow, row).
- ▶ Make slides with other letters (Activity Master P.081.AM1g).

h	t	_____		_____
m	s	_____		_____
th	ck			
b	n			
		r	d	
		p	l	
		w	n	
		ch	t	
		_____		_____
		_____		_____
		ai		



Phonics

Vowel Slide

P.081.AM1b

g	t	_____	
r	ll	e	_____
wh	d	_____	
t	n	_____	

_____	_____
ee	_____
_____	_____

s	k
t	l
w	th
f	n



w	d	_____ i _____	
d	th	_____	
th	g		
b	s		
		f	t
		h	x
		p	ck
		r	p
_____ o _____			



Phonics

Vowel Slide

P.081.AM1d

g	t	oo
l	d	
s	m	
f	p	

u	b	p
	r	t
	s	b
	c	n



f	t	oo
b	d	

h	f
g	k

j	d
c	l
s	ce
v	n

oi



Phonics

Vowel Slide


P.081.AMIf

m	th	oo
r	l	
c	f	
t	n	

h	m
sh	d
f	t
c	n

	or	
--	----	--



		<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>			



Flip Manipulating Books

Objective

The student will manipulate sounds of letters in words.

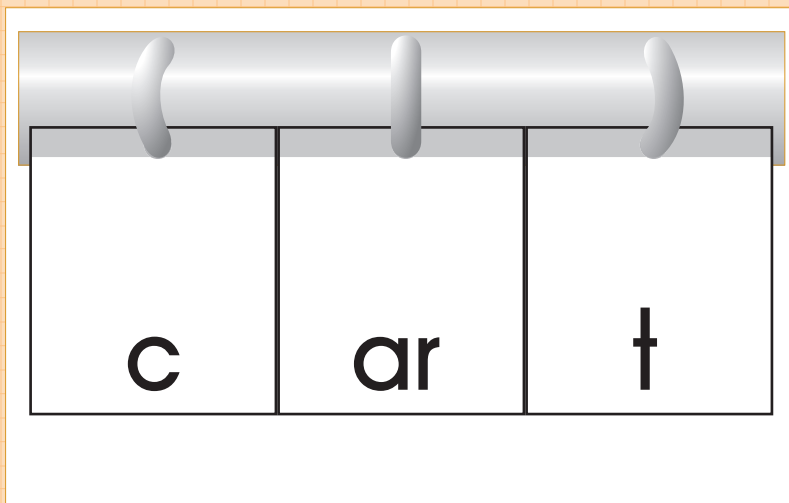
Materials

- ▶ Flip pages (Activity Master P.082.AM1a - P.082.AM1q)
Choose target pages.
Copy, cut, hole punch, and compile book.
- ▶ Three ring binder
Place target flip pages in the binder.
- ▶ Paper
- ▶ Pencil

Activity

Students manipulate letters in the flip book and blend to make words.

1. Place target flip book on a flat surface.
2. The student "flips" through the pages in the book and blends sounds to make words.
3. Writes "real" and "nonsense" words.
4. Teacher evaluation



Real Words	Nonsense Words
cart	bartg
mark	
mart	
cork	

Extensions and Adaptations

- ▶ Use words to write sentences and stories.
- ▶ Make pages with other letters (Activity Master P.082.AM1r).
- ▶ Use the letters to make words using a pocket chart.

di

du

d

dr



Phonics

Flip Manipulating Books

P.082.AM1b

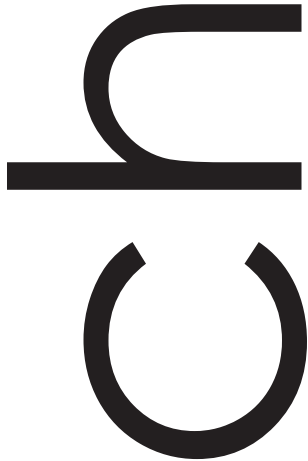
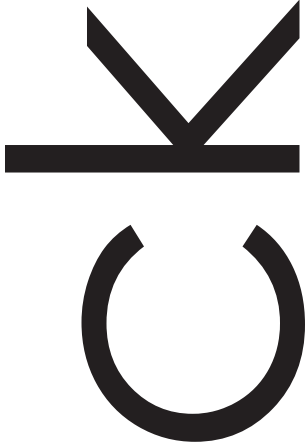
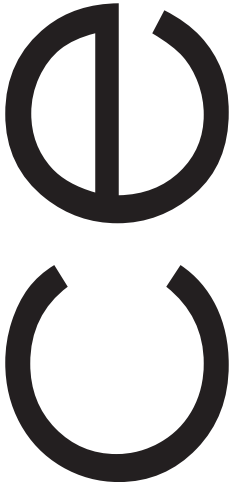
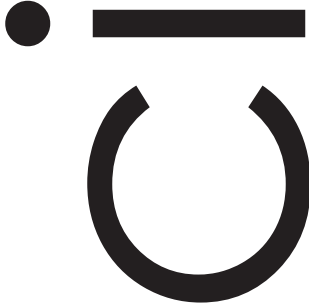
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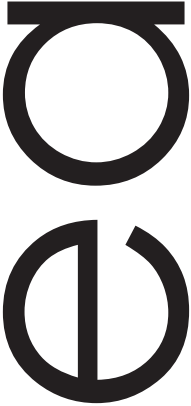


	
	



Phonics

Flip Manipulating Books

P.082.AM1d



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Phonics

Flip Manipulating Books

P.082.AMIf

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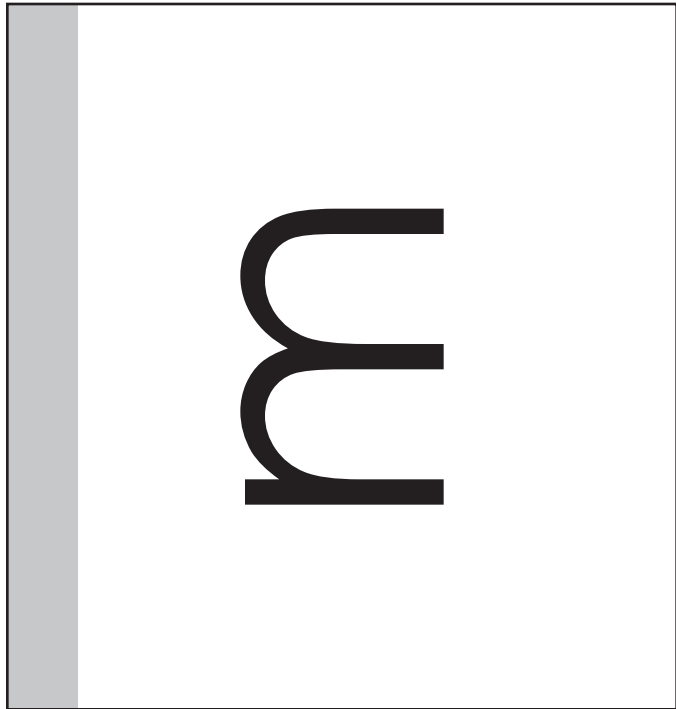
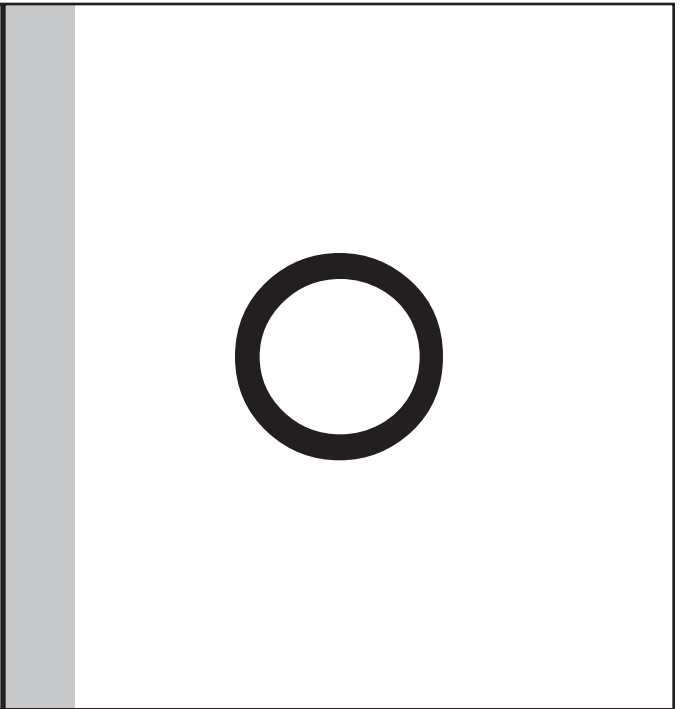
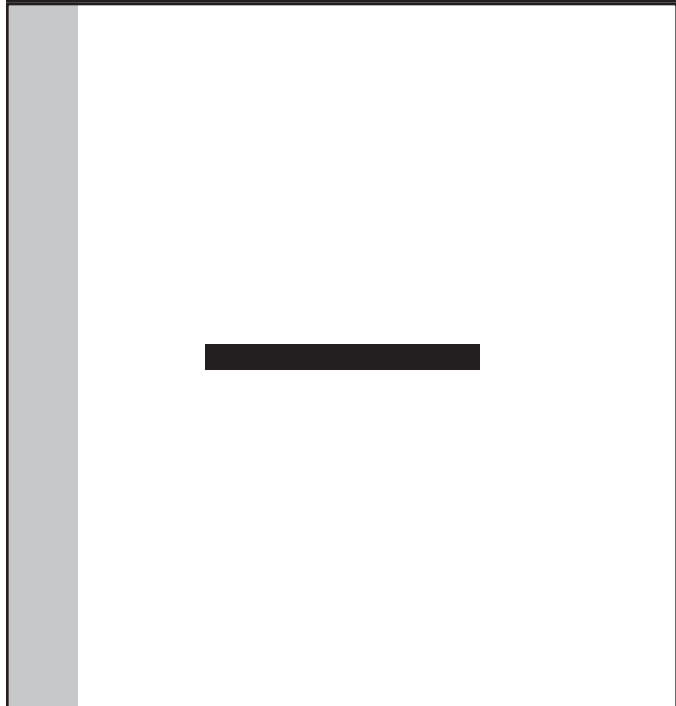
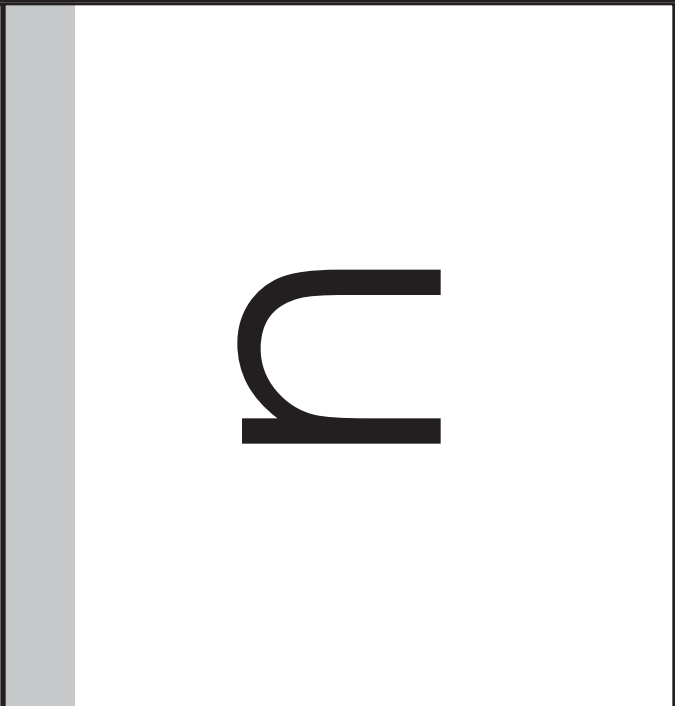
Phonics

Flip Manipulating Books

P.082.AM1h



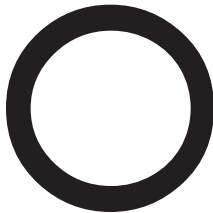



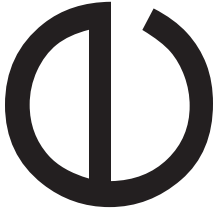
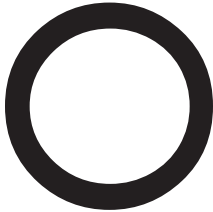
	
	



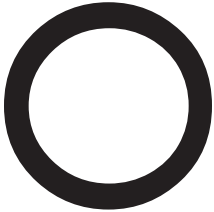

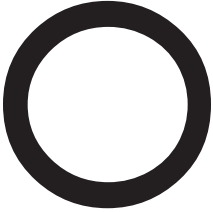
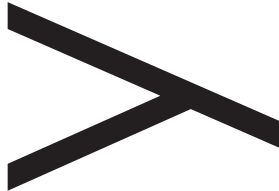
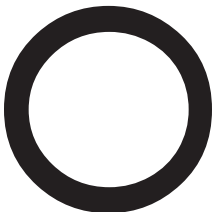
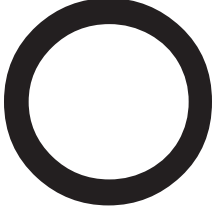
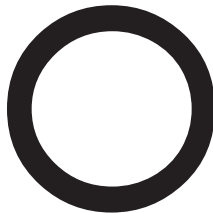

Phonics

Flip Manipulating Books

P.082.AMIj



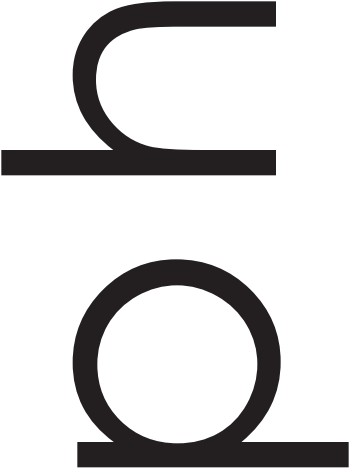



 	 
 	 



Phonics

Flip Manipulating Books

P.082.AM11



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r	sh s




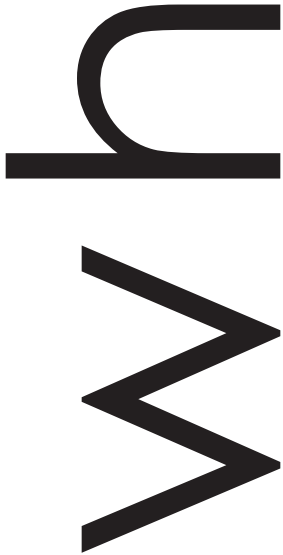
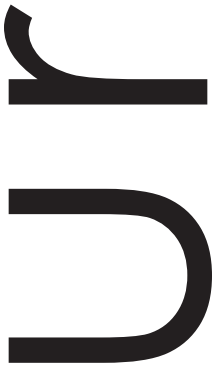

Phonics

Flip Manipulating Books

P.082.AMIn

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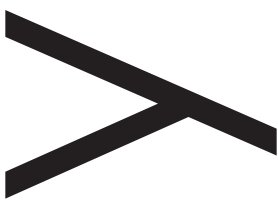
	
	



Phonics

Flip Manipulating Books

P.082.AM1p



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Phonics

Flip Manipulating Books

P.082.AM1r





Objective

The student will manipulate sounds of letters in words.

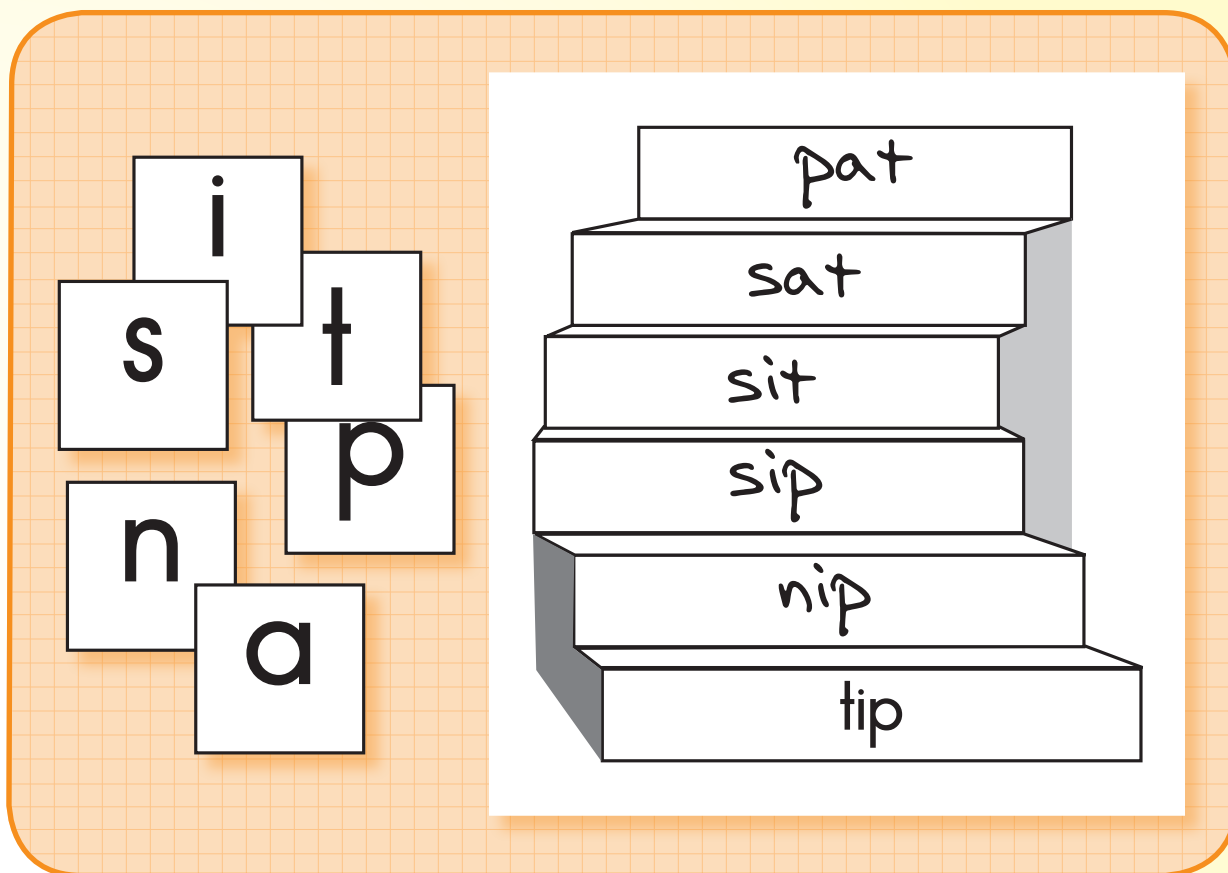
Materials

- ▶ Word Steps student sheet (Activity Master P.083.AM1a - P.083.AM1d)
- ▶ Pencil

Activity

Students manipulate one letter on each step to make new words.

1. Provide the student with a student sheet.
2. The student cuts the letters from the bottom of the student sheet.
3. Reads the word on the first step.
4. Manipulates the letters to make other words, changing one sound in the word each time.
5. Writes the new word on the next step.
6. Continues until all the steps are filled.
7. Teacher evaluation



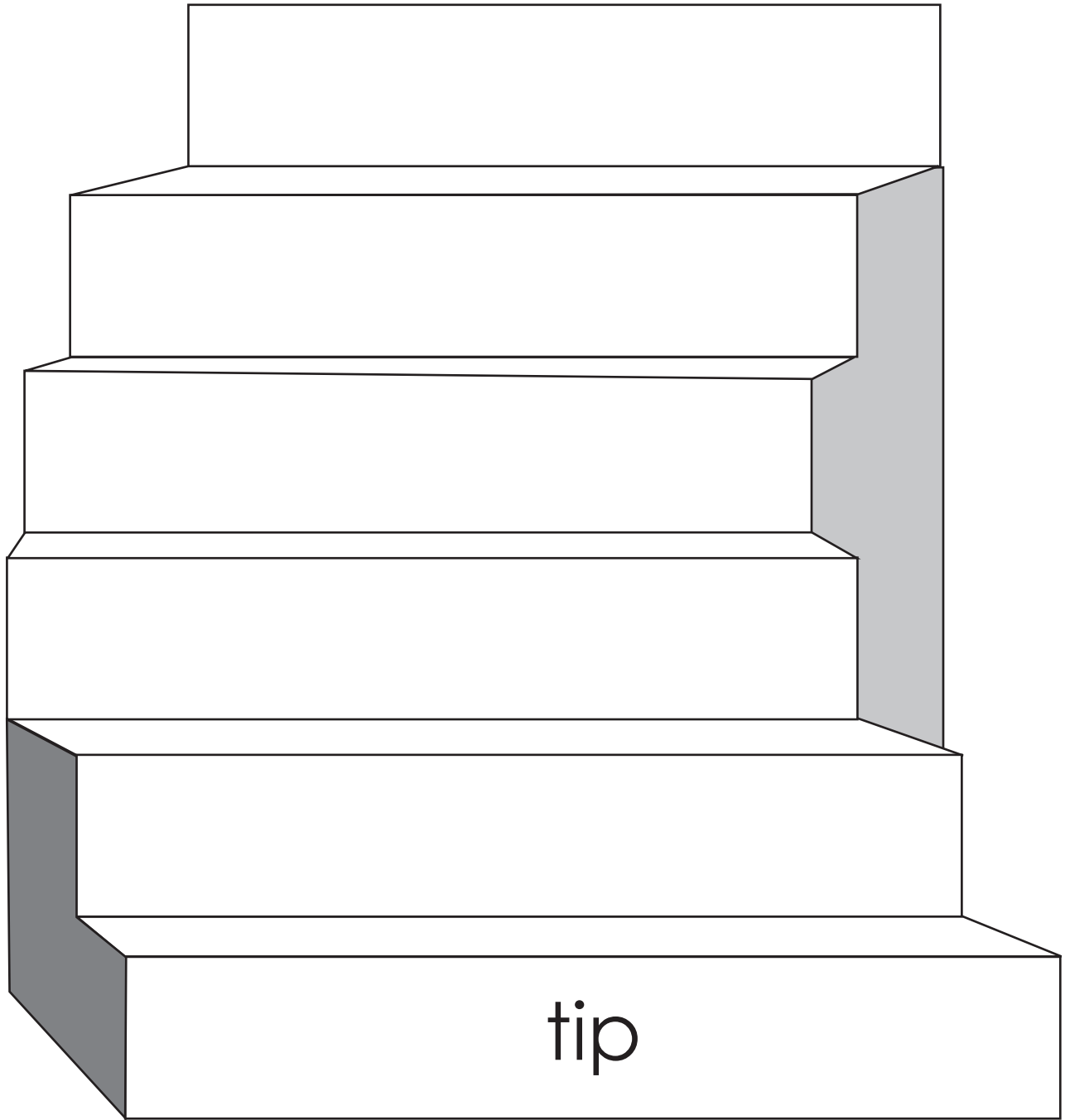
Extensions and Adaptations

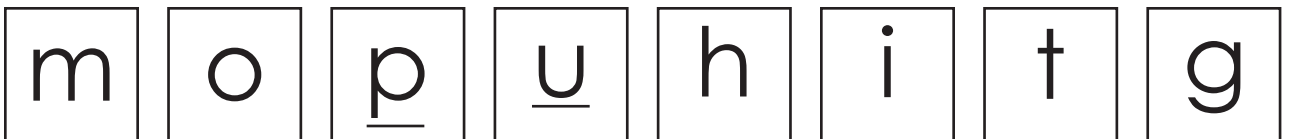
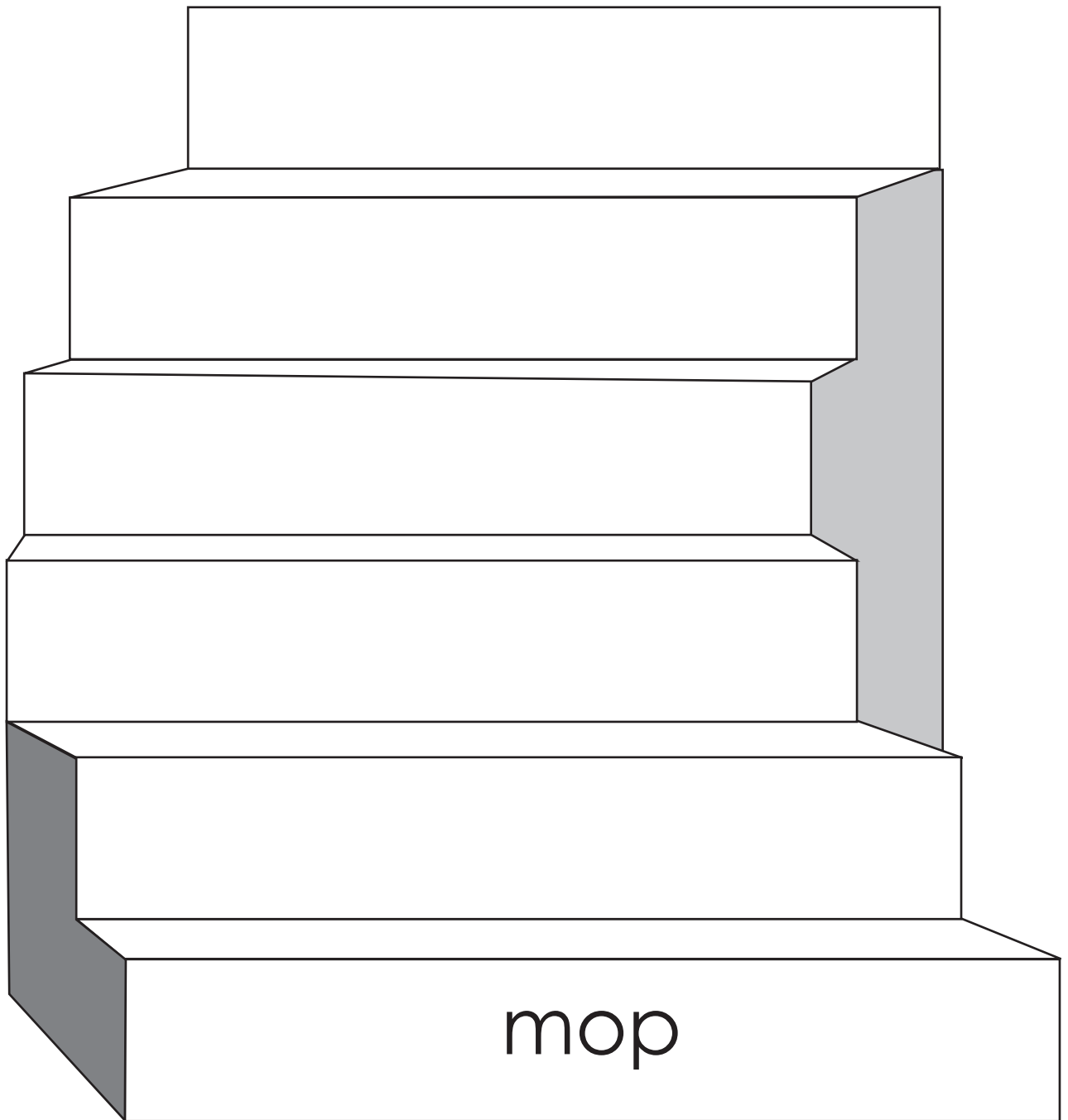
- ▶ Add letters and/or steps.
- ▶ Make word steps with other words (Activity Master P.083.AM1e).

Phonics

Word Steps

P.083.AM1a

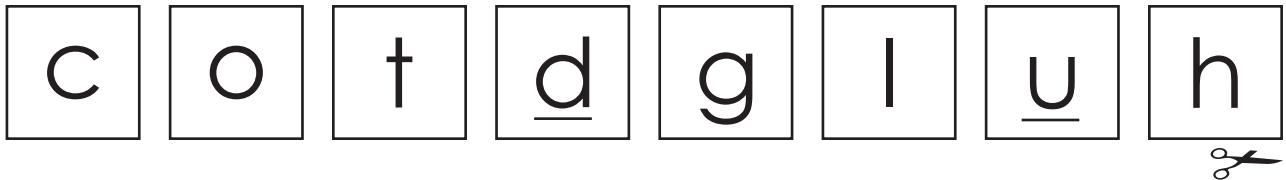
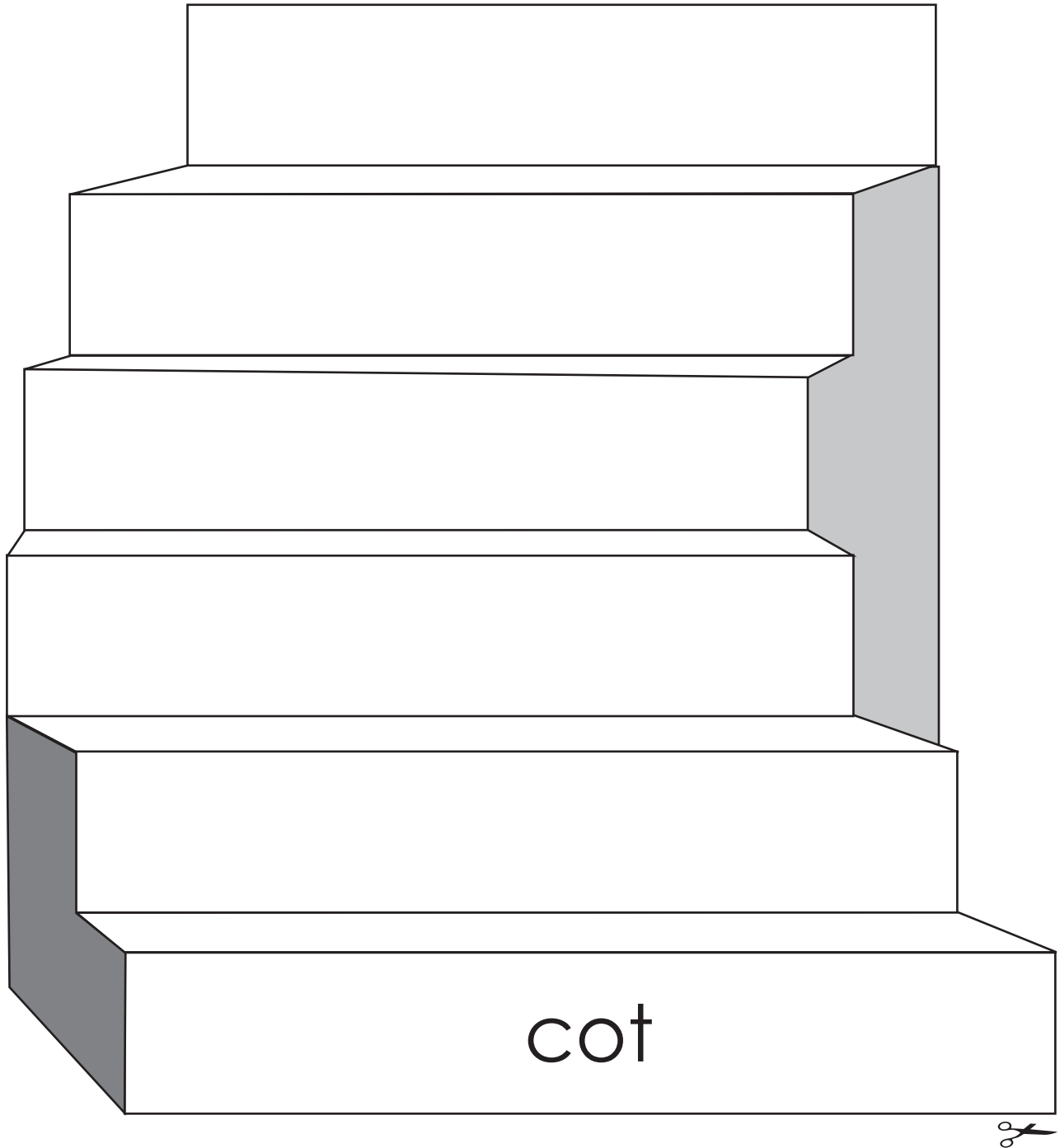


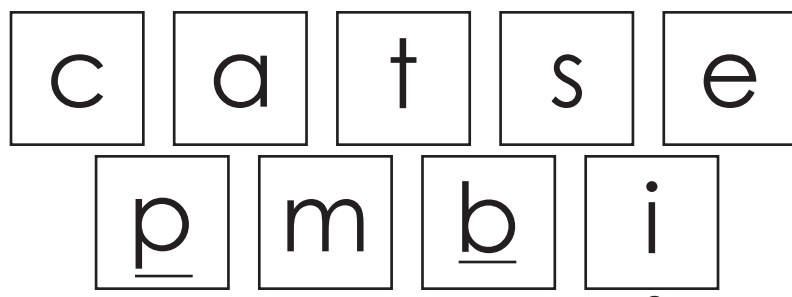
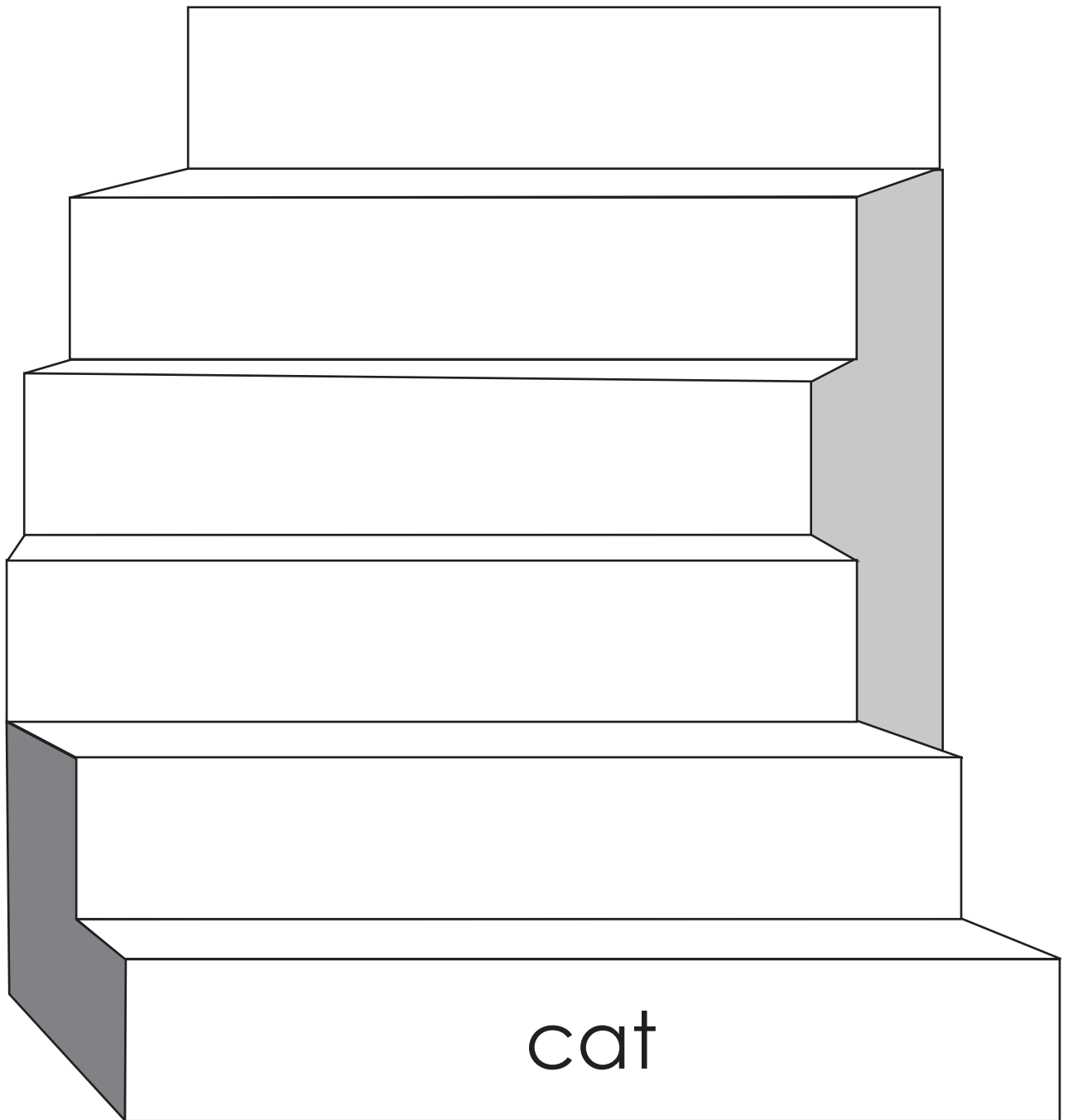


Phonics

Word Steps

P.083.AM1c

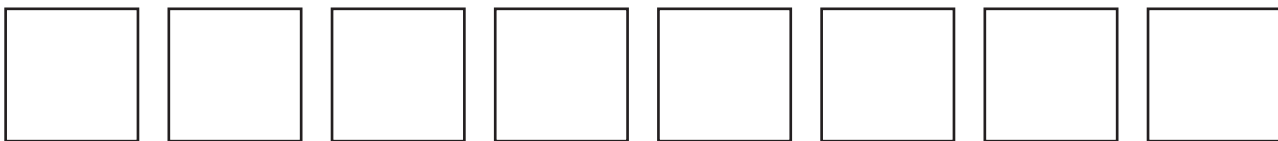
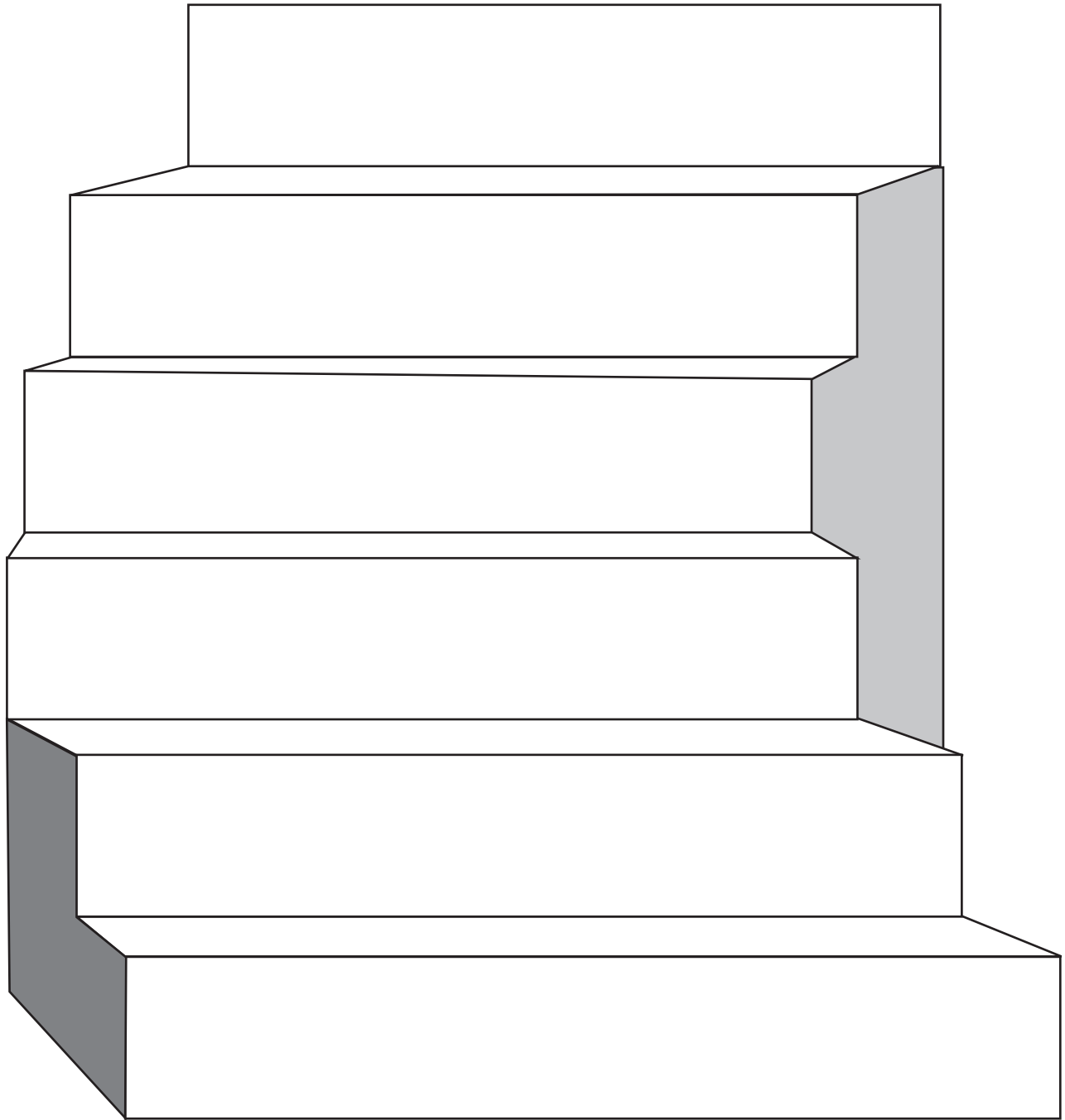




Phonics

Word Steps

P.083.AM1e





Objective

The student will manipulate sounds of letters in words.



Materials

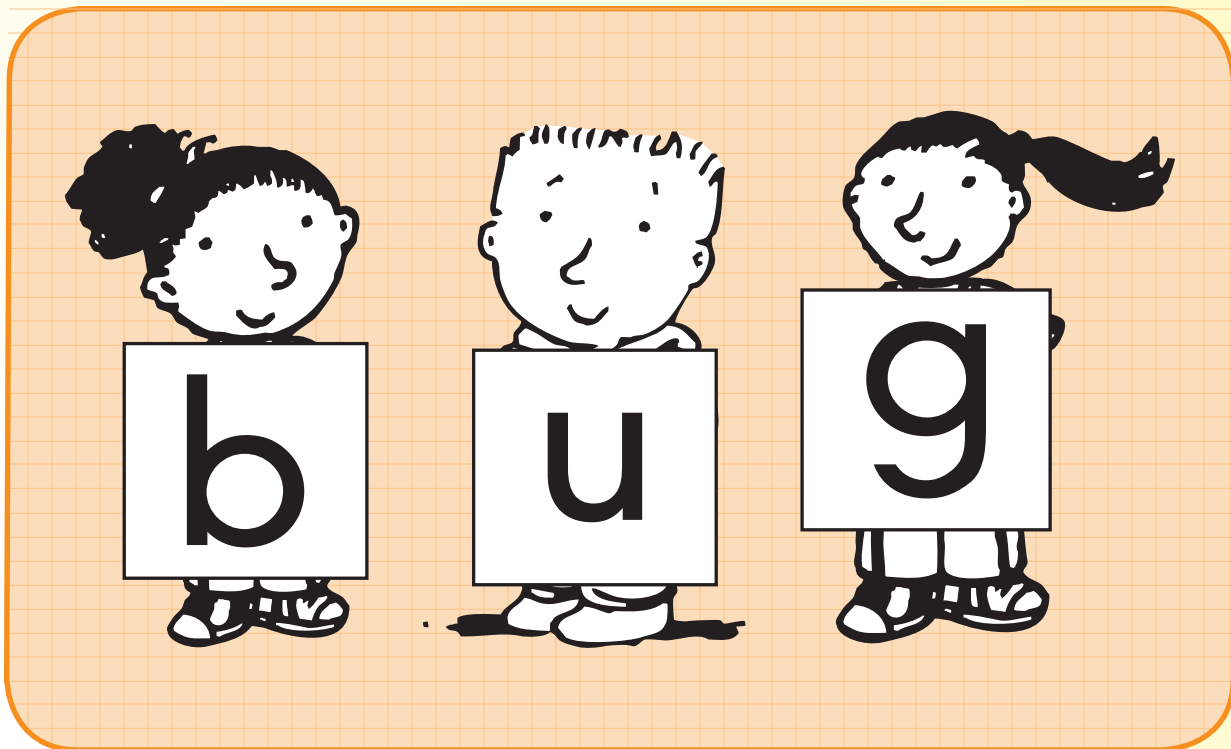
- ▶ Large letters
Write target letter(s) on large pieces of paper.
- ▶ Masking tape
- ▶ Paper
- ▶ Pencils



Activity

Students change body positions to manipulate letters and make words.

1. Place target letters on a flat surface. Place small strips of masking tape on the floor for students to position themselves.
2. Students select a letter (at least one student must take a vowel).
3. Say their letter sounds and position themselves to make a word (students may use a target list of words).
4. List the words on a sheet of paper.
5. Teacher evaluation



Extensions and Adaptations

- ▶ Complete an open sort using the compiled lists (e.g., word families).

Roly-Poly Words

 **Objective**

The student will identify high frequency words.

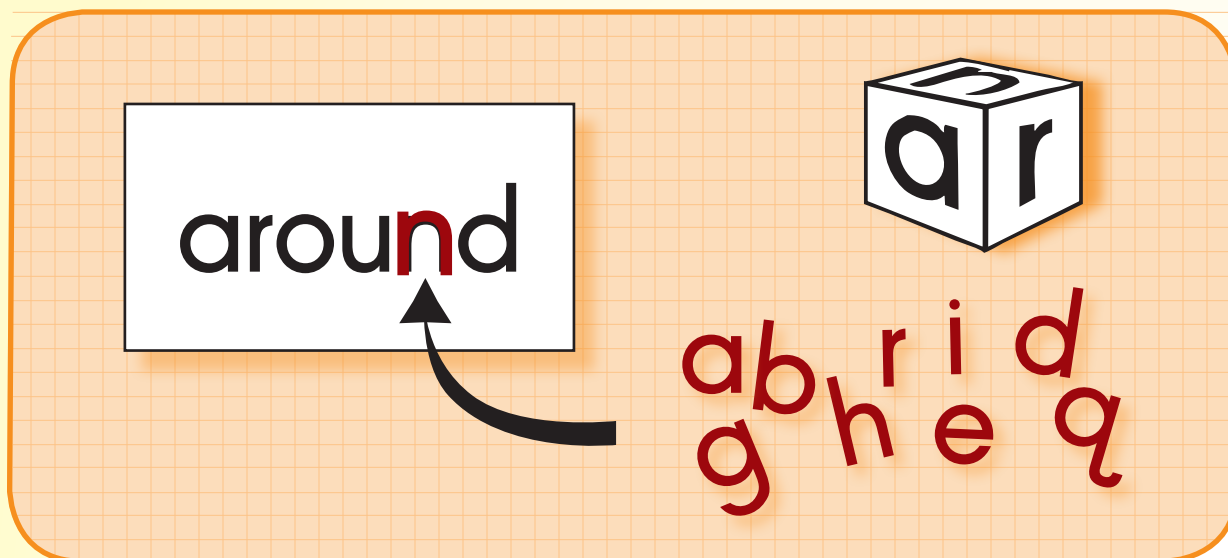
 **Materials**

- ▶ High frequency word cards (Activity Master P.085.AM1a - P.085.AM1f)
Choose target words.
- ▶ Letter dice or five small letter cubes (Activity Master P.085.AM2)
Select and write target letters on cubes.
- ▶ Paper cup
- ▶ *Place the letter dice in the cup.*
- ▶ Plastic letters
- ▶ Paper
- ▶ Colored pencils

 **Activity**

Students roll letter dice and match letters to high frequency word cards.

1. Stack the word cards on a flat surface. Place the cup of letter dice and the plastic letters next to the stack.
2. Taking turns, students draw a word card and roll the letter dice.
3. If the letter dice match letters on the word card, place the plastic letters on the word.
4. Continue the game until one word is covered.
5. Read each completed word aloud and record on paper.
6. Trade cards and play again.
7. Teacher evaluation

 **Extensions and Adaptations**

- ▶ Make other word cards (Activity Master P.085.AM1g).

a

about

along

answer

are

around

away

because



Phonics

Roly-Poly Words

P.085.AM1b

been

carry

come

could

does

earth

eye

four



I

know

learn

more

of

one

other

our



Phonics

Roly-Poly Words

P.085.AM1d

people

said

school

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through



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Phonics

Roly-Poly Words

P.085.AMIf

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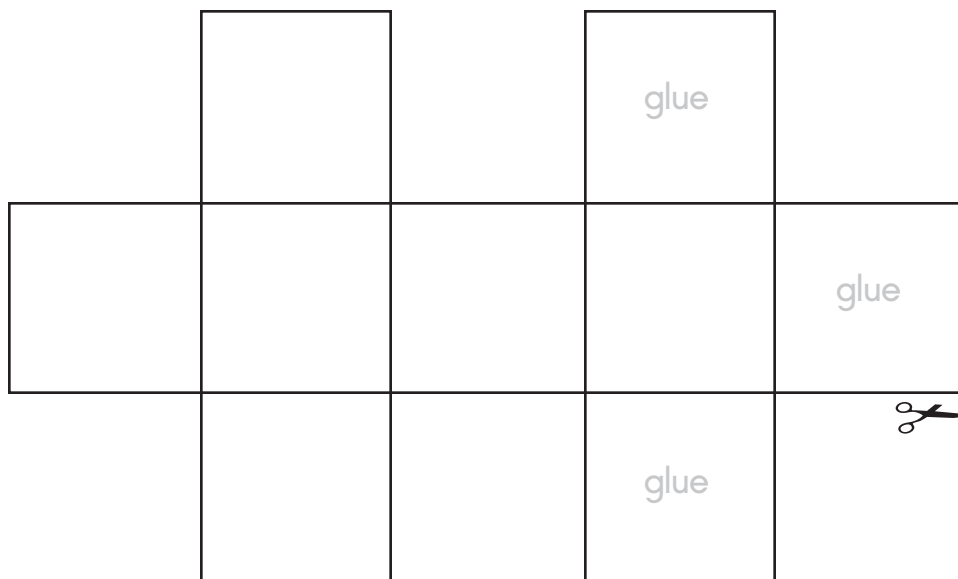
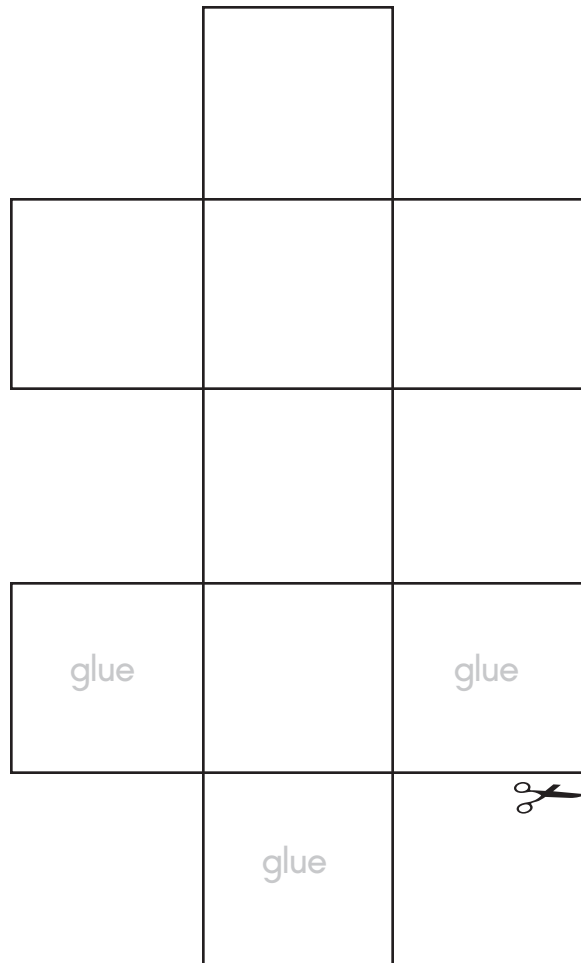
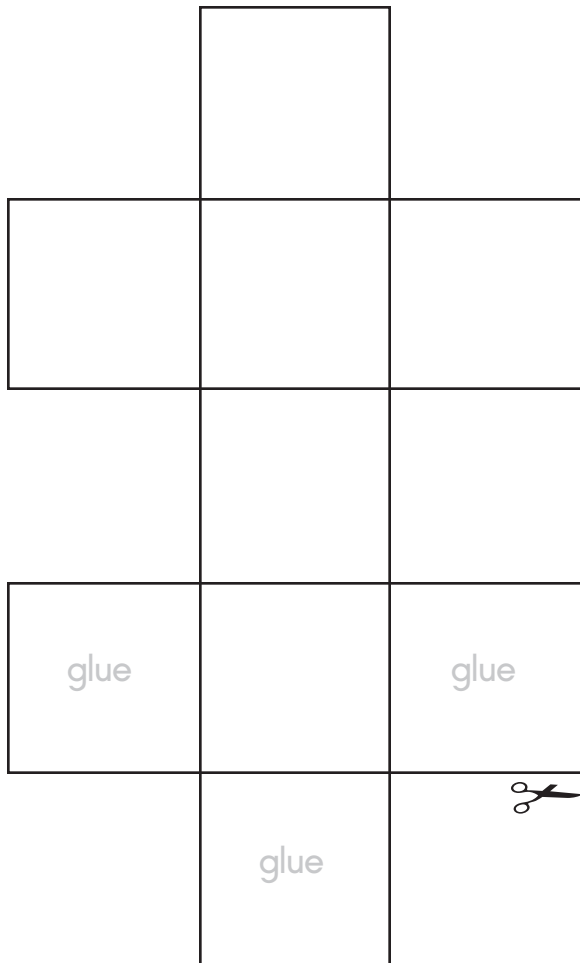




Phonics

Roly-Poly Words

P.085.AM2





Objective

The student will identify high frequency words.

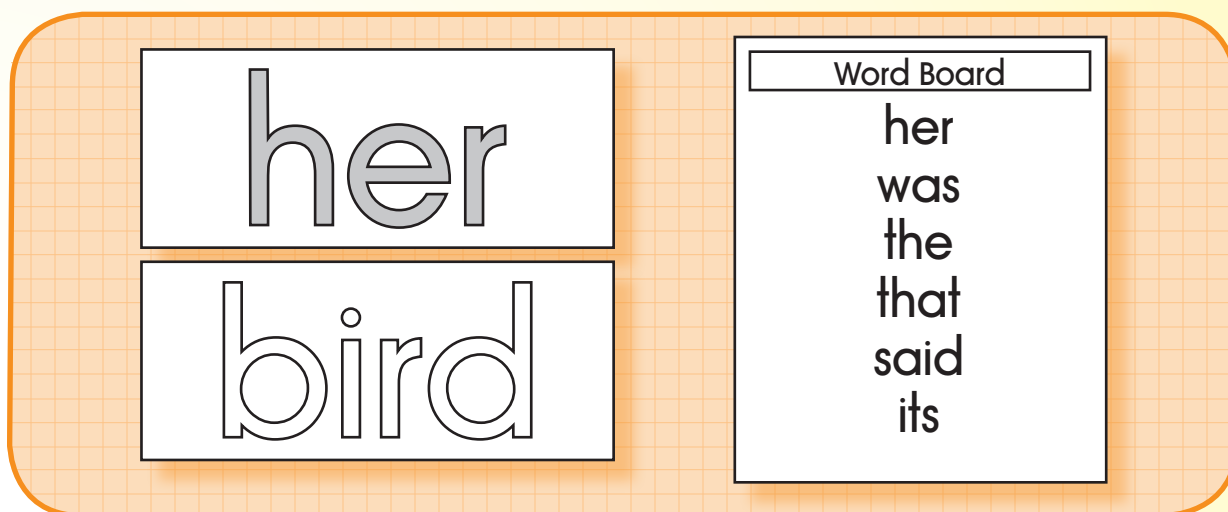
Materials

- ▶ Tactile word patterns (Activity Master P.086.AM1a - P.086.AM1d)
Make word cards using sandpaper, bubble wrap, corrugated cardboard, salt, rice, or textured fabric.
- ▶ Tray
Place the tactile words on the tray.
- ▶ Word Board student sheet (Activity Master P.086.SS)
- ▶ Magazines or newspapers
Cut into 11 x 12 inch rectangles
Review the newspaper pages to ensure the information is appropriate for young children.
- ▶ Scissors
- ▶ Glue
- ▶ Pencil

Activity

Students trace and write high frequency words and then find them in the newspaper.

1. Place the tray of tactile words and the newspaper on a flat surface. Provide the student with a student sheet.
2. The student selects a tactile word and traces it with "lead fingers."
3. Writes the word on the Word Board.
4. Finds the target word in the newspaper, cuts it out, and glues it beside the matching word on the student sheet.
5. Continues the activity with another target word.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Use other high frequency words.
- ▶ Encourage students to bring words from home to add to a class word board.

Phonics

Sandpaper Words

P.086.AM1a

was

the

and



he

she

are



Phonics

Sandpaper Words

P.086.AM1c

is

said

that



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of

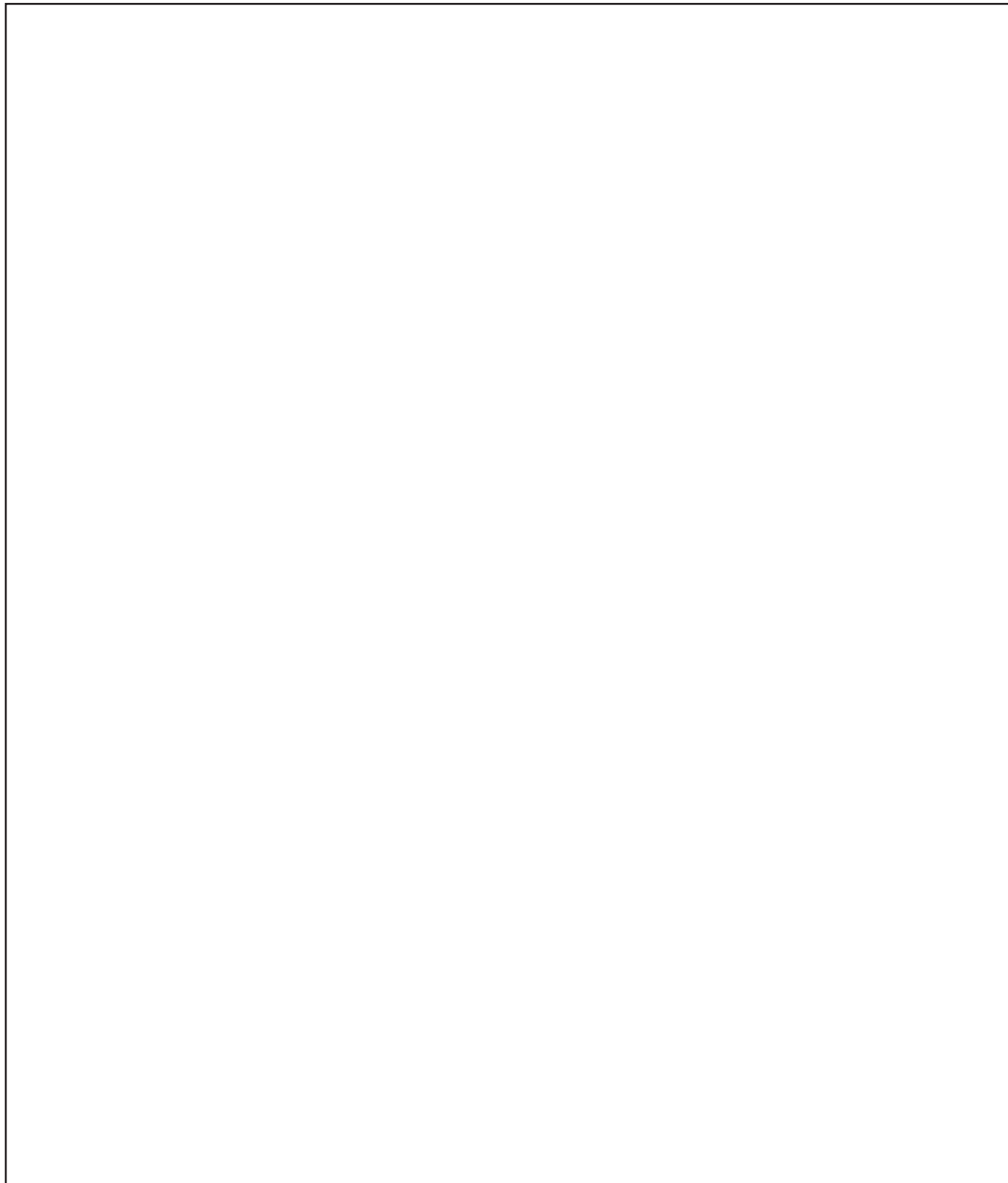
to

Name _____

Sandpaper Words

P.086.SS

Word Board

A large, empty rectangular box with a thin black border, intended for students to write words from the 'Sandpaper Words' list. The box is currently blank.



Objective

The student will identify high frequency words.

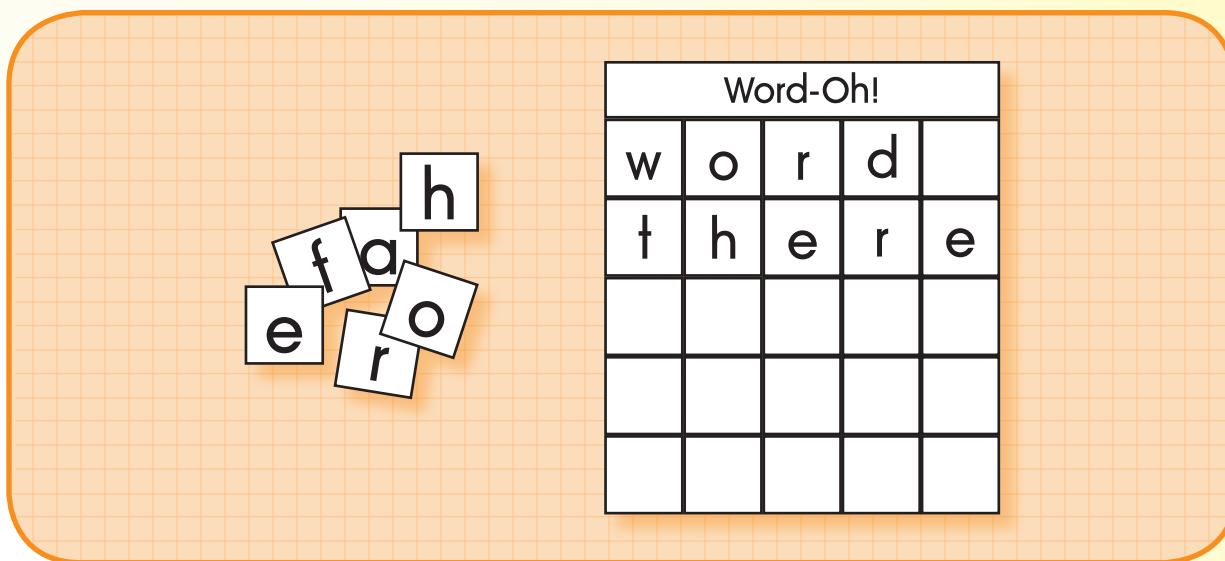
Materials

- ▶ High frequency word list (Activity Master P.HFL.001 - P.HFL.050)
Select a set of five word cards for each student.
- ▶ Word-Oh! board (Activity Master P.087.SS)
- ▶ Letter tiles (Activity Master P.071.AM1)
Make multiple copies of letters to match words.
- ▶ Markers

Activity

Students write words on a Word-Oh! board and match letter tiles to the words.

1. Provide each student with a Word-Oh! board, five word cards, a set of letter tiles, and a marker.
2. The students copy each of their words on a Word-Oh! board (one word on a row and one letter in a box). Select letter tiles corresponding to words.
3. Turn the letter tiles face down.
4. Taking turns, the students turn over a letter tile, look for it on their Word-Oh! board, and place the tile over a match.
5. If no match, turn the letter tile over and the next student proceeds.
6. Continue until one student has three or more words covered.
7. Say each word.
8. Peer evaluation



The illustration shows a collection of letter tiles on the left and a Word-Oh! board on the right. The letter tiles are scattered and include the letters e, f, a, h, r, and o. The Word-Oh! board is a 5x5 grid with the words 'word' and 'there' written in the first two rows. The first row contains 'w', 'o', 'r', 'd', and an empty space. The second row contains 't', 'h', 'e', 'r', 'e'. The remaining three rows are empty.

Word-Oh!				
w	o	r	d	
t	h	e	r	e

Extensions and Adaptations

- ▶ Use words to write sentences.
- ▶ Use other target words.
- ▶ Use shape, number, or color words.

Name _____

Word-Oh!

P.087.SS

Word-Oh!





Objective

The student will identify high frequency words.

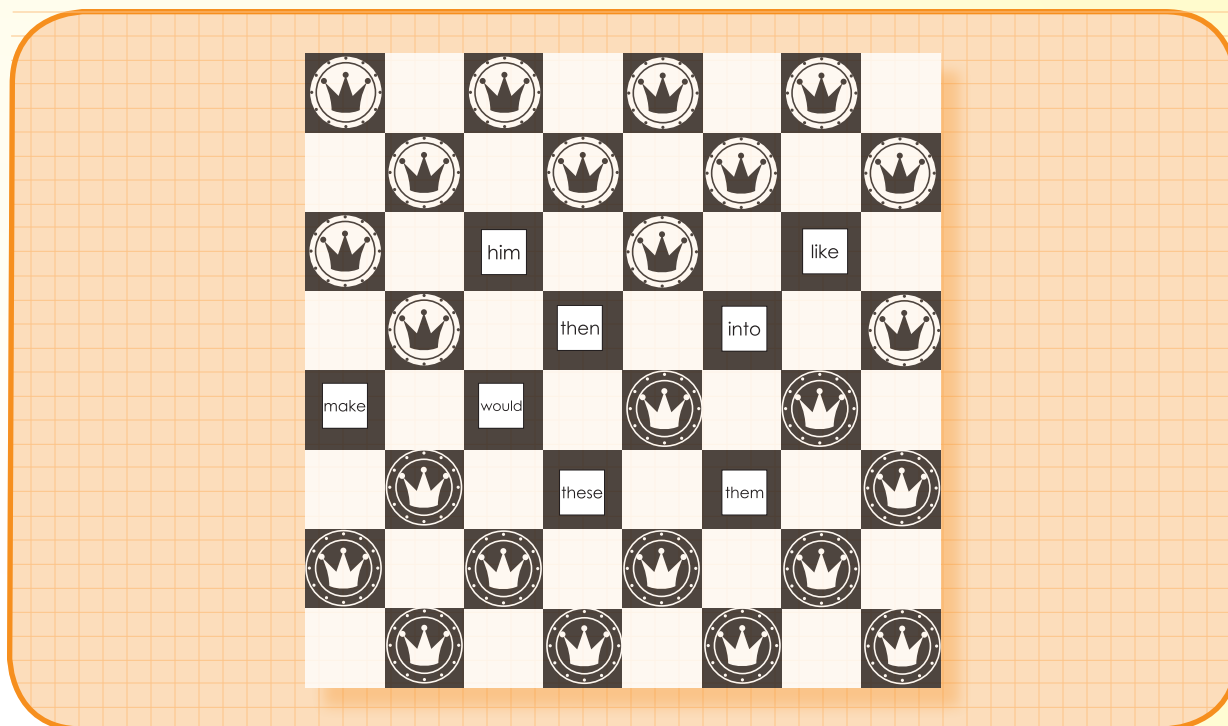
Materials

- ▶ High frequency word list (Activity Master P.HFL.001 - P.HFL.050)
Choose target words.
- ▶ Checkerboard and checkers (Activity Master P.088.AM1 - P.088.AM2)
Other options: use an old game set or make out of a construction paper and poster board
- ▶ Labels to fit squares
Write chosen target high frequency words on labels or directly on the squares of the game board.
- ▶ Black markers
Use to write target words on labels.

Activity

Students play a checker game reading the words on the squares.

1. Place the checker game on a flat surface with the white square to the student's left.
2. Taking turns, students move a checker and read the word on the square.
3. If unable to read the word, the student returns to the previous square.
4. Continue the game until one student reaches the opposite side of the board.
5. Peer evaluation



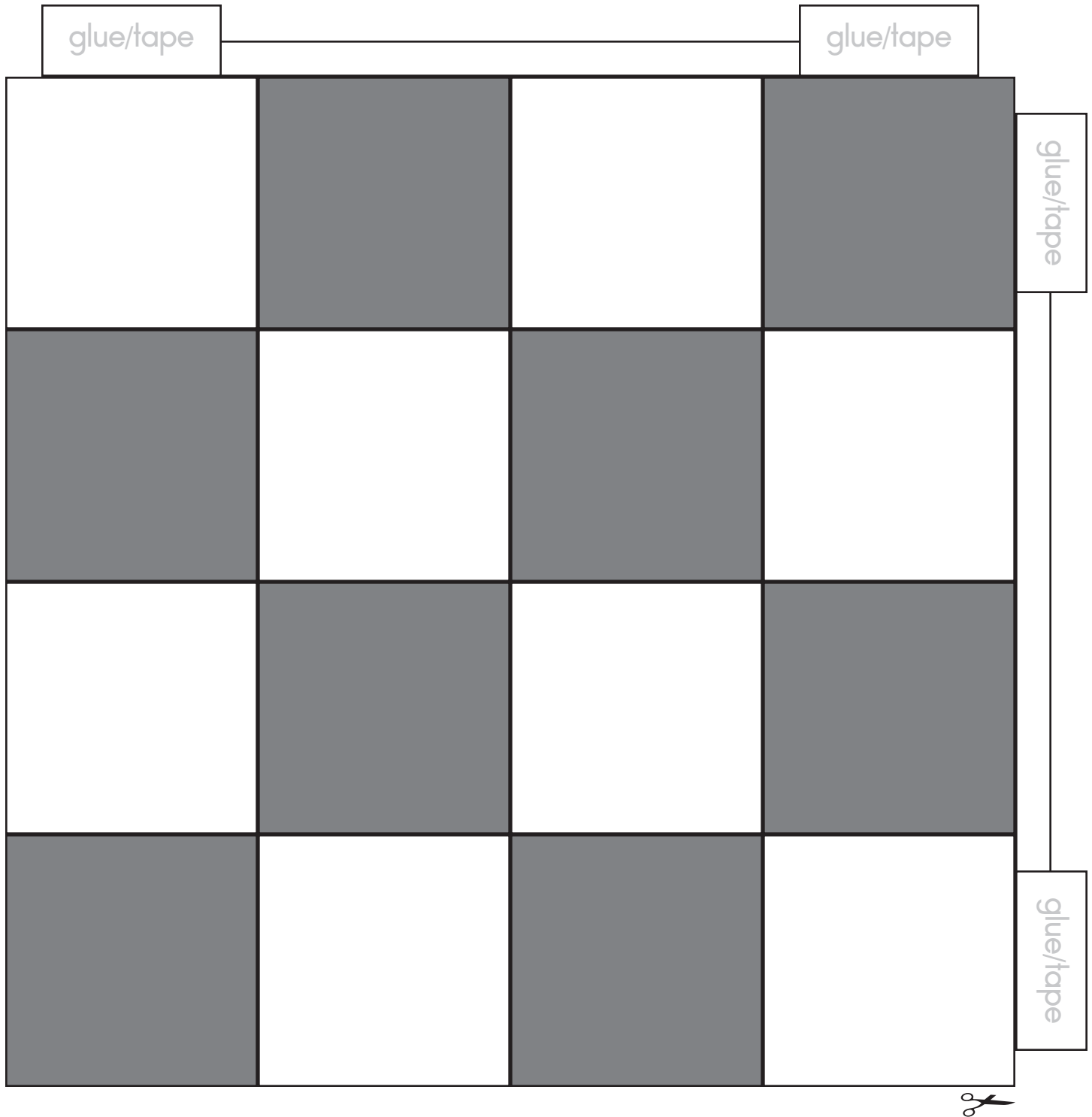
Extensions and Adaptations

- ▶ Use other high frequency words.
- ▶ Make a board using Velcro to swap words.

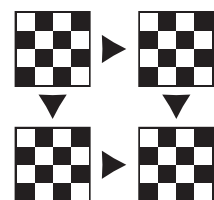
Phonics

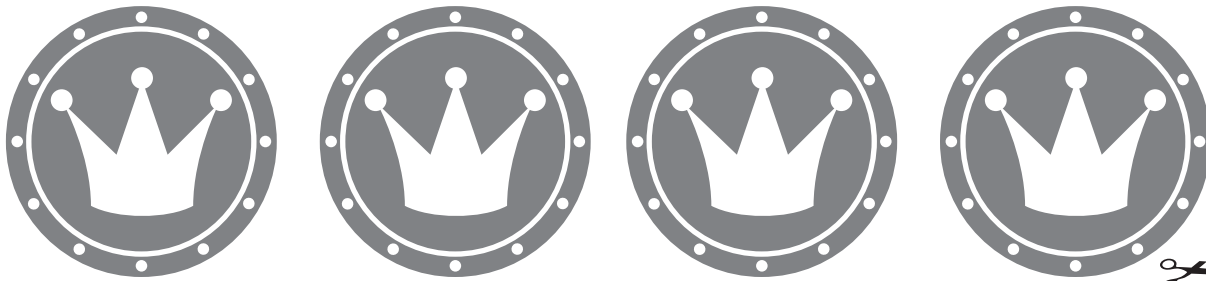
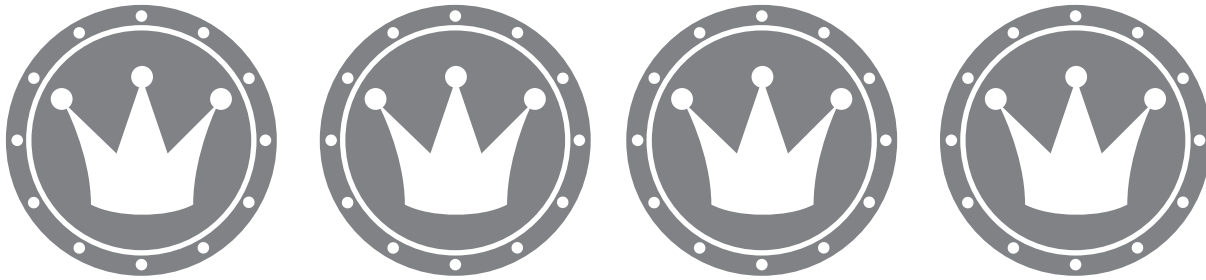
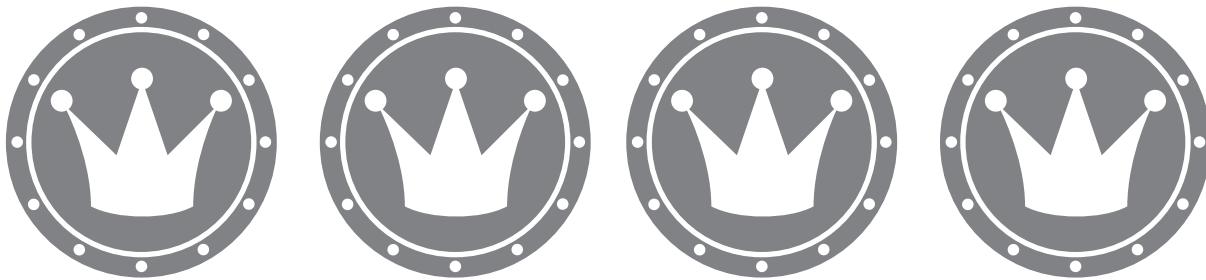
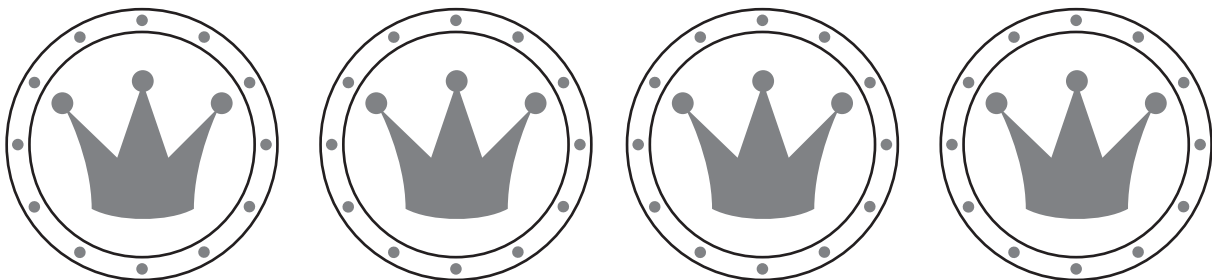
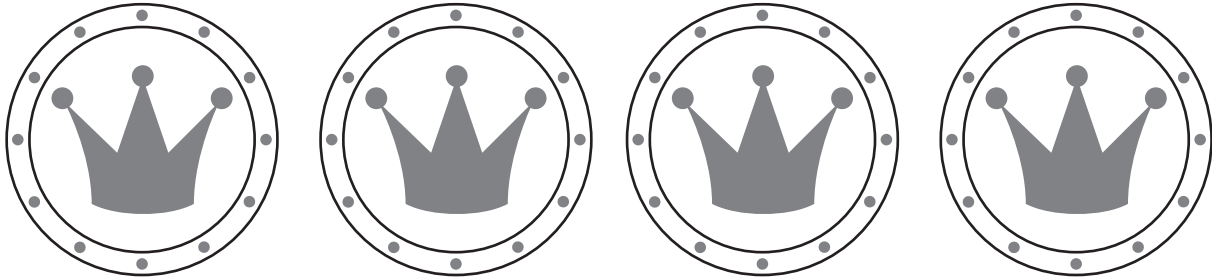
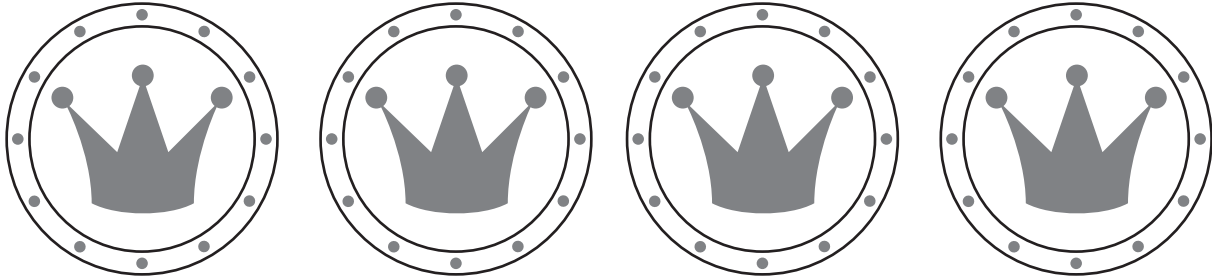
Word Checkers

P.088.AMI



Make four copies of this sheet on card stock and connect them together as shown for a full size checker board.





Word Fishing

Objective

The student will identify high frequency words.

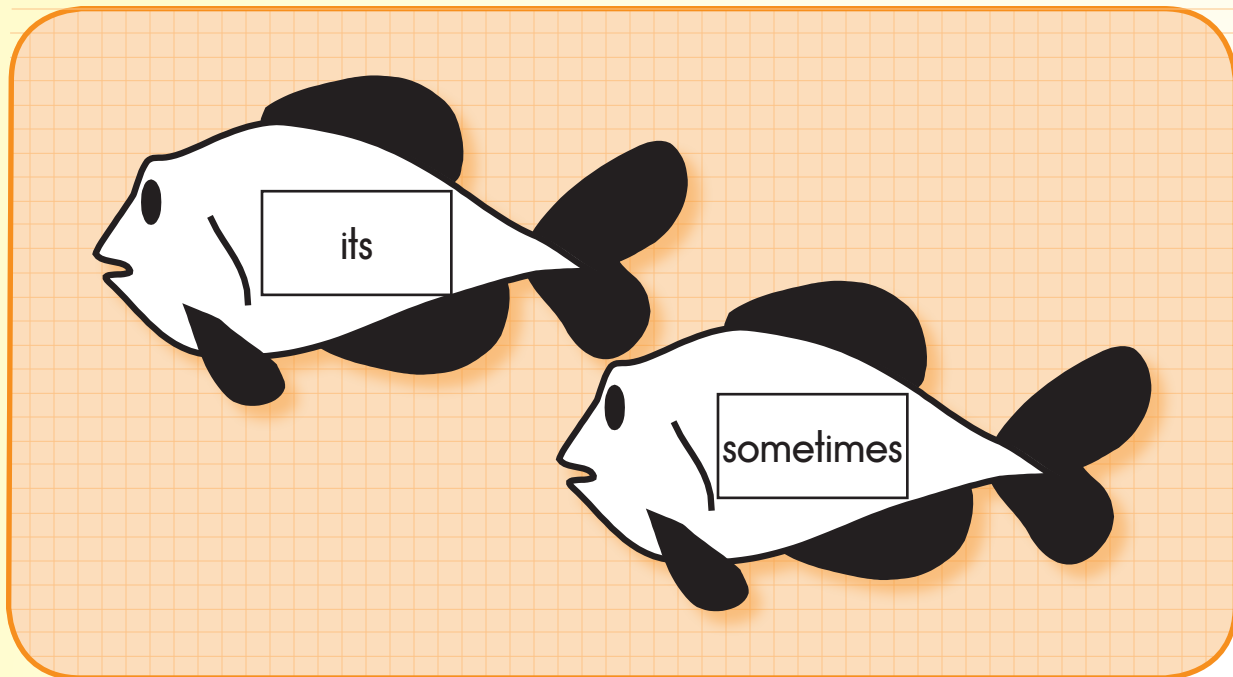
Materials

- ▶ High frequency word list (Activity Master P.HFL.001 - P.HFL.050)
Select target words.
- ▶ Fish pattern (Activity Master P.089.AM1)
Glue target high frequency word cards to fish pattern.
Attach a paper clip to each fish.
- ▶ Container for a "pond" (e.g., plastic fish bowl, paper bag)
Place word cards in the container.
- ▶ Fishing pole (e.g., tie string to a ruler and attach a magnet)

Activity

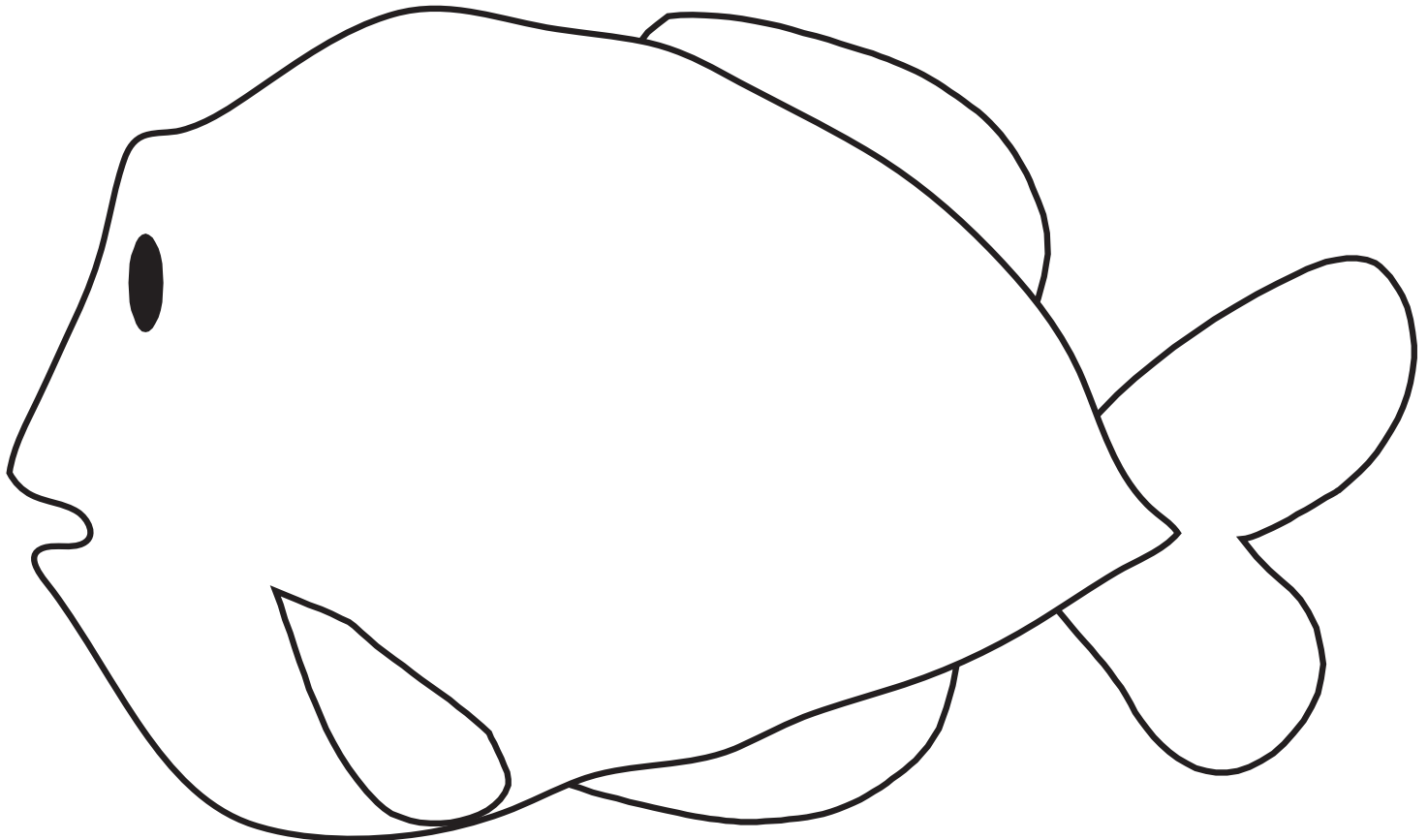
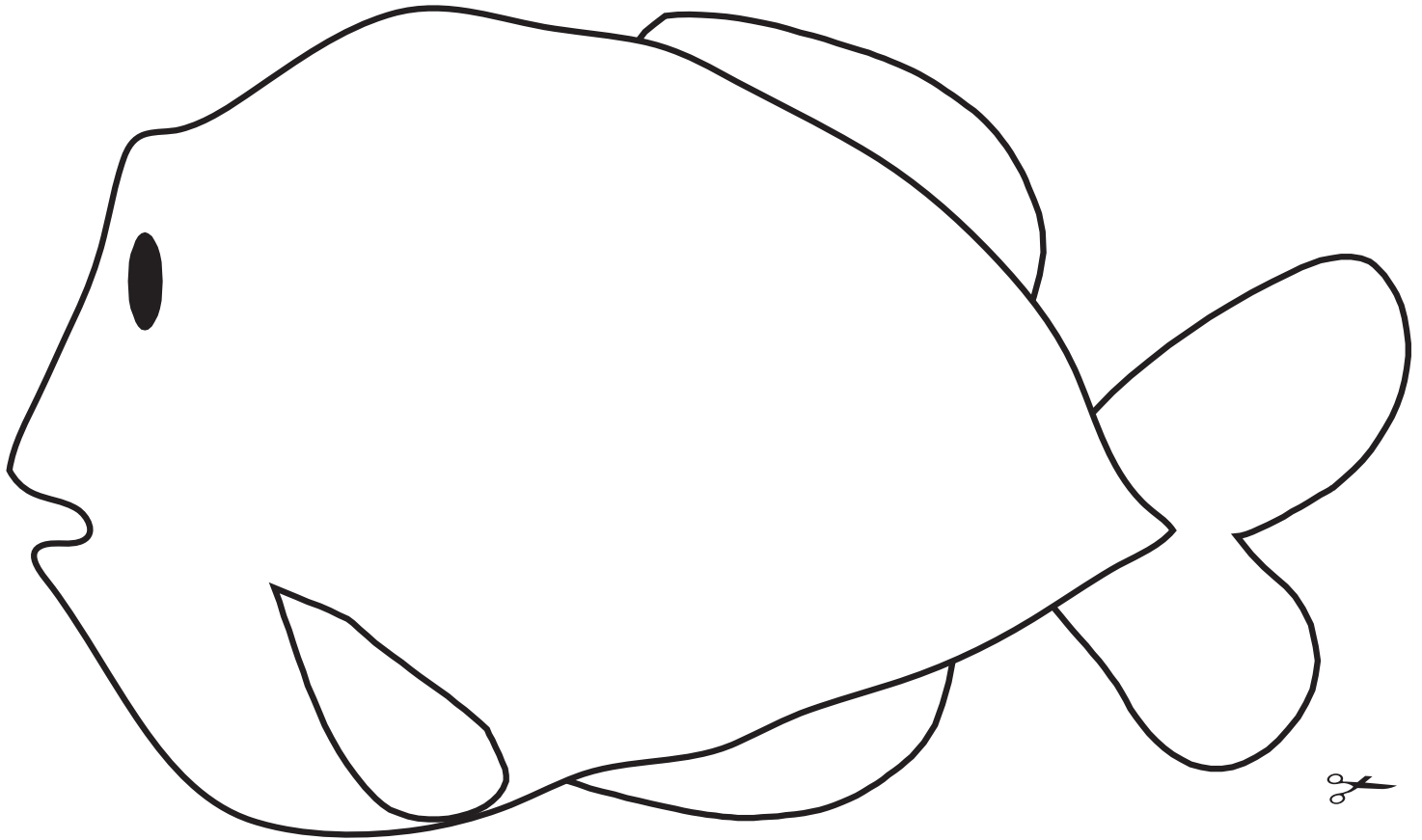
Students play a "fishing" game by reading words.

1. Place container and fishing pole on a table.
2. Taking turns, students "fish" (e.g., close eyes and select a word from the "pond" or use the "fishing" pole).
3. Read the word and if correct, keep the fish word card. If not correct, put the word card back in the "pond."
4. Peer evaluation



Extensions and Adaptations

- ▶ Write the words that are "caught."
- ▶ Write a fishing story using the words "caught."



Word Baseball

Objective

The student will identify high frequency words.

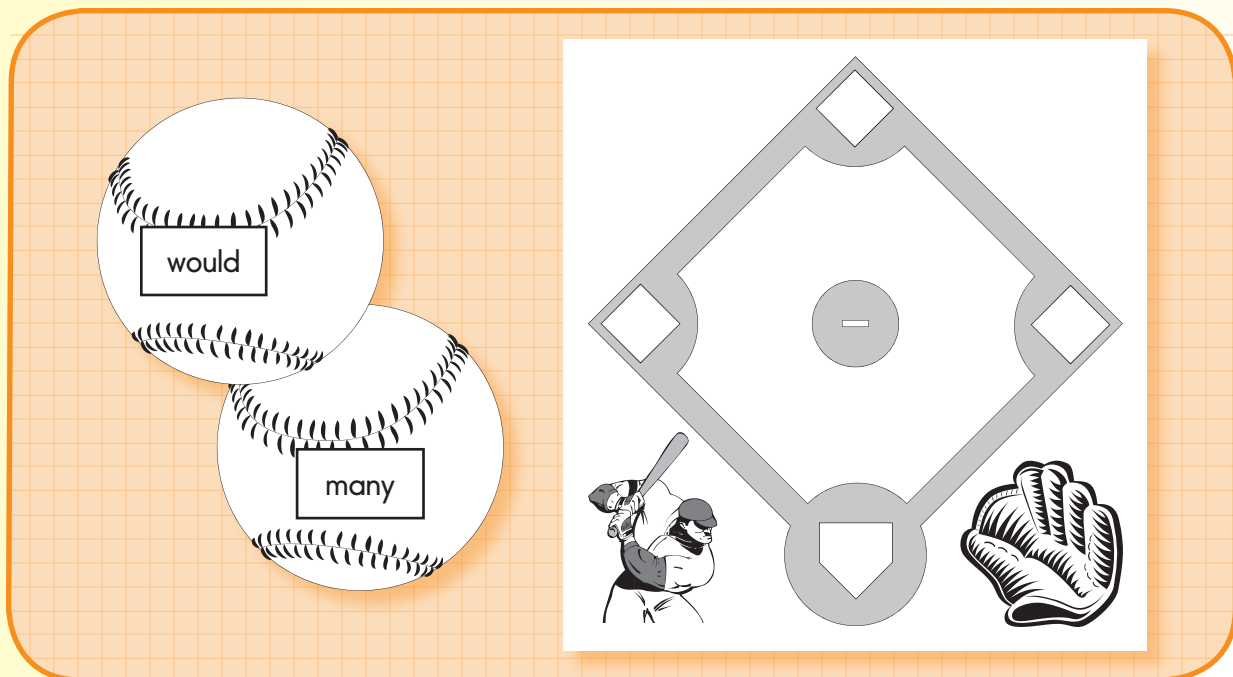
Materials

- ▶ High frequency word list (Activity Master P.HFL.001 - P.HFL.050)
Select 25-to-50 target words.
- ▶ Baseball pattern (Activity Master P.090.AM1)
Copy enough baseballs for all target words. Write target words or glue selected word cards to baseballs.
- ▶ Word Baseball game board (Activity Master P.090.AM2)
- ▶ Game pieces (e.g., counters)

Activity

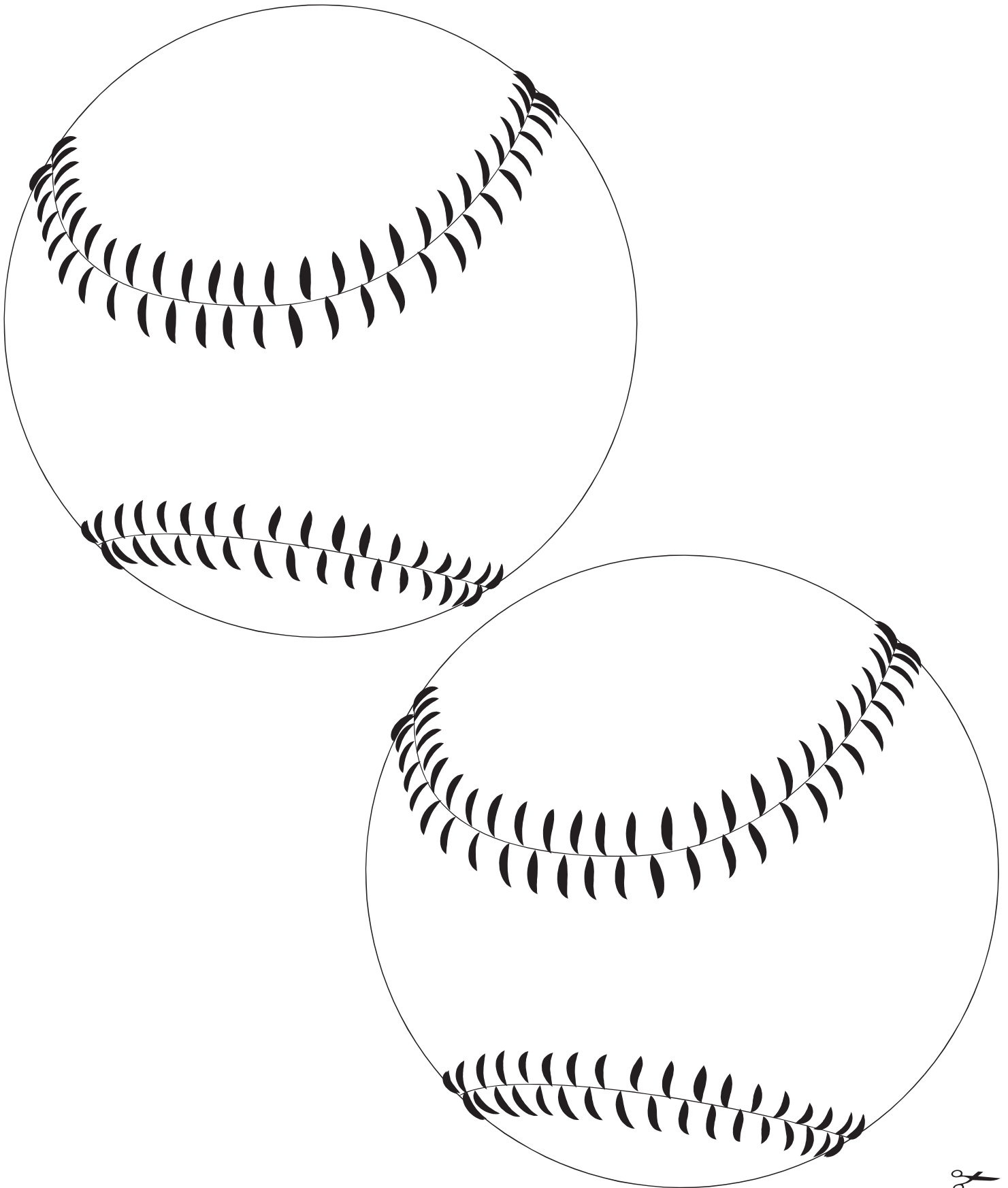
Students play a baseball game reading words.

1. Place the baseball word cards and game board on a flat surface.
2. Divided into two teams, students take turns drawing a baseball from the stack. The first player reads a word and moves his game piece to first base. If he is unable to read the word, his team receives an out.
3. The team "at bat" continues to advance to the bases.
4. After three outs, switch teams. Depending on the time, innings may be limited.
5. Peer evaluation



Extensions and Adaptations

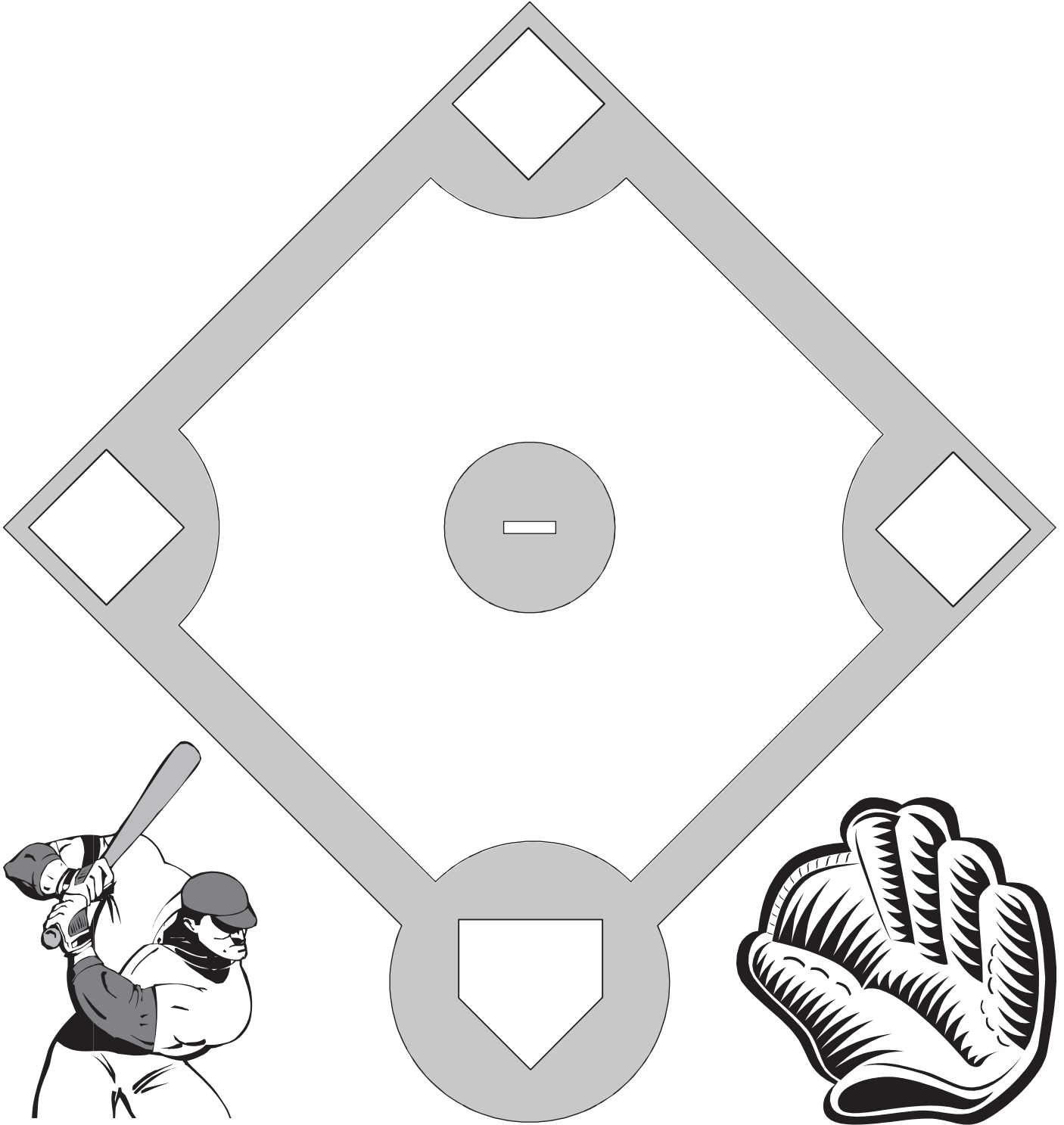
- ▶ Play using contraction word cards (e.g., place "don't" on word card and the students say "do not").



Phonics

Word Baseball

P.090.AM2





Objective

The student will identify high frequency words.

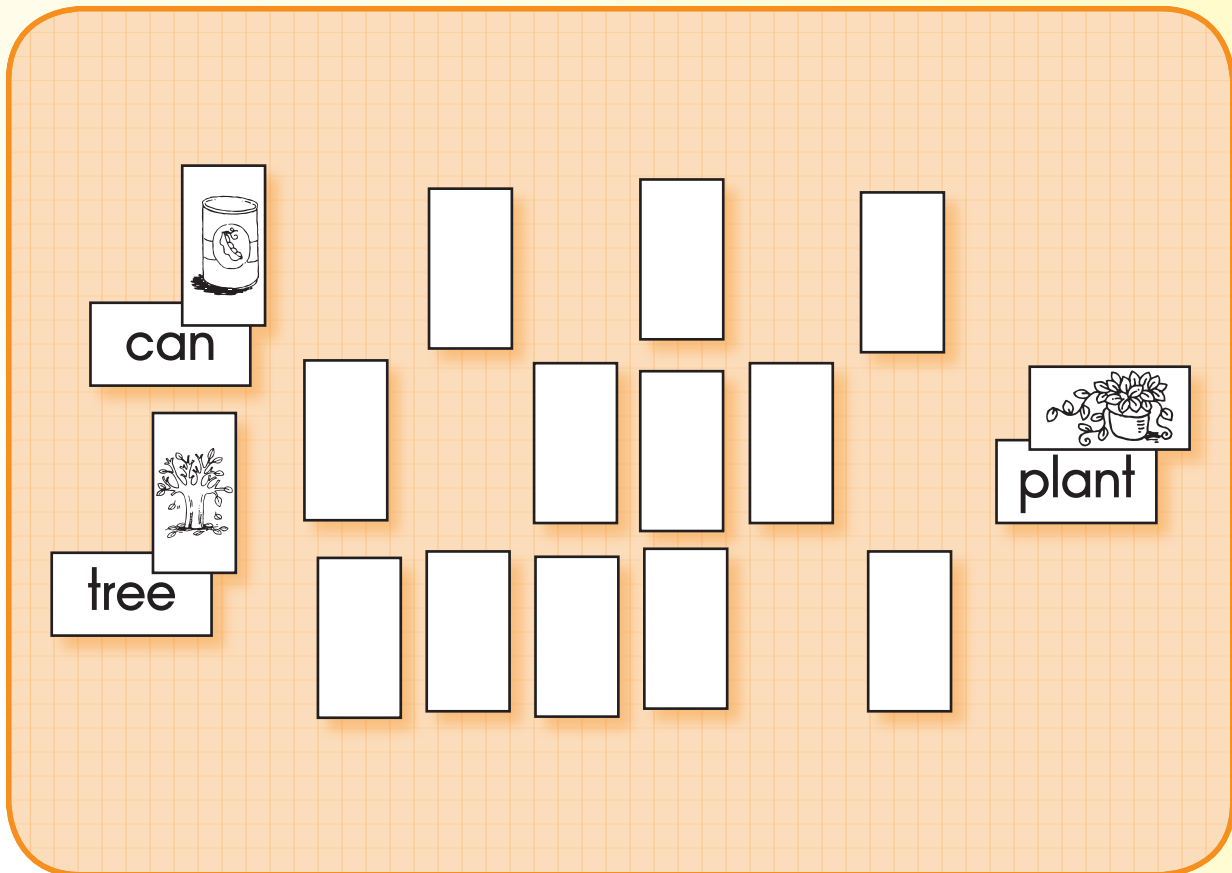
Materials

- ▶ Word Memory Game cards (Activity Master P.091.AM1a - P.091.AM1c)

Activity

Students play a memory game matching word and picture cards.

1. Place Word Memory Game cards face down in rows.
2. Taking turns, the student turns over two cards.
3. If a picture-word match is made, the student reads the word and keeps the cards.
4. If a match is not made, places each card face down in the original spot.
5. Reverse roles and continue until all the matches are made.
6. Peer evaluation



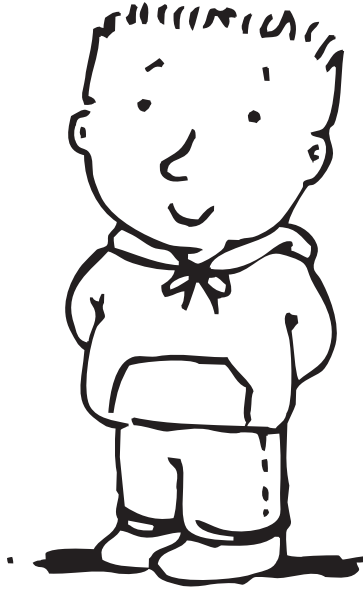
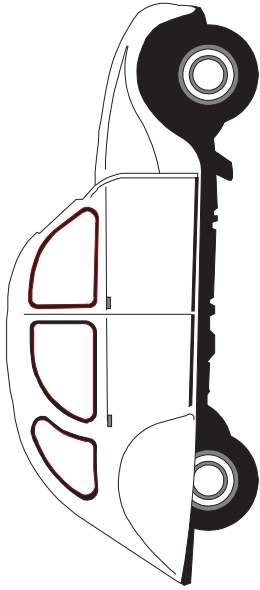
Extensions and Adaptations

- ▶ Make more picture and word cards to play game (Activity Master P.091.AM1d).
- ▶ Match letters to initial sound pictures or words.

Phonics

Word Memory Game

P.091.AM1a

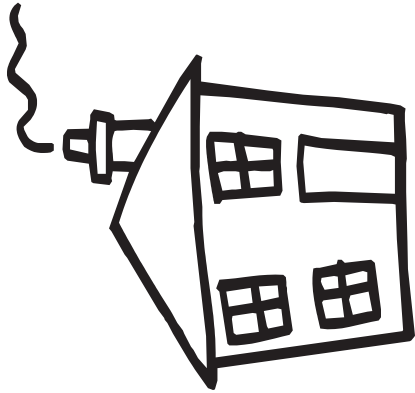


car

boy

tree





house

can

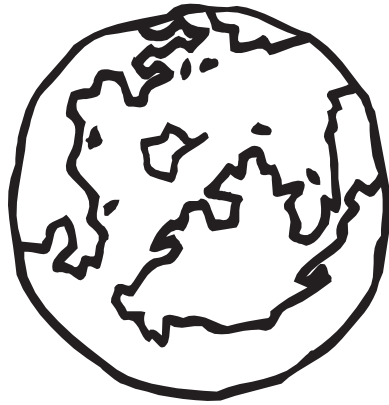
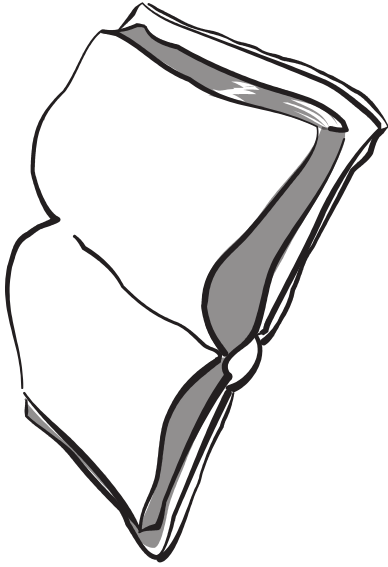
plant



Phonics

Word Memory Game

P.091.AM1c



book

earth

three





Word Bowling

Objective

The student will identify high frequency words.

Materials

- ▶ High frequency word list (Activity Master P.HFL.001 - P.HFL.050)
Select ten target words for each student.
- ▶ Bowling ball pattern (Activity Master P.092.AM2a - P.092.AM2b)
Copy one bowling ball for each target word. Write target words or glue word cards on bowling balls. Write a score from 1 to 10 on the back of each card, assigning the most difficult words the highest numbers.
- ▶ Word bowling score card (Activity Master P.092.AM1)
- ▶ Bag

Activity

Students play a bowling game reading words.

1. Place the bowling score sheet and a bag of bowling word cards on a flat surface.
2. Taking turns, students select a bowling ball word out of the bag and read it.
3. If the word is read correctly, the student receives the score written on the back of the card.
4. If the student cannot read the word, he receives no points for a "gutter ball."
5. Record points on the score card.
6. Continue until the score sheets are complete and tallied.
7. Peer evaluation

Word Bowling Score Card											
Name	1	2	3	4	5	6	7	8	9	10	Total
Danny	8	0	7	6							
Keisha	9	5	0								

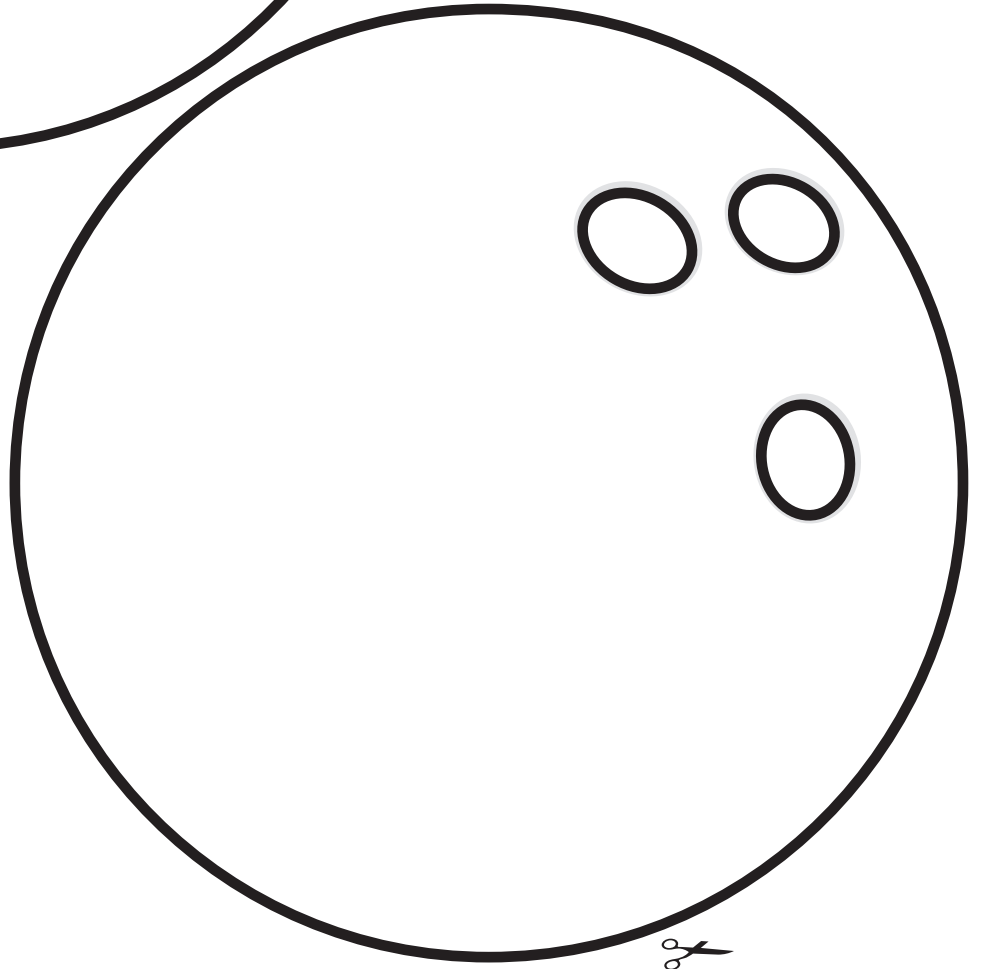
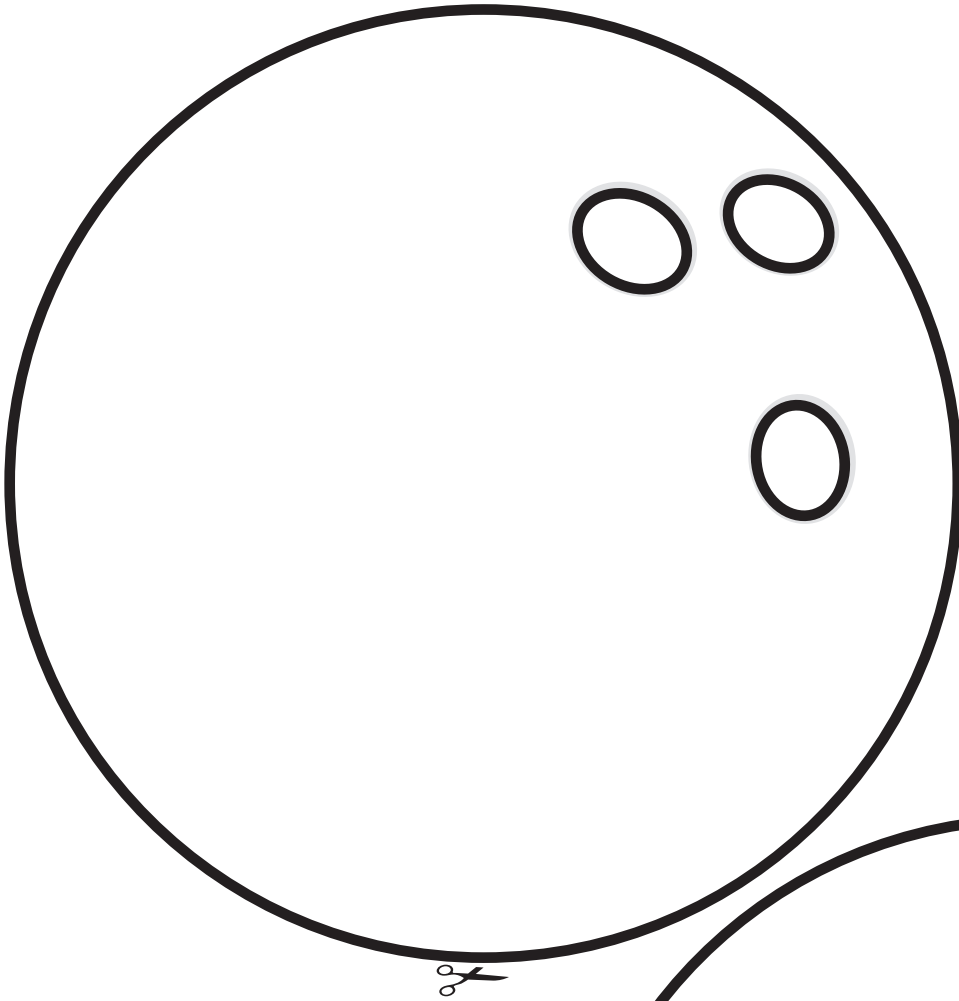
Extensions and Adaptations

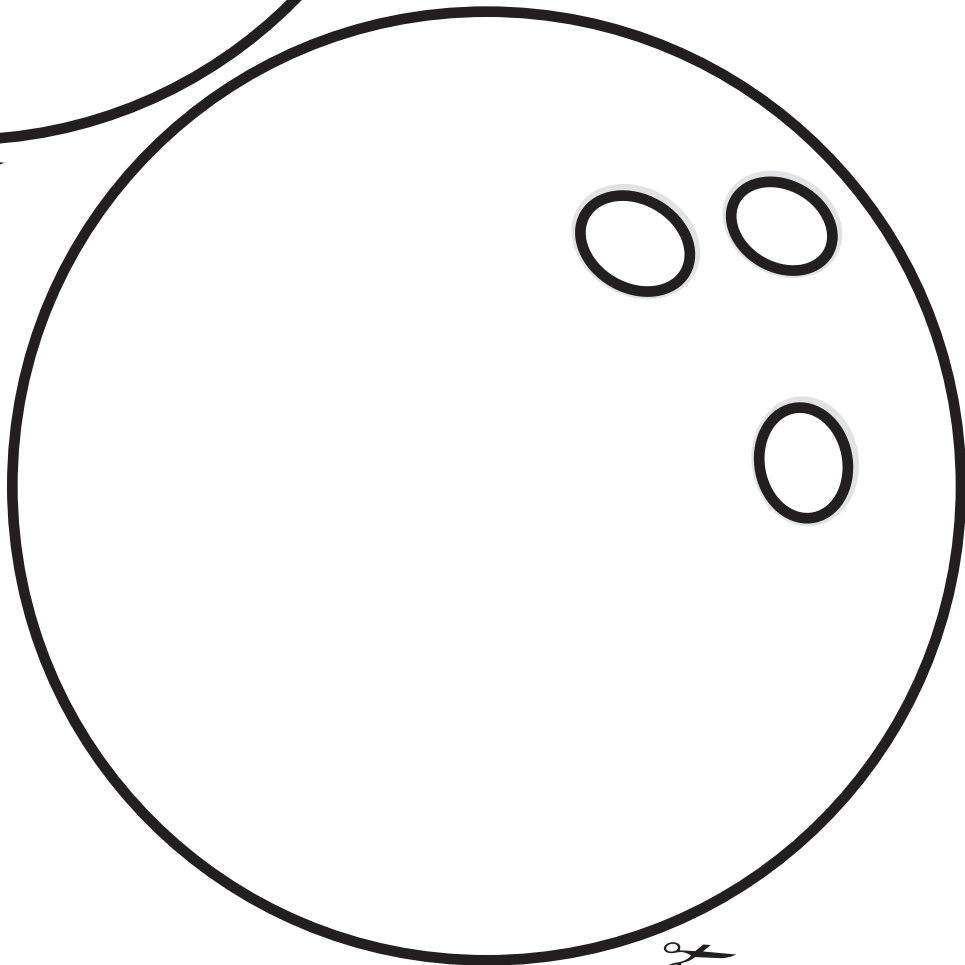
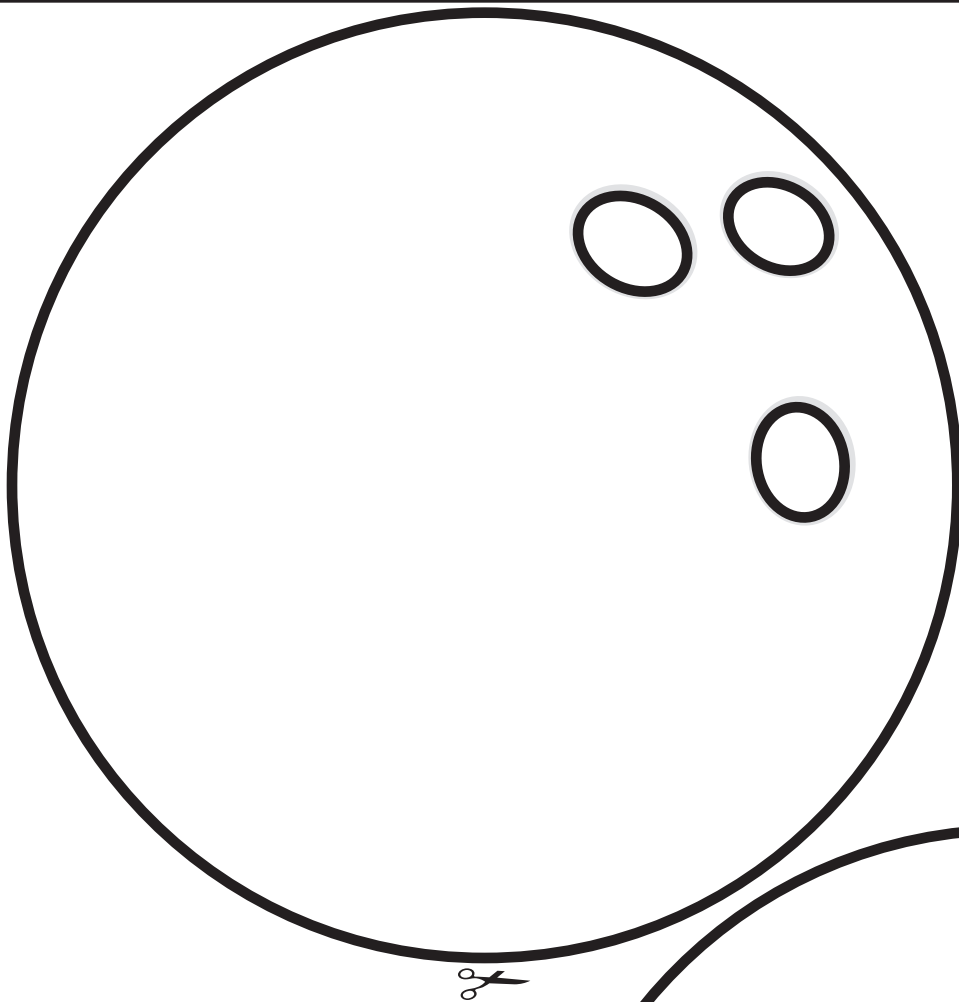
- ▶ Use sentences on bowling balls.

Phonics

Word Bowling

P.092.AM2a





Phonics

High Frequency Word List

P.HFL.001

These 300 sight words make up over 60% of all written material.

is

that

of

the

and

you



to	it	he
a	in	was



Phonics

High Frequency Word List

P.HFL.003

as

his

with

for

on

are



they	this
be	at
I	have



Phonics

High Frequency Word List

P.HFL.005

or

had

word

from

one

boy



were	what	we
but	not	all



Phonics

High Frequency Word List

P.HFL.007

your

can

use

when

said

there



an	she
each	do
which	how



Phonics

High Frequency Word List

P.HFL.009

first

water

been

their

if

will



oil	about	who
call	up	other



Phonics

High Frequency Word List

P.HFL.01 I

made

may

come

its

get

part



down	did
now	long
day	final



Phonics

High Frequency Word List

P.HFL.013

only

sound

little

over

take

new



know	out
work	year
place	many



Phonics

High Frequency Word List

P.HFL.015

her

make

into

like

him

would



these	time
some	them
so	then



Phonics

High Frequency Word List

P.HFL.017

has

write

more

look

two

go



number

could

no

see

people

way



Phonics

High Frequency Word List

P.HFL.019

my

than

live

me

back

give



thing

just

our

most

after

very



Phonics

High Frequency Word List

P.HFL.021

name

good

sentence

man

think

say



though	great
much	where
before	help



Phonics

High Frequency Word List

P.HFL.023

line

right

too

mean

old

any



same	follow
tell	came
boy	want



Phonics

High Frequency Word List

P.HFL.025

show

also

around

form

three

small



does	well
set	end
another	put



Phonics

High Frequency Word List

P.HFL.027

big

must

because

even

large

such



turn	went
ask	men
here	why



Phonics

High Frequency Word List

P.HFL.029

read

home

different

need

land

us



try	move
hand	kind
picture	again



Phonics

High Frequency Word List

P.HFL.03 I

spell

air

off

change

away

play



animal	letter
house	mother
point	page



Phonics

High Frequency Word List

P.HFL.033

near

answer

found

every

add

study



still	learn
should	America
high	world



Phonics

High Frequency Word List

P.HFL.035

food

between

own

below

country

plant



last	school
father	tree
keep	never



Phonics

High Frequency Word List

P.HFL.037

city

eye

though

start

earth

light



head	don't
under	story
saw	left



Phonics

High Frequency Word List

P.HFL.039

while

might

something

few

along

close



seem	open
begin	next
example	hard



Phonics

High Frequency Word List

P.HFL.041

always

both

together

life

those

paper



group	got
often	run
until	important



Phonics

High Frequency Word List

P.HFL.043

side

car

night

children

feet

mile



walk	white
grow	took
sea	began



Phonics

High Frequency Word List

P.HFL.045

four

state

book

river

carry

once



hear	stop
without	second
later	miss



Phonics

High Frequency Word List

P.HFL.047

face

watch

far

idea

enough

eat



really	color
let	almost
girl	above



Phonics

High Frequency Word List

P.HFL.049

mountain

talk

young

sometimes

soon

cut



list	song
family	leave
it's	being



Notes