



# Phonological Awareness

PA. 001

Rhyme

Rhyme or No Rhyme

## Objective

The student will recognize rhyming words.

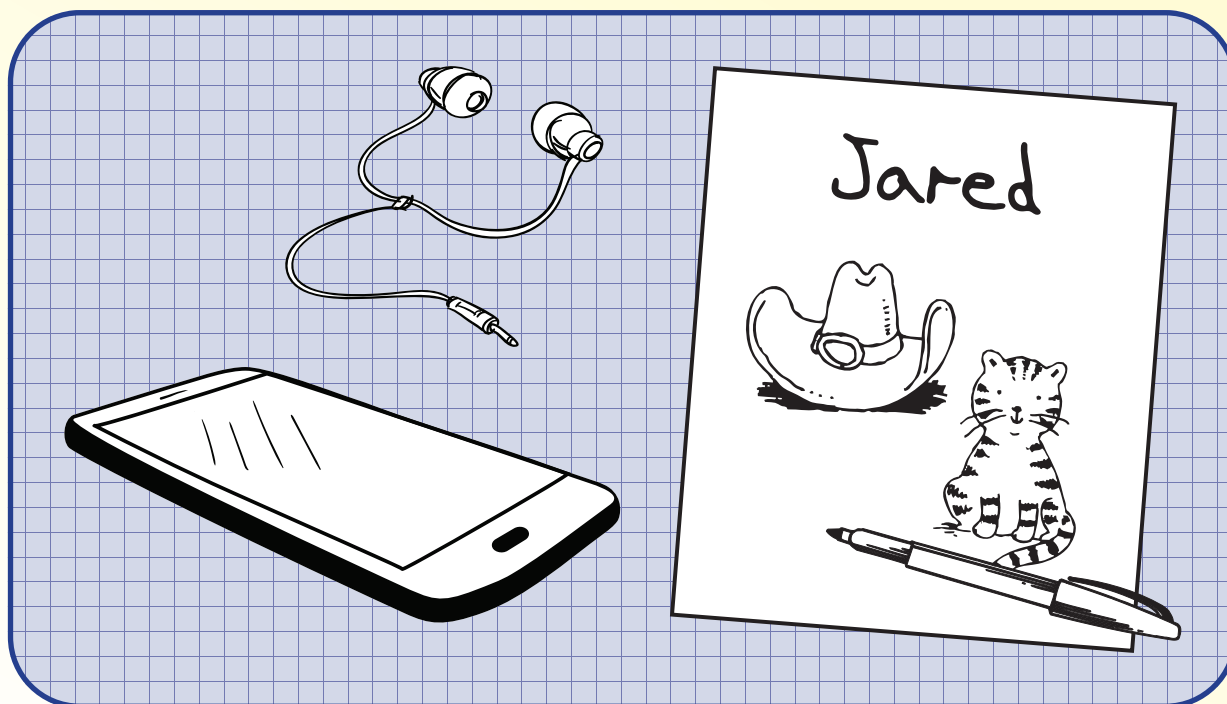
## Materials

- ▶ Media player with rhyming songs
- ▶ Headphones
- ▶ Gloves
- ▶ Paper
- ▶ Crayons or markers

## Activity

Students interact with rhyming songs.

1. Place the media player and headphones at the center. Provide each student with gloves, paper, and crayons.
2. The student puts on the gloves and headphones.
3. Listens to a rhyming song.
4. Interacts with the song (claps when the words rhyme).
5. Shakes head “no” when the words do not rhyme.
6. Draws pictures of one of the rhyming pairs in the song (e.g., cat and hat) on paper.
7. Teacher evaluation



## Extensions and Adaptations

- ▶ Draw additional rhyming pictures to match the rhyme pair (e.g., rat).
- ▶ Illustrate other rhyming pairs.



### Matching Rhyme Time

#### Objective

The student will recognize rhyming words.

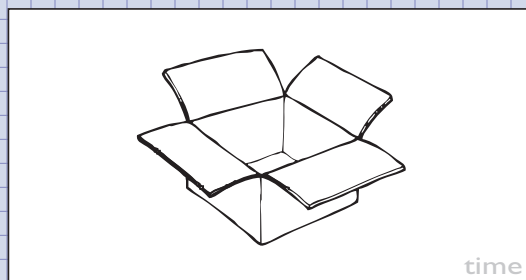
#### Materials

- ▶ Rhyme and time picture cards
- Select target rhymes.*

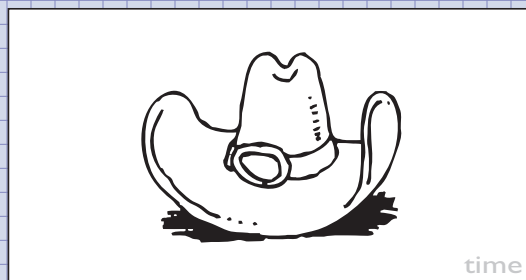
#### Activity

Students match rhyming picture cards.

1. Separate and place the rhyme and time picture cards face down in two stacks on a flat surface.
2. Working in pairs, student one selects the top card from each stack and names the pictures (e.g., “fox, box”).
3. If a match is made, says "rhyme time" and keeps the pair. If a match is not made, returns the cards randomly to the appropriate stack and student two takes a turn.
4. Continue until all matches are made.
5. Peer evaluation



"Yes, fox and box rhyme! Rhyme time!"



"No, dog and hat do not rhyme!"

#### Extensions and Adaptations

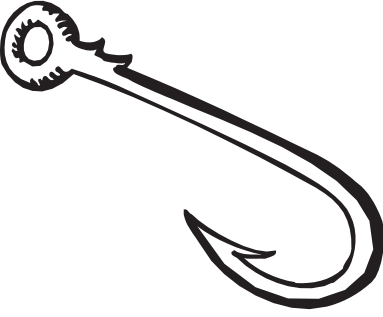
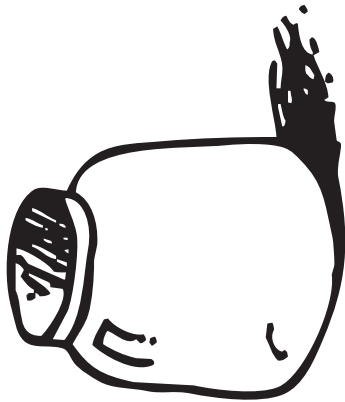
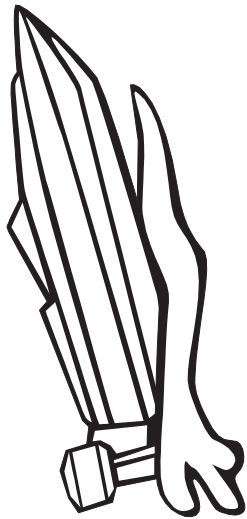
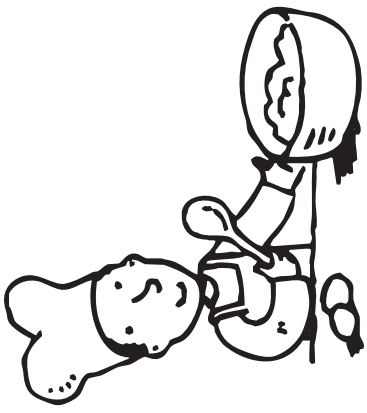
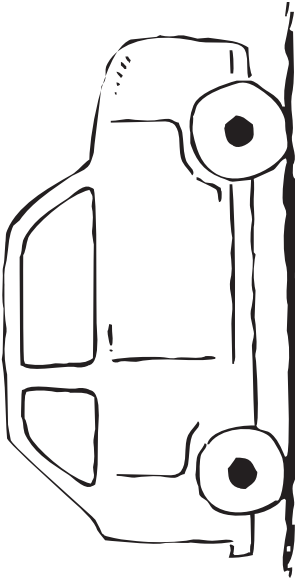
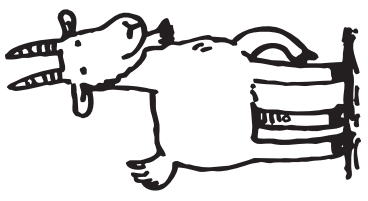
- ▶ State a word or draw a picture that rhymes with the match.
- ▶ Match words with the same initial sound.



# Phonological Awareness

PA.002

Matching Rhyme Time

 <p>time</p>	 <p>time</p>	 <p>time</p>
 <p>rhyme</p>	 <p>rhyme</p>	 <p>rhyme</p>

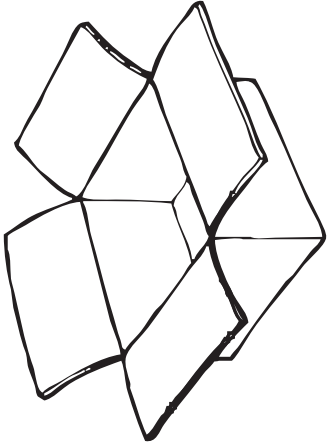

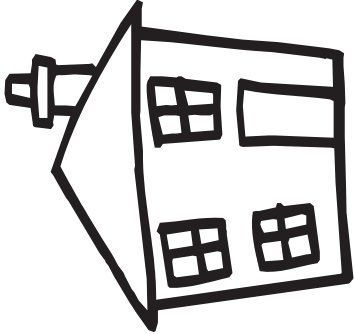


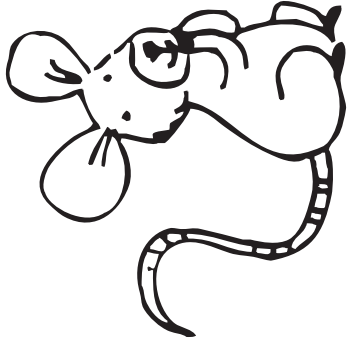
rhyme and time picture cards: hook, jar, boat, cook, car, goat



# Phonological Awareness

Matching Rhyme Time

PA.002

 <p>time</p>	 <p>time</p>	 <p>time</p>
 <p>rhyme</p>	 <p>rhyme</p>	 <p>rhyme</p>



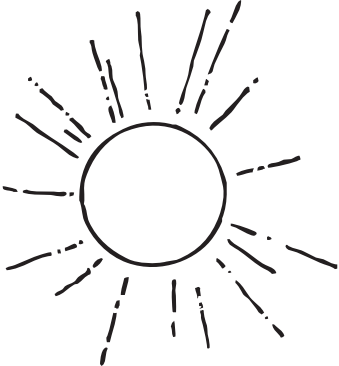

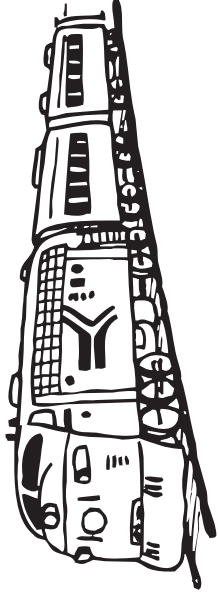

rhyme and time picture cards: box, frog, house, fox, dog, mouse



# Phonological Awareness

PA.002

Matching Rhyme Time

 <p>time</p>	 <p>time</p>	 <p>time</p>
 <p>rhyme</p>	 <p>rhyme</p>	 <p>rhyme</p>

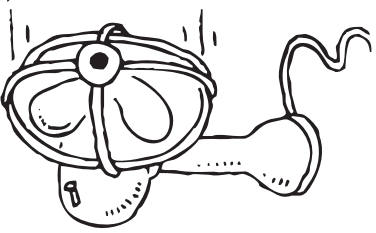

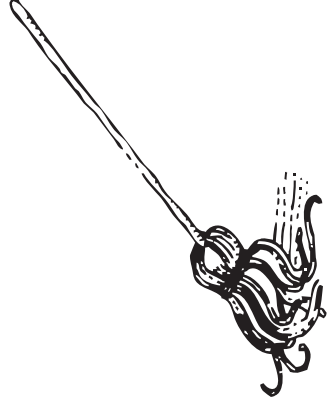
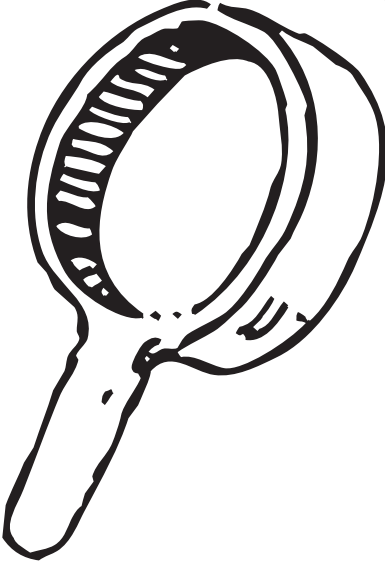
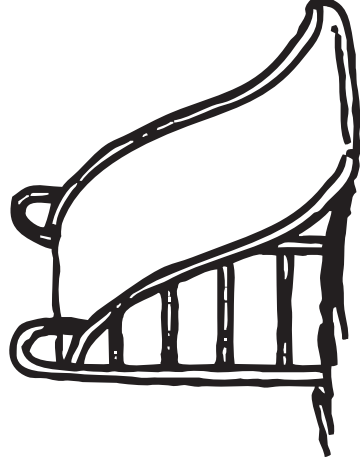

rhyme and time picture cards: cake, chain, sun, snake, train, run



# Phonological Awareness

Matching Rhyme Time

PA.002

 <p>time</p>	 <p>time</p>	 <p>time</p>
 <p>rhyme</p>	 <p>rhyme</p>	 <p>rhyme</p>

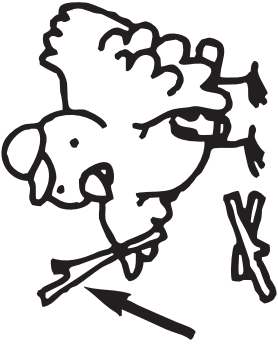
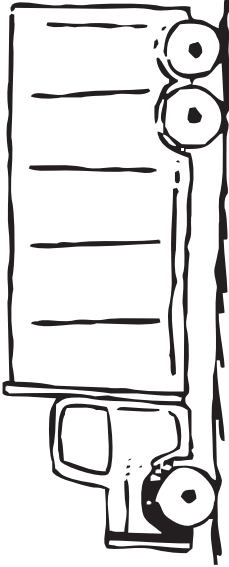

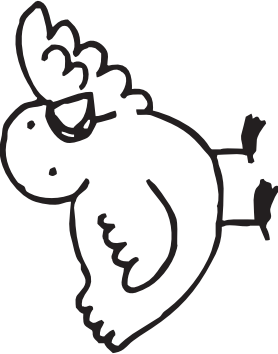


rhyme and time picture cards: fan, hide, mop, pan, slide, hop



# Phonological Awareness

PA.002

Matching Rhyme Time

 <p>time</p>	 <p>time</p>	 <p>time</p>
 <p>rhyme</p>	 <p>rhyme</p>	 <p>rhyme</p>

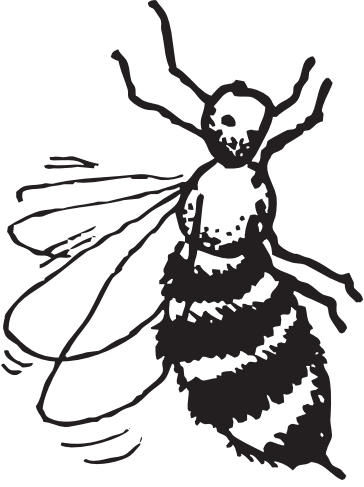
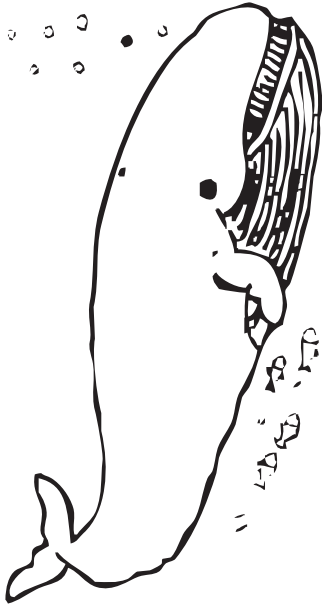


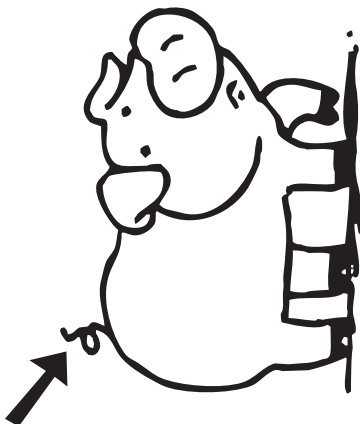
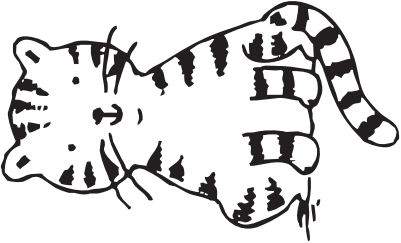
rhyme and time picture cards: stick, truck, rug, chick, duck, bug



# Phonological Awareness

Matching Rhyme Time

PA.002

 <p>time</p>	 <p>time</p>	 <p>time</p>
 <p>rhyme</p>	 <p>rhyme</p>	 <p>rhyme</p>

rhyme and time picture cards: bee, whale, hat, tree, tail, cat





# Phonological Awareness

PA. 003

Rhyme

Rhyming A - LOT - OH!

## Objective

The student will recognize rhyming words.

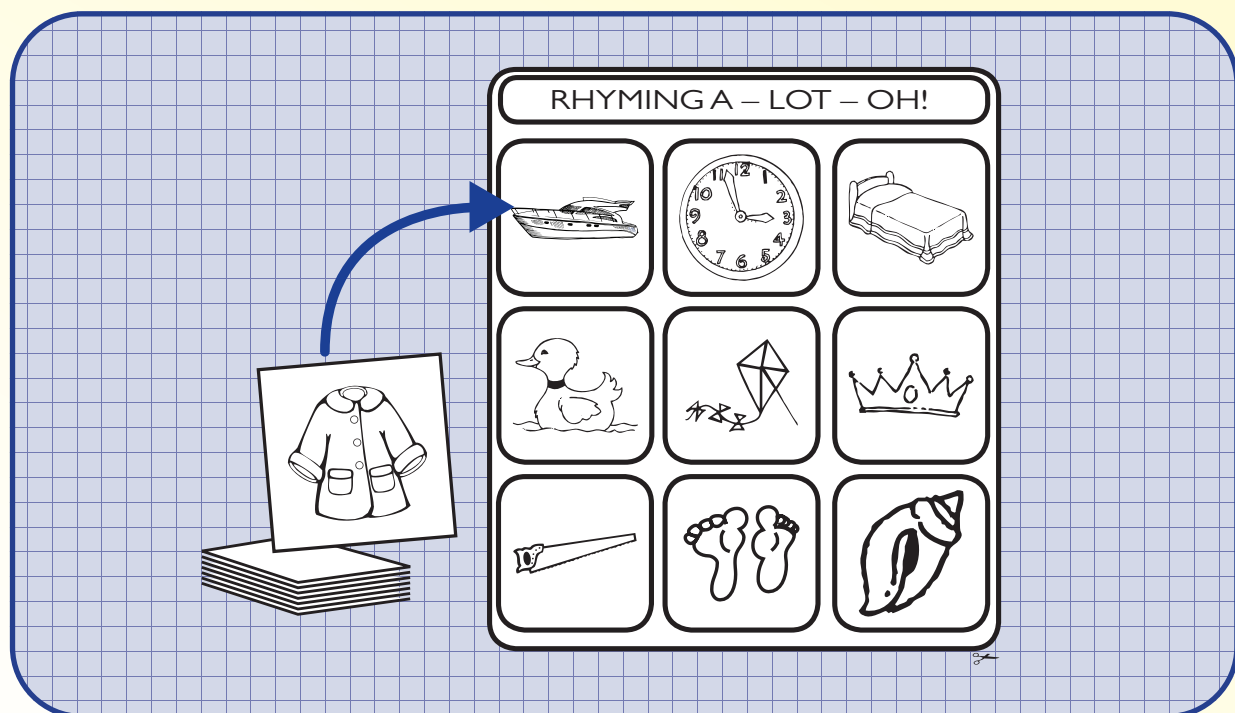
## Materials

- ▶ Rhyming A-LOT-OH! boards  
*Copy on card stock, cut out, and laminate.*
- ▶ Rhyming picture cards  
*Copy and cut out (Optional: For future use, suggest copying and laminating before cutting.)*

## Activity

Students match rhyming picture cards to picture boards.

1. Provide each student with a different Rhyming A-LOT-OH! board. Place rhyming picture cards face down in a stack.
2. Taking turns, student one selects the top picture card from the stack, names it (e.g., “coat”) and looks on his rhyming board for a match (i.e., boat).
3. If there is a match, says the rhyming word and places the picture on top of the picture on the board. If there is no match, or if the rhyming picture is already covered, returns the picture card to the bottom of the stack.
4. Continue until a student matches all of the pictures on a page or until all the cards in the stack are used.
5. Peer evaluation



## Extensions and Adaptations

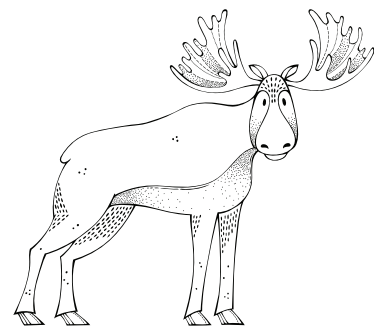
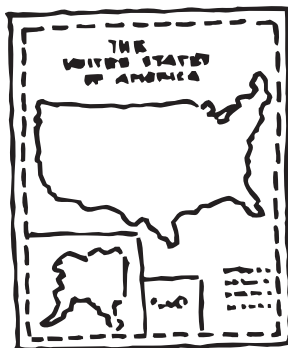
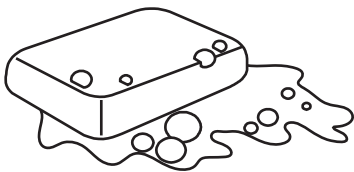
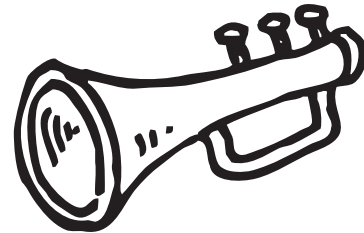
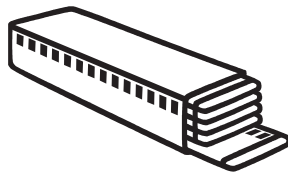
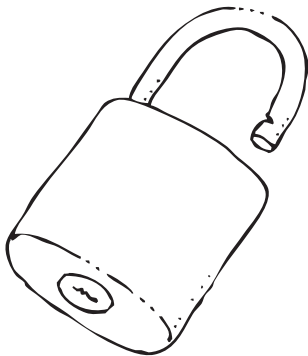
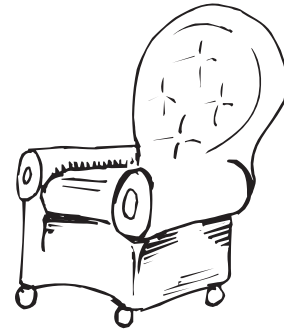
- ▶ Exchange rhyming boards and play again.
- ▶ Play using other picture cards.

# Phonological Awareness

Rhyming A - LOT - OH!

PA. 003

## RHYMING A - LOT - OH!



rhyming a-lot-oh! board: goat, cab, chair, lock, gum, horn, soap, map, moose

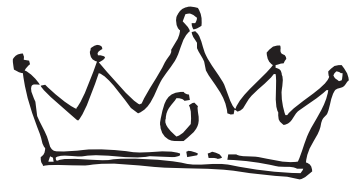
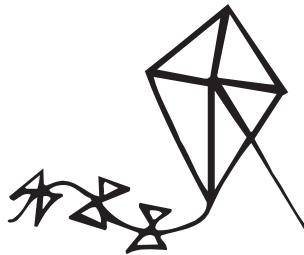
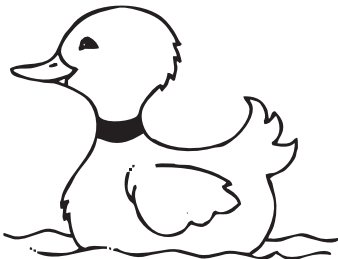
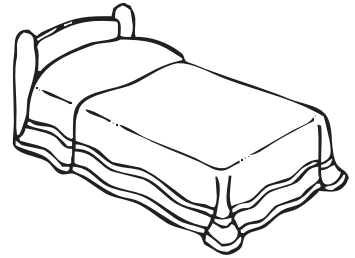


# Phonological Awareness

PA. 003

Rhyming A - LOT - OH!

## RHYMING A - LOT - OH!



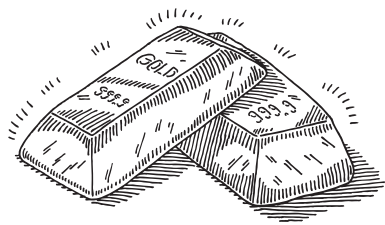
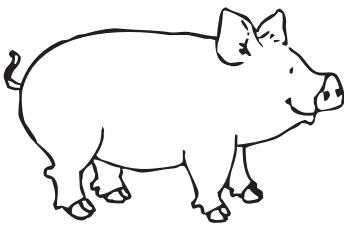
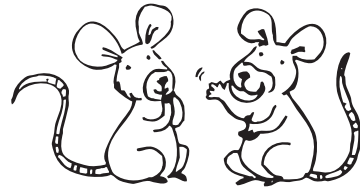
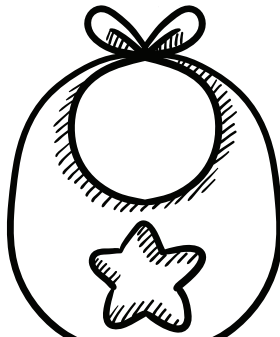
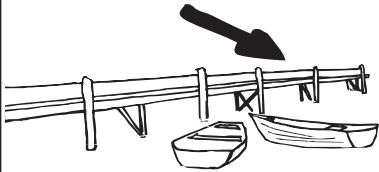
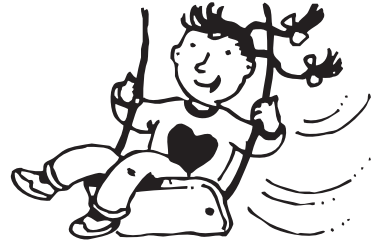
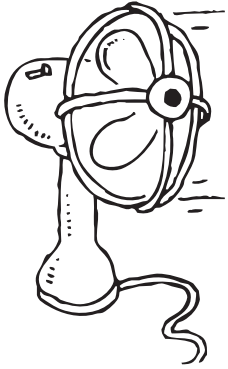
rhyming a-lot-oh! board: boat, clock, bed, duck, kite, crown, saw, feet, shell

# Phonological Awareness

Rhyming A - LOT - OH!

PA. 003

## RHYMING A - LOT - OH!



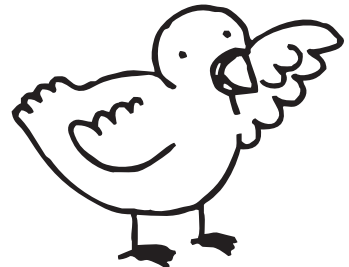
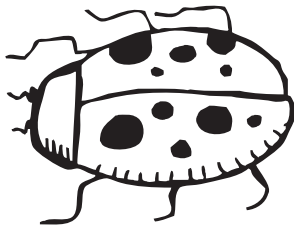
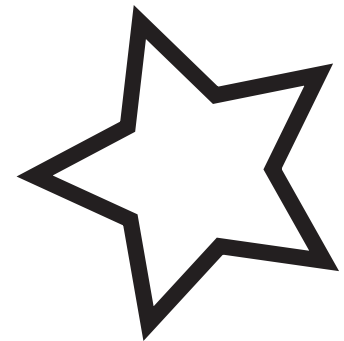
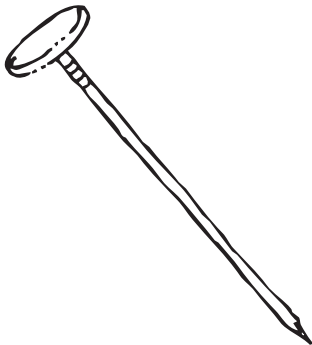
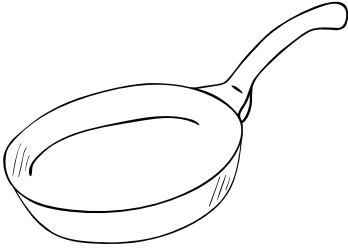
rhyming a-lot-oh! board: fan, skate, swing, dock, bib, mice, pig, vest, gold

# Phonological Awareness

PA. 003

Rhyming A - LOT - OH!

## RHYMING A - LOT - OH!



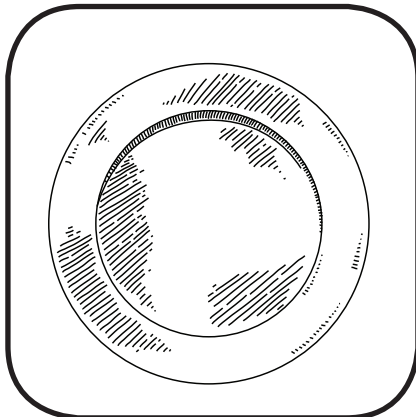
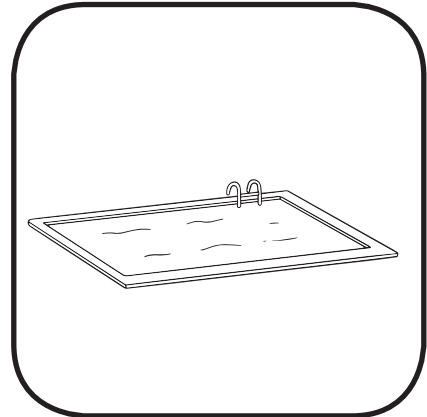
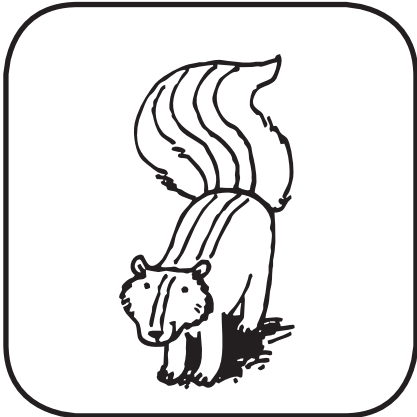
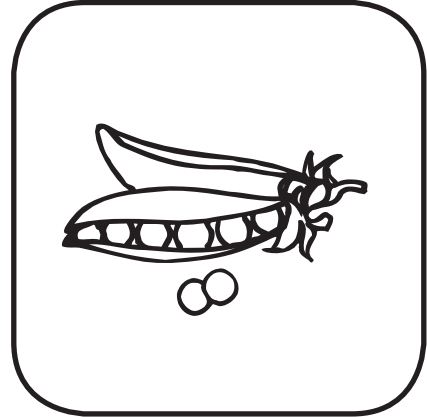
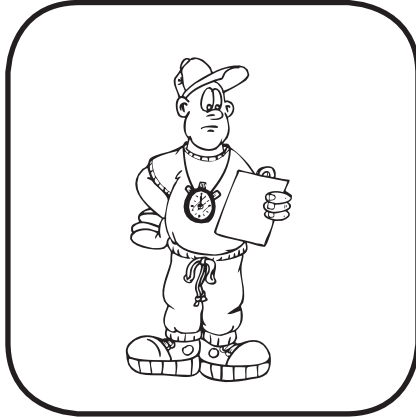
rhyming a-lot-oh! board: pan, glass, ring, nail, cone, star, bug, sheep, chick

# Phonological Awareness

Rhyming A - LOT - OH!

PA. 003

## RHYMING A – LOT – OH!



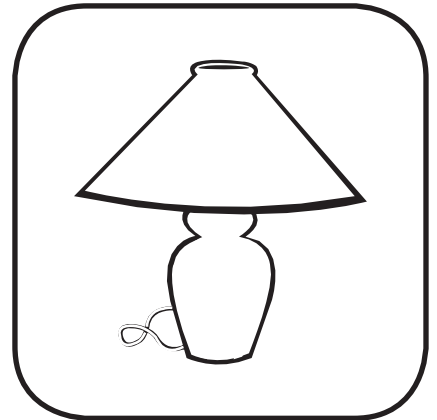
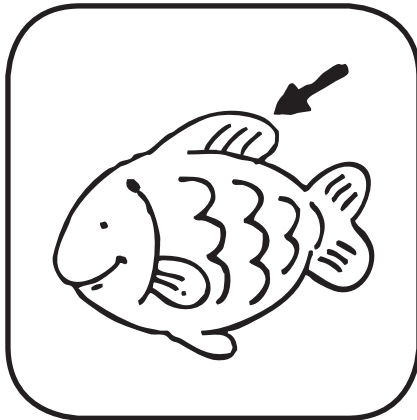
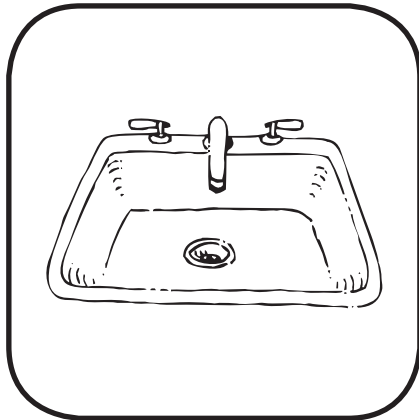
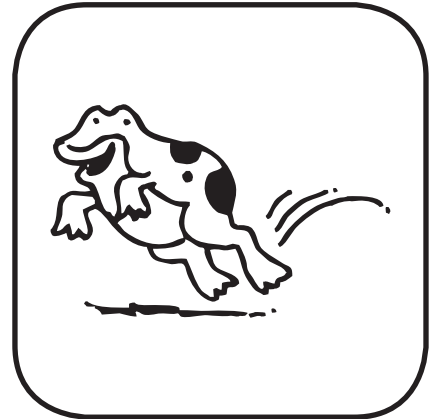
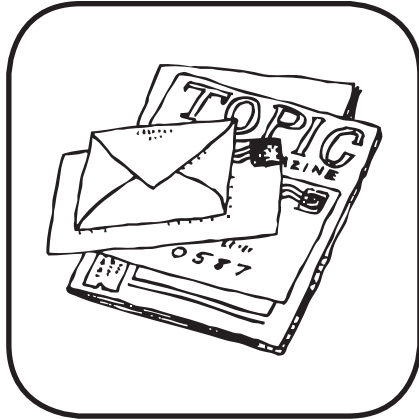
rhyming a-lot-oh! board: clap, coach, pea, skunk, grill, pool, tree, dish, cook

# Phonological Awareness

PA. 003

Rhyming A - LOT - OH!

## RHYMING A - LOT - OH!

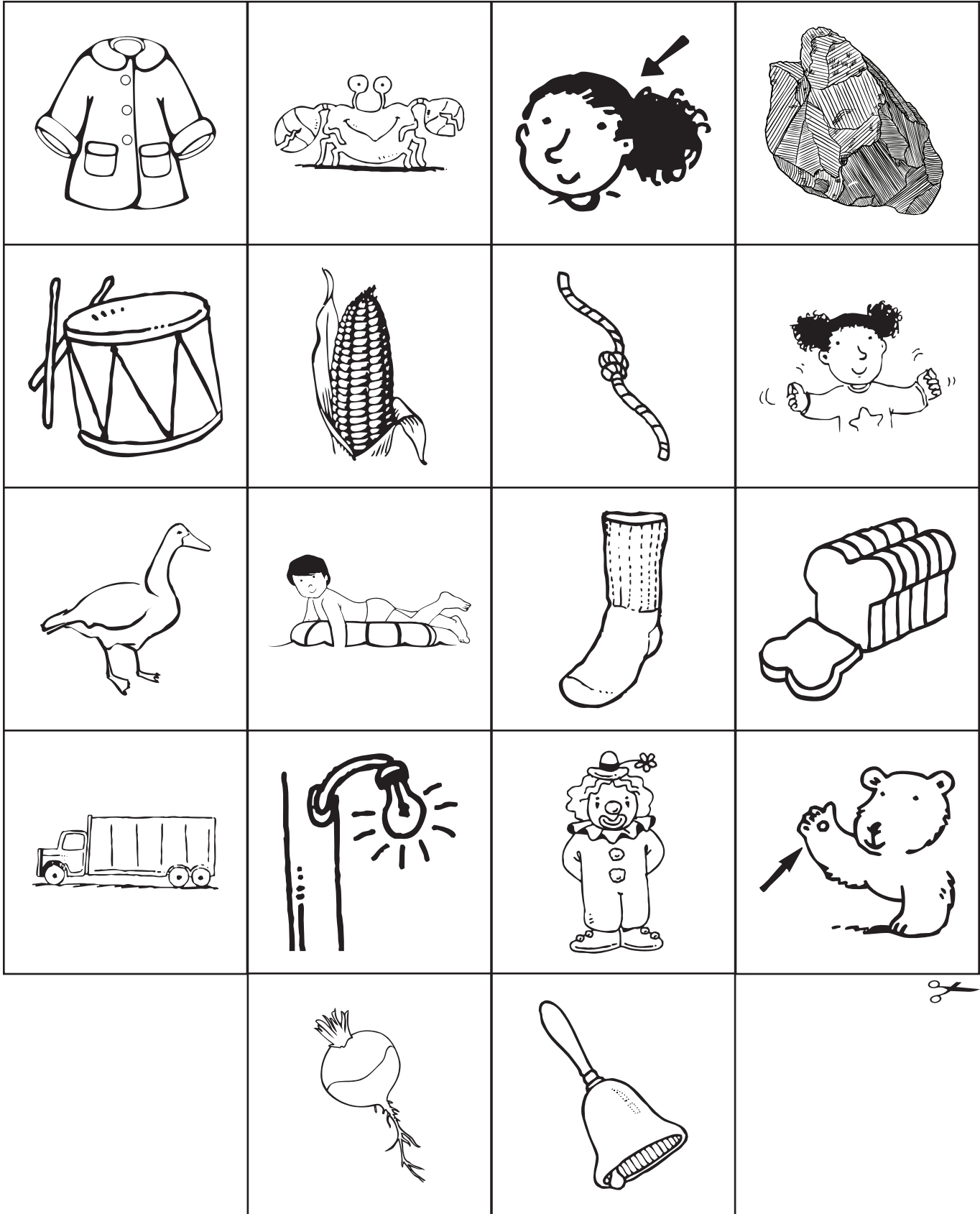


rhyming a-lot-oh! board: mail, rain, rose, bride, top, frog, sink, fin, lamp

# Phonological Awareness

Rhyming A - LOT - OH!

PA. 003

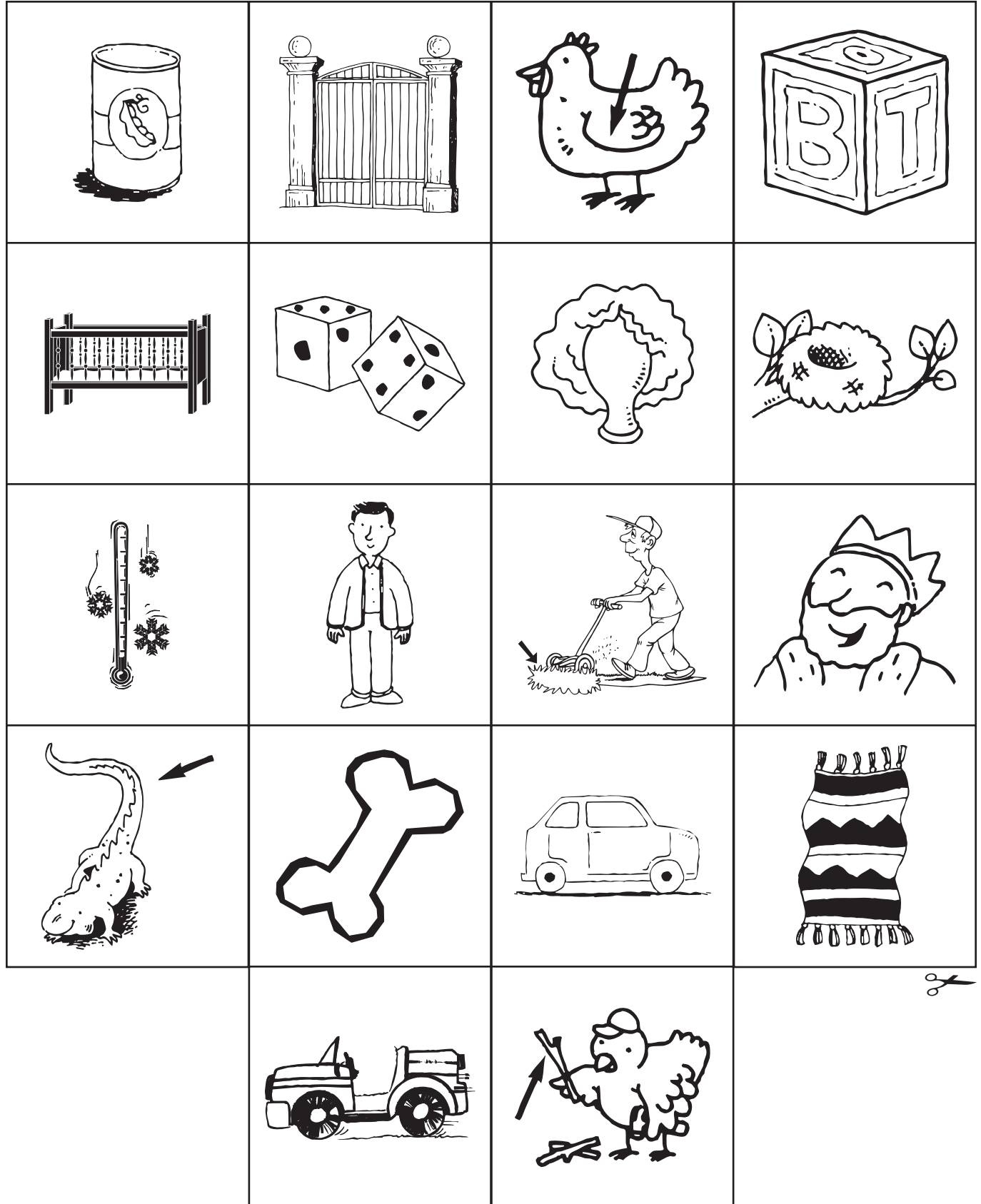


rhyming picture cards: coat, crab, hair, rock, drum, corn, rope, snap, goose, float, sock, bread, truck, light, clown, paw, beet, bell

# Phonological Awareness

PA. 003

Rhyming A - LOT - OH!

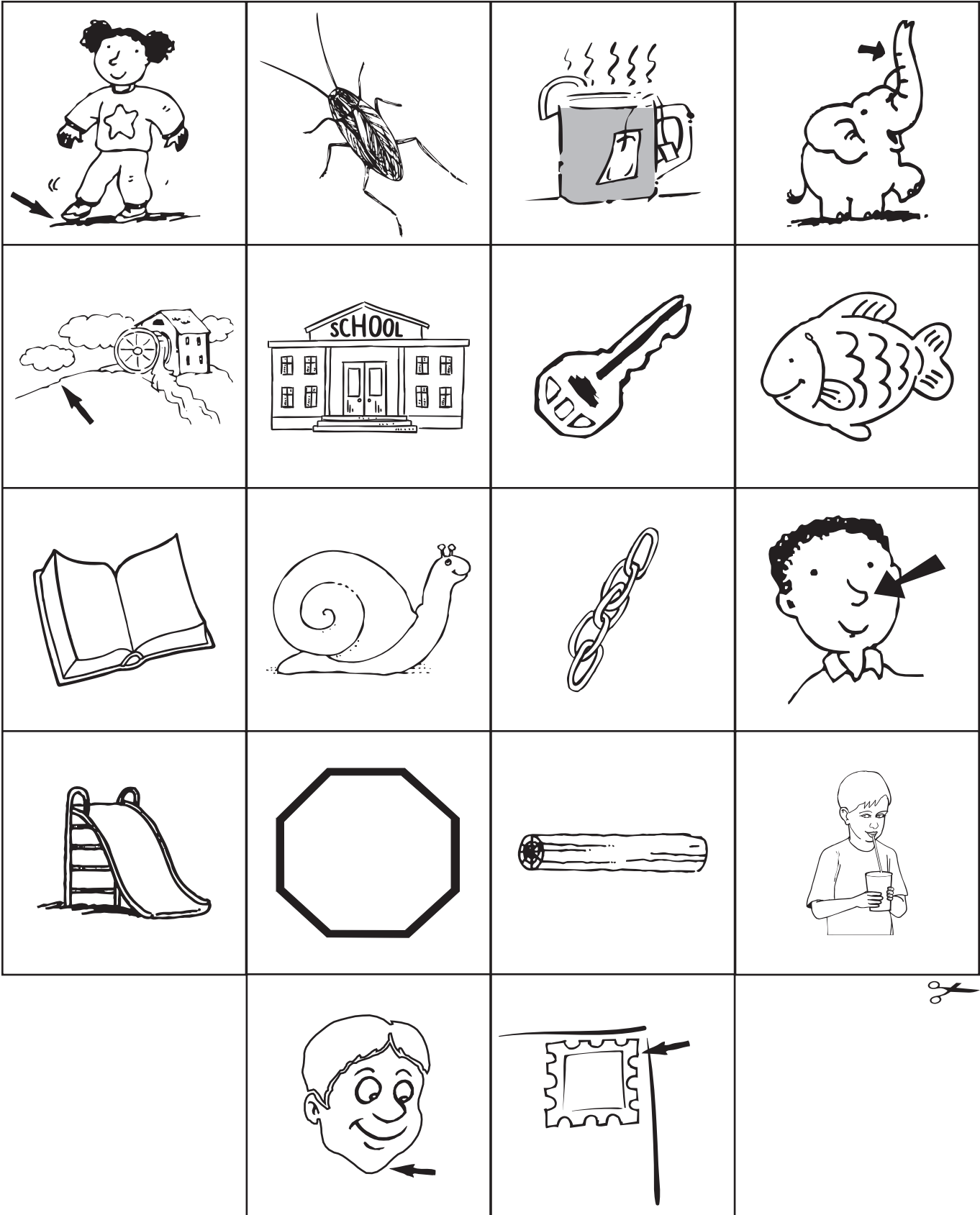


rhyming picture cards: can, gate, wing, block, crib, dice, wig, nest, cold, man, grass, king, tail, bone, car, rug, jeep, stick

# Phonological Awareness

Rhyming A - LOT - OH!

PA. 003



rhyming picture cards: tap, roach, tea, trunk, hill, school, key, fish, book, snail, chain, nose, slide, stop, log, drink, chin, stamp





# Phonological Awareness

PA. 004

**Rhyme**  
Pocket Rhymes

## Objective

The student will recognize rhyming words.

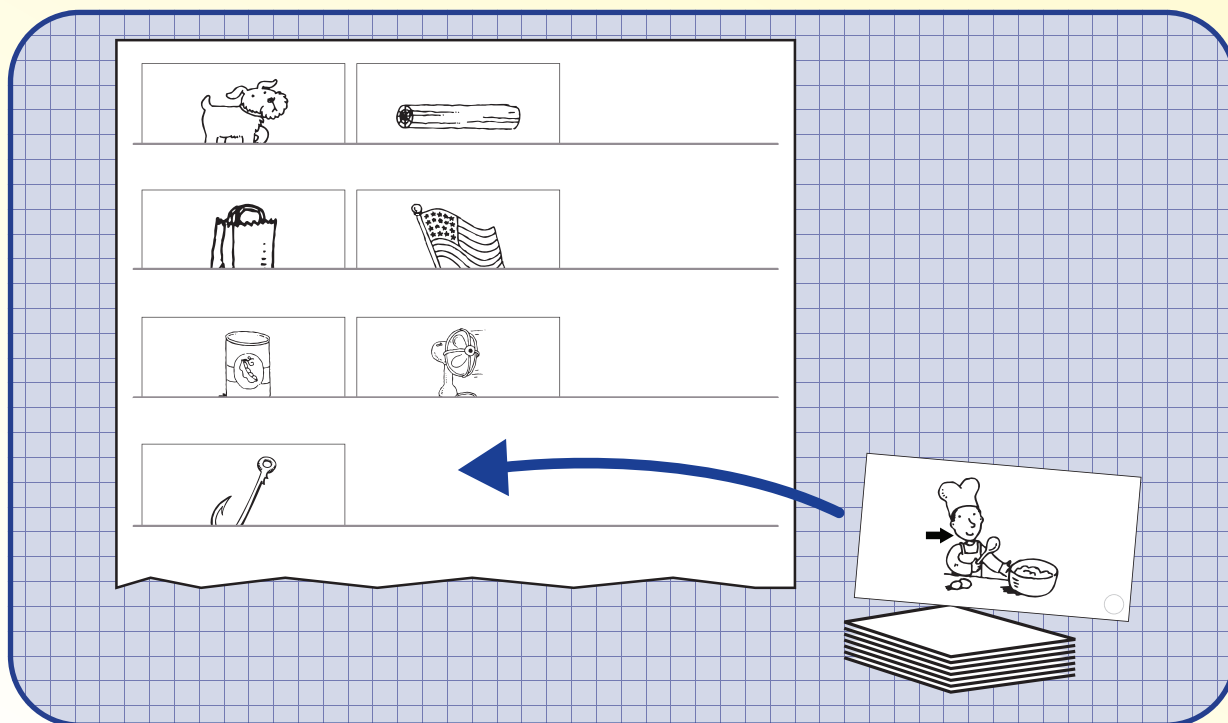
## Materials

- ▶ Pocket chart
- ▶ Rhyming picture cards  
*Separate into two sets by the circle and triangle icons on the cards.*
- ▶ Bag  
*Place circle set in the bag.*

## Activity

**Students match rhyming picture cards on a pocket chart.**

1. Place the bag containing the circle set of rhyming picture cards next to the pocket chart. Display the triangle set of rhyming picture cards on the pocket chart.
2. Taking turns, student one selects a card from the bag, names the picture (e.g., “cook”), and looks for the rhyming match on the pocket chart.
3. Places it next to the rhyming picture on the pocket chart and names both pictures (i.e., “cook, hook”).
4. Reverse roles and continue until all matches are made.
5. Peer evaluation



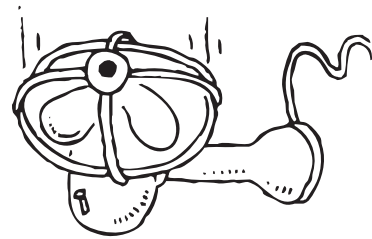
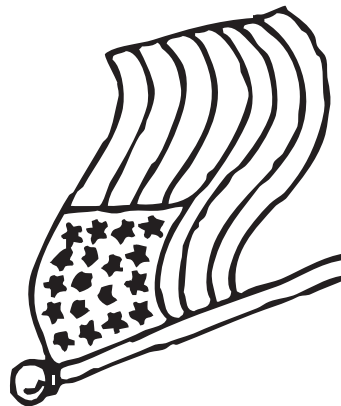
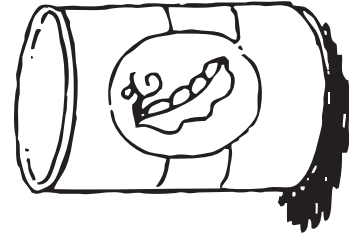
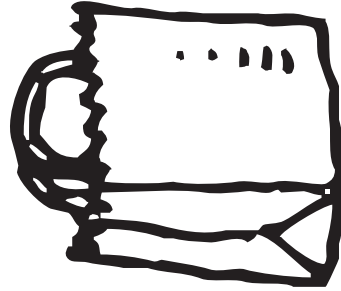
## Extensions and Adaptations

- ▶ Segment the onset and rime of matching pairs (e.g., /d/ /og/ and /l/ /og/).
- ▶ Sort pictures by initial sound.

# Phonological Awareness

Pocket Rhymes

PA. 004



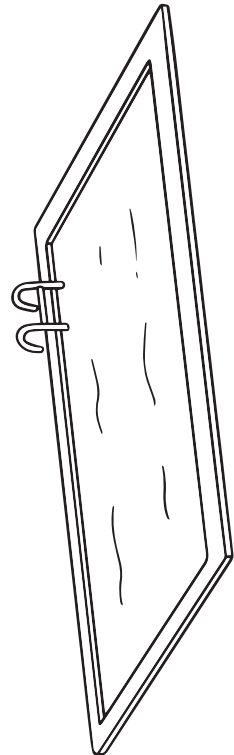
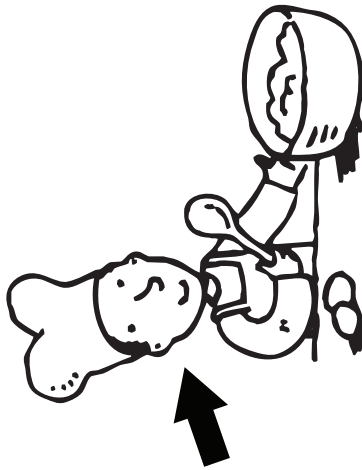
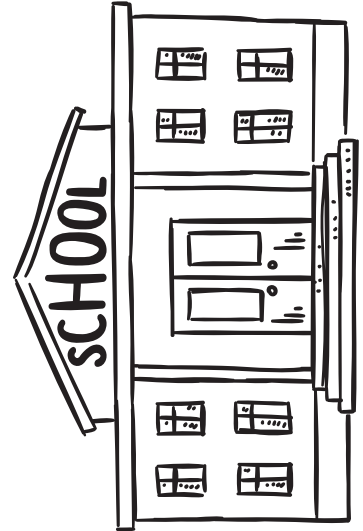
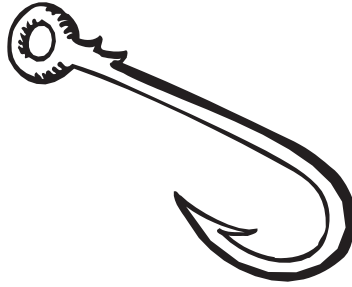
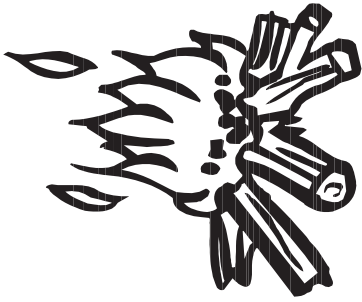
rhyming picture cards: dog, bag, can, log, flag, fan



# Phonological Awareness

PA. 004

Pocket Rhymes



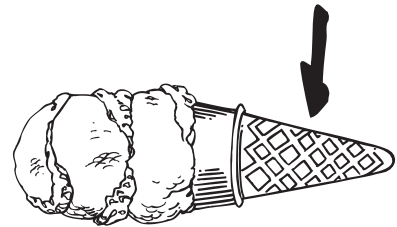
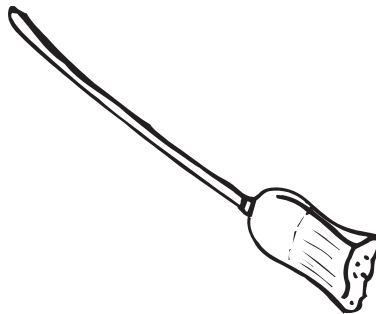
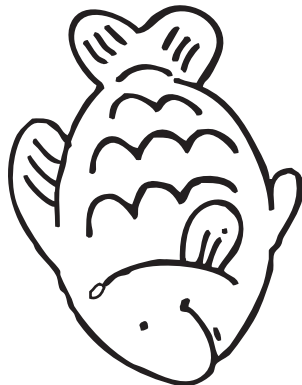
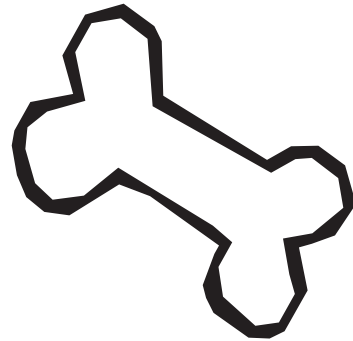
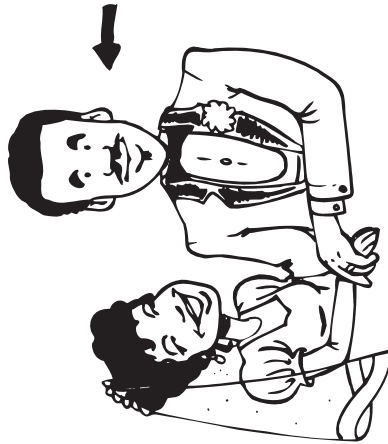
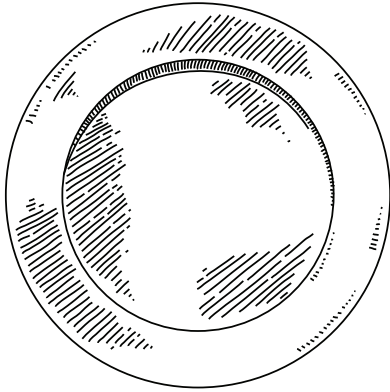
rhyming picture cards: fire, hook, school, tire, cook, pool



# Phonological Awareness

Pocket Rhymes

PA. 004



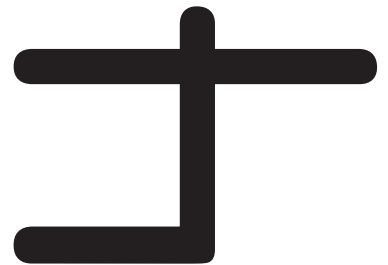
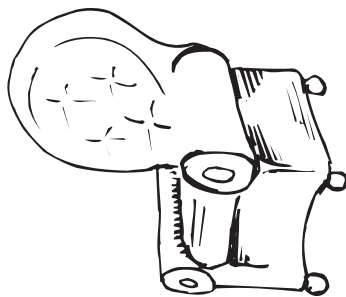
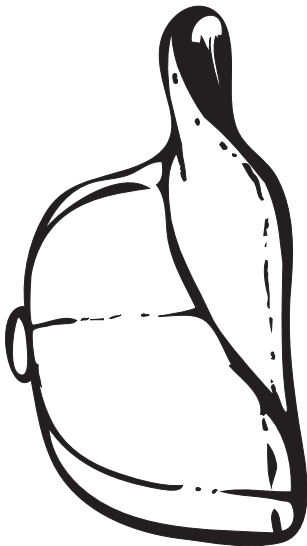
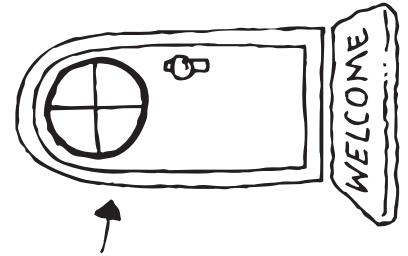
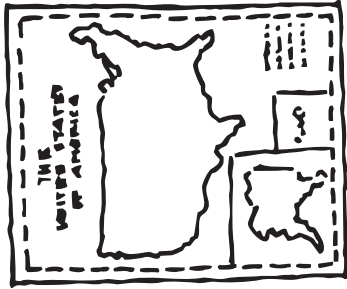
rhyming picture cards: dish, groom, bone, fish, broom, cone



# Phonological Awareness

PA. 004

Pocket Rhymes



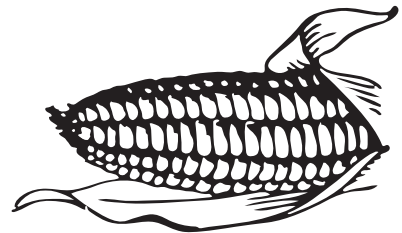
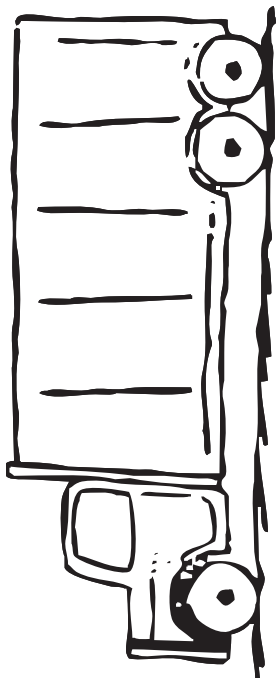
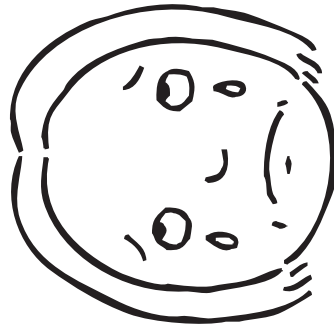
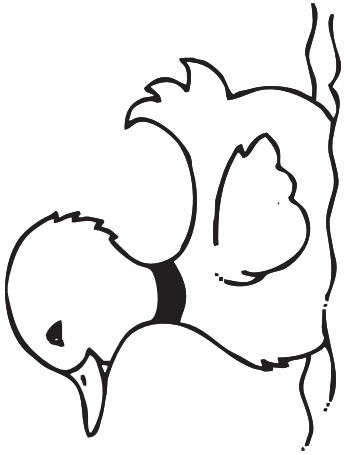
rhyming picture cards: map, bear, door, cap, chair, four



# Phonological Awareness

Pocket Rhymes

PA. 004



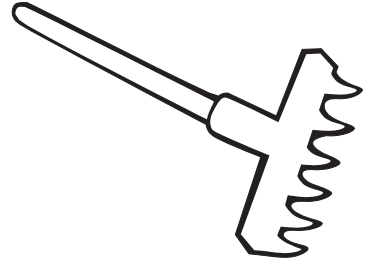
rhyming picture cards: duck, cry, horn, truck, fly, corn



# Phonological Awareness

PA. 004

Pocket Rhymes



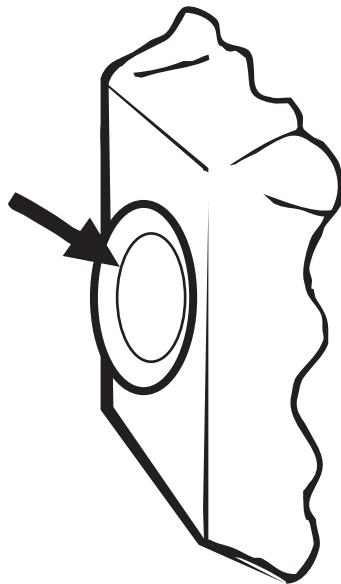
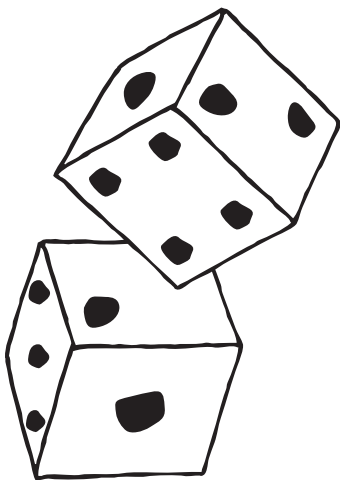
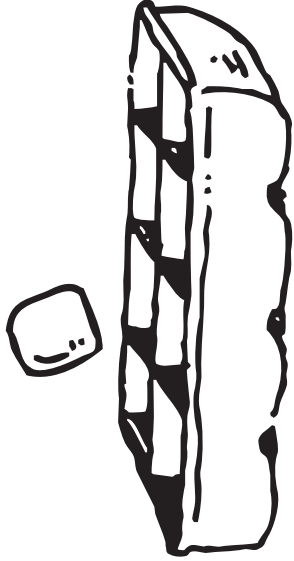
rhyming picture cards: crumb, tie, rake, thumb, pie, snake



# Phonological Awareness

Pocket Rhymes

PA. 004



rhyming picture cards: ice, skate, dice, plate







# Phonological Awareness

PA. 005

Rhyme

Rhyme Closed Sort

## Objective

The student will recognize rhyming words.

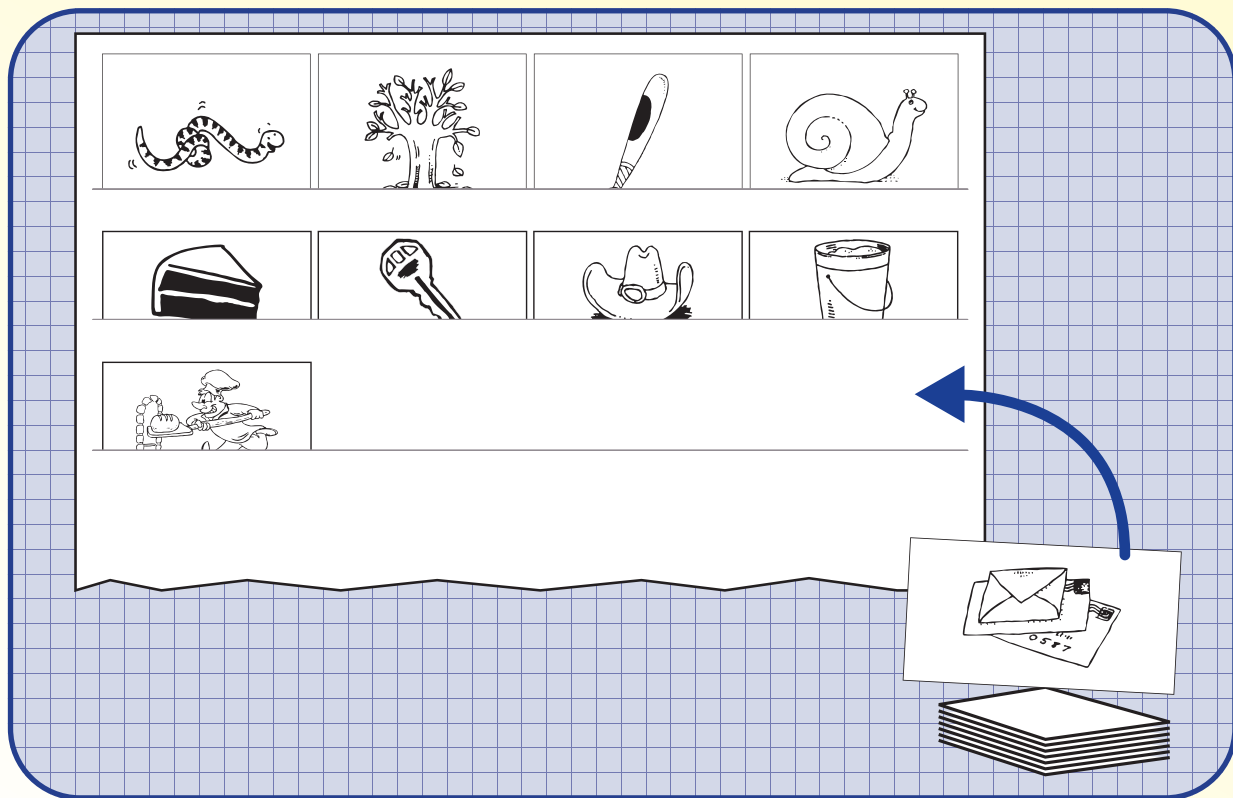
## Materials

- ▶ Pocket chart
- ▶ Rhyming picture header cards
- ▶ Rhyming picture cards

## Activity

Students sort rhyming picture cards on a pocket chart.

1. Place the four rhyming picture header cards across the top row of the pocket chart. Place the rhyming picture cards face down in a stack.
2. Taking turns, students select the top card from the stack, name the picture (e.g., “mail”), and look for the rhyme match on the pocket chart.
3. Place the card in the correct column. Name all of the pictures in that column (i.e., “snail, pail, mail”).
4. Continue until all cards are sorted.
5. Peer evaluation



## Extensions and Adaptations

- ▶ Play using other rhyming pictures.
- ▶ Complete closed sort using initial sound picture cards.

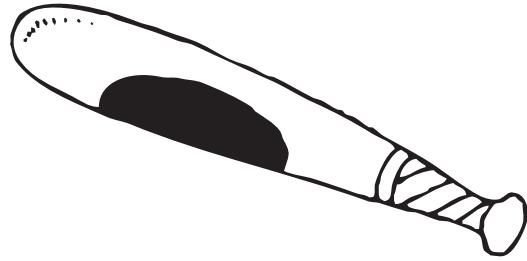
# Phonological Awareness

Rhyme Closed Sort

PA. 005



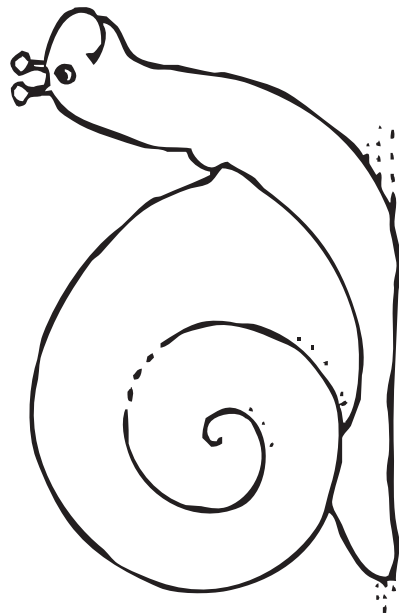
header



header



header



header

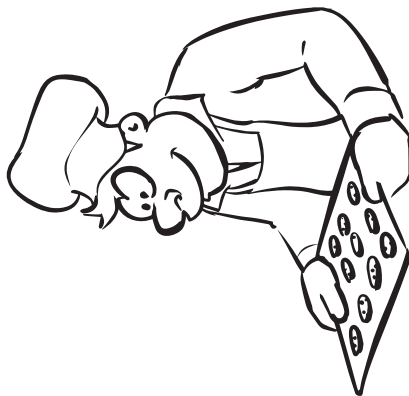
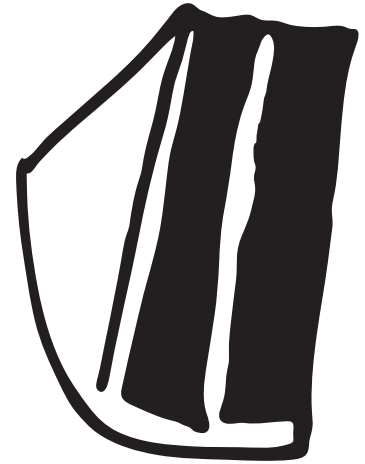
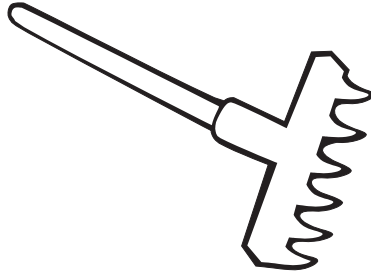
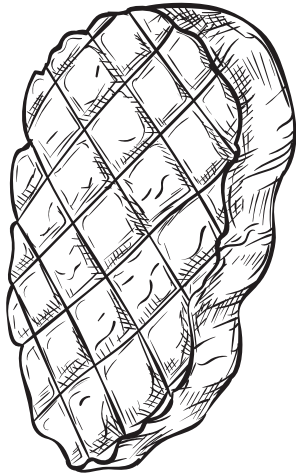
rhyming picture header cards: snake, bat, tree, snail



# Phonological Awareness

PA. 005

Rhyme Closed Sort



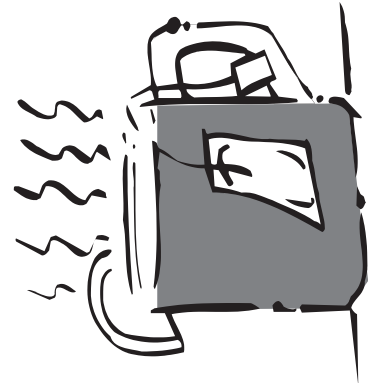
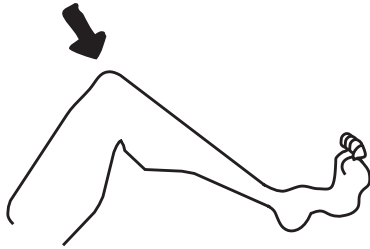
rhyming picture cards: steak, rake, cake, lake, bake



# Phonological Awareness

Rhyme Closed Sort

PA. 005



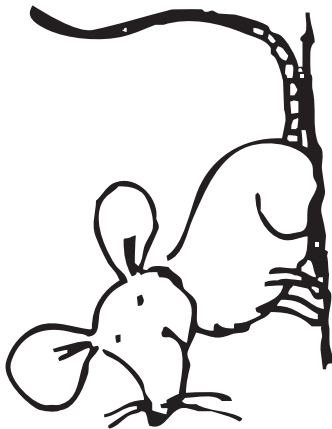
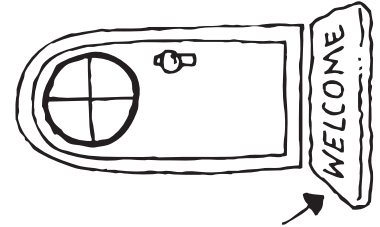
rhyming picture cards: knee, bee, tea, key, pea



# Phonological Awareness

PA. 005

Rhyme Closed Sort



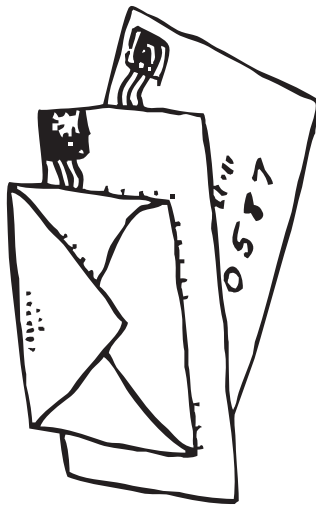
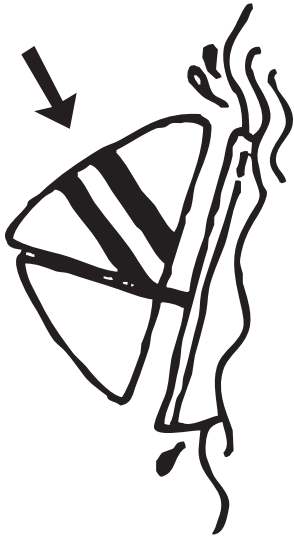
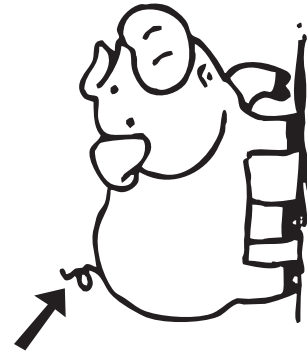
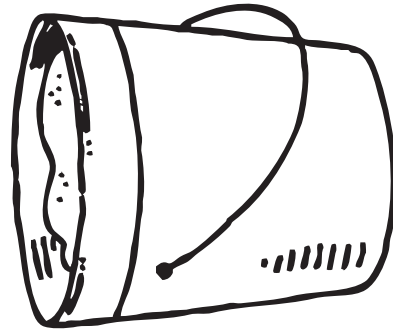
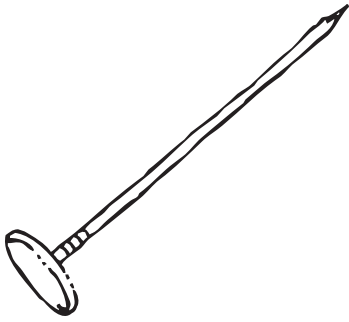
rhyming picture cards: cat, hat, mat, rat, pat



# Phonological Awareness

Rhyme Closed Sort

PA. 005



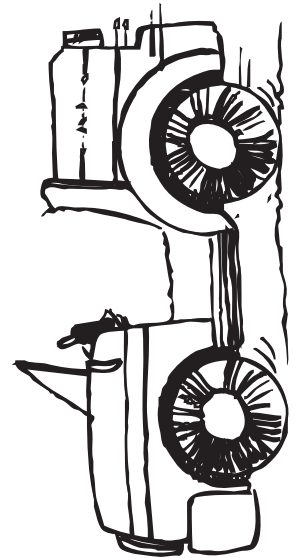
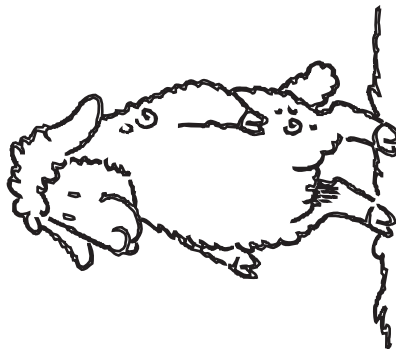
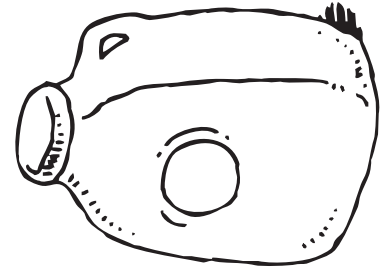
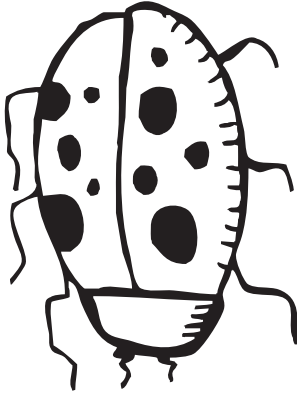
rhyming picture cards: nail, pail, tail, sail, mail



# Phonological Awareness

PA. 005

Rhyme Closed Sort



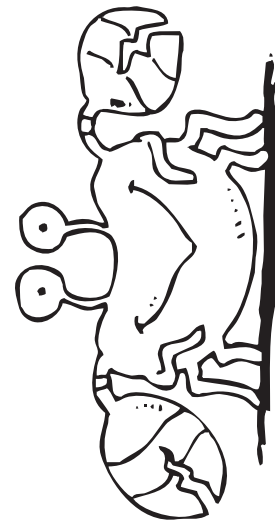
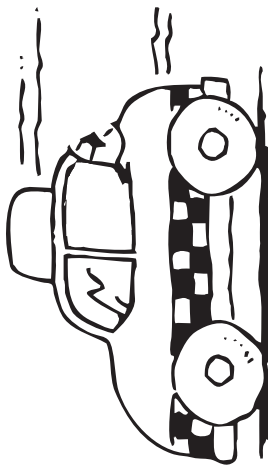
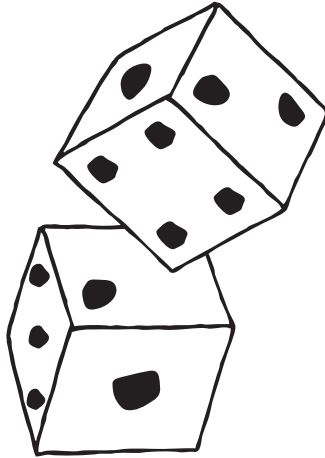
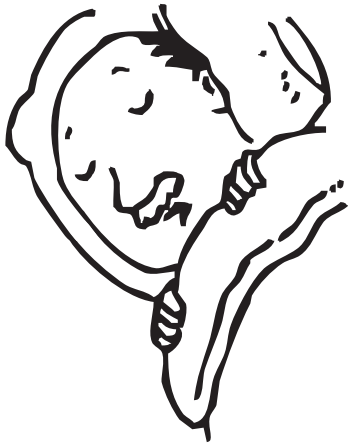
other rhyming picture cards: bug, rug, jug, plug, sheep, jeep



# Phonological Awareness

Rhyme Closed Sort

PA. 005



other rhyming picture cards: sleep, dice, rice, mice, cab, crab

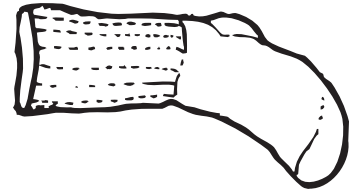
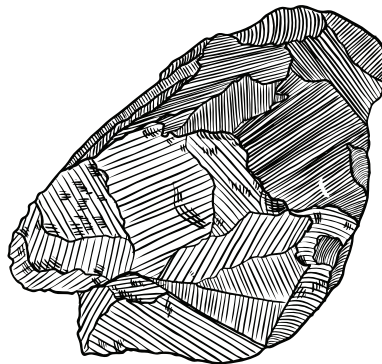
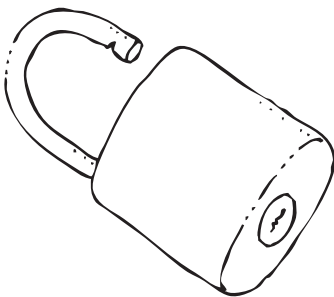
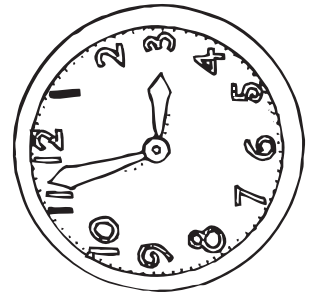
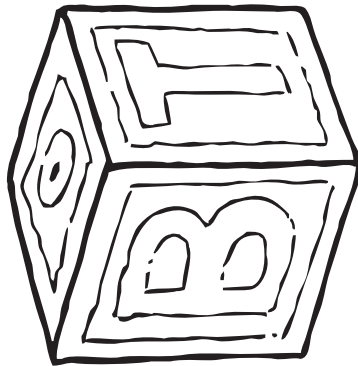
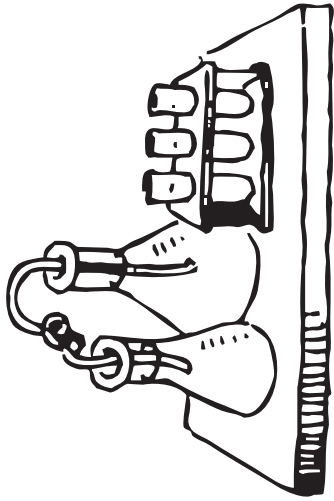




# Phonological Awareness

PA. 005

Rhyme Closed Sort



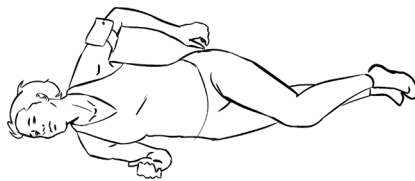
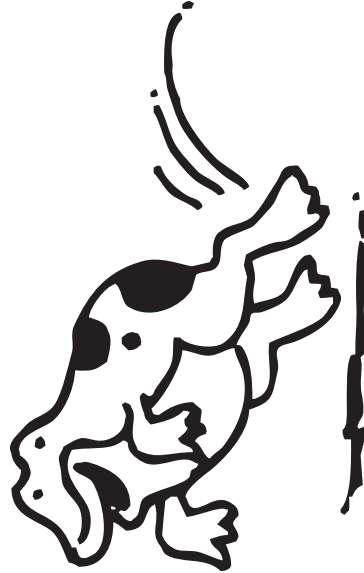
other rhyming picture cards: lab, block, clock, lock, rock, sock



# Phonological Awareness

Rhyme Closed Sort

PA. 005



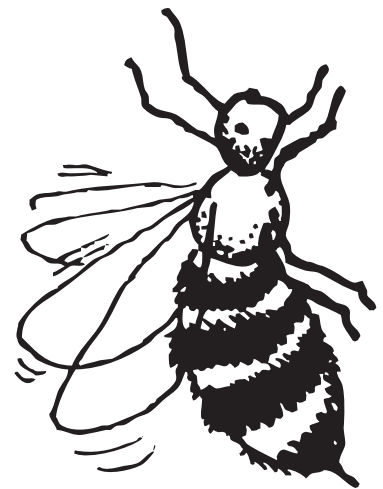
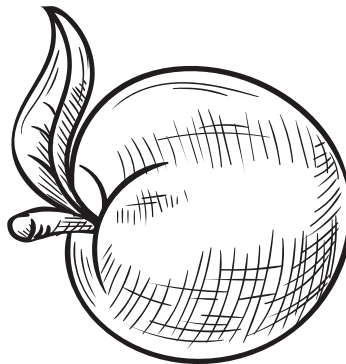
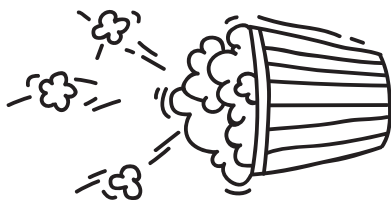
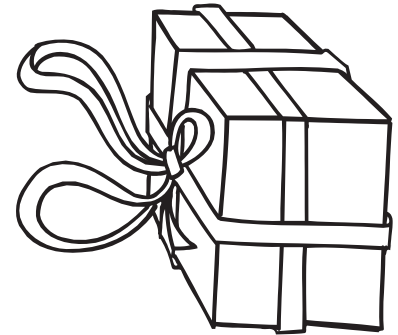
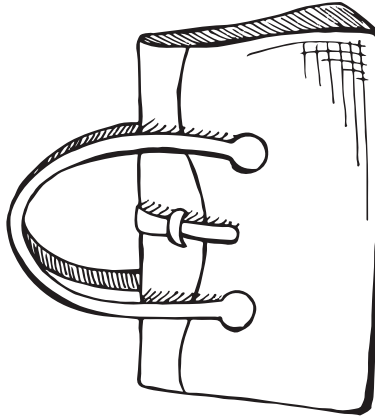
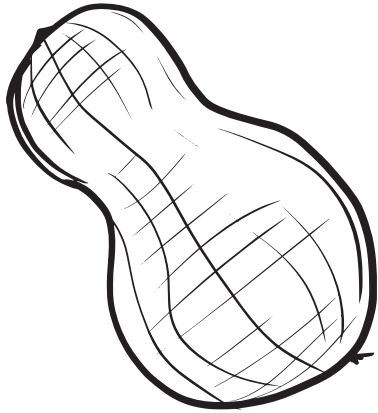
other rhyming picture cards: dog, frog, fog, log, jog



# Phonological Awareness

PA. 005

Rhyme Closed Sort



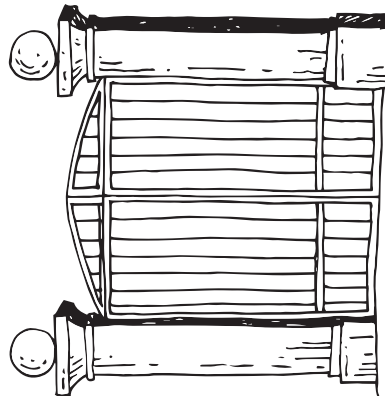
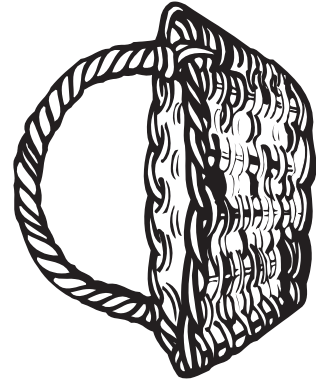
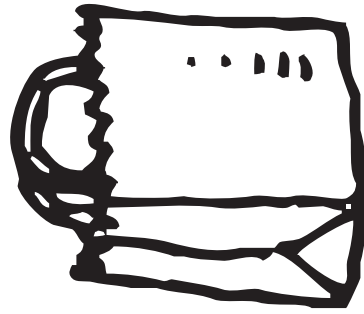
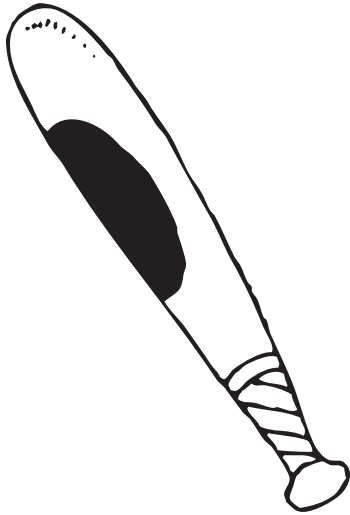
initial sound picture cards: peanut, purse, present, popcorn, peach, bee



# Phonological Awareness

Rhyme Closed Sort

PA. 005



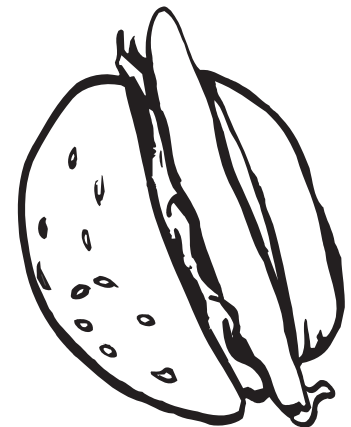
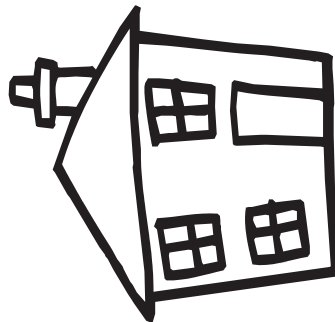
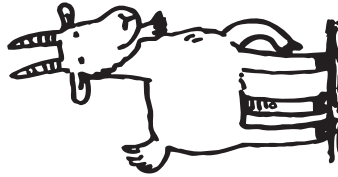
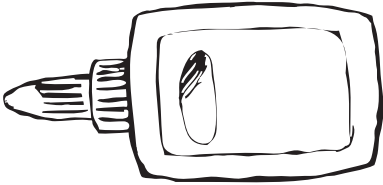
initial sound picture cards: bat, bag, basket, bottle, gate, gum



# Phonological Awareness

PA. 005

Rhyme Closed Sort



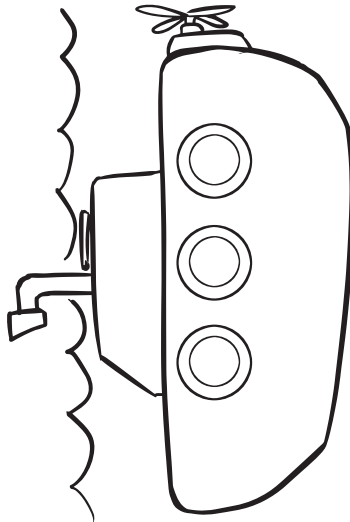
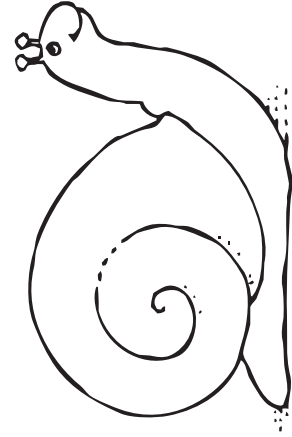
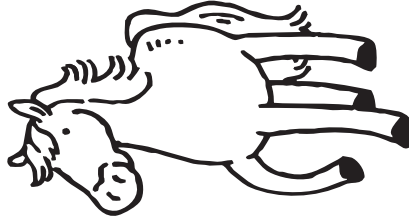
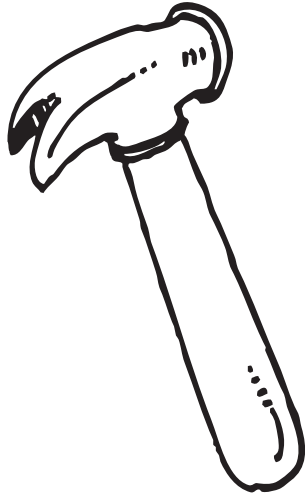
initial sound picture cards: glue, goat, hair, hat, house, hamburger



# Phonological Awareness

Rhyme Closed Sort

PA. 005



initial sound picture cards: hammer, horse, snail, star, submarine, spoon





# Phonological Awareness

PA. 006

**Rhyme**  
Rhyme Pie

## Objective

The student will recognize rhyming words.

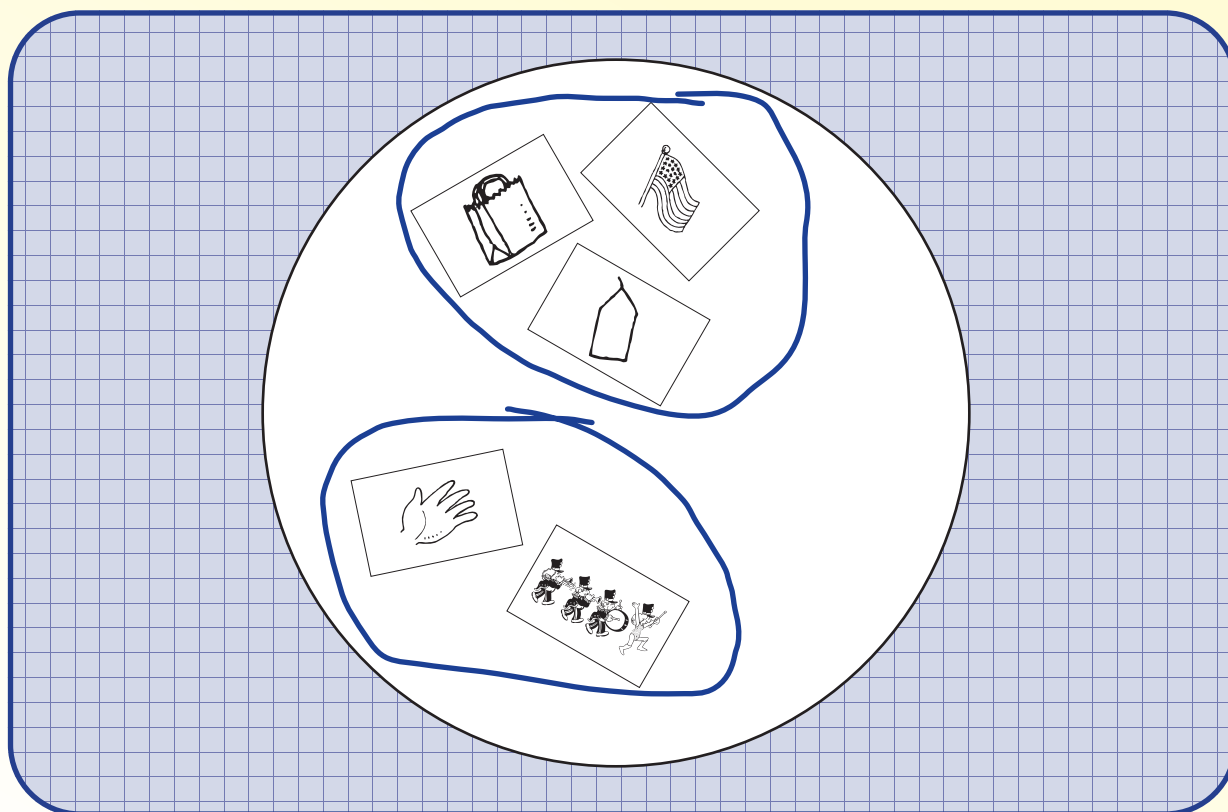
## Materials

- ▶ Rhyming picture cards
- ▶ Paper plates or construction paper circles
- ▶ Scissors
- ▶ Glue
- ▶ Markers

## Activity

**Students group picture cards into rhyming sets.**

1. Provide the student with the rhyming picture card pages, paper plates, scissors, glue, and a marker.
2. The student cuts out the pictures.
3. Groups rhyming pictures and glues in sets on paper plates.
4. Circles the matching rhyming picture sets.
5. Teacher evaluation



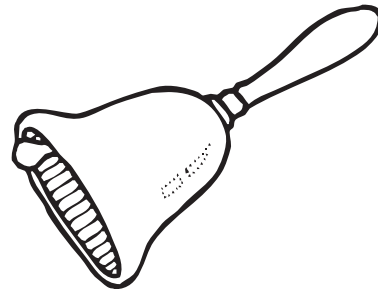
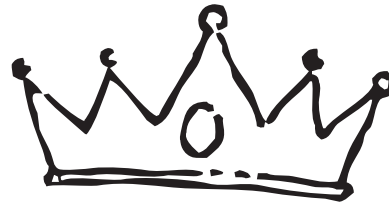
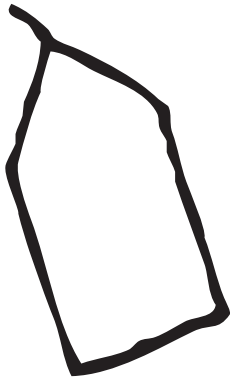
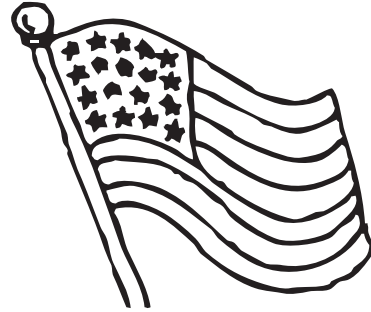
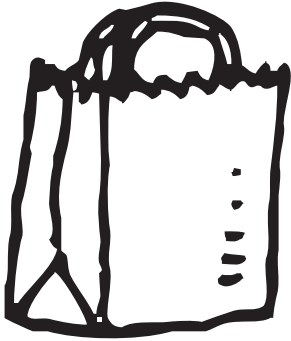
## Extensions and Adaptations

- ▶ Use rhyming pictures from print media.
- ▶ Draw objects that rhyme.

# Phonological Awareness

Rhyme Pie

PA. 006



rhyming picture cards: bag, flag, tag, crown, clown, bell, shell, well

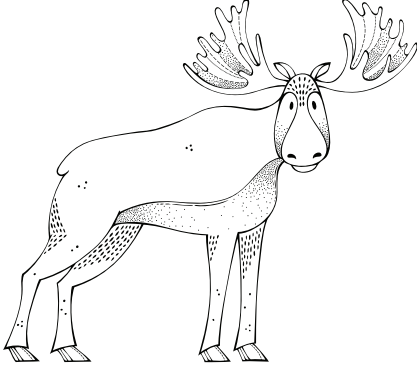
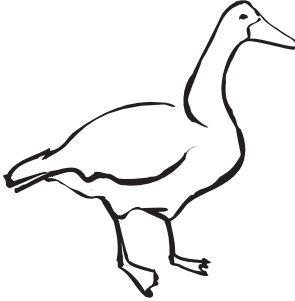
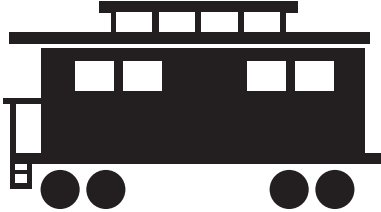

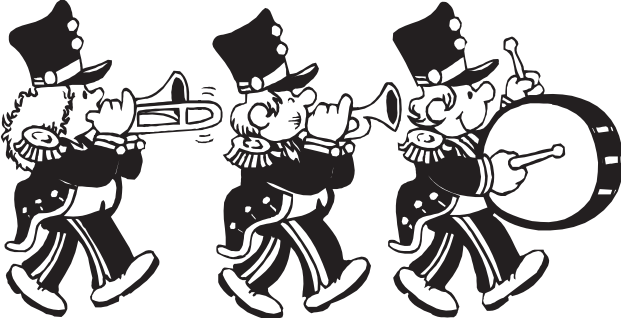
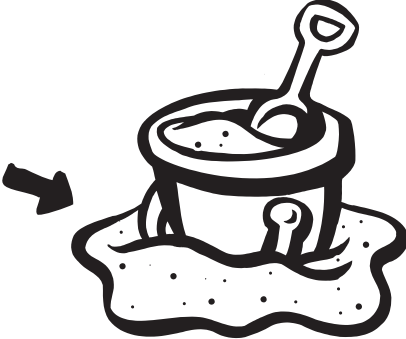

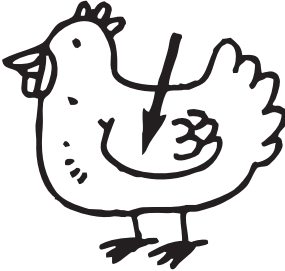




# Phonological Awareness

PA. 006

Rhyme Pie

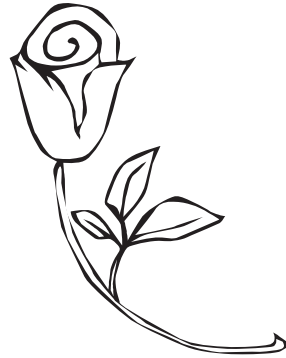
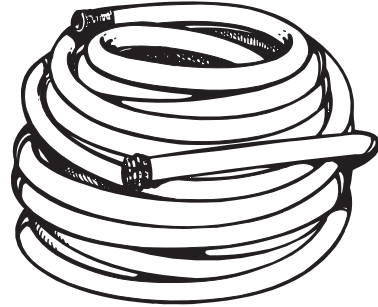
rhyming picture cards: moose, goose, caboose, hand, band, sand, ring, wing



# Phonological Awareness

Rhyme Pie

PA. 006



rhyming picture cards: king, hose, nose, rose





# Phonological Awareness

PA. 007

Rhyme

Rhyme Memory Match

## Objective

The student will recognize rhyming words.

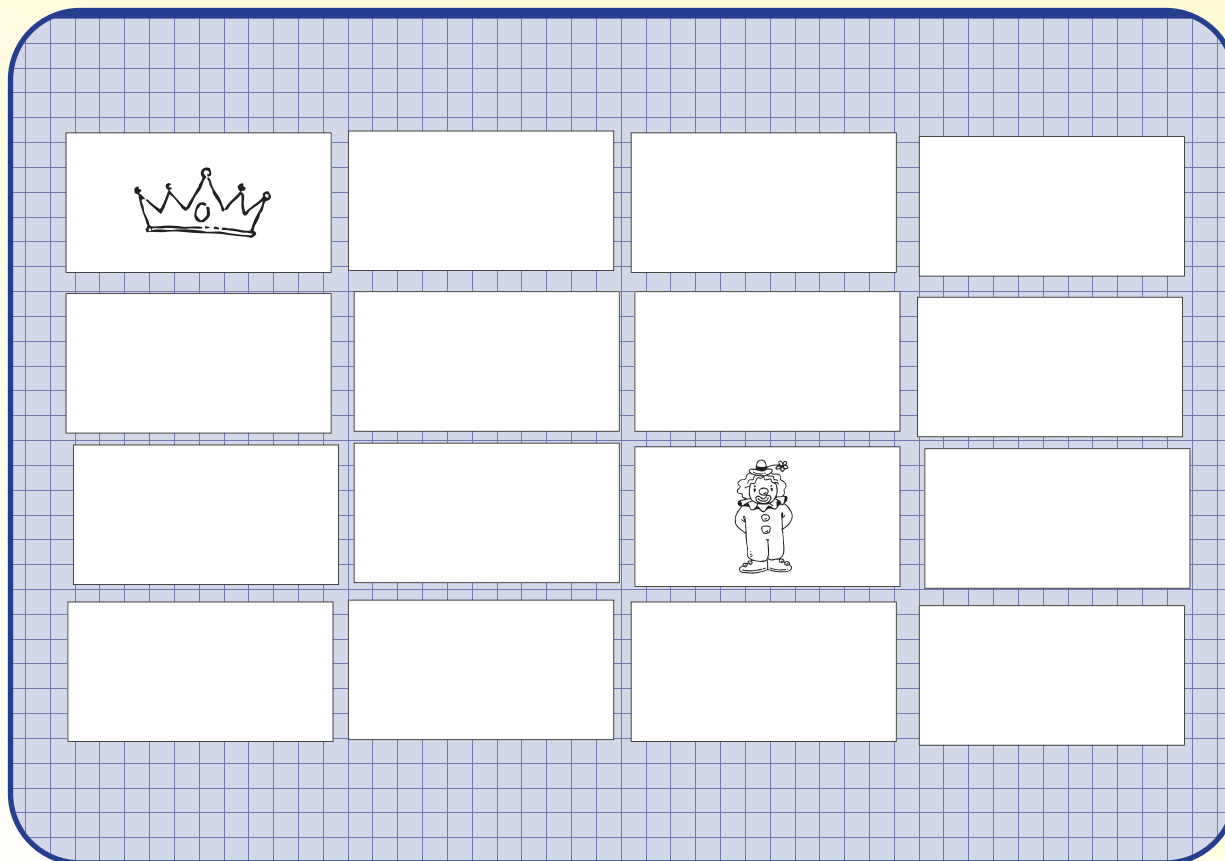
## Materials

- ▶ Rhyming picture cards  
*Select target rhymes.*

## Activity

**Students match rhyming pairs of picture cards.**

1. Place the rhyming picture cards face down in rows.
2. Taking turns, students select two cards, name the picture on each (e.g., “crown, clown”), and determine if there is a match.
3. If there is a match, pick up the cards and place to the side. If cards do not match, return them to their original positions.
4. Continue until all rhyming pairs are made.
5. Peer evaluation



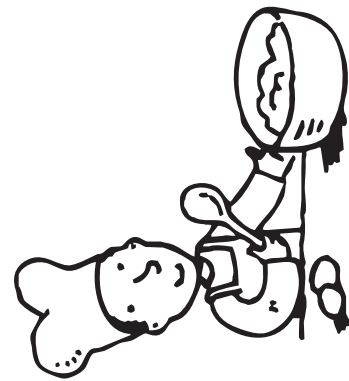
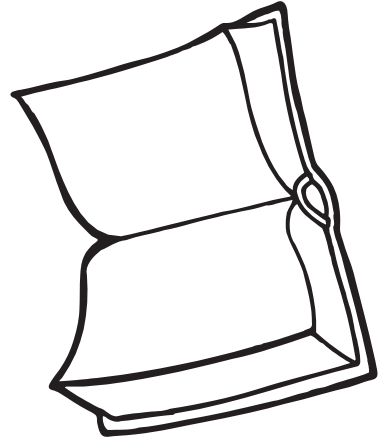
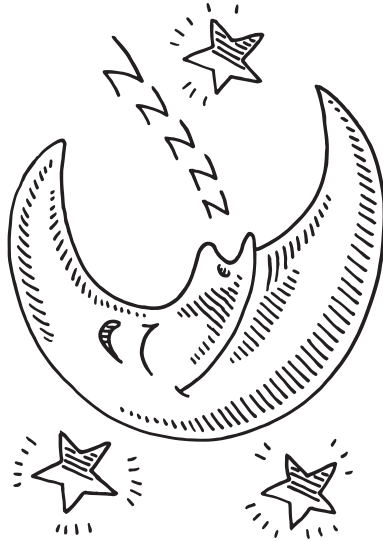
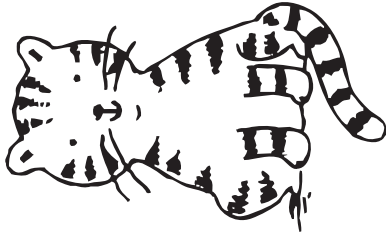
## Extensions and Adaptations

- ▶ Sort cards on a pocket chart and review rhyming pairs.
- ▶ Play using initial sound picture cards.

# Phonological Awareness

Rhyme Memory Match

PA. 007



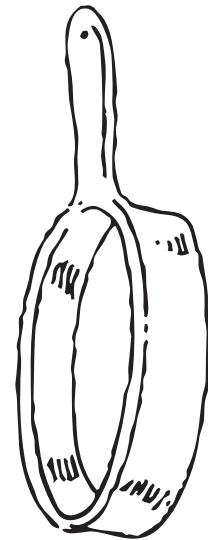
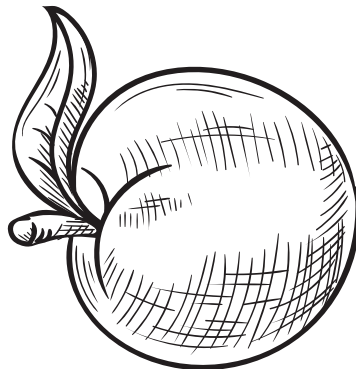
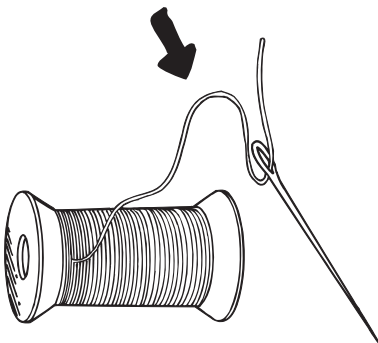
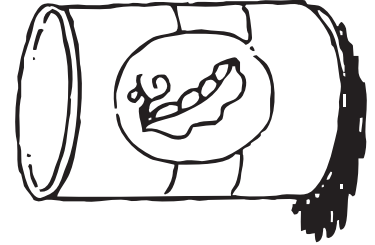
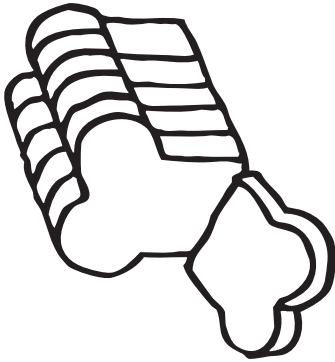
rhyming picture cards: cat, moon, book, hat, spoon, cook



# Phonological Awareness

PA. 007

Rhyme Memory Match



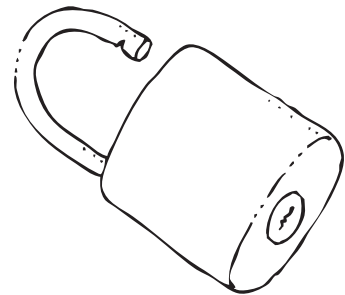
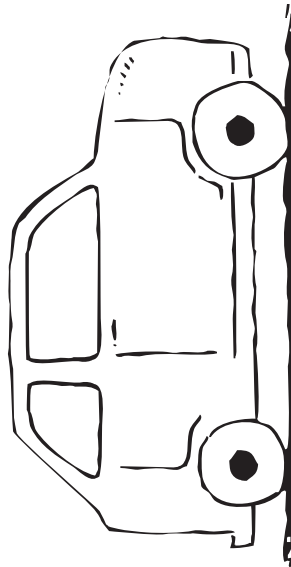
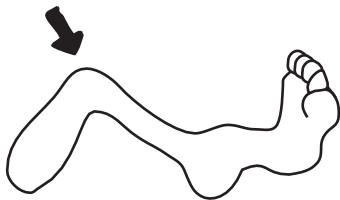
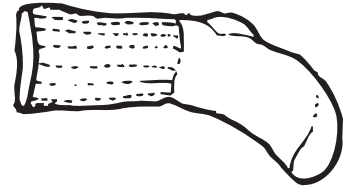
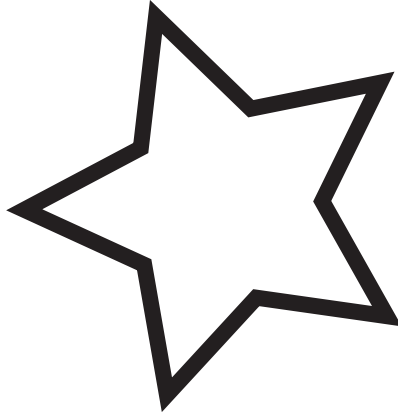
rhyming picture cards: bread, beach, can, thread, peach, pan



# Phonological Awareness

Rhyme Memory Match

PA. 007



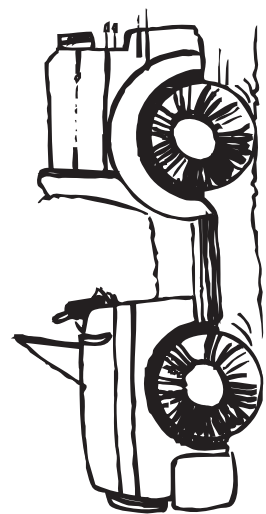
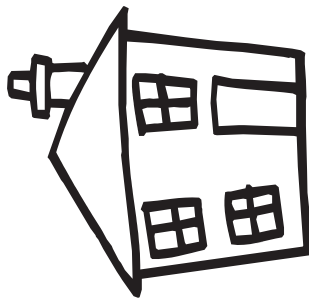
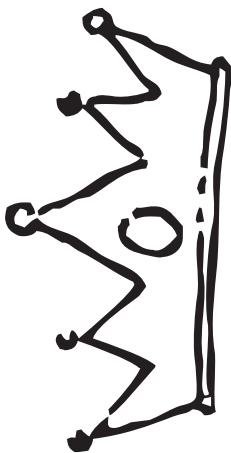
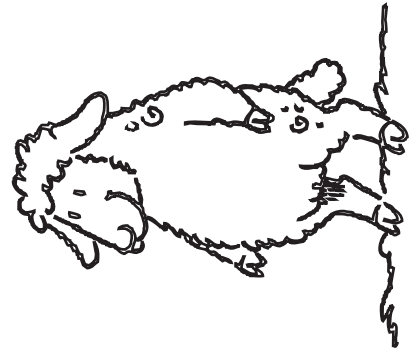
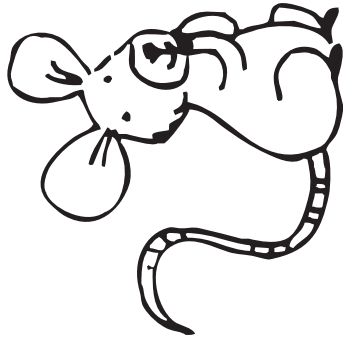
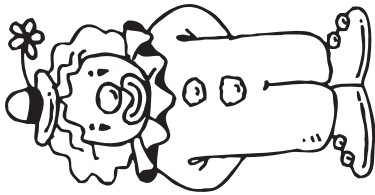
rhyming picture cards: bee, star, sock, knee, car, lock



# Phonological Awareness

PA. 007

Rhyme Memory Match



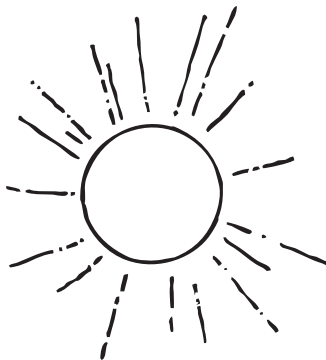
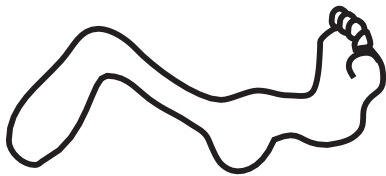
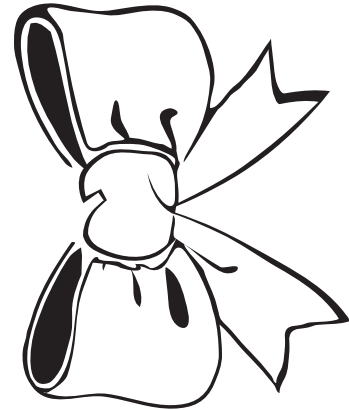
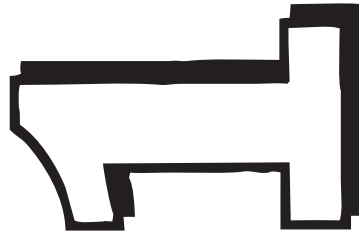
rhyming picture cards: clown, mouse, sheep, crown, house, jeep



# Phonological Awareness

Rhyme Memory Match

PA. 007



rhyming picture cards: egg, one, bow, leg, sun, toe

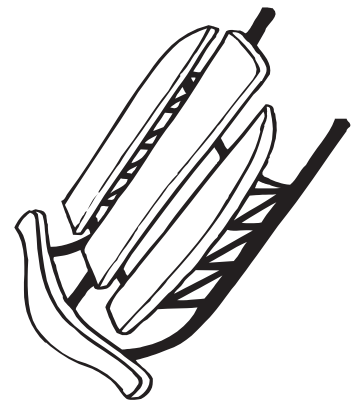
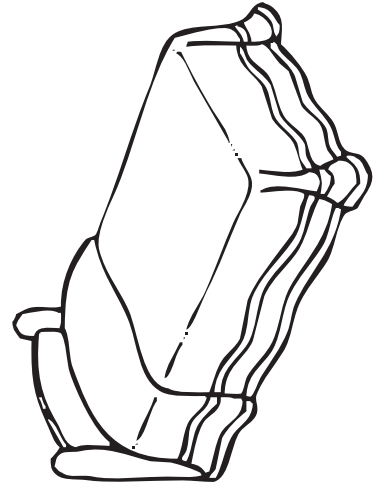
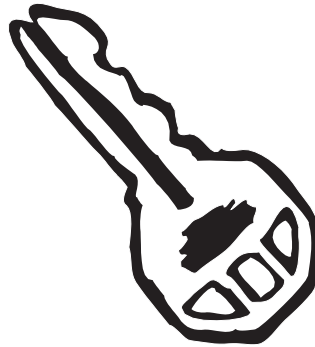
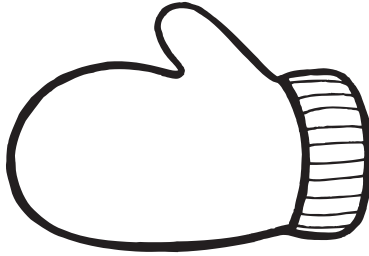




# Phonological Awareness

PA. 007

Rhyme Memory Match



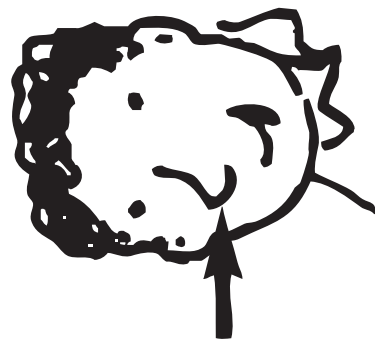
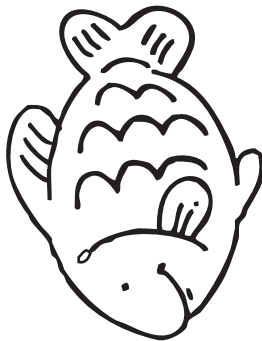
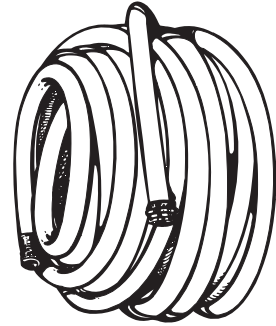
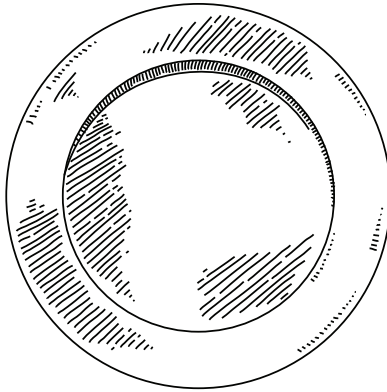
rhyming picture cards: mitten, key, bed, kitten, pea, sled



# Phonological Awareness

Rhyme Memory Match

PA. 007



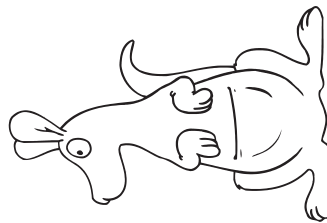
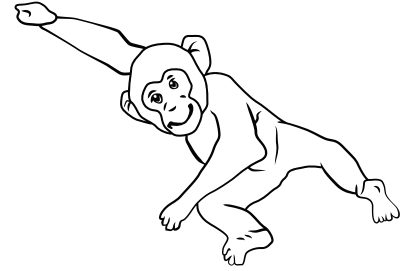
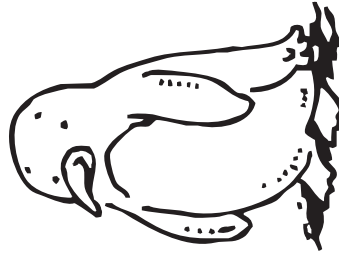
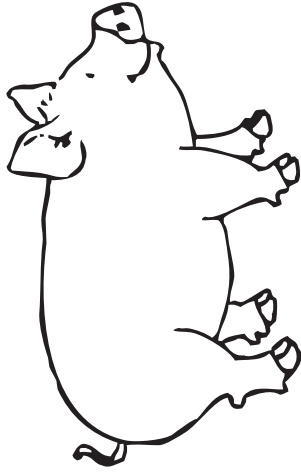
rhyming picture cards: pie, dish, hose, tie, fish, nose



# Phonological Awareness

PA. 007

Rhyme Memory Match



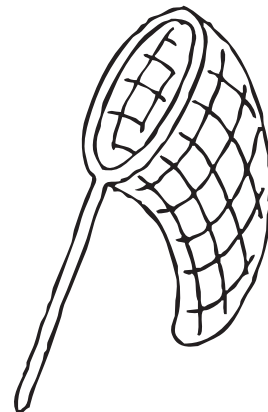
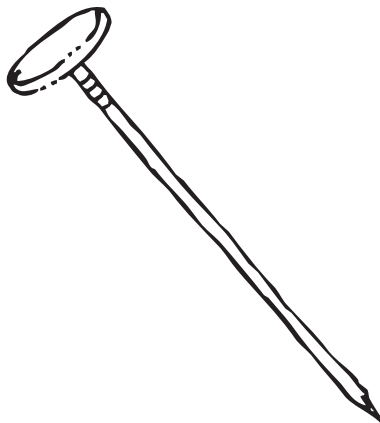
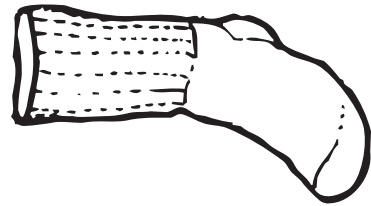
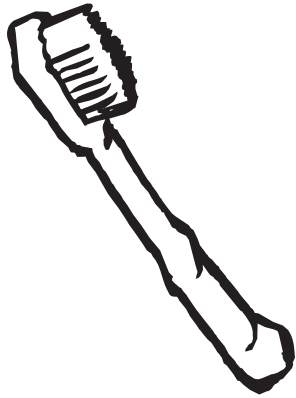
initial sound picture cards: pig, penguin, monkey, motorcycle, kangaroo, key



# Phonological Awareness

Rhyme Memory Match

PA. 007



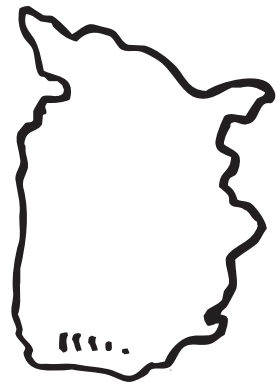
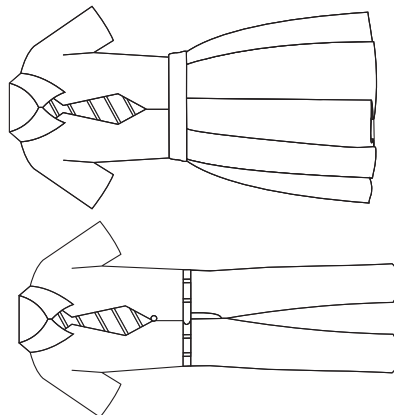
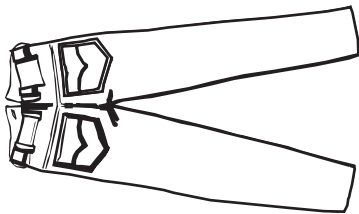
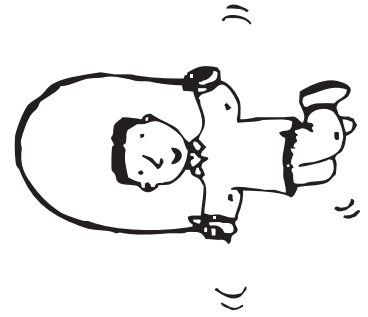
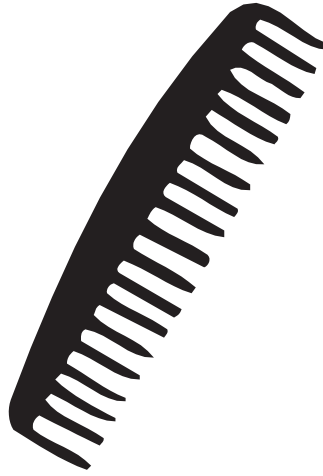
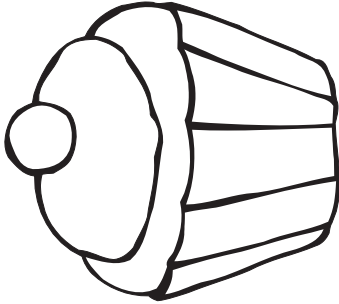
initial sound picture cards: toothbrush, tea, sock, soccerball, nail, net



# Phonological Awareness

PA. 007

Rhyme Memory Match



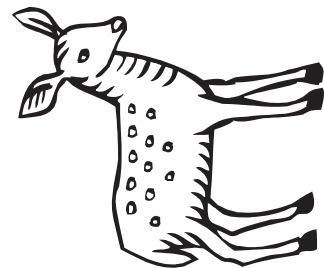
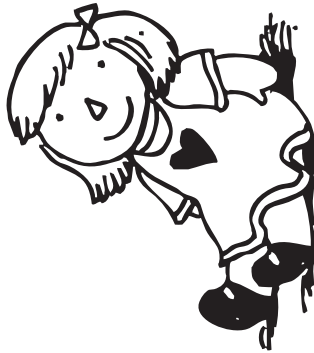
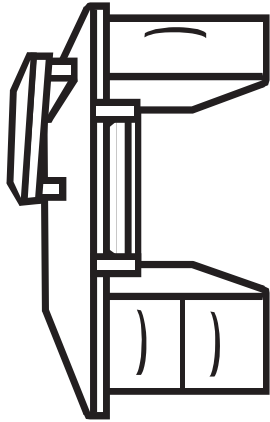
initial sound picture cards: cupcake, comb, jump, jeans, uniform, United States



# Phonological Awareness

Rhyme Memory Match

PA. 007



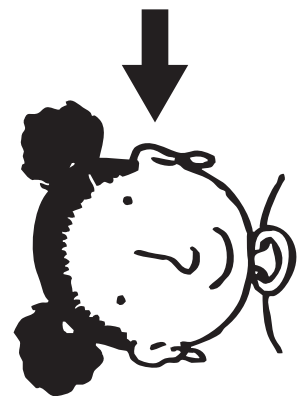
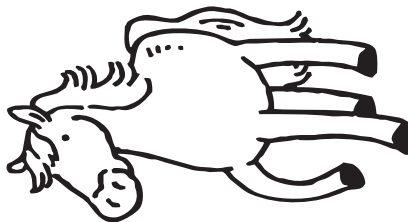
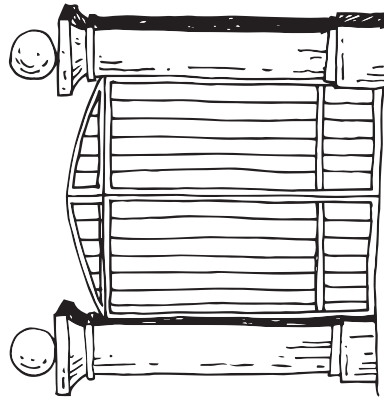
initial sound picture cards: desk, doll, ox, octopus, dragon, deer



# Phonological Awareness

PA. 007

Rhyme Memory Match



initial sound picture cards: guitar, gate, eagle, eleven, horse, head



## Rhyme

PA. 008

### Rhyming Game

#### Objective

The student will recognize rhyming words.

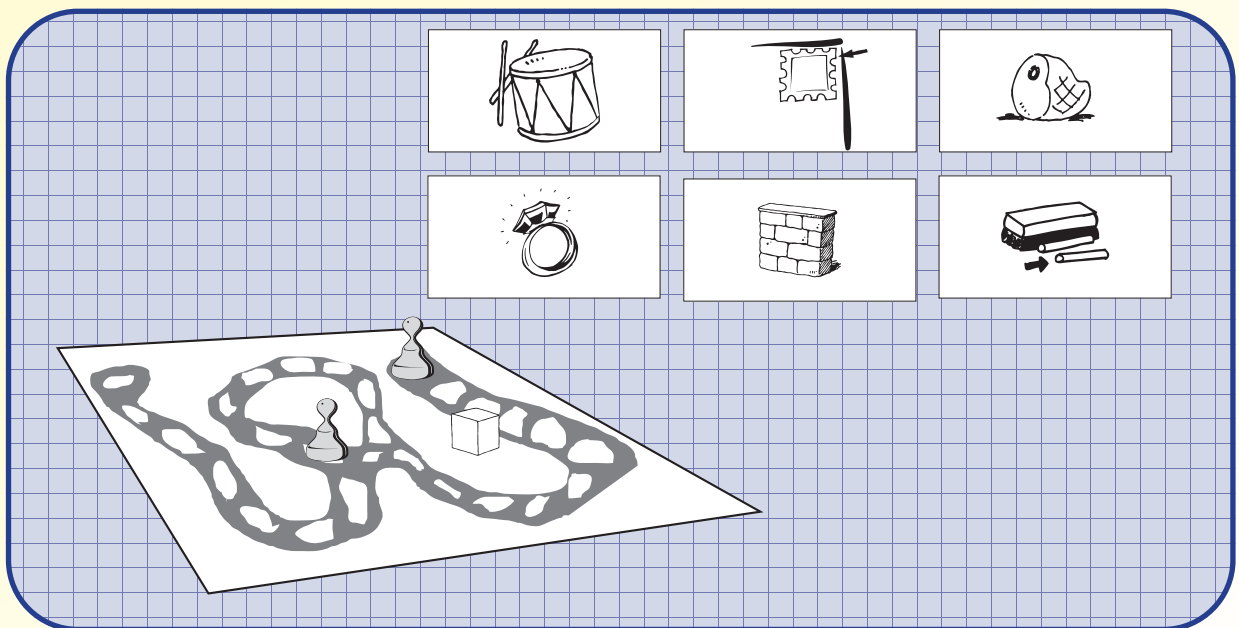
#### Materials

- ▶ Rhyming Game board  
*Copy on card stock, assemble, and laminate.*
- ▶ Rhyming picture cards
- ▶ Number cube  
*Copy on card stock and assemble.*
- ▶ Game pieces (e.g., counters)

#### Activity

Students match rhyming words while playing a game.

1. Place Rhyming Game board, number cube, and rhyming picture cards face up in rows on a flat surface. Place game pieces on the START space.
2. Taking turns, students roll the number cube and move game piece according to the number shown.
3. Name the picture where the game piece lands (e.g., “lamp”) and look at the cards to find a rhyming match.
4. If a match is made, say the match (i.e., “stamp, lamp”). If unable to make a match, then return the game piece to its previous space.
5. Continue until all students reach the END space.
6. Peer evaluation



#### Extensions and Adaptations

- ▶ Play using print media or illustrate additional picture cards.
- ▶ Play by stating rhyming words.



# Phonological Awareness

PA. 008

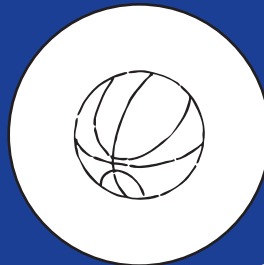
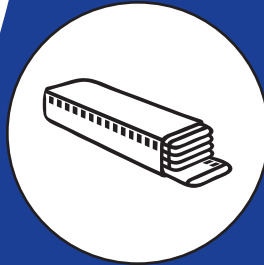
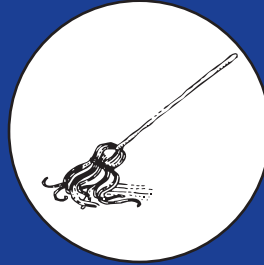
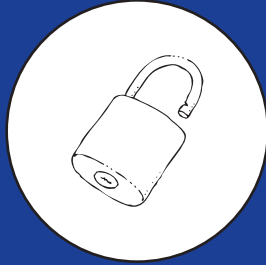
Rhyming Game



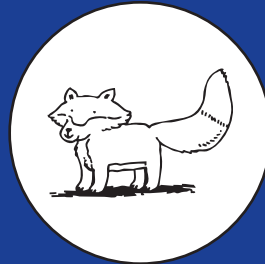
# Phonological Awareness

Rhyming Game

PA. 008



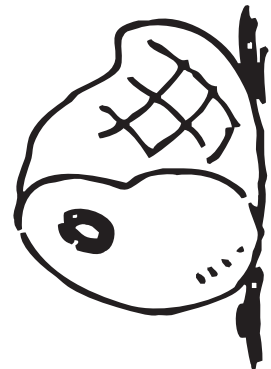
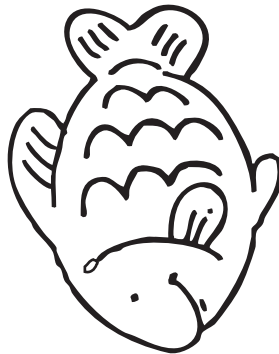
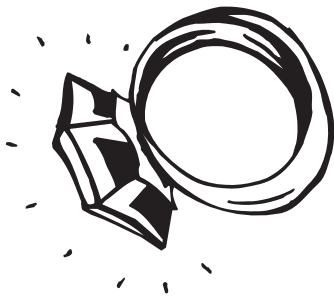
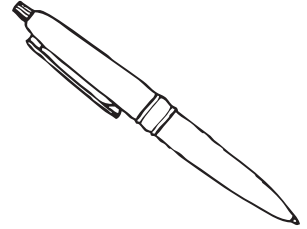
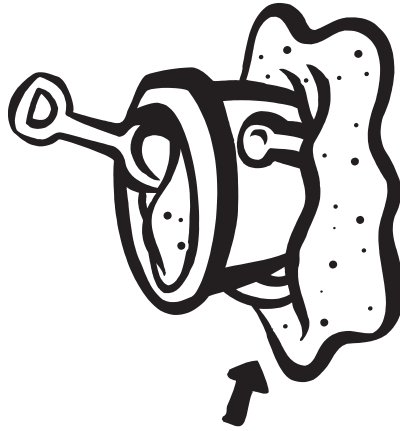
END



# Phonological Awareness

PA. 008

Rhyming Game



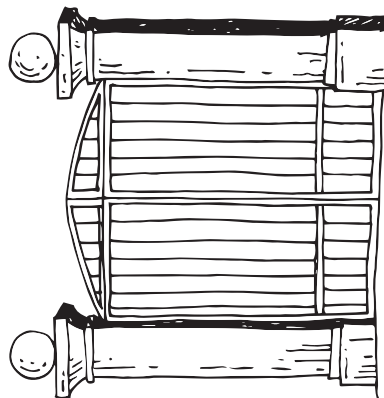
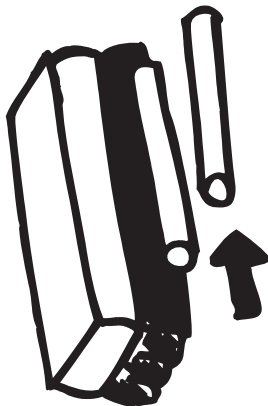
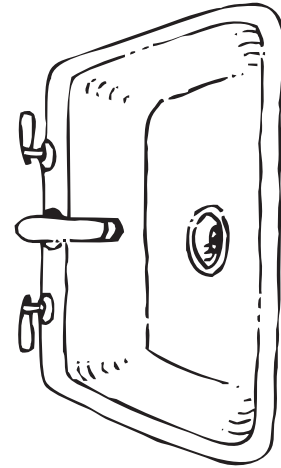
pictures on the game board: pie, hand, hen, king, dish, jam  
rhyming picture cards: eye, sand, pen, ring, fish, ham



# Phonological Awareness

Rhyming Game

PA. 008



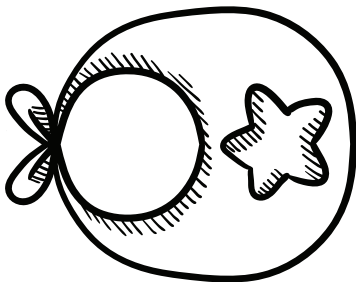
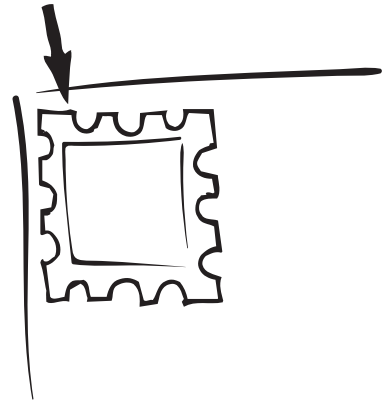
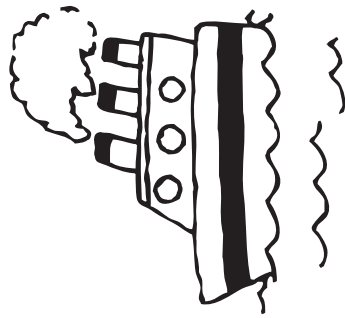
pictures on the game board: sheep, nut, wink, walk, skate, bow  
rhyming picture cards: sleep, hut, sink, chalk, gate, snow



# Phonological Awareness

PA. 008

Rhyming Game



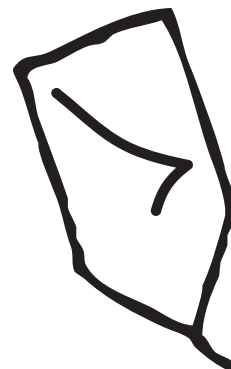
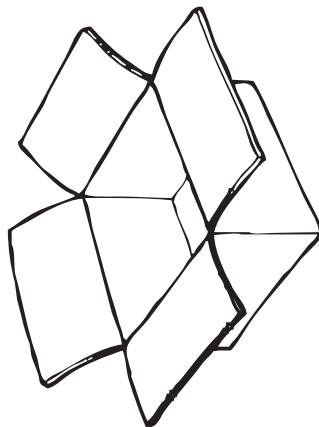
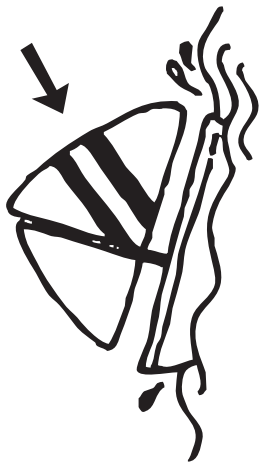
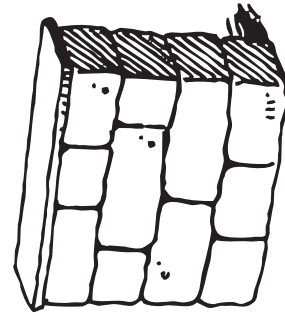
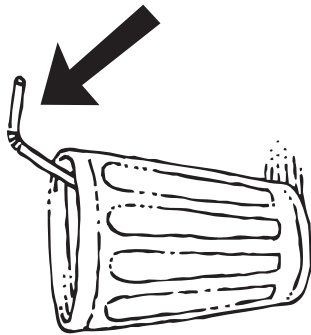
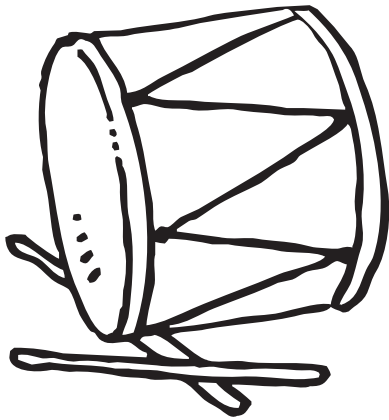
pictures on the game board: cat, lip, lamp, crib, lock, mop  
rhyming picture cards: hat, ship, stamp, bib, dock, hop



# Phonological Awareness

Rhyming Game

PA. 008



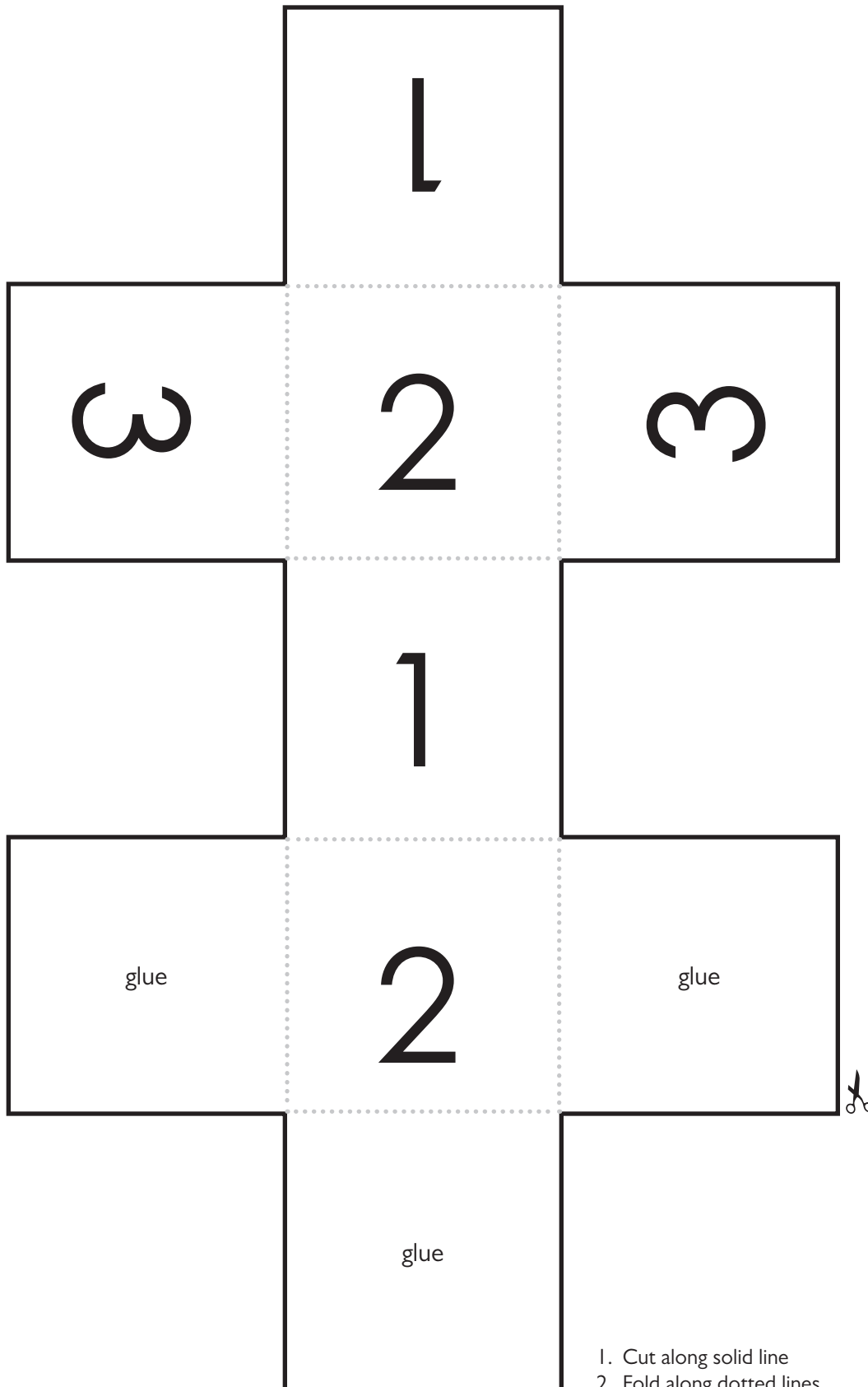
pictures on the game board: gum, paw, ball, mail, fox, bag  
rhyming picture cards: drum, straw, wall, sail, box, tag



# Phonological Awareness

PA. 008

Rhyming Game



number cube

1. Cut along solid line
2. Fold along dotted lines



## Rhyme

PA. 009

### Rhyme Flip Book



#### Objective

The student will recognize and produce rhyming words.



#### Materials

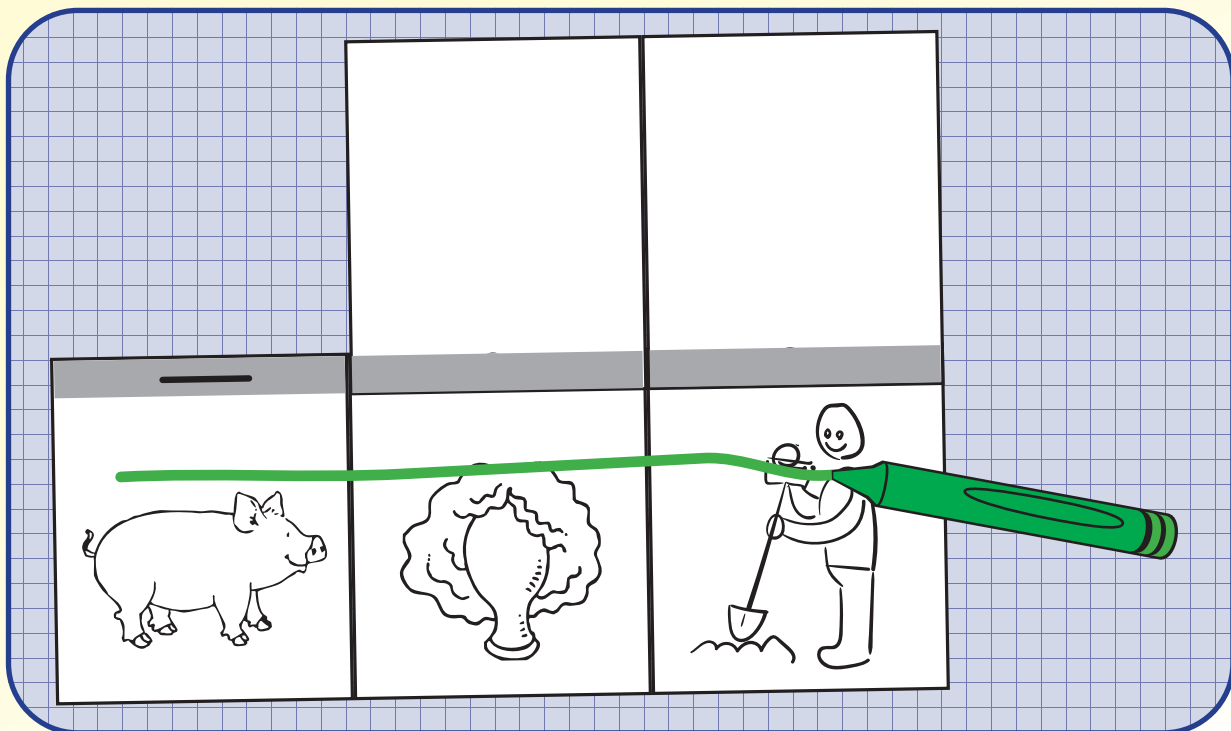
- ▶ Rhyme picture book pages
- ▶ Stapler
- ▶ Crayons or markers



#### Activity

Students find two rhyming pictures and illustrate a third picture.

1. Place stapler and crayons at the center. Provide the student with a set of rhyme picture book pages.
2. The student makes a flip book using the rhyme book pages. Cuts, compiles, and staples the book.
3. Flips through the pages in the book and finds two pictures that rhyme.
4. Draws a picture of a word that rhymes with the two pictures on a blank page.
5. Chooses a crayon and marks a line across each picture as the picture name is said (Note: Uses a different color for each set of rhyming pictures).
6. Continues until there are three pictures for each rhyme.
7. Teacher evaluation



#### Extensions and Adaptations

- ▶ Exchange books with a partner and compare rhyming words.
- ▶ Make additional flip book pages.




# Phonological Awareness

PA. 009


Rhyme Flip Book

—

STOP



STOP



fold →

rhyme picture book pages: pig, hat

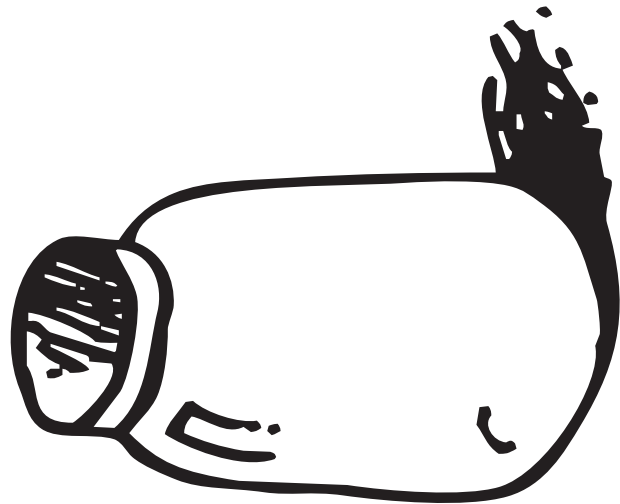


# Phonological Awareness

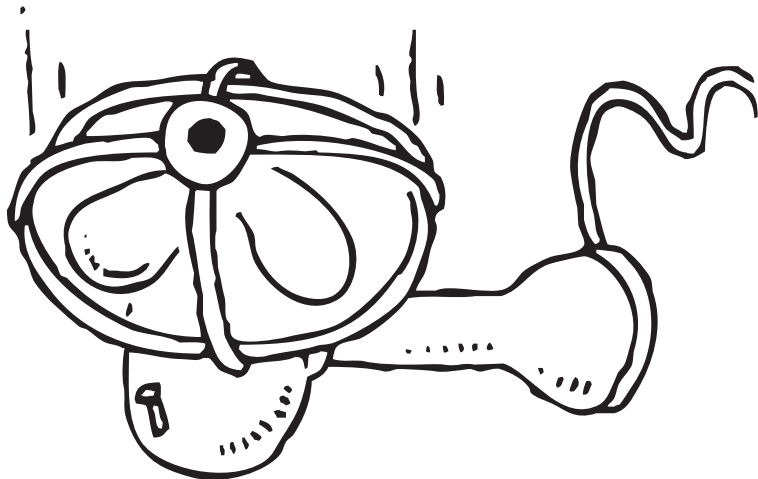
Rhyme Flip Book

PA. 009

STOP



STOP



fold →

rhyme picture book pages: fan, jar



# Phonological Awareness

PA. 009

Rhyme Flip Book

—

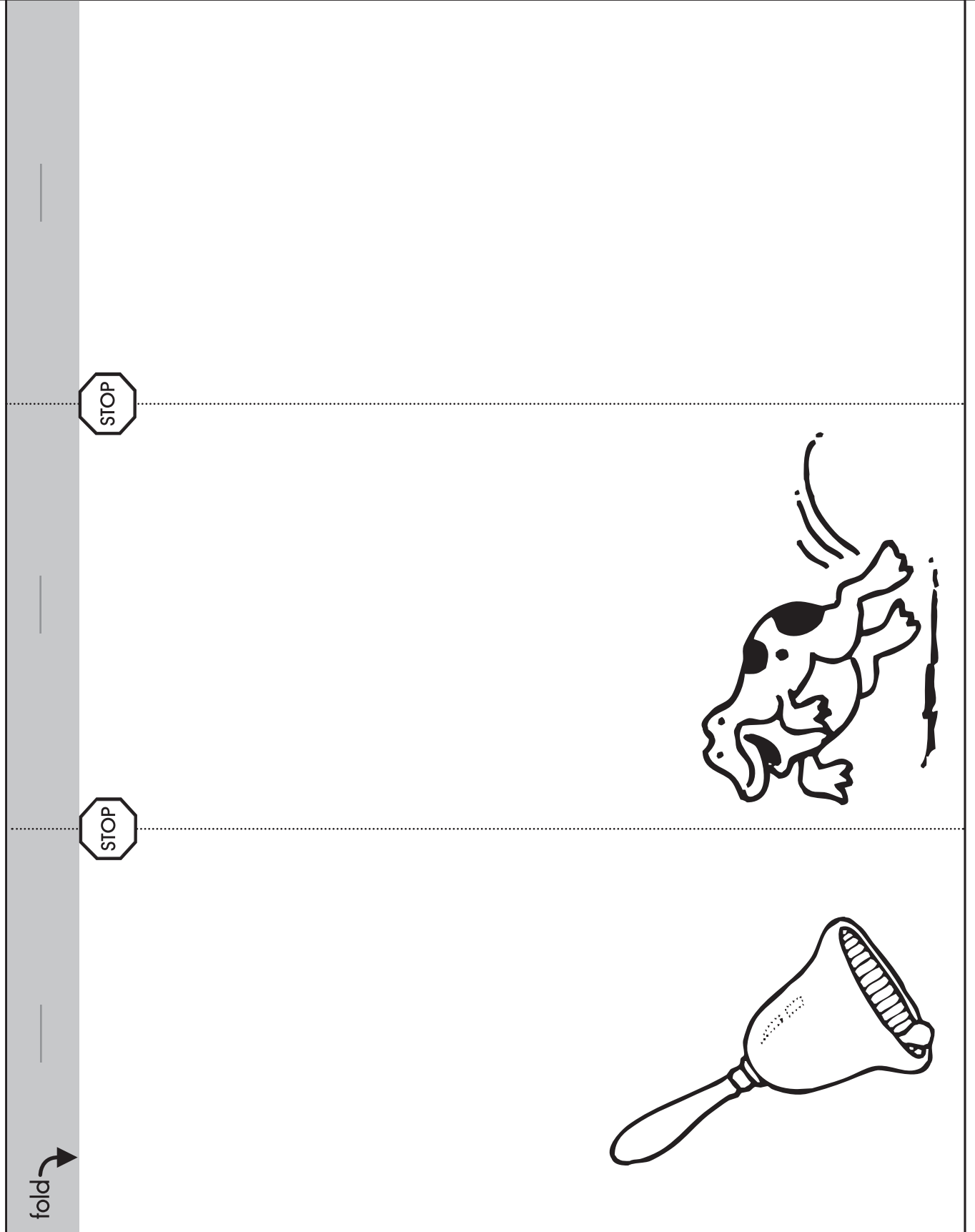
STOP

—

STOP

—

fold →



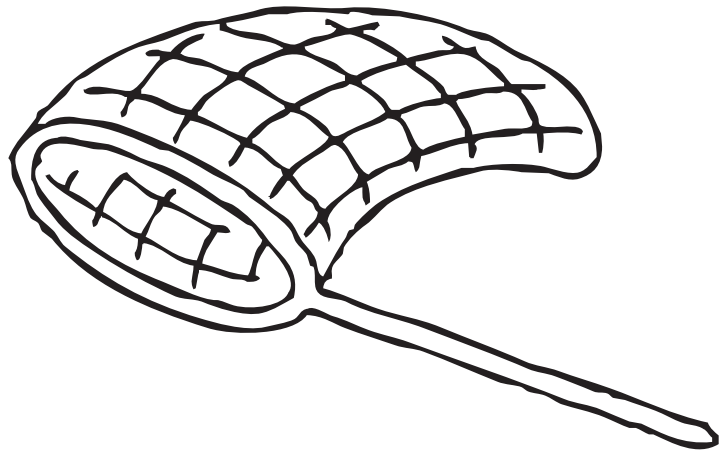
rhyme picture book pages: bell, frog

# Phonological Awareness

Rhyme Flip Book

PA. 009

STOP



STOP



fold →

rhyme picture book pages: star, net



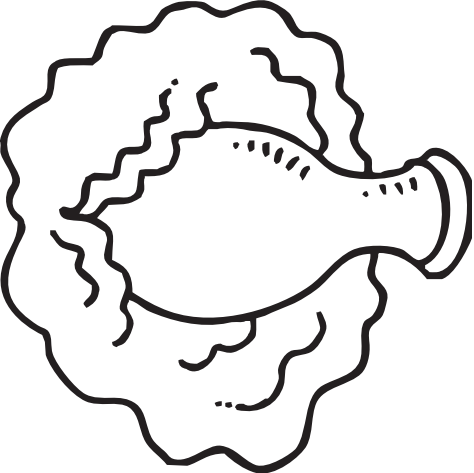
# Phonological Awareness

PA. 009

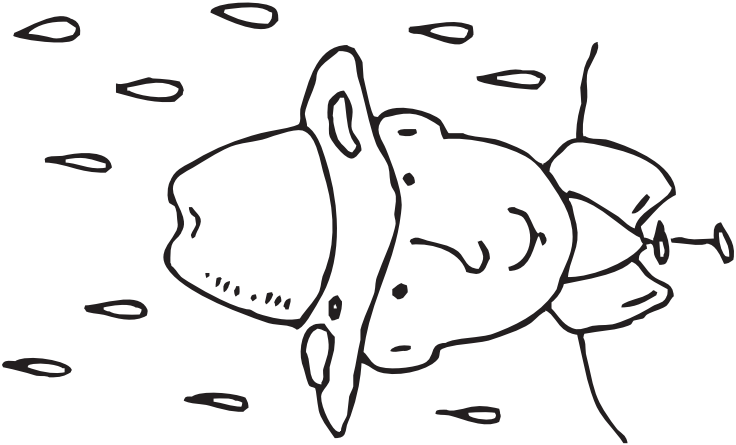
Rhyme Flip Book

—

STOP



STOP



fold →

rhyme picture book pages: wet, wig



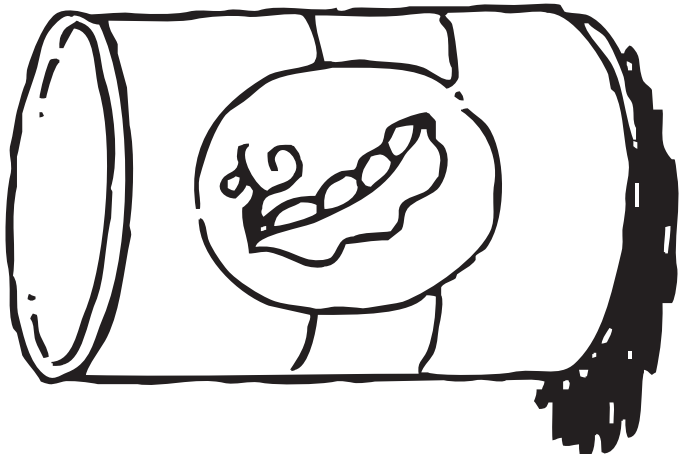
# Phonological Awareness

Rhyme Flip Book

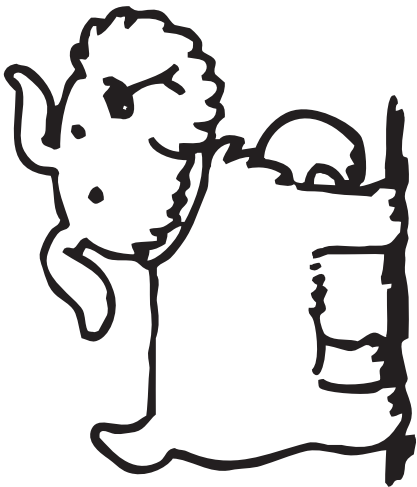
PA. 009

—

STOP



STOP



fold →

This is a template for a rhyme flip book. It features a vertical grey strip on the left side with a 'fold' label and an arrow pointing right. The main area is divided into two horizontal sections by dotted lines. Each section is marked with an octagonal 'STOP' sign on the left. The top section contains a line drawing of a can of peas, and the bottom section contains a line drawing of a dog. A pair of scissors icon is located at the bottom right corner of the drawing area.

rhyme picture book pages: dog, can

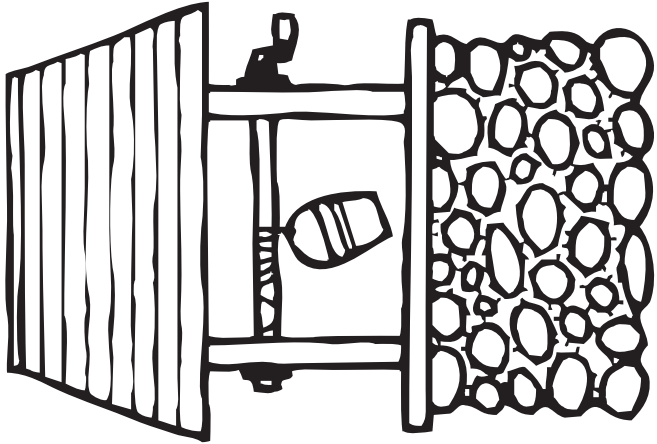
# Phonological Awareness

PA. 009


Additional Flip Book Pages

—

STOP



STOP



fold →

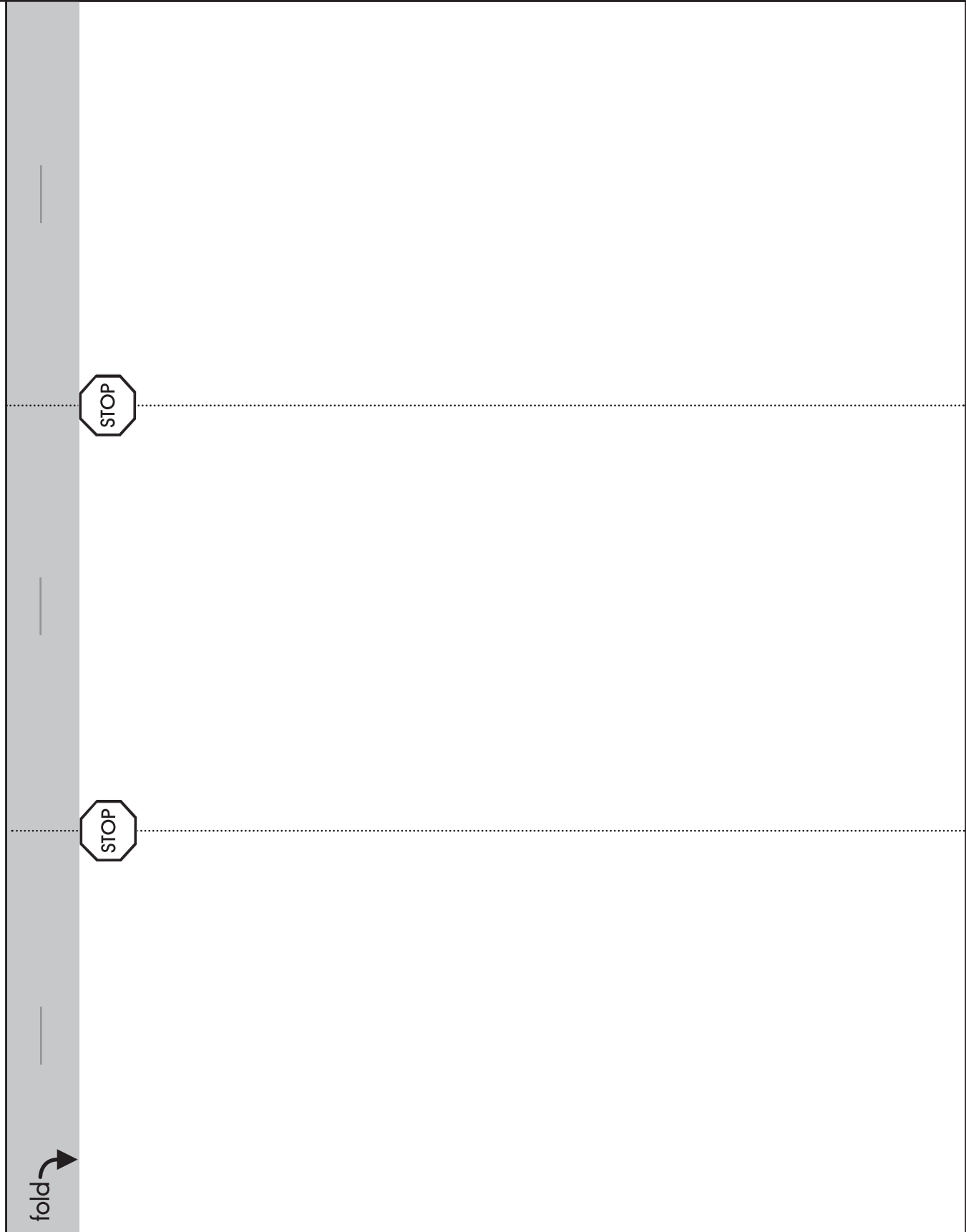
rhyme picture book pages: cat, well



# Phonological Awareness

Additional Flip Book Pages

PA. 009



blank flip book pages







# Phonological Awareness

PA. 010

**Alliteration**  
Alliteration Action

## Objective

The student will repeat and produce alliterative phrases.

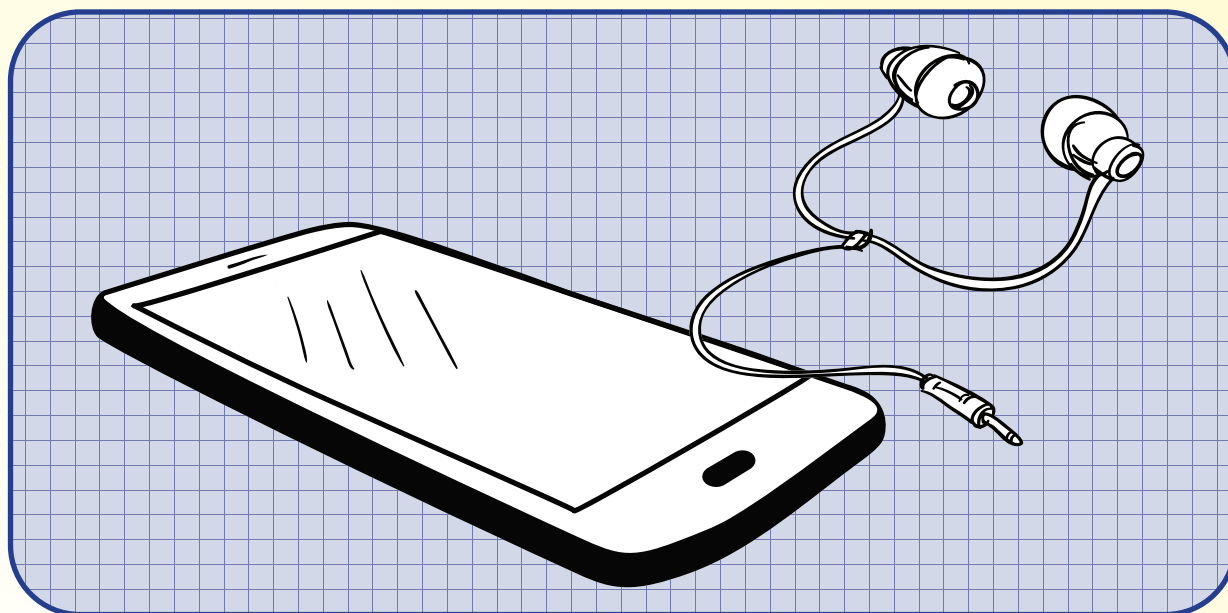
## Materials

- ▶ Media player with alliterative songs
- ▶ Headphones
- ▶ Gloves
- Optional: Use paper hands on popsicle sticks*
- ▶ Paper
- ▶ Crayons or markers

## Activity

**Students interact with alliterative music.**

1. Place the media player with alliterative recordings at the center. Provide student with gloves, paper, and crayons.
2. The student puts on the gloves and headphones.
3. Claps hands or finger taps to the beat.
4. Interacts with the song (repeats alliterative sentences).
5. Draws a picture illustrating an alliterative sentence on paper.
6. Teacher evaluation



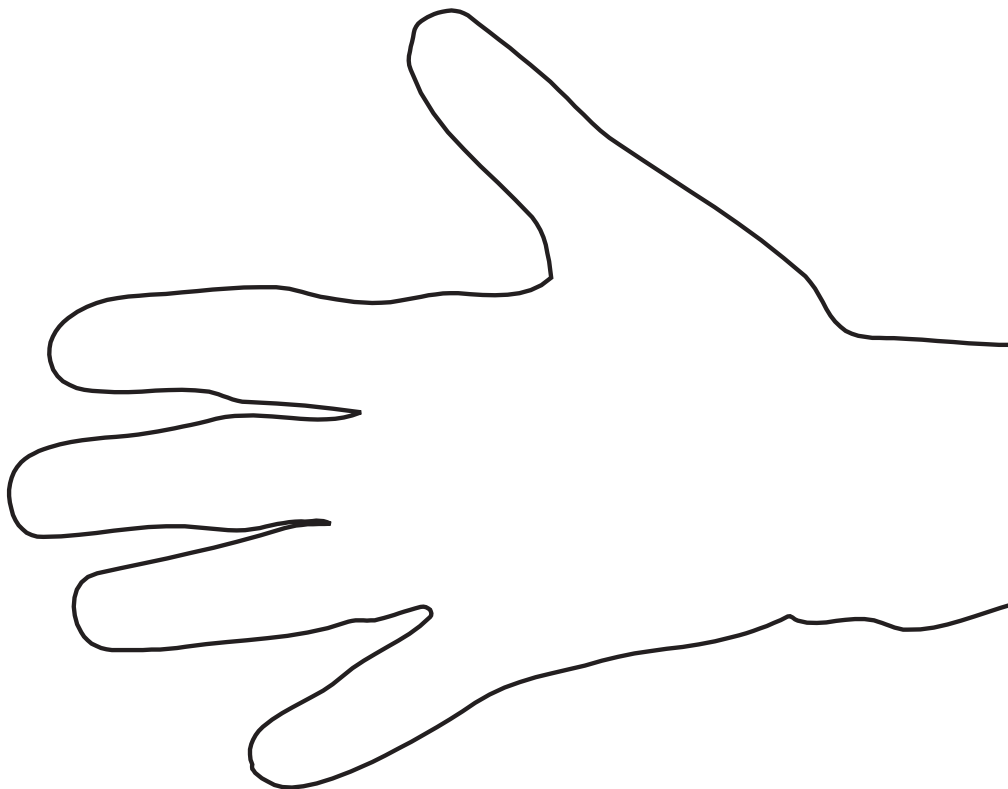
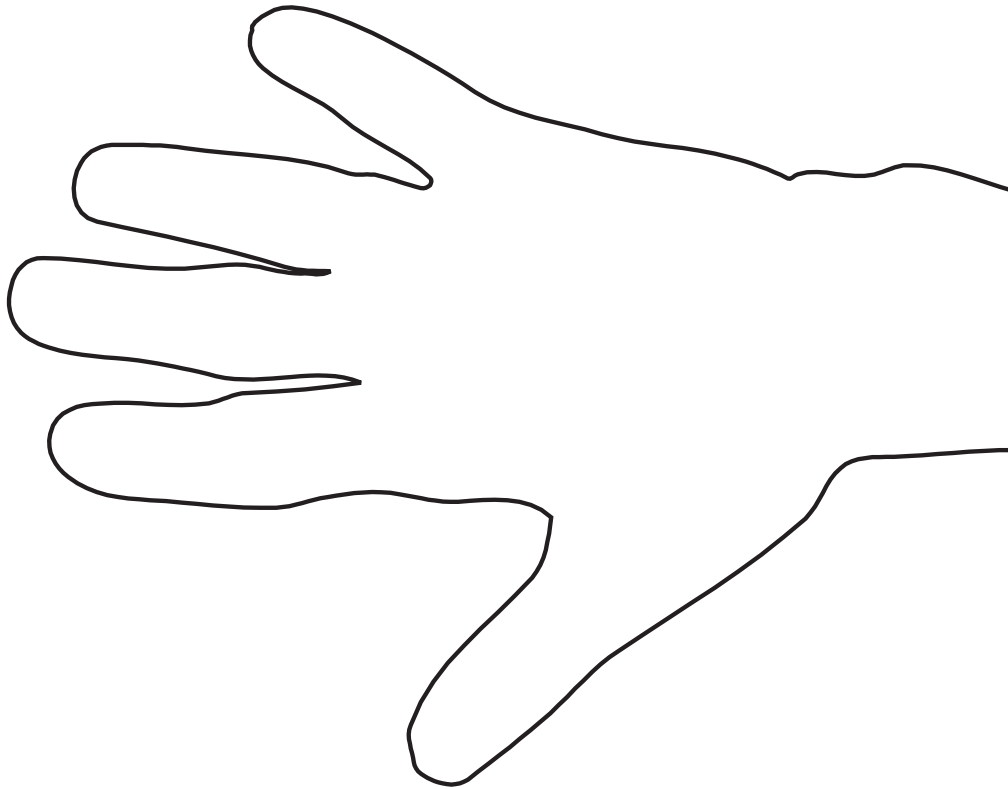
## Extensions and Adaptations

- ▶ Write and illustrate silly sentences.
- ▶ Develop an alliterative recording or video.
- ▶ Listen to and repeat alliterative (or silly) sentences with a partner.
- ▶ Change the initial sound to make another silly sentence (e.g., Seter Siper sicked a seck of sickled seppers.).

# Phonological Awareness

Alliteration Action

PA. 010



clapping hands





## Alliteration

PA. 011

### Popular Pals

#### Objective

The student will produce alliterative phrases.

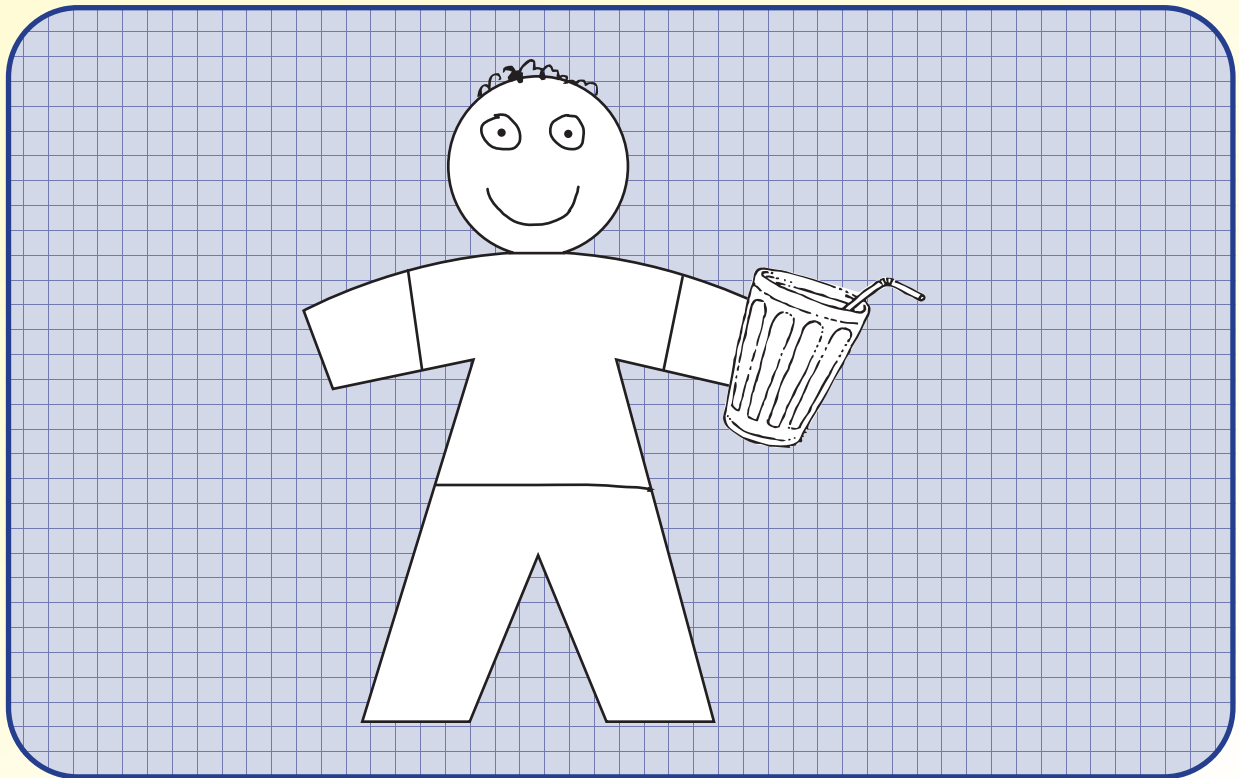
#### Materials

- ▶ Popular Pal cut-out
- ▶ Items for decorating (e.g., yarn for hair, wiggle eyes, buttons, etc.)
- ▶ Scissors
- ▶ Glue
- ▶ Crayons or markers

#### Activity

**Students use their names and alliterative phrases to describe themselves and decorate their pals.**

1. Provide the student with a Popular Pal cut-out, crayons, decorative items, scissors, and glue.
2. The student produces an alliterative phrase that matches her name and describes a self characteristic (e.g., “Happy Holly”). Students may also use “likes” to describe themselves (e.g., “Mikey likes milkshakes.”).
3. Decorates Popular Pal cut-out to illustrate the description or statement.
4. Teacher evaluation



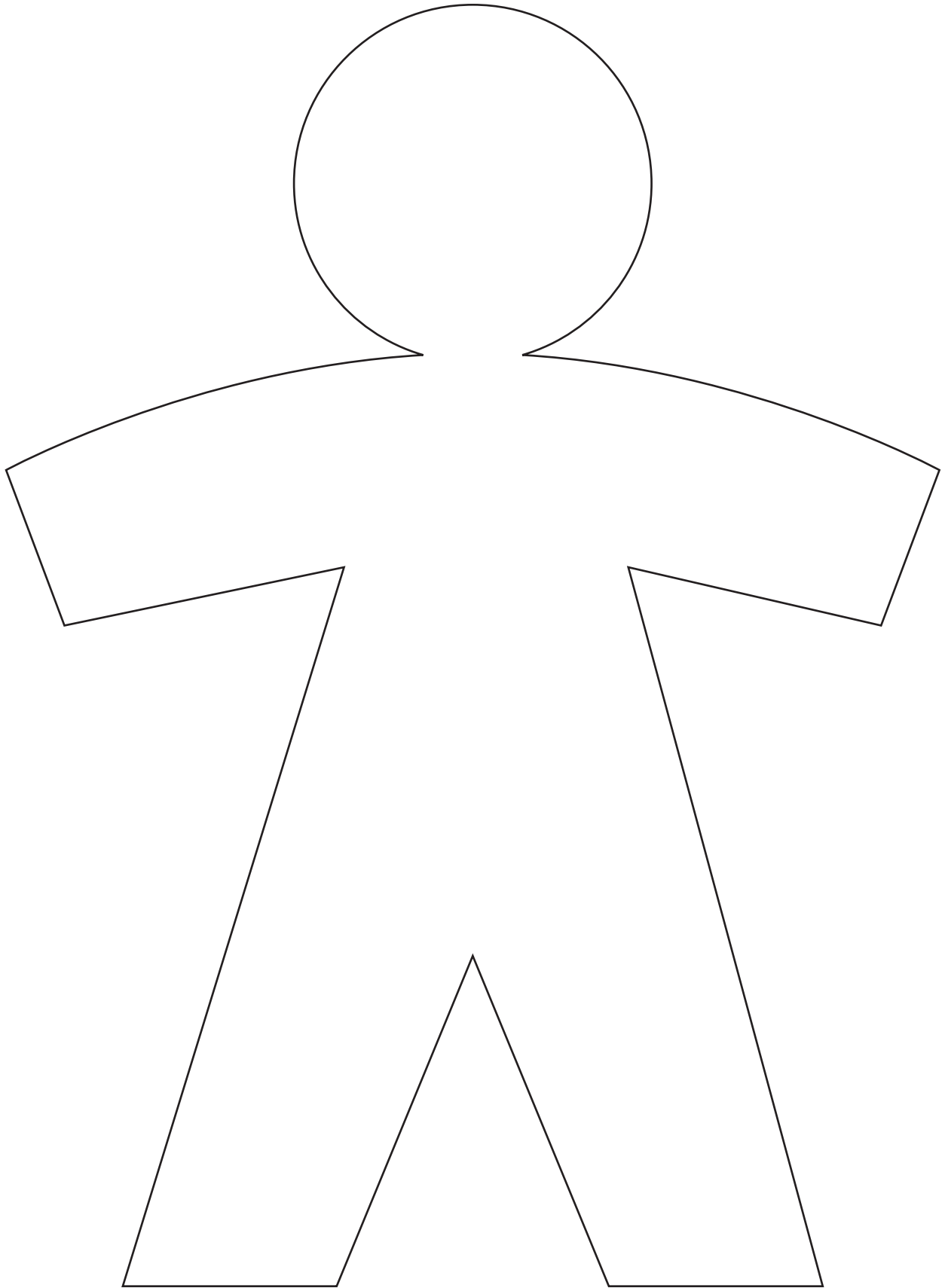
#### Extensions and Adaptations

- ▶ Add other adjectives.
- ▶ Describe a friend.

# Phonological Awareness

PA. 011

Popular Pals



popular pal cut-out



## Alliteration

PA. 012

### Silly Sentence Big Book



#### Objective

The student will produce alliterative phrases.



#### Materials

- ▶ 12" by 18" construction paper
- ▶ Alphabet picture cards  
*Glue each alphabet picture card on separate pieces of construction paper.*
- ▶ Items for decorating (e.g., yarn for hair, wiggle eyes, buttons, etc.)
- ▶ Binder (e.g., plastic spirals or book rings)  
*Create a Big Book using 28 pieces of 12" by 18" construction paper—one for the cover, one for the backing, and one for each letter that the student illustrates.*
- ▶ Scissors
- ▶ Glue
- ▶ Crayons or markers

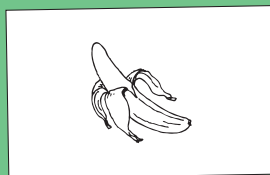


#### Activity

**Students say and illustrate an alliterative phrase based on a target sound picture.**

1. Provide the student with a piece of construction paper labeled with a target initial sound picture card, crayons or markers, items for decorating, scissors, and glue.
2. The student names picture and says initial sound (e.g., "banana, /b/").
3. Creates an alliterative sentence for the sound of the letter on her page.
4. Illustrates the sentence using decorative items. For example, if the student's target sound picture begins with /b/ she might make an illustration for the sentence, "Baker Bob bakes brown bread."
5. Teacher evaluation

"Baker Bob bakes brown bread."



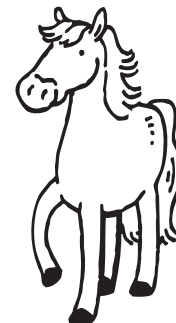
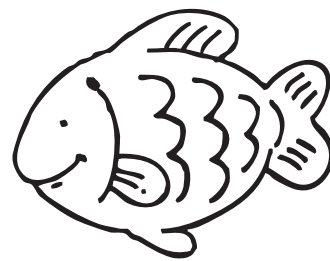
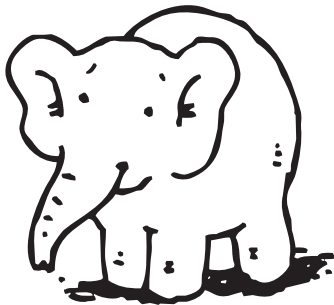
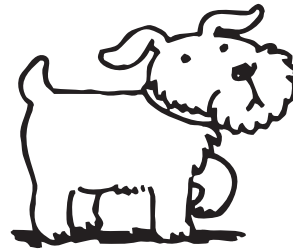
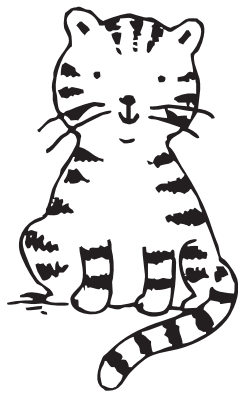
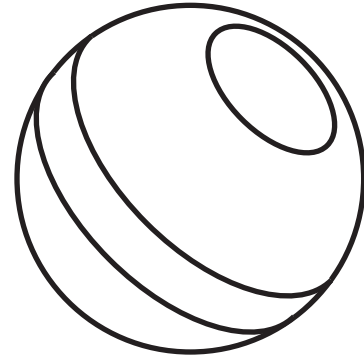
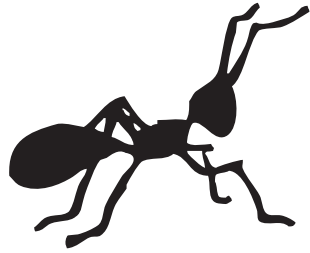
#### Extensions and Adaptations

- ▶ Extend the alliterative descriptions to include words using other target sounds (e.g., /sh/, /ch/).

# Phonological Awareness

PA. 012

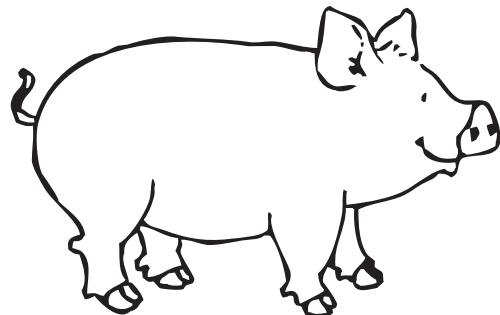
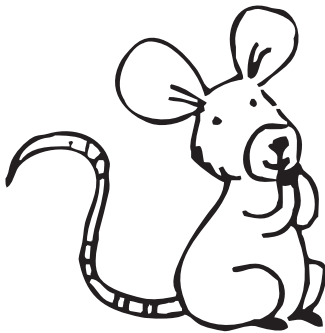
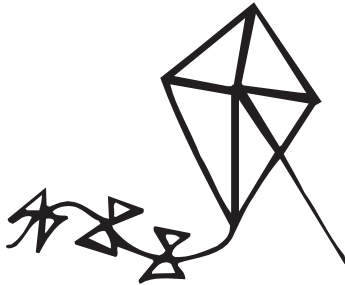
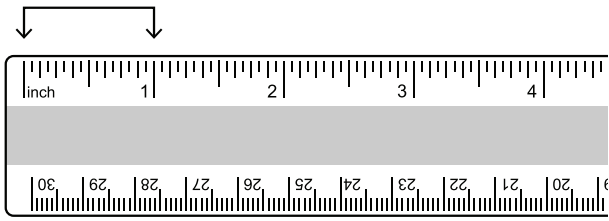
Silly Sentence Big Book



alphabet picture cards:  
ant, ba11, cat, dog, elephant, fish goat, horse



# Phonological Awareness



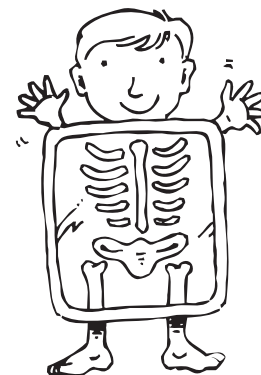
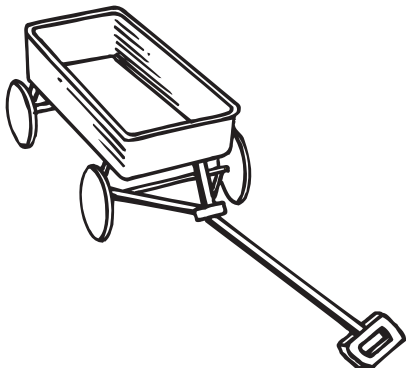
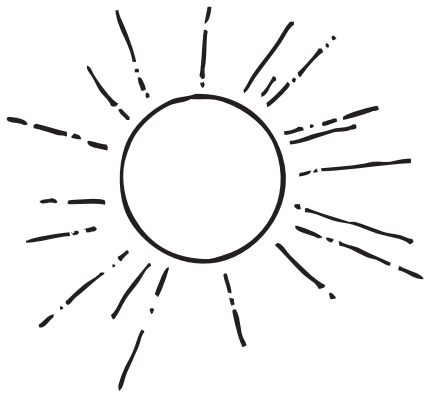
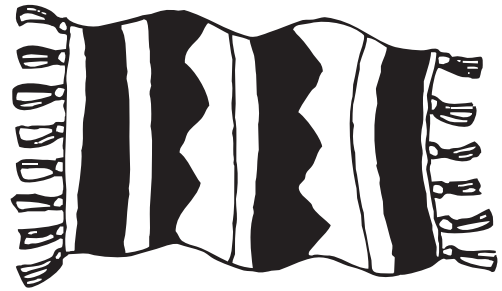
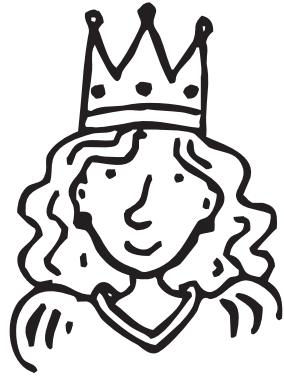
alphabet picture cards:  
inch, jar, kite, lamp mouse, necklace, octopus, pig



# Phonological Awareness

PA. 012

Silly Sentence Big Book



alphabet picture cards:  
queen, rug, sun, tiger, umbrella, vet, wagon, x-ray

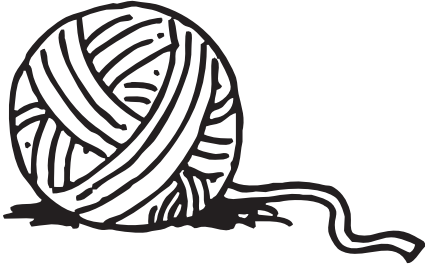




# Phonological Awareness

Silly Sentence Big Book

PA. 012



alphabet picture cards: yarn, zebra





# Phonological Awareness

PA. 013

Sentence Segmentation

Nursery Rhymes

## Objective

The student will segment sentences into words.

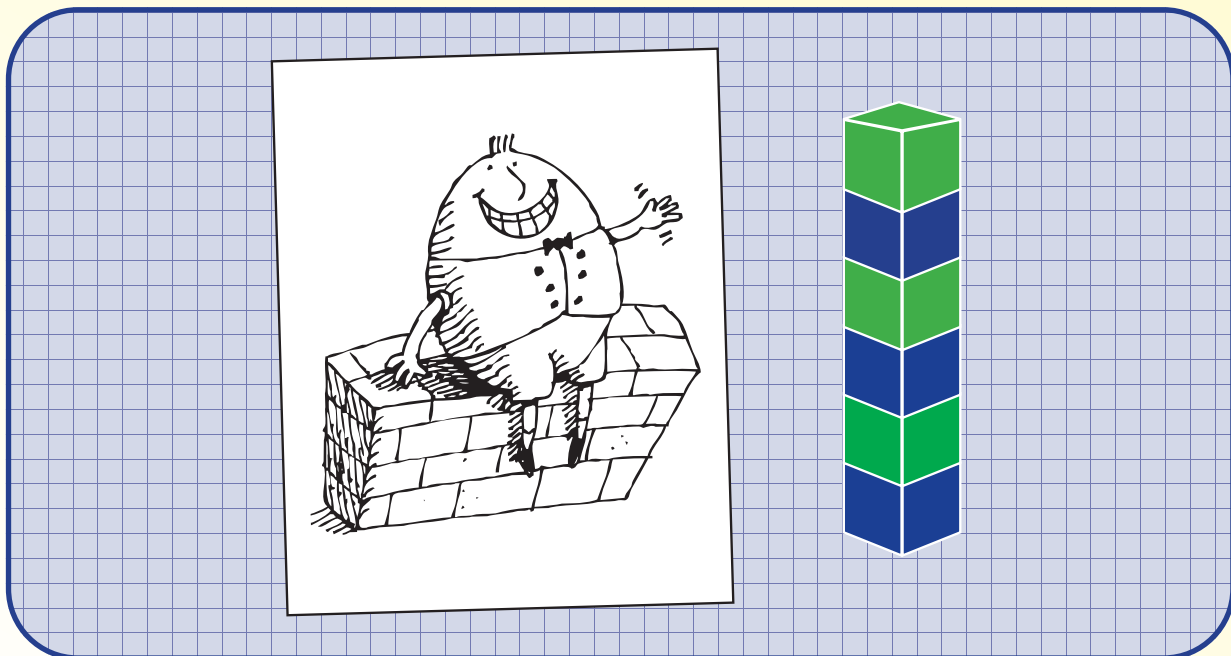
## Materials

- ▶ Nursery rhyme picture cards  
*Write the number of words in the first sentence of each rhyme on the back of each card.*
- ▶ Interlocking cubes

## Activity

Students count the words in sentences and stack interlocking cubes to equal the number of words counted.

1. Place nursery rhyme picture cards face up in a stack. Place the cubes on a flat surface.
2. The student selects the top nursery rhyme picture card and says the rhyme.
3. Repeats the first sentence and stacks the number of cubes to equal the number of words (e.g., “Humpty Dumpty sat on a wall.” There are six words in the sentence and the student stacks six cubes).
4. Places the stack of cubes below the matching picture.
5. Turns card over and checks the number on the back to see if it corresponds to the number of cubes.
6. Continues until all nursery rhyme cards are used.
7. Self check



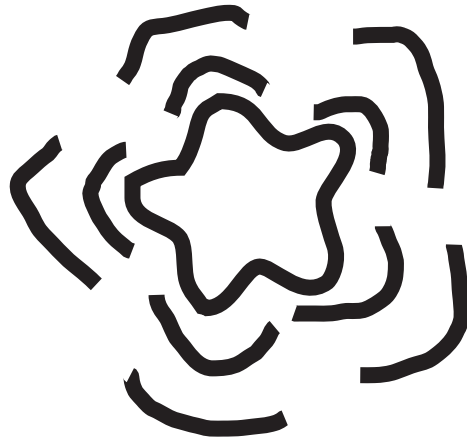
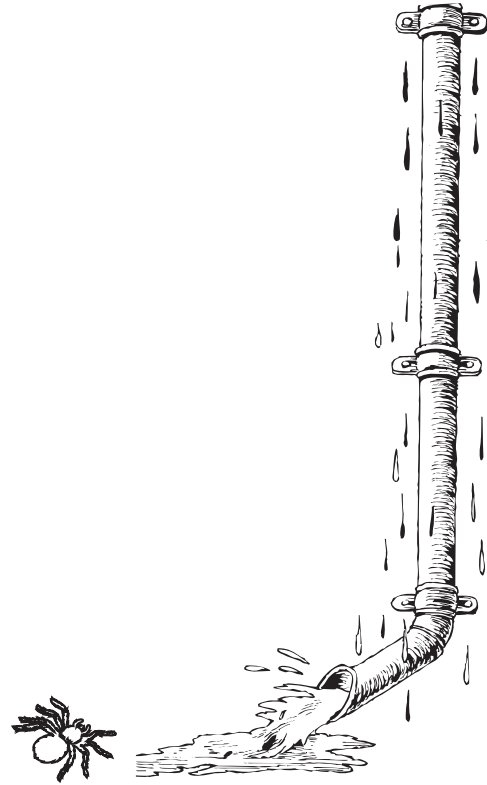
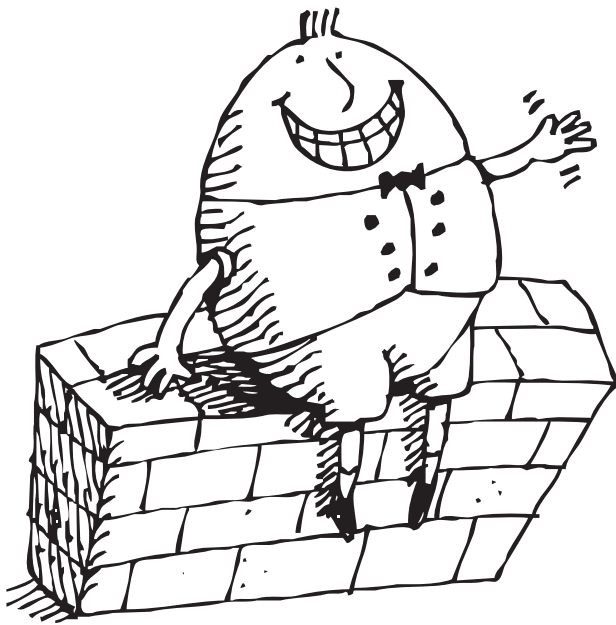
## Extensions and Adaptations

- ▶ Name the rhyme that has the most words in the first sentence.
- ▶ Make other nursery rhyme cards to use in the activity.

# Phonological Awareness

Nursery Rhymes

PA. 013



nursery rhyme picture cards:  
humpty dumpty, eency-weency spider, london bridge, twinkle, twinkle little star



# Phonological Awareness

PA. 013

Nursery Rhymes



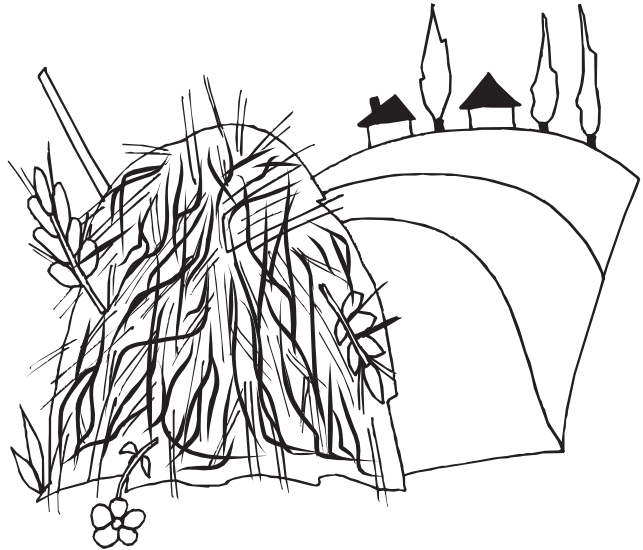
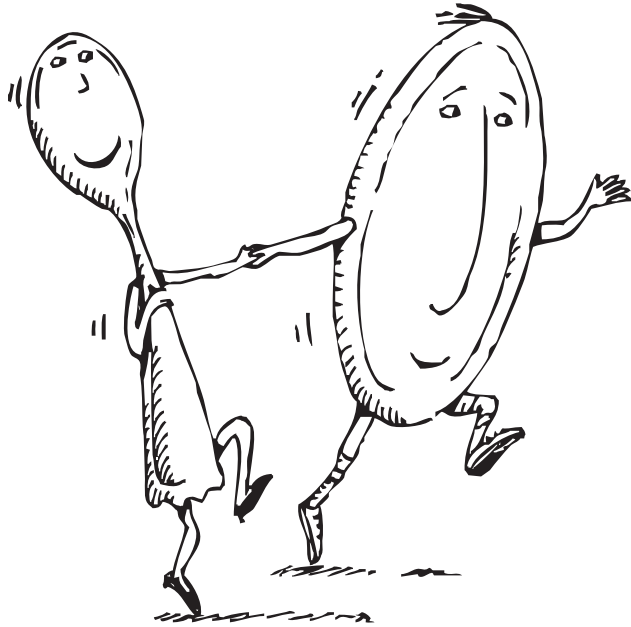
nursery rhyme picture cards:  
five little speckled frogs, jack and jill, jack be nimble, star light star bright



# Phonological Awareness

Nursery Rhymes

PA. 013



nursery rhyme picture cards: hey diddle diddle, little boy blue





# Phonological Awareness

PA. 014

Sentence Segmentation

Sentence Game

## Objective

The student will segment sentences into words.

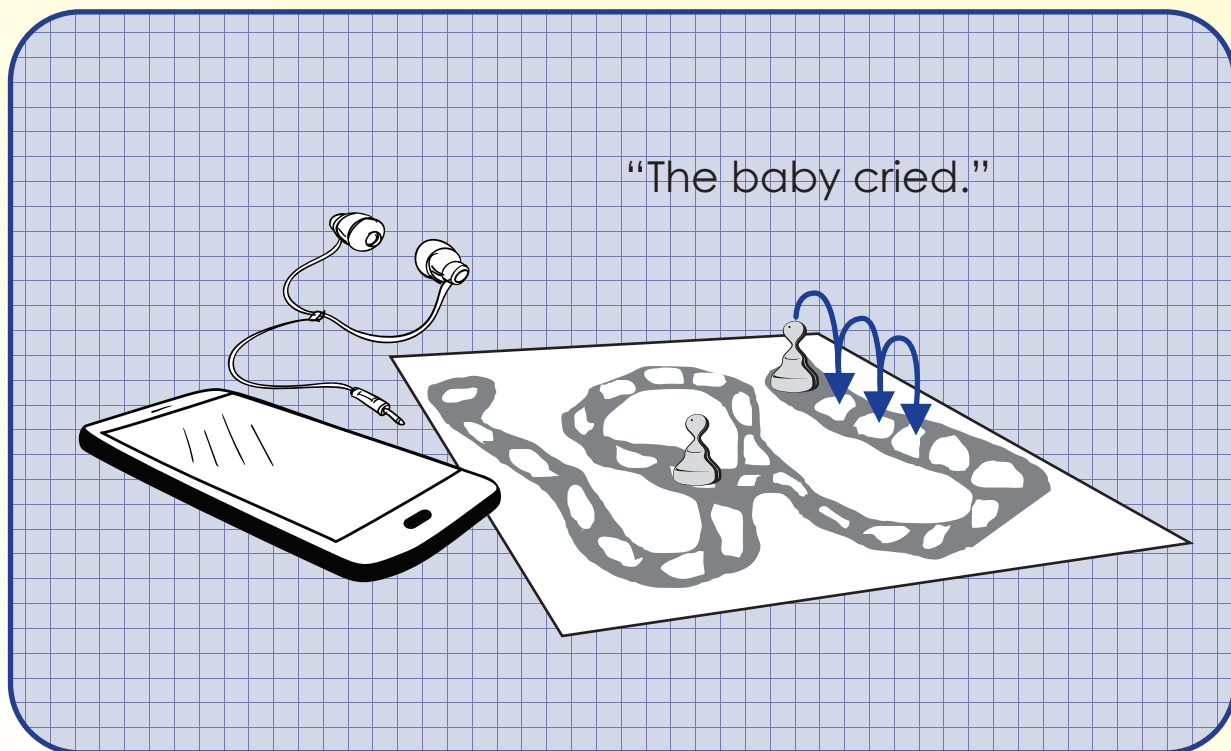
## Materials

- ▶ Media player with script recorded
- ▶ Headphones or earbuds
- ▶ Sentence Game board  
*Copy on card stock, assemble, and laminate.*
- ▶ Game pieces (e.g., counters)

## Activity

**Students count words in sentences while playing a listening game.**

1. Place the media player with script recorded and headphones at the center. Place the Sentence Game board on a flat surface. Place game pieces on the START space.
2. Students put on the headphones and listen to the directions on the media player.
3. Taking turns, students listen to the sentence once. Listen again while moving the game piece one space per word.
4. Continue until all students reach the END space.
5. Peer evaluation



## Extensions and Adaptations

- ▶ Listen to and extend sentences to advance more spaces (e.g., “Puppies are cute.” Student expands to, “The spotted puppies are super cute.”).
- ▶ Play using additional sentences.

# Phonological Awareness

## Teacher Script

### Preparation:

Record each item and allow time for student to move game piece, or instruct student to pause the media player before listening to the next sentence.

*Please note: It is important to say sentences at an even rate; not to emphasize each word.*

### Teacher begins recording:

I will say a sentence two times. The first time I will say “listen” and you will listen very carefully. Then I will say “listen and move.” I will repeat the sentence and you will move your game piece one space for every word I say. After you have taken your turn, it will be the next player’s turn. If you run out of sentences and still have not reached the end, rewind the tape and play the sentences again.

Place your game pieces on “start” and let’s begin.

Listen: Puppies are cute.

Listen and move: Puppies are cute.

Listen: Cookies are easy to bake.

Listen and move: Cookies are easy to bake.

Listen: Reading is fun.

Listen and move: Reading is fun.

Listen: The man wore a hat.

Listen and move: The man wore a hat.

Listen: He laughed.

Listen and move: He laughed.

Listen: She helped the teacher.

Listen and move: She helped the teacher.

Listen: It was raining.

Listen and move: It was raining.

Listen: I sang.

Listen and move: I sang.

Listen: The baby cried.

Listen and move: The baby cried.

Listen: He saw his mother.

Listen and move: He saw his mother.

Listen: Squirrels climb trees.

Listen and move: Squirrels climb trees.

Listen: Grandpa rode the train.

Listen and move: Grandpa rode the train.

Listen: My sister danced.

Listen and move: My sister danced.

# Phonological Awareness

PA. 014

Sentence Game

Listen: All animals eat.

Listen and move: All animals eat.

Listen: The sun was bright.

Listen and move: The sun was bright.

Listen: Mice are nice.

Listen and move: Mice are nice.

Listen: Birds fly.

Listen and move: Birds fly.

Listen: Mike ran home.

Listen and move: Mike ran home.

Listen: A balloon floated high.

Listen and move: A balloon floated high.

Listen: Grandmother hugs me.

Listen and move: Grandmother hugs me.

Listen: The children played games.

Listen and move: The children played games.

Listen: We wear coats.

Listen and move: We wear coats.

Listen: Mom cooks.

Listen and move: Mom cooks.

Listen: She pets the cat.

Listen and move: She pets the cat.

Listen: Fish swim in the pond.

Listen and move: Fish swim in the pond.

Listen: An elephant is big.

Listen and move: An elephant is big.

Listen: Dogs chase cats.

Listen and move: Dogs chase cats.

Listen: I like to read.

Listen and move: I like to read.

Listen: We eat lunch at noon.

Listen and move: We eat lunch at noon.

Listen: A giraffe is tall.

Listen and move: A giraffe is tall.



# Phonological Awareness

Sentence Game

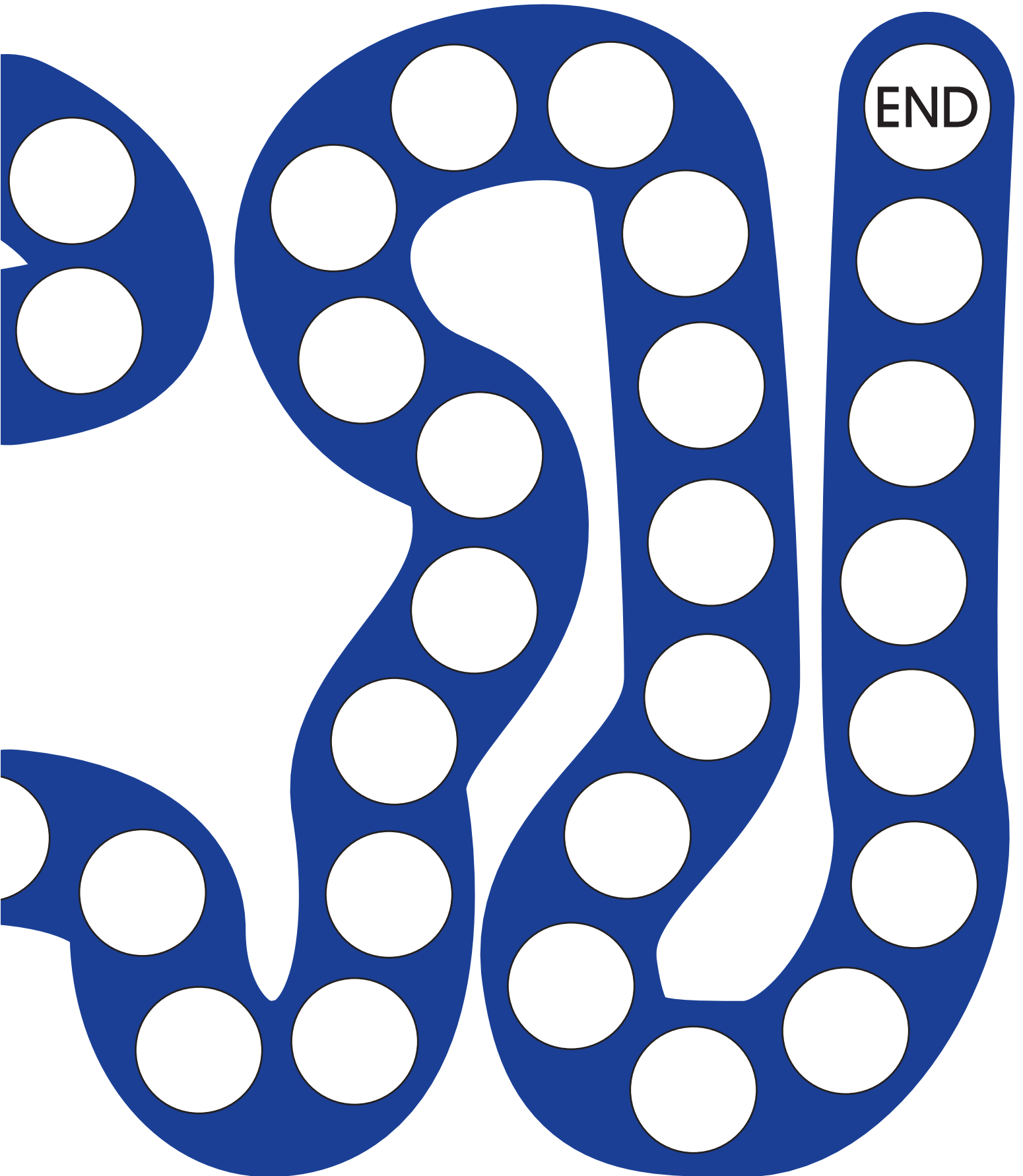
PA. 014



# Phonological Awareness

PA. 014

Sentence Game



# Phonological Awareness



## Sentence Segmentation

PA. 015

### Sentence Graph



#### Objective

The student will segment sentences into words.



#### Materials

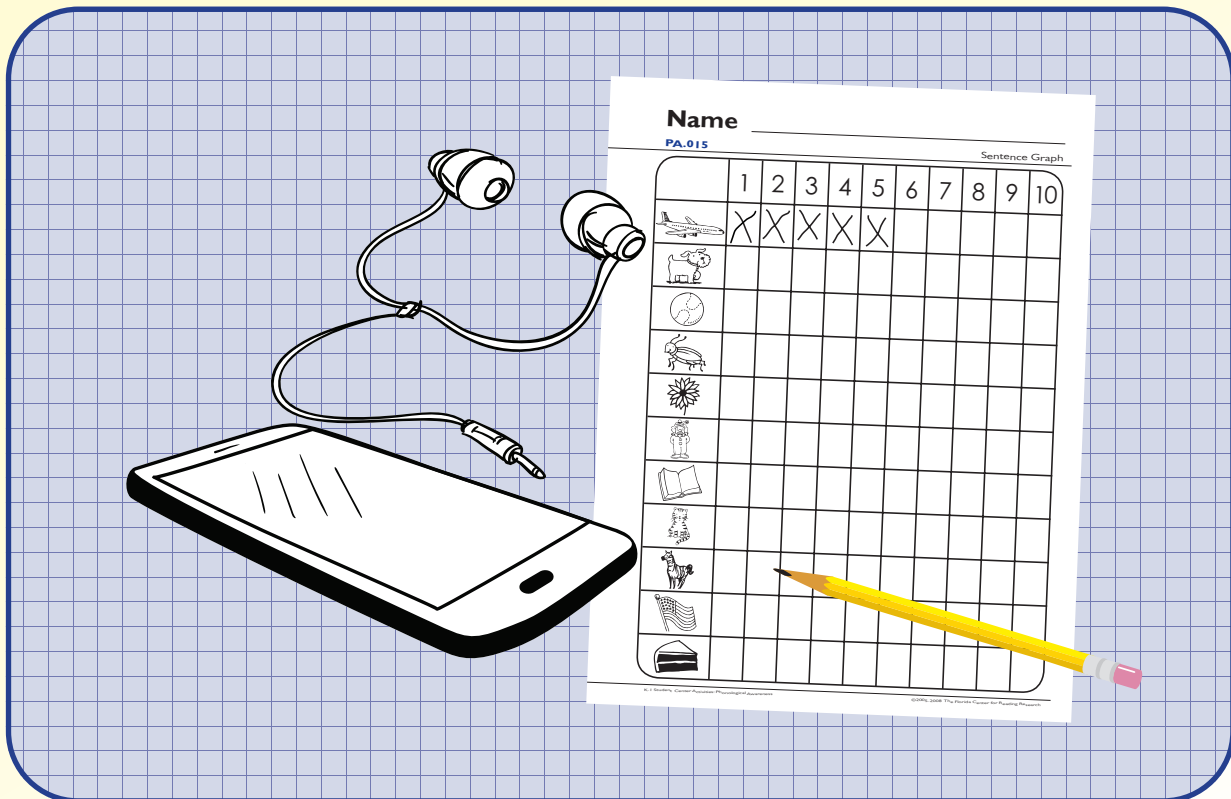
- ▶ Media player with recorded scripts
- ▶ Headphones or earbuds
- ▶ Sentence Graph
- ▶ Pencil



#### Activity

Students count and graph words while listening to recorded sentences.

1. Place the media player with recorded scripts and headphones at the center. Provide the student with a Sentence Graph.
2. The student puts on the headphones and listens to the directions.
3. Listens to the sentence. Listens again while marking one box per word. Listens a third time while checking marks.
4. Continues until Sentence Graph is complete.
5. Teacher evaluation



#### Extensions and Adaptations

- ▶ Graph other sentences.
- ▶ Make and use other graphs.

## Teacher Script

### Preparation:

Record each item and allow time for student to answer, or instruct student to pause the media player before listening to the next sentence.

Please note: It is important to say sentences at an even rate; not to emphasize each word.

### Teacher begins recording:

On your student sheet you will find 12 pictures. I will say “find a picture.” You will put your pencil in the first box next to that picture. I will then say a sentence three times. The first time I will say “listen” and you will listen very carefully. Then I will say “mark” and I will repeat the sentence. You will put one “X” in a box for every word I say. The first “X” goes in the box under number 1, the second “X” goes in the box under number 2, and so on. Then I will say “listen and check.” I will say the sentence a third time while you check your marks.

Let’s try one.

Find the jet. When you find it, put your pencil in the box next to it.

Listen: The jet was very loud.

Mark: The jet was very loud.

Listen and check: The jet was very loud.

Did you make five “X’s”?

Now we will begin.

Find the dog.

Listen: The dog is brown with white spots.

Mark: The dog is brown with white spots.

Listen and check: The dog is brown with white spots.

Find the baseball.

Listen: The team ran to the playground to play baseball.

Mark: The team ran to the playground to play baseball.

Listen and check: The team ran to the playground to play baseball.

Find the insect.

Listen: Insects always have three body parts and six legs.

Mark: Insects always have three body parts and six legs.

Listen and check: Insects always have three body parts and six legs.

Find the flower.

Listen: Yellow and blue flowers grew in the yard.

Mark: Yellow and blue flowers grew in the yard.

Listen and check: Yellow and blue flowers grew in the yard.

# Phonological Awareness

## Sentence Graph

PA. 015

Find the clown.

Listen: Clowns wear funny clothes and shoes.

Mark: Clowns wear funny clothes and shoes.

Listen and check: Clowns wear funny clothes and shoes.

Find the book.

Listen: She likes to read every night before going to sleep.

Mark: She likes to read every night before going to sleep.

Listen and check: She likes to read every night before going to sleep.

Find the cat.

Listen: The cat jumped over the log.

Mark: The cat jumped over the log.

Listen and check: The cat jumped over the log.

Find the zebra.

Listen: We saw a zebra at the zoo.

Mark: We saw a zebra at the zoo.

Listen and check: We saw a zebra at the zoo.

Find the flag.

Listen: There are fifty stars on the flag.

Mark: There are fifty stars on the flag.

Listen and check: There are fifty stars on the flag.

Find the cake.

Listen: Grandmother will bake a special chocolate cake for my birthday.



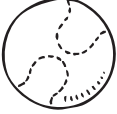
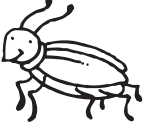







Mark: Grandmother will bake a special chocolate cake for my birthday.

Listen and check: Grandmother will bake a special chocolate cake for my birthday.

# Phonological Awareness

PA. 015

Sentence Graph

	1	2	3	4	5	6	7	8	9	10
										
										
										
										
										
										
										
										
										
										
										





# Phonological Awareness

PA. 016

Syllables  
Clapping Names

## Objective

The student will segment syllables in words.

## Materials

- ▶ Student photographs  
*Make multiple copies.*
- ▶ Clapping hands  
*Copy twice, cut, attach to popsicle sticks, and decorate.*
- ▶ Student sheet
- ▶ Glue
- ▶ Pencils


## Activity

**Students clap and chart the number of syllables in classmates' names.**

1. Place student photographs, glue, and clapping hands at the center. Provide each student with a student sheet.
2. Taking turns, students name a classmate, find the classmate's photograph, and glue it on his student sheet.
3. Use the "clapping hands" to count the syllables in the name.
4. Say the name again while segmenting each syllable. Make an "X" in each box for every corresponding syllable.
5. Continue activity until student sheets are complete.
6. Teacher evaluation

Name \_\_\_\_\_ Clapping Names

PA.016

 Tanya			
X	X	X	

## Extensions and Adaptations

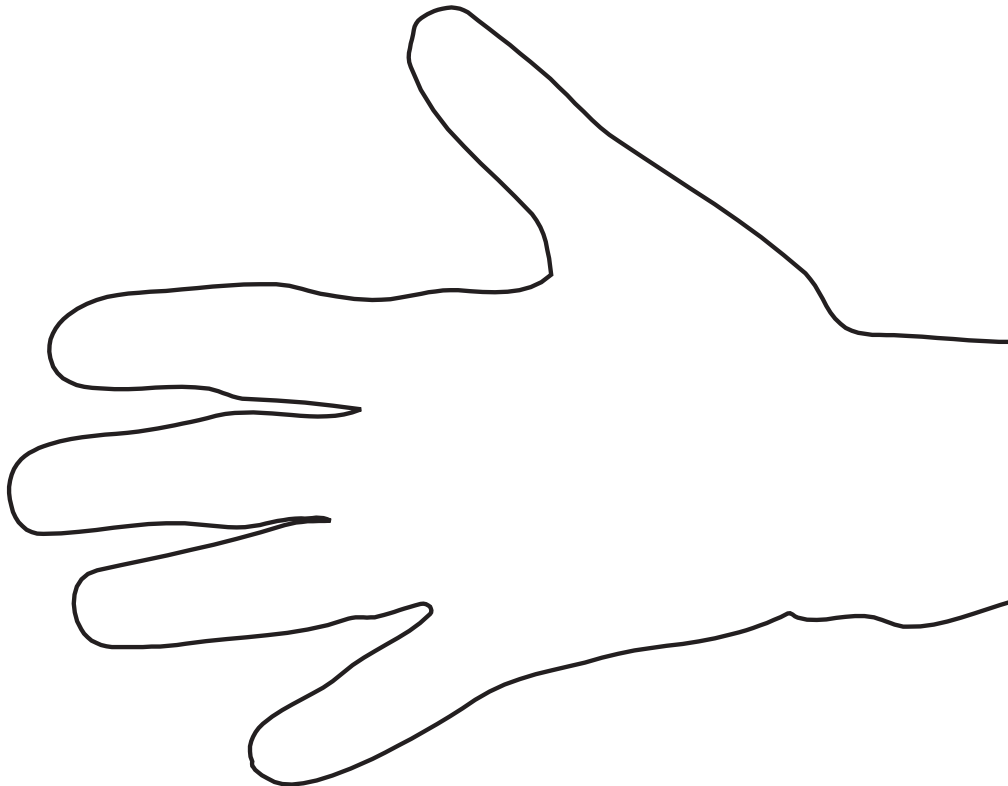
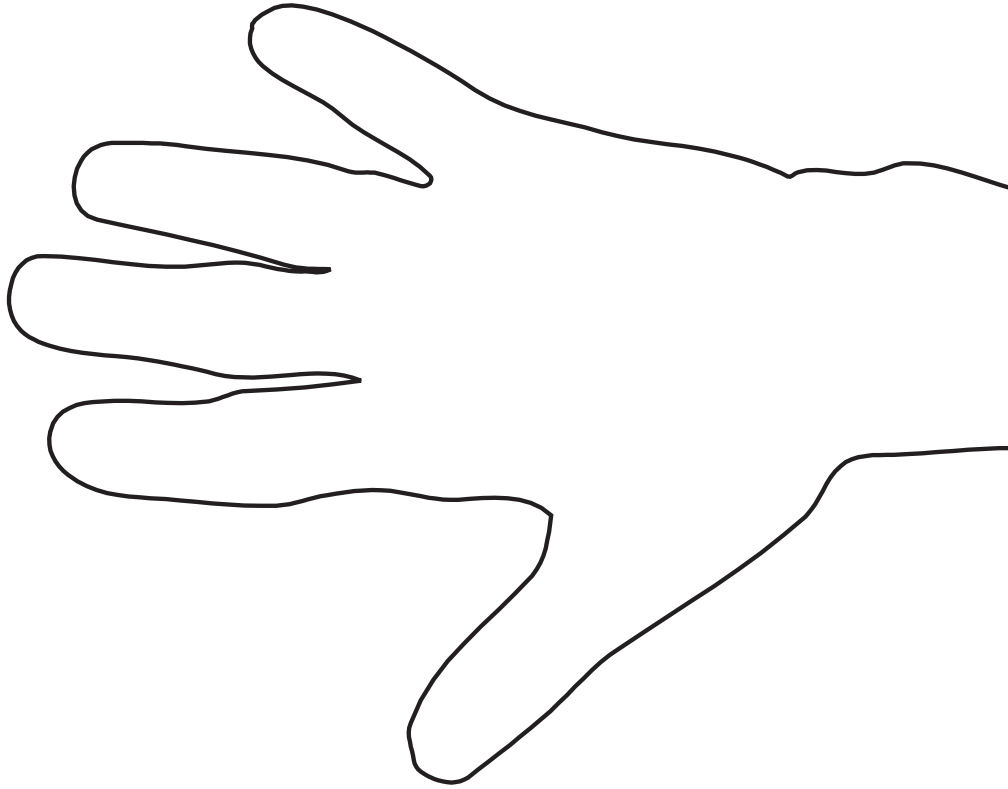
- ▶ Sort cards on a pocket chart and review rhyming pairs.
- ▶ Play using initial sound picture cards.



# Phonological Awareness

Clapping Names

PA. 016



clapping hands







### Feed the Animals

#### Objective

The student will segment syllables in words.

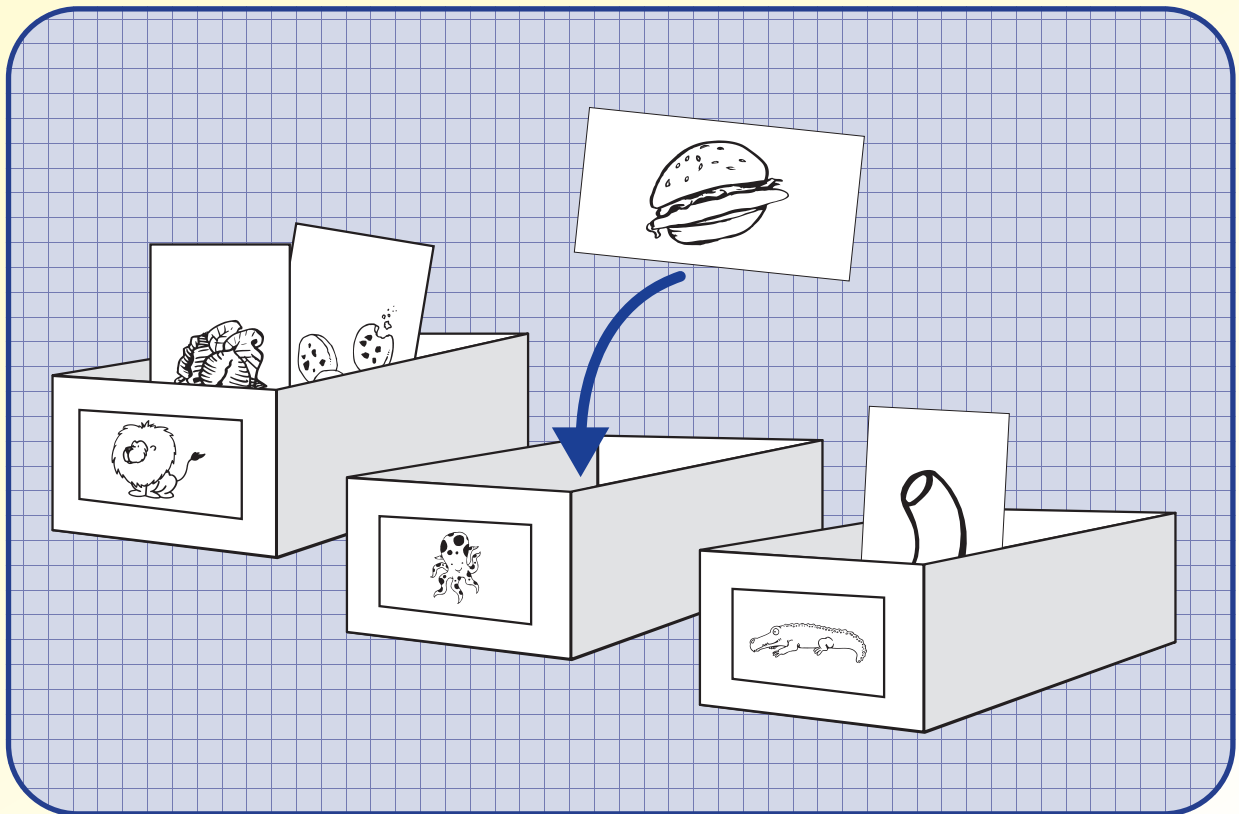
#### Materials

- ▶ Animal picture header cards
- ▶ Three shoeboxes or containers  
*Attach each animal picture header card to a shoebox.*
- ▶ Two-to-four syllable picture cards

#### Activity

Students count the syllables in words and place cards in corresponding boxes.

1. Place the shoeboxes left to right (i.e., lion, octopus, alligator) at the center. Place the two-to-four syllable picture cards face down in a stack.
2. Taking turns, students select the top card, name the picture, and clap the syllables.
3. “Feed” the picture card to the “hungry animal” with the same number of syllables (e.g., place the picture of the hamburger in the octopus box).
4. Continue until all picture cards are fed to the animals.
5. Peer evaluation



#### Extensions and Adaptations

- ▶ Make and use other two-to-four syllable picture cards.

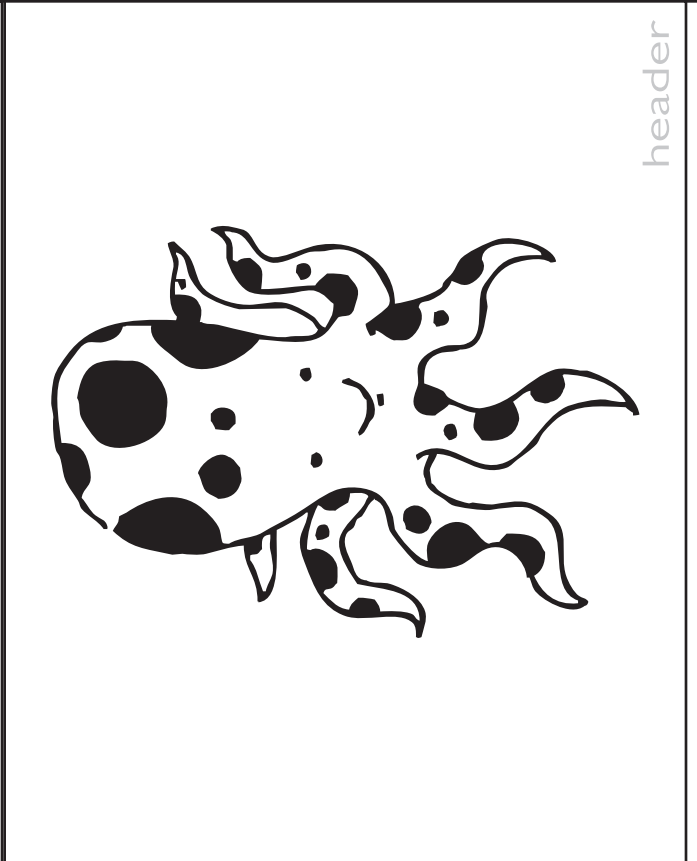
# Phonological Awareness

PA. 017

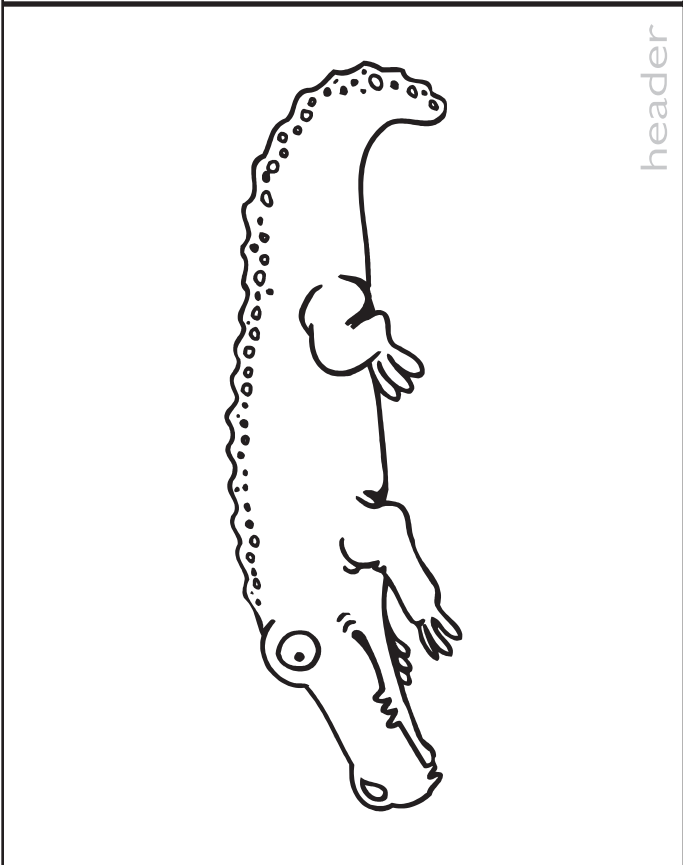
Feed the Animals



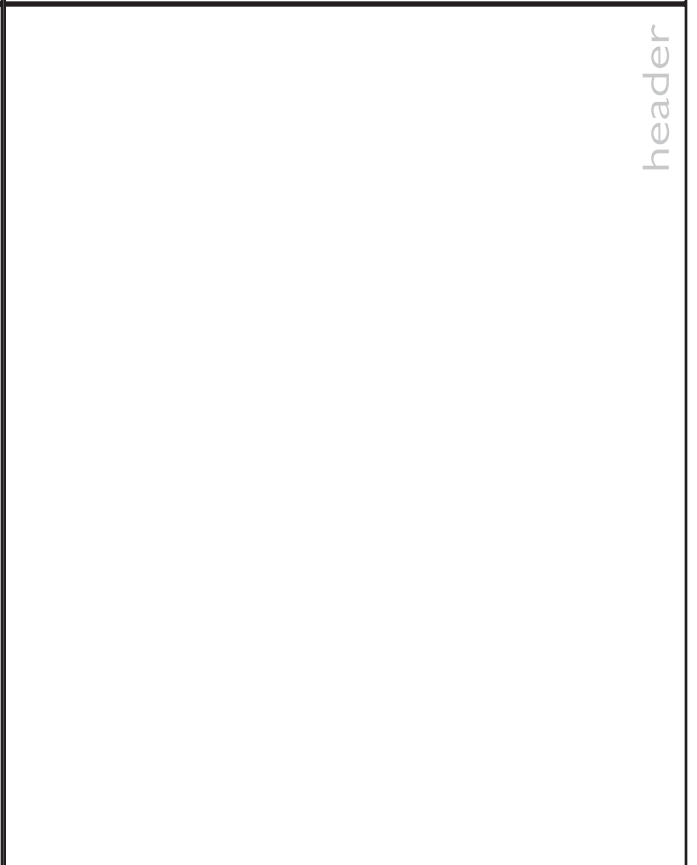
header



header



header



header

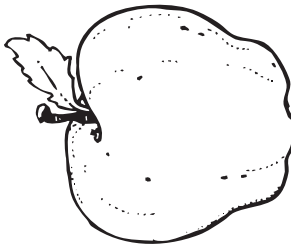
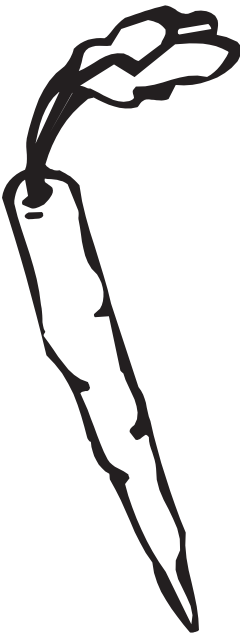
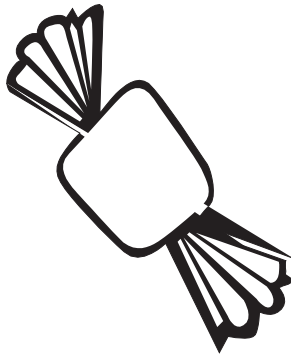
animal picture header cards



# Phonological Awareness

Feed the Animals

PA. 017



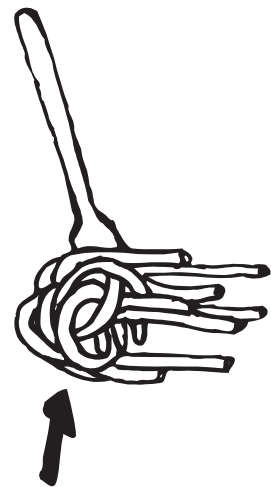
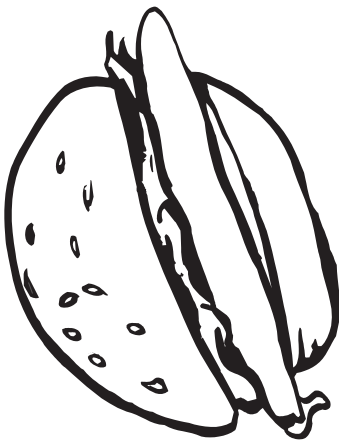
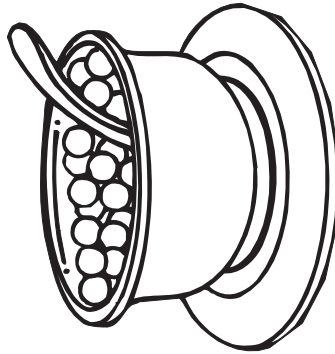
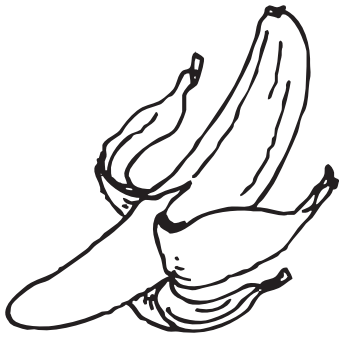
syllable picture cards: pretzel-2, candy-2, cookies-2, carrot-2, apple-2, lettuce-2



# Phonological Awareness

PA. 017

Feed the Animals



syllable picture cards:

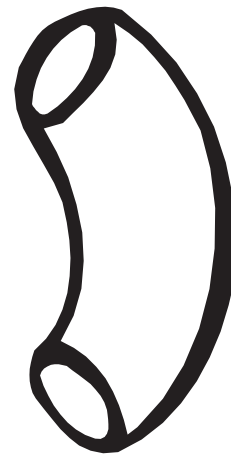
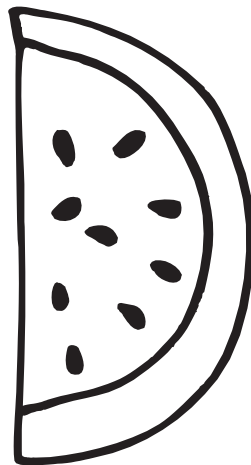
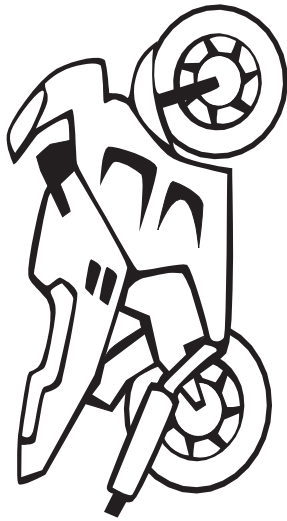
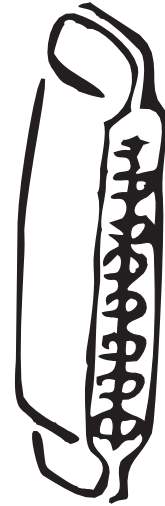
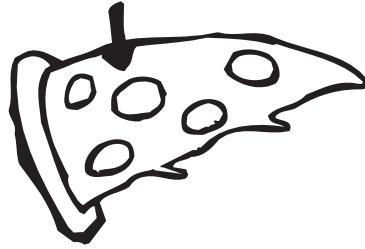
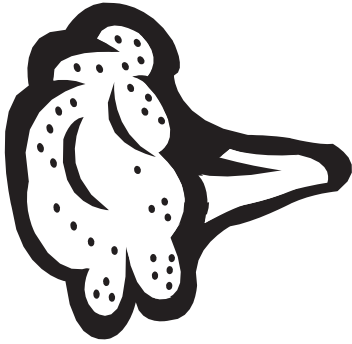
banana-3, cereal-3, tomato-3, hamburger-3, lollipop-3, spaghetti-3



# Phonological Awareness

Feed the Animals

PA. 017



syllable picture cards:

cauliflower-4, pepperoni-4, harmonica-4, motorcycle-4, watermelon-4, macaroni-4





# Phonological Awareness

PA. 018

Syllables

Syllable Hopscotch

## Objective

The student will segment syllables in words.

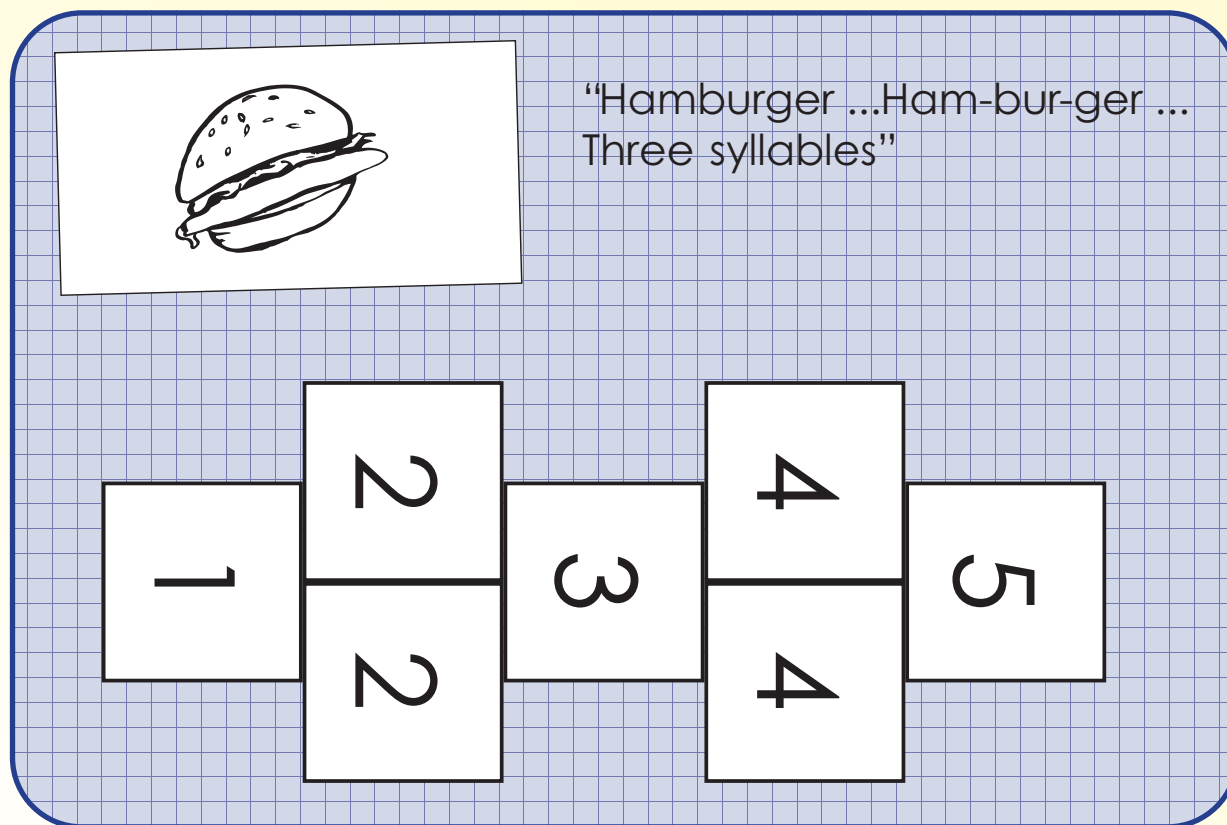
## Materials

- ▶ Hopscotch board  
*Use a hopscotch mat, tape off a hopscotch board, or draw with sidewalk chalk.*
- ▶ One-to-five syllable picture cards

## Activity

Students segment the syllables in a word and hop to the corresponding number.

1. Place the cards face down in a stack. Arrange the hopscotch board on the floor.
2. Taking turns, student one selects the top card, names the picture, segments it into syllables, and counts the number of syllables (e.g., “hamburger...ham-bur-ger...three syllables”).
3. Student two repeats the segments and hops to the corresponding number.
4. Reverse roles and continue until all picture cards are used.
5. Peer evaluation



“Hamburger ...Ham-bur-ger ...  
Three syllables”

## Extensions and Adaptations

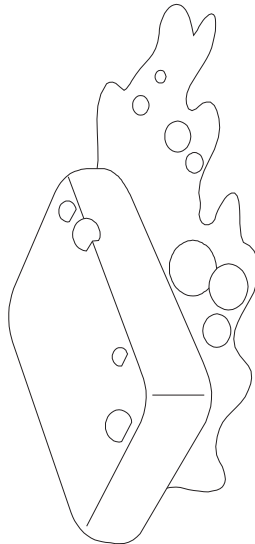
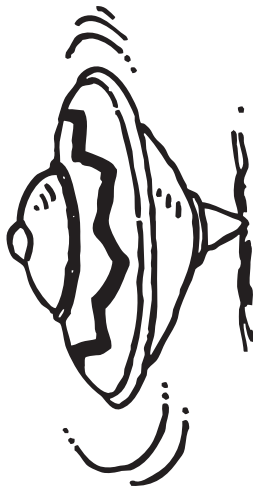
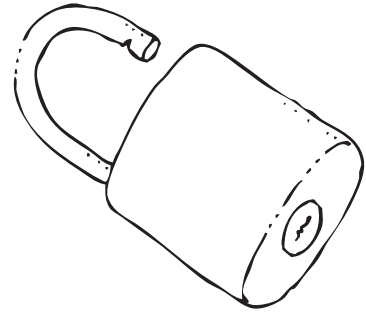
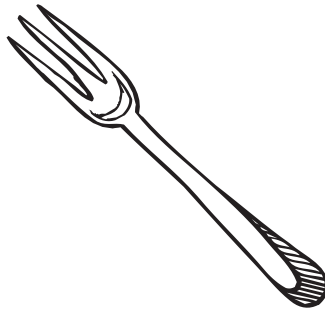
- ▶ Use other one-to-five syllable picture cards.



# Phonological Awareness

Syllable Hopscotch

PA. 018



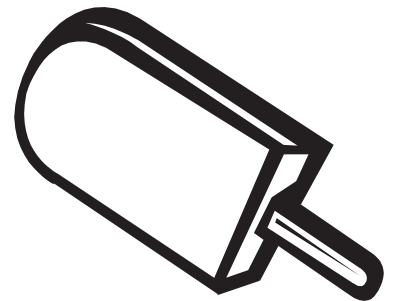
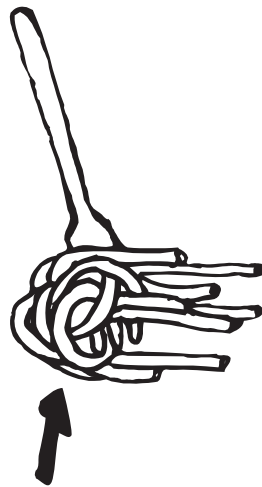
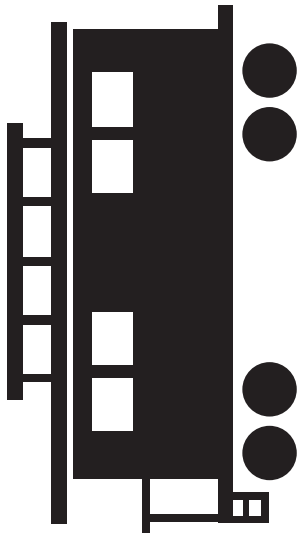
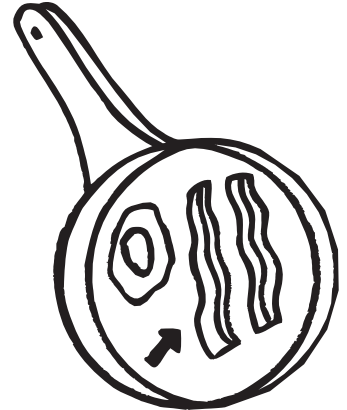
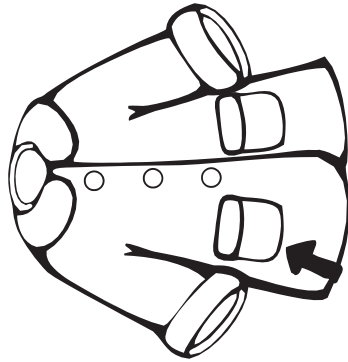
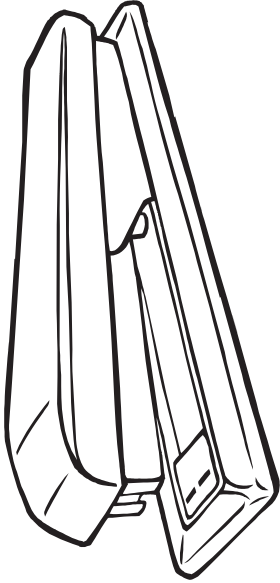
syllable picture cards: king-1, fork-1, lock-1, top-1, soap-1, tire-1



# Phonological Awareness

PA. 018

Syllable Hopscotch



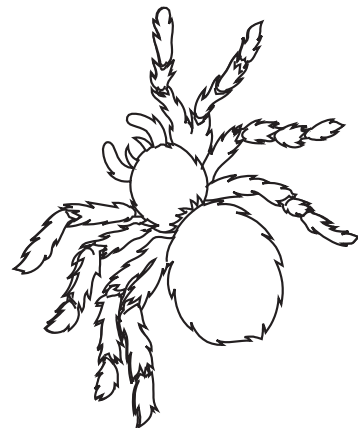
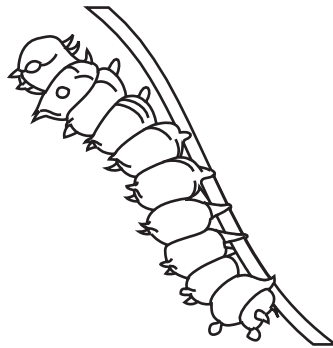
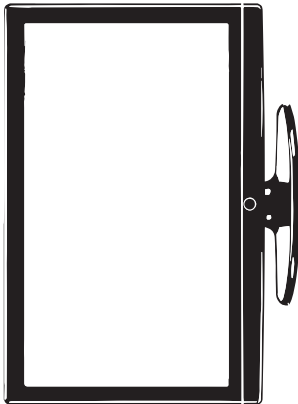
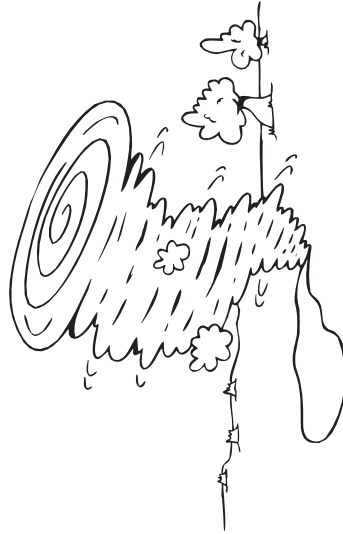
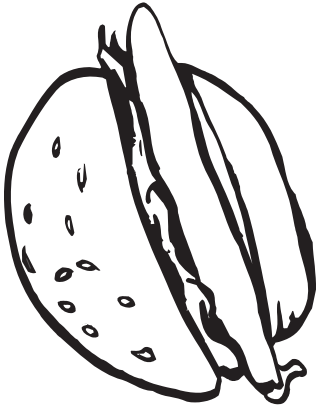
syllable picture cards:  
stapler-2, pocket-2, bacon-2, caboose-2, spaghetti-3, popsicle-3



# Phonological Awareness

Syllable Hopscotch

PA. 018



syllable picture cards:

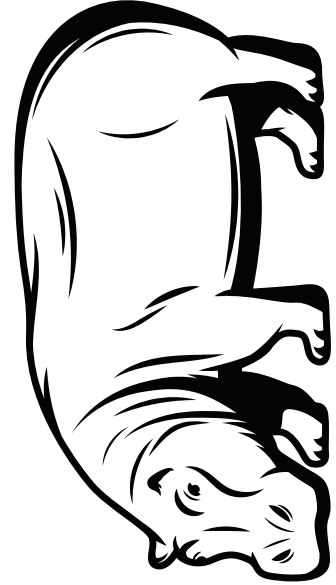
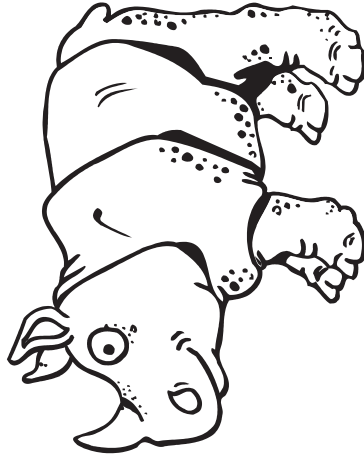
hamburger-3, tornado-3, gorilla-3, television-4, caterpillar-4, tarantula-4



# Phonological Awareness

PA. 018

Syllable Hopscotch



syllable picture cards: thermometer-4, rhinoceros-4, hippopotamus-5



# Phonological Awareness



## Syllables

PA. 019

### Syllable Graph



#### Objective

The student will segment syllables in words.



#### Materials






- ▶ One-to-four syllable picture cards
- ▶ Student sheet
- ▶ Scissors
- ▶ Glue



#### Activity

Students count syllables in words and graph them.

1. Place scissors and glue at the center. Provide the student with a student sheet and picture cards page.
2. The student cuts apart the pictures and places them in a stack.
3. Selects the top card from the stack and names it. Says it again while finger tapping to count the syllables in the word.
4. Glues the picture above the corresponding number on the graph.
5. Continues until student sheet is complete.
6. Teacher evaluation

Name _____		PA.019	
			
			
1	2	3	4



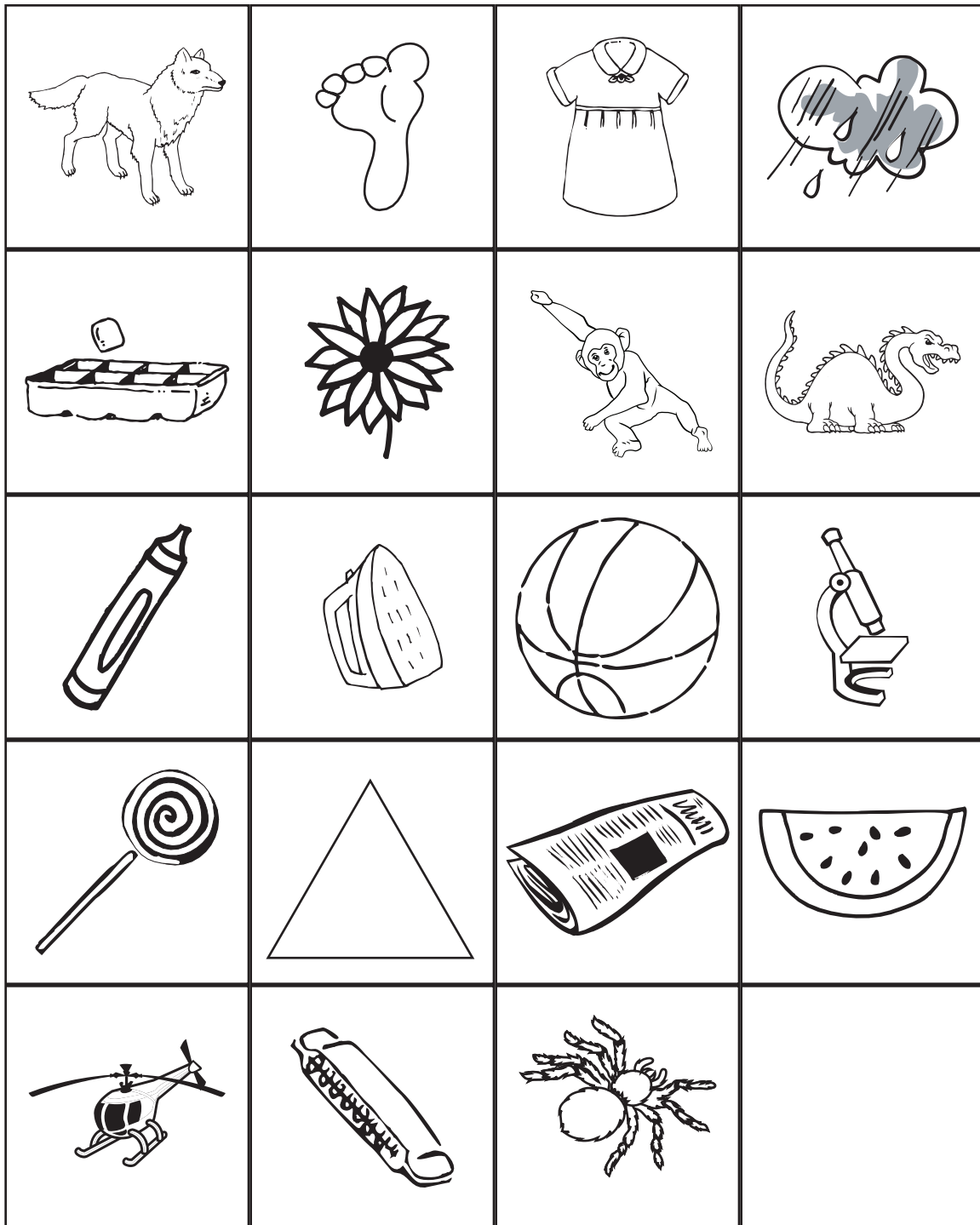
#### Extensions and Adaptations

- ▶ Sort words by number of phonemes.
- ▶ Make other syllable pictures to graph.
- ▶ Use student pictures to graph.

# Phonological Awareness

PA. 019

Syllable Graph



syllable picture cards: wolf-1, foot-1, dress-1, cloud-1, ice-1, flower-2, monkey-2, dragon-2, crayon-2, iron-2, basketball-3, microscope-3, lollipop-3, triangle-3, newspaper-3, watermelon-4, helicopter-4, harmonica-4, tarantula-4

# Phonological Awareness

Syllable Graph

PA. 019

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>



# Phonological Awareness

PA. 020

**Syllables**  
Syllable Say

## Objective

The student will segment and blend syllables in words.

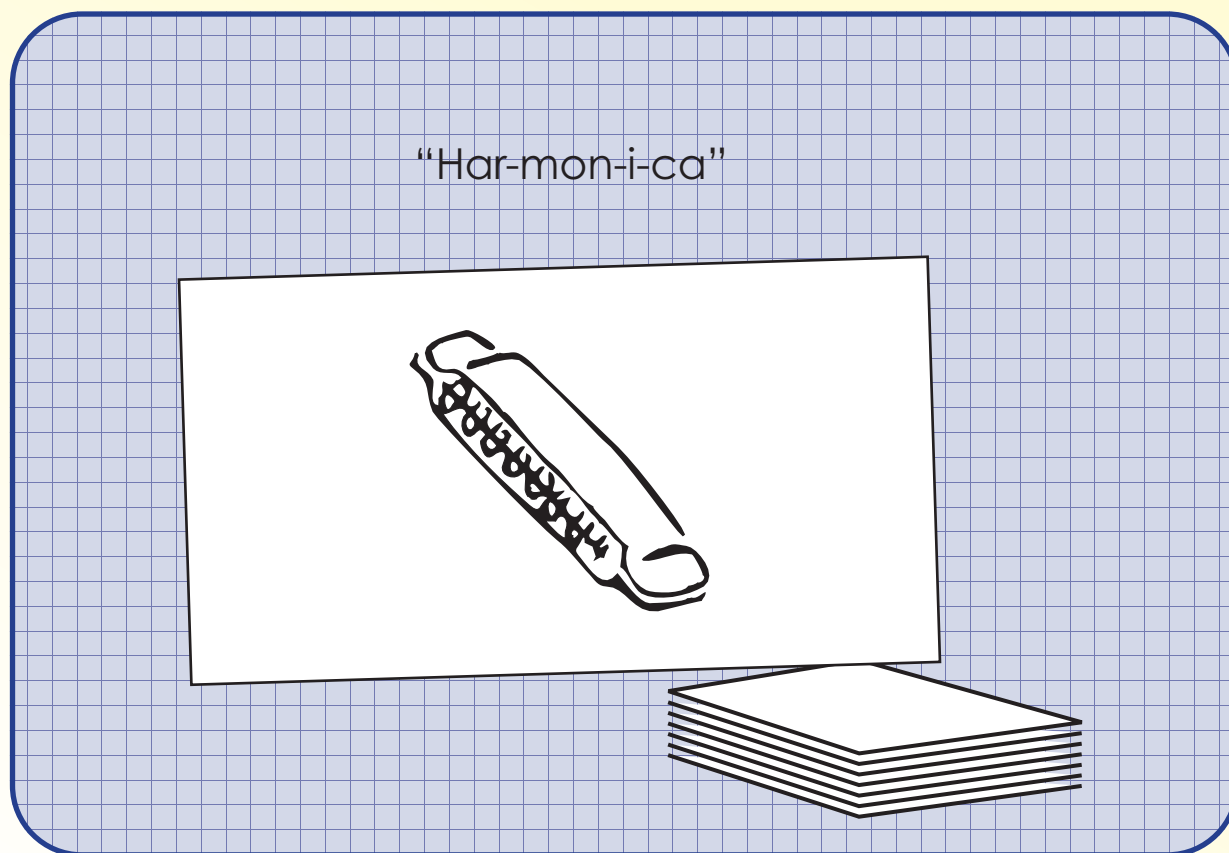
## Materials

- ▶ One-to-four syllable picture cards

## Activity

**Students segment and blend syllables in words using picture cards.**

1. Place the picture cards face down in a stack on a flat surface.
2. Working in pairs, student one selects the top card and names the picture. Says the word again, pausing between syllables, while student two holds a finger up for each syllable (e.g., student one says “har-mon-i-ca” and student two raises four fingers).
3. Student two says how many syllables the word has and blends the word (e.g., “four syllables – harmonica”).
4. Reverse roles and continue until all cards are used.
5. Peer evaluation



## Extensions and Adaptations

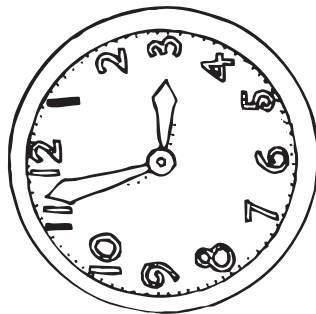
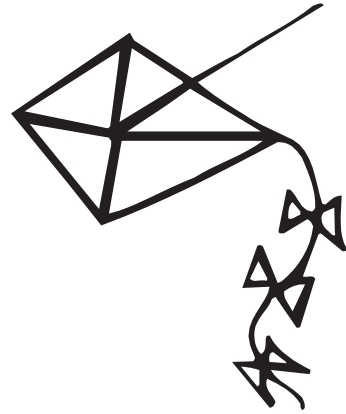
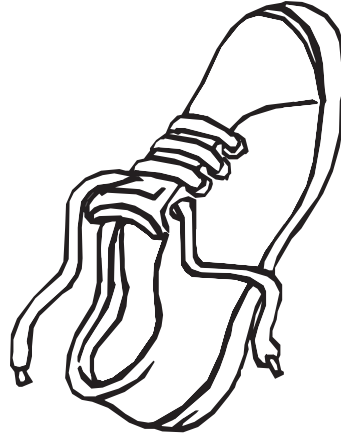
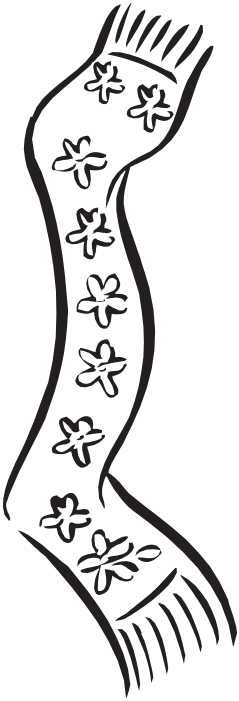
- ▶ Use phonic phones or make small construction paper megaphones to segment sounds.
- ▶ Use simple puppets (e.g., made out of paper bags or socks) to say syllables in words.
- ▶ Graph or categorize the picture cards by number of syllables.



# Phonological Awareness

Syllable Say

PA. 020



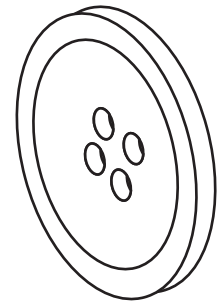
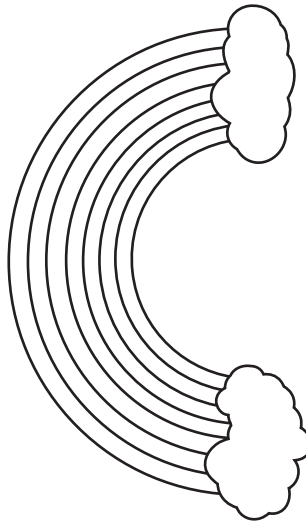
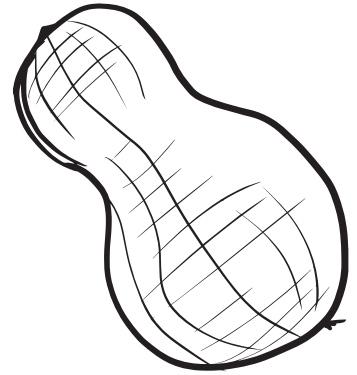
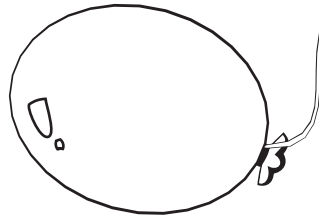
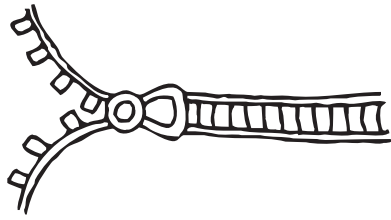
syllable picture cards: scarf-1, shoe-1, kite-1, plant-1, clock-1, spider-2



# Phonological Awareness

PA. 020

Syllable Say

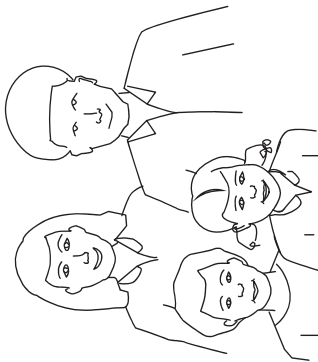
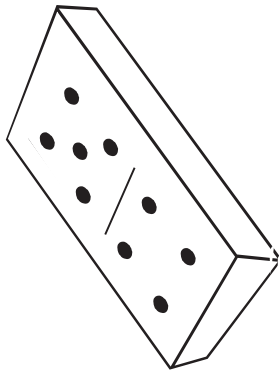
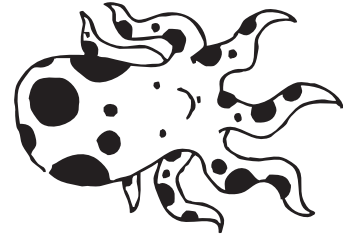
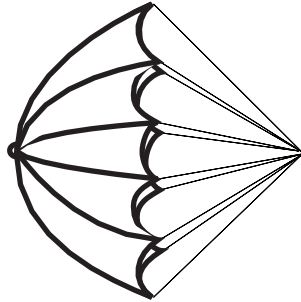


syllable picture cards: zipper-2, balloon-2, peanut-2, dragon-2, rainbow-2, button-2 

# Phonological Awareness

Syllable Say

PA. 020

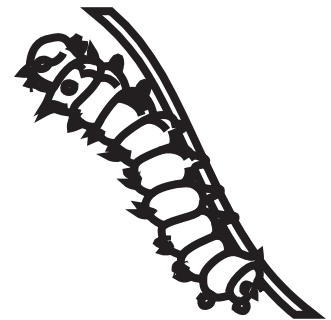
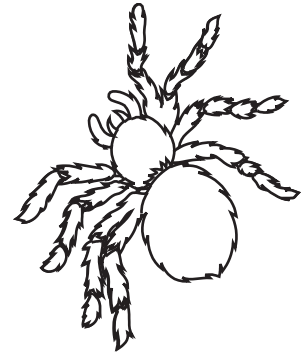
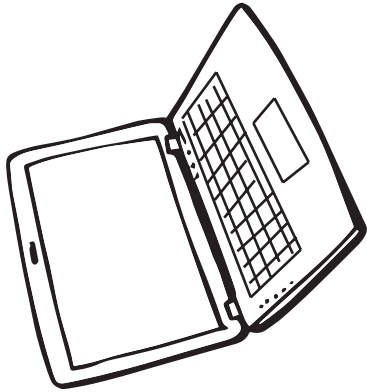


syllable picture cards: giraffe-2, parachute-3, octopus-3, domino-3, family-3, dinosaur-3

# Phonological Awareness

PA. 020

Syllable Say



syllable picture cards:

computer-3, watermelon-4, tarantula-4, harmonica-4, helicopter-4, caterpillar-4





### Quick Pick



### Objective

The student will segment and blend onsets and rimes in words.



### Materials

- ▶ Onset and rime picture cards



### Activity

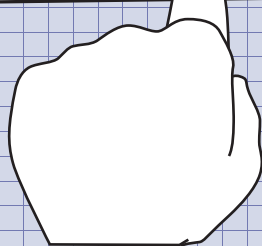
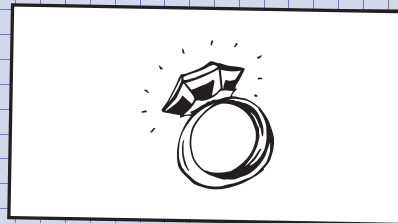
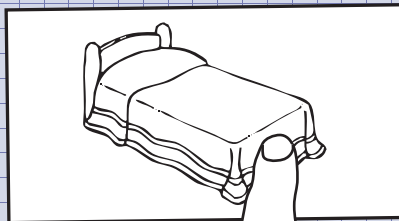
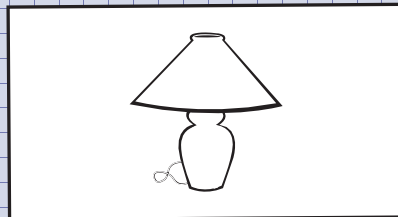
Students use onset clues to guess the picture card.

1. Place the cards face down in a stack on a flat surface.
2. Taking turns, one student selects and places three cards face up on the table.
3. Says the onset for one of the picture cards (e.g., “This word begins with /b/.”).
4. The first student to find the picture for that onset and say the rime (e.g., “/ed/”) gets that card. All students say the full name of the target picture (e.g., “bed”). The two remaining cards are placed at the bottom of the stack.
5. Continue until all cards are used.
6. Peer evaluation

“This word begins with /b/.”

“/ed/”

“Bed!”



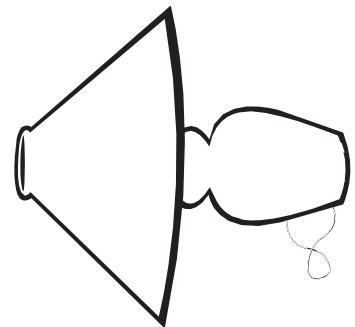
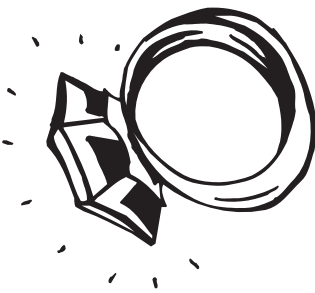
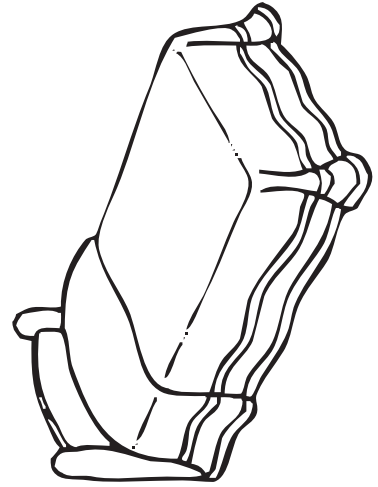
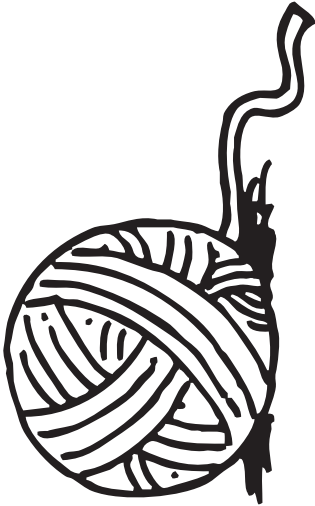
### Extensions and Adaptations

- ▶ Play by naming a matching rhyming word.

# Phonological Awareness

PA. 021

Quick Pick



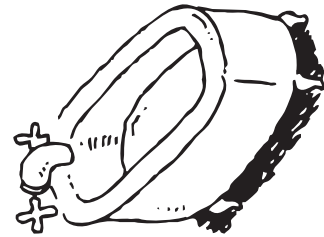
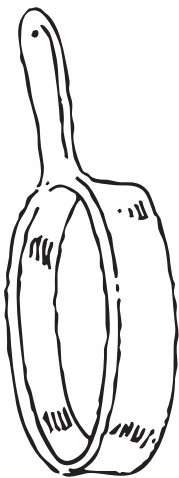
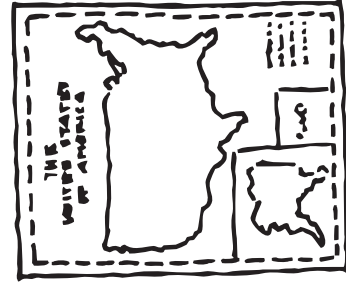
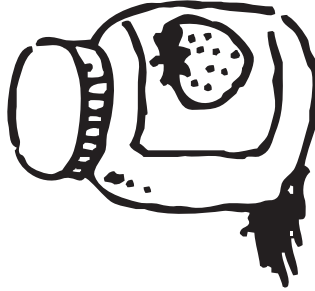
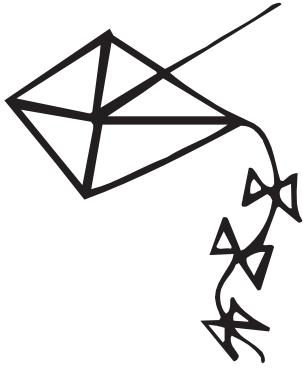
onset and rime picture cards: yarn, skunk, bed, ring, duck, lamp



# Phonological Awareness

Quick Pick

PA. 021



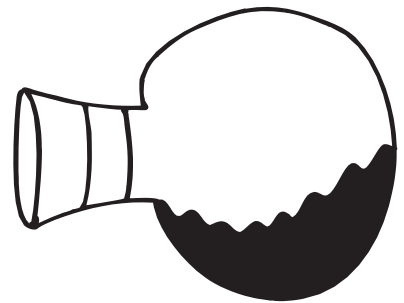
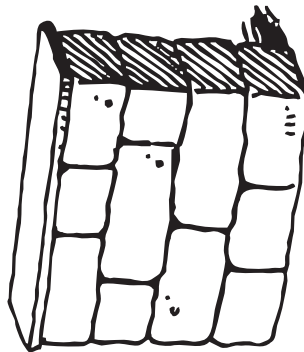
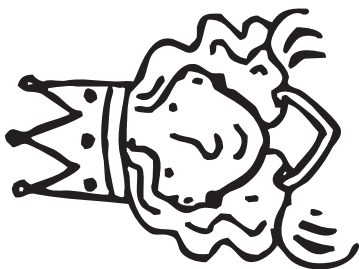
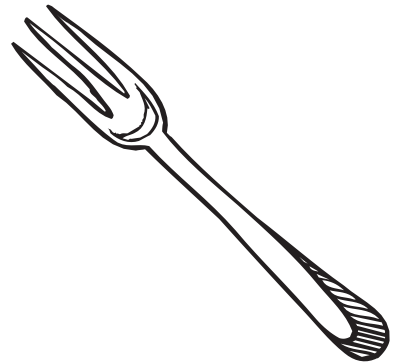
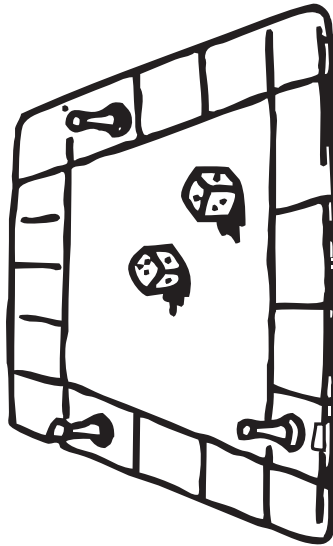
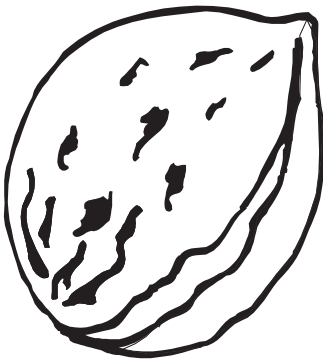
onset and rime picture cards: kite, jam, map, pan, hop, tub



# Phonological Awareness

PA. 021

Quick Pick



onset and rime picture cards: nut, game, fork, queen, wall, vase







### Rime House

#### Objective

The student will segment, blend, and match onsets and rimes in words.

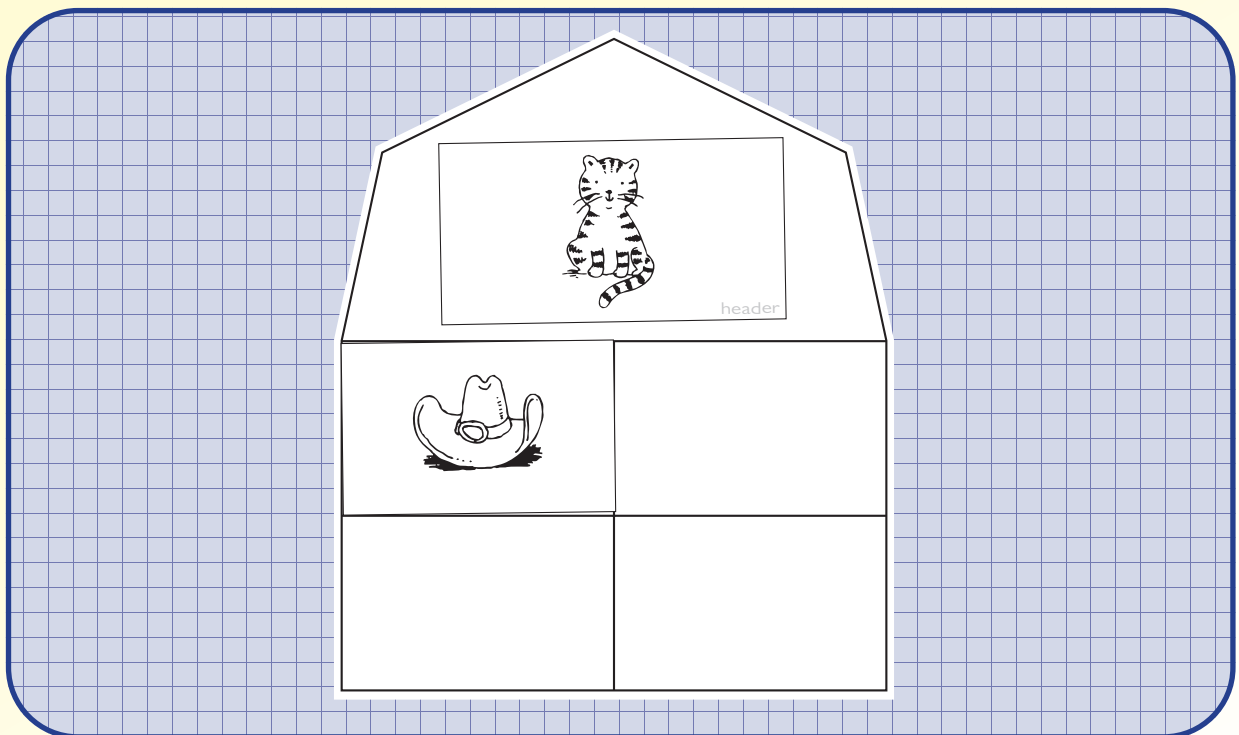
#### Materials

- ▶ Rime House work board  
*Copy six times on card stock and laminate.*
- ▶ Rime picture header cards  
*Glue one header card in the top section of each of the six Rime House work boards.*
- ▶ Onset and rime picture cards

#### Activity

**Students match rime picture cards to corresponding Rime House.**

1. Place the six Rime House work boards and the onset and rime picture cards face down in a stack on a flat surface.
2. Taking turns, students name each picture header card, and segment the onset and rime (e.g., “cat, /k//at/”).
3. Repeat the rime (i.e., “/at/”), select the top card, look at the target rime pictures, and place the picture on the matching Rime House.
4. Continue until all rime cards are sorted onto corresponding Rime House.
5. Peer evaluationPeer evaluation



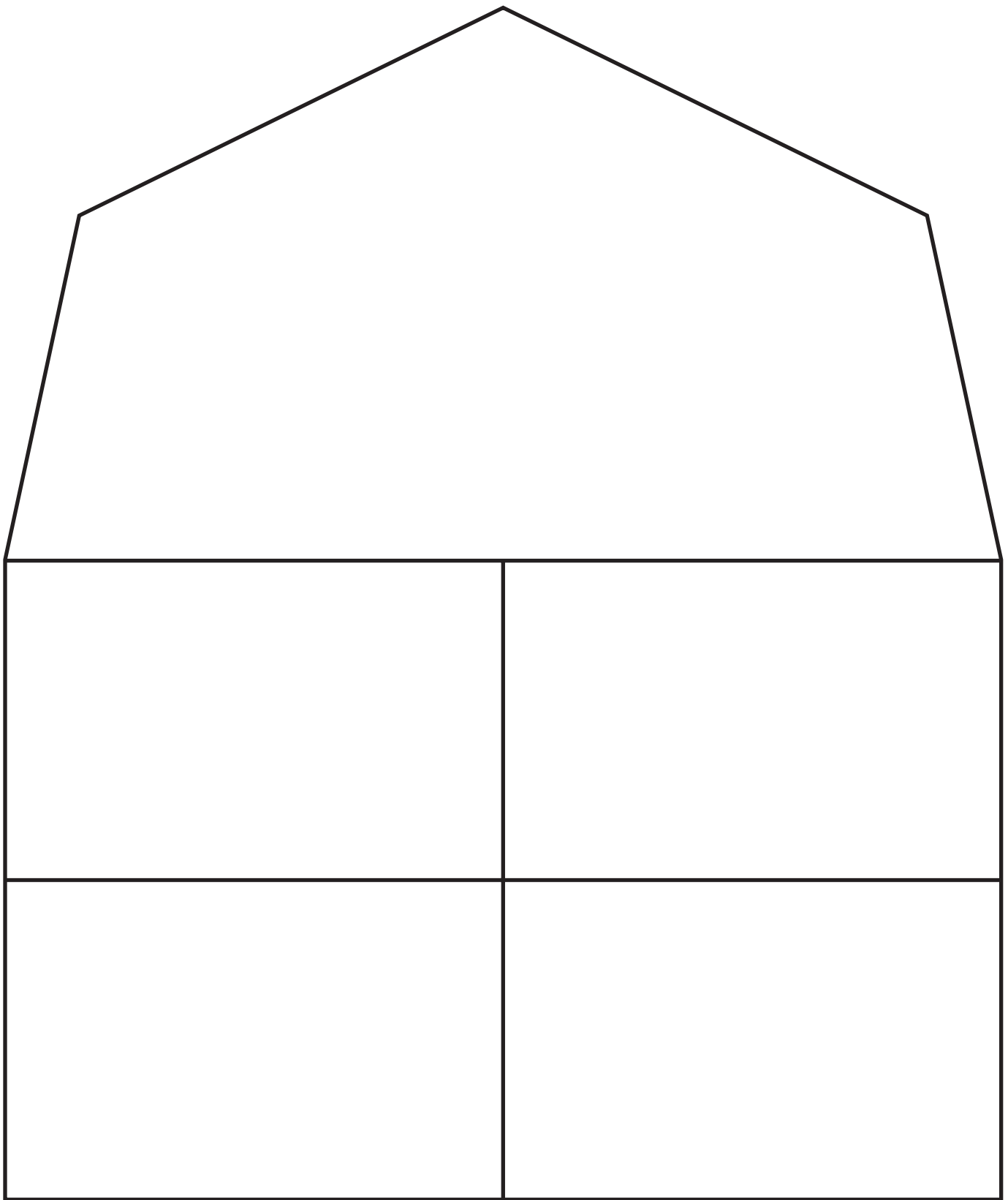
#### Extensions and Adaptations

- ▶ Use other rimes.

# Phonological Awareness

PA. 022

Rime House



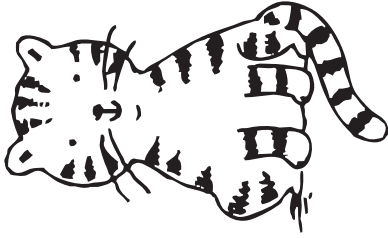
rime house work board

# Phonological Awareness

Rime House

PA. 022

header



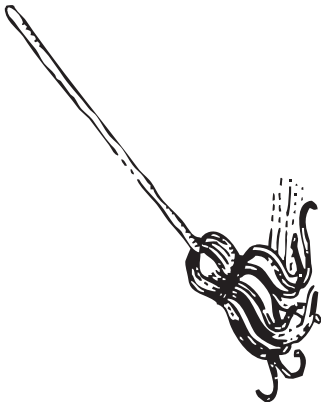
header



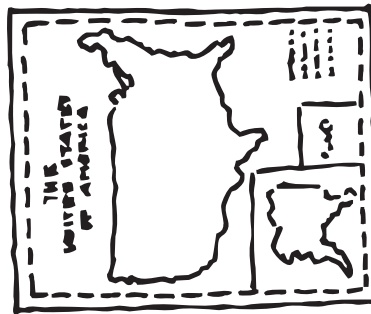
header



header



header



header



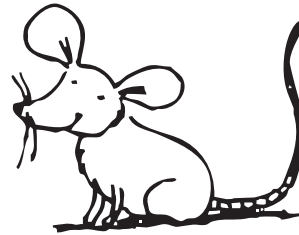
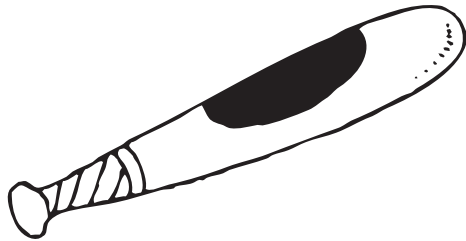
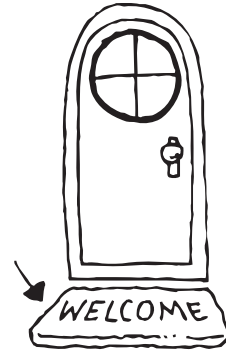
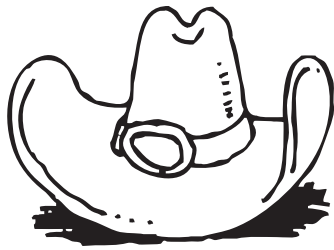
rime picture header cards: cat, dog, bug, mop, map, pig



# Phonological Awareness

PA. 022

Rime House



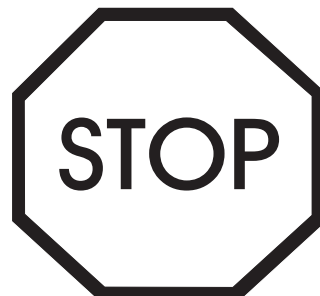
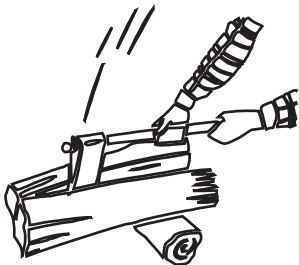
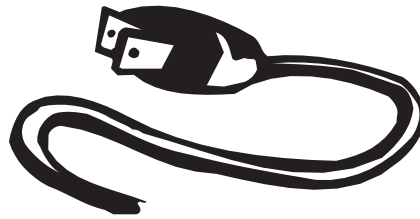
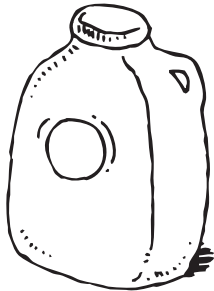
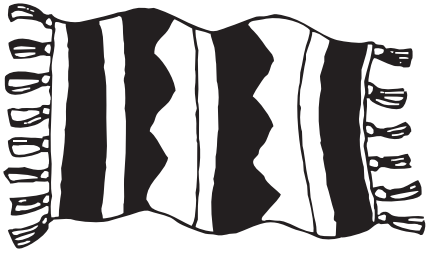
onset and rime picture cards: hat, mat, bat, rat, log, fog, jog, frog



# Phonological Awareness

Rime House

PA. 022



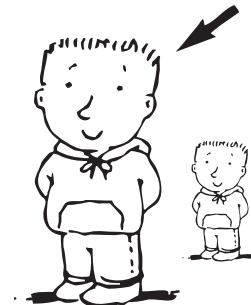
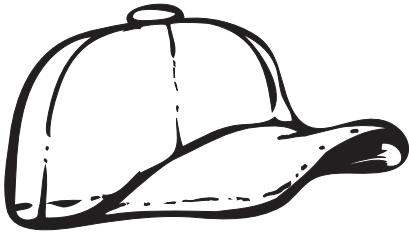
onset and rime picture cards: rug, hug, jug, plug, hop, top, chop, stop



# Phonological Awareness

PA. 022

Rime House



onset and rime picture cards: cap, clap, lap, tap, dig, wig, twig, big





### Sound Detective

#### Objective

The students will segment, blend, and match onsets and rimes in words.

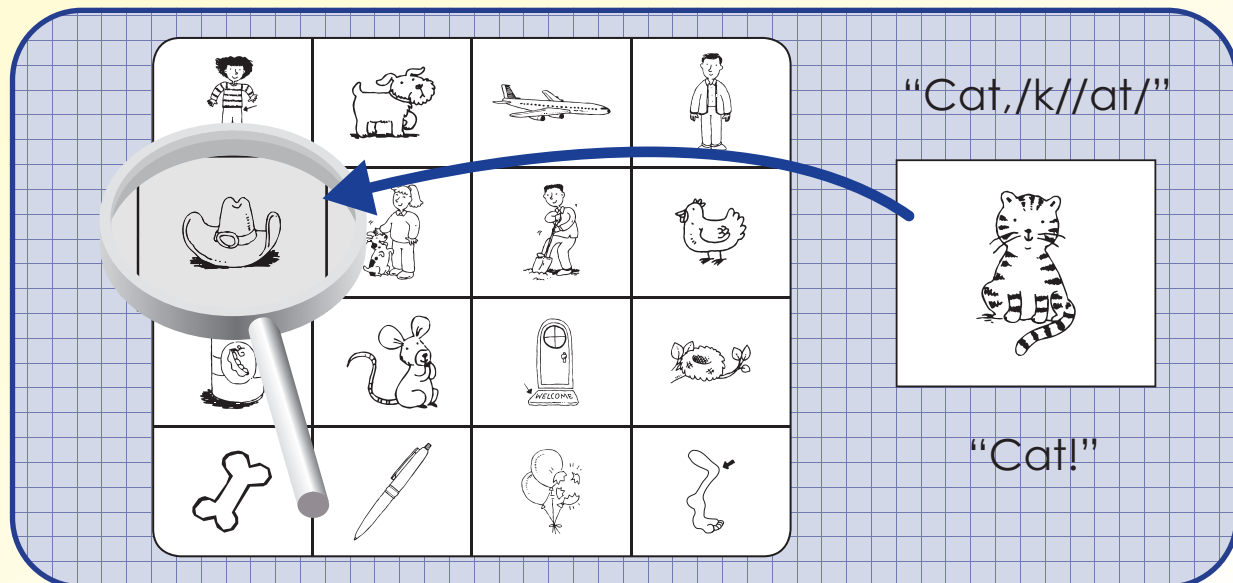
#### Materials

- ▶ Detective hat or detective hat pattern  
*Enlarge, copy twice, color, laminate, and attach to headband.*
- ▶ Two magnifying glasses
- ▶ Rime picture boards  
*Copy on card stock, cut on the outside line, and laminate.*
- ▶ Rime picture cards  
*Copy on card stock and cut apart.*

#### Activity

**Students match rimes while playing a detective game.**

1. Place rime picture cards face down in a stack. Place rime picture boards on a flat surface. Students put on detective hats and hold magnifying glasses.
2. Taking turns, student one selects the top card and silently names the picture (e.g., cat). Then, orally segments the word into onset and rime (i.e., “/k/ /at/”).
3. Student two says the word by blending the sounds (i.e., “cat”) and uses a magnifying glass to search on the rime picture board for the picture with the matching rime.
4. Names the matching rime board picture, orally segments the word into onset and rime (i.e., “hat, /h/ /at/”), places card on the picture, and says, “Mystery solved!”
5. Reverse roles and continue until all cards are placed on rime board.
6. Peer evaluation



The image shows a 4x4 grid of picture cards on a grid background. The cards contain the following images: a boy, a cow, an airplane, a man, a cowboy hat, a girl with a dog, a boy with a vacuum, a chicken, a dog, a mouse, a door with a 'WELCOME' sign, a flower, a bone, a pen, a turkey, and a worm. A magnifying glass is positioned over the cowboy hat card. A blue arrow points from a separate card showing a cat to the cowboy hat card. To the right of the grid, the text “Cat, /k//at/” is written above a card showing a cat, and “Cat!” is written below it.

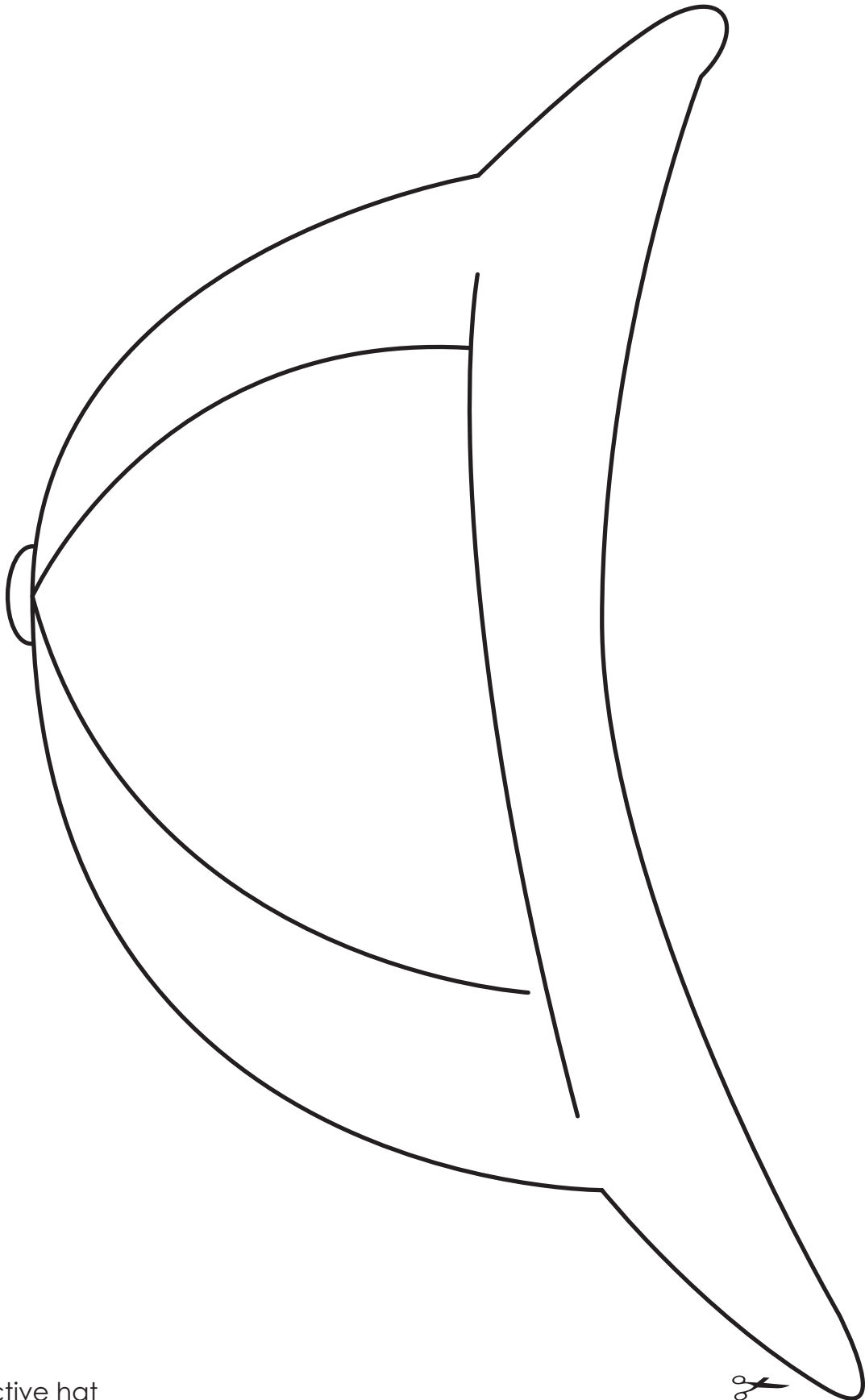
#### Extensions and Adaptations

- ▶ Write rhyming rebus sentences using the small rime picture cards.

# Phonological Awareness

PA. 023

Sound Detective



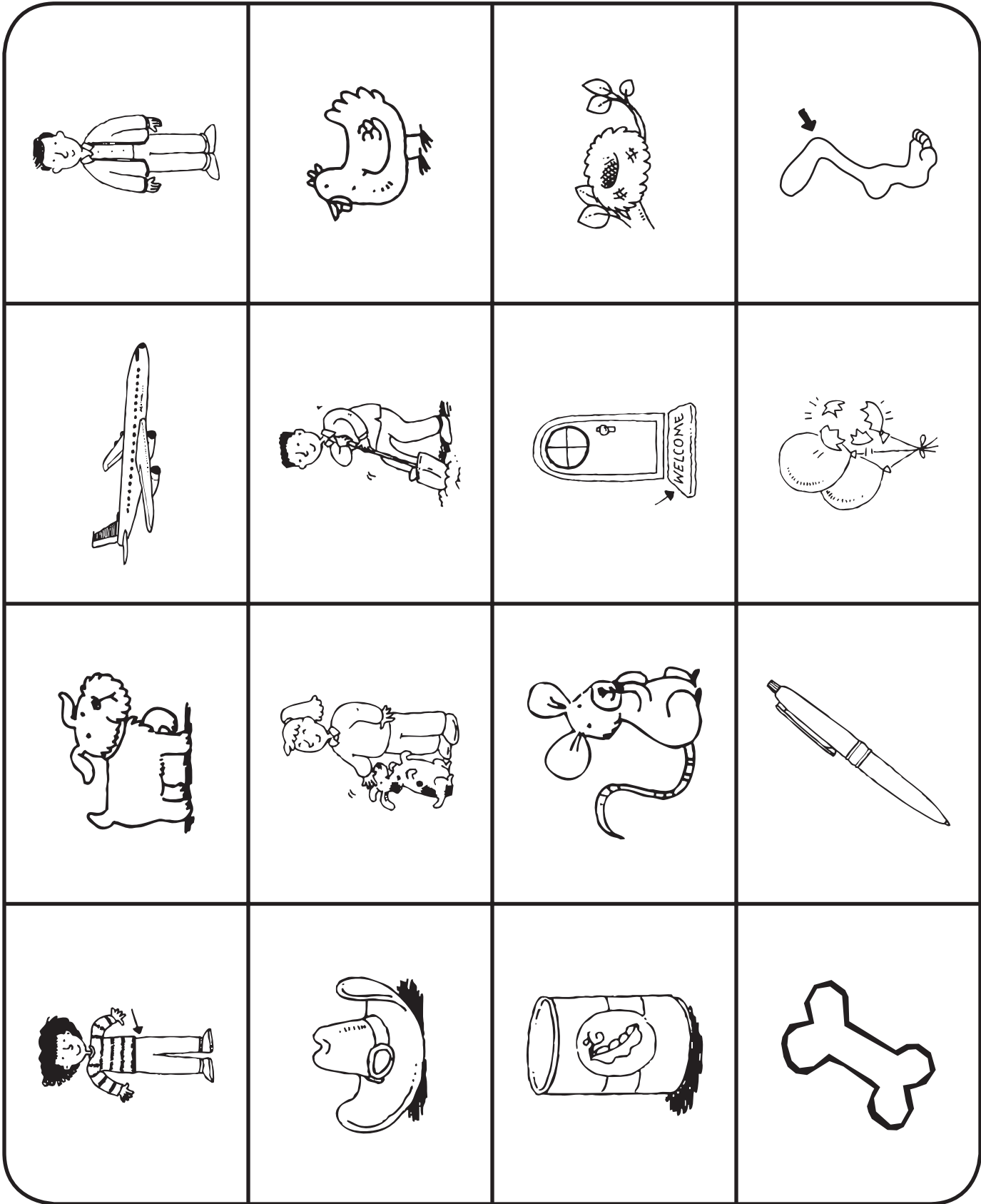
detective hat



# Phonological Awareness

Sound Detective

PA. 023

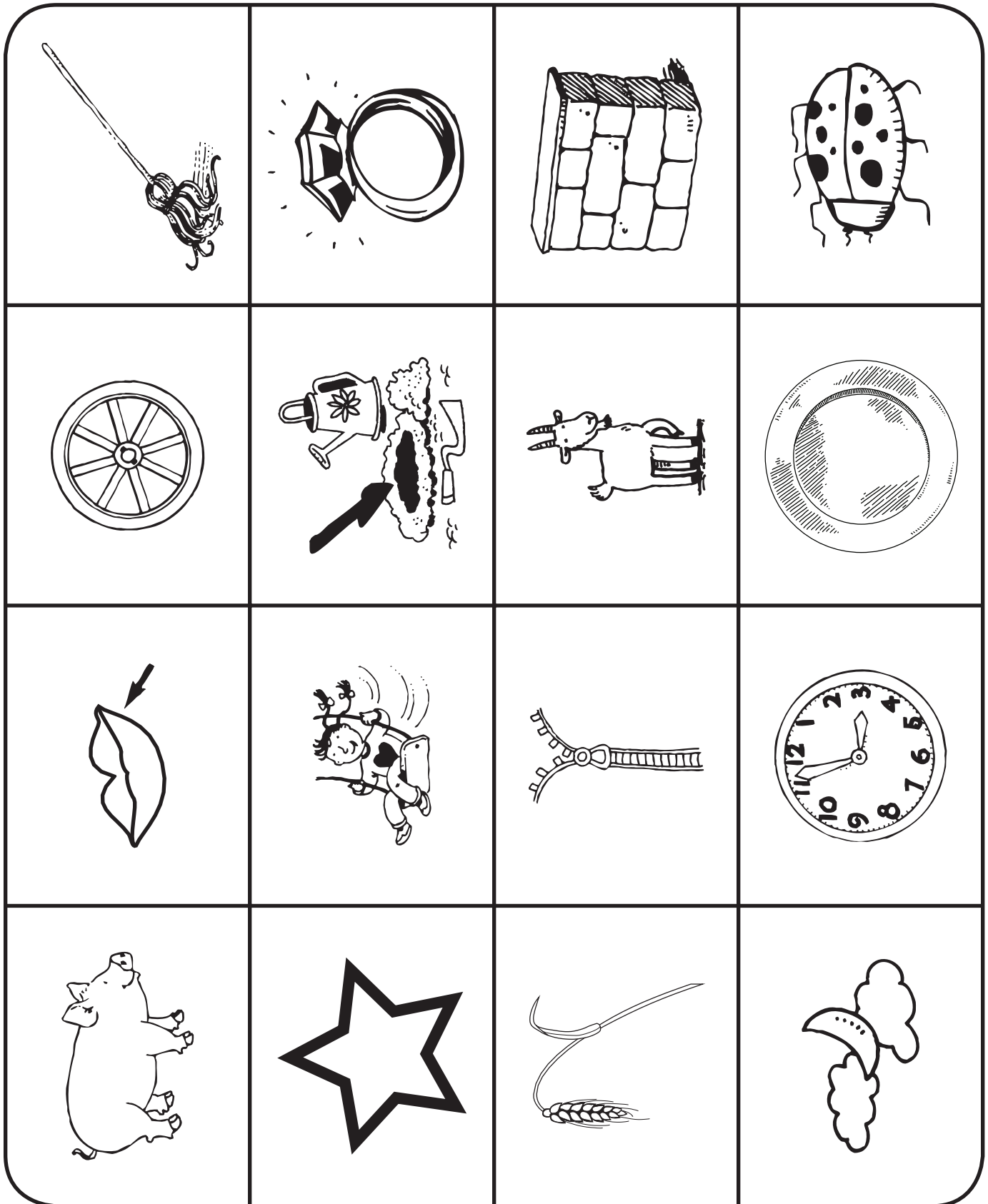


rime picture board: man, hen, nest, knee, jet, dig, mat, pop, dog, pet, mouse, pen, hip, hat, can, bone

# Phonological Awareness

PA. 023

Sound Detective



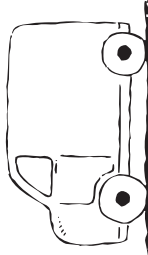
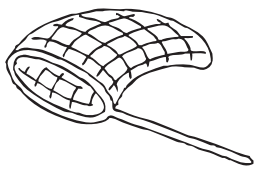

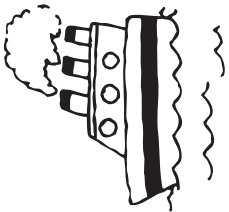




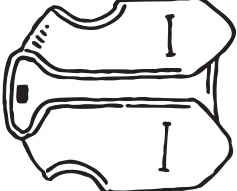
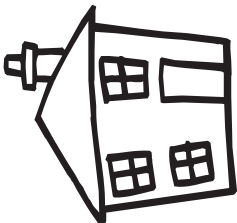
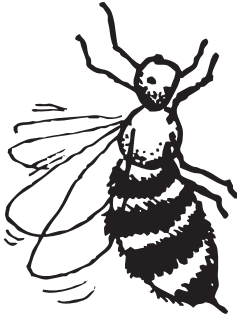
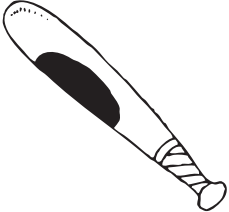
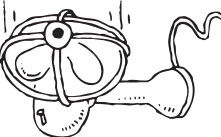

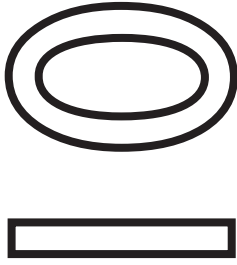
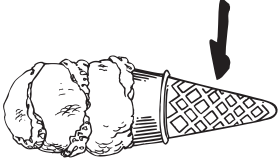
rime picture board: mop, ring, wall, bug, wheel, hole, goat, dish, lip, swing, zip, clock, pig, star, wheat, moon



# Phonological Awareness

Sound Detective

PA. 023

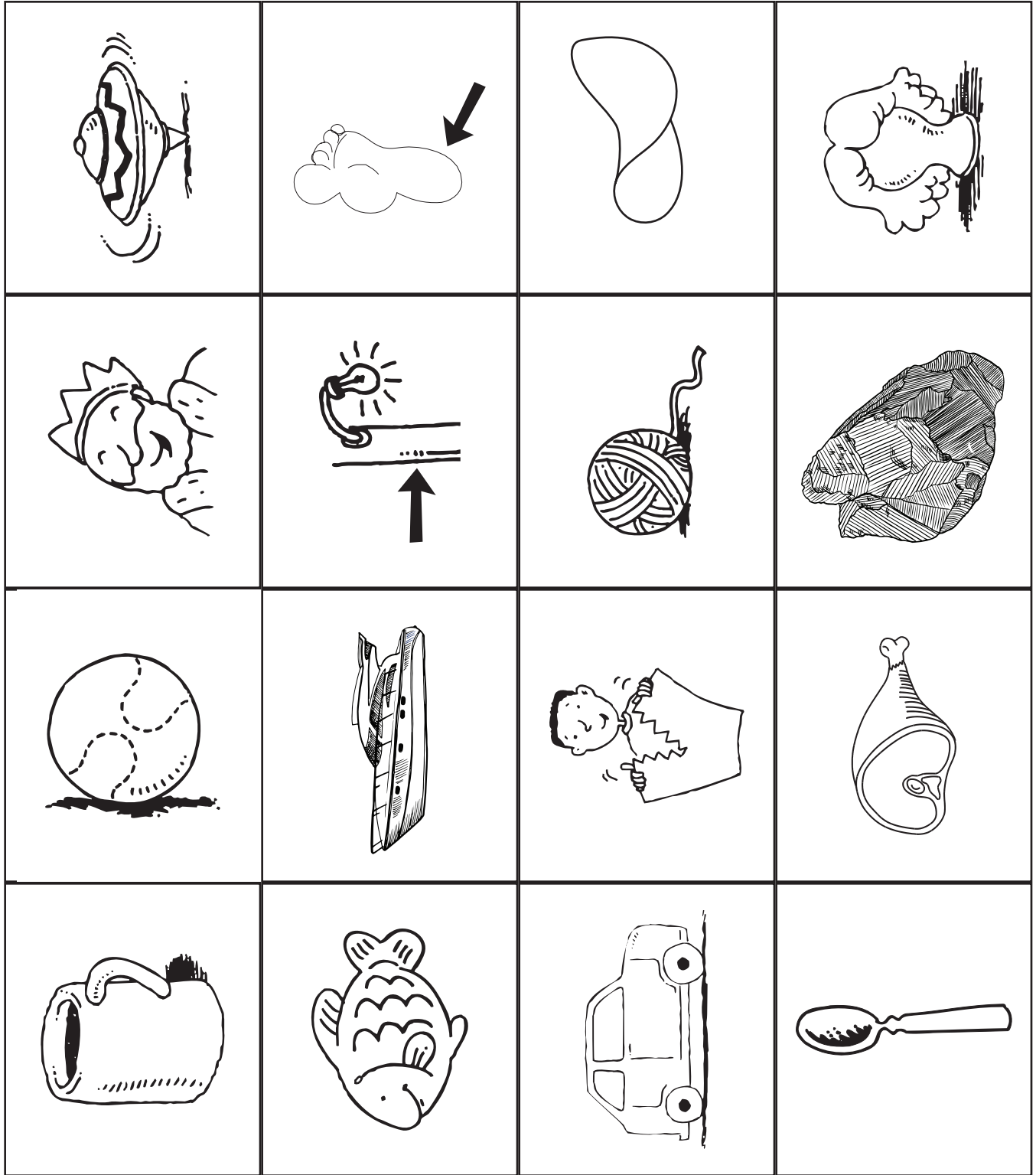


rime picture cards: van, net, log, ship, men, twig, wet, cat, vest, house, bee, bat, fan, hop, ten, cone

# Phonological Awareness

PA. 023

Sound Detective



rime picture cards: top, heel, chip, wig, king, pole, string, rock, ball, boat, rip, meat, mug, fish, car, spoon



### Guessing Game



#### Objective

The student will manipulate onsets and rimes in words.



#### Materials

- ▶ Onset and rime picture cards



#### Activity

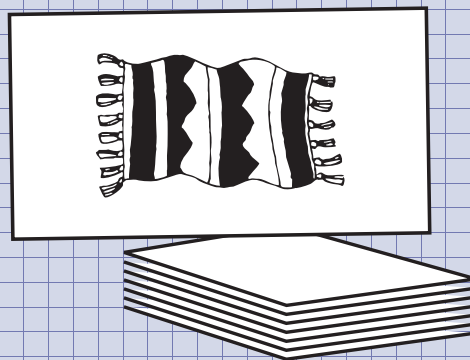
Students use onset and rime clues to guess words.

1. Place onset and rime picture cards face down in a stack on a flat surface.
2. Working in pairs, student one selects the top card so that student two cannot see it.
3. Gives clues one at a time describing onset and rime (e.g., “It begins with /r/ and rhymes with bug.”) until student two guesses a word (i.e., “rug”).
4. If correct, student one gives card to student two. If incorrect, student one gives another clue.
5. Reverse roles and continue until all picture cards are used.
6. Peer evaluation

Clue 1: “It begins with /r/and rhymes with bug.”

Clue 2: “It begins like "ran" and ends like tug.”

Clue 3: “It ends with/ug/and begins like robot.”



“Rug!”



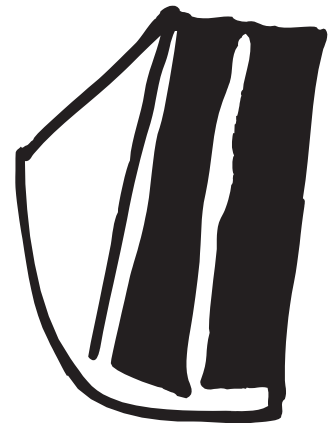
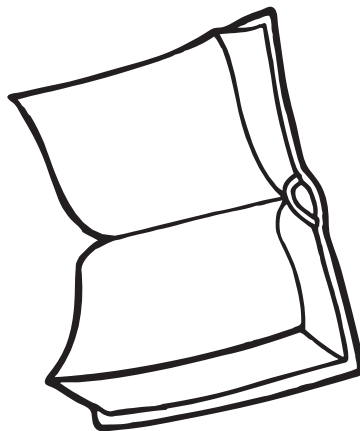
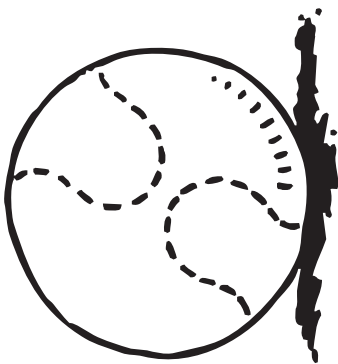
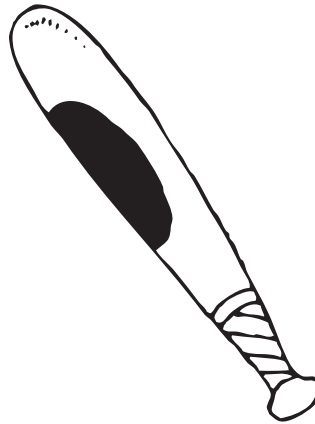
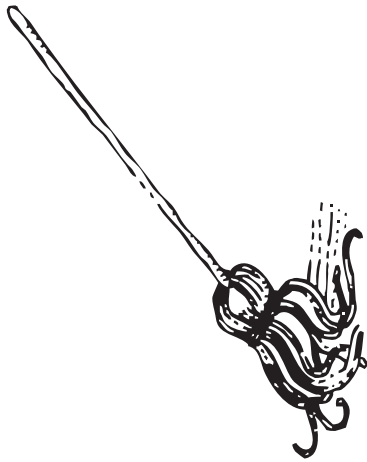
#### Extensions and Adaptations

- ▶ Play using other picture cards (e.g., draw or cut pictures from print resources).
- ▶ Play with all picture cards face up in rows.

# Phonological Awareness

PA. 024

Guessing game



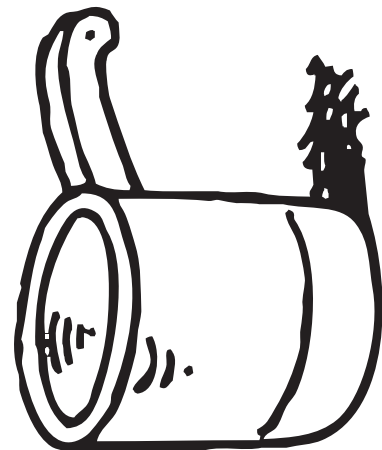
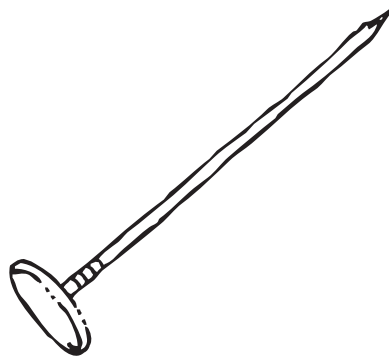
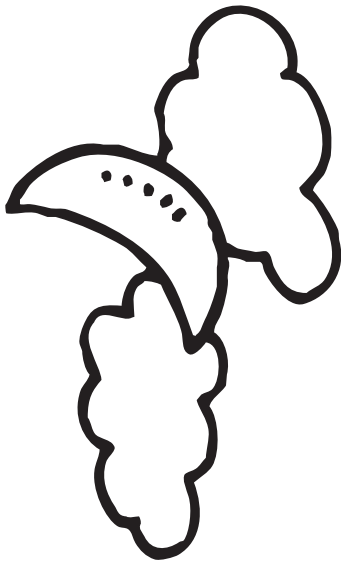
onset and rime picture cards: mop, bat, fox, ball, book, cake



# Phonological Awareness

Guessing Game

PA. 024



onset and rime picture cards: bear, duck, rug, moon, nail, pot





# Phonological Awareness

PA. 025

Phoneme Matching

One Card Out

## Objective

The student will match initial phonemes in words.

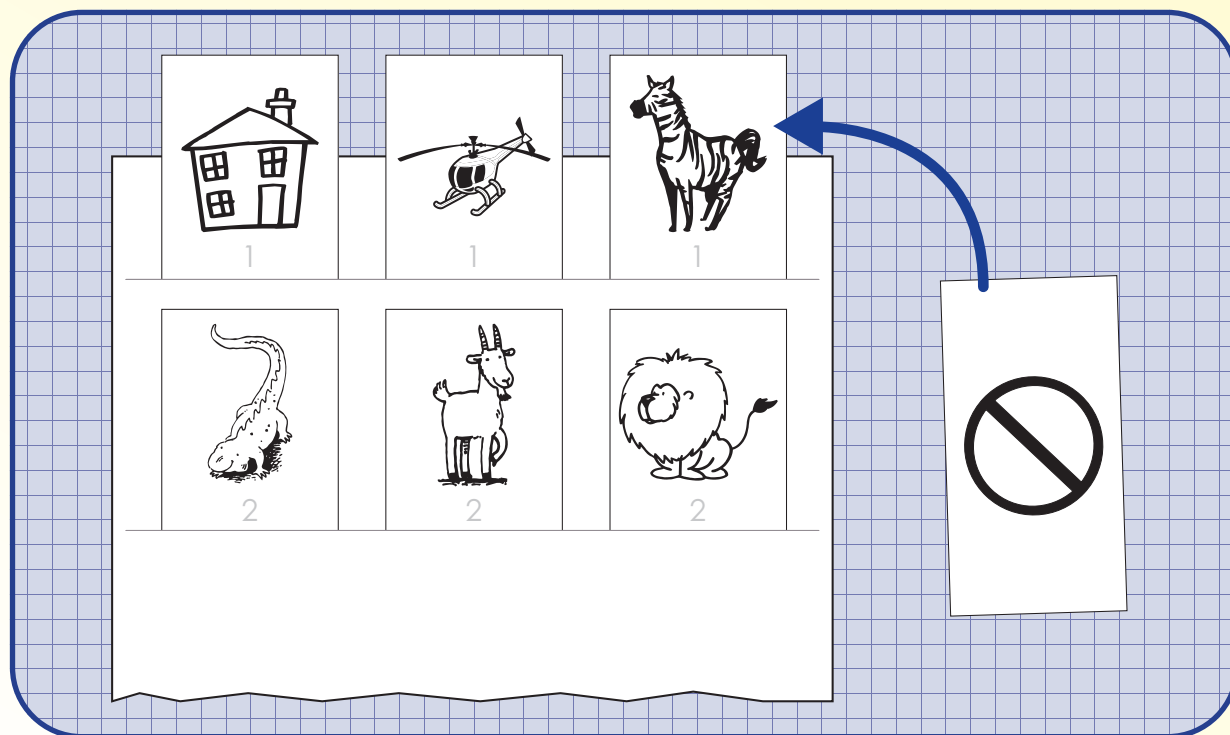
## Materials

- ▶ Initial sound picture cards  
*Make two copies for a total of 12 cards.*
- ▶ ⓧ cards
- ▶ Pocket Chart

## Activity

Students determine which words have the same initial sound and place a ⓧ card over the picture that does not.

1. Place initial sound picture cards with the same numbers in separate rows on the pocket chart. Place the ⓧ cards face up in a stack.
2. Taking turns, students name the pictures in a given row and say each initial sound (e.g., “house /h/, helicopter /h/, zebra /z/”).
3. Place the ⓧ card over the picture that does not have the same initial sound as the other two cards (i.e., zebra).
4. Continue until one picture on each row is covered by a ⓧ card.
5. Peer evaluation



## Extensions and Adaptations

- ▶ Make up own words that have the same initial, medial, or final sound.



# Phonological Awareness

One Card out

PA. 025



1



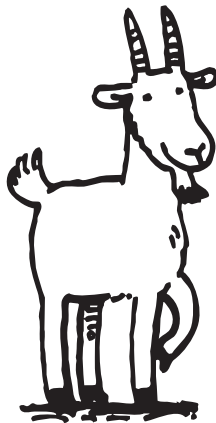
1



1



2



2



2

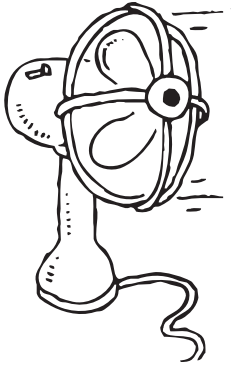
initial sound picture cards: house, zebra, helicopter, lion, goat, lizard



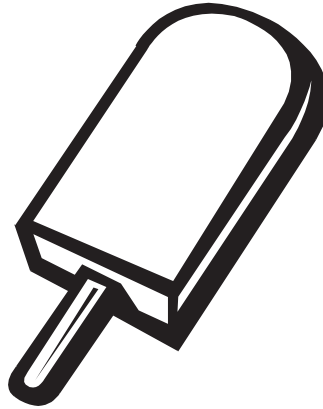
# Phonological Awareness

PA. 025

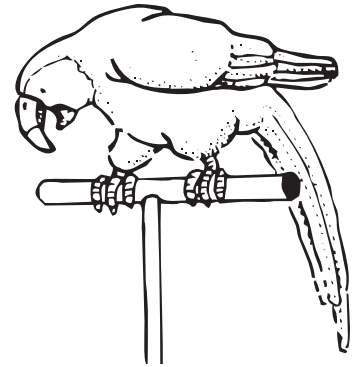
One Card Out



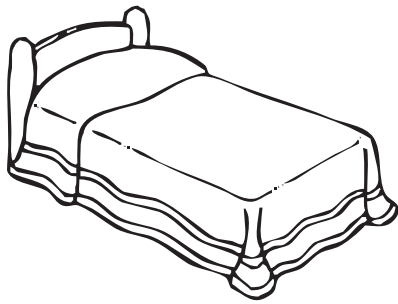
3



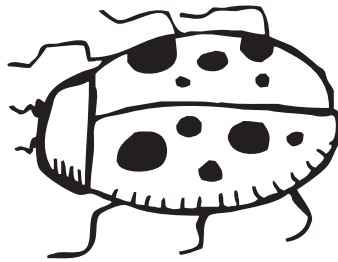
3



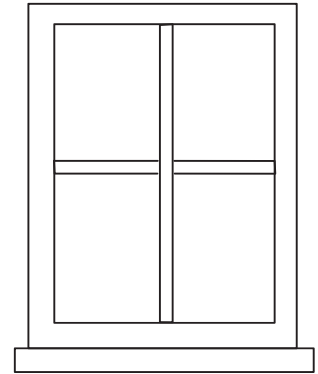
3



4



4



4

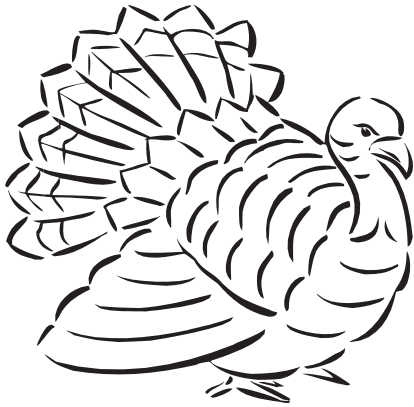
initial sound picture cards: fan, popsicle, parrot, bed, bug, window



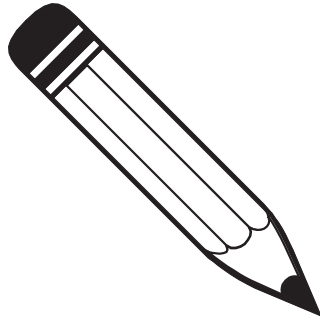
# Phonological Awareness

One Card out

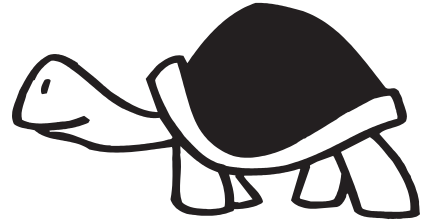
PA. 025



5



5



5



6



6



6

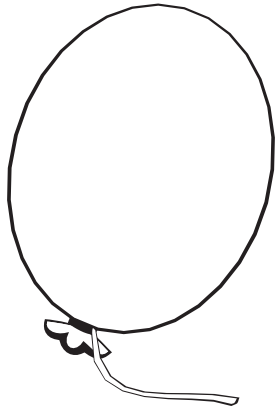
initial sound picture cards: turkey, pencil, turtle, hand, ladder, lamp



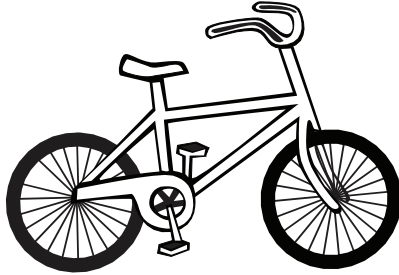
# Phonological Awareness

PA. 025

One Card Out



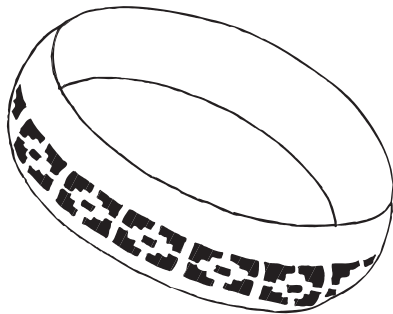
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7



7



8



8



8

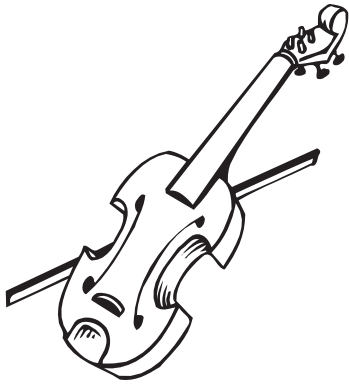
initial sound picture cards: balloon, bike, clown, bracelet, paint, penny



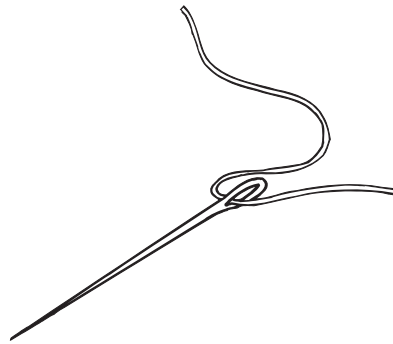
# Phonological Awareness

One Card out

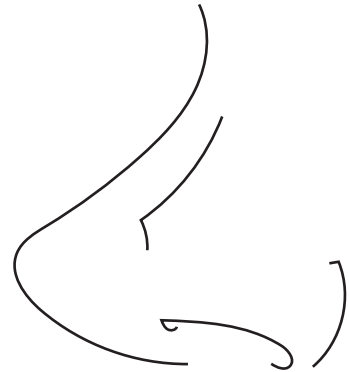
PA. 025



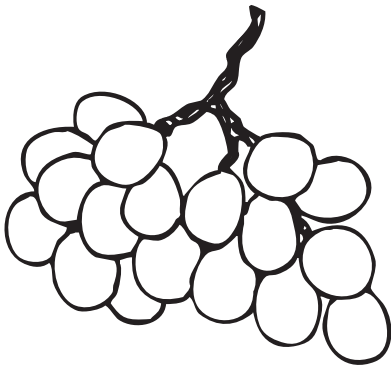
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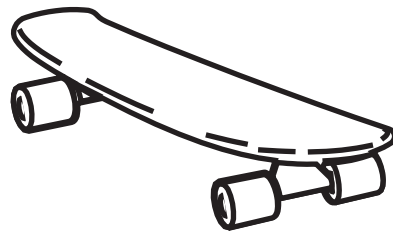
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9



10



10



10

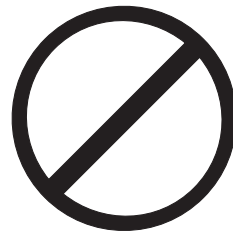
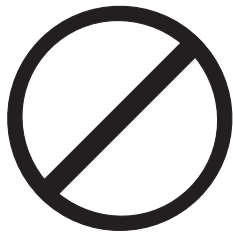
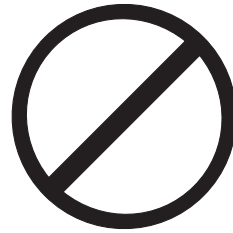
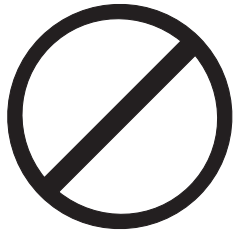
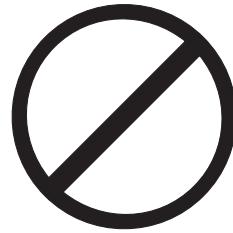
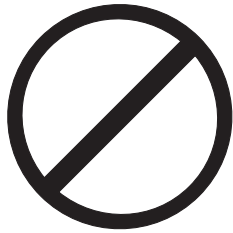
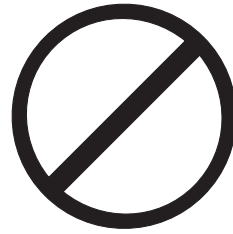
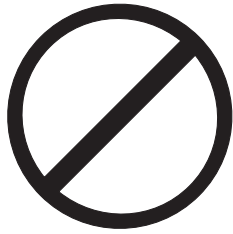
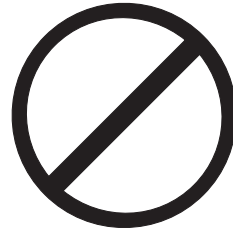
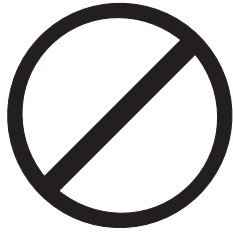
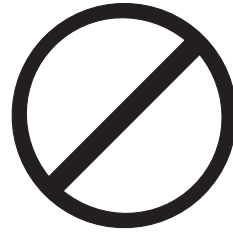
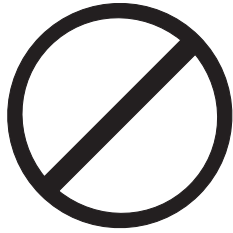
initial sound picture cards: violin, needle, nose, grapes, skateboard, grass



# Phonological Awareness

PA. 025

One Card Out



 cards





## Phoneme Matching

PA. 026

### Sound Snacker - Sound Smacker



#### Objective

The student will match initial phonemes in words.



#### Materials

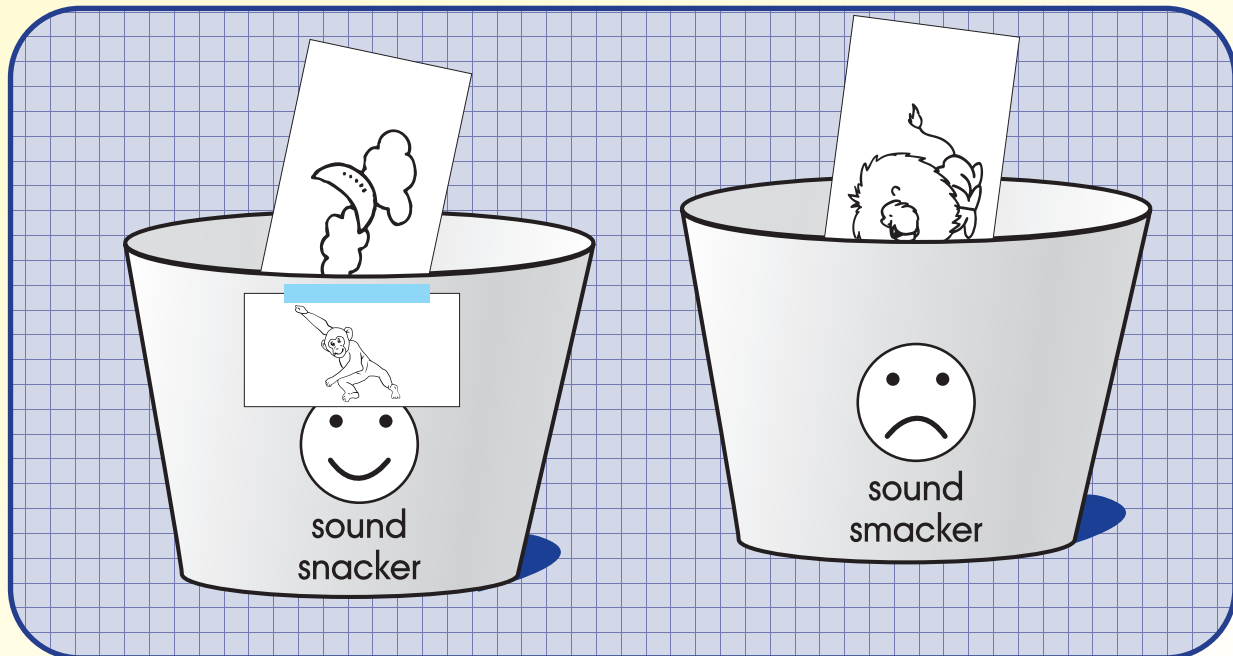
- ▶ Construction paper  
*Make two “faces” – one happy and one sad.  
Label the happy face “Sound Snacker” (target sound) and label the sad face “Sound Smacker.”*
- ▶ Two plastic containers, baskets, or trash cans with swinging lids  
*Attach a face to the front of each container.*
- ▶ Initial sound picture cards  
*Choose a target picture (e.g., monkey) and attach it to the “Sound Snacker” container.*
- ▶ Non-target initial sound picture cards



#### Activity

**Students sort objects by initial sounds into containers.**

1. Place the sorting containers and picture cards face down in a stack at the center.
2. Taking turns, students select the top card, name it, and say its initial sound (e.g., “moon, /m/”). Determine if initial sound matches target sound (i.e., /m/).
3. If it matches, place picture card in Sound Snacker container. If it does not match, place in Sound Smacker container.
4. Continue until all picture cards are sorted.
5. Peer evaluation



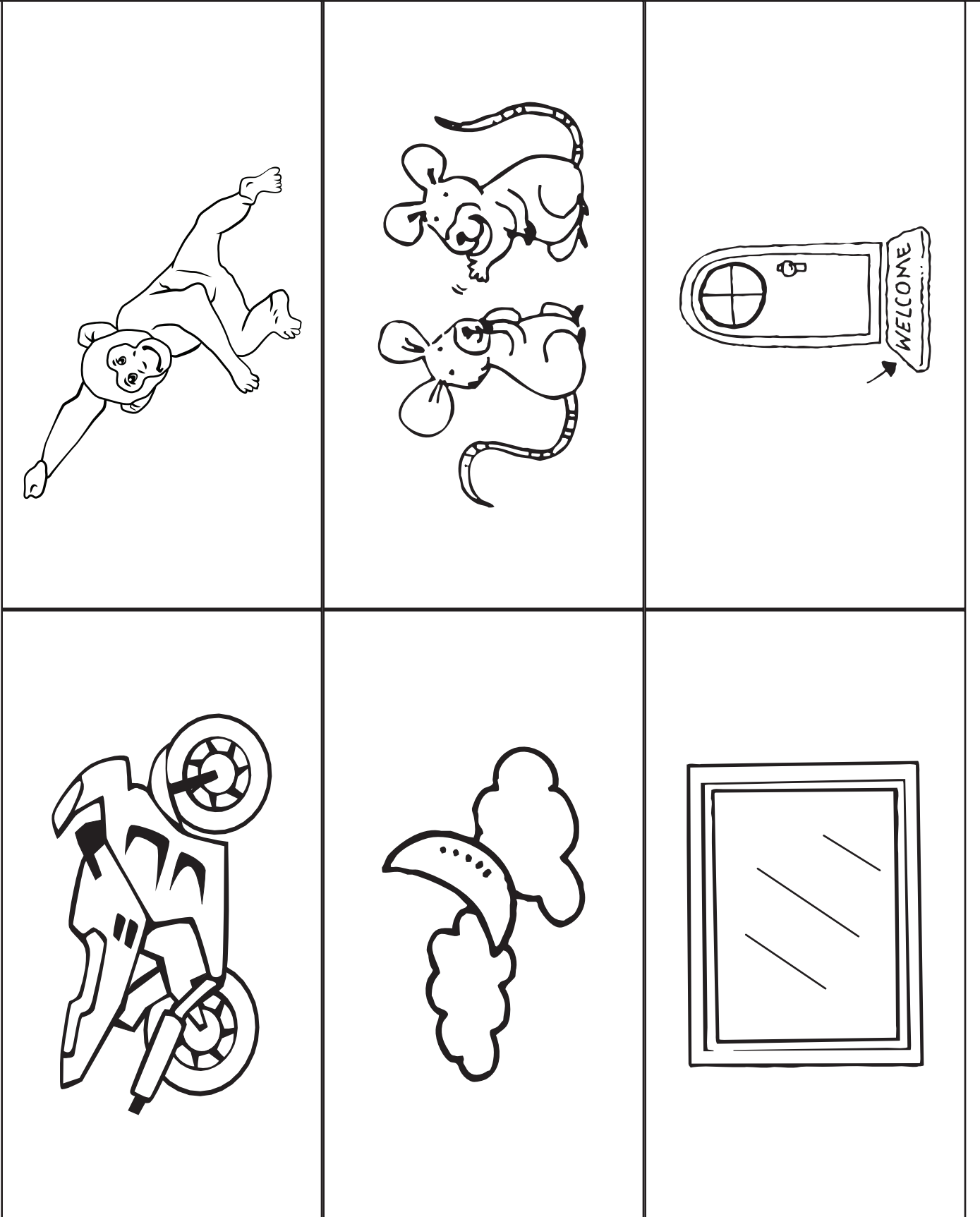
#### Extensions and Adaptations

- ▶ Use target and non-target initial sound objects.
- ▶ Use final and medial target and non-target sound objects.
- ▶ Sort objects that do and do not have the same rime.

# Phonological Awareness

PA. 026

Sound Snacker - Sound Smacker



initial sound picture cards: monkey, mice, mat, motorcycle, moon, mirror

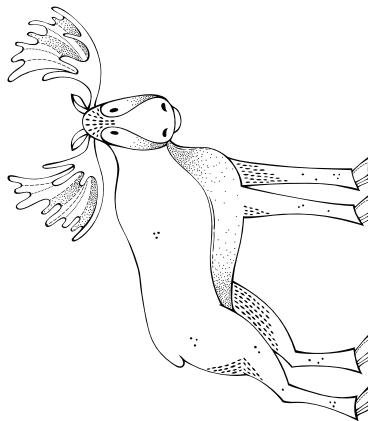
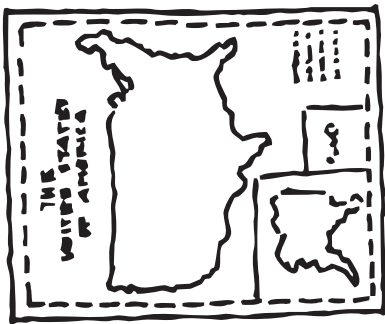
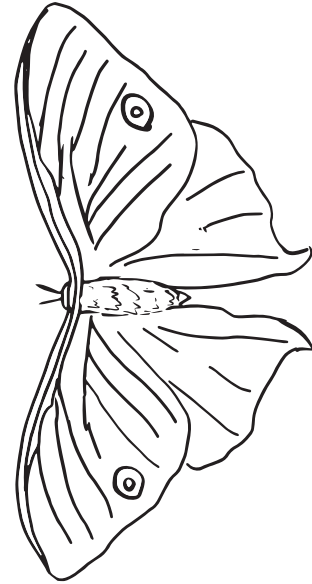
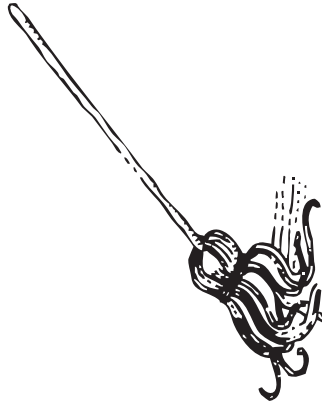
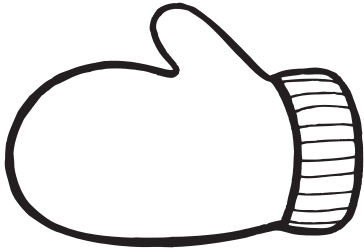




# Phonological Awareness

Sound Snacker - Sound Smacker

PA. 026



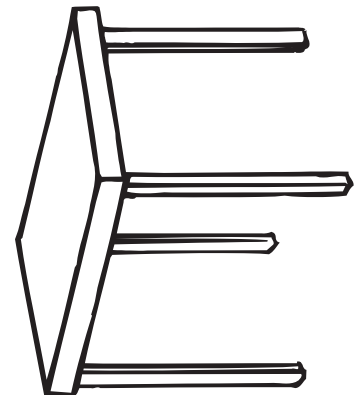
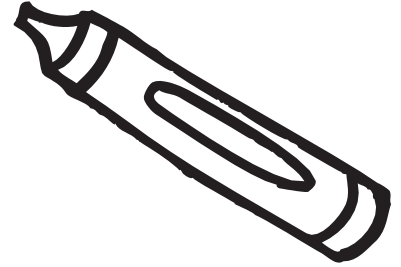
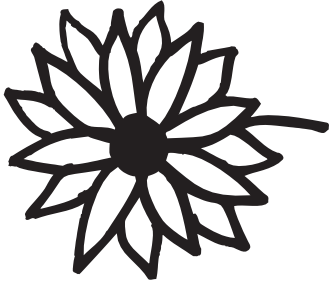
initial sound picture cards: mitten, mop, moth, map, moose, milk



# Phonological Awareness

PA. 026

Feed the Animals



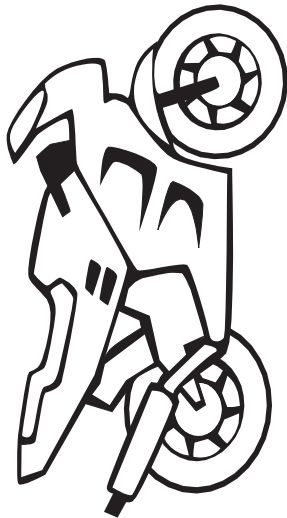
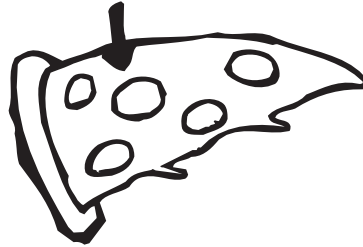
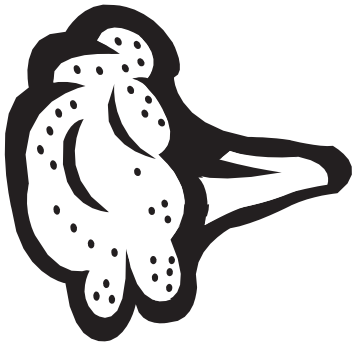
non-target initial sound picture cards: flower, pie, crayon, fox, lion, table



# Phonological Awareness

Feed the Animals

PA. 026



syllable picture cards:

cauliflower-4, pepperoni-4, harmonica-4, motorcycle-4, watermelon-4, macaroni-4





## Phoneme Matching

PA. 027

### Sound Train



#### Objective

The student will match initial phonemes in words.



#### Materials

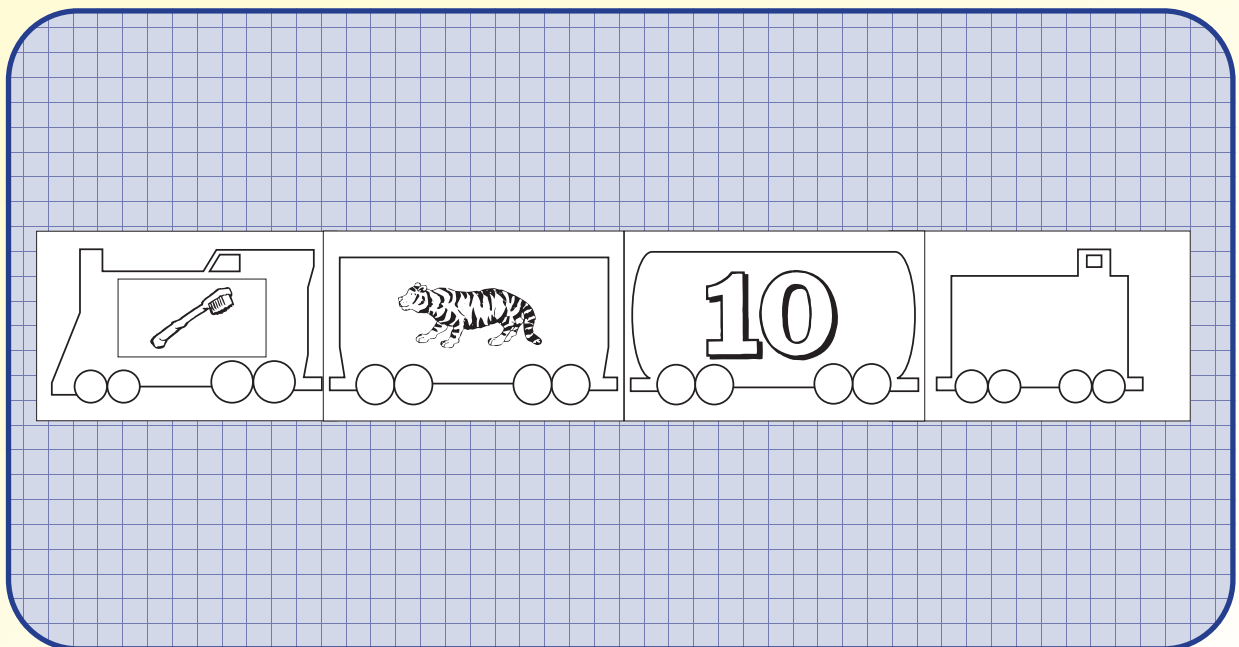
- ▶ Sound Train engine and caboose
- ▶ Sound Train cars
- ▶ *Copy five times.*
- ▶ Construction paper
- ▶ *Use as the platform.*
- ▶ Initial sound objects or picture cards
- ▶ *Choose a target picture (e.g., toothbrush) and attach it to the train engine.*
- ▶ Non-target initial sound objects or picture cards



#### Activity

**Students sort objects by target initial sound on the sound train.**

1. Place the engine, cars, and caboose in a line on a flat surface. Place the platform and objects at the center.
2. Taking turns, students select an object, name the object, and say the initial sound (e.g., “tiger, /t/”). Determine if initial sound matches target sound (i.e., /t/).
3. If it matches, place object on a train car. If it does not match, place on the platform.
4. Continue until all objects are sorted.
5. Peer evaluation



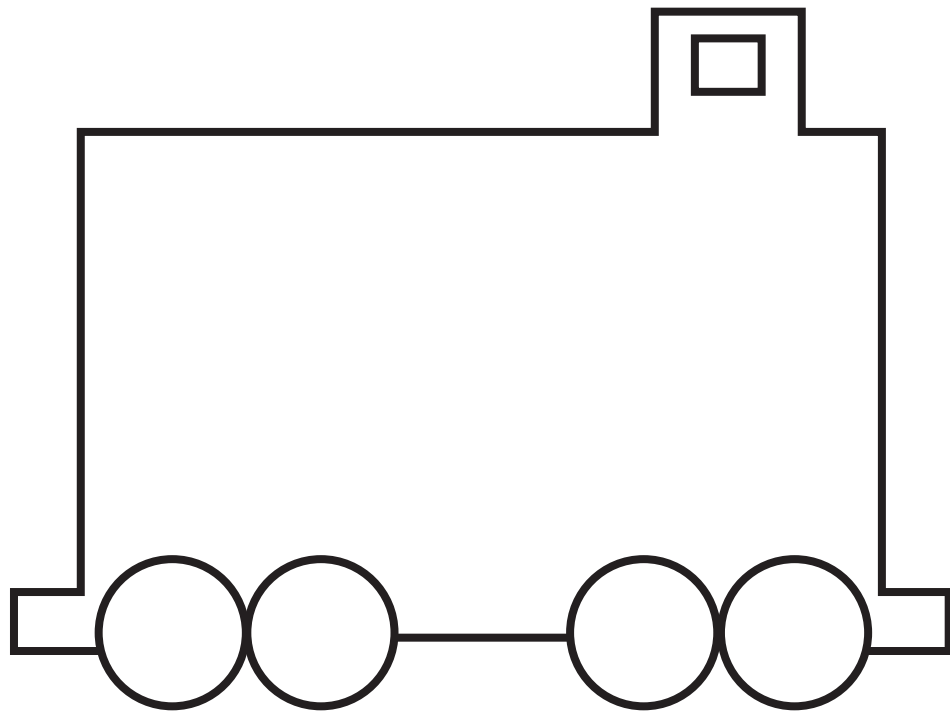
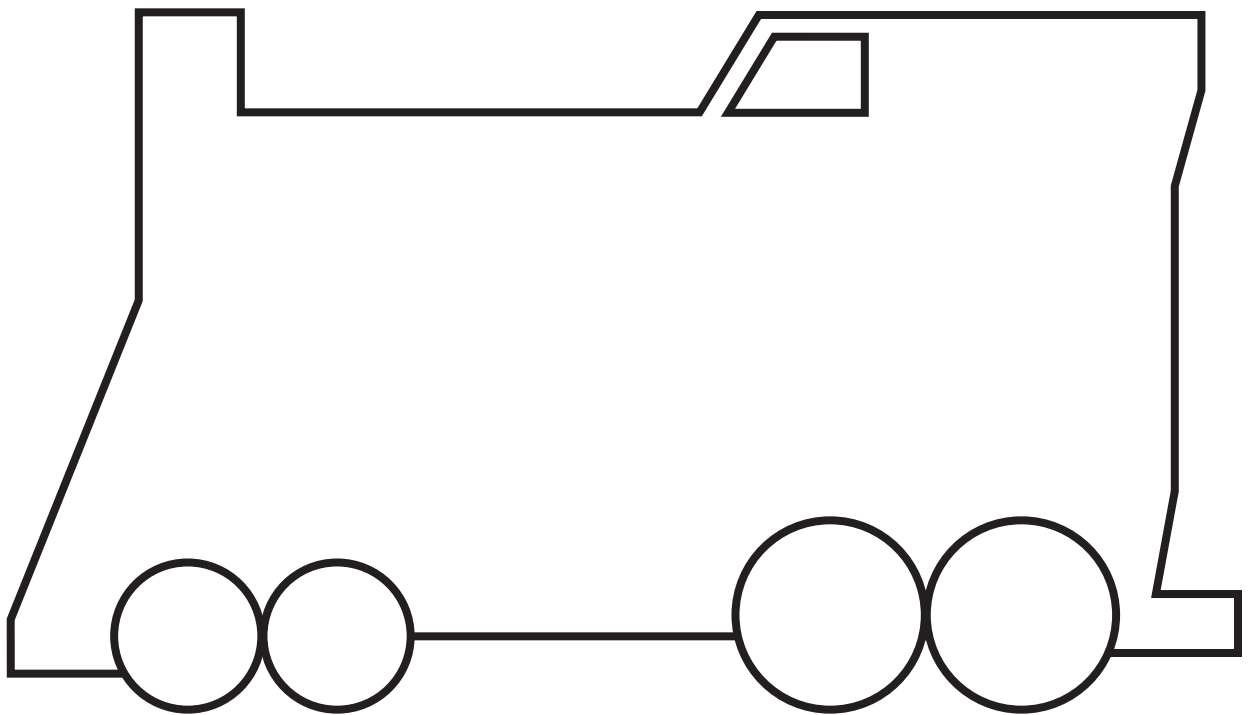
#### Extensions and Adaptations

- ▶ Include objects with digraphs as initial sounds.
- ▶ Use final or medial target and non-target sound picture cards.

# Phonological Awareness

PA. 027

Sound Train



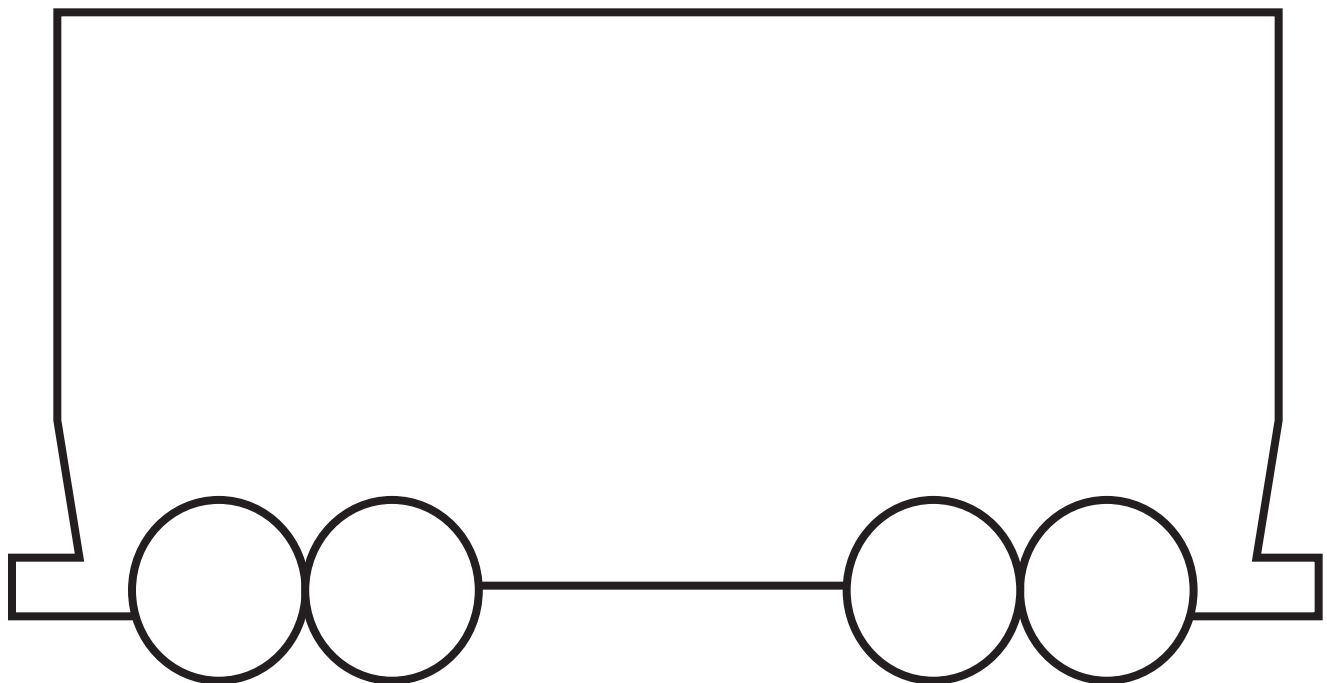
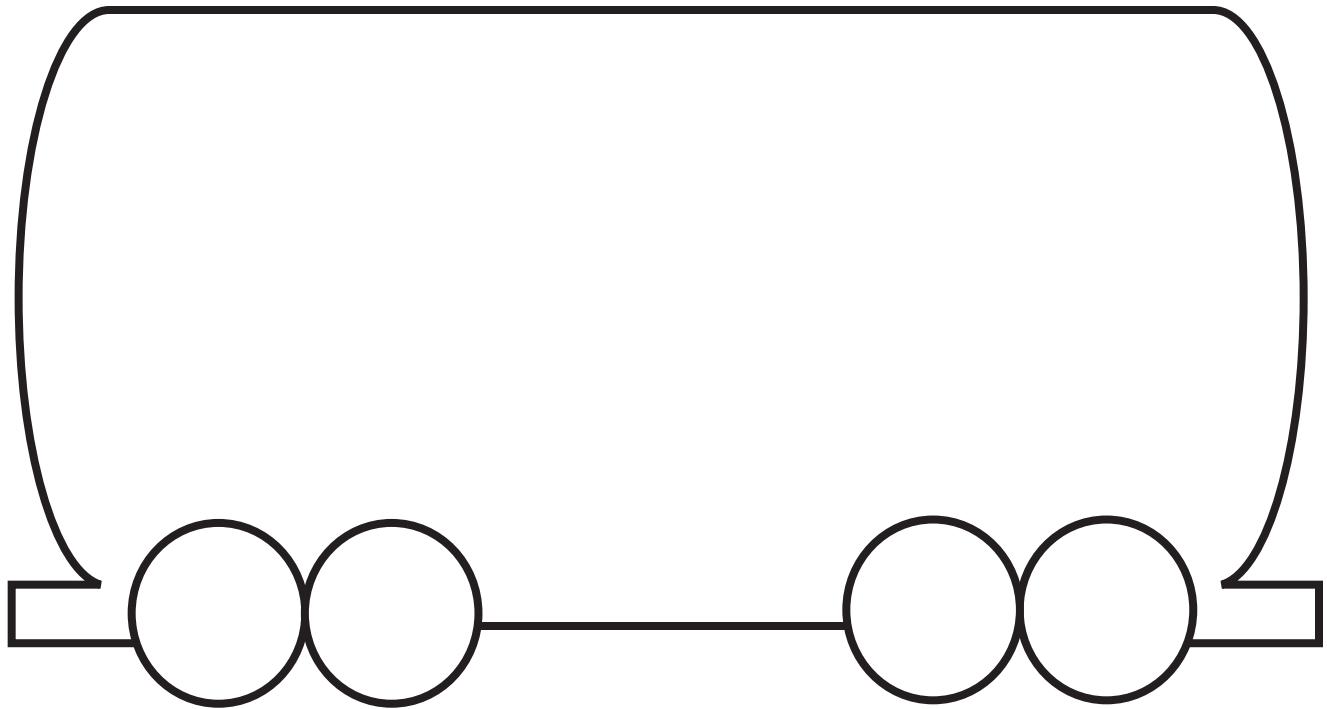
sound train engine and caboose



# Phonological Awareness

Sound Train

PA. 027



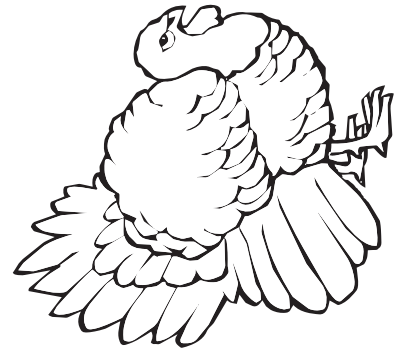
sound train cars



# Phonological Awareness

PA. 027

Sound Train



2

10

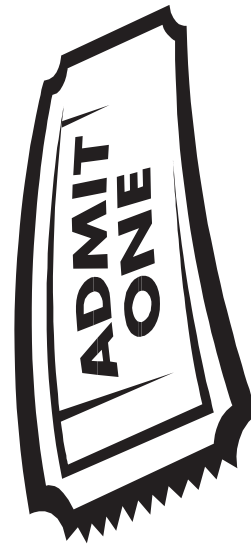
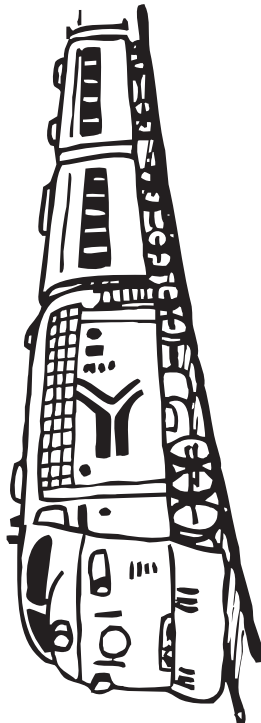
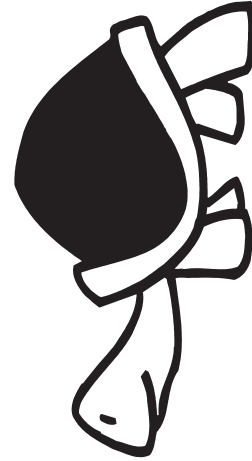
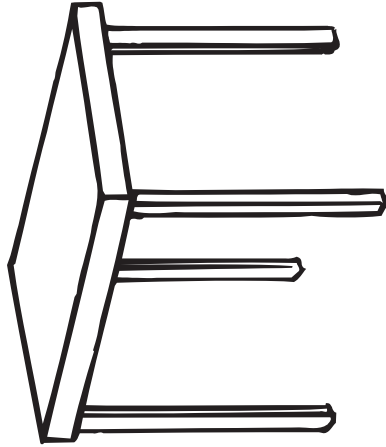
initial sound picture cards: tiger, toothbrush, turkey, tie, two, ten



# Phonological Awareness

Sound Train

PA. 027



initial sound picture cards: tree, table, turtle, toothpaste, train, ticket

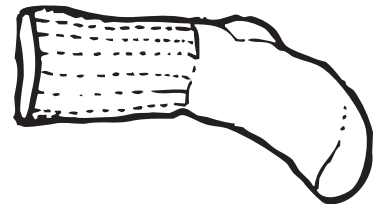
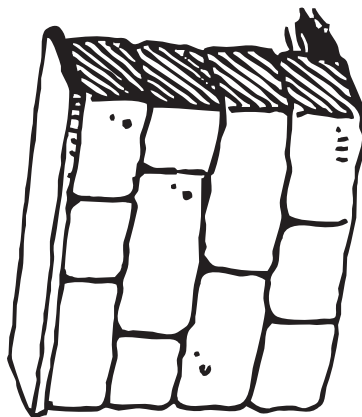
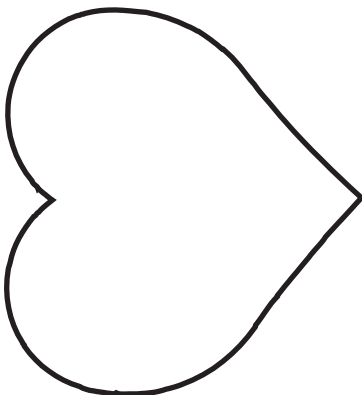
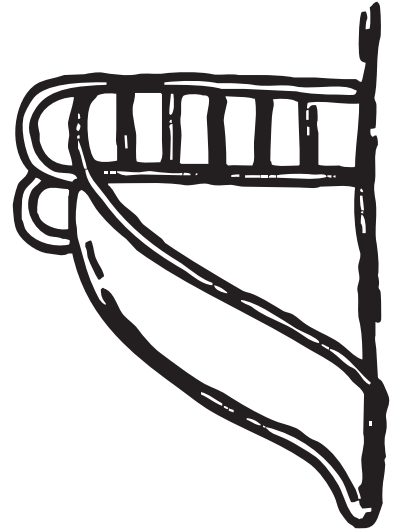
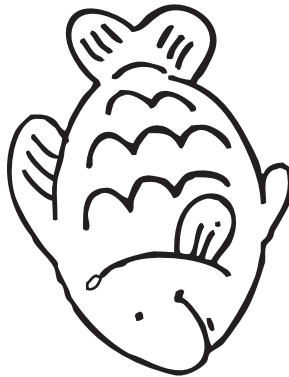




# Phonological Awareness

PA. 027

Sound Train



non-target initial sound picture cards: six, fish, slide, heart, wall, sock



# Phonological Awareness



## Phoneme Matching

PA. 028

Pack - A - Backpack

### Objective

The student will match initial phonemes in words.

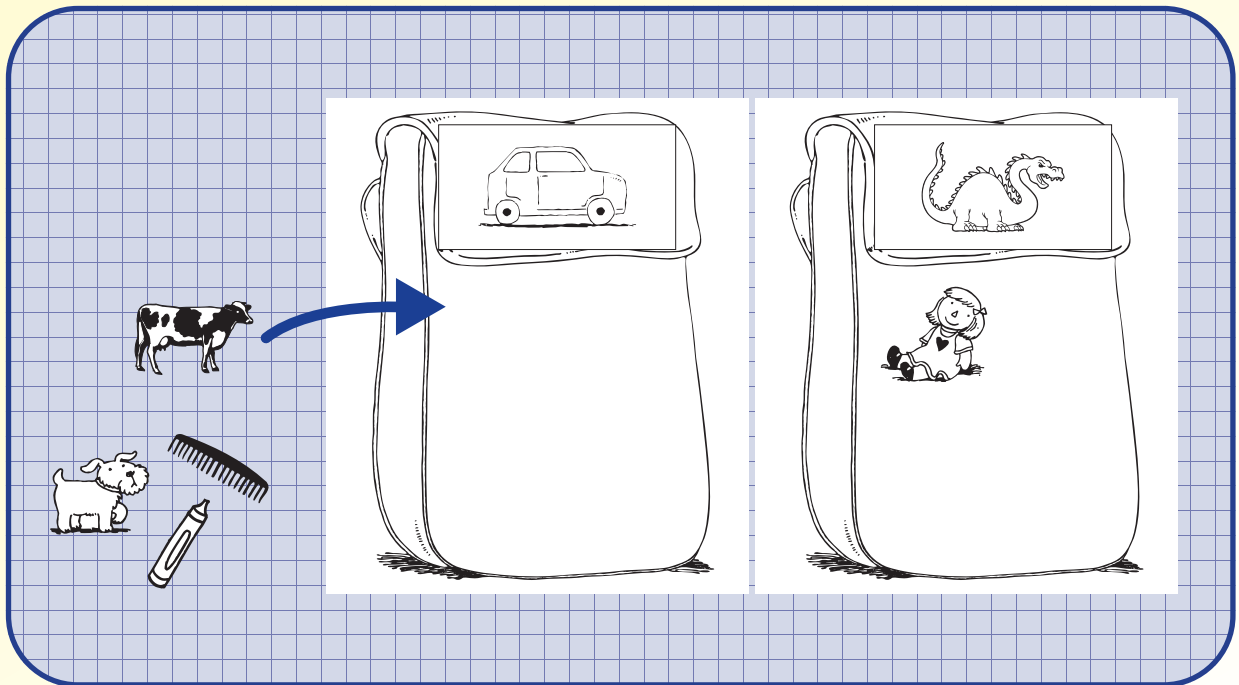
### Materials

- ▶ Backpack  
*Make two copies on card stock and laminate.*
- ▶ Initial sound objects or picture cards  
*Choose one picture for each target sound and attach it to the top flap of the backpack (e.g., car, dragon).*

### Activity

**Students sort objects by initial sound on the backpacks.**

1. Place backpacks and initial sound objects at the center.
2. Taking turns, students select an object, name the object, and say the initial sound (e.g., “cow, /k/”).
3. Determine which target sound picture (i.e., /k/ or /d/) matches the selected object. Place object on the corresponding backpack.
4. Continue until all objects are sorted.
5. Teacher evaluation



### Extensions and Adaptations

- ▶ Add non-target sound pictures or objects.

# Phonological Awareness

PA. 028

Pack - A - Backpack

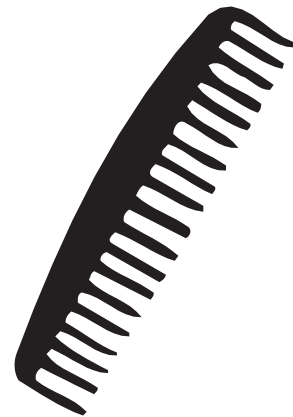
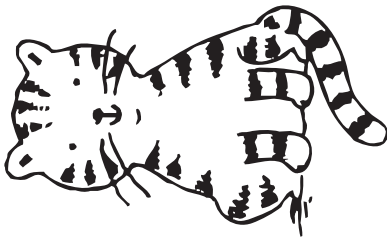
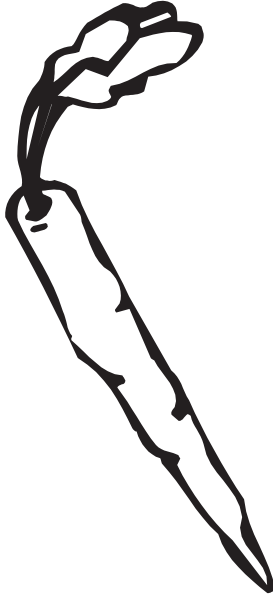
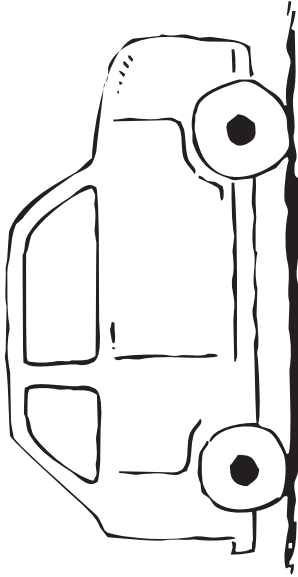


backpack

# Phonological Awareness

Pack - A - Backpack

PA. 028



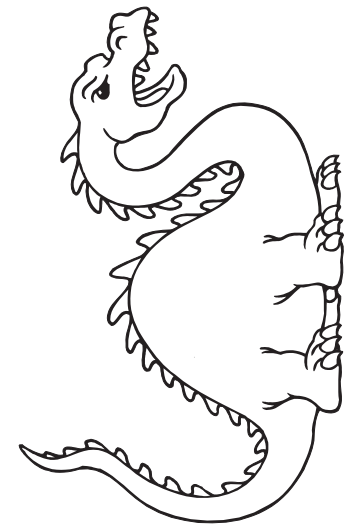
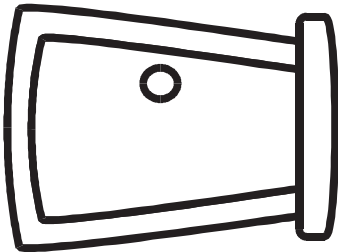
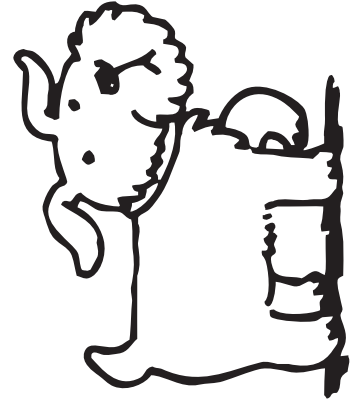
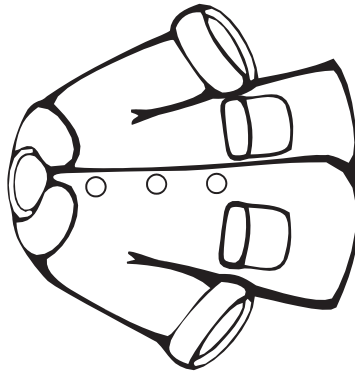
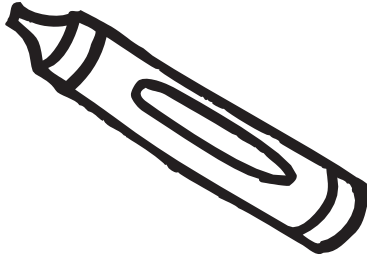
initial sound picture cards: car, carrot, cloud, cat, cow, comb



# Phonological Awareness

PA. 028

Pack - A - Backpack



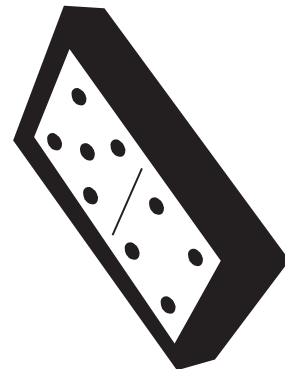
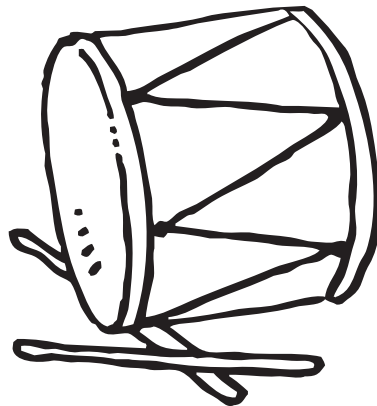
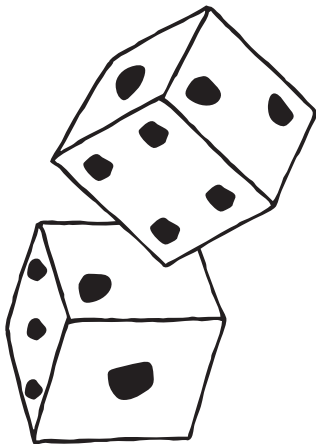
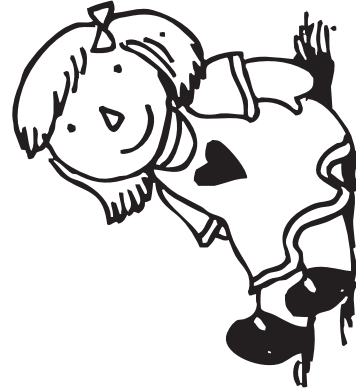
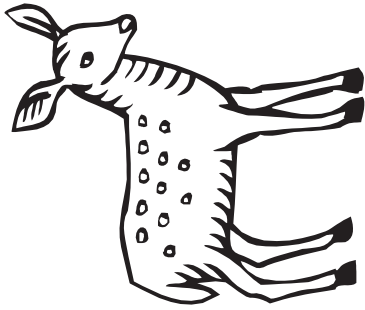
initial sound picture cards: crayon, coat, dog, door, duck, dragon



# Phonological Awareness

Pack - A - Backpack

PA. 028



initial sound picture cards: deer, donut, doll, dice, drum, domino



# Phonological Awareness



## Phoneme Matching

PA. 029

### Phoneme Go Fish

#### Objective

The student will match initial phonemes in words.

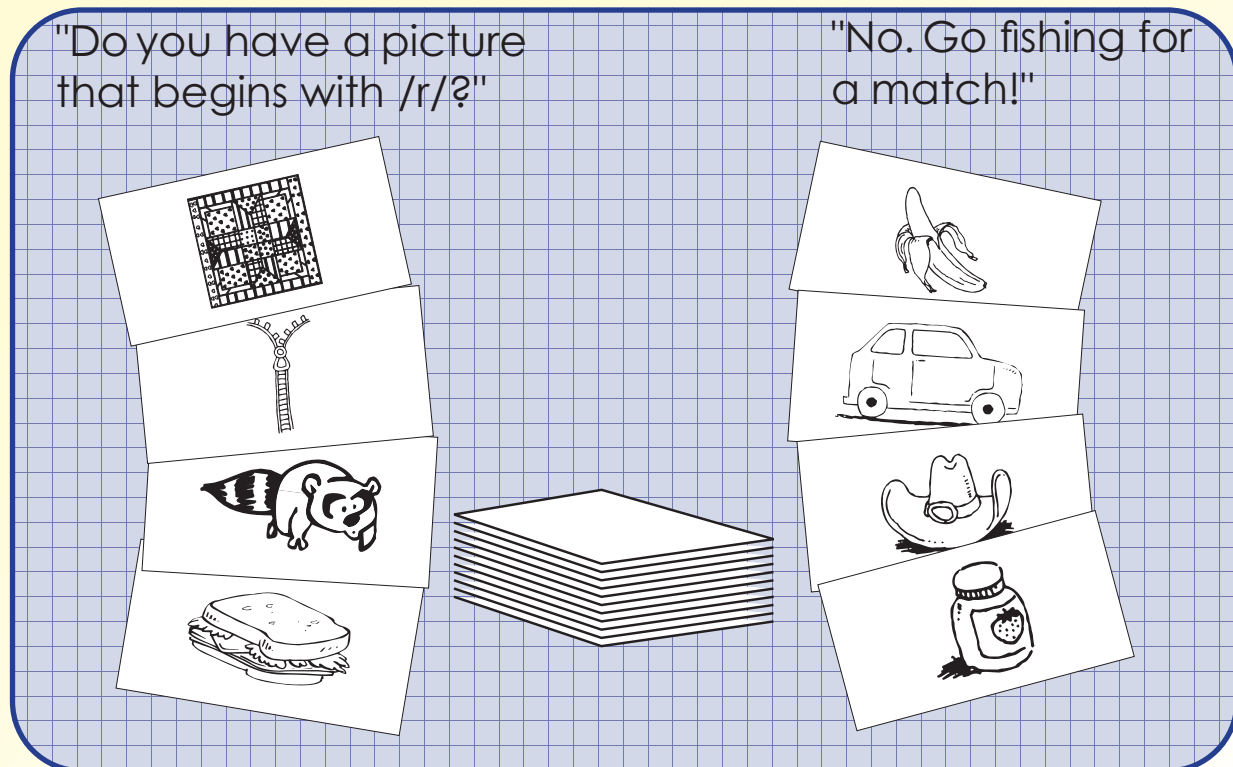
#### Materials

- ▶ Initial sound picture cards

#### Activity

Students group initial sound pictures while playing a Go Fish game.

1. Mix picture cards into three separate and equal stacks. Each student gets one stack and the remaining stack is the “pond.”
2. Working in pairs, students name their cards, pair by initial sound, and put aside the matching sets.
3. Student one looks at his remaining cards and asks for a picture card that begins with a certain letter-sound (e.g., “Do you have a picture that begins with /r/?”).
4. If yes, student one takes the card, names the card, and says the initial sound of both pictures, places match aside, and takes another turn. If no, student two says, “Go fishing for a match!”
5. Student one then selects a card from the “pond.”
6. Continue until all cards are matched.
7. Peer evaluation



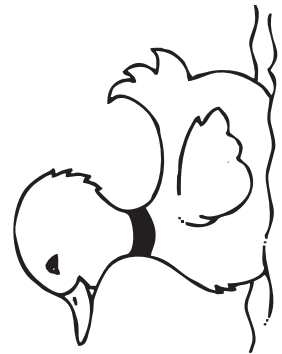
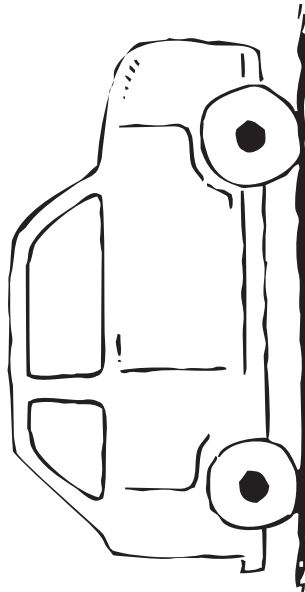
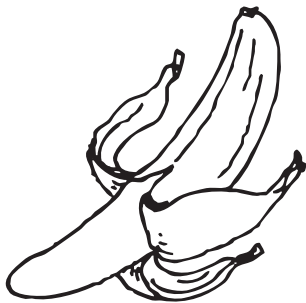
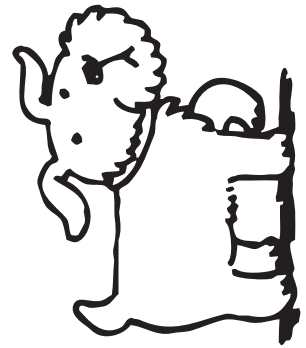
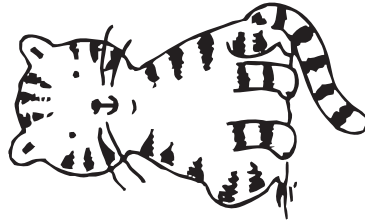
#### Extensions and Adaptations

- ▶ Play with other initial sound picture cards.

# Phonological Awareness

PA. 029

Phoneme Go Fish



initial sound picture cards: bear, cat, dog, banana, car, duck

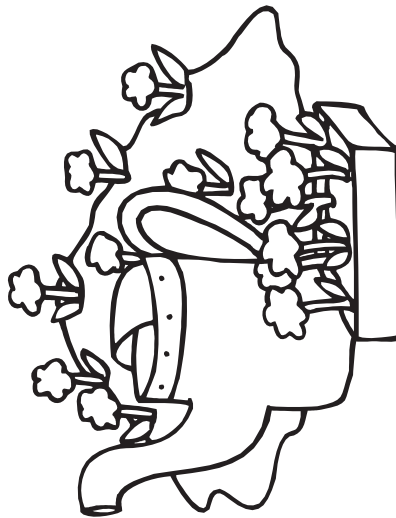
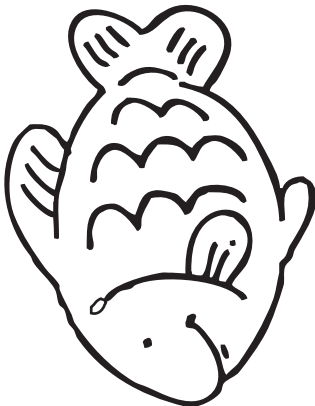
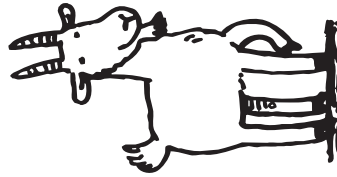
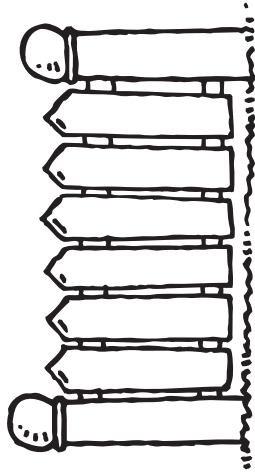




# Phonological Awareness

Phoneme Go Fish

PA. 029



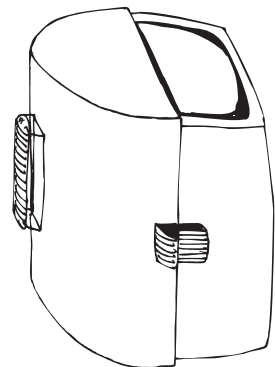
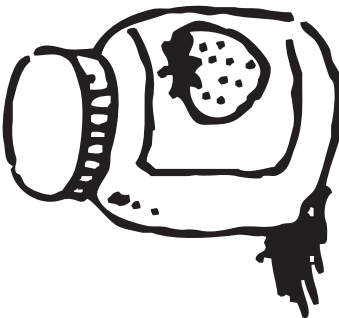
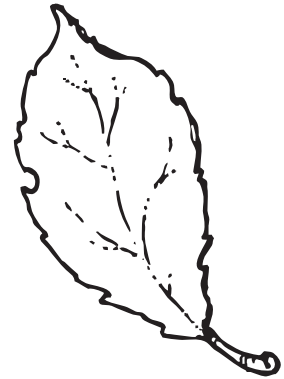
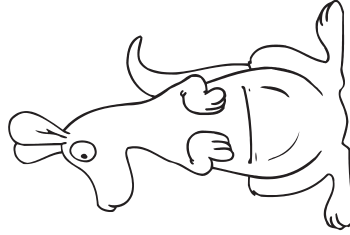
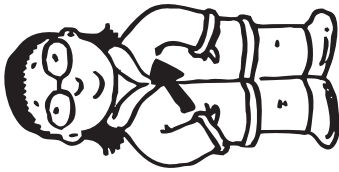
initial sound picture cards: fence, goat, hat, fish, garden, horse



# Phonological Awareness

PA. 029

Phoneme Go Fish



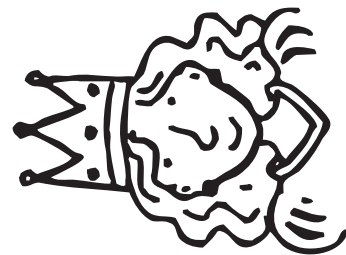
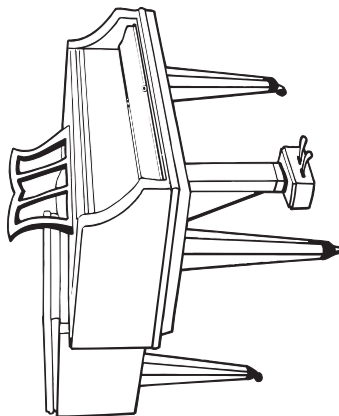
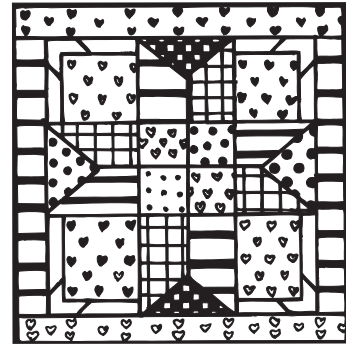
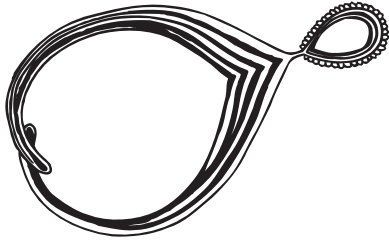
initial sound picture cards: jacket, kangaroo, leaf, jam, king, lunchbox



# Phonological Awareness

Phoneme Go Fish

PA. 029



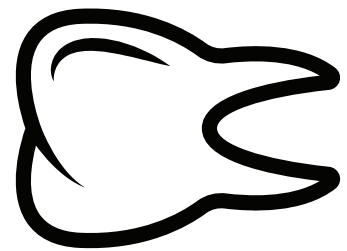
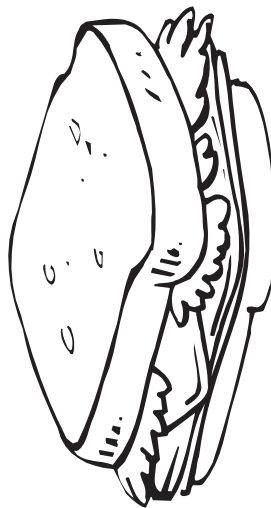
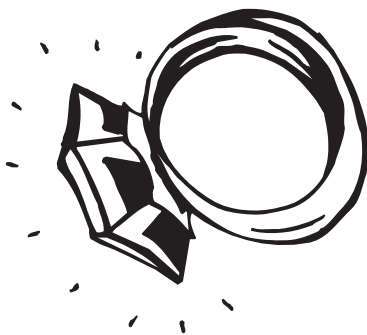
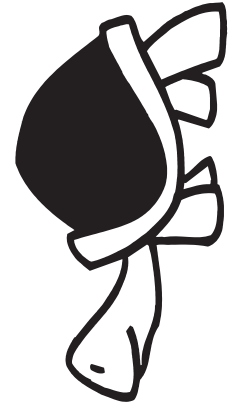
initial sound picture cards: necklace, penny, quilt, nickel, piano, queen



# Phonological Awareness

PA. 029

Phoneme Go Fish



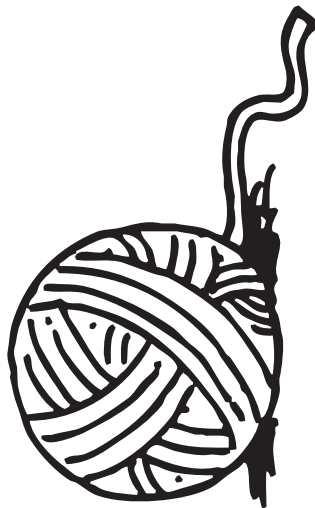
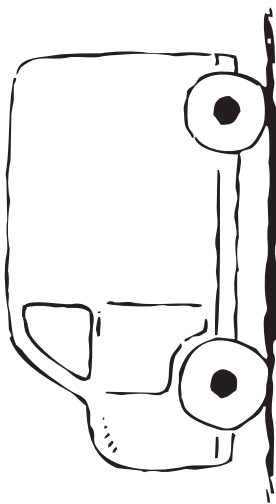
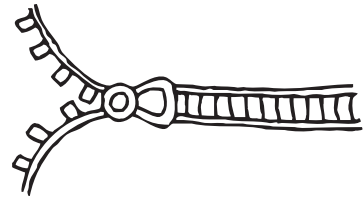
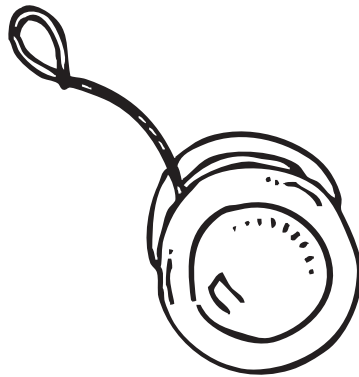
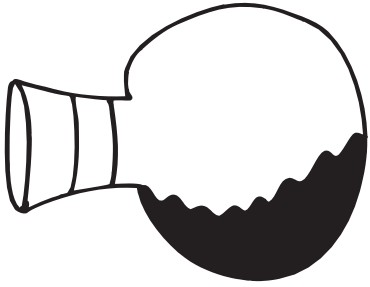
initial sound picture cards: raccoon, seahorse, turtle, ring, sandwich, tooth



# Phonological Awareness

Phoneme Go Fish

PA. 029



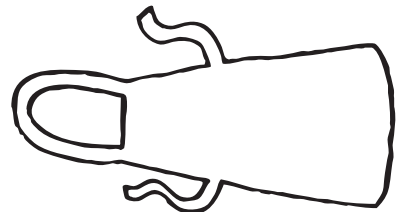
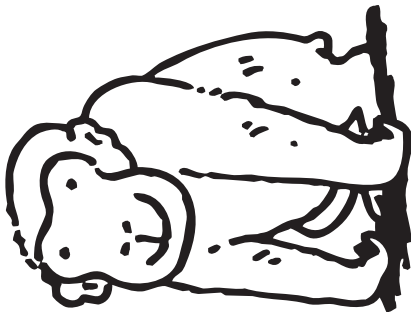
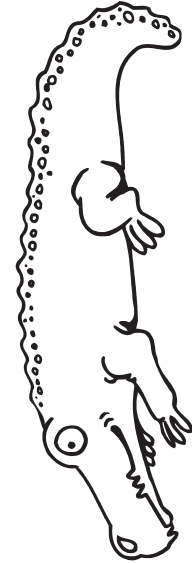
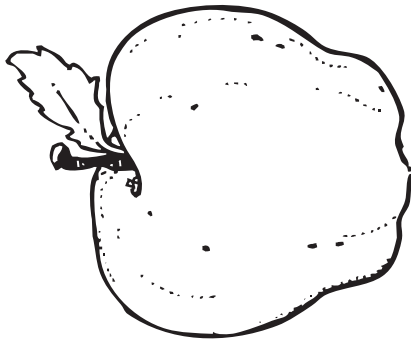
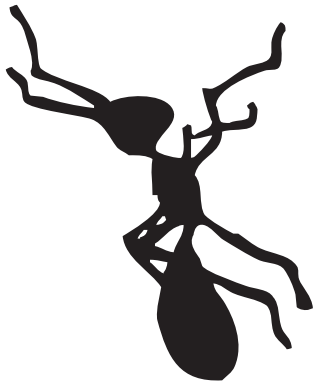
initial sound picture cards: vase, yo-yo, zipper, van, yarn, zebra



# Phonological Awareness

PA. 029

Phoneme Go Fish



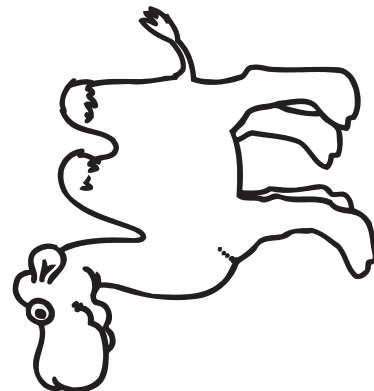
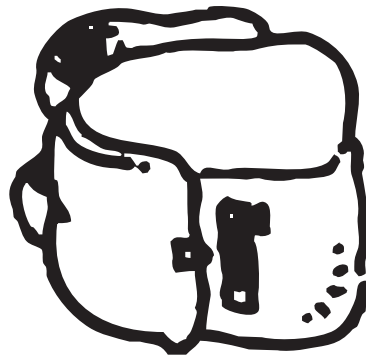
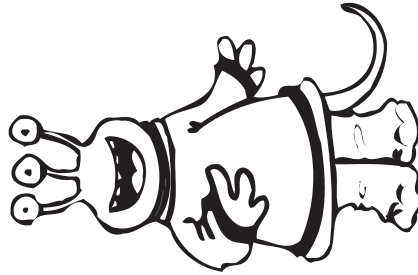
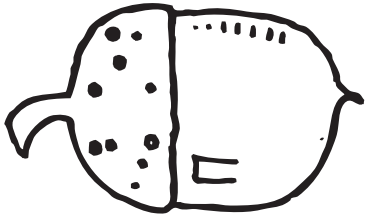
ant, apple, alligator, ax, ape, apron



# Phonological Awareness

Phoneme Go Fish

PA. 029



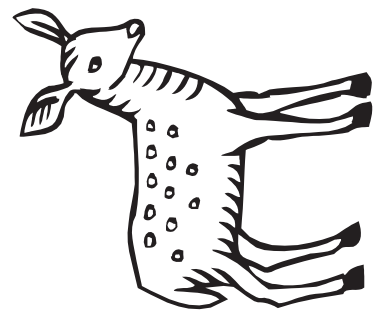
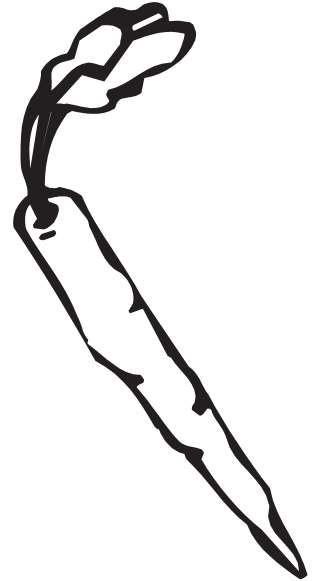
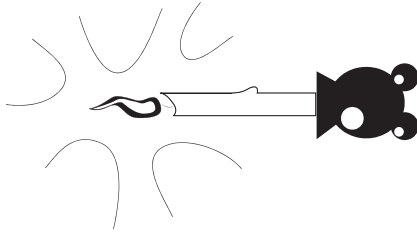
acorn, alien, beach, banana, backpack, camel



# Phonological Awareness

PA. 029

Phoneme Go Fish



cane, candle, carrot, doughnut, dragon, deer

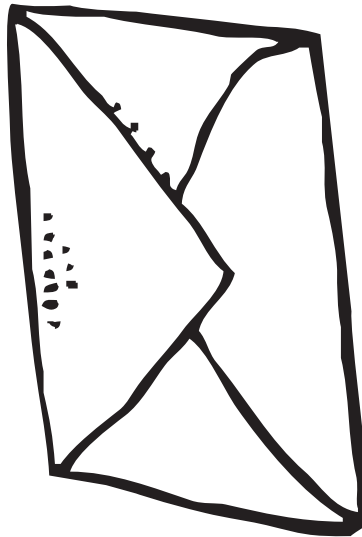
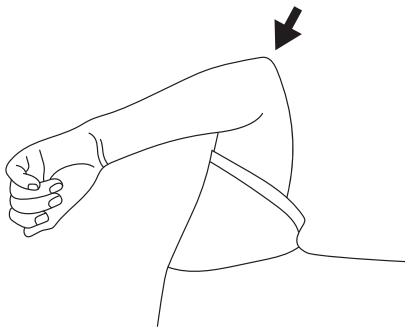
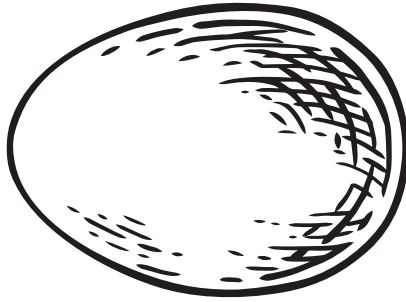
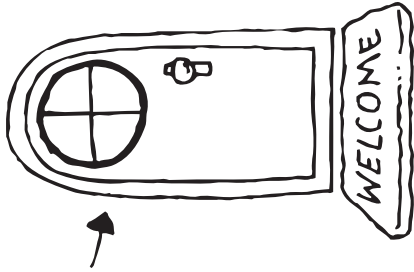




# Phonological Awareness

Phoneme Go Fish

PA. 029



$$2 + 2 = 4$$

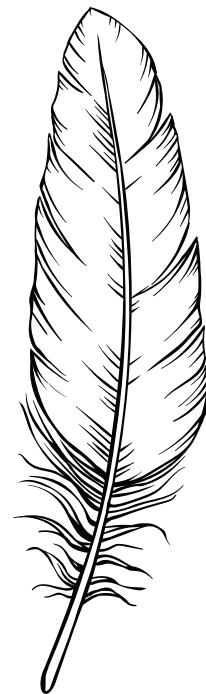
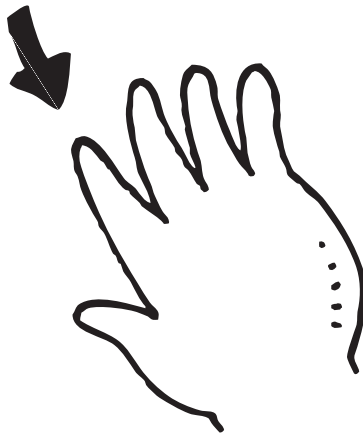
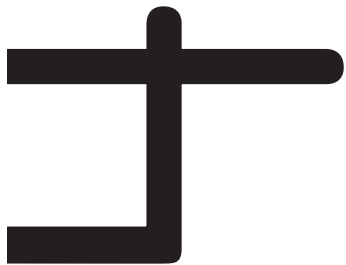
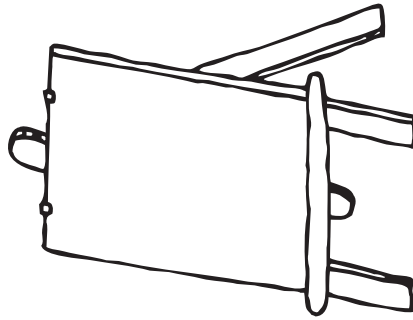
An equals sign with an arrow pointing to the number 4.

door, egg, elf, elbow, envelope, equal

# Phonological Awareness

PA. 029

Phoneme Go Fish



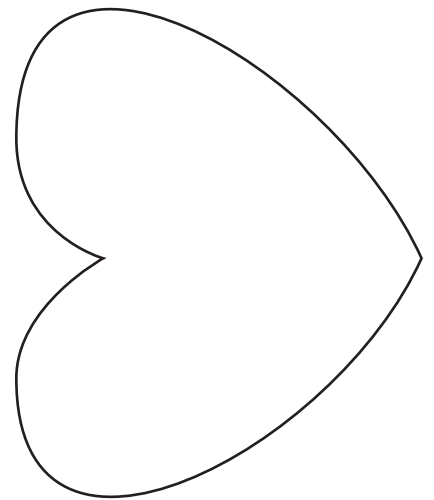
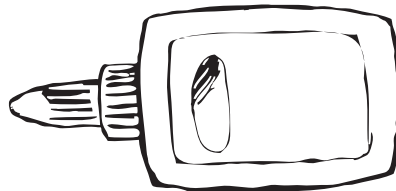
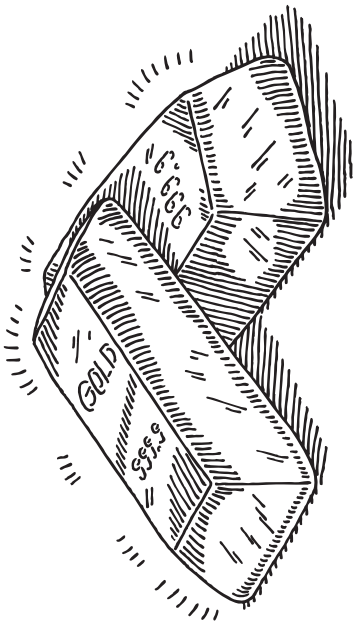
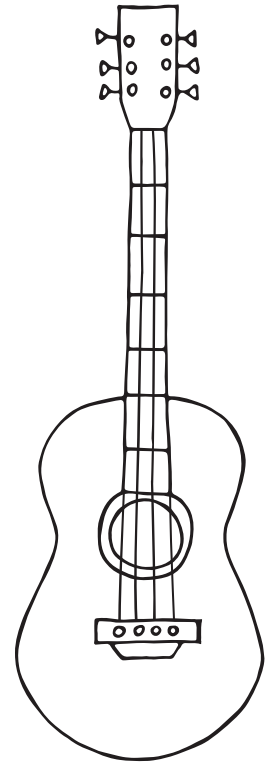
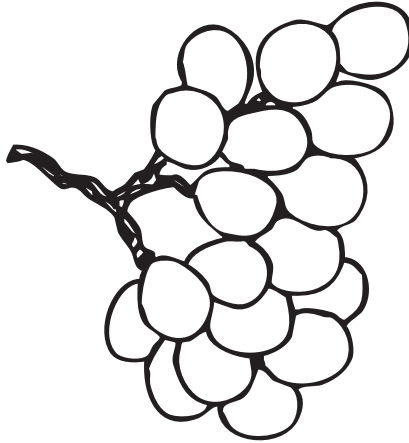
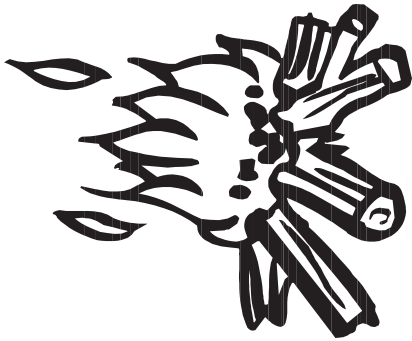
ə, easel, eat, four, finger, feather



# Phonological Awareness

Phoneme Go Fish

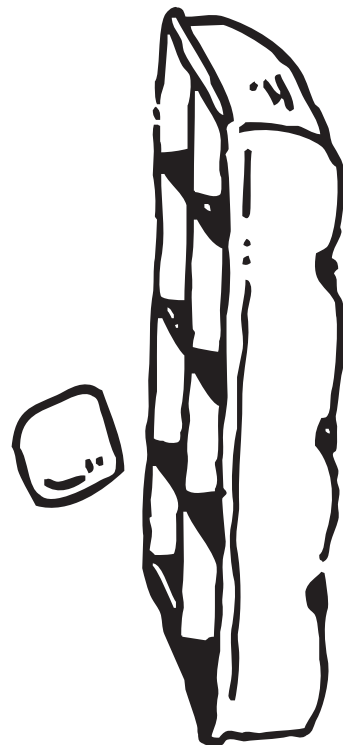
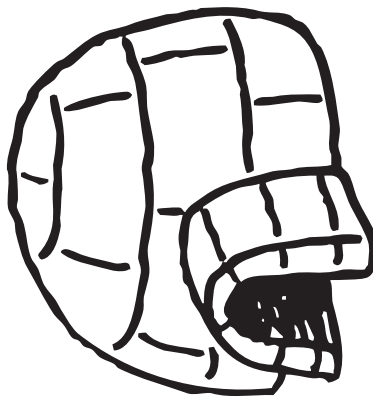
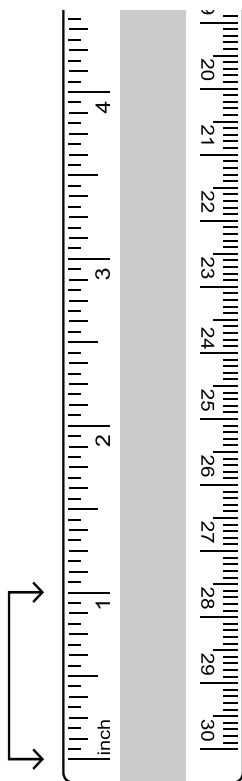
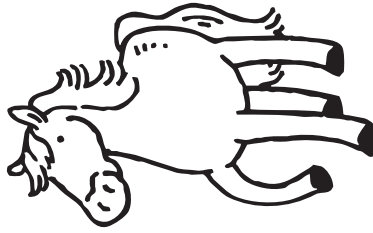
PA. 029



# Phonological Awareness

PA. 029

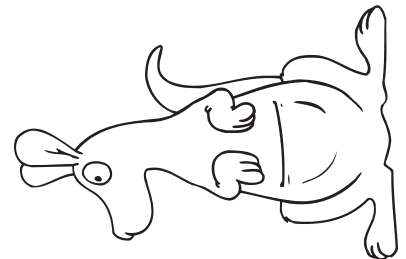
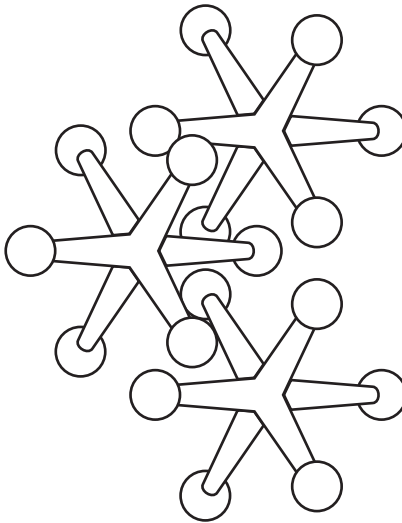
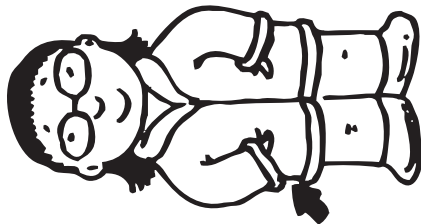
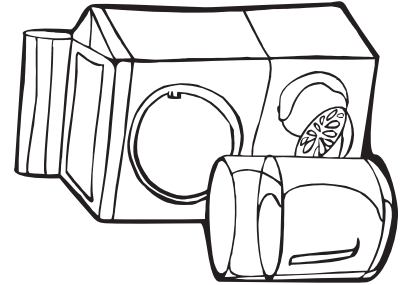
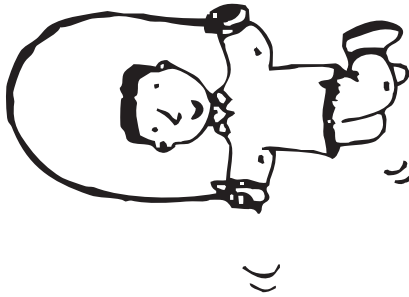
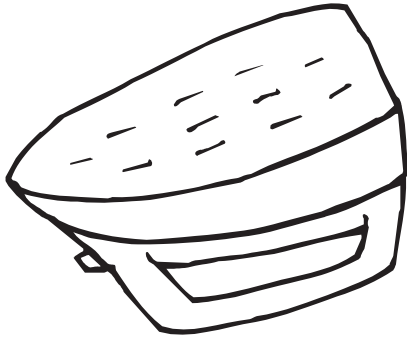
Phoneme Go Fish



# Phonological Awareness

Phoneme Go Fish

PA. 029



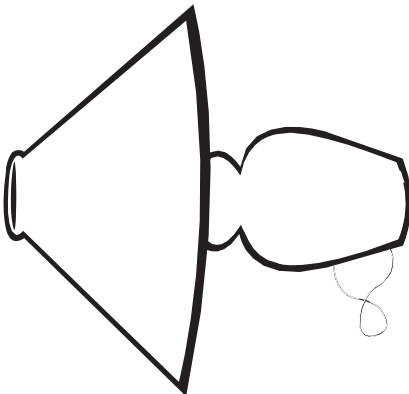
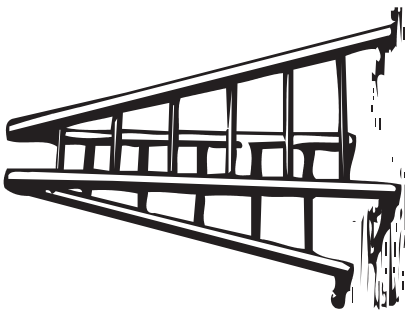
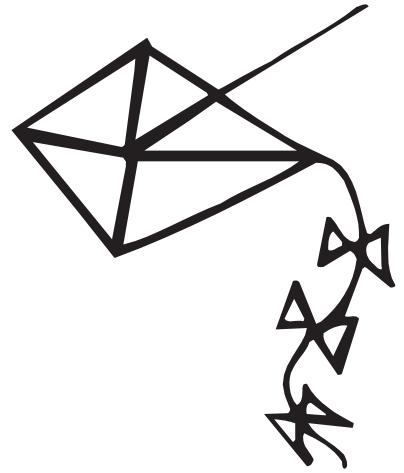
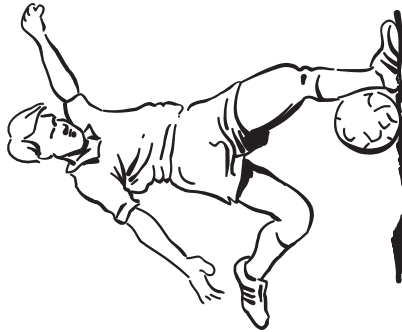
iron, jump, juice, jacket, jacks, kangaroo



# Phonological Awareness

PA. 029

Phoneme Go Fish



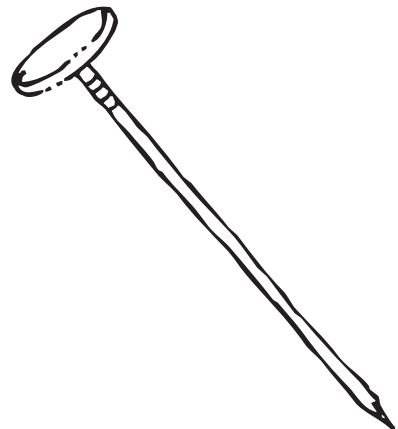
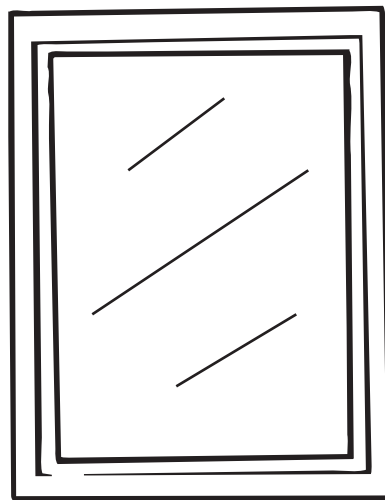
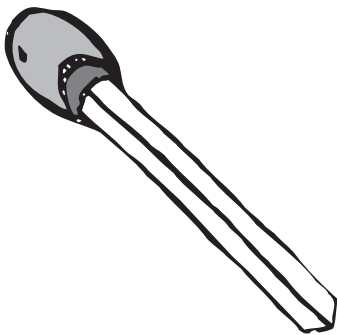
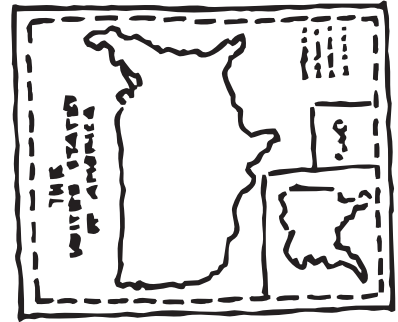
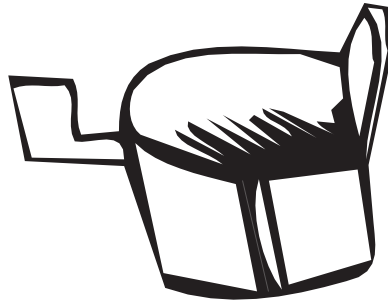
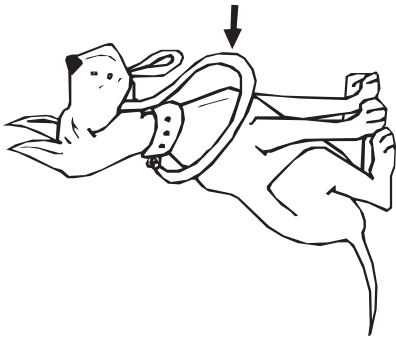
key, kick, kite, ladder, lamp, lion



# Phonological Awareness

Phoneme Go Fish

PA. 029



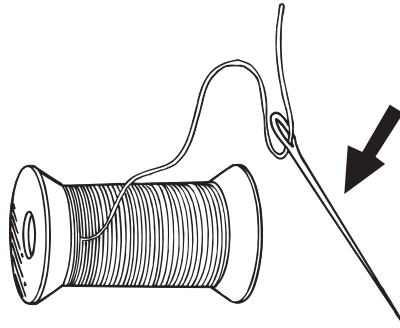
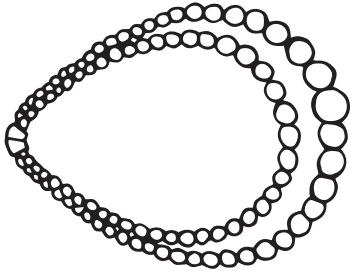
leash, mailbox, map, match, mirror, nail



# Phonological Awareness

PA. 029

Phoneme Go Fish



necklace, needle, nurse, octopus, ox, olive

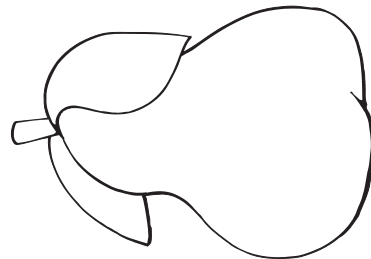
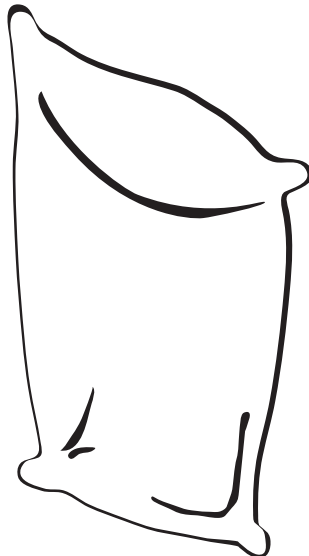
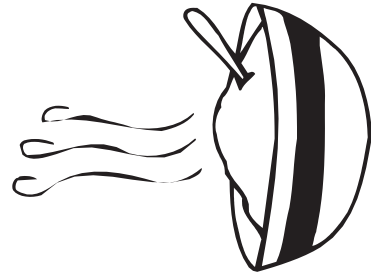
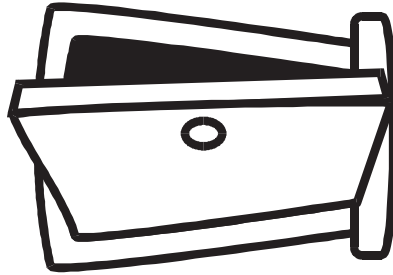




# Phonological Awareness

Phoneme Go Fish

PA. 029



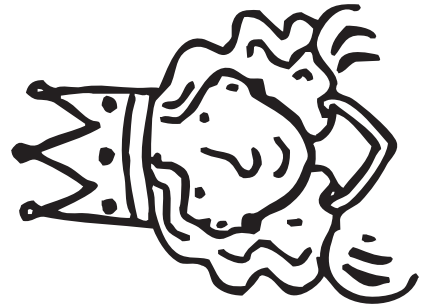
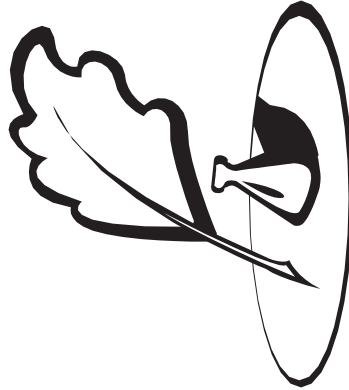
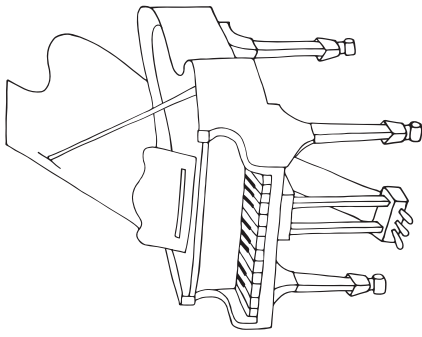
ostrich, open, oatmeal, pretzel, pillow, pear



# Phonological Awareness

PA. 029

Phoneme Go Fish



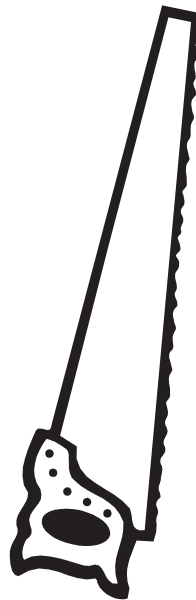
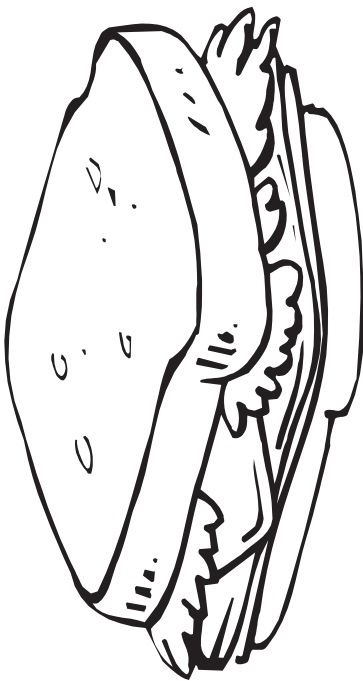
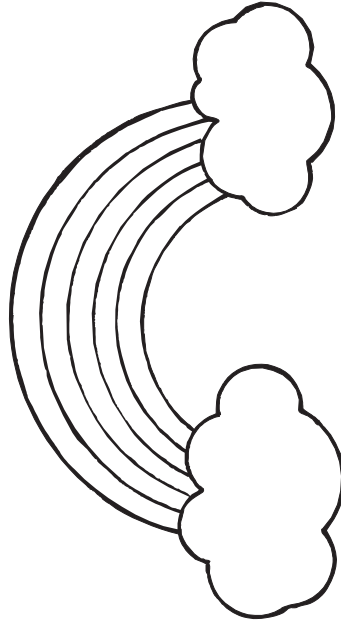
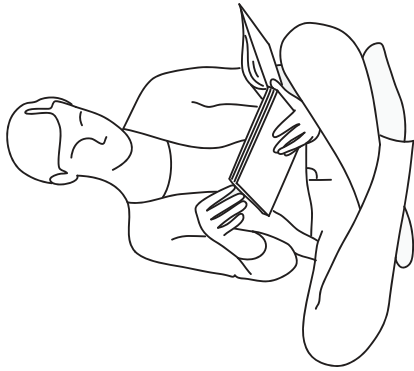
piano, quill, queen, question, quarter, rabbit



# Phonological Awareness

Phoneme Go Fish

PA. 029



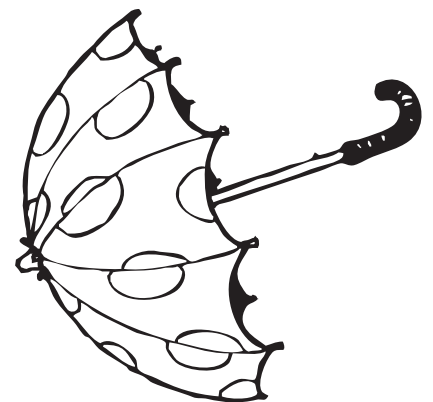
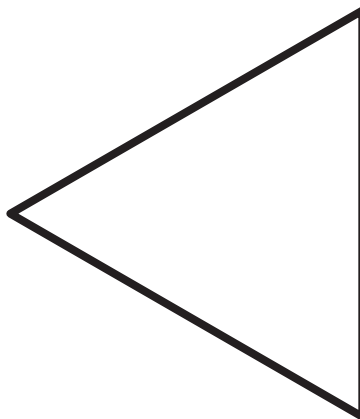
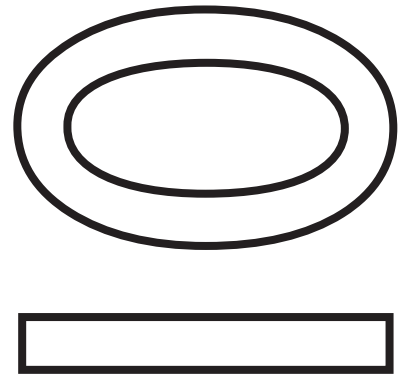
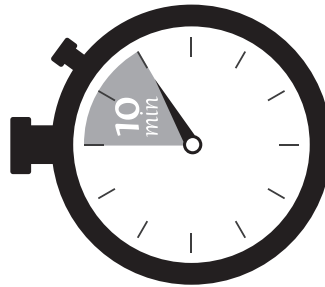
7

read, rainbow, ruler, sandwich, saw, seven

# Phonological Awareness

PA. 029

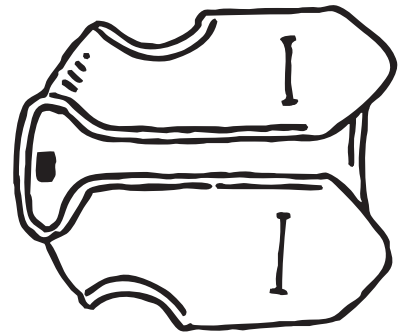
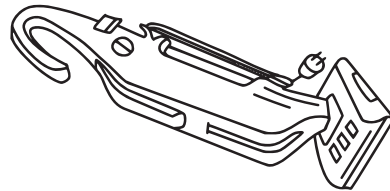
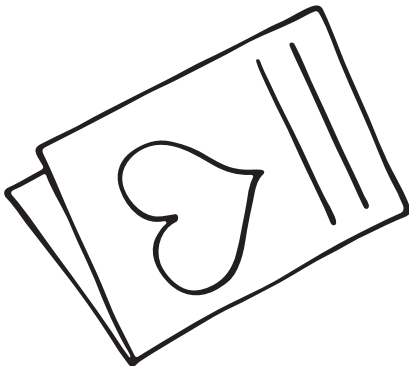
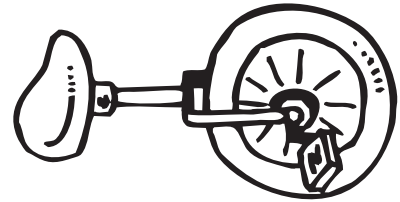
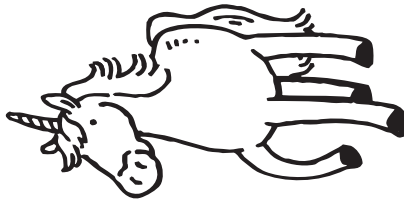
Phoneme Go Fish



# Phonological Awareness

Phoneme Go Fish

PA. 029



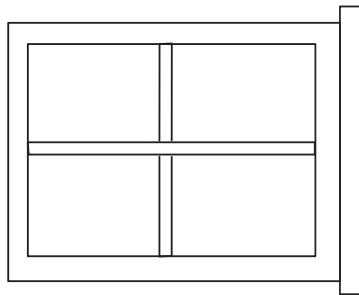
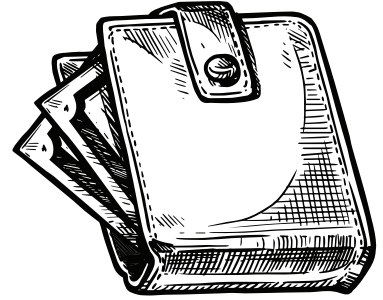
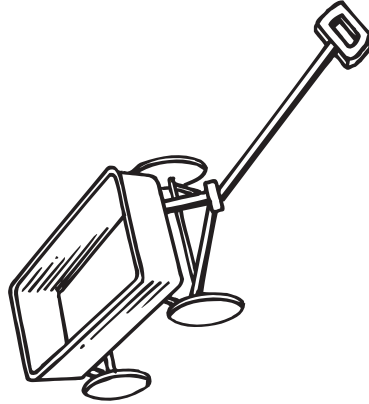
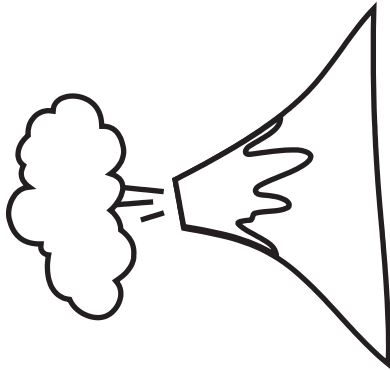
umpire, unicorn, unicycle, valentine, vacuum, vest



# Phonological Awareness

PA. 029

Phoneme Go Fish



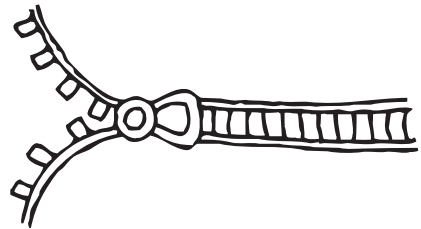
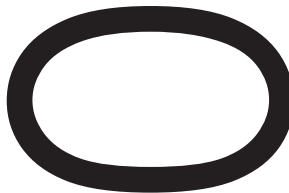
volcano, wagon, wallet, watch, window, yarn



# Phonological Awareness

Phoneme Go Fish

PA. 029



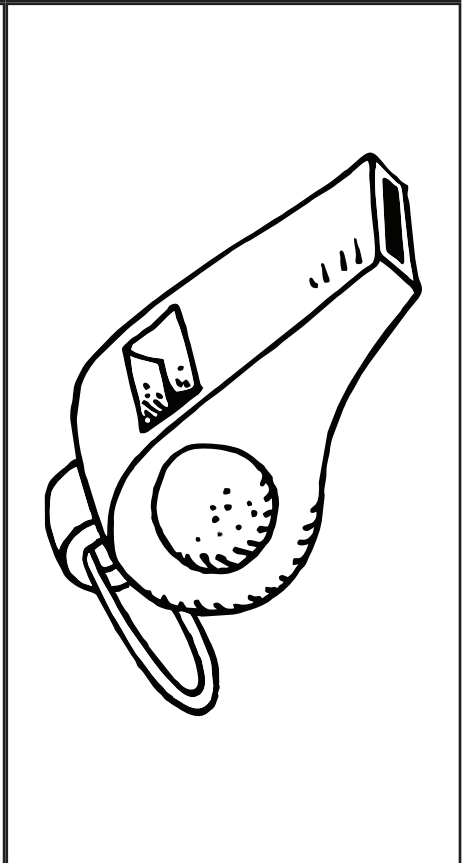
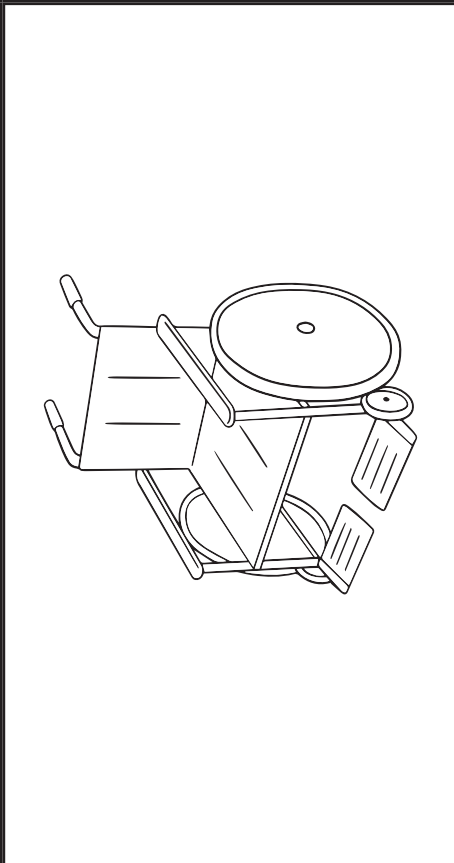
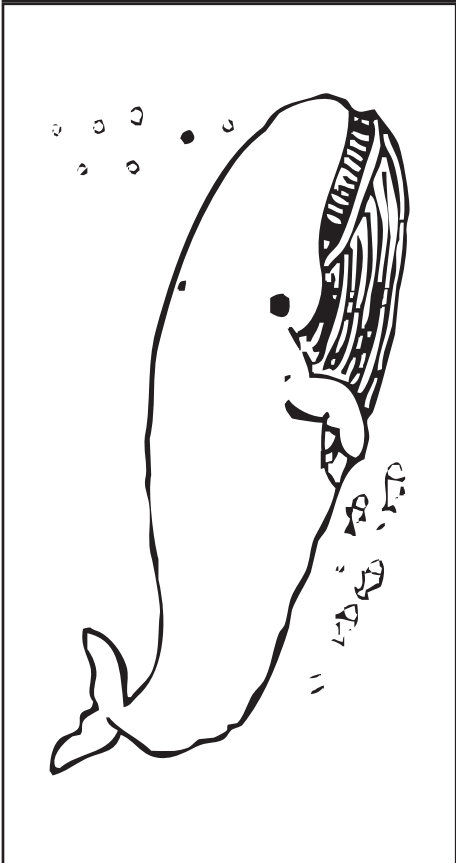
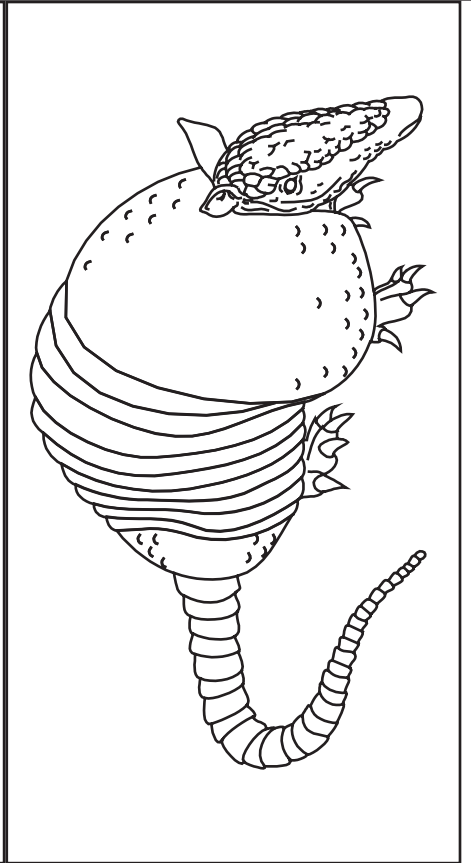
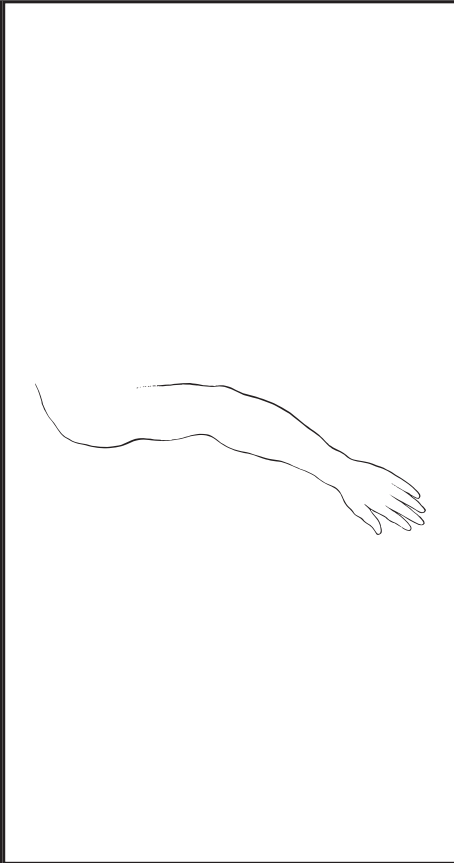
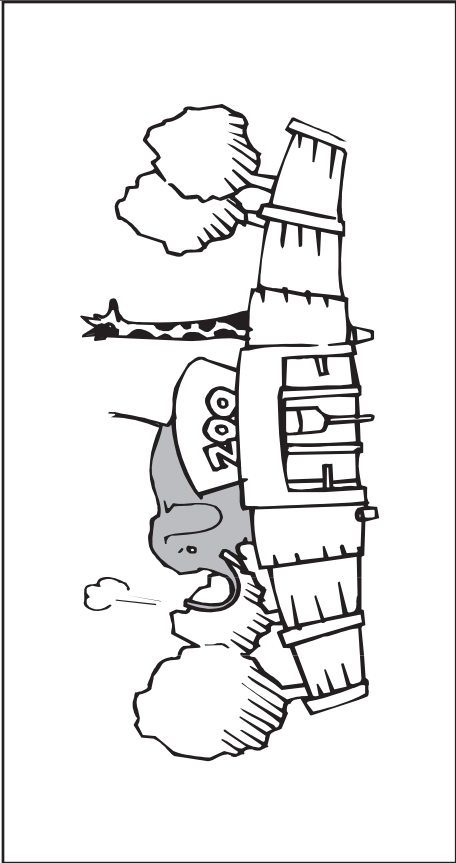
yawn, yo-yo, yak, zebra, zero, zipper



# Phonological Awareness

PA. 029

Phoneme Go Fish



zoo, arm, armadillo, whale, wheelchair, whistle

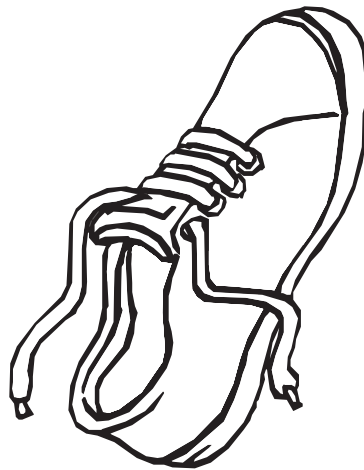
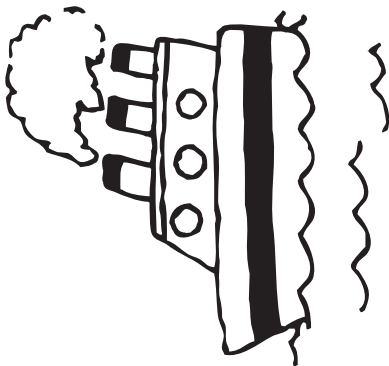
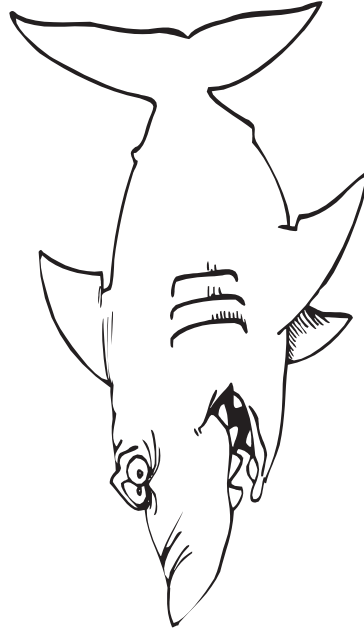
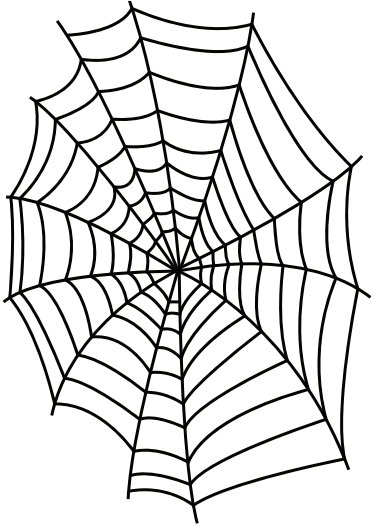




# Phonological Awareness

Phoneme Go Fish

PA. 029



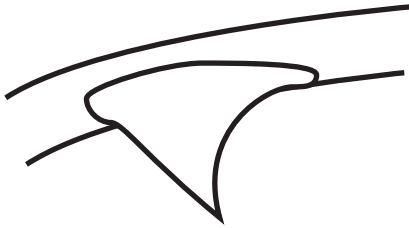
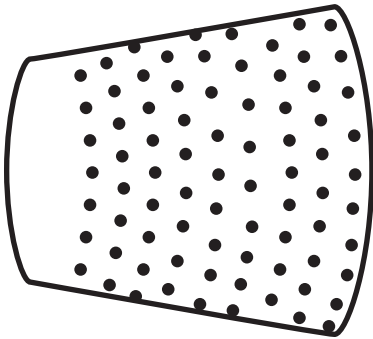
web, shark, shell, ship, shoe, thermometer



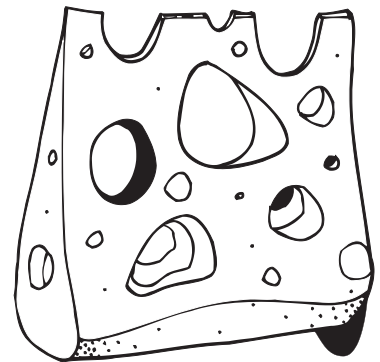
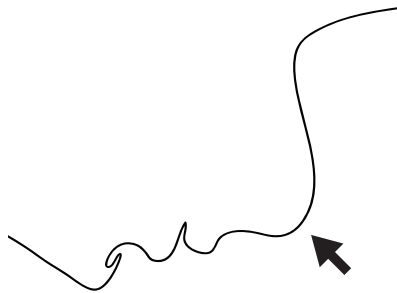
# Phonological Awareness

PA. 029

Phoneme Go Fish



30



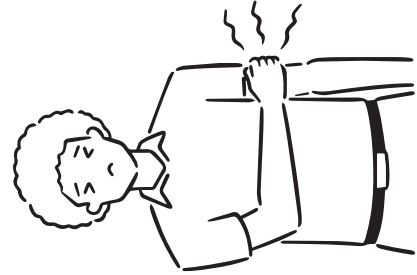
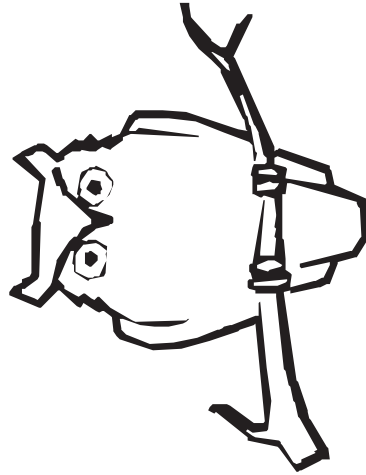
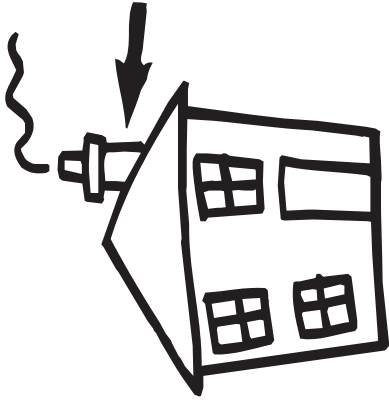
thimble, thorn, thirty, check, chin, cheese



# Phonological Awareness

Phoneme Go Fish

PA. 029



chimney, owl, ouch





# Phonological Awareness

PA. 030

Phoneme Matching

Phoneme Dominoes



## Objective

The student will match initial phonemes in words.



## Materials

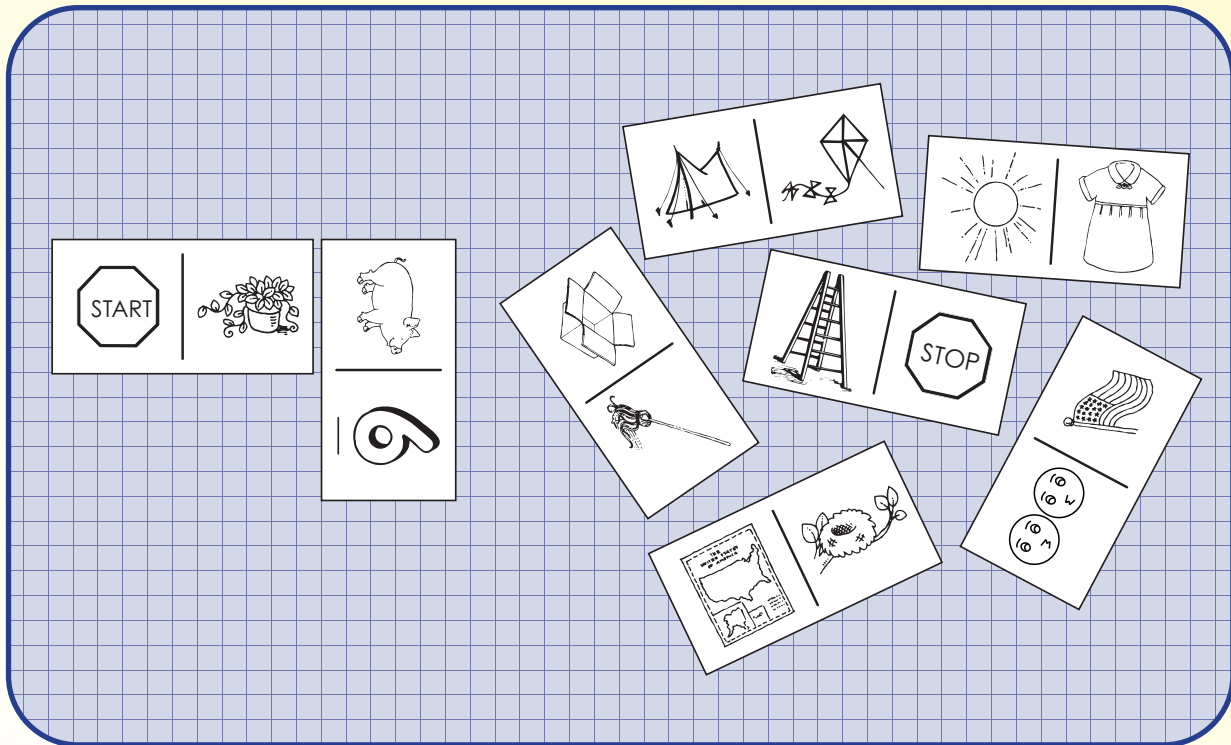
- ▶ Domino picture cards  
*Copy on card stock, cut, and laminate.*



## Activity

Students match pictures with the same initial sound while playing a domino game.

1. Scatter domino picture cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table, names the picture on the other side of the domino and says its initial sound (i.e., “plant, /p/”).
3. Looks for a domino with a picture that has the same initial sound, names it, and says its initial sound (i.e., “pig, /p/”). Connects the two dominoes.
4. Student two names the picture on the other side of the domino (i.e., “six”), says its initial sound (i.e., “/s/”), and finds the domino with the matching sound. Names the picture and says its initial sound (i.e., “sun, /s/”). Connects it to the domino.
5. Continue until all dominoes are connected.
6. Peer evaluation





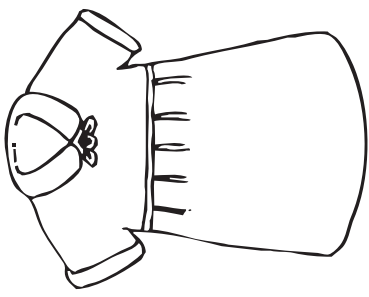
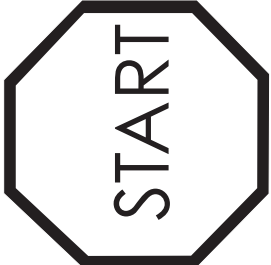

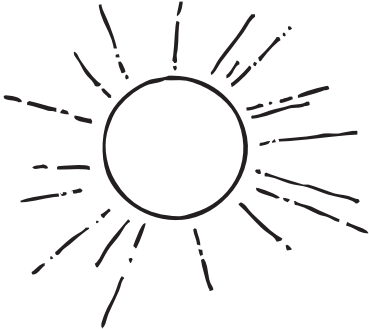
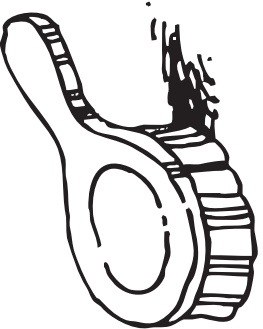
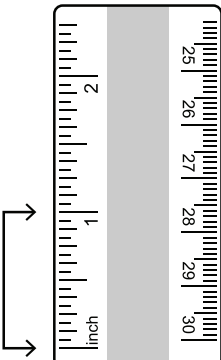
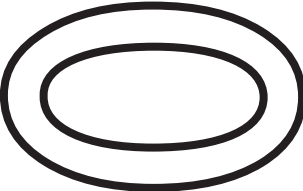

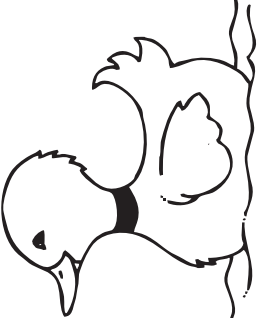
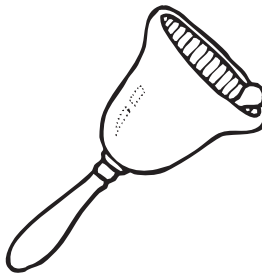
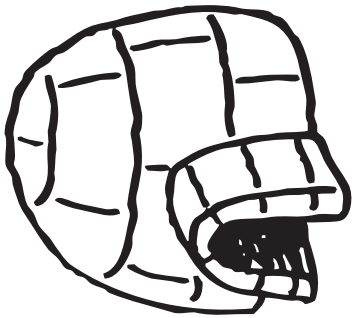
## Extensions and Adaptations

- ▶ Make and use medial sound dominoes.

# Phonological Awareness

Phoneme Dominoes

PA. 030

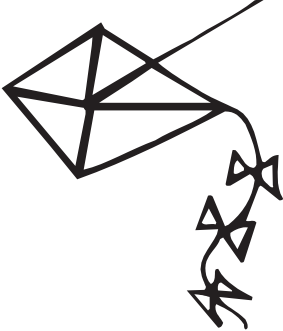
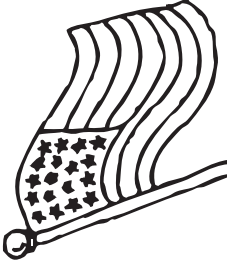
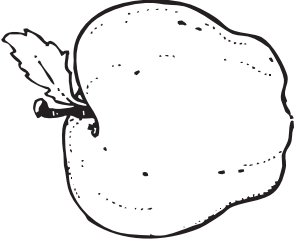

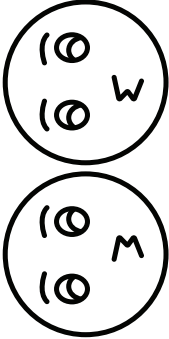

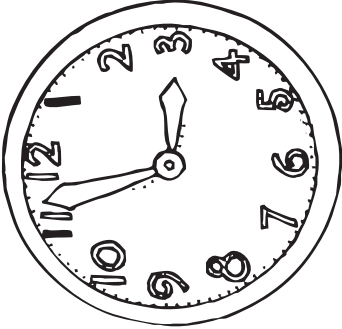
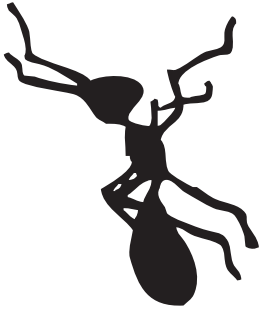
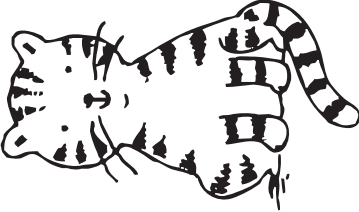
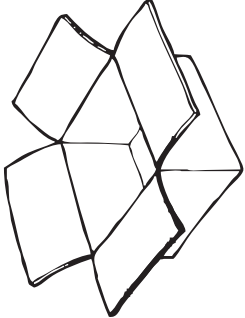
 _____	 _____	 _____
		
 _____	 _____	  _____
		

domino picture cards: START/plant, pig/six, sun/dress, duck/brush, bell/inch, igloo/ten

# Phonological Awareness

PA. 030

Phoneme Dominoes


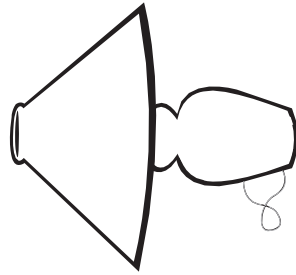

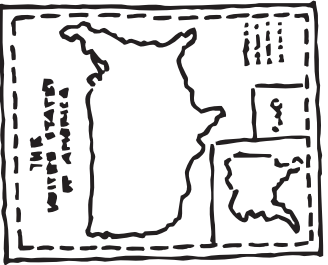
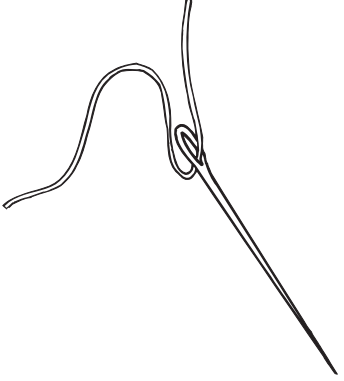
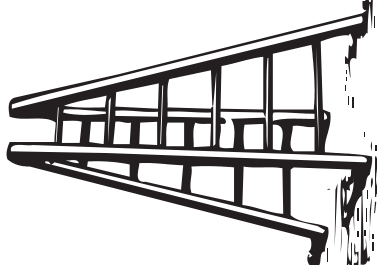
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
		 _____

domino picture cards: tent/kite, kiss/flag, fox/apple, ant/clock, cat/bus, box/mop

# Phonological Awareness

Phoneme Dominoes

PA. 030

 _____	 _____	 _____
 _____	 _____	 _____
_____	_____	_____

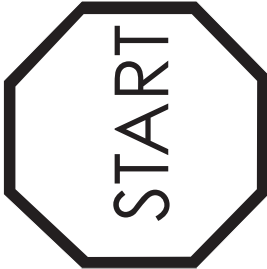

domino picture cards: map/nest, needle/lamp, ladder/STOP



# Phonological Awareness

PA. 030

Phoneme Dominoes

 _____	 _____	_____
_____	_____	_____

blank domino cards







## Phoneme Matching

PA. 031

Sound It – Bag It

### Objective

The student will match initial phonemes in words.

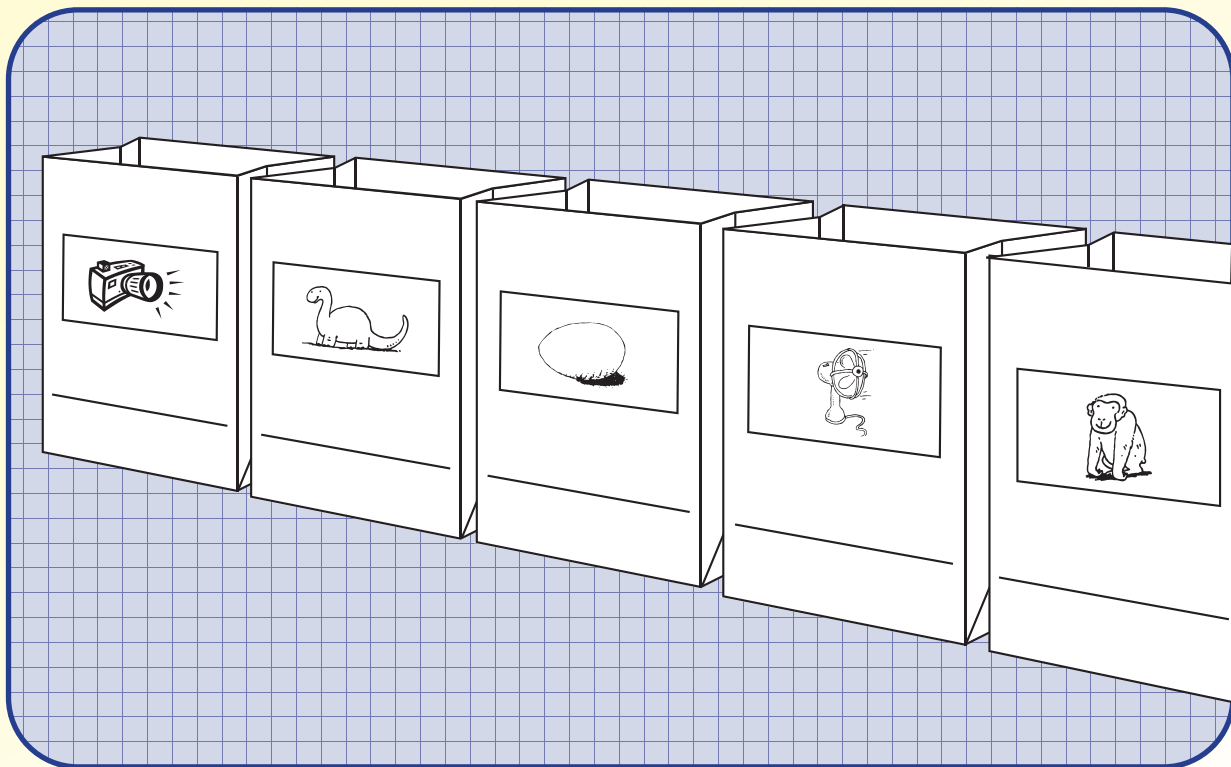
### Materials

- ▶ Alphabet sound picture cards
- ▶ 26 Small brown paper bags
- ▶ *Glue a sound picture card to each bag.*
- ▶ Print resources (e.g., magazines and catalogs)
- ▶ Scissors

### Activity

Students identify and sort pictures by initial sounds into labeled bags.

1. Alphabetize the paper bags in a line on a flat surface. Place print resources and scissors at center.
2. Students cut out magazine pictures that match the target initial sounds on the bags.
3. Taking turns, students name each cut-out picture and say its initial sound (e.g., “duck, /d/”).
4. Find the corresponding bag, name the picture, say its initial sound (i.e., “dinosaur, /d/”), and place picture in bag.
5. Continue until cut-out pictures are sorted.
6. Teacher evaluation



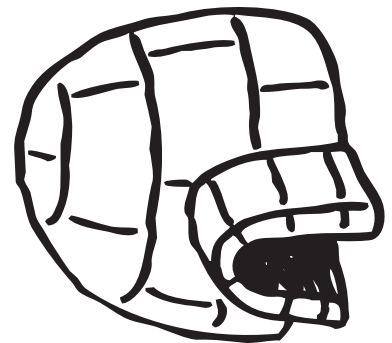
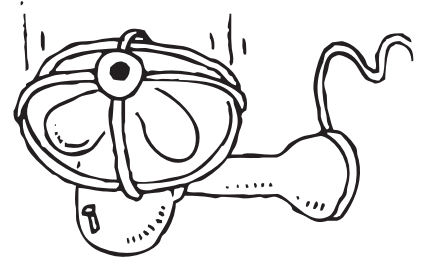
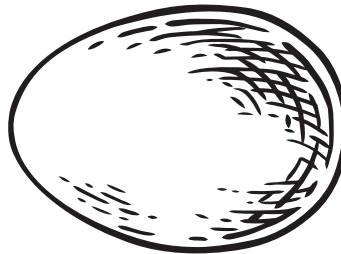
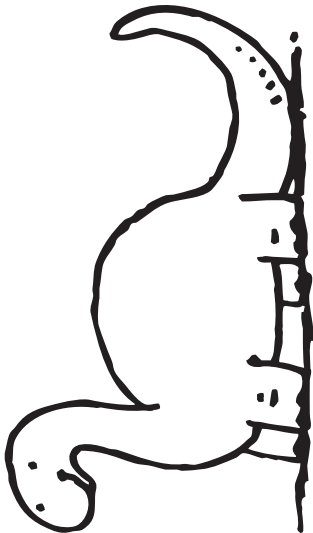
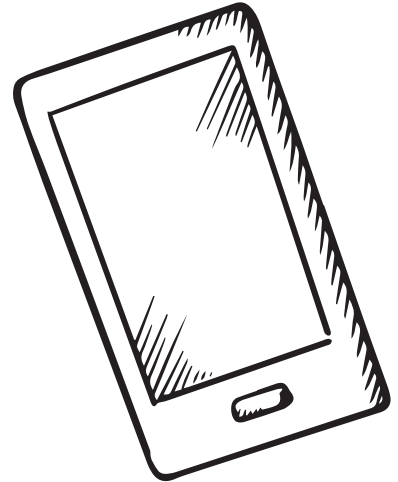
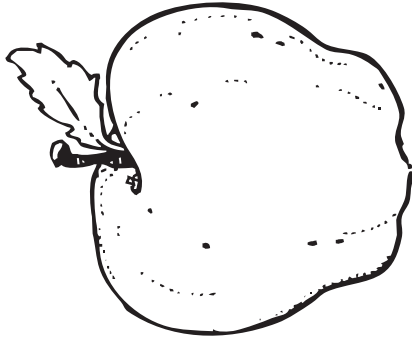
### Extensions and Adaptations

- ▶ Check pictures in bags during whole group activity.
- ▶ Use pictures to make class sound book.
- ▶ Sort pictures by final sounds.

# Phonological Awareness

PA. 031

Sound It – Bag It



alphabet sound picture cards:

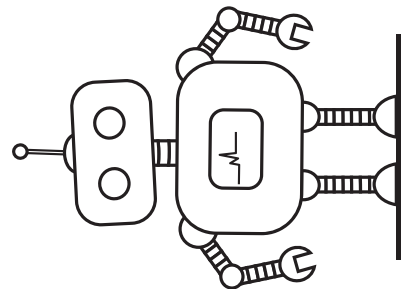
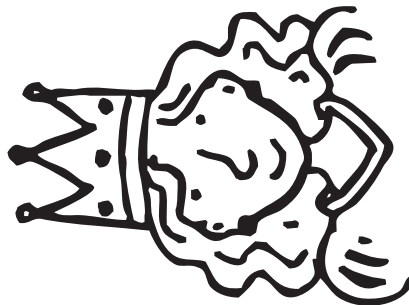
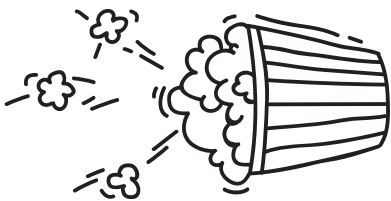
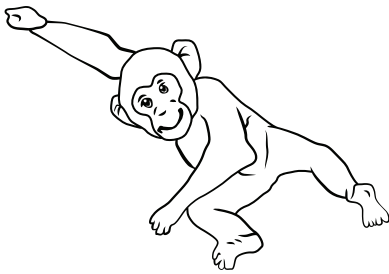
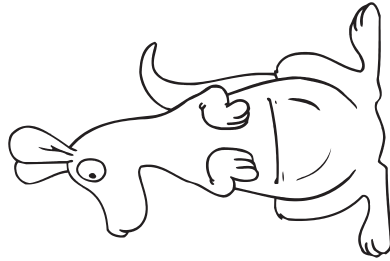
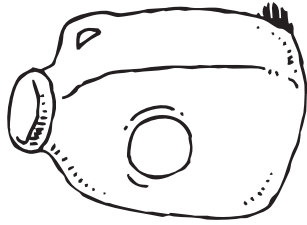
apple, ball, camera, dinosaur, egg, fan, gorilla, hug, igloo



# Phonological Awareness

Sound It – Bag It

PA. 031



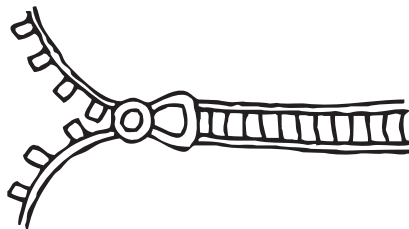
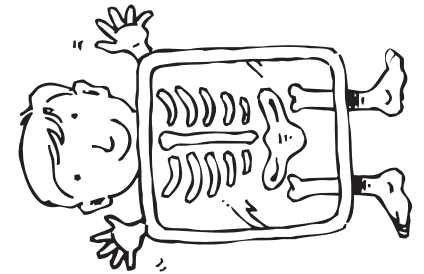
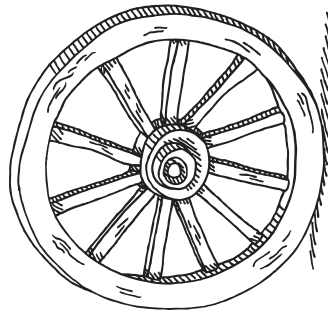
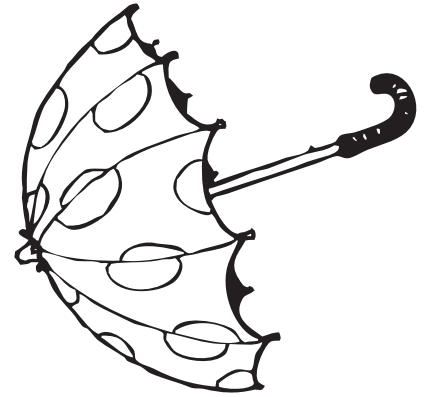
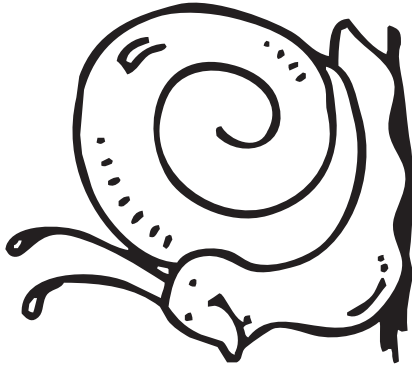
alphabet sound picture cards:

jug, kangaroo, lion, monkey, nose, ostrich, popcorn, queen, robot

# Phonological Awareness

PA. 031

Sound It – Bag It



alphabet sound picture cards:  
snail, tiger, umbrella, vacuum, wheel, x-ray, yak, zipper





## Phoneme Matching

PA. 032

### Final Sound Match-Up

#### Objective

The student will match final phonemes in words.

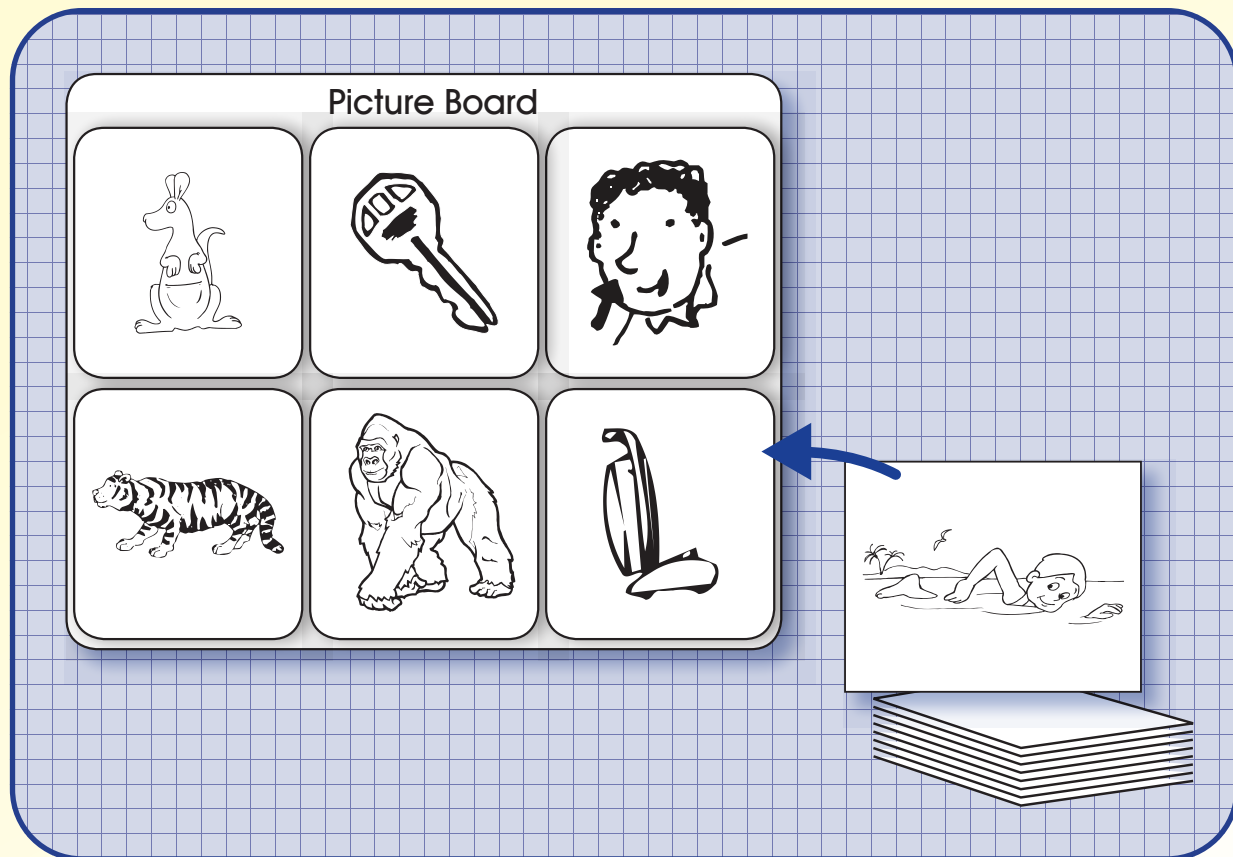
#### Materials

- ▶ Final sound picture boards
- ▶ Final sound picture cards

#### Activity

Students count the syllables in words and place cards in corresponding boxes.

1. Place final sound picture cards face down in a stack on a flat surface. Provide each student with a different picture board.
2. Taking turns, students select the top card, name it, and say its final sound (e.g., “swim, /m/”).
3. Find the picture on the board with the same final sound and name it (i.e., “vacuum, /m/”). Place the card on that picture.
4. Continue until all pictures are matched.
5. Peer evaluation



#### Extensions and Adaptations

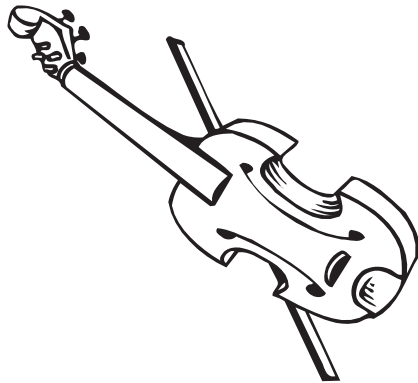
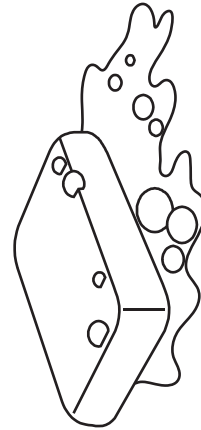
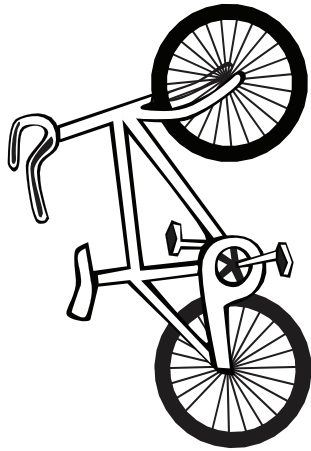
- ▶ Exchange picture boards and repeat activity.
- ▶ Make and use other target picture boards.
- ▶ Use objects with corresponding final sounds to match to pictures on boards.

# Phonological Awareness

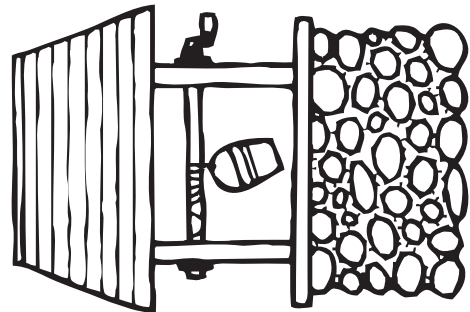
PA. 032

Final Sound Match-Up

Picture Board



8



final sound picture board: eight, violin, bike, well, pie, soap

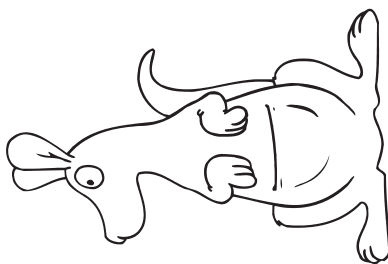
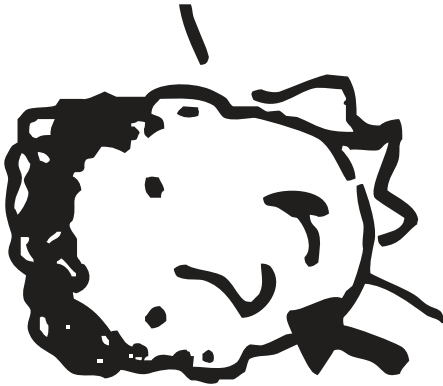


# Phonological Awareness

Final Sound Match-Up

PA. 032

Picture Board



final sound picture board: kangaroo, key, nose, tiger, gorilla, vacuum

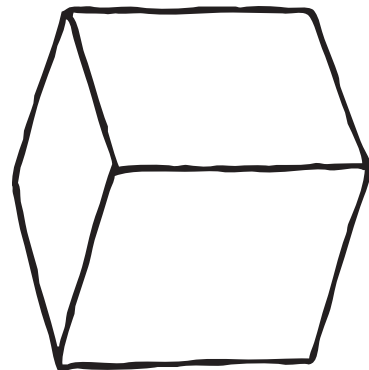
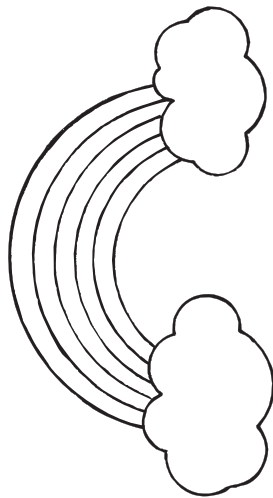
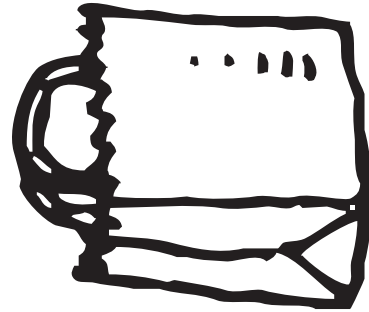
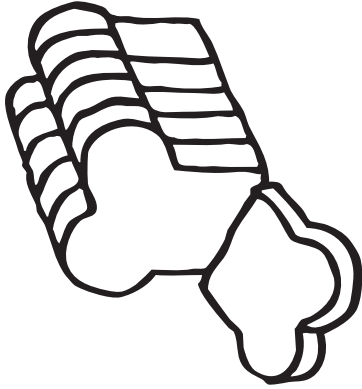


# Phonological Awareness

PA. 032

Final Sound Match-Up

Picture Board



final sound picture board: ostrich, rainbow, bread, cube, ring, bag



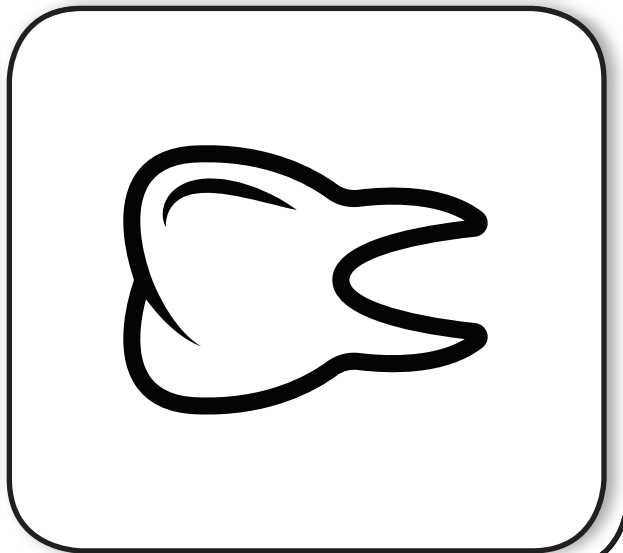
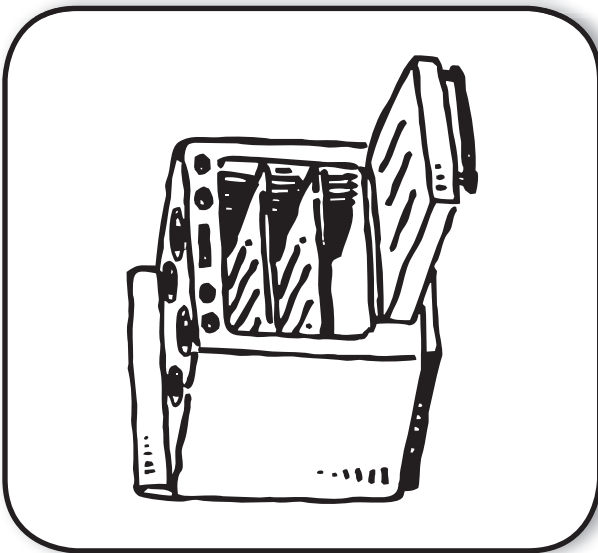
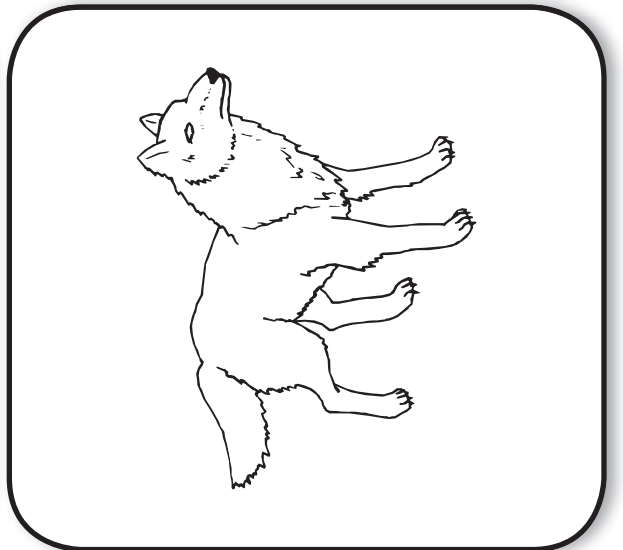
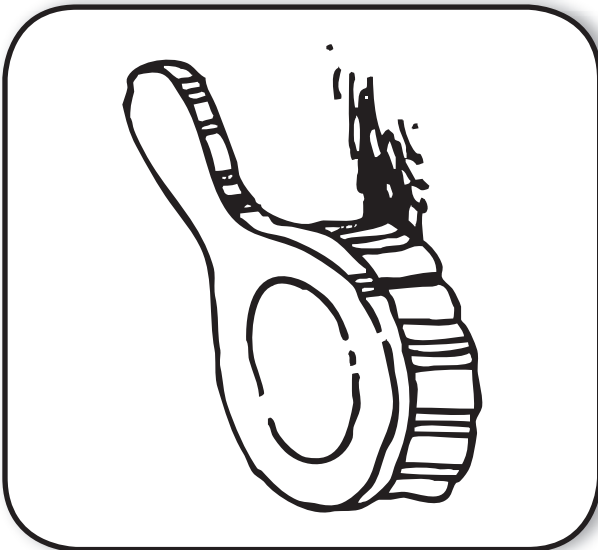
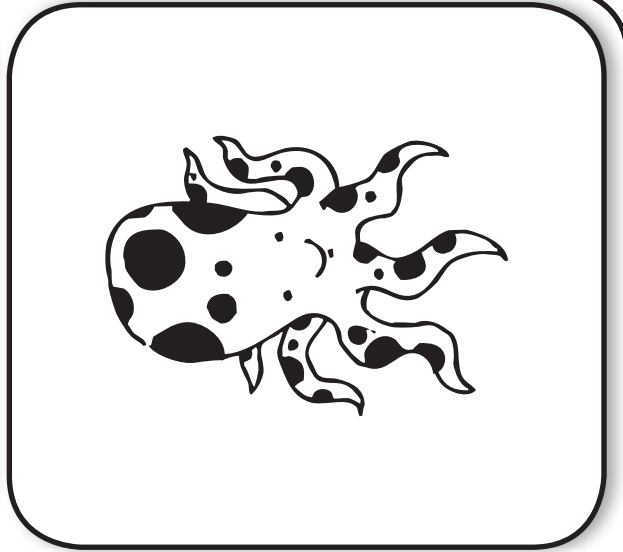
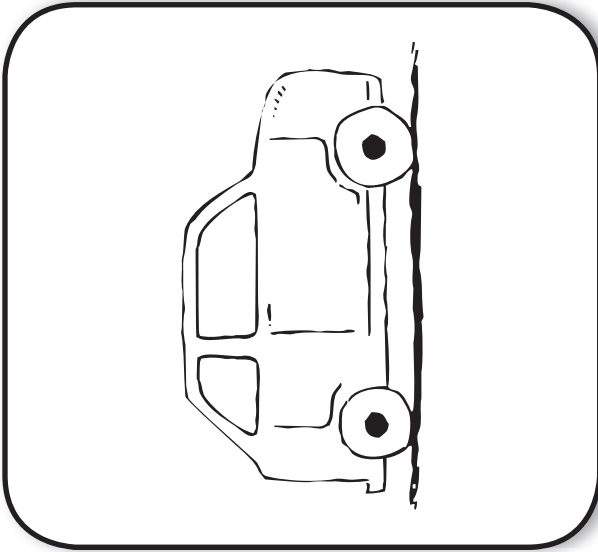


# Phonological Awareness

Final Sound Match-Up

PA. 032

Picture Board




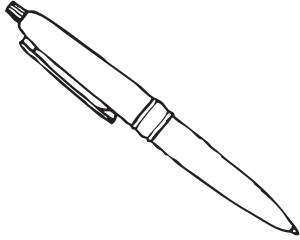


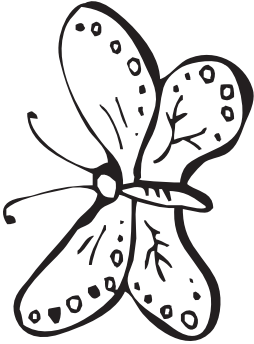
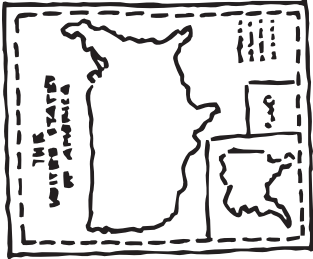
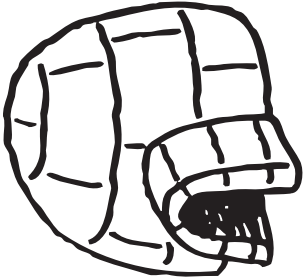

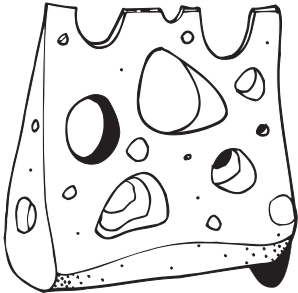
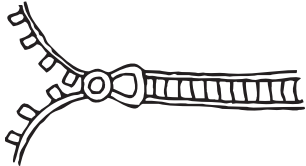
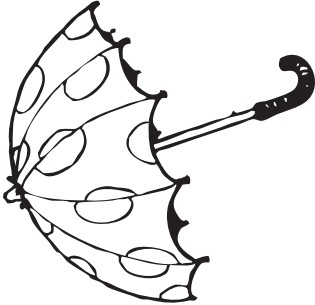

final sound picture board: stove, brush, car, tooth, wolf, octopus



# Phonological Awareness

PA. 032

Final Sound Match-Up

final sound picture cards:



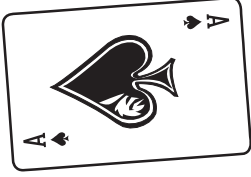




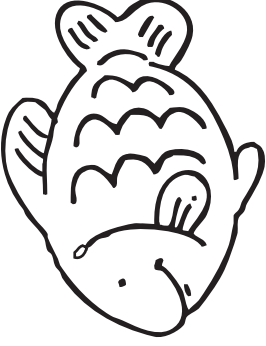
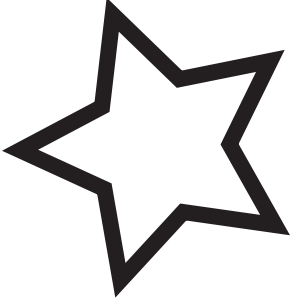
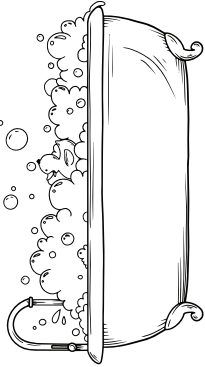

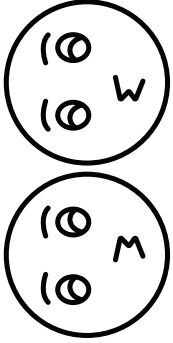
peanut, pen, clock, nickel, butterfly, map, igloo, baby, cheese, zipper, umbrella, swim



# Phonological Awareness

Final Sound Match-Up

PA. 032

final sound picture cards:

watch, cub, card, radio, swing, log, cave, fish, star, bath, elf, kiss

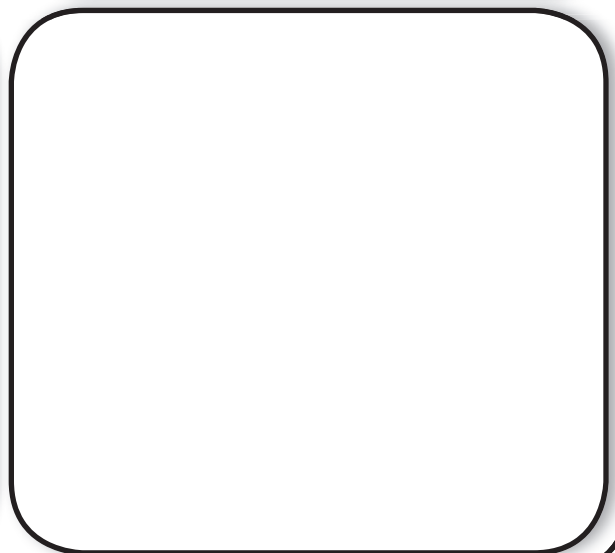
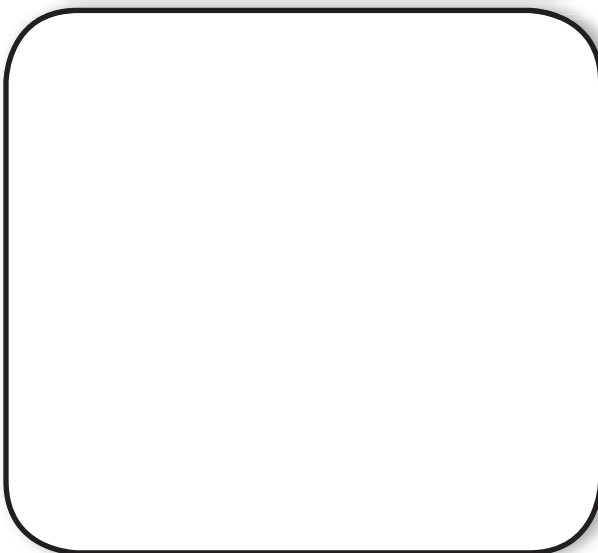
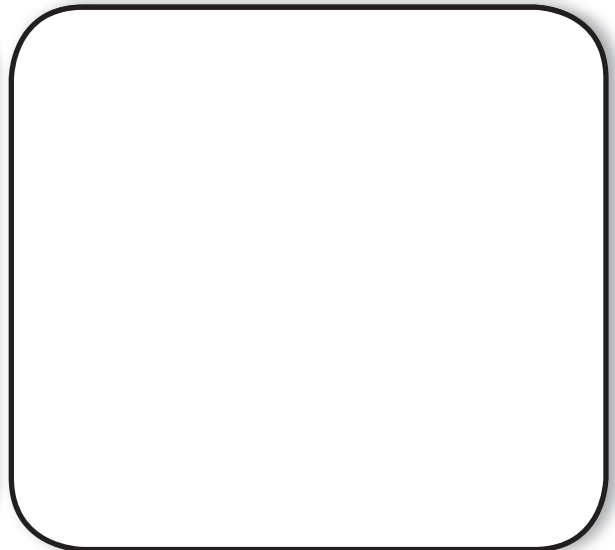
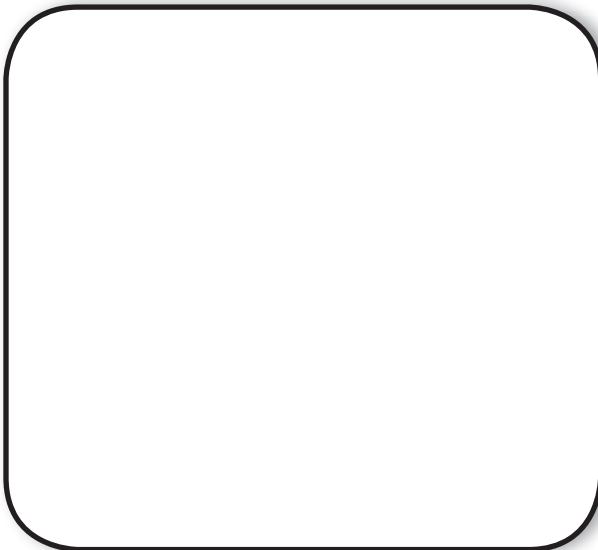
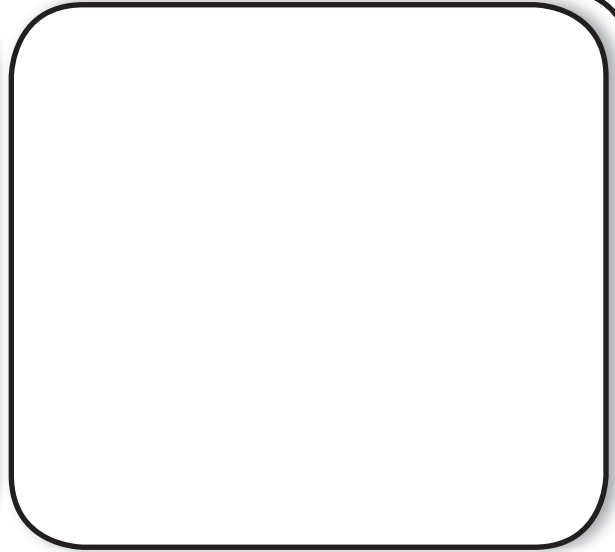
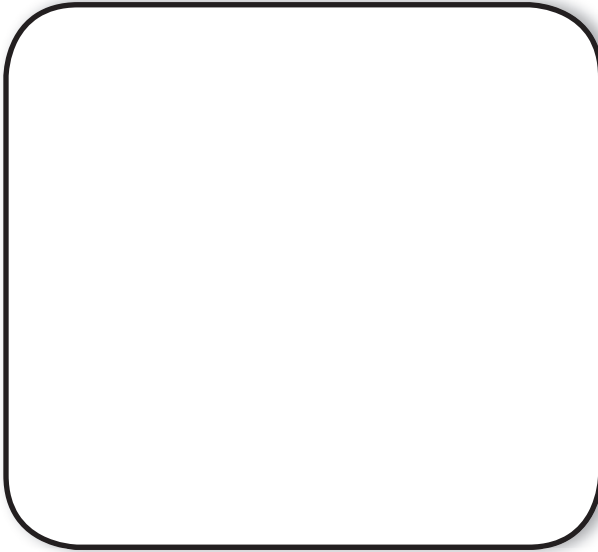


# Phonological Awareness

PA. 032

Final Sound Match-Up

Picture Board



blank picture board





## Phoneme Matching

PA. 033

### Sound Pie

#### Objective

The student will match final phonemes in words.

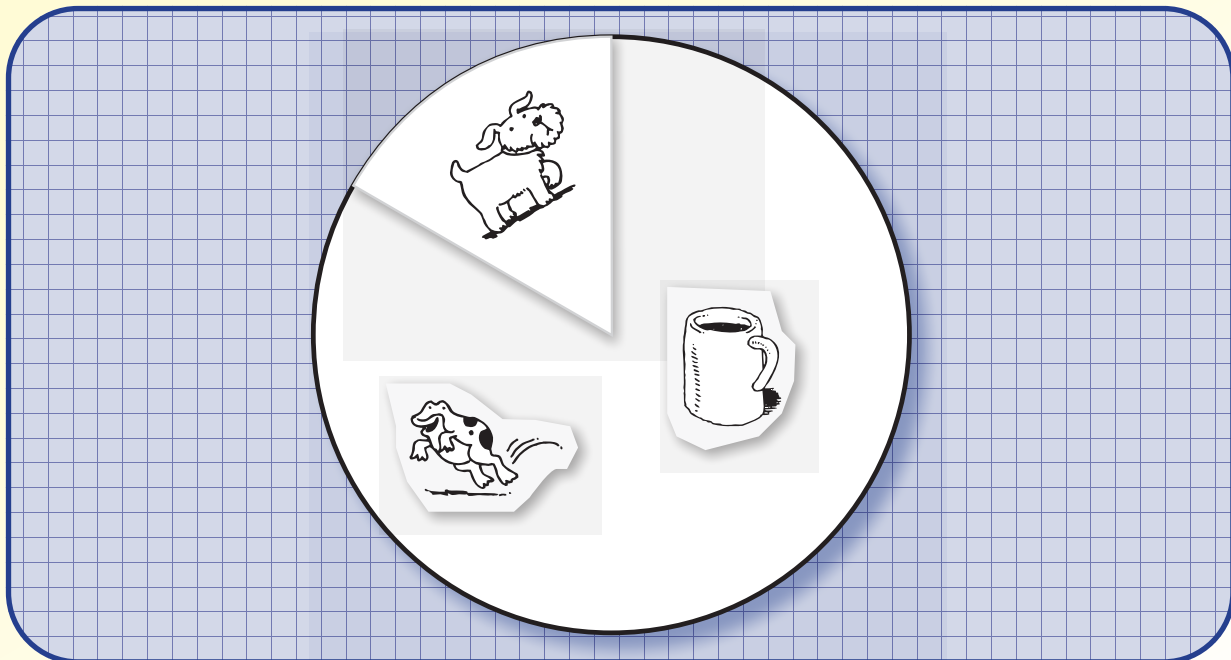
#### Materials

- ▶ Final sound picture cards  
*Cut out picture wedges to use as target sounds.*
- ▶ Construction paper circles or paper plates
- ▶ Print resources (e.g., magazines and catalogs)
- ▶ Scissors
- ▶ Glue

#### Activity

**Students group pictures containing the same final sound creating a collage.**

1. Provide the student with one target sound picture and paper circle. Place print resources, scissors, and glue at the center.
2. The student glues the target sound picture on the paper circle. Names the picture and says its final sound (e.g., “dog, /g/”).
3. Finds and cuts out pictures from print resources that have the same final sound as the target picture. Names the picture and says its final sound (e.g., “mug, /g/”).
4. Glues pictures to paper circles.
5. Continues until at least six pictures are glued on the circles.
6. Teacher evaluation



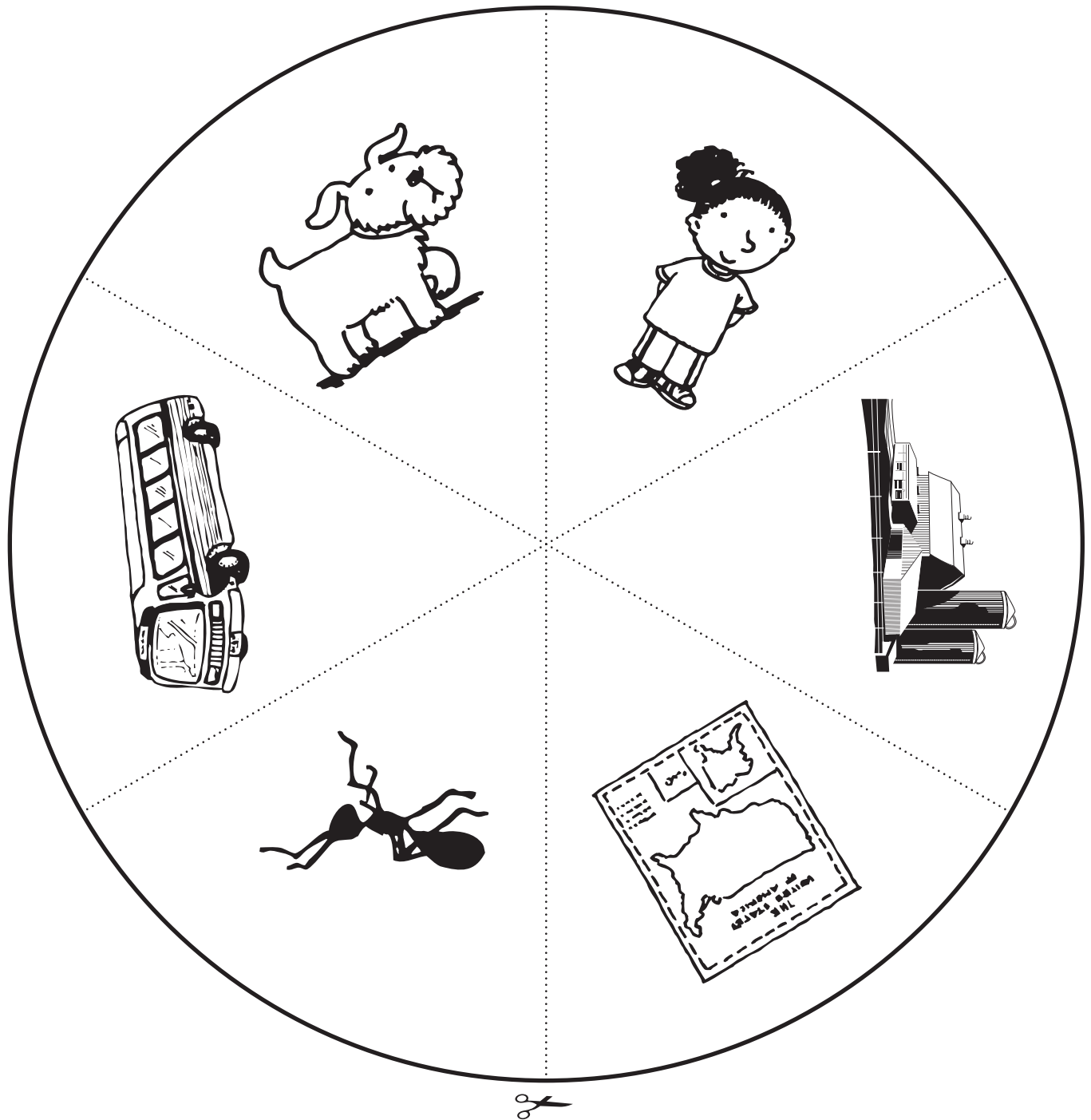
#### Extensions and Adaptations

- ▶ Use a different final sound picture card.
- ▶ Use target initial and medial sounds.

# Phonological Awareness

PA. 033

Sound Pie



final sound picture cards: dog, girl, farm, map, ant, bus



## Phoneme Matching

PA. 034

### Sound Bags

#### Objective

The student will match medial phonemes in words.

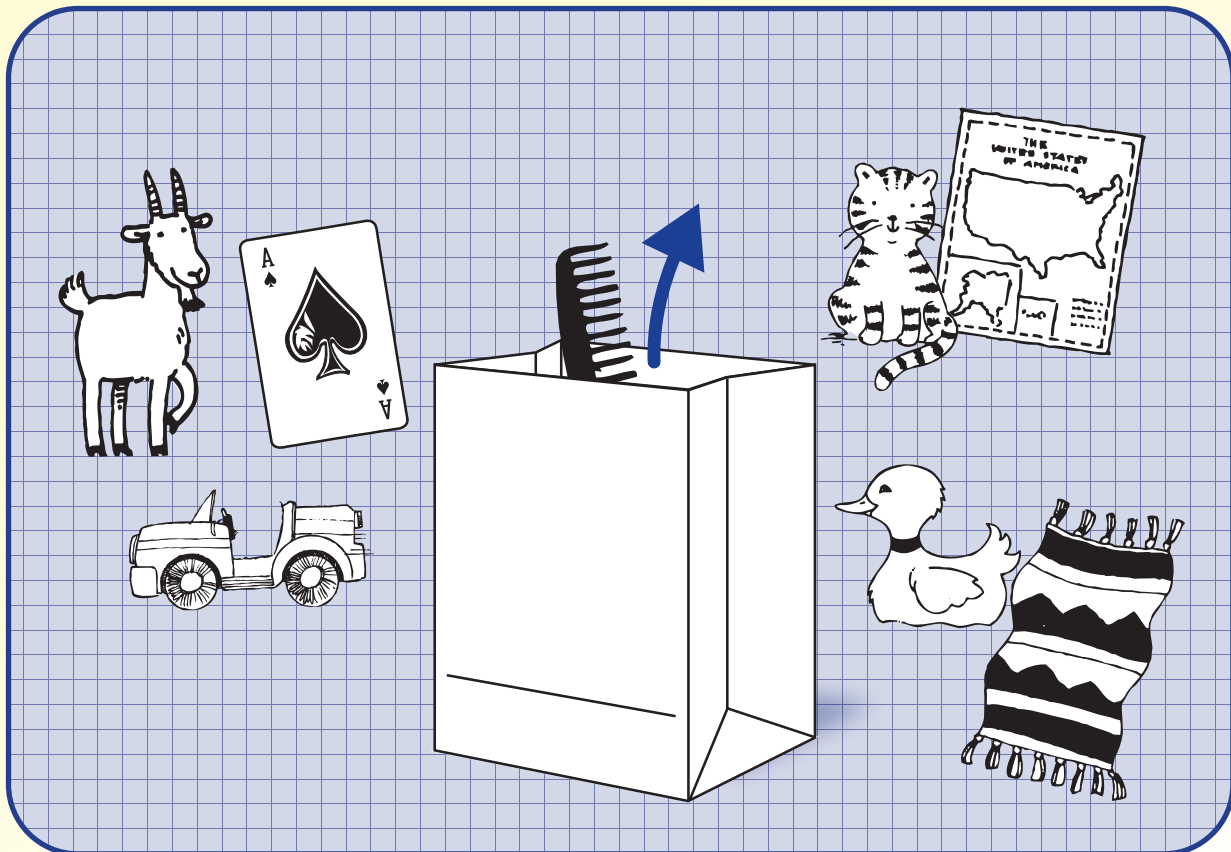
#### Materials

- ▶ Paper bag
- ▶ Pairs of objects with the same medial sounds  
*Place one object from each pair in the bag.*

#### Activity

Students match objects with the same medial sound.

1. Place the bag and the objects at the center.
2. Taking turns, student one pulls out an object, names it, and says the medial sound (e.g., “comb, /ō/”).
3. Student two finds the object that has the matching medial sound, names it, and says the medial sound (i.e., “goat, /ō/”). Puts the matching pair aside.
4. Continue until all objects are paired.
5. Peer evaluation



#### Extensions and Adaptations

- ▶ Use initial or final sound objects.
- ▶ Use medial sounds of a pair of objects as clues and partner identifies objects.



# Phonological Awareness

PA. 035

Phoneme Matching

Sound Pictures and Picture Puzzles

## Objective

The student will match medial phonemes in words.

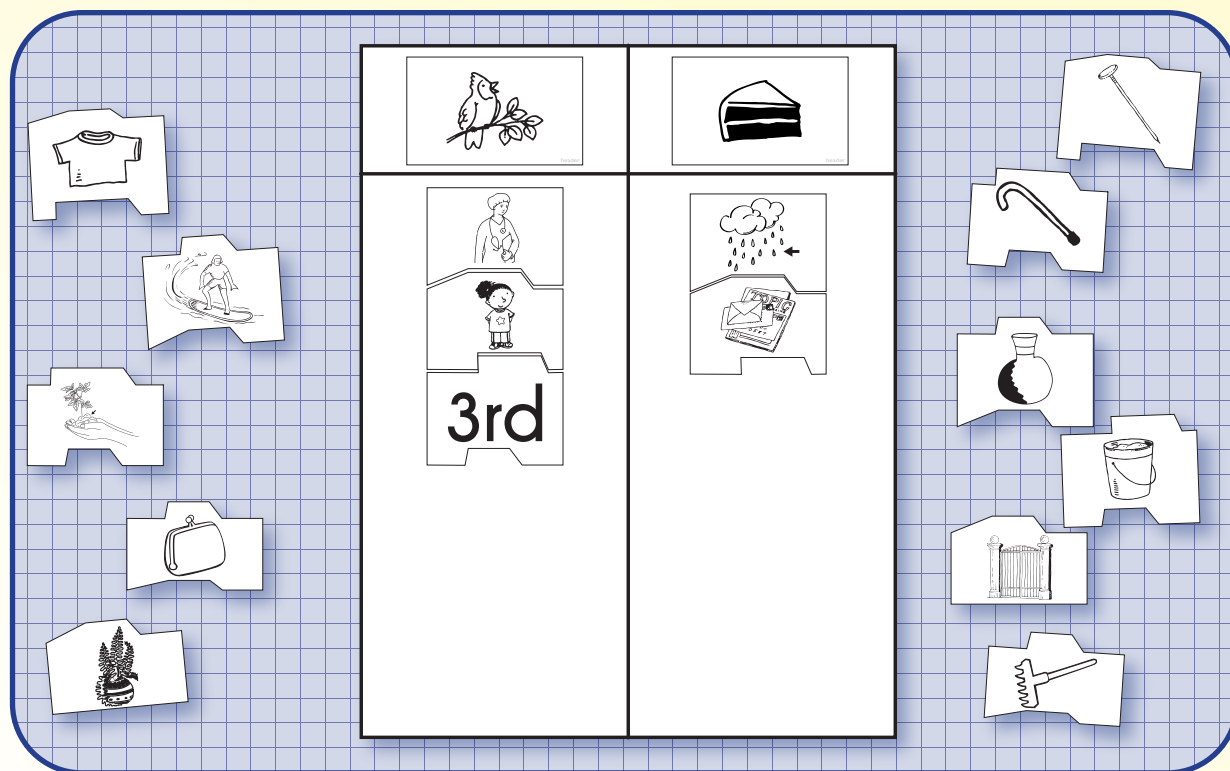
## Materials

- ▶ Poster board  
*Draw a T-chart.*
- ▶ Medial sound header cards  
*Place at the top of the T-chart.*
- ▶ Medial sound picture puzzles  
*Copy on card stock and cut.*

## Activity

Students sort medial sound pictures and assemble to create puzzles.

1. Place the T-chart on a flat surface. Scatter the pieces of the medial sound picture puzzles around the chart.
2. Taking turns, students select a puzzle picture, name the picture, and say its medial sound (e.g., “mail, /ā/”). Place in column under corresponding header card (i.e., cake).
3. Continue until all pieces are placed under corresponding header card. Assemble each puzzle.
4. Peer evaluation



## Extensions and Adaptations

- ▶ Illustrate other pictures with the same medial sounds as those on the student T-chart.
- ▶ Make other target sound picture puzzles to match.



# Phonological Awareness

Sound Pictures and Picture Puzzles

PA. 035



header



header

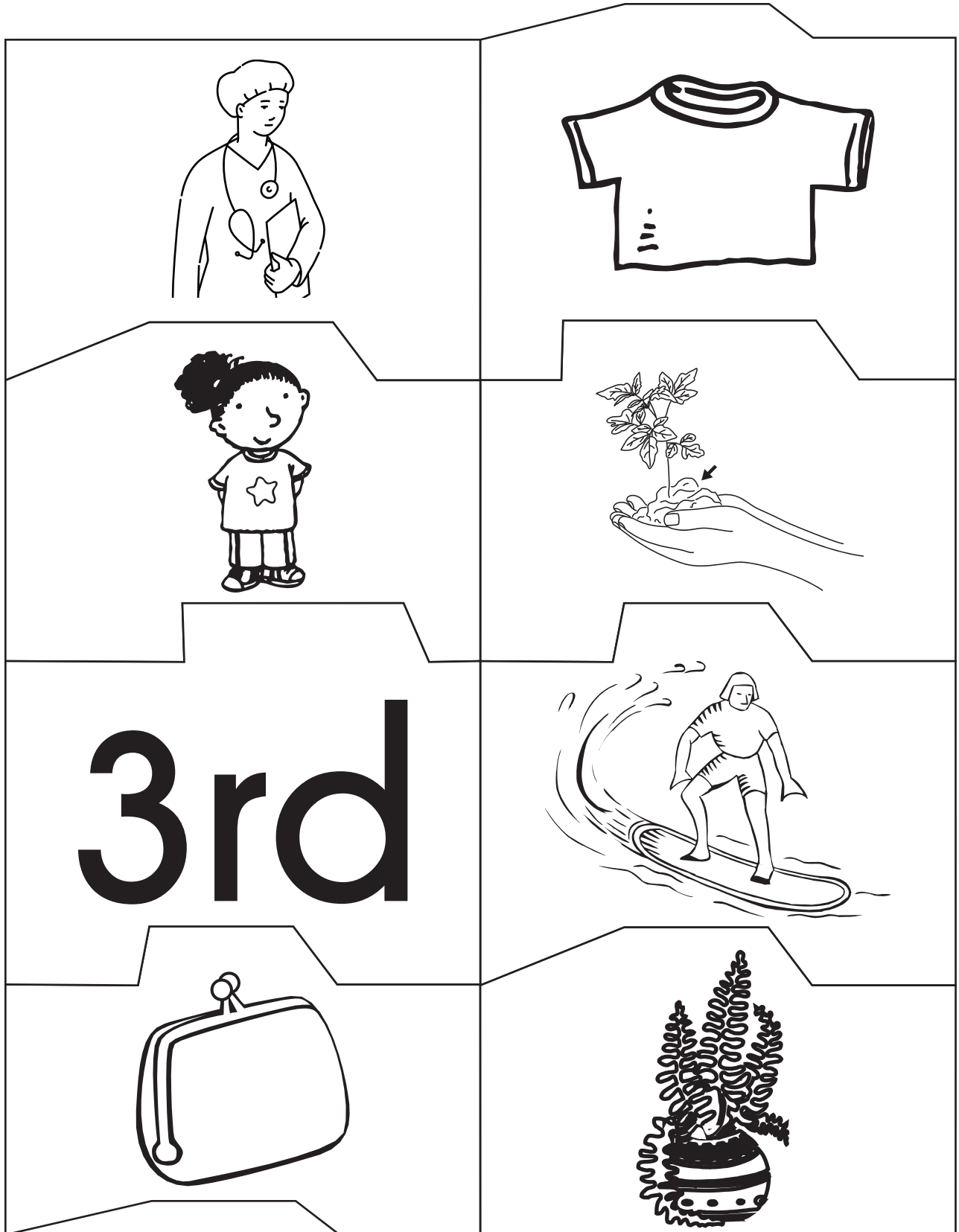
medial sound header cards: bird, cake



# Phonological Awareness

PA. 035

Sound Pictures and Picture Puzzles



medial sound picture cards: nurse, shirt, girl, dirt, third, surf, purse, fern



# Phonological Awareness

Sound Pictures and Picture Puzzles

PA. 035

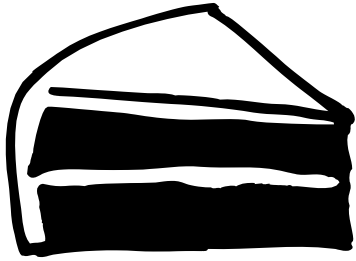


medial sound picture cards: rain, nail, mail, cane, pail, vase, rake, gate

# Phonological Awareness

PA. 035

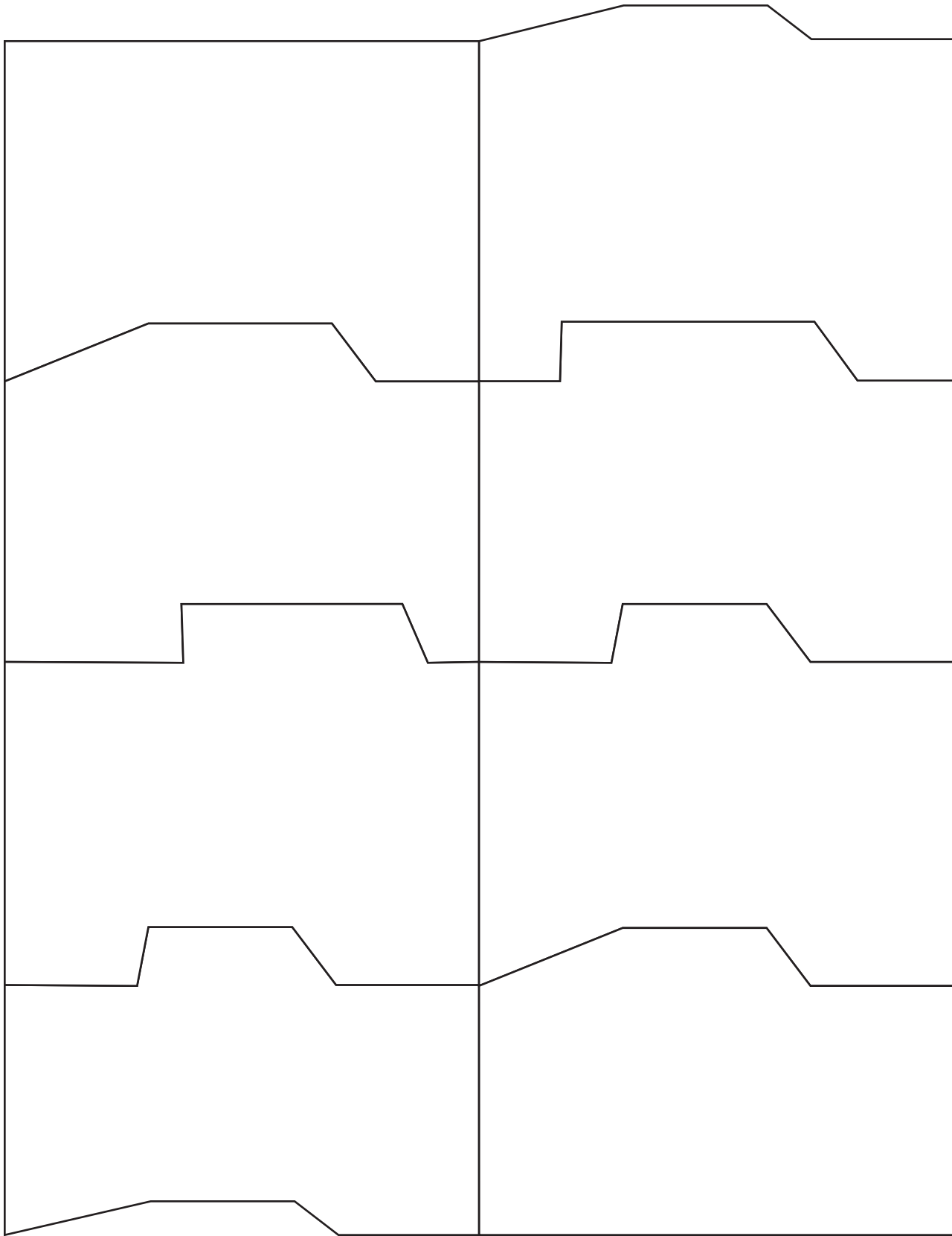
Sound Pictures and Picture Puzzles



# Phonological Awareness

Sound Pictures and Picture Puzzles

PA. 035



blank puzzle pieces



# Phonological Awareness

PA. 036

Phoneme Isolating

See It – Sound It

## Objective

The student will isolate initial phonemes in words.

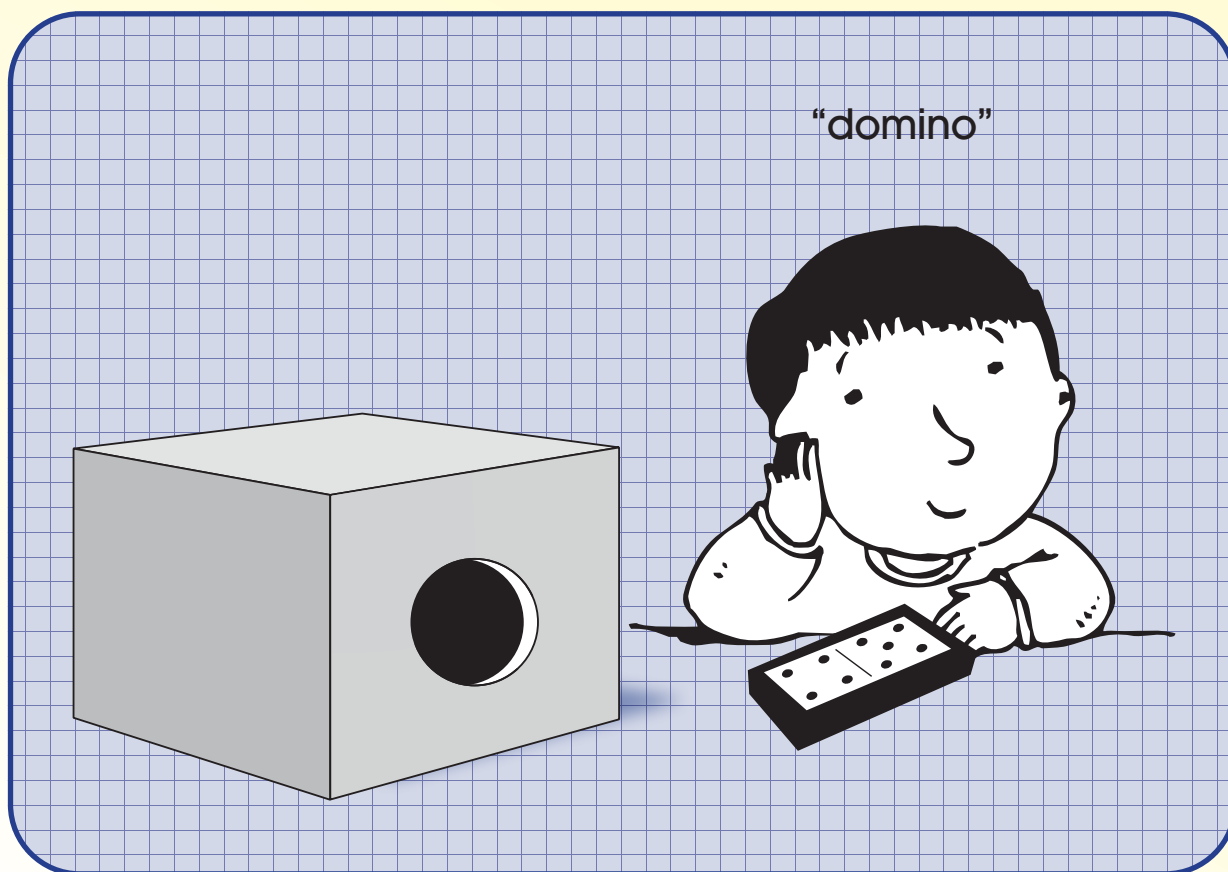
## Materials

- ▶ Box  
*Cut a hole in the end of the box large enough to fit a child's hand.*
- ▶ Target sound objects  
*Place objects inside the box.*

## Activity

Students determine and say initial sounds of objects as they are taken out of a box.

1. Place the box of objects on a flat surface.
2. Working in pairs, student one selects an object from the box and shows the object.
3. Student two names the object and says its initial sound (e.g., “domino, /d/”). Place object aside.
4. Continue until all objects and their initial sounds are identified.
5. Peer evaluation



## Extensions and Adaptations

- ▶ Say the final sound of each object.
- ▶ Count the number of syllables of each object.



## Phoneme Isolating

PA. 037

The Last Sound Is...

### Objective

The student will isolate final phonemes in words.

### Materials

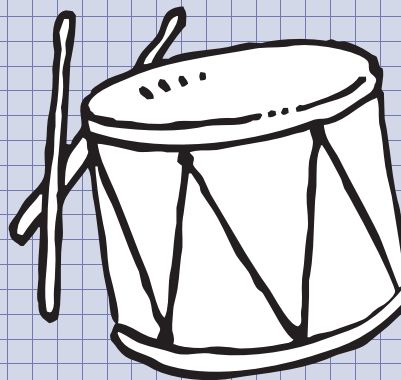
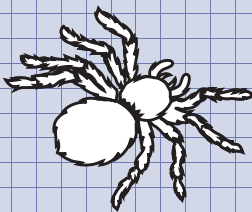
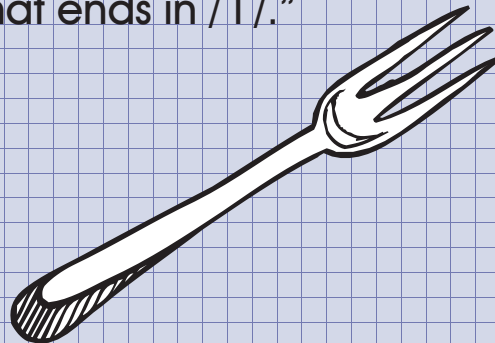
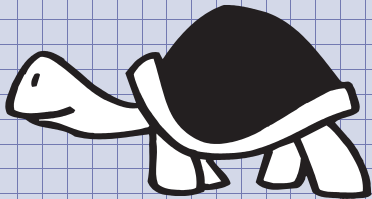
▶ Final sound objects

### Activity

Students use final sound clues to identify objects.

1. Place final sound objects on a flat surface.
2. Taking turns, student one chooses and silently names an object. Isolates and says the final sound aloud (e.g., “Find the object that ends in /l/.”).
3. Student two looks at the objects and selects the one with the designated final sound. Names the object and says its final sound (i.e., “turtle, /l/”).
4. Reverse roles and continue until all objects are identified.
5. Peer evaluation

“Find the object that ends in /l/.”



### Extensions and Adaptations

- ▶ Include several objects with the same final sound.
- ▶ Use initial sound objects.



# Phonological Awareness

PA. 038

Phoneme Isolating

Move and Tell

## Objective

The student will isolate medial phonemes in words.

## Materials

- ▶ Move and Tell game board

*Copy on card stock, assemble, and laminate.*

*Note: Pictures on the game board are: six, rock, pan, hive, bug, cake, moon, fin, cheese, house, hook, cone, tree, chain, girl, kite, book, fish, glue, bed, rope, dice, purse, mouse, ant, shell, feet, fork, duck, mop, and bell.*

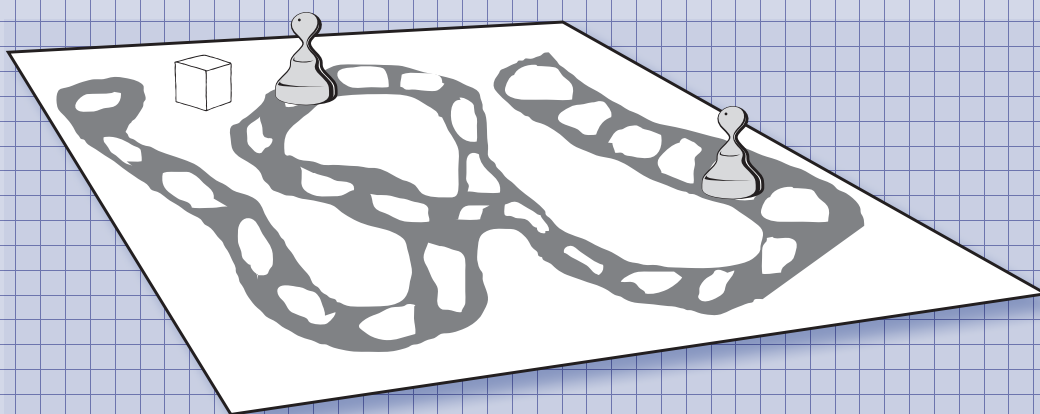
- ▶ Number cube
- ▶ Game pieces (e.g., counters)

## Activity

**Students isolate medial sounds of pictures while playing a board game.**

1. Place Move and Tell game board and number cube on a flat surface. Place game pieces on the START space.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown.
3. Name the picture on which it lands and say its medial sound (e.g., “moon, /ōō/”).
4. If correct, leave game piece on the space. If incorrect, place game piece back on the previous space.
5. Continue until both students reach the END space.
6. Peer evaluation

“I landed on moon and /ōō/ is the middle sound.”



## Extensions and Adaptations

- ▶ Make and play game using initial or final sound pictures.



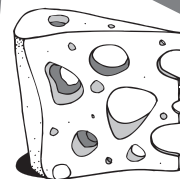
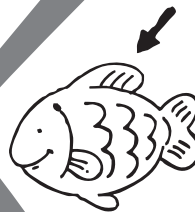
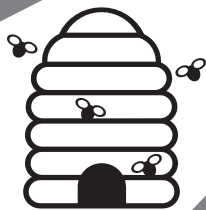
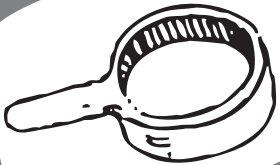
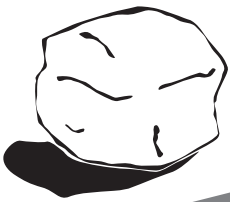
# Phonological Awareness

Move and Tell

PA. 038

START

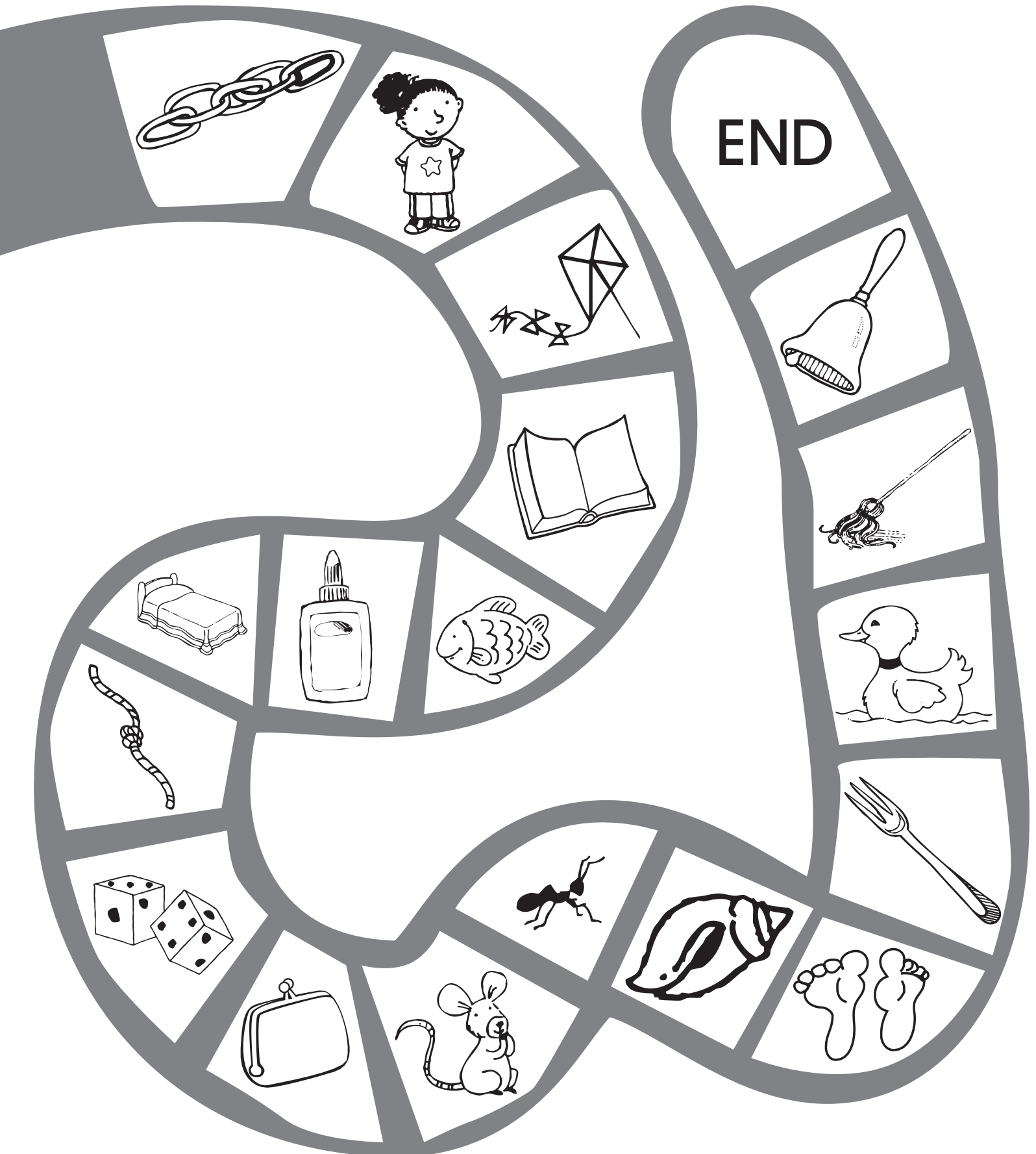
6



# Phonological Awareness

PA. 038

Move and Tell



# Phonological Awareness

Move and Tell

PA. 038

START



# Phonological Awareness

PA. 038

Move and Tell



END

# Phonological Awareness



## Phoneme Isolating

PA. 039

### Sound Quest

#### Objective

The student will isolate initial, final, and medial phonemes in words.

#### Materials

- ▶ Double-picture cards
- ▶ Student sheet

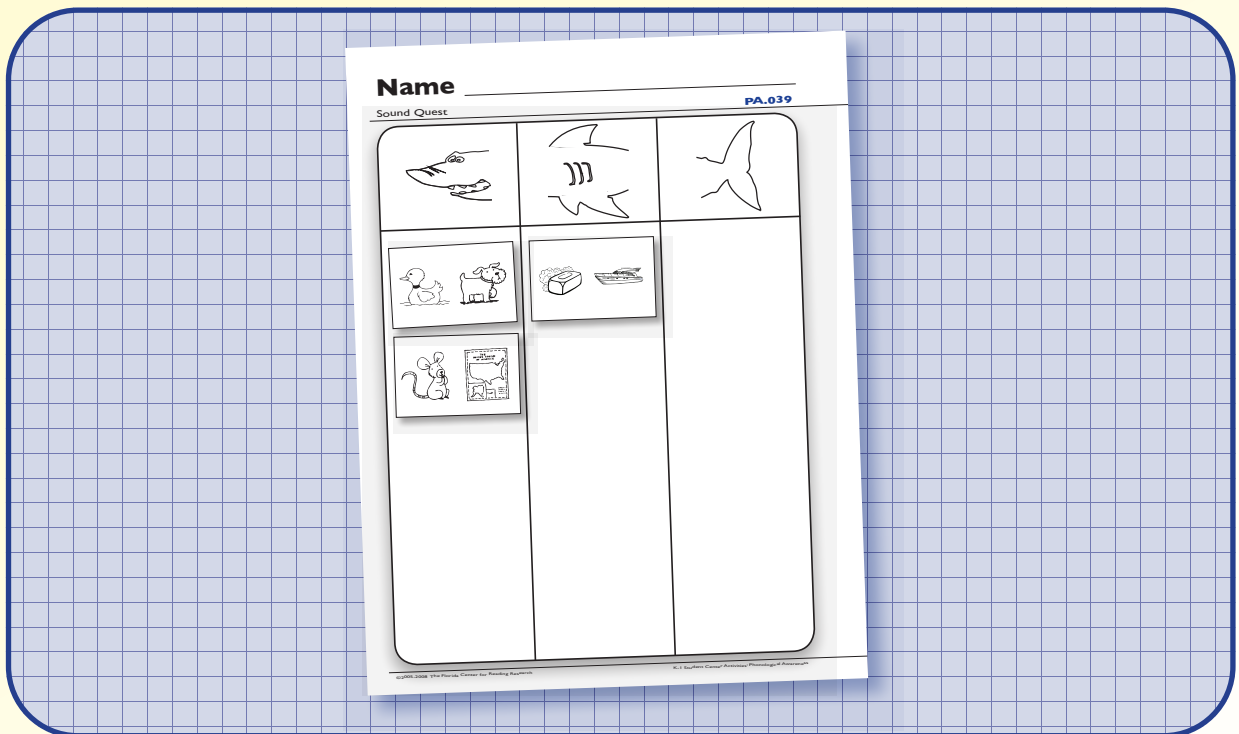
*Note: The head of the shark denotes the beginning sound, the body of the shark denotes the medial sound, and the tail denotes the final sound.*

- ▶ Scissors
- ▶ Glue

#### Activity

Students sort pictures according to initial, medial, and final sounds.

1. Provide the student with a set of double-picture cards and a student sheet. Place scissors and glue at the center.
2. The student cuts out a double-picture card, names both pictures, and determines if the two pictures share the same initial, medial, or final sound (e.g., “soap, boat; both words have the same middle sound /ō/”).
3. Glues the card under the correct heading (i.e., the middle of the shark).
4. Continues until all double-picture cards are glued on student sheet.
5. Teacher evaluation







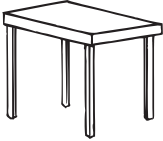










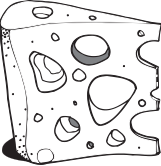


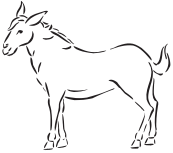
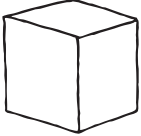




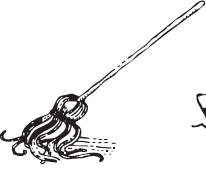

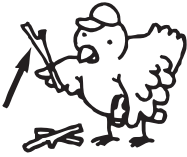



#### Extensions and Adaptations

- ▶ Illustrate other double-picture cards with matching initial, final, or medial phonemes sort.

# Phonological Awareness

PA. 039

Sound Quest

duck/dog  
rooster/rainbow  
grape/whale  
mule/cube  
mop/ship

mouse/map  
skeleton/smoke  
feet/cheese  
axe/box  
stick/rock

table/tractor  
soap/boat  
bike/five  
bus/glass  
elf/leaf







# Phonological Awareness

PA. 040

Phoneme Segmenting

Say and Slide Phonemes

## Objective

The student will segment phonemes in words.

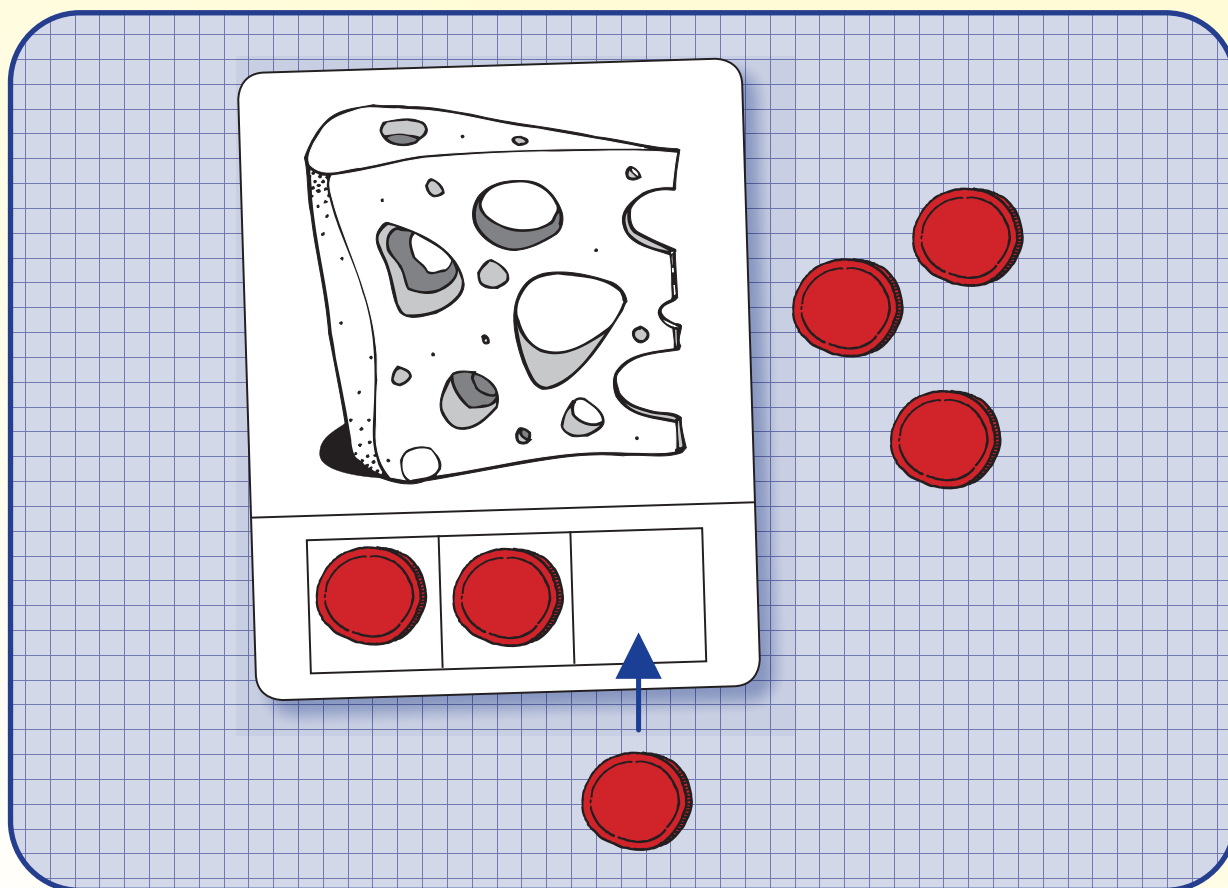
## Materials

- ▶ Elkonin Box picture cards  
*Copy on card stock, cut on the outside line, and laminate.*
- ▶ Chips or counters

## Activity

Students orally segment words using counters and Elkonin Boxes.

1. Place the picture cards face up in a stack. Place the chips on a flat surface.
2. Working in pairs, student one selects the top card, names the picture, and orally segments the sounds (e.g., “cheese, /ch/ /ē/ /z/”).
3. Student two repeats the sounds while moving a chip into each box, then says the word quickly.
4. Reverse roles and continue until all pictures are named and segmented.
5. Peer evaluation



## Extensions and Adaptations

- ▶ Make other Elkonin Box picture cards.
- ▶ Segment classmates' names.
- ▶ Segment the words using phones (use two curved and one straight piece of PVC pipe to make phones).



# Phonological Awareness

Say and Slide Phonemes

PA. 040



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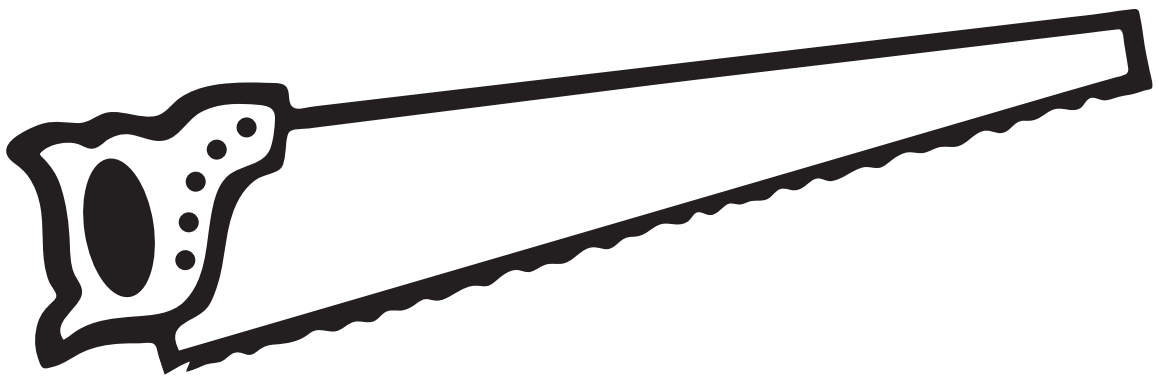
tea



# Phonological Awareness

PA. 040

Say and Slide Phonemes



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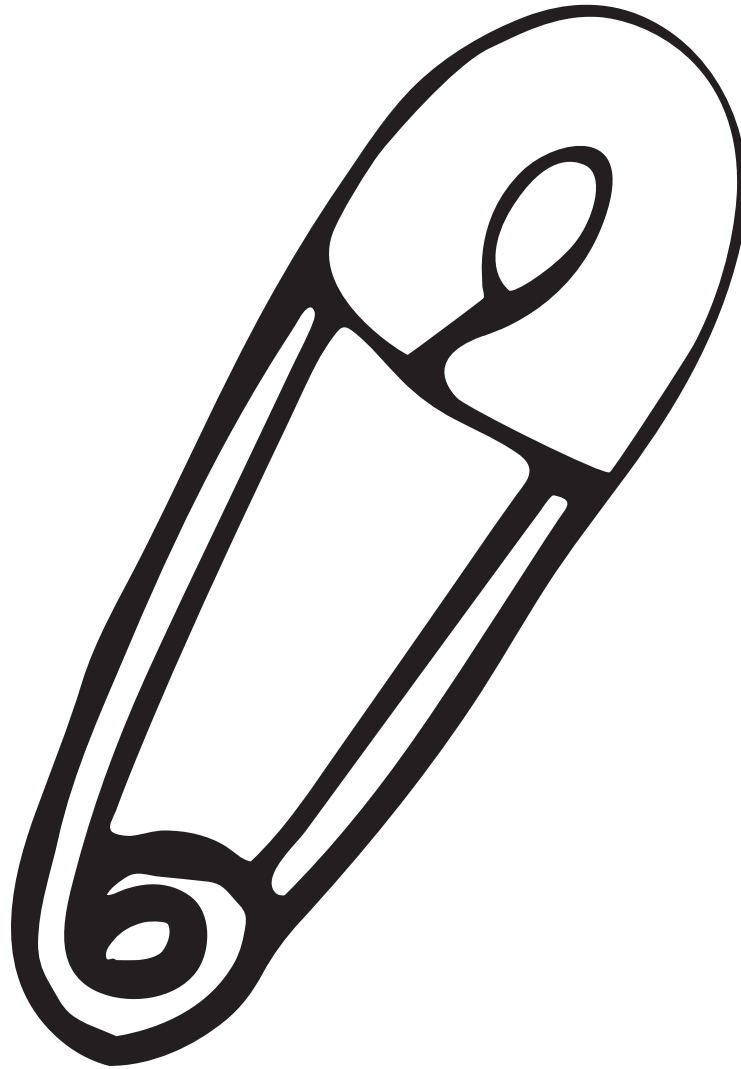
SAW



# Phonological Awareness

Say and Slide Phonemes

PA. 040



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pin



# Phonological Awareness

PA. 040

Say and Slide Phonemes



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ax



# Phonological Awareness

Say and Slide Phonemes

PA. 040



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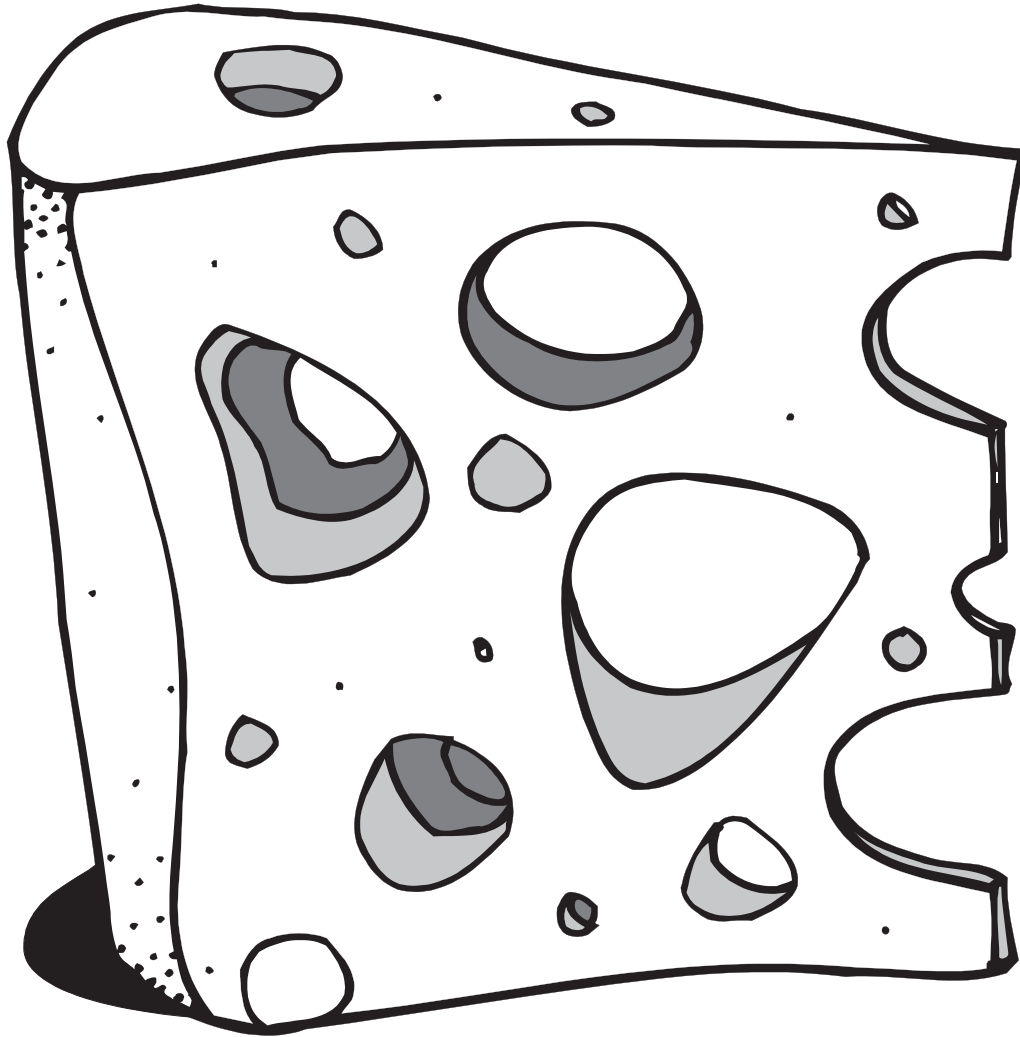
rain



# Phonological Awareness

PA. 040

Say and Slide Phonemes



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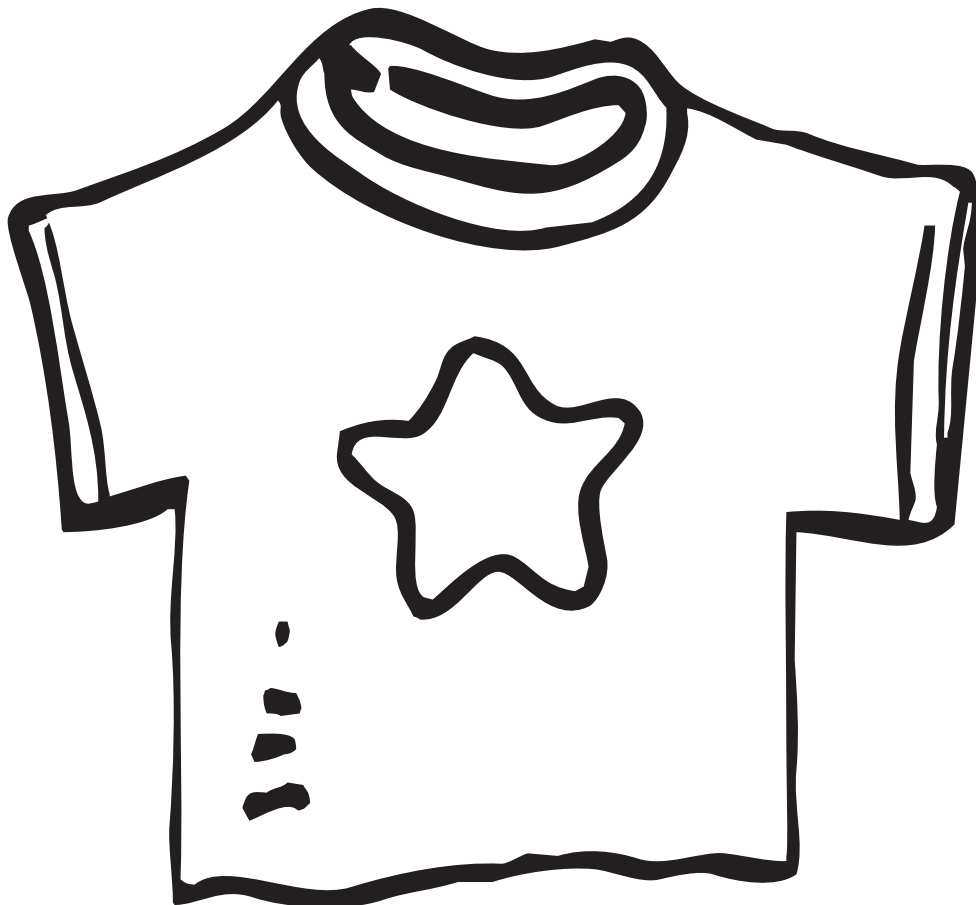
cheese



# Phonological Awareness

Say and Slide Phonemes

PA. 040



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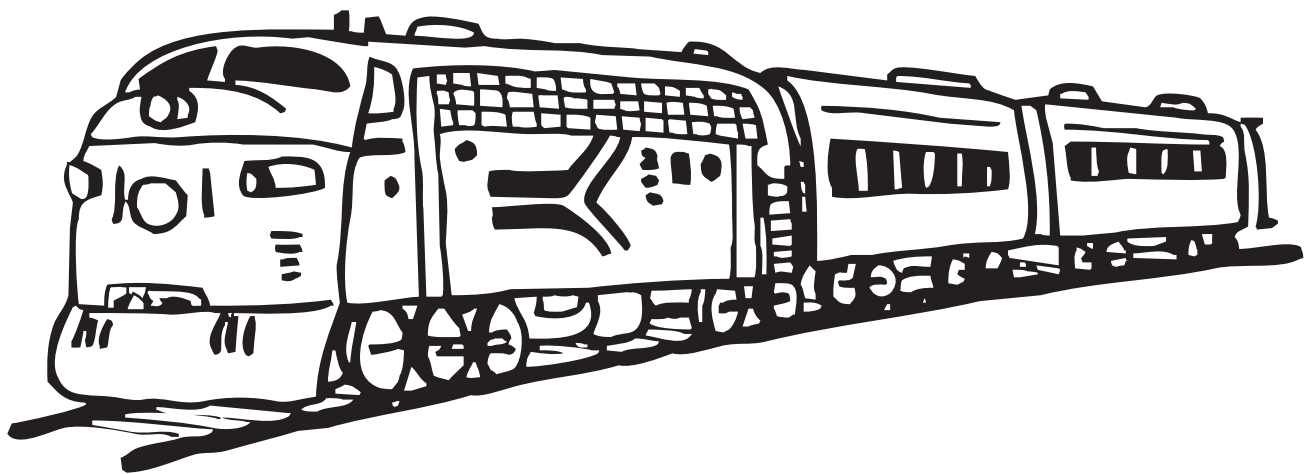
shirt



# Phonological Awareness

PA. 040

Say and Slide Phonemes



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train





# Phonological Awareness

Say and Slide Phonemes

PA. 040



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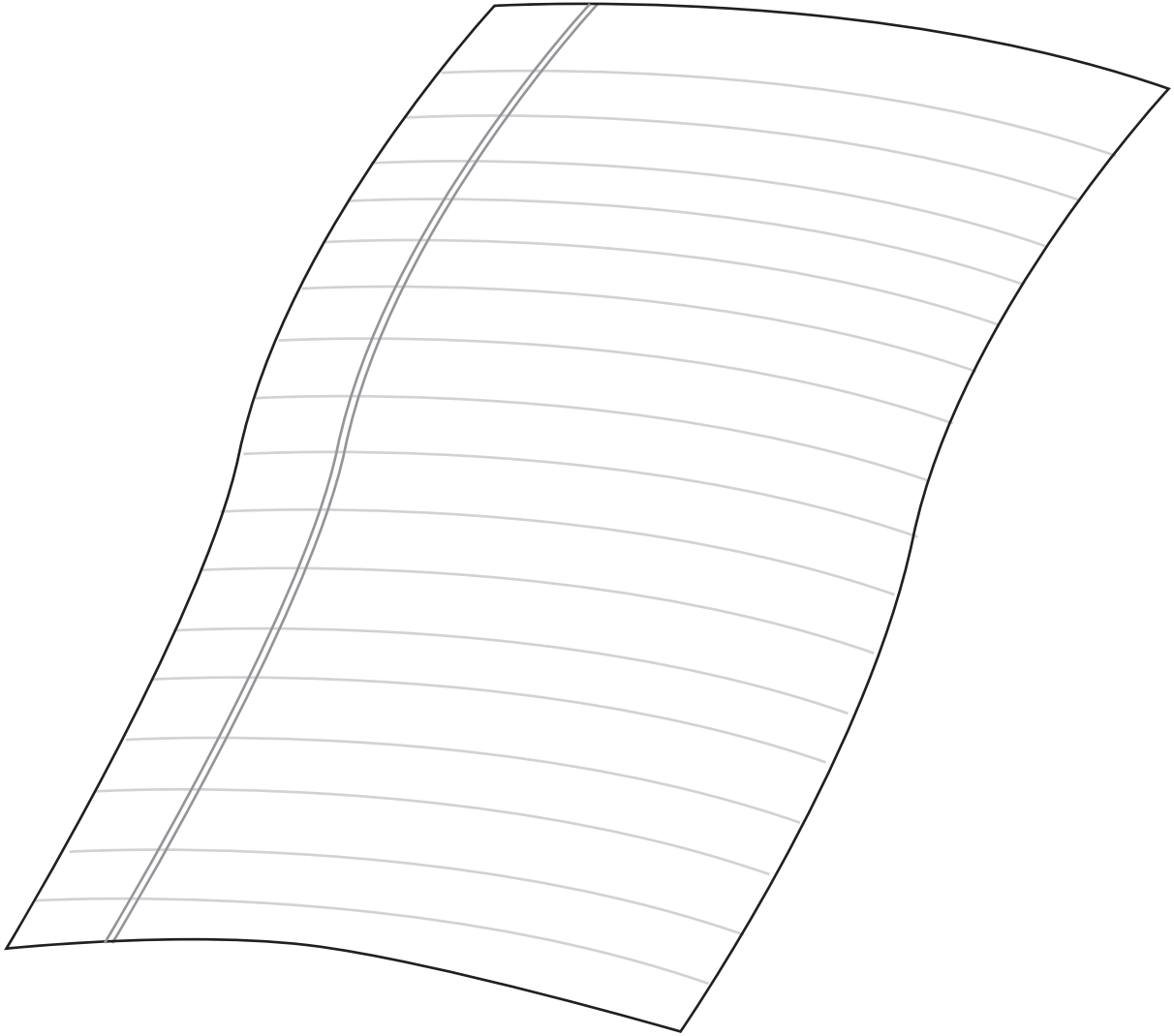
drum



# Phonological Awareness

PA. 040

Say and Slide Phonemes



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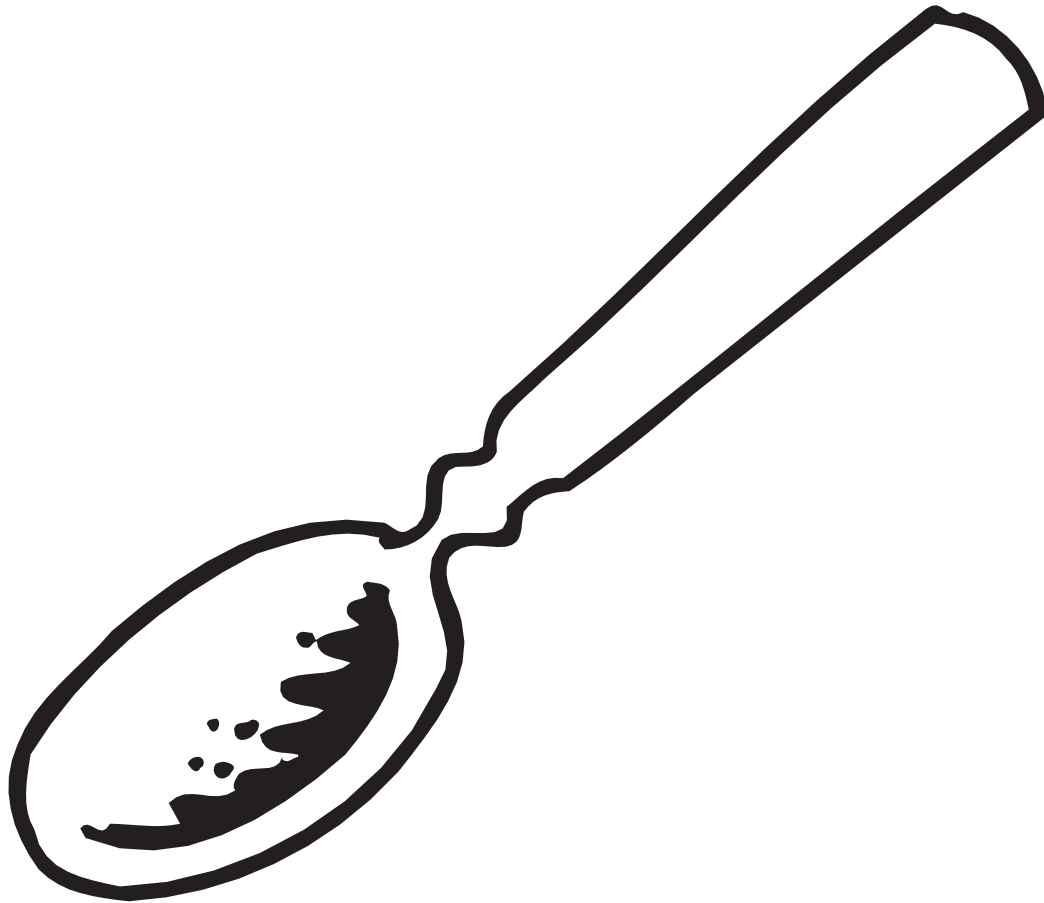
paper



# Phonological Awareness

Say and Slide Phonemes

PA. 040



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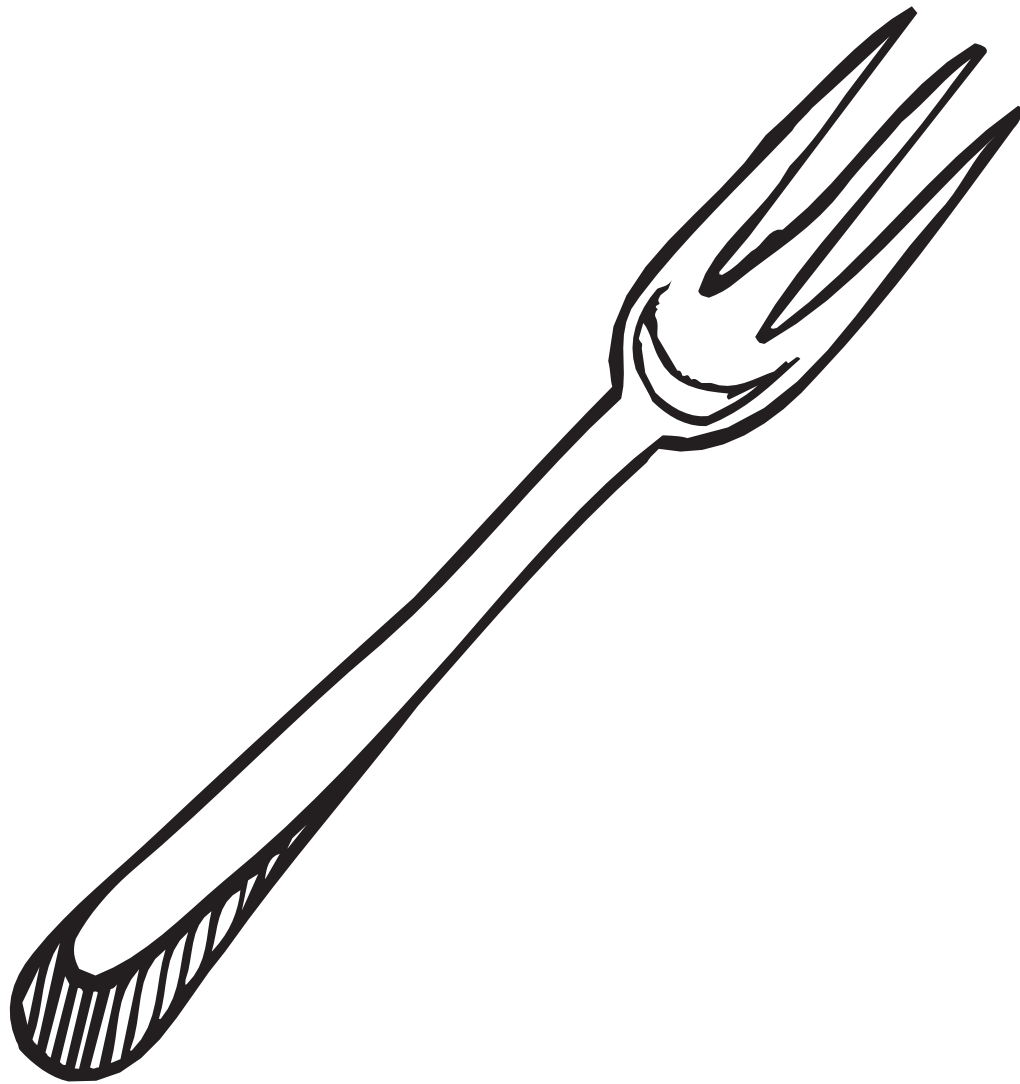
spoon



# Phonological Awareness

PA. 040

Say and Slide Phonemes



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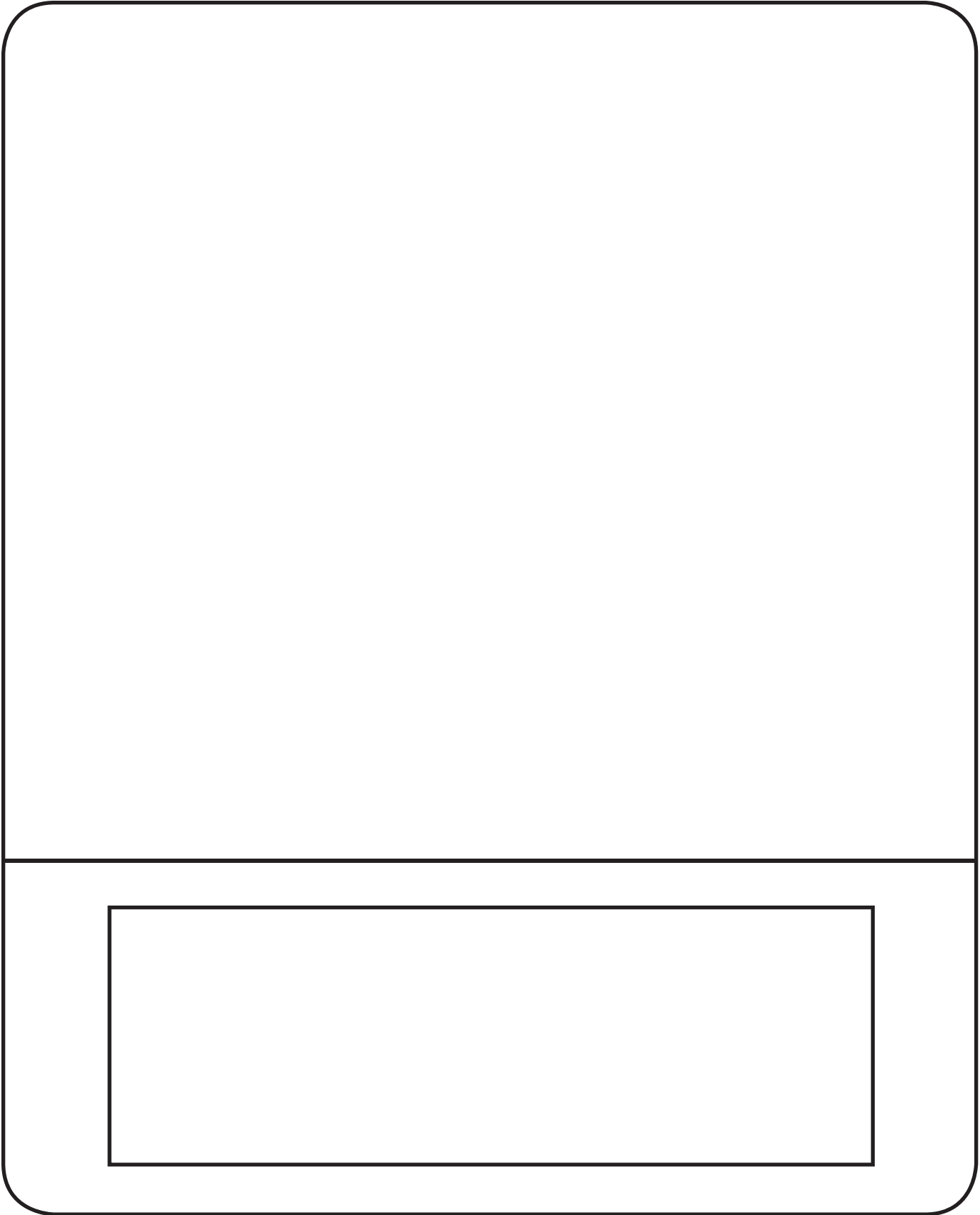
fork



# Phonological Awareness

Say and Slide Phonemes

PA. 040





# Phonological Awareness

PA. 041

Phoneme Segmenting

Phoneme Photos

## Objective

The student will segment phonemes in words.

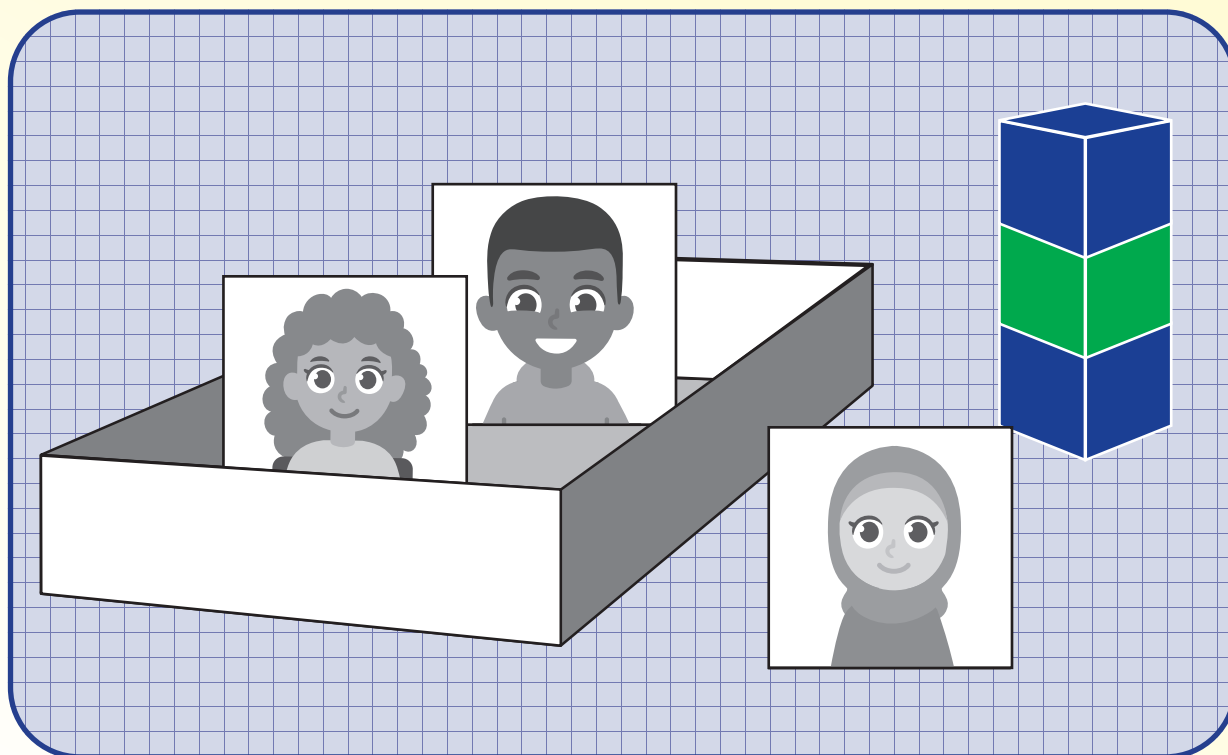
## Materials

- ▶ Student photographs  
*Copy the photographs (school pictures).  
Label the back with the number of phonemes in each student's name.*
- ▶ Interlocking cubes

## Activity

**Students sound out phonemes in classmates' names.**

1. Place the student photographs and interlocking cubes on a flat surface.
2. Taking turns, student one selects a photograph.
3. Student two names the student in the photograph and finger taps the phonemes in the name. Student one counts the taps and checks the back of the card.
4. Student two makes an interlocking cube tower that corresponds to the number of phonemes in the name and places it beside the photograph.
5. Reverse roles and continue until all photographs are used.
6. Peer evaluation



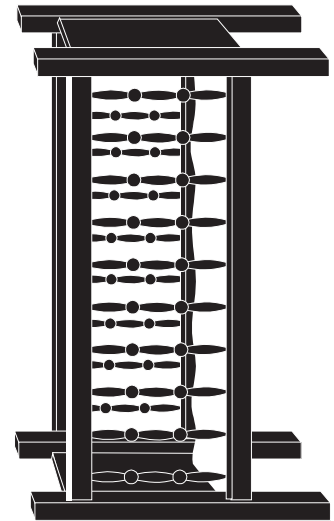
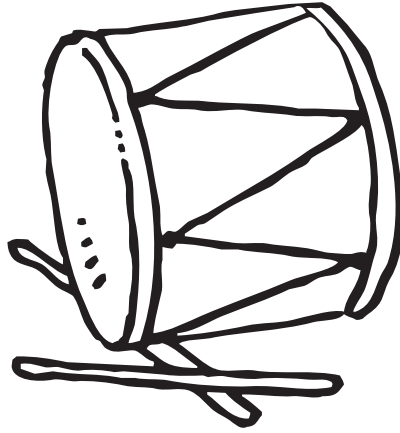
## Extensions and Adaptations

- ▶ Sort photographs by number of phonemes.
- ▶ Use two - four phoneme picture cards.

# Phonological Awareness

Phoneme Photos

PA. 041



picture cards: shirt-3, drum-4, tiger-4, hand-4, penny-4, crib-4



# Phonological Awareness

PA. 041

Phoneme Photos






## Phoneme Segmenting

PA. 042

### Phoneme Closed Sort

#### Objective

The student will segment phonemes in words.

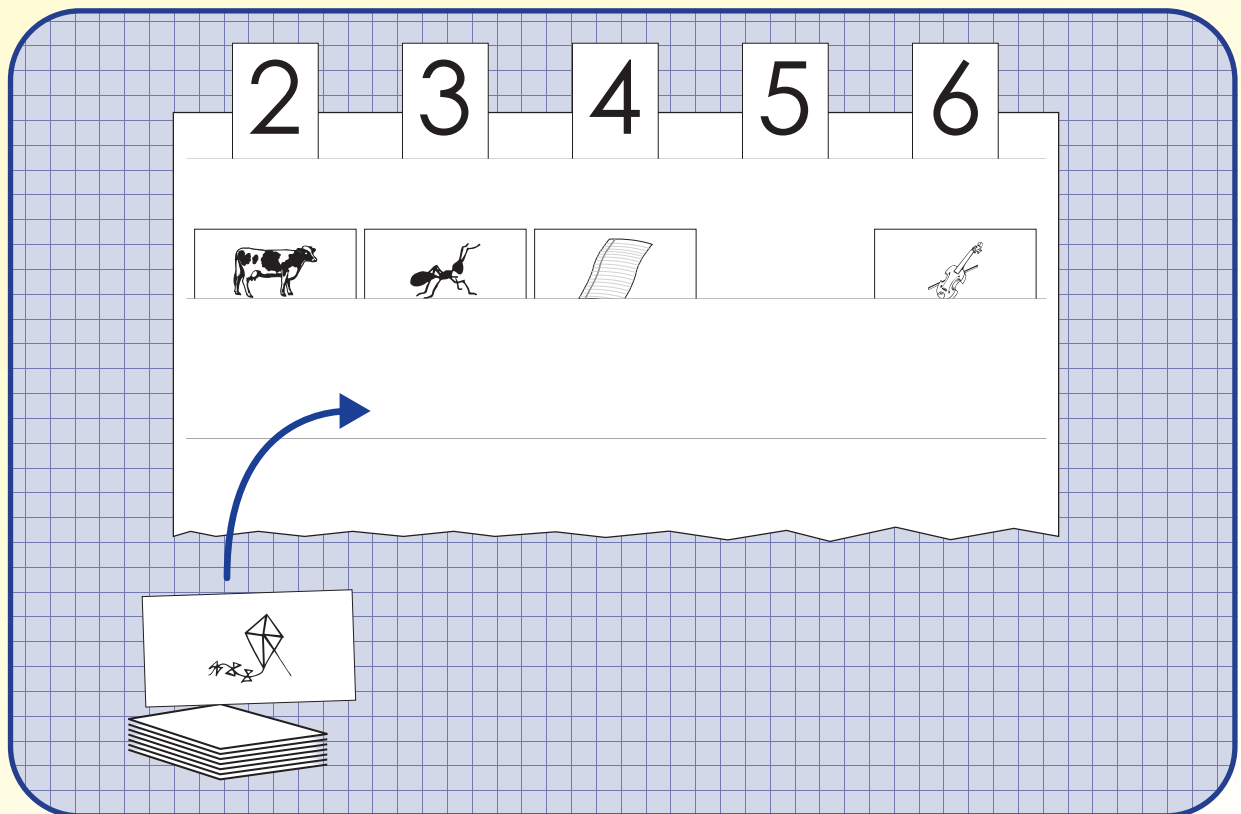
#### Materials

- ▶ Pocket chart
- ▶ *Arrange number header cards in a row at the top of the chart.*
- ▶ Number header cards
- ▶ Two-to-six phoneme picture cards

#### Activity

**Students count phonemes in words and sort them on a pocket chart.**

1. Place the phoneme picture cards face down in a stack next to the pocket chart.
2. Taking turns, students select a picture card and name the picture (e.g., “kite”).
3. “Finger tap” the number of phonemes while segmenting the word orally (i.e., “/k/ /ī/ /t/”).  
Place the picture card under the corresponding number on the pocket chart (i.e., the picture card of “kite” is placed under the “3”).
4. Continue until all picture cards are sorted.
5. Peer evaluation



#### Extensions and Adaptations

- ▶ Clap syllables in other picture cards.

# Phonological Awareness

PA. 042

Phoneme Closed Sort

2

header

3

header

4

header

5

header

6

header

header

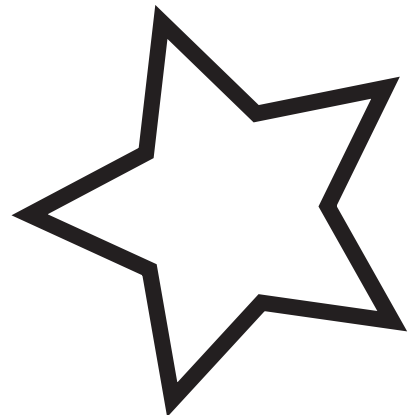
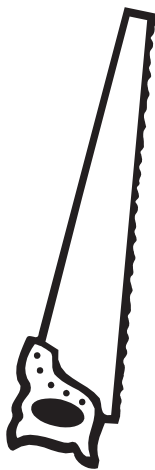
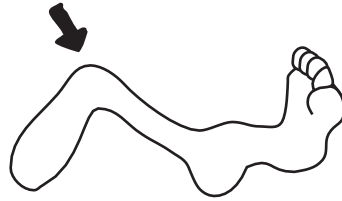
header cards



# Phonological Awareness

Phoneme Closed Sort

PA. 042



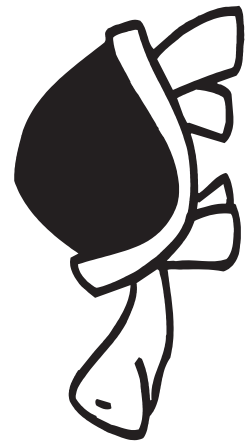
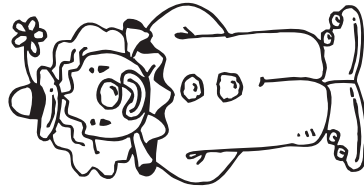
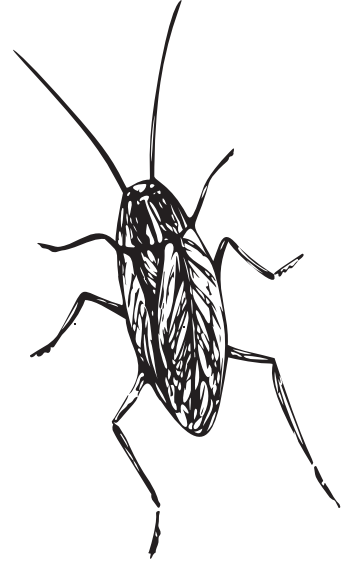
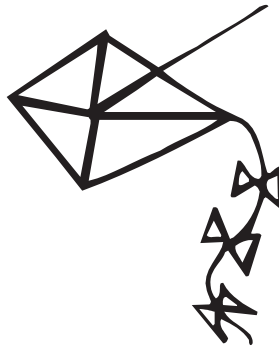
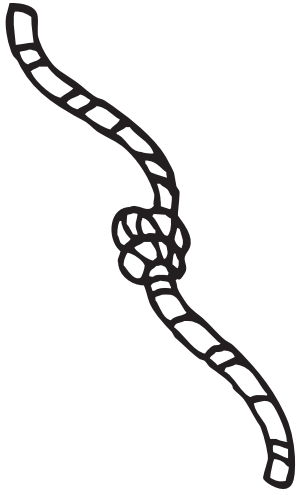
phoneme picture cards: cow-2, knee-2, pea-2, saw-2, sew-2, star-3



# Phonological Awareness

PA. 042

Phoneme Closed Sort



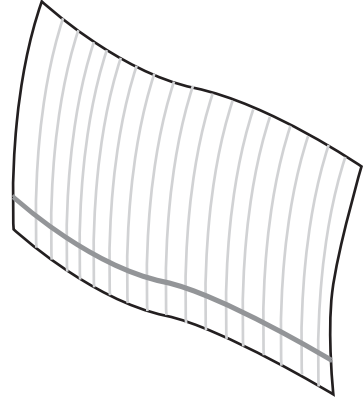
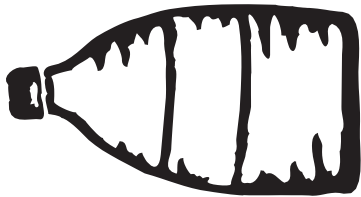
phoneme picture cards: rope-3, kite-3, roach-3 ant-3, clown-4, turtle-4



# Phonological Awareness

Phoneme Closed Sort

PA. 042



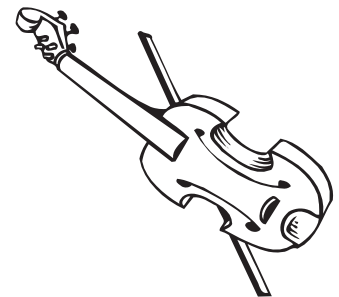
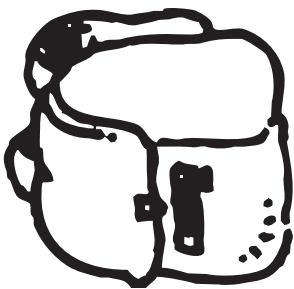
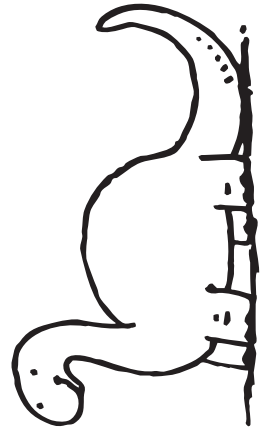
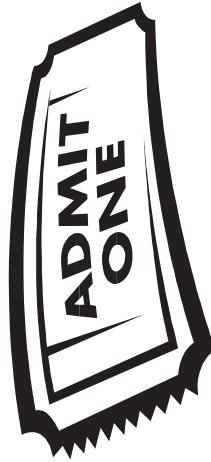
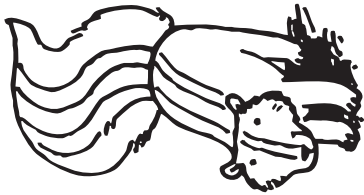
phoneme picture cards: bottle-4, bridge-4, paper-4, plant-5, rooster-5, lettuce-5



# Phonological Awareness

PA. 042

Phoneme Closed Sort

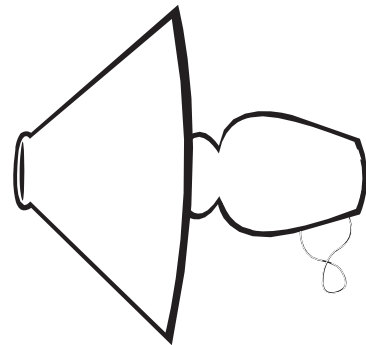
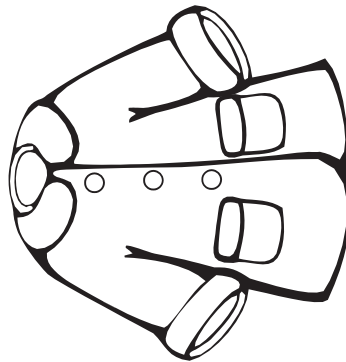
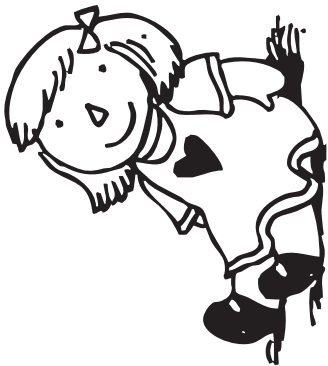
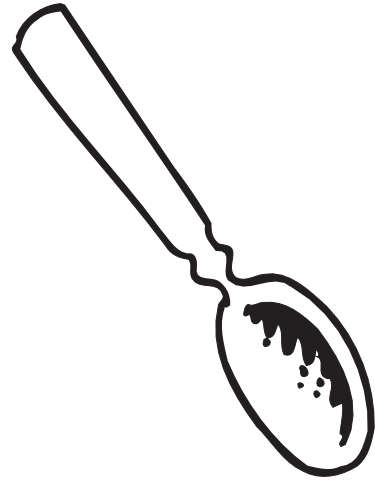
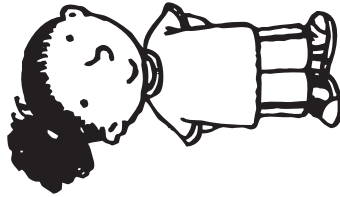
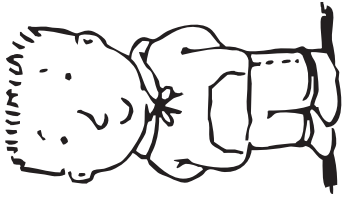


phoneme picture cards: skunk-5, ticket-5, dinosaur-6, backpack-6, snowman-6, violin-6

# Phonological Awareness

Phoneme Closed Sort

PA. 042



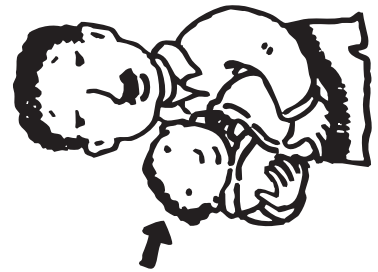
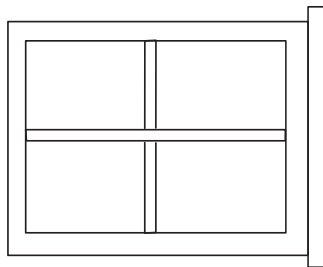
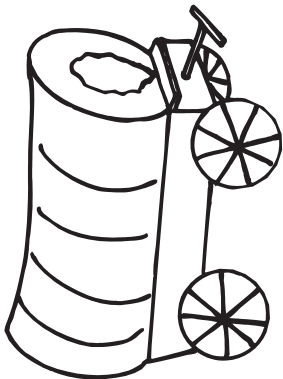
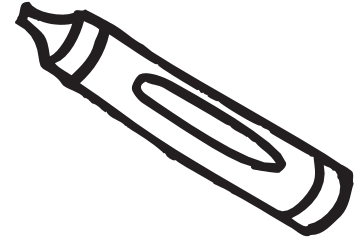
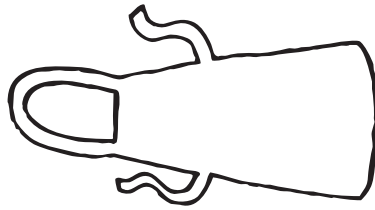
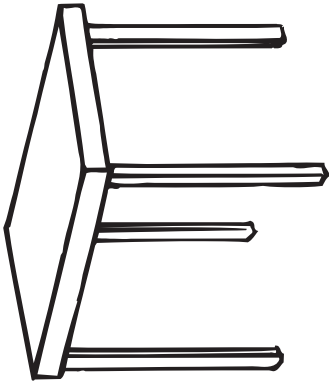
syllable picture cards: boy-1, girl-1, spoon-1, doll-1, coat-1, lamp-1



# Phonological Awareness

PA. 042

Phoneme Closed Sort



syllable picture cards: table-2, apron-2, crayon-2, wagon-2, window-2, baby-2

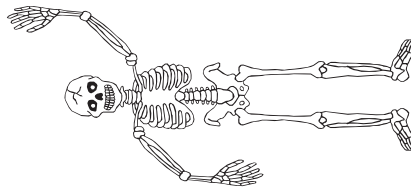
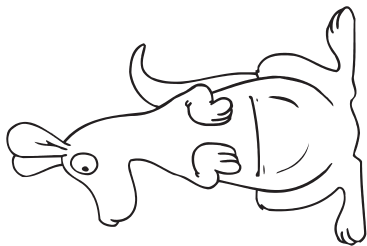
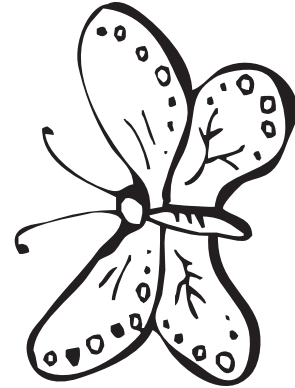
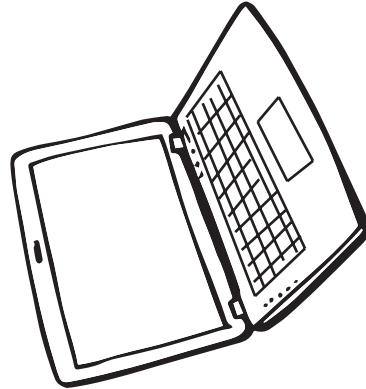




# Phonological Awareness

Phoneme Closed Sort

PA. 042



syllable picture cards:

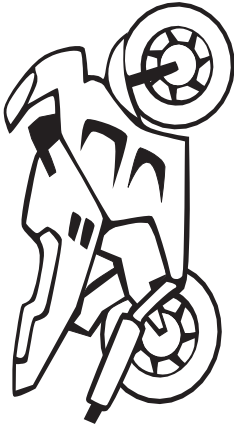

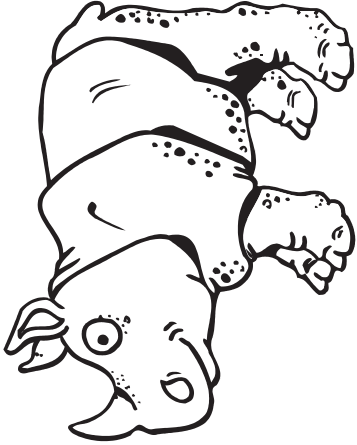
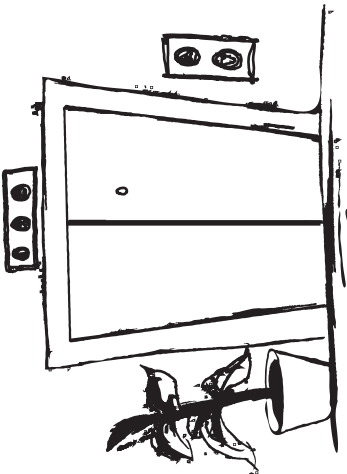

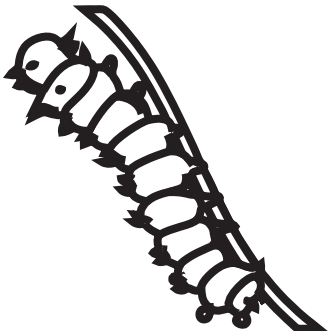
radio-3, computer-3, butterfly-3, kangaroo-3, skeleton-3, astronaut-3



# Phonological Awareness

PA. 042

Phoneme Closed Sort

syllable picture cards:  
motorcycle-4, alligator-4, rhinoceros-4, elevator-4, thermometer-4, caterpillar-4



# Phonological Awareness



## Phoneme Segmenting

PA. 043

### Phoneme Hopscotch



#### Objective

The student will segment phonemes in words.



#### Materials

- ▶ Hopscotch board  
*Use a hopscotch mat, tape off a hopscotch board, or draw with sidewalk chalk.*
- ▶ Two-to-six phoneme picture cards



#### Activity

**Students segment the number of phonemes in a word and hop to the corresponding number.**

1. Place the phoneme picture cards face down in a stack and arrange the hopscotch board on the floor.
2. Taking turns, student one selects the top card, names the picture, segments it into phonemes, and counts the number of phonemes (e.g., “domino, /d/ /o/ /m/ /i/ /n/ /ō/. That’s six sounds.”).
3. Student two repeats the segments and hops to the corresponding number.
4. Reverse roles and continue until all picture cards are used.
5. Peer evaluation

"Domino.../d/.../ō/.../m/.../i/.../n/.../ō/.  
That's six sounds!"



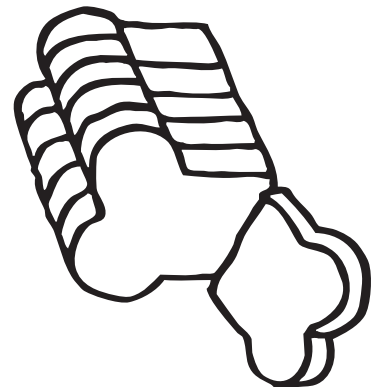
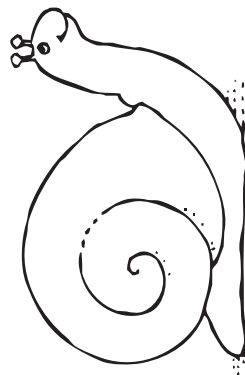
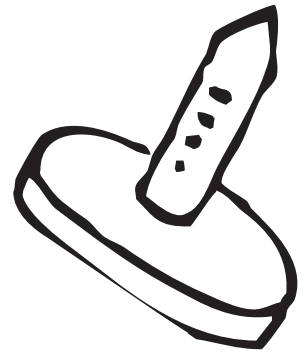
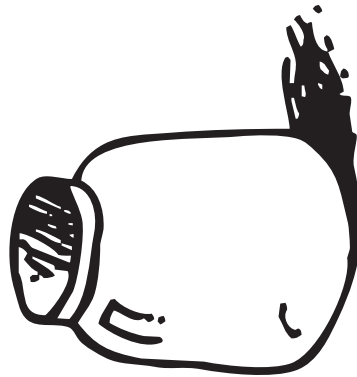
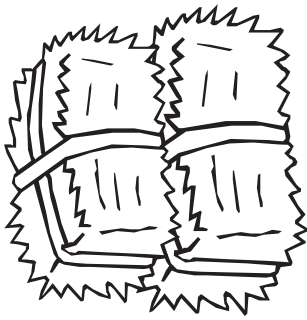
#### Extensions and Adaptations

- ▶ Play using other phoneme picture cards.

# Phonological Awareness

PA. 043

Phoneme Hopscotch



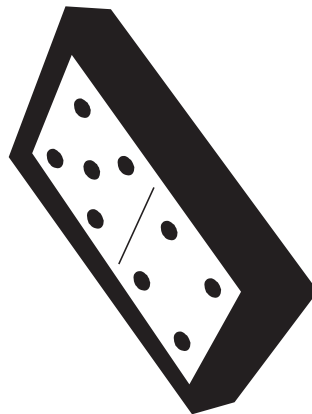
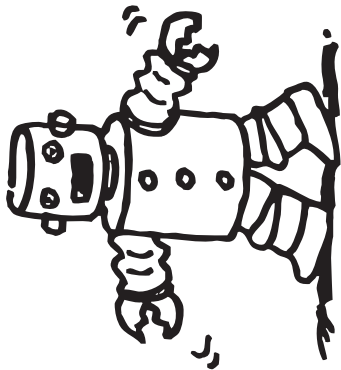
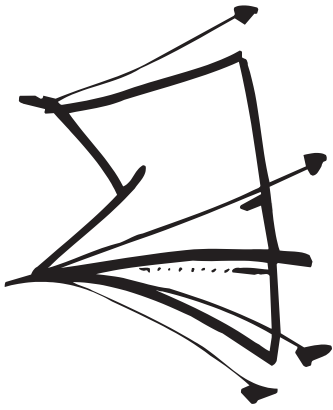
phoneme picture cards: hay-2, jar-2, tack-3, mice-3 snail-4, bread-4



# Phonological Awareness

Phoneme Hopscotch

PA. 043



phoneme picture cards: tent-4, rabbit-5, koala-5, robot-5, domino-6, dragon-6





# Phonological Awareness

PA. 044

Phoneme Segmenting

The Sound Game

## Objective

The student will segment phonemes in words.

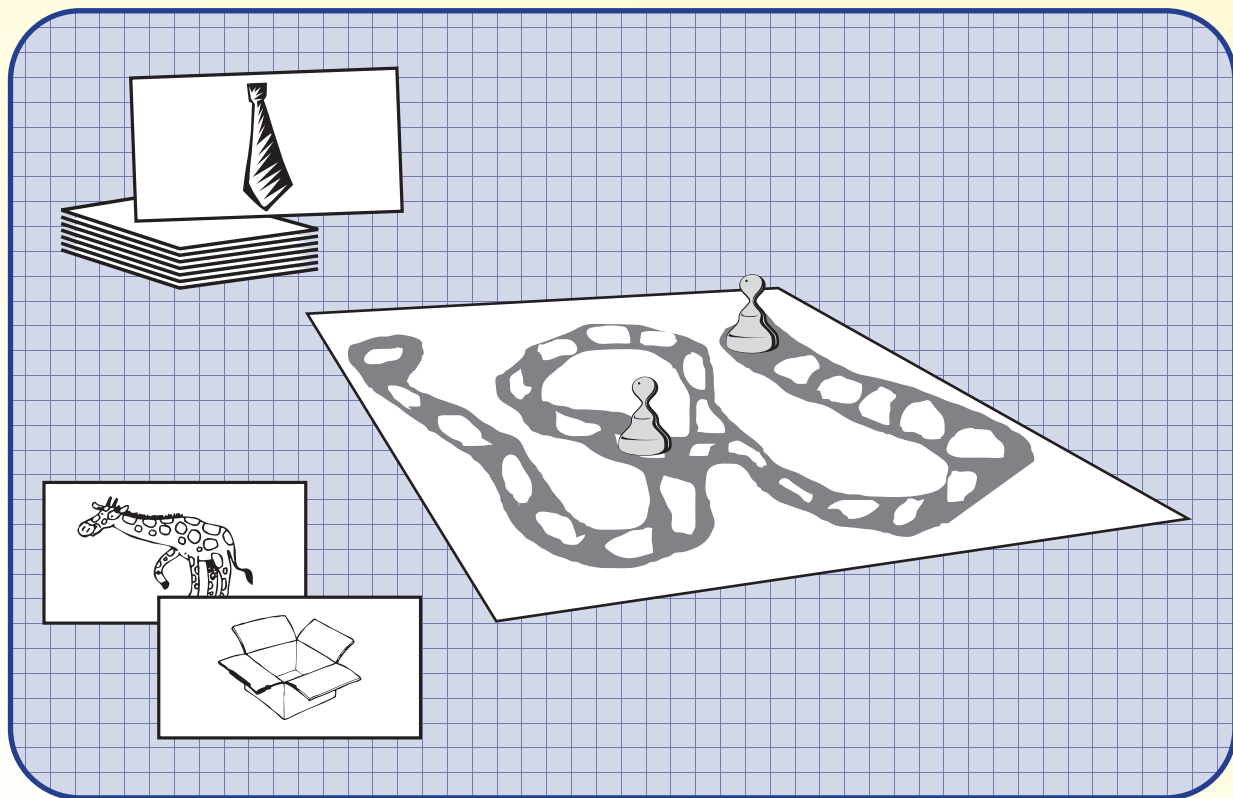
## Materials

- ▶ The Sound Game board  
*Copy on card stock, assemble, and laminate.*
- ▶ Two-to-five phoneme picture cards
- ▶ Game pieces (e.g., counters)

## Activity

Students count phonemes in words while playing a board game.

1. Place the Sound Game board and phoneme picture cards face down in a stack on a flat surface. Place game pieces at START.
2. Taking turns, students pick up a picture card, name the picture, and segment the word into phonemes (e.g., “tie, /t/ /i/”).
3. Move game piece the corresponding number of spaces.
4. Continue until all students reach the END space.
5. Peer evaluation



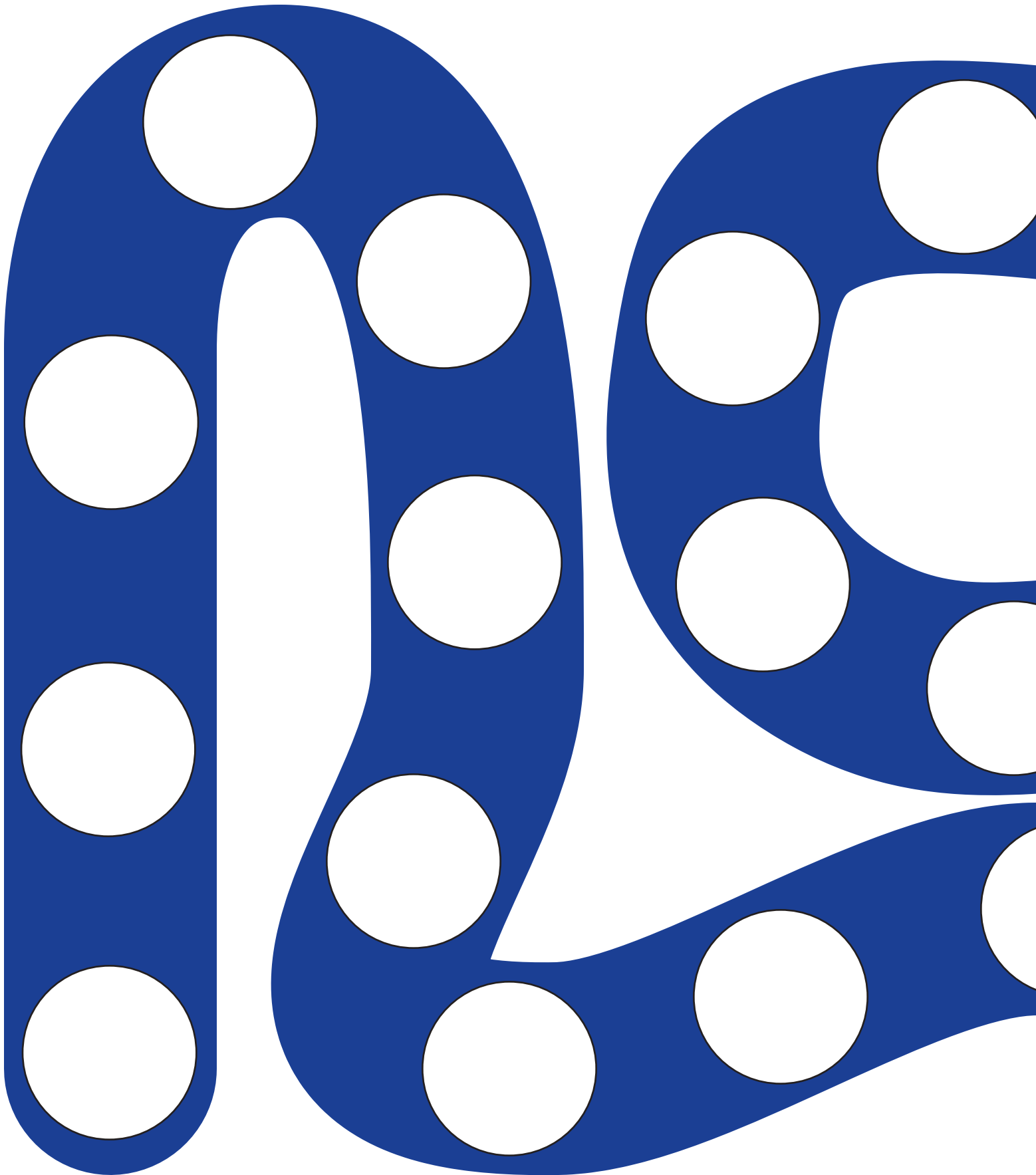
## Extensions and Adaptations

- ▶ Play using other phoneme picture cards.
- ▶ Count syllables in words.

# Phonological Awareness

The Sound Game

PA. 044



# Phonological Awareness

PA. 044

The Sound Game

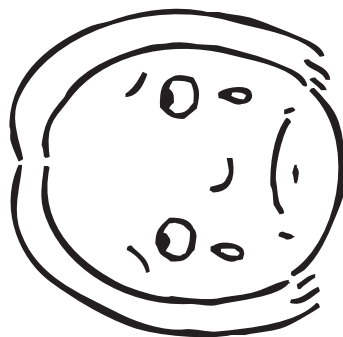
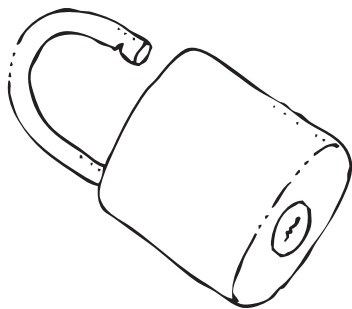
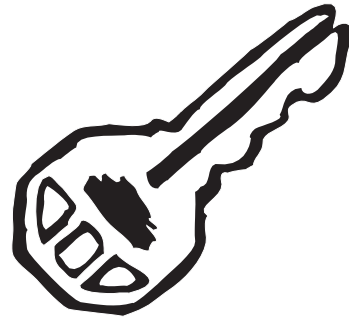




# Phonological Awareness

The Sound Game

PA. 044



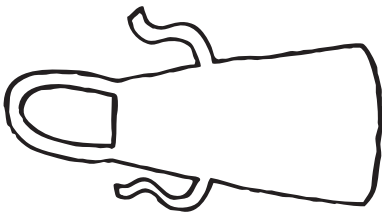
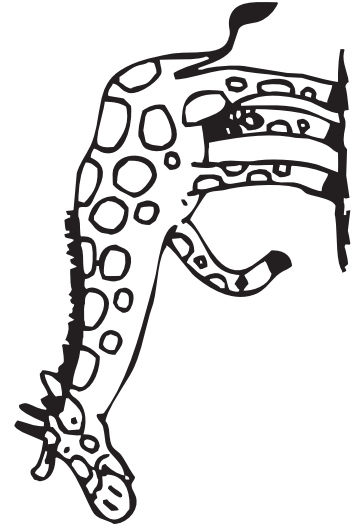
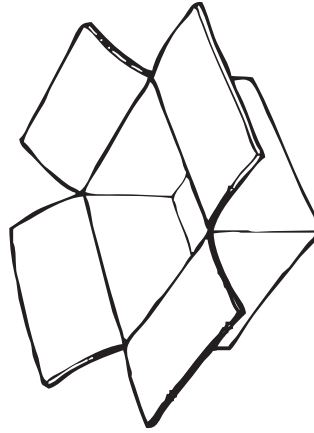
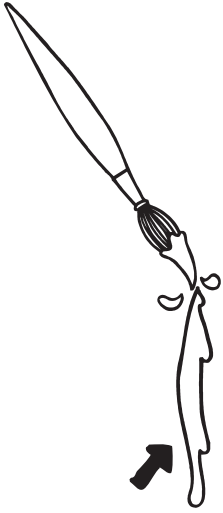
phoneme picture cards: tie-2, eight-2, key-2, lock-3, cry-3, five-3



# Phonological Awareness

PA. 044

The Sound Game



7

phoneme picture cards: paint-4, box-4, giraffe-4, apron-5, peanut-5, seven-5





## Phoneme Segmenting

PA. 045

### Sound Spin



#### Objective

The student will segment phonemes in words.



#### Materials

- ▶ Two-to-five phoneme picture cards
- ▶ Sound spinner  
*Copy on card stock.*
- ▶ Brad  
*Attach arrow to the spinner with the brad.*
- ▶ Student sheet
- ▶ Crayons or markers



#### Activity

Students count phonemes in words while playing a spinner game.

1. Place phoneme picture cards face up in rows. Place spinner and crayons at the center. Provide each student with a student sheet.
2. Taking turns, students spin the arrow to identify a number.
3. Locate one picture card with the corresponding number of phonemes. Point to and name the picture. Orally segment it into phonemes (e.g., “*icicle*, /ī/ /s/ /i/ /k/ /l/”).
4. Illustrate the picture under the corresponding number on the student sheet.
5. Continue until student sheets are complete.
6. Teacher evaluation

"*icicle*.../ī/.../s/.../i/.../k/.../l/."



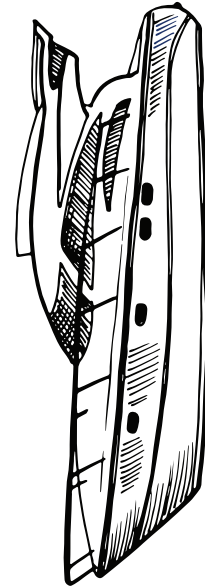
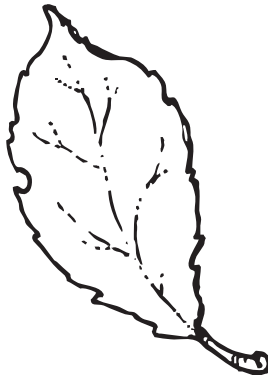
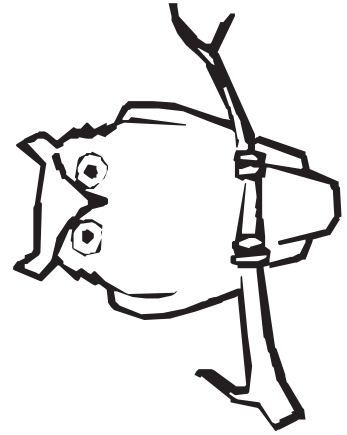
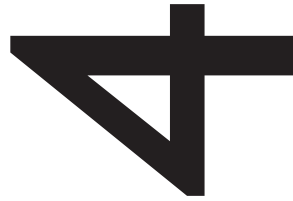
#### Extensions and Adaptations

- ▶ Play using other phoneme picture cards.
- ▶ Draw other phoneme pictures corresponding with the numbers in each section of the student sheet.

# Phonological Awareness

PA. 045

Sound Spin



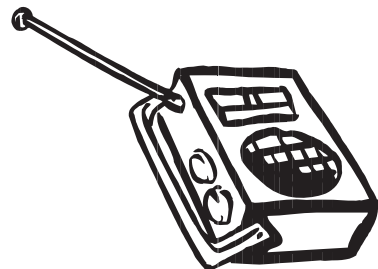
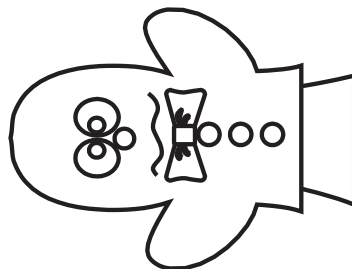
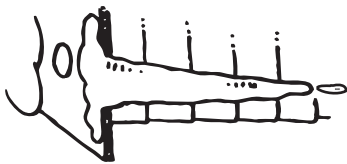
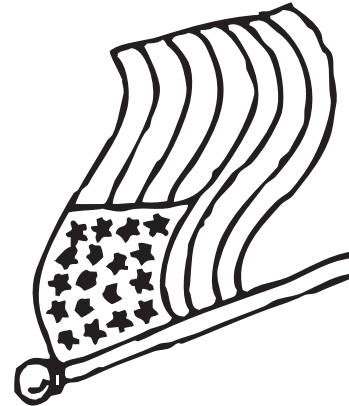
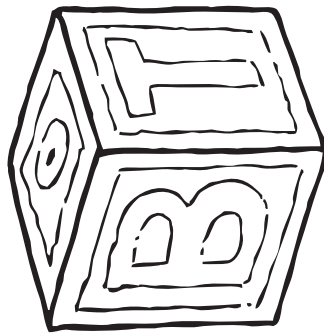
phoneme picture cards: tie-2, four-2, owl-2, ball-3, leaf-3, boat-3



# Phonological Awareness

Sound Spin

PA. 045



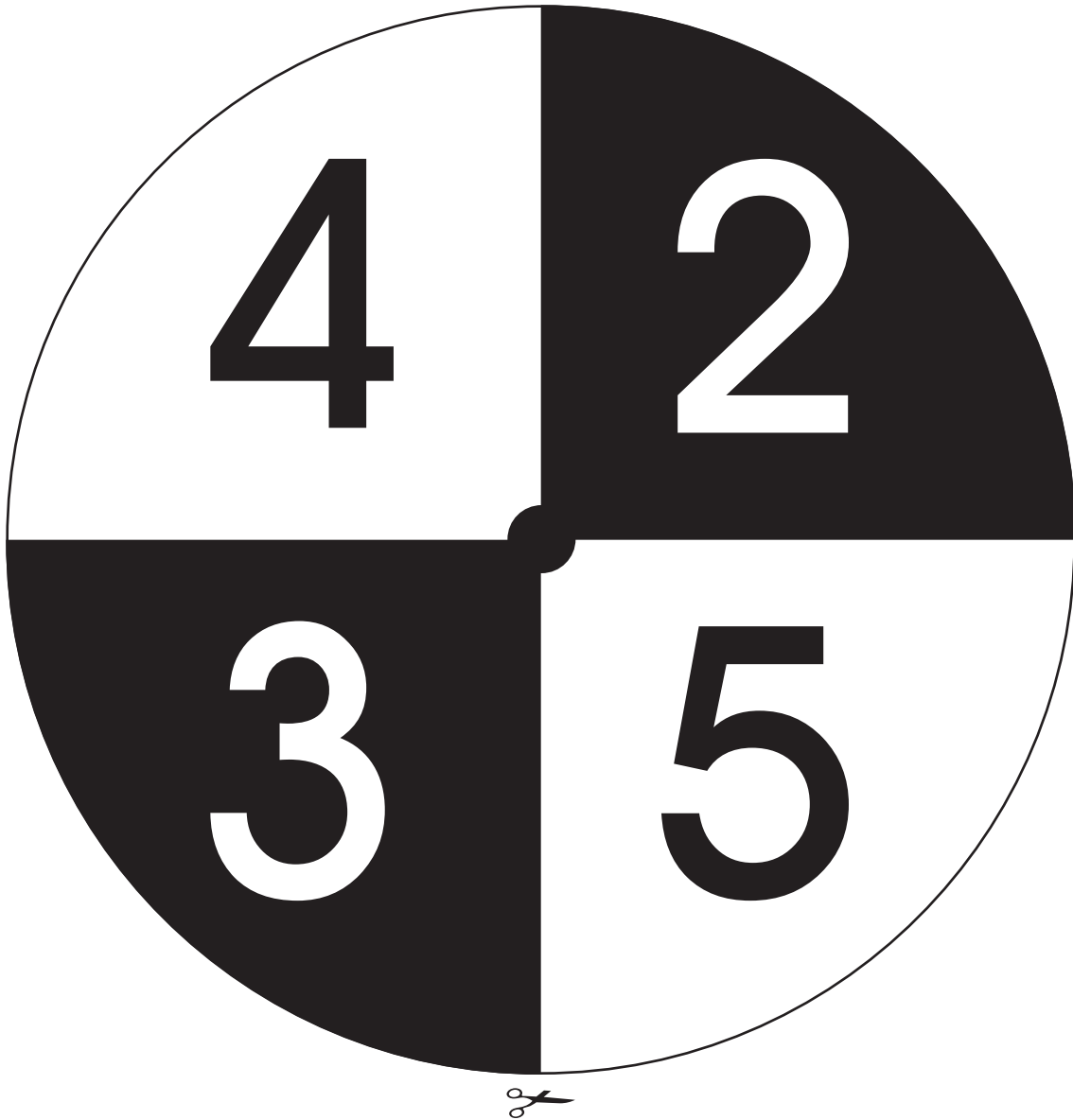
phoneme picture cards: six-4, block-4, flag-4, icicle-5, puppet-5, radio-5



# Phonological Awareness

PA. 045

Sound Spin



spinner

# Phonological Awareness

Sound Spin

PA. 045

2

3

4

5



# Phonological Awareness

PA. 046

Phoneme Segmenting

Phoneme Feud

## Objective

The student will segment phonemes in words.

## Materials

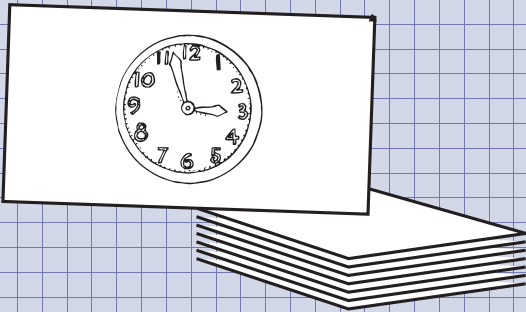
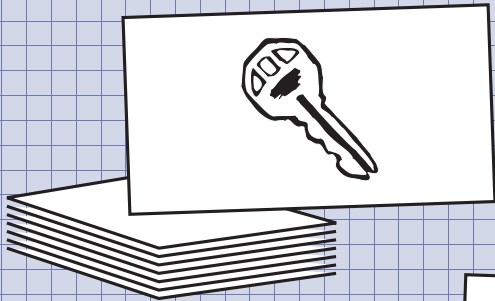
▶ Two-to-five phoneme picture cards

## Activity

**Students count the phonemes in words while playing a word game.**

1. Mix and place phoneme picture cards face down in two stacks on a flat surface.
2. Taking turns, students turn over a card from the stack, name the picture, segment the sounds, and count the phonemes (e.g., “key, /k/ /ē/, two phonemes”).
3. The student with the picture card containing the highest number of phonemes takes the cards.
4. If the students have the same number then they have a “phoneme feud.” Each student selects one more card, and places it face up. Names the picture, segments the sound, and counts the phonemes. Student who has the card with the highest number of phonemes takes all the cards.
5. Continue until all cards are used.
6. Peer evaluation

"/k/.../ē/. That's two."



"/k/.../l/.../ō/.../k/ That's four!"

## Extensions and Adaptations

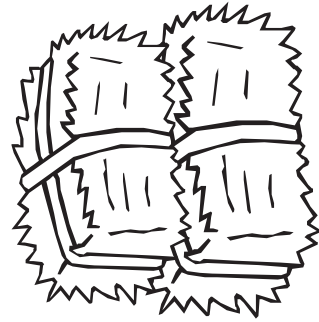
- ▶ Sort picture cards by number of phonemes.
- ▶ Play using other picture cards.



# Phonological Awareness

Phoneme Feud

PA. 046



2



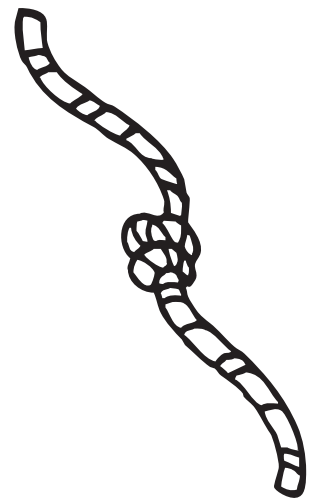
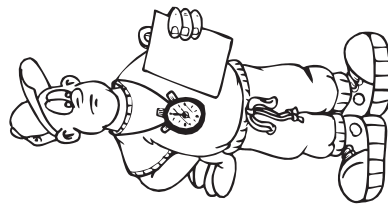
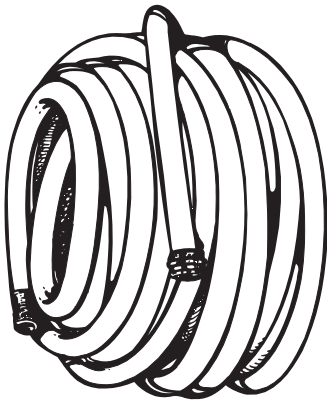
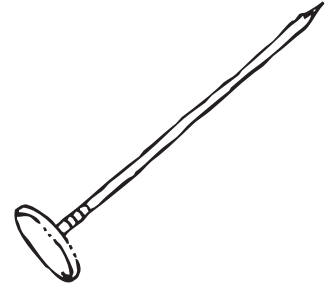
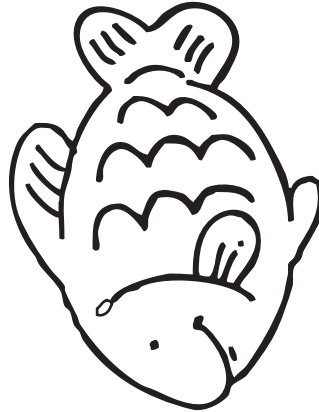
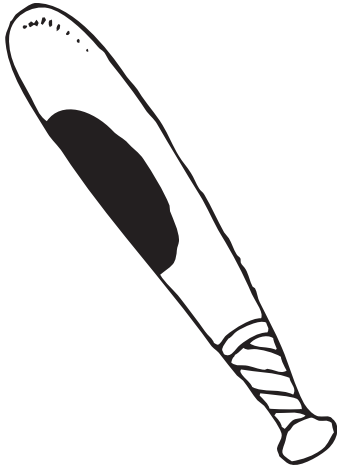
phoneme picture cards: key-2, arm-2, hay-2, two-2, saw-2, pie-2



# Phonological Awareness

PA. 046

Phoneme Feud



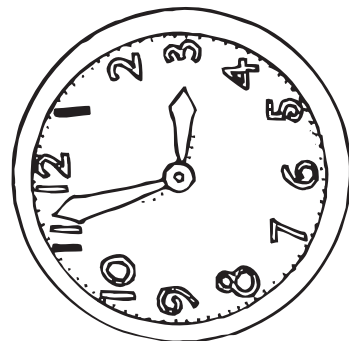
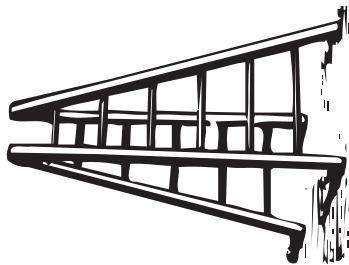
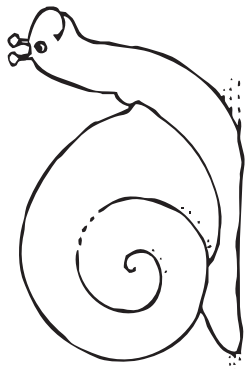
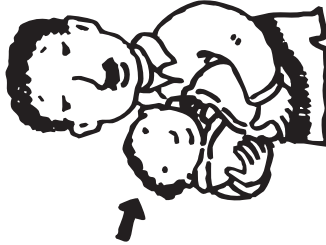
phoneme picture cards: bat-3, fish-3, nail-3, hose-3, coach-3, rope-3



# Phonological Awareness

Phoneme Feud

PA. 046



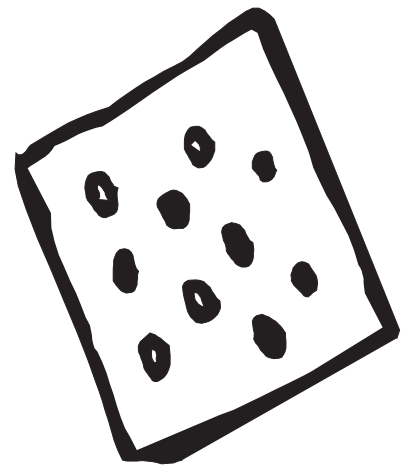
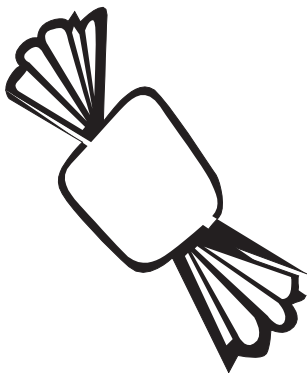
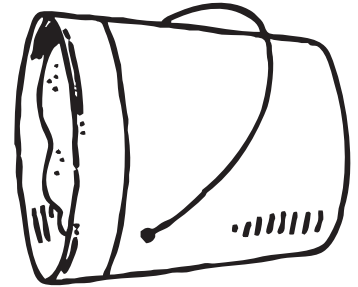
phoneme picture cards: penny-4, baby-4, spoon-4, snail-4, ladder-4, clock-4



# Phonological Awareness

PA. 046

Phoneme Feud



phoneme picture cards: gorilla-5, racoon-5, bucket-5, candy-5, plant-5, cracker-5 ✂

# Phonological Awareness



## Phoneme Segmenting and Blending

PA. 047

### Treasure Chest

#### Objective

The student will segment and blend phonemes in words.

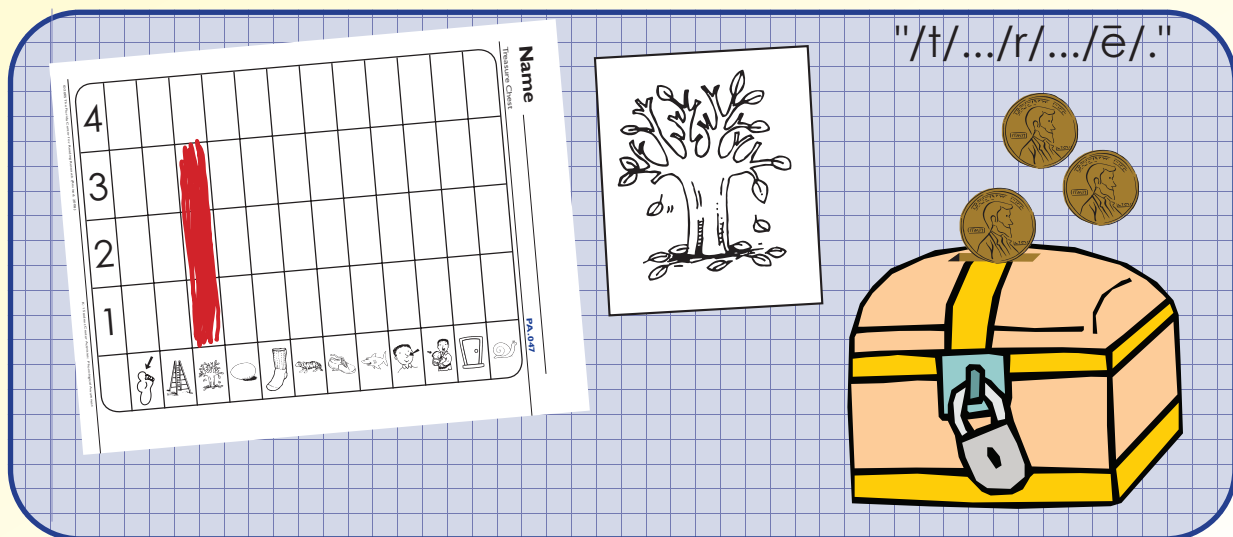
#### Materials

- ▶ Two-to-four phoneme picture cards
- ▶ Student sheet
- ▶ Box  
*Decorate as a treasure chest.*
- ▶ Pennies
- ▶ Crayons or markers

#### Activity

Students segment words into phonemes to use as clues and blend together to play a treasure chest game.

1. Place phoneme picture cards face down in a stack. Place treasure chest, pennies, and crayons on a flat surface. Provide each student with a student sheet.
2. Taking turns, student one selects a picture card and silently names the picture (e.g., “tree”). Orally segments the word into phonemes (e.g., “/t/ /r/ /ē/”) and turns the card face down.
3. Student two blends the phonemes together and says the word (i.e., “tree”).
4. If correct, puts one penny for each phoneme in the treasure chest. If not correct, places card at the bottom of the stack.
5. Both students find the corresponding picture on their student sheet and record the number of phonemes.
6. Continue until all picture cards are used.
7. Teacher evaluation



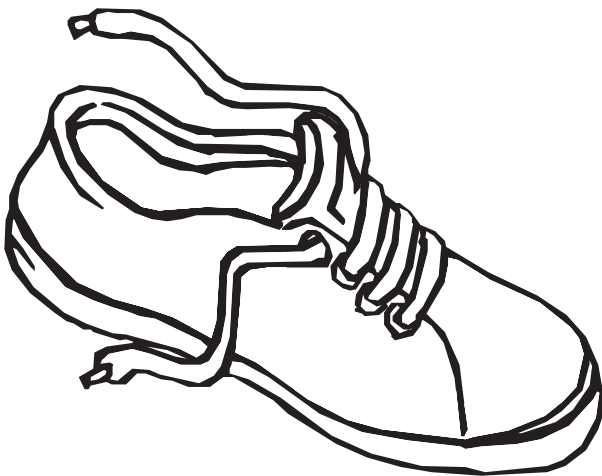
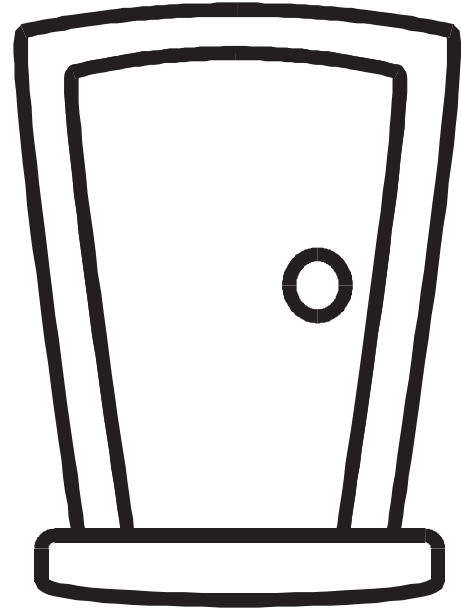
#### Extensions and Adaptations

- ▶ Use other picture cards.
- ▶ Write the initial letter under the corresponding picture on the student sheet.

# Phonological Awareness

PA. 047

Feed the Animals



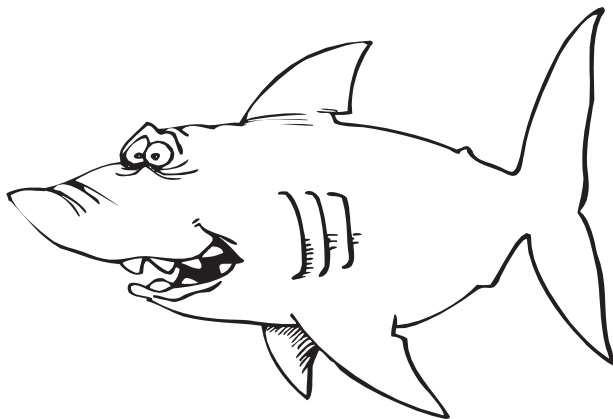
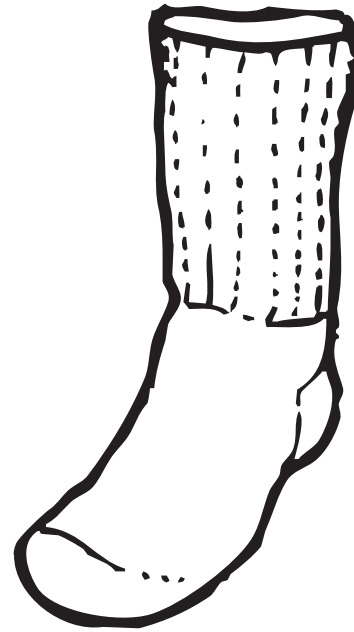
phoneme picture cards: toe-2, door-2, shoe-2, egg-2



# Phonological Awareness

Feed the Animals

PA. 047



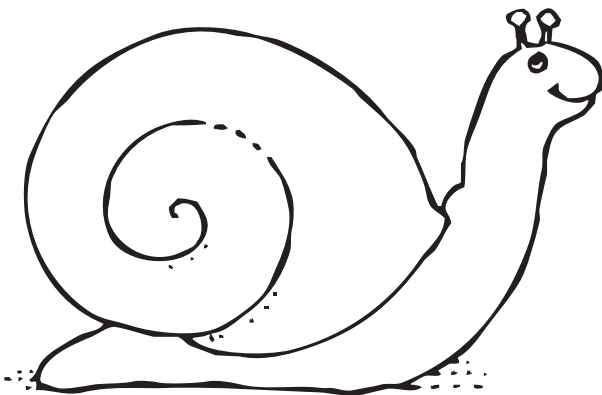
phoneme picture cards: nose-3, sock-3, shark-3, tree-3



# Phonological Awareness

PA. 047

Feed the Animals



phoneme picture cards: baby-4, tiger-4, snail-4, ladder-4


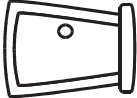





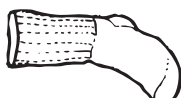








# Phonological Awareness

Feed the Animals

PA. 047

				
				
				
				
				
				
				
				
				
				
				
				
4	3	2	1	



# Phonological Awareness

PA. 048

Phoneme Segmenting and Blending

Picture Slide

## Objective

The student will segment and blend phonemes in words.

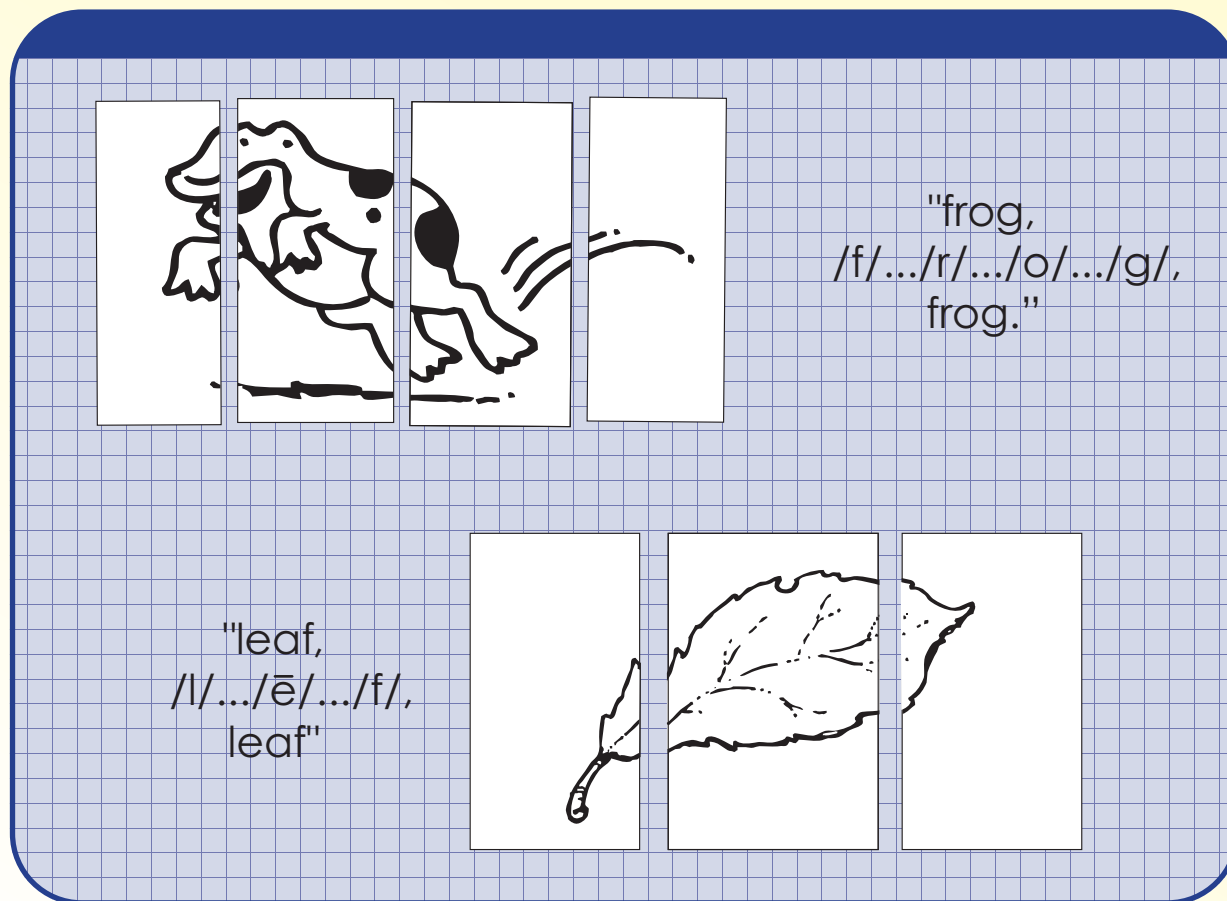
## Materials

- ▶ Two-to-five phoneme picture cards  
*Copy on card stock, laminate, and cut on dotted lines.*

## Activity

**Students blend phonemes to make words while sliding pieces together to make pictures.**

1. Place picture card parts in individual stacks on a flat surface.
2. The student chooses a stack of picture parts and puts in order leaving spaces between the parts.
3. Names the picture and segments the word into phonemes while slowly sliding the parts together (e.g., “frog, /f/ /r/ /o/ /g/”). Repeats the word (i.e., “frog”).
4. Continues until all pictures are assembled.
5. Self-check



"frog,  
/f/.../r/.../o/.../g/  
frog."

"leaf,  
/l/.../ē/.../f/  
leaf"

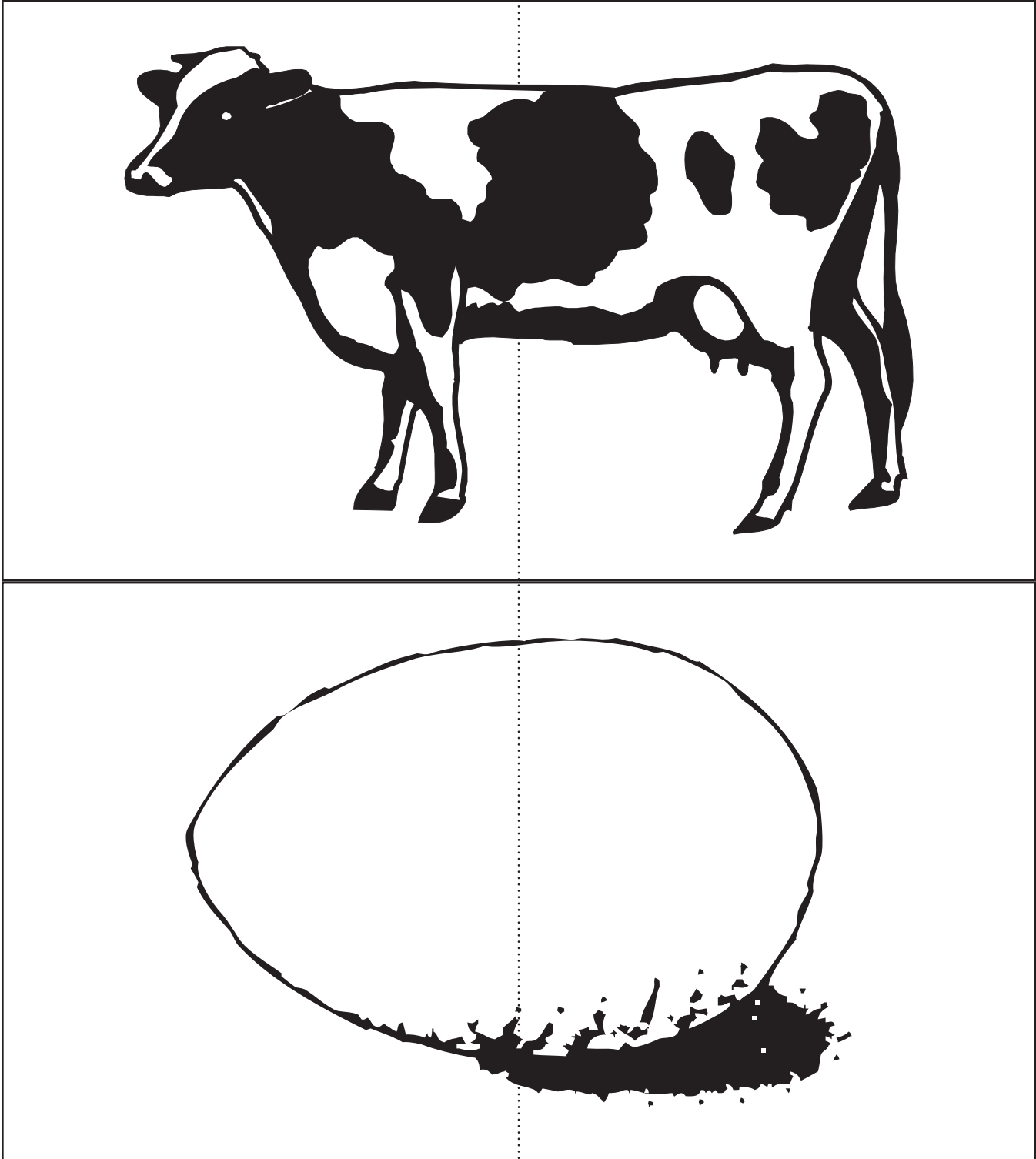
## Extensions and Adaptations

- ▶ Use photographs of students.
- ▶ Use other picture cards.

# Phonological Awareness

Picture Slide

PA. 048

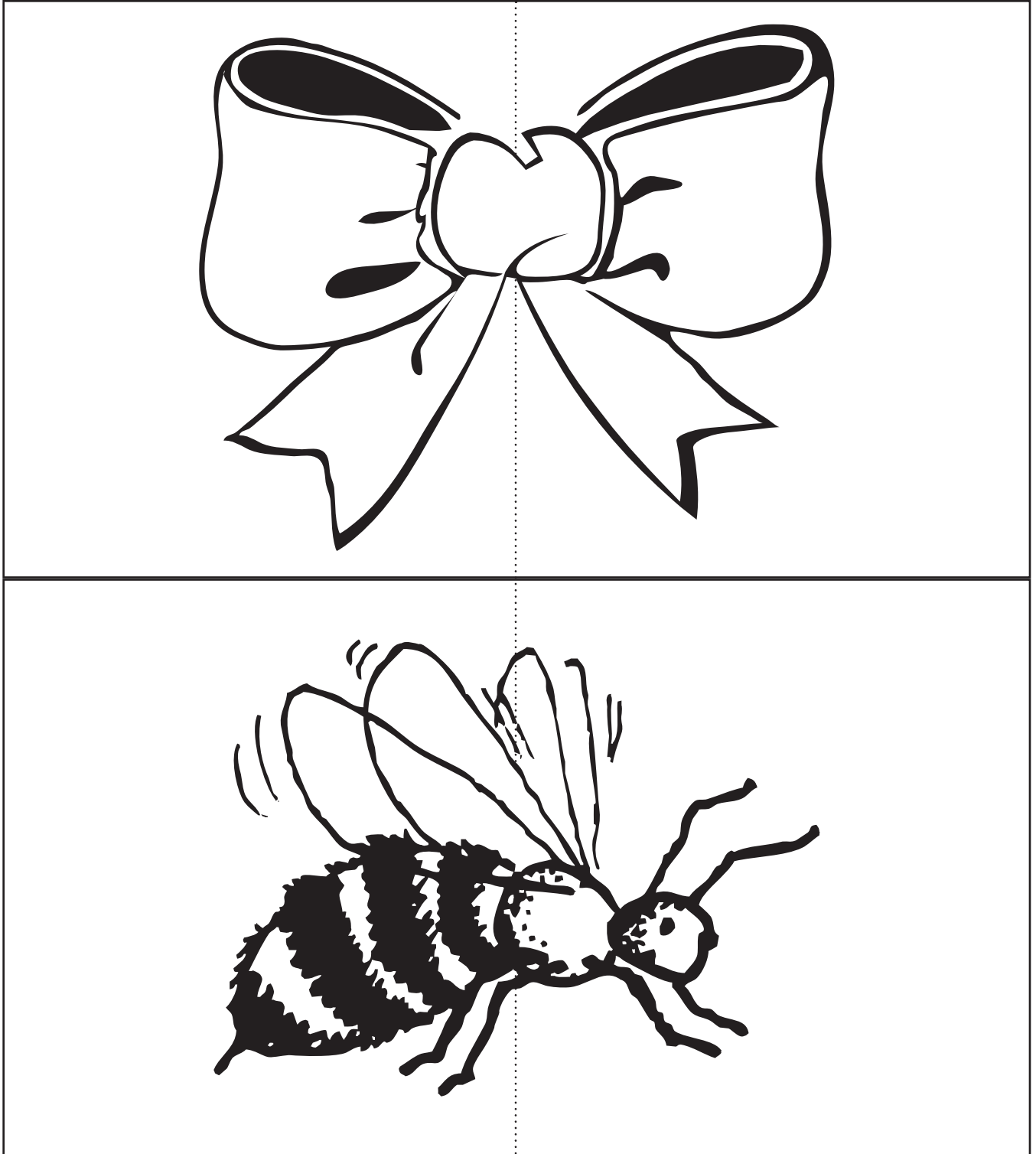


phoneme picture cards: cow-2, egg-2

# Phonological Awareness

PA. 048

Picture Slide

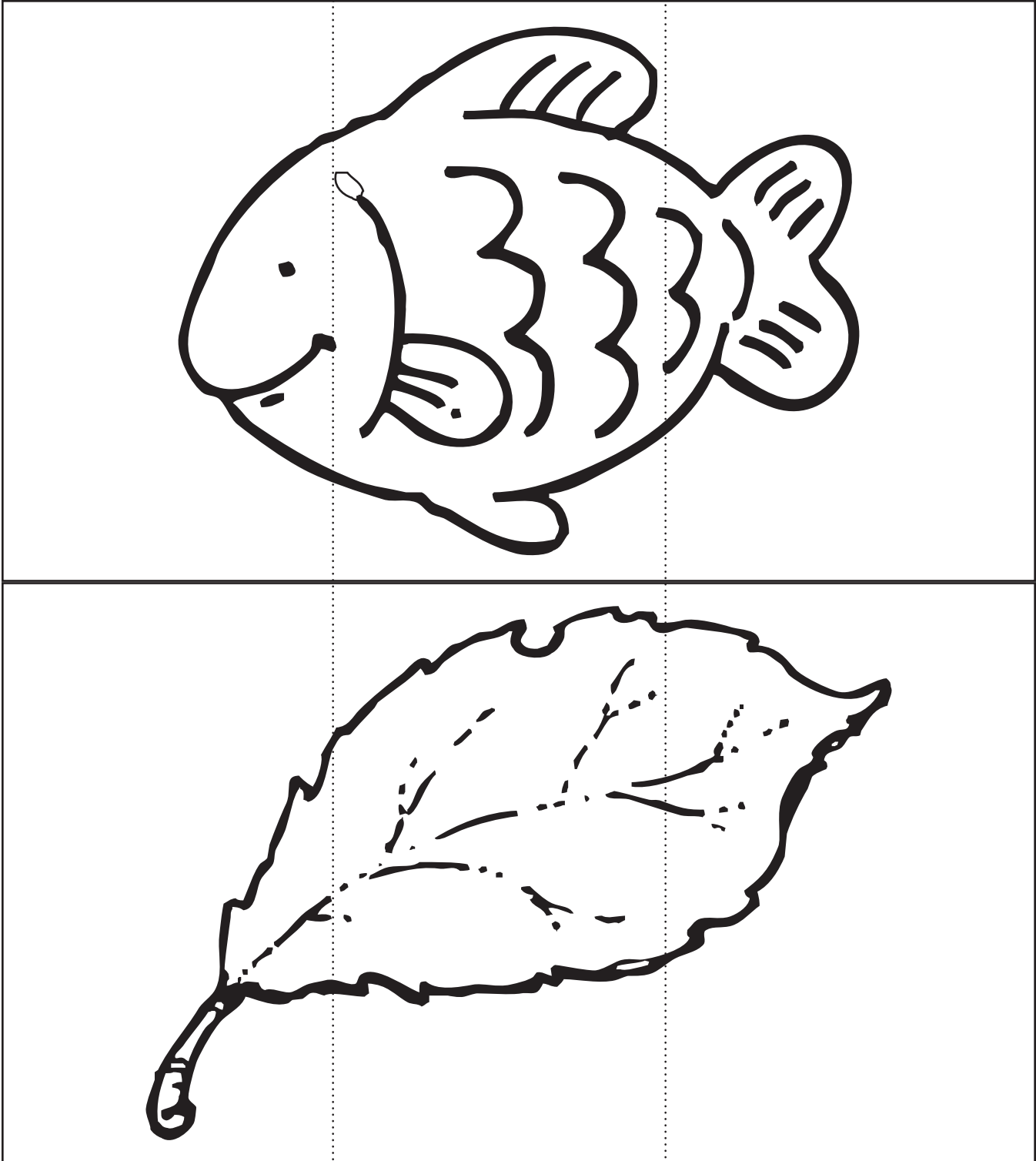


phoneme picture cards: bow-2, bee-2

# Phonological Awareness

Picture Slide

PA. 048

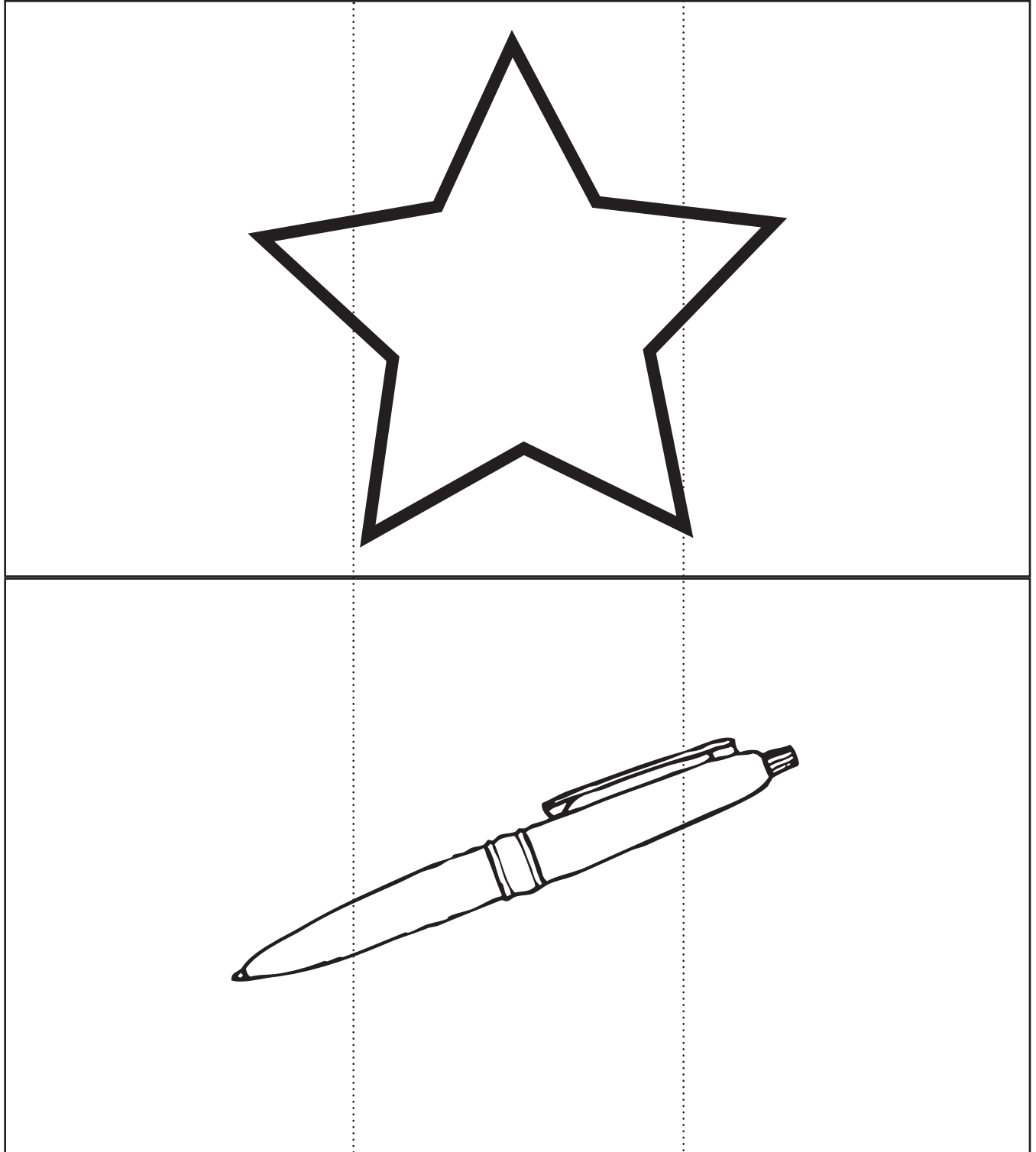


phoneme picture cards: fish-3, leaf-3

# Phonological Awareness

PA. 048

Picture Slide

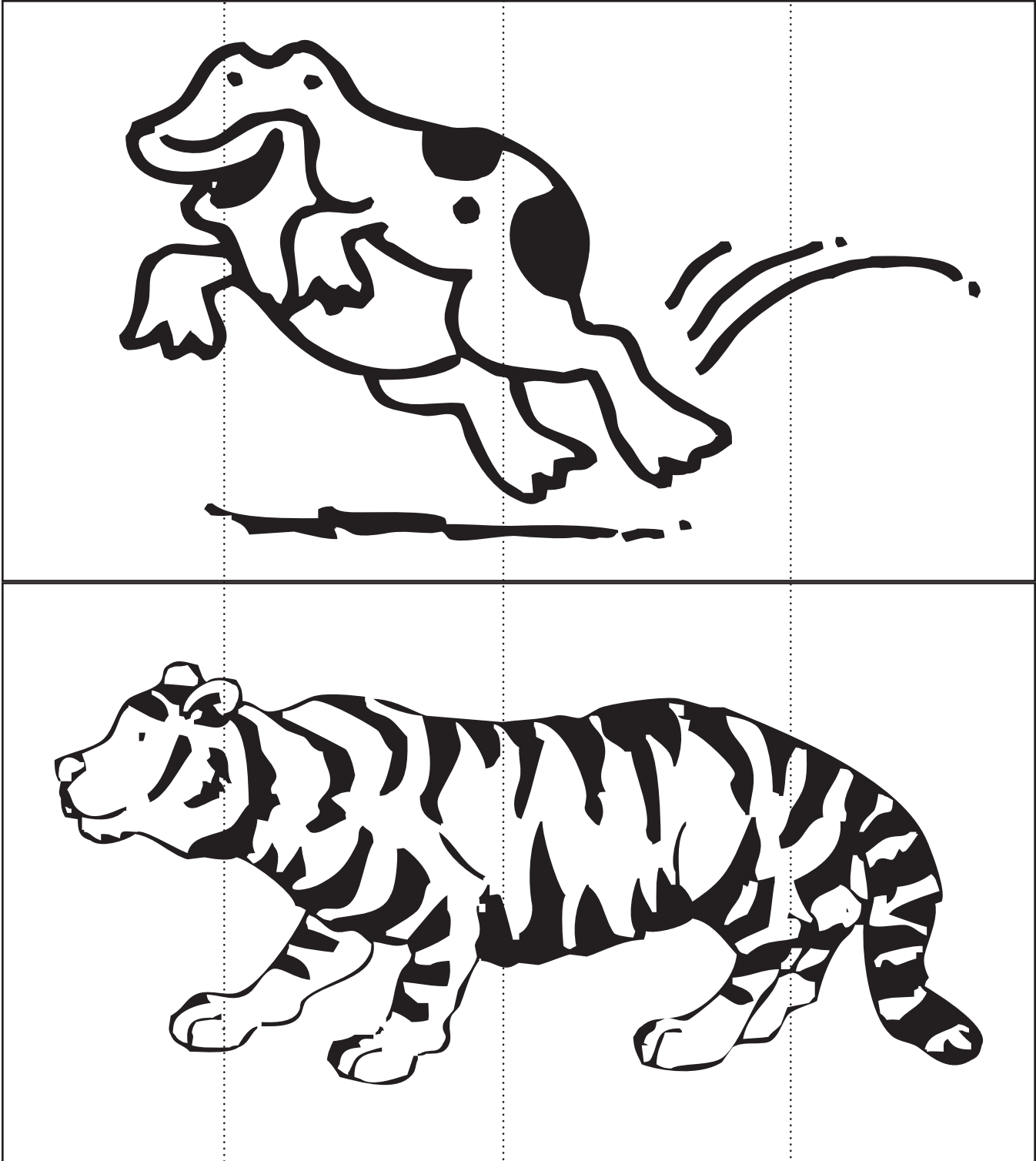


phoneme picture cards: star-3, pen-3

# Phonological Awareness

Picture Slide

PA. 048

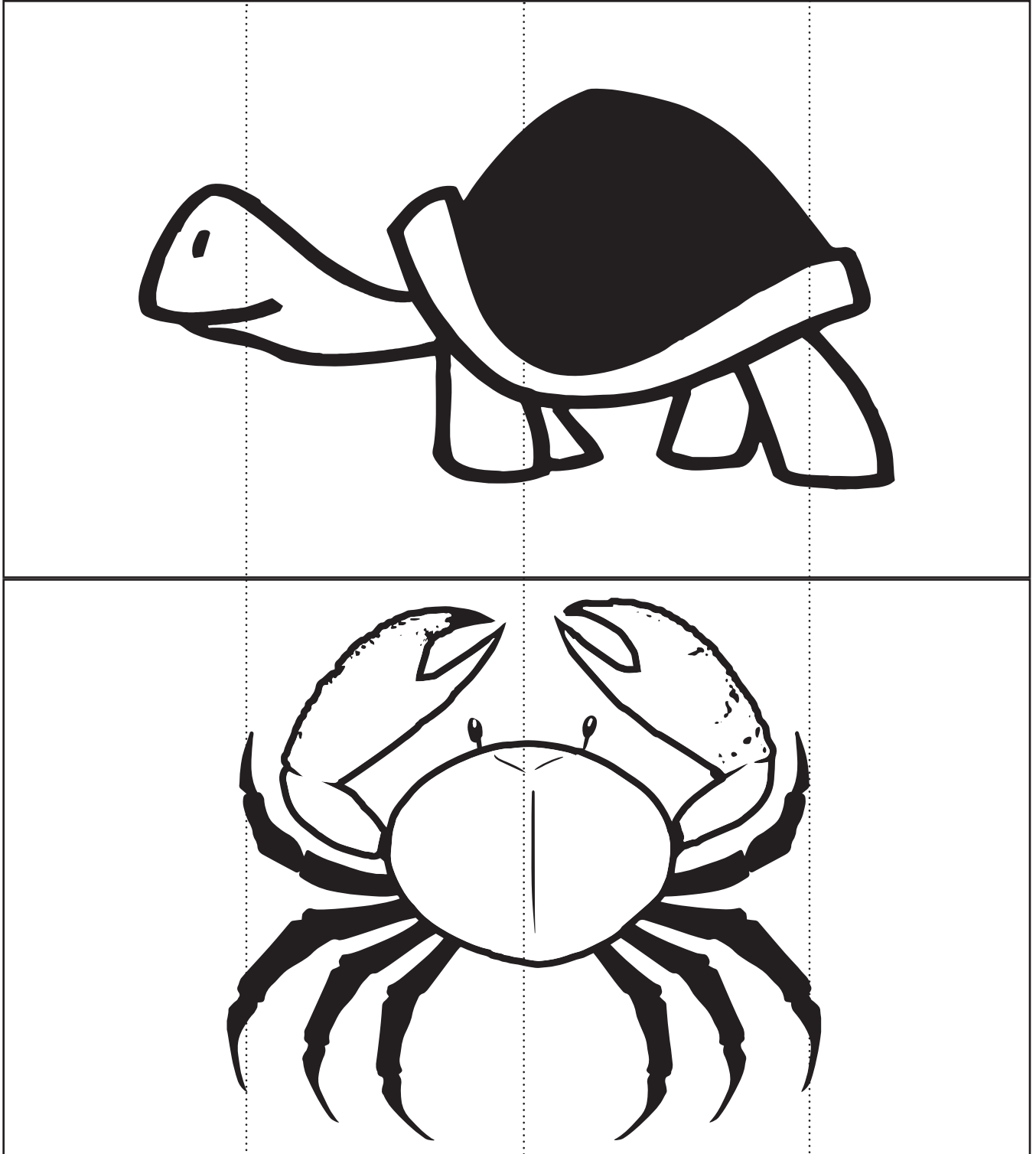


phoneme picture cards: frog-4, tiger-4

# Phonological Awareness

PA. 048

Picture Slide



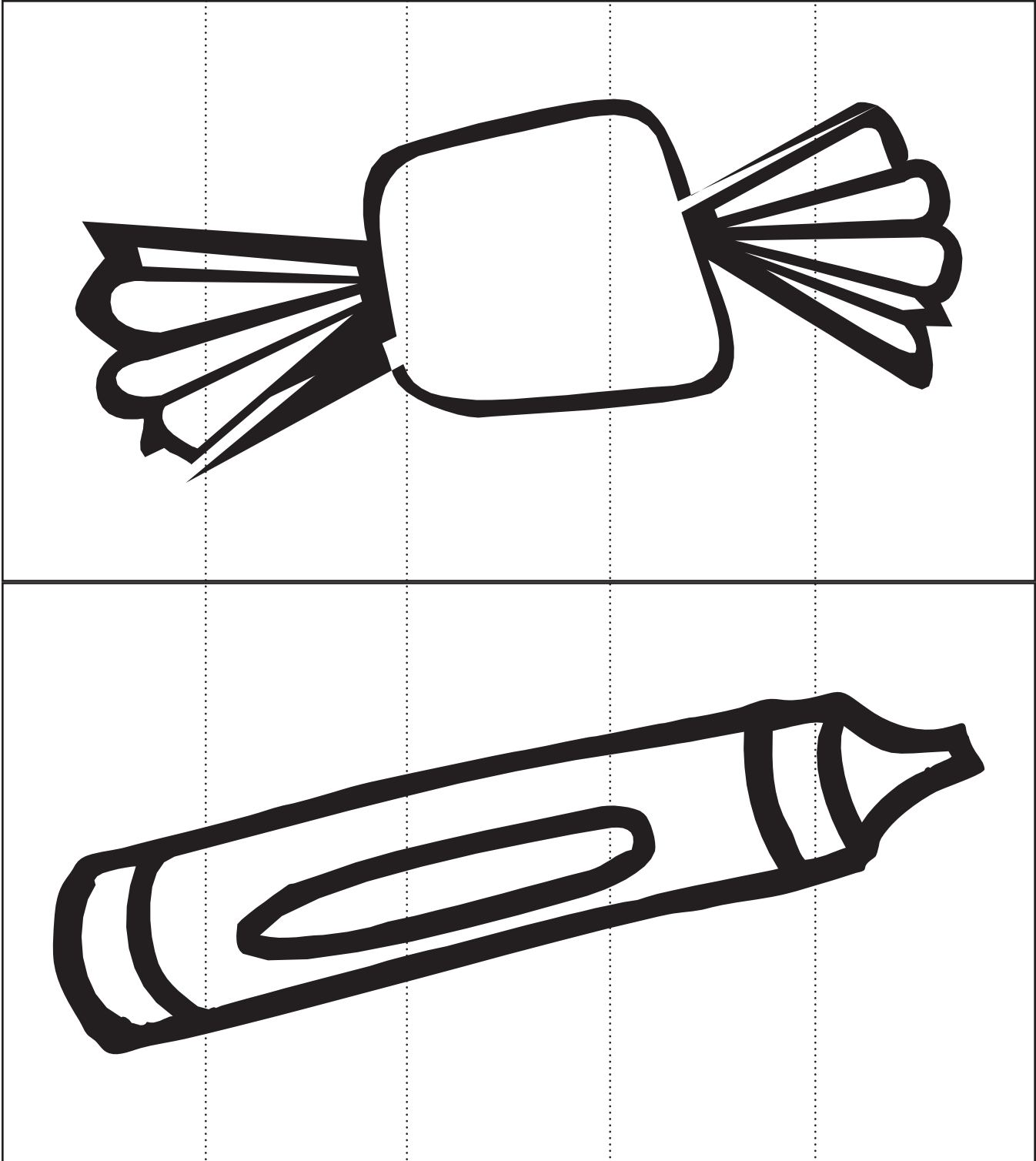
phoneme picture cards: turtle-4, crab-4



# Phonological Awareness

Picture Slide

PA. 048

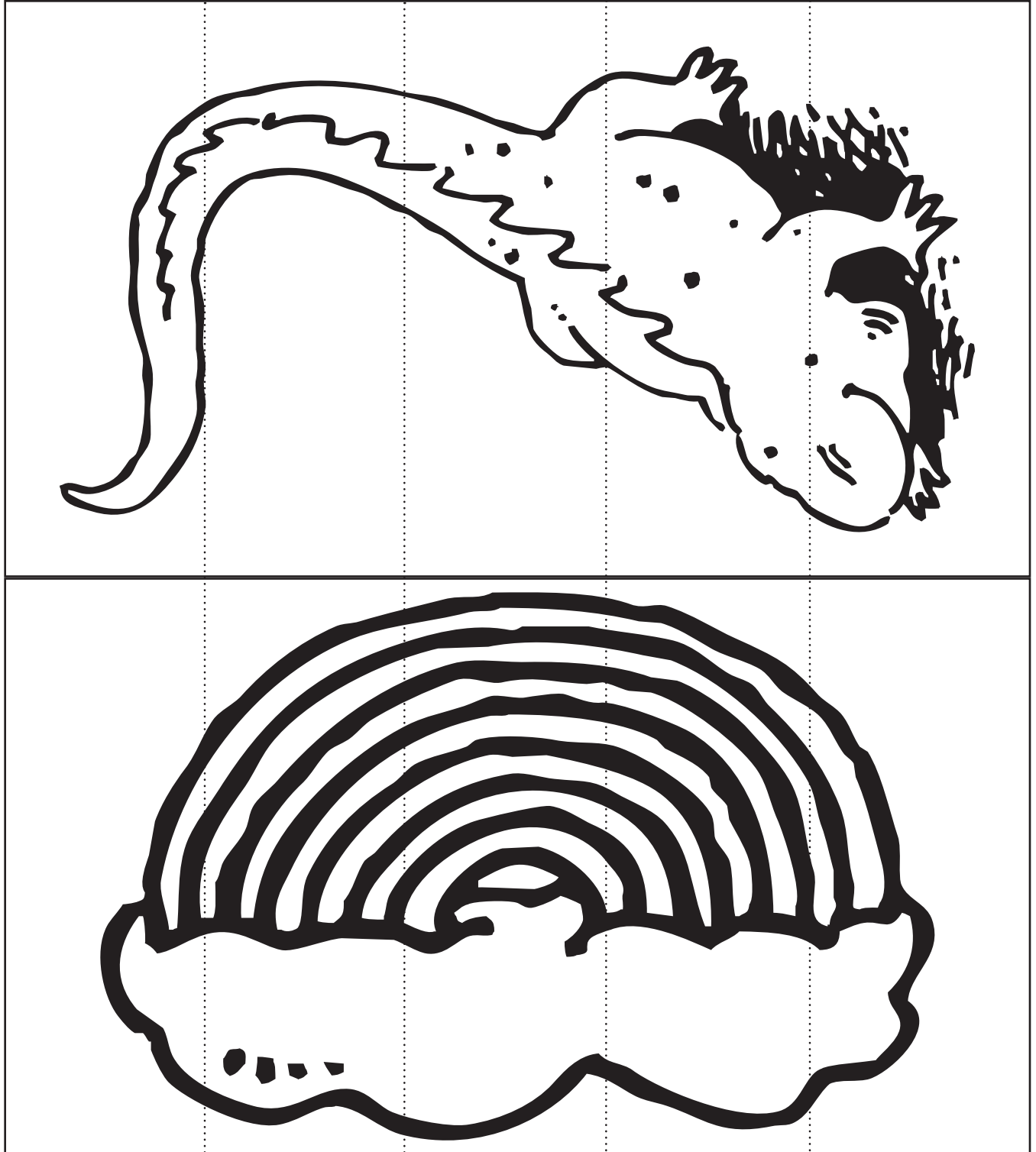


phoneme picture cards: candy-5, crayon-5

# Phonological Awareness

PA. 048

Picture Slide



phoneme picture cards: lizard-5, rainbow-5



### Drop and Say



#### Objective

The student will segment syllables in words.



#### Materials

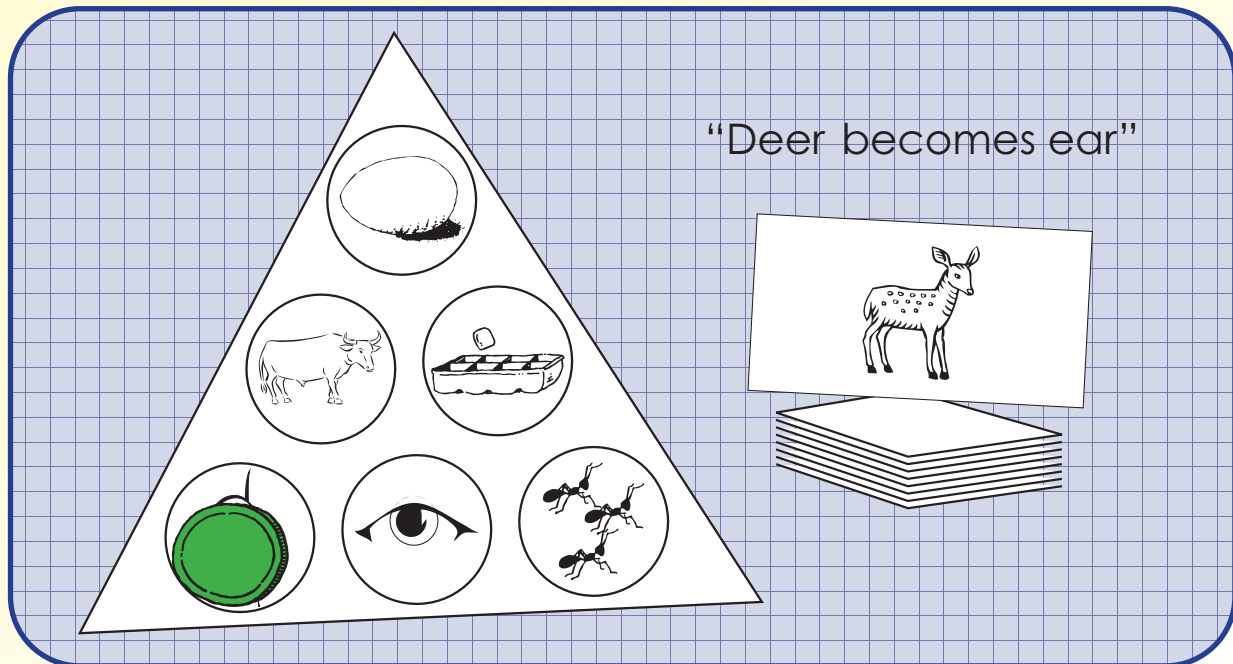
- ▶ Drop and Say triangles
- ▶ Drop and Say picture cards
- ▶ Answer key
- An answer key is provided.*
- ▶ Game pieces (e.g., counters)



#### Activity

Students delete initial phonemes and match the new word to a picture.

1. Place Drop and Say picture cards face down in a stack at the center. Provide each student with game pieces and a different Drop and Say triangle.
2. Taking turns, students select the top picture card from the stack and name the picture (e.g., “deer”).
3. Delete initial phoneme and say resulting word (i.e., “deer becomes ear”). Look for picture of new word on triangle (i.e., “ear”).
4. If found, place game piece on that picture. If not found, place picture card at the bottom of the stack.
5. Continue until all pictures on triangle are covered.
6. Peer evaluation



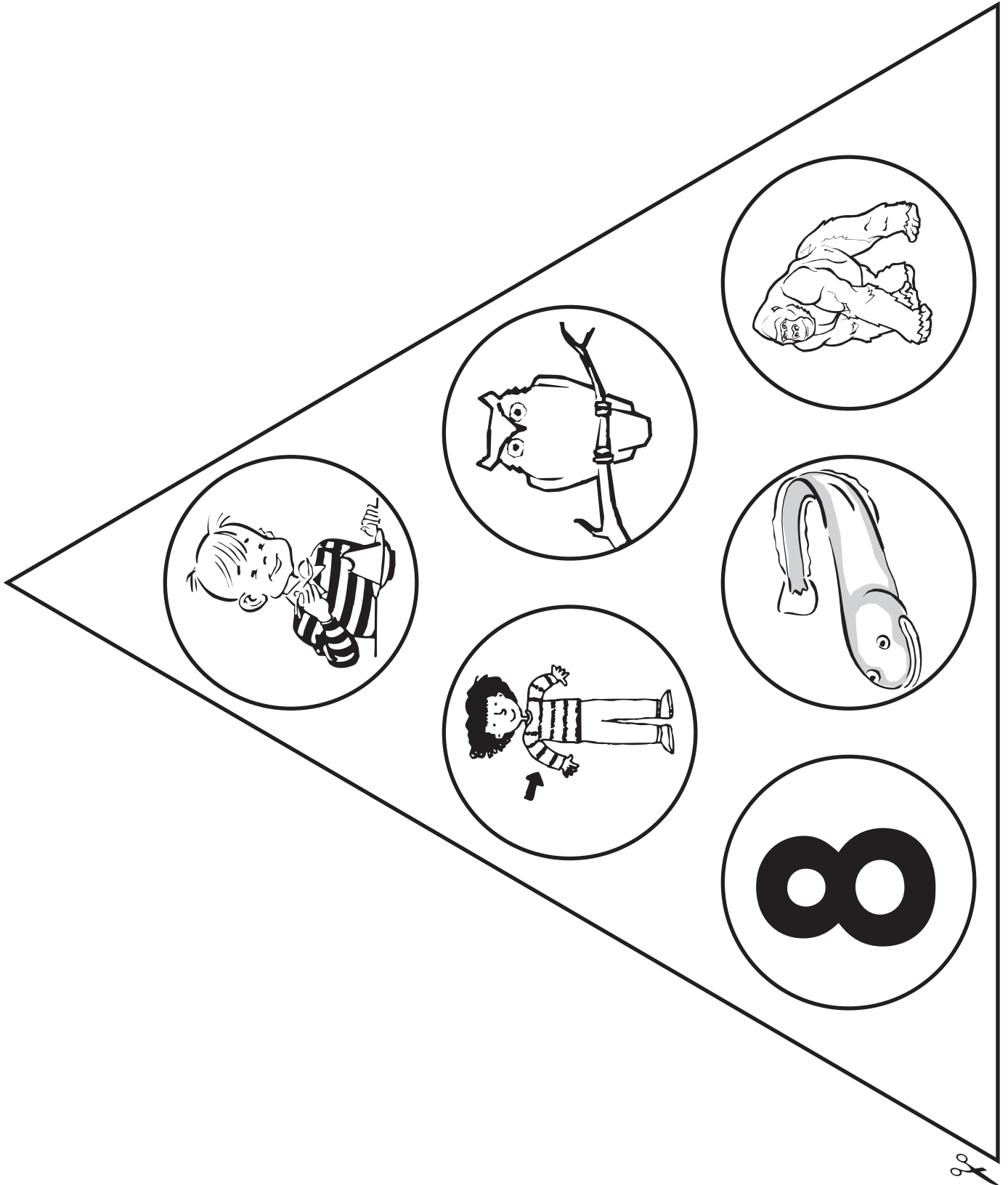
#### Extensions and Adaptations

- ▶ Play by deleting final phonemes.

# Phonological Awareness

PA. 049

Drop and Say

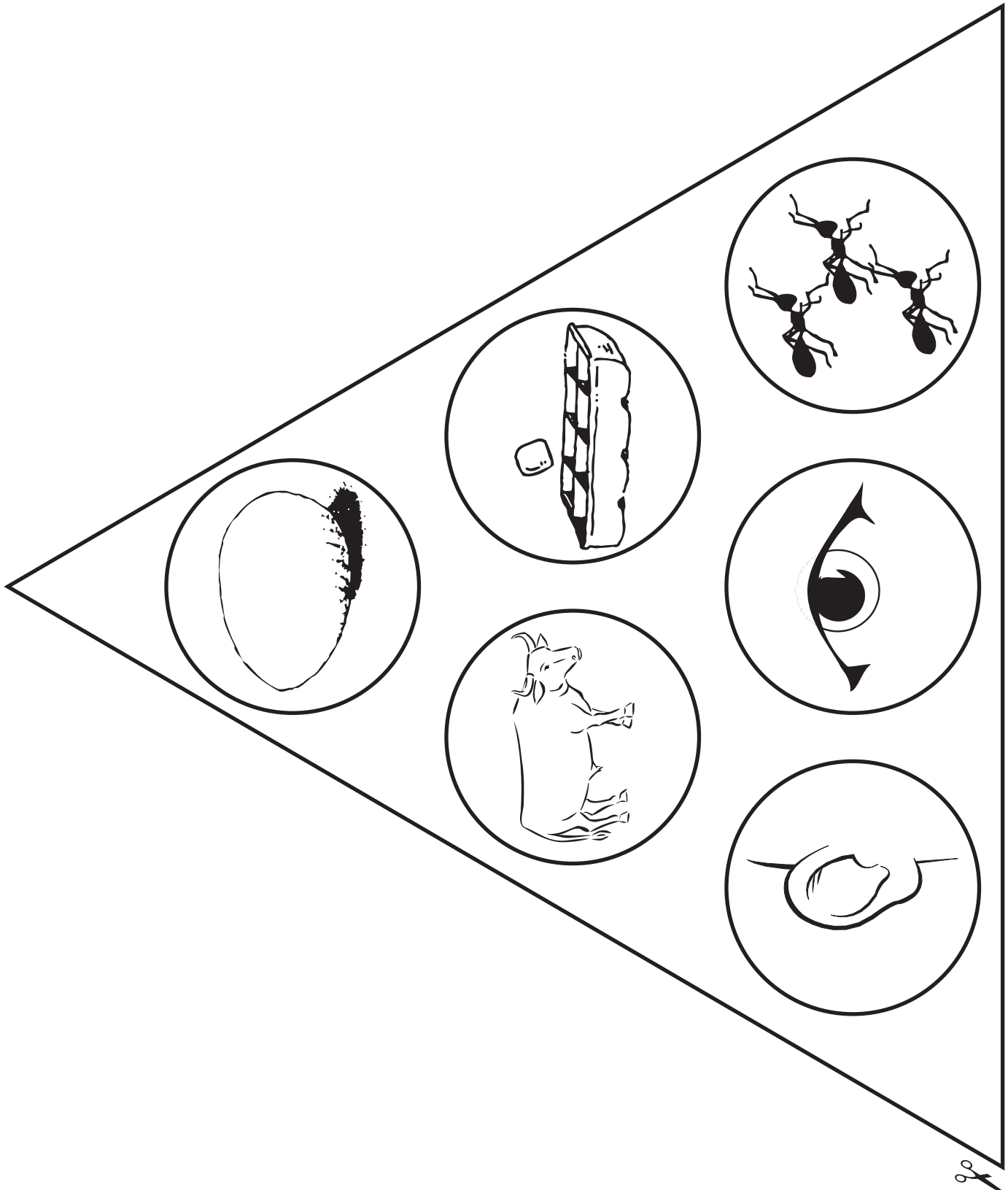


drop and say triangle: eat, arm, owl, eight, eel, ape

# Phonological Awareness

Drop and Say

PA. 049

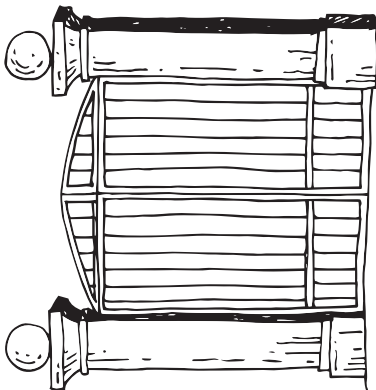
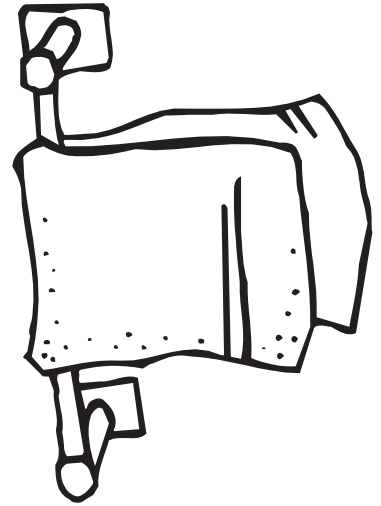
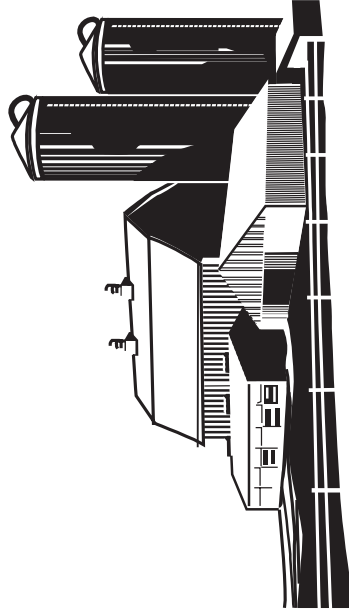
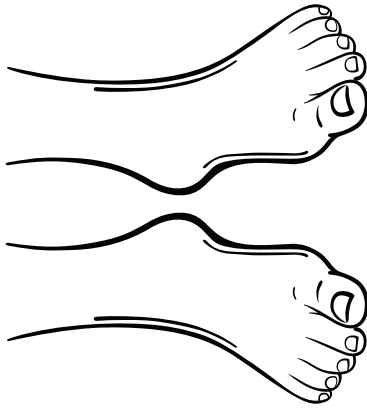


drop and say triangle: egg, ox, ice, ear, eye, ants

# Phonological Awareness

PA. 049

Drop and Say



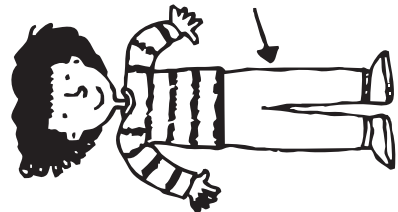
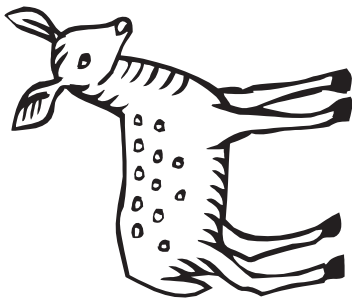
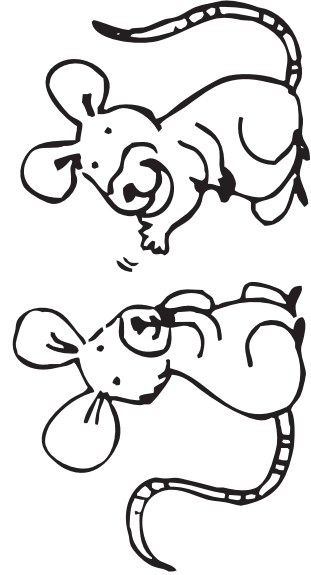
drop and say picture cards: feet, farm, towel, gate, seal, tape



# Phonological Awareness

Drop and Say

PA. 049



drop and say picture cards: leg, fox, mice, deer, tie, pants

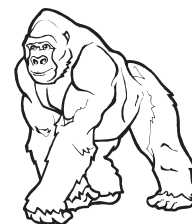
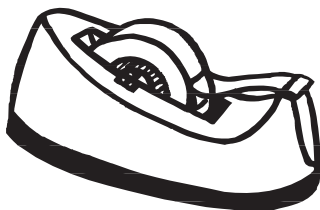
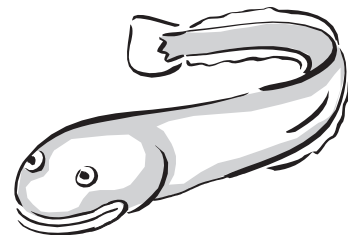
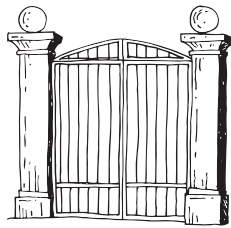
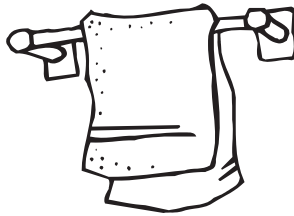
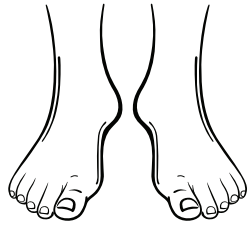


# Phonological Awareness

PA. 049

Drop and Say

## Answer Key



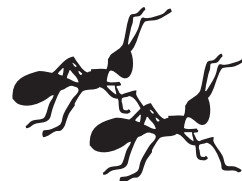
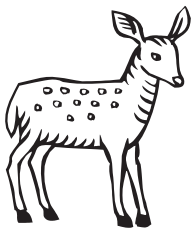
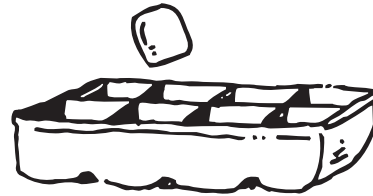
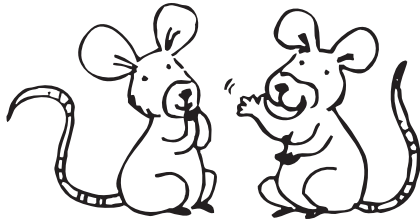
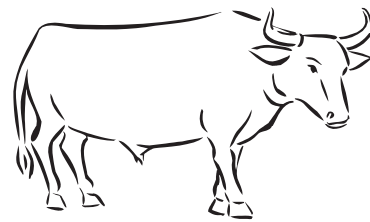
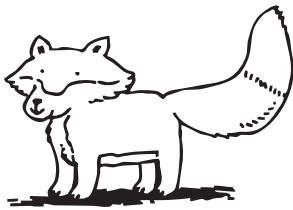


# Phonological Awareness

Drop and Say

PA. 049

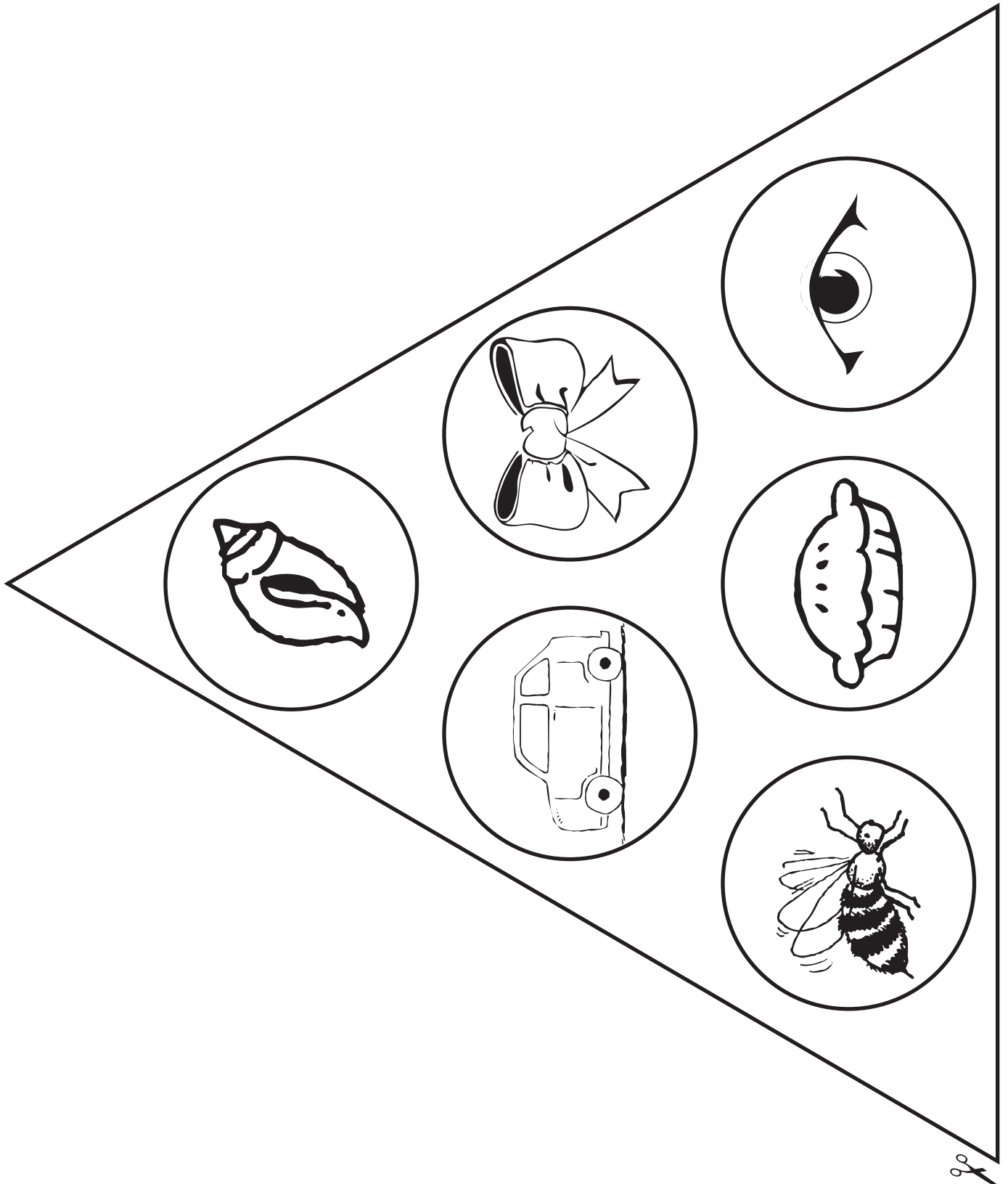
## Answer Key



# Phonological Awareness

PA. 049

Drop and Say

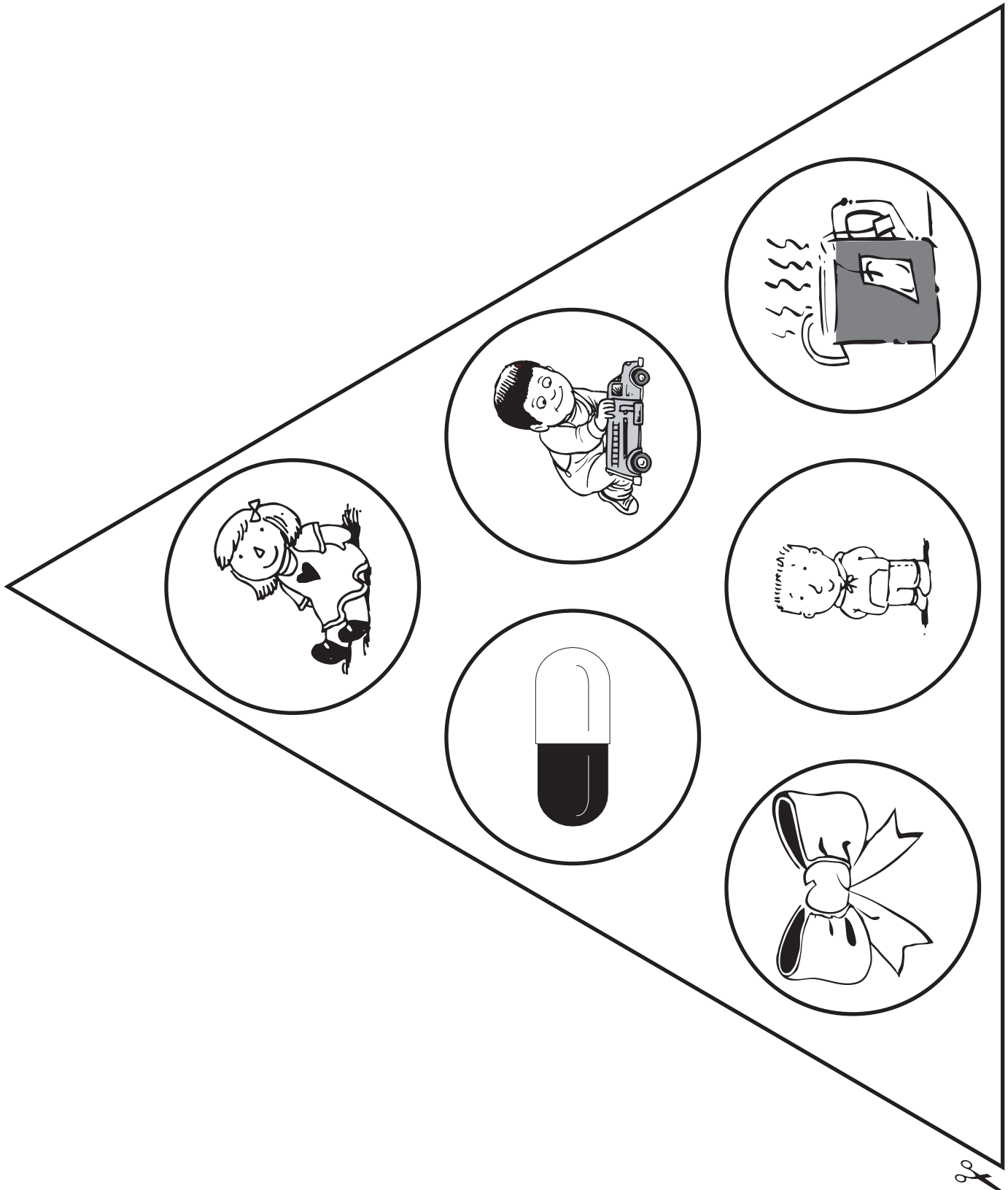


drop and say triangle: shell, car, bow, bee, pie, eye

# Phonological Awareness

Drop and Say

PA. 049

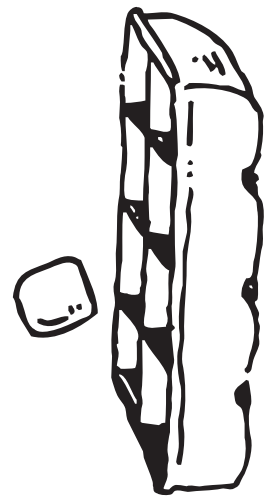
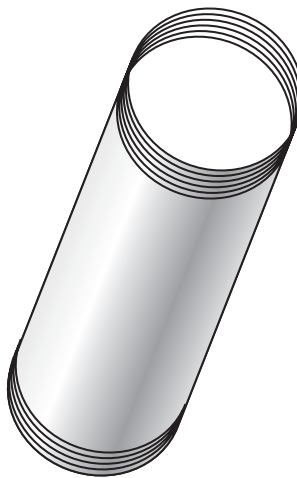
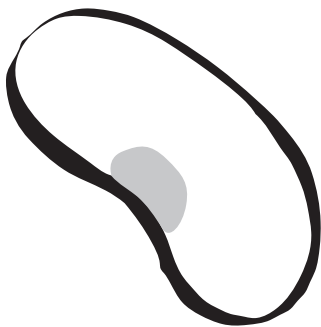
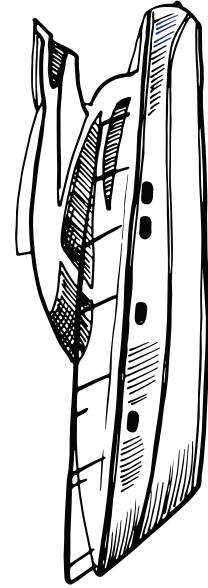
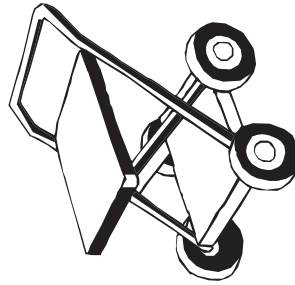
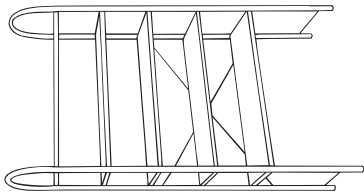


drop and say triangle: doll, pill, play, bow, boy, tea

# Phonological Awareness

PA. 049

Drop and Say



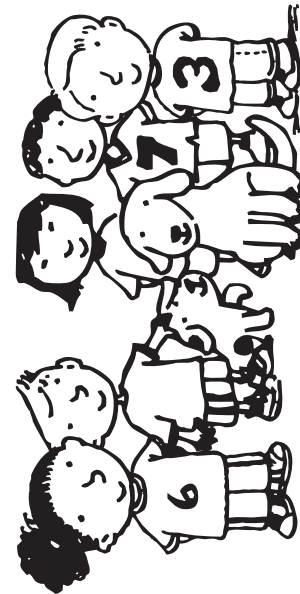
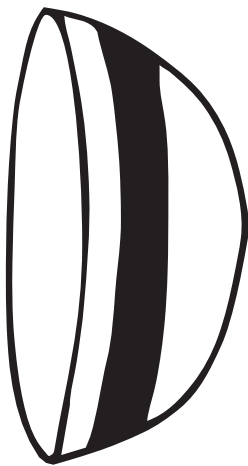
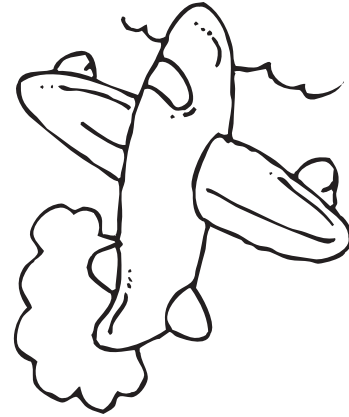
drop and say picture cards: shelf, cart, boat, bean, pipe, ice



# Phonological Awareness

Drop and Say

PA. 049



drop and say picture cards: dollar, pillow, plane, bowl, boil, team

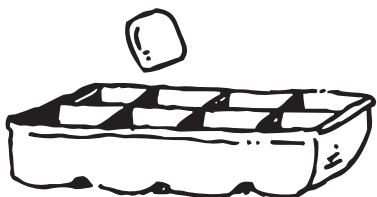
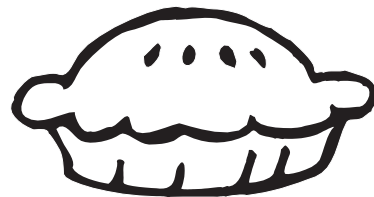
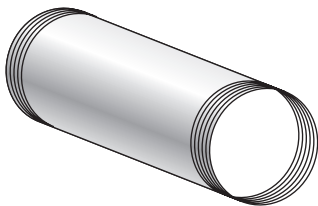
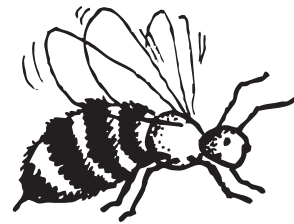
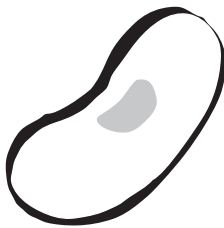
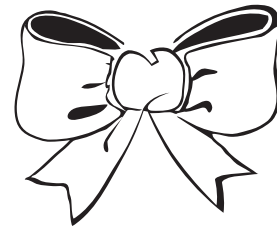
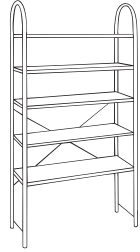


# Phonological Awareness

PA. 049

Drop and Say

## Answer Key

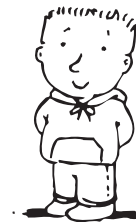
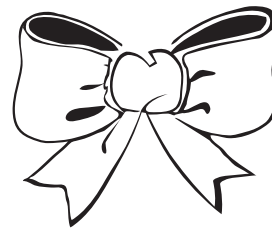
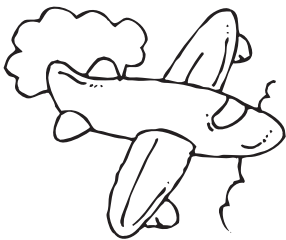
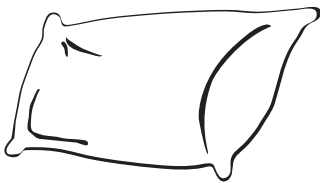


# Phonological Awareness

Drop and Say

PA. 049

## Answer Key





# Phonological Awareness

PA. 050

Phoneme Manipulating

Name Changes



## Objective

The student will manipulate phonemes in words.



## Materials

▶ Media player

▶ Script

*Record each script.*

*Note: Each script addresses phonemes in a different position within the word (i.e., initial, final, and medial).*

*Choose target position recording.*

▶ Headphones

▶ Student sheet

*Choose corresponding target position student sheet.*

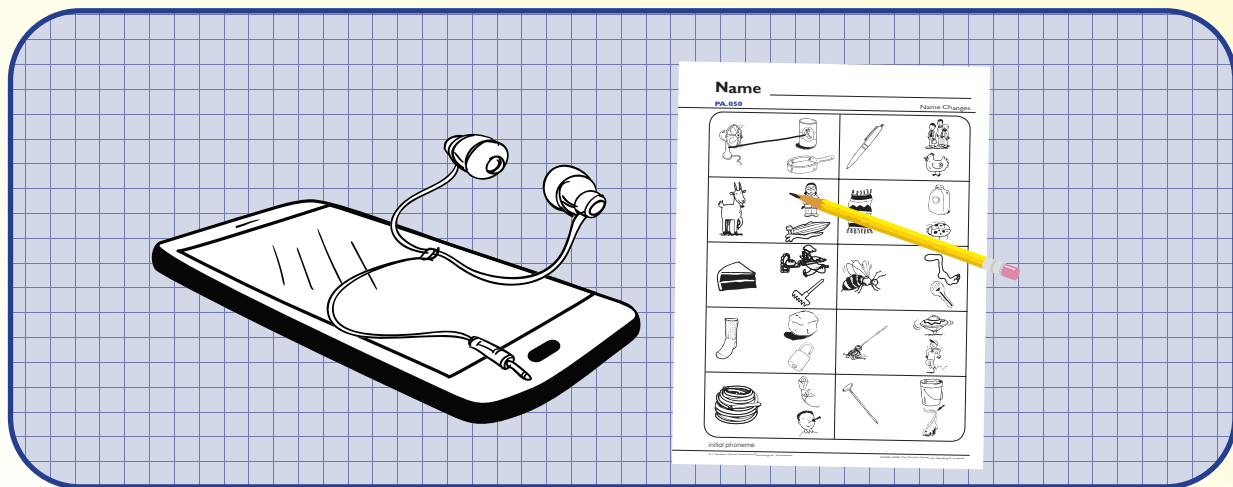
▶ Pencil



## Activity

**Students substitute phonemes in words using recorded instructions.**

1. Place media player and headphones at the center. Provide the student with a student sheet.
2. The student puts on headphones and listens to the directions (e.g., “Say fan. Now change the /f/ to /k/.”).
3. Says the new word and pauses media player (i.e., “...the new word is can.”)
4. Decides which picture represents the new word. Draws a line from the beginning picture (i.e., fan) to the picture of the new word that is formed (i.e., can).
5. Continues until student sheet is complete.
6. Teacher evaluation



## Extensions and Adaptations

- ▶ Listen to recording and complete mixed phoneme position student sheet.



# Phonological Awareness

## Teacher Script

Preparation: Record the bold text.

After recording each item, allow wait time for student to say words at the ellipses (. . .).

An answer key is provided at the bottom of the page.

Teacher begins recording:

Listen to each word, follow the directions, and say the new word. For example say, “cat.” Now change the /k/ to /h/. Say the new word . . . “hat.” Then pause the media player. Find the picture of the new word and draw a line from the beginning word (cat) to the new word (hat). Begin the media player again and go to the next picture.

Let’s begin.

Number 1. Say fan . . . Now change the /f/ to /k/ . . . Say the new word . . .

Number 2. Say pen . . . Now change the /p/ to /h/ . . . Say the new word . . .

Number 3. Say goat . . . Now change the /g/ to /b/ . . . Say the new word . . .

Number 4. Say rug . . . Now change the /r/ to /j/ . . . Say the new word . . .

Number 5. Say cake . . . Now change the /k/ to /r/ . . . Say the new word . . .

Number 6. Say bee . . . Now change the /b/ to /n/ . . . Say the new word . . .

Number 7. Say sock . . . Now change the /s/ to /l/ . . . Say the new word . . .

Number 8. Say mop . . . Now change the /m/ to /t/ . . . Say the new word . . .

Number 9. Say hose . . . Now change the /h/ to /n/ . . . Say the new word . . .

Number 10. Say nail . . . Now change the /n/ to /p/ . . . Say the new word . . .

Answer Key:

1. can 2. hen 3. boat 4. jug 5. rake 6. knee 7. lock 8. top 9. nose 10. pail

## Teacher Script

Preparation: Record the bold text.

After recording each item, allow wait time for student to say words at the ellipses (. . .).

An answer key is provided at the bottom of the page.

Teacher begins recording:

Listen to each word, follow the directions, and say the new word. For example say, “hot.” Now change the /t/ to /k/. Say the new word . . . “back.” Then pause the media player. Find the picture of the new word and draw a line from the beginning word (cat) to the new word (hat). Begin the media player again and go to the next picture.

Let’s begin.

Number 1. Say **cake** . . . Now change the /k/ to /n/ . . . Say the new word . . .

Number 2. Say **five** . . . Now change the /v/ to /l/ . . . Say the new word . . .

Number 3. Say **can** . . . Now change the /n/ to /t/ . . . Say the new word . . .

Number 4. Say **bat** . . . Now change the /t/ to /j/ . . . Say the new word . . .

Number 5. Say **kiss** . . . Now change the /s/ to /ng/ . . . Say the new word . . .

Number 6. Say **bus** . . . Now change the /s/ to /g/ . . . Say the new word . . .

Number 7. Say **cow** . . . Now change the /ow/ to /ē/ . . . Say the new word . . .

Number 8. Say **doll** . . . Now change the /l/ to /k/ . . . Say the new word . . .

Number 9. Say **pig** . . . Now change the /g/ to /n/ . . . Say the new word . . .

Number 10. Say **rope** . . . Now change the /p/ to /ch/ . . . Say the new word . . .

Answer Key:

1. cane 2. file 3. cat 4. badge 5. king 6. bug 7. key 8. dock 9. pin 10. roach

# Phonological Awareness

## Teacher Script

Preparation: Record the bold text.

After recording each item, allow wait time for student to say words at the ellipses (. . .).

An answer key is provided at the bottom of the page.

Teacher begins recording:

Listen to each word, follow the directions, and say the new word. For example say, “hot.” Now change the /o/ to /a/. Say the new word . . . “hat.” Then pause the media player. Find the picture of the new word and draw a line from the beginning word (hot) to the new word (hat). Begin the media player again and go to the next picture.

Let’s begin.

Number 1. Say cub . . . Now change the /u/ to /a/ . . . Say the new word . . .

Number 2. Say cart . . . Now change the /ar/ to /ī/ . . . Say the new word . . .

Number 3. Say bell . . . Now change the /e/ to /aw/ . . . Say the new word . . .

Number 4. Say pin . . . Now change the /i/ to /e/ . . . Say the new word . . .

Number 5. Say bike . . . Now change the /ī/ to /ā/ . . . Say the new word . . .

Number 6. Say chalk . . . Now change the /aw/ to /e/ . . . Say the new word . . .

Number 7. Say pail . . . Now change the /ā/ to /ōō/ . . . Say the new word . . .

Number 8. Say bat . . . Now change the /a/ to /ē/ . . . Say the new word . . .

Number 9. Say moon . . . Now change the /ōō/ to /a/ . . . Say the new word . . .

Number 10. Say phone . . . Now change the /ō/ to /i/ . . . Say the new word . . .


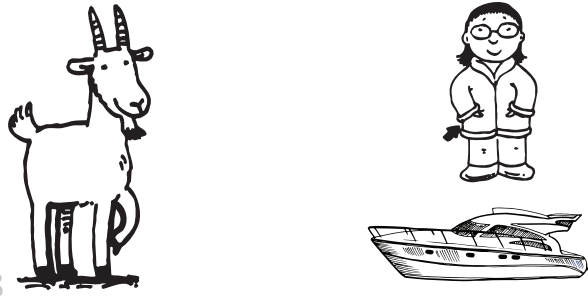
Answer Key:

1. cab 2. kite 3. ball 4. pen 5. bake 6. check 7. pool 8. beet 9. man 10. fin

# Phonological Awareness

PA. 050

Name Changes




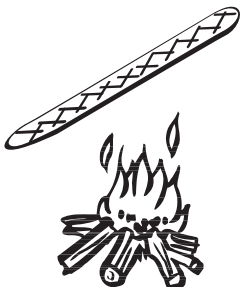

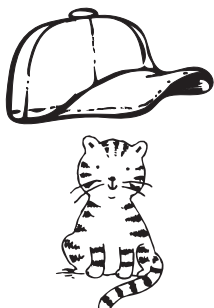

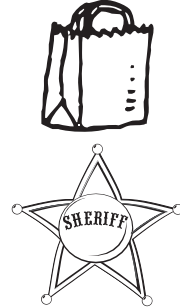



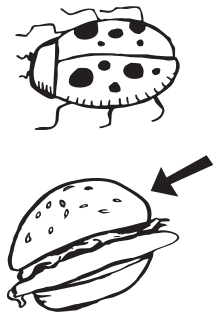

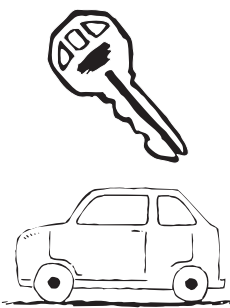

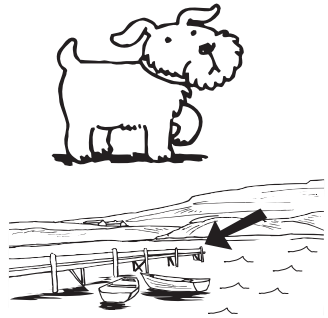
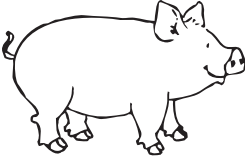
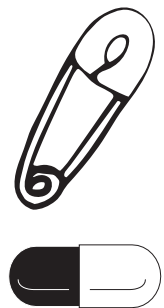
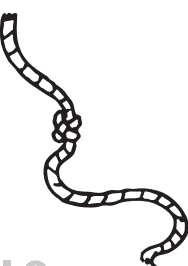
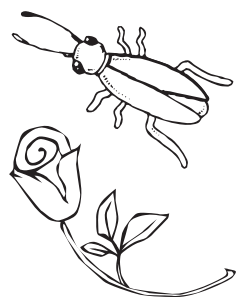
<p>1</p> 	<p>2</p> 
<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> 
<p>7</p> 	<p>8</p> 
<p>9</p> 	<p>10</p> 

initial phoneme

# Phonological Awareness

Name Changes

PA. 050

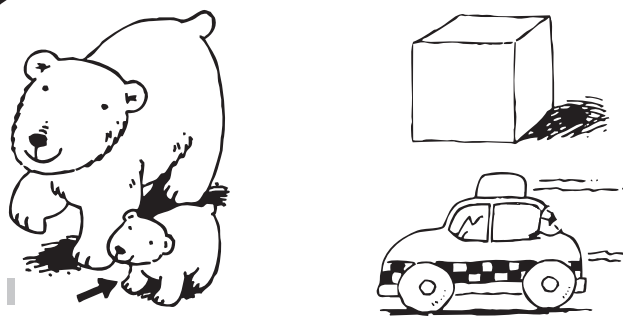
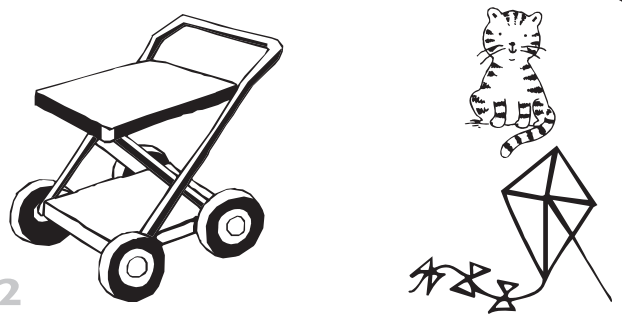

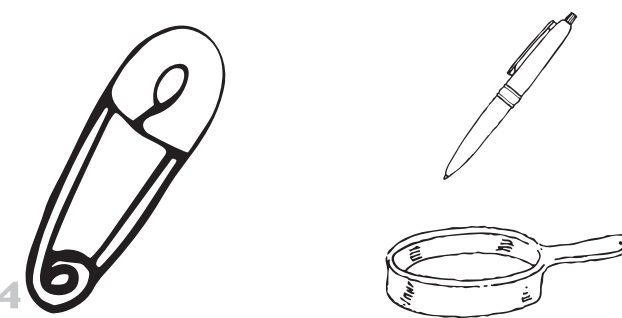
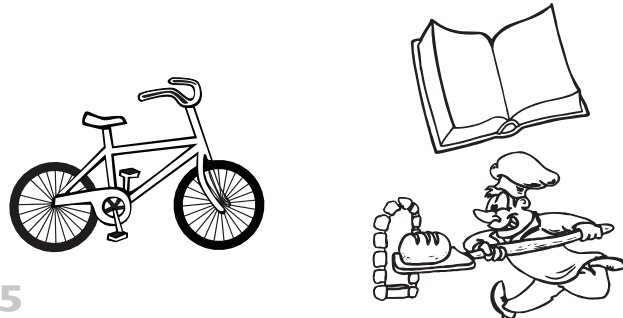

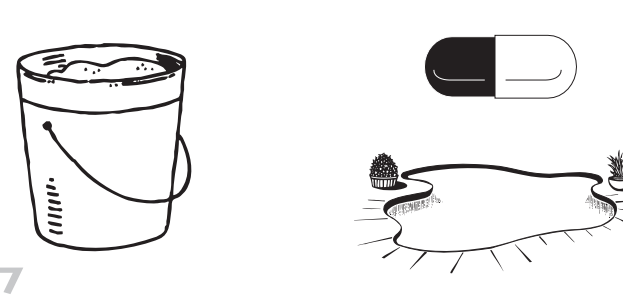

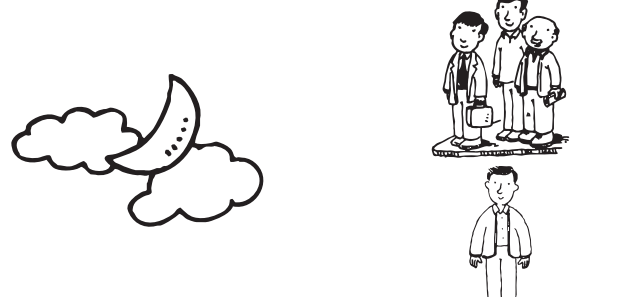
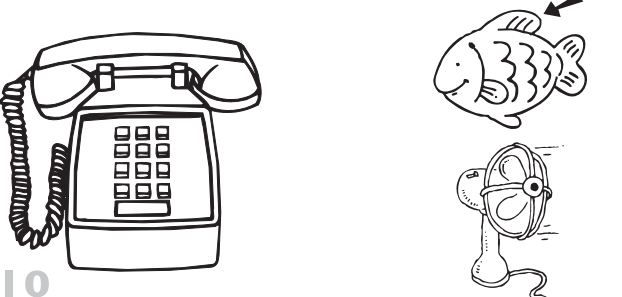
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<p>3</p>  	<p>4</p>  
<p>5</p>  	<p>6</p>  
<p>7</p>  	<p>8</p>  
 	<p>10</p>  

final phoneme

# Phonological Awareness

PA. 050

Name Changes

<p>1</p> 	<p>2</p> 
<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> 
<p>7</p> 	<p>8</p> 
	<p>10</p> 

medial phoneme

# Phonological Awareness

## Teacher Script

Preparation: Record the bold text.

After recording each item, allow wait time for student to say words at the ellipses (. . .).

An answer key is provided at the bottom of the page.

Teacher begins recording:

Listen to each word, follow the directions, and say the new word. For example say, “bat.” Now change the /t/ to /k/. Say the new word . . . “back.” Then pause the media player. Find the picture of the new word and draw a line from the beginning word (bat) to the new word (back). Begin the media player again and go to the next picture.

Let’s begin.

Number 1. Say bat . . . Now change the /b/ to /h/ . . . Say the new word . . .

Number 2. Say match . . . Now change the /ch/ to /p/ . . . Say the new word . . .

Number 3. Say cane . . . Now change the /ā / to /a/ . . . Say the new word . . .

Number 4. Say mice . . . Now change the /m/ to /r/ . . . Say the new word . . .

Number 5. Say boat . . . Now change the /t/ to /n/ . . . Say the new word . . .

Number 6. Say back . . . Now change the /a/ to /ī/ . . . Say the new word . . .

Number 7. Say dog . . . Now change the /d/ to /l/ . . . Say the new word . . .

Number 8. Say kite . . . Now change the /ī/ to /ō/ . . . Say the new word . . .

Number 9. Say dive . . . Now change the /v/ to /s/ . . . Say the new word . . .

Number 10. Say sax . . . Now change the /a/ to /i/ . . . Say the new word . . .

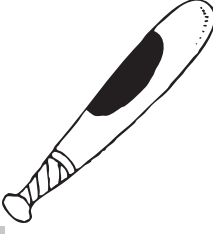








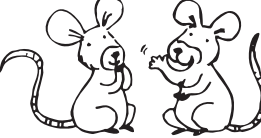



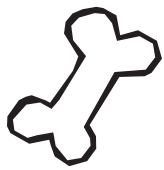

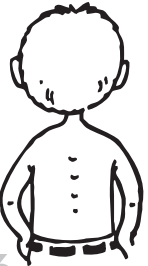


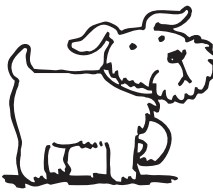


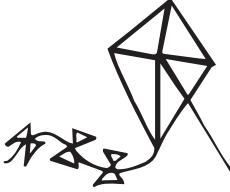
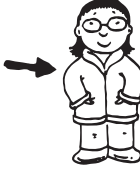


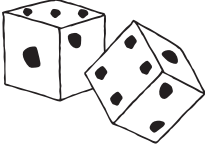




Answer Key:

1. hat 2. map 3. can 4. rice 5. bone 6. bike 7. log 8. coat 9. dice 10. six

# Phonological Awareness

PA. 050

Name Changes

<p>1</p>   	<p>2</p>   
<p>3</p>   	<p>4</p>   
<p>5</p>   	<p>6</p>   
<p>7</p>   	<p>8</p>   
<p>9</p>   	<p>10</p>   

initial, final, and medial phonemes





 **Objective**

The student will name and match letters of the alphabet.

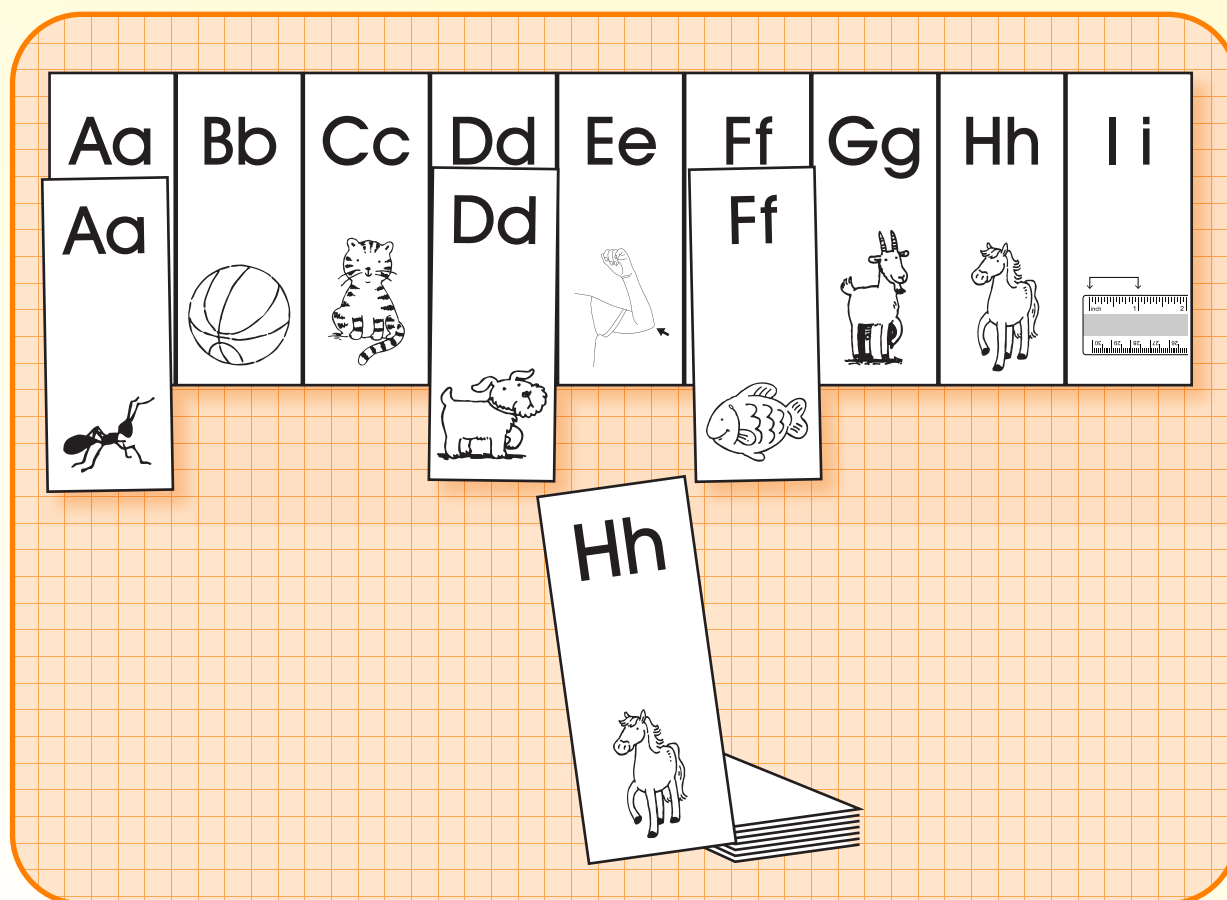
 **Materials**

- ▶ Alphabet bulletin board borders or letter-picture strip
- Cut one alphabet border or letter-picture strip into individual cards.*
- Leave one border or strip uncut.*

 **Activity**

**Students match letter cards to an alphabet border.**

1. Place the uncut alphabet bulletin board on a flat surface. Place the border cards face up in a stack.
2. Taking turns, student one selects a card, holds it up, and says the name of the letter (e.g., “h”).
3. Student two matches the card to the letter on the alphabet border.
4. Continue until all cards are matched on the uncut border.
5. Peer evaluation



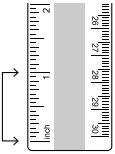









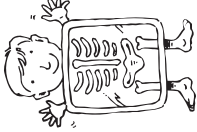
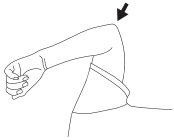
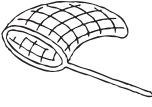



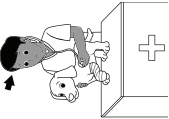

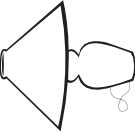
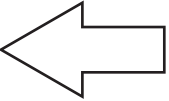





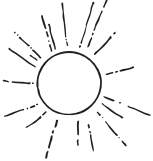
 **Extensions and Adaptations**

- ▶ Match alphabet cards to letters on an alphabet chart.
- Copy chart twice. Enlarge one copy and cut the other into individual cards.*
- ▶ Glue alphabet cereal to corresponding letters on an alphabet chart

# Phonics

Alphabet Borders

P. 001

	glue		glue		
Ii		Rr			
Hh		Qq		Zz	
Gg		Pp		Yy	
Ff		Oo		Xx	
Ee		Nn		Ww	
Dd		Mm		Vv	
Cc		Ll		Uu	
Bb		Kk		Tt	
Aa		Jj		Ss	

letter-picture strip



Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz





### Letter Cards



#### Objective

The student will name and match letters of the alphabet.



#### Materials

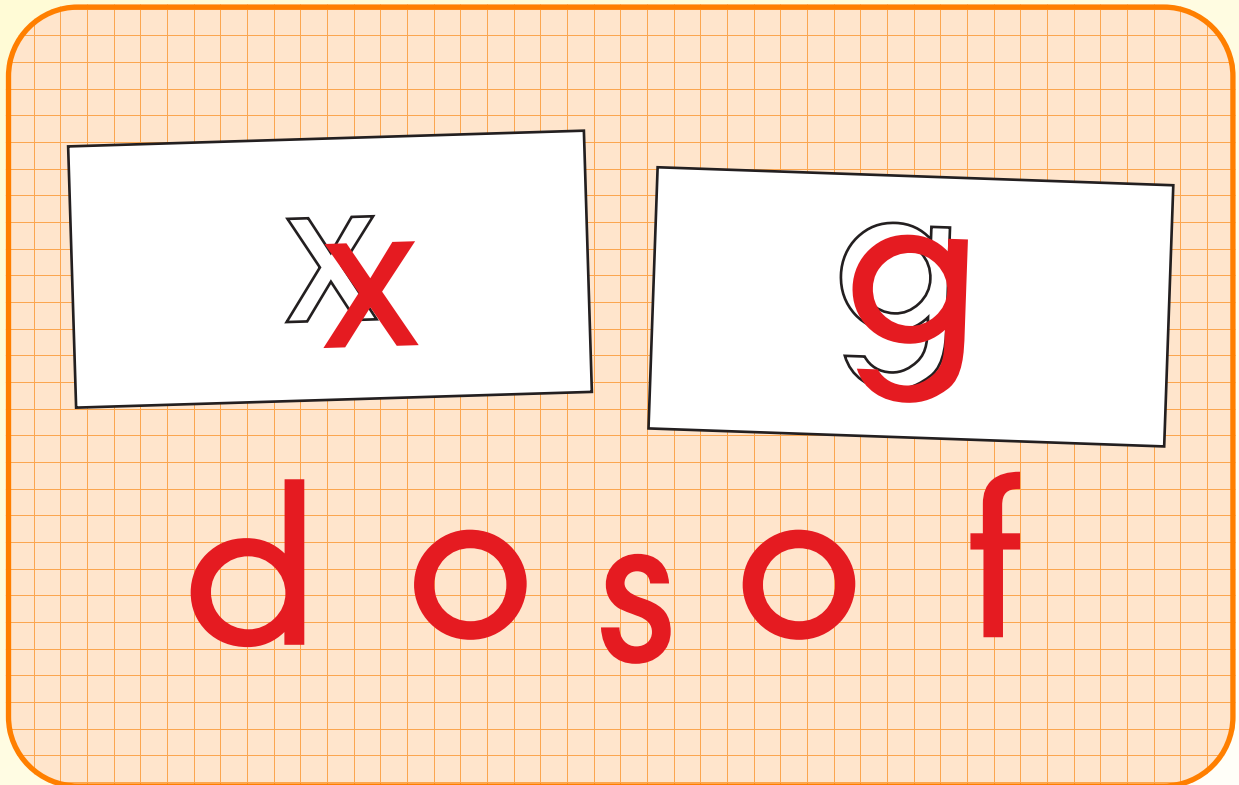
- ▶ Uppercase letter grid  
*Cut out letter cards.*
- ▶ Lowercase letter grid  
*Cut out letter cards.*
- ▶ Plastic letters



#### Activity

Students match alphabet letters to letters on cards.

1. Place the letter cards face up in a stack on a flat surface. Place the plastic letters face up in rows.
2. The student selects a card and names the letter (e.g., “x”).
3. Finds the corresponding plastic letter and places it on the card.
4. Continues until all plastic letters are matched to the letter cards.
5. Self-check



#### Extensions and Adaptations

- ▶ Alphabetize the letters.
- ▶ Use uppercase plastic letters.

G	N	U	
F	M	T	Z
E	L	S	Y
D	K	R	X
C	J	Q	W
B	I	P	V
A	H	O	

uppercase letter grid



# Phonics

Letter Cards

P. 002

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

lowercase letter grid





## Objective

The student will name and match letters of the alphabet.

## Materials

- ▶ Alphabet Arc
- ▶ 12" x 18" construction paper  
*Enlarge Alphabet Arc and glue to 12" x 18" construction paper.*
- ▶ Set of uppercase letters (e.g., foam or plastic)

## Activity

Students match letters of the alphabet to the Alphabet Arc.

1. Place the Alphabet Arc and the set of letters on a flat surface.
2. The student chooses a letter, names it (e.g., "p"), and places it on the corresponding letter on the Alphabet Arc.
3. Continues until all letters are matched.
4. Self-check



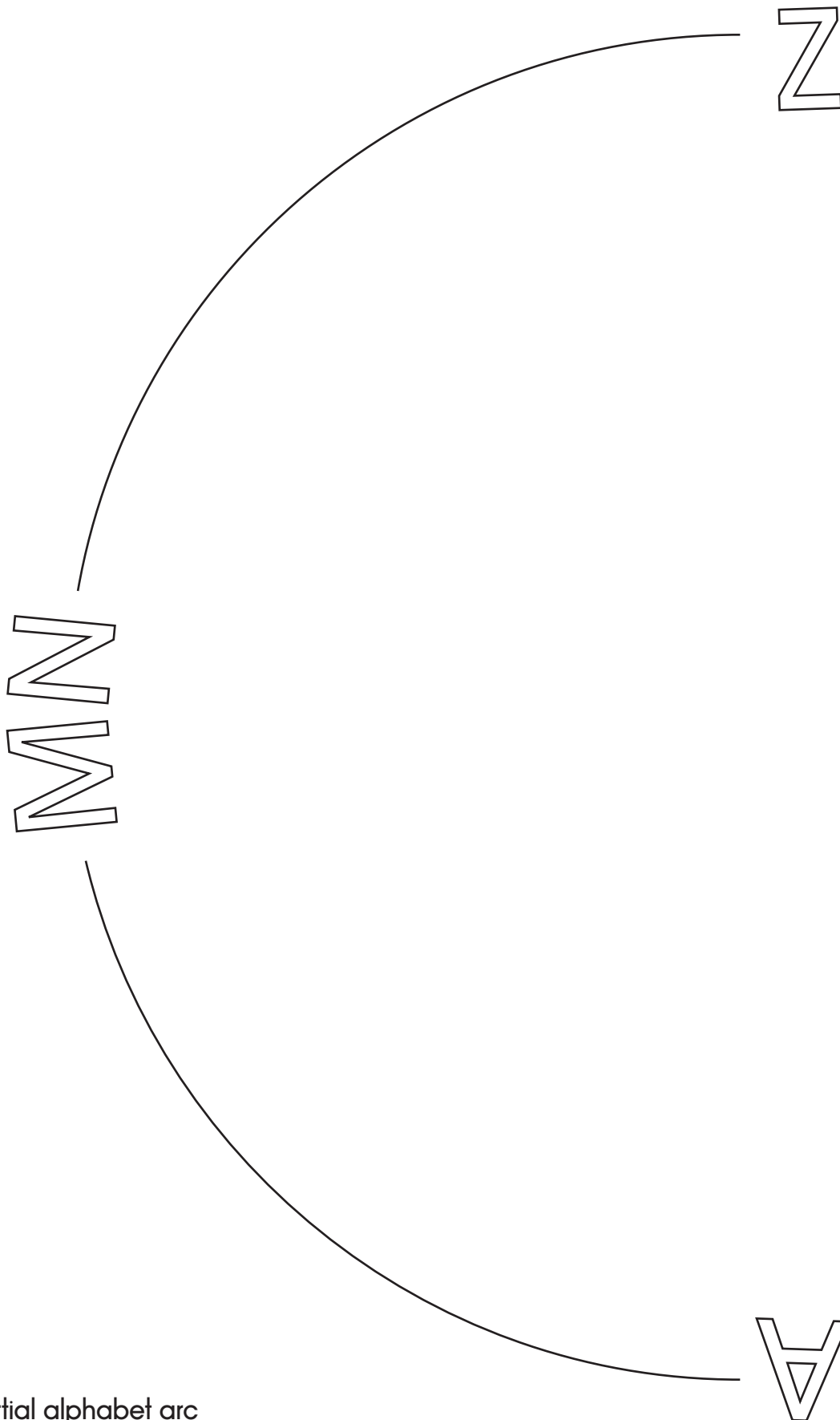
## Extensions and Adaptations

- ▶ Match lowercase alphabet letters to the Arc.
- ▶ Complete partial Alphabet Arc.
- ▶ Select a letter with eyes closed and try to identify it by its shape. Open your eyes, name the letter, and place it on the corresponding letter on the Alphabet Arc.

# Phonics







partial alphabet arc



### Clip-A-Letter

#### Objective

The student will name and match letters of the alphabet.

#### Materials

- ▶ Uppercase letter circle  
*Copy on card stock, cut out, and laminate.*
- ▶ Clothespins  
*Write lowercase letters on clothespins.*

#### Activity

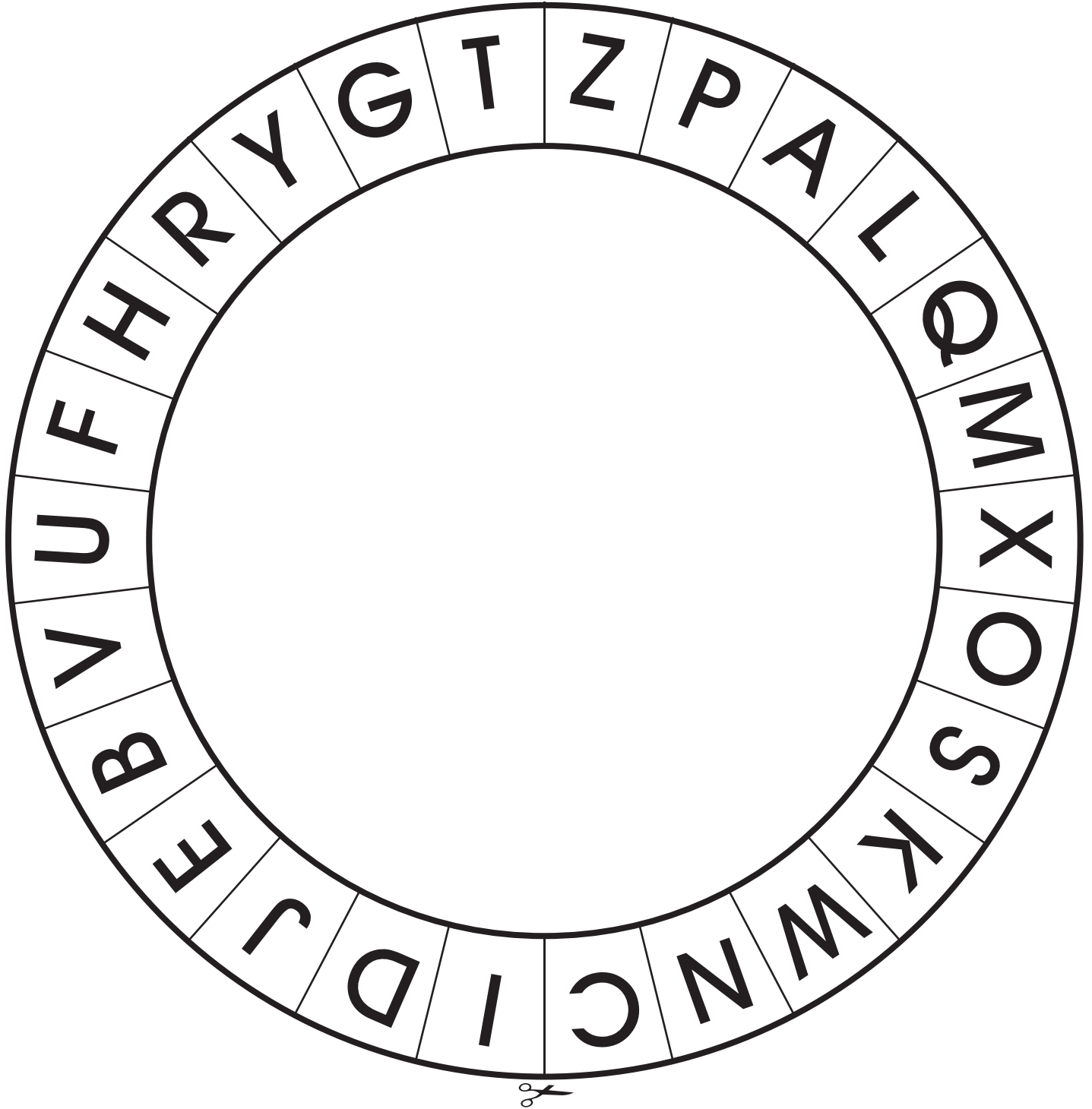
Students match lowercase letters on clothespins to uppercase letters on a circle.

1. Place the uppercase letter circle and clothespins on a flat surface.
2. Taking turns, students choose a clothespin, name the letter (e.g. “a”), and place it on the corresponding uppercase letter on the circle.
3. Continue until all letters are matched.
4. Peer evaluation



#### Extensions and Adaptations

- ▶ Match uppercase clothespin letters to the uppercase letter circle.
- ▶ Match lowercase clothespin letters to the lowercase letter circle.
- ▶ Match clothespin letters to the initial sound picture circle.

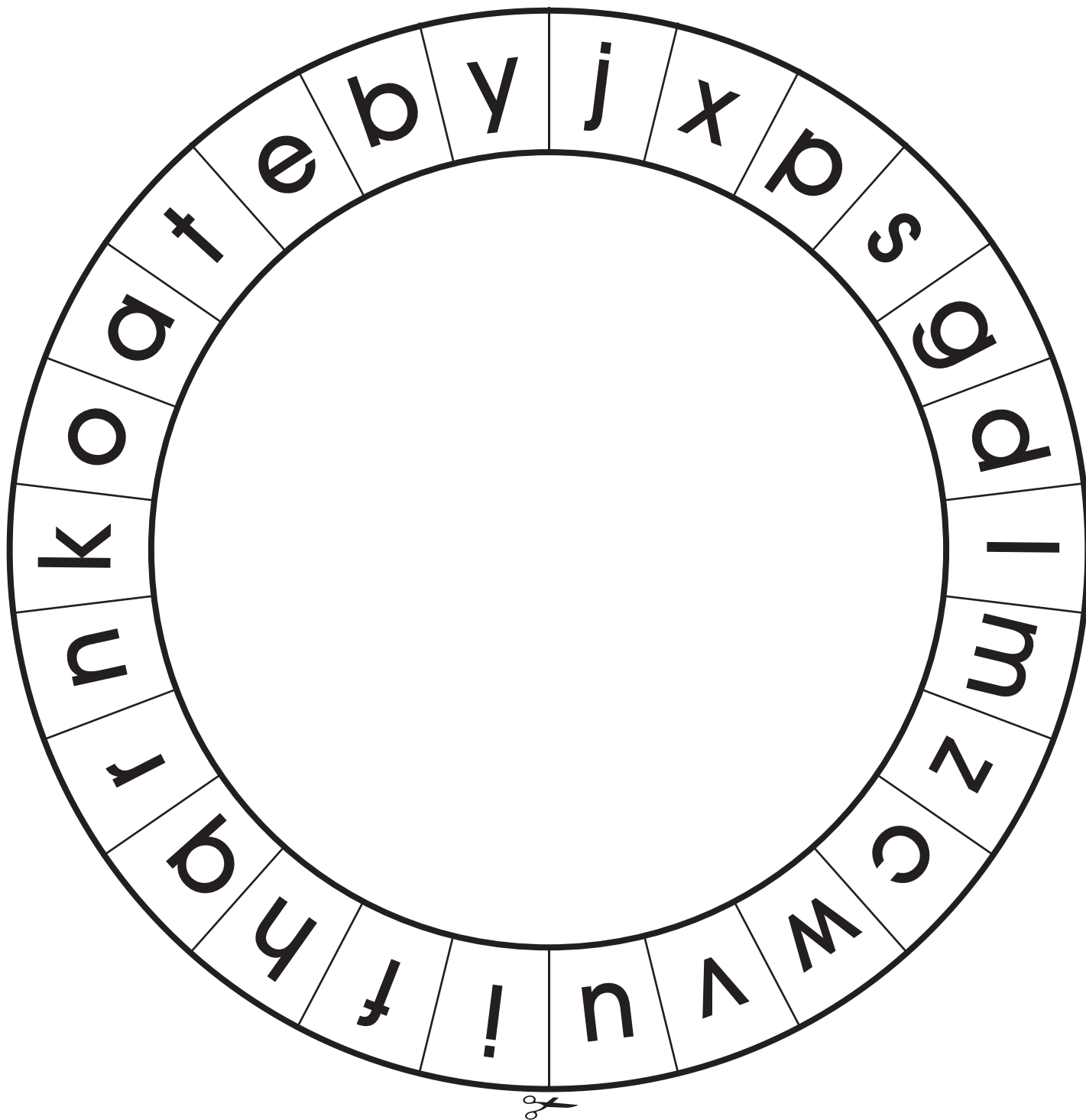


uppercase letter circle

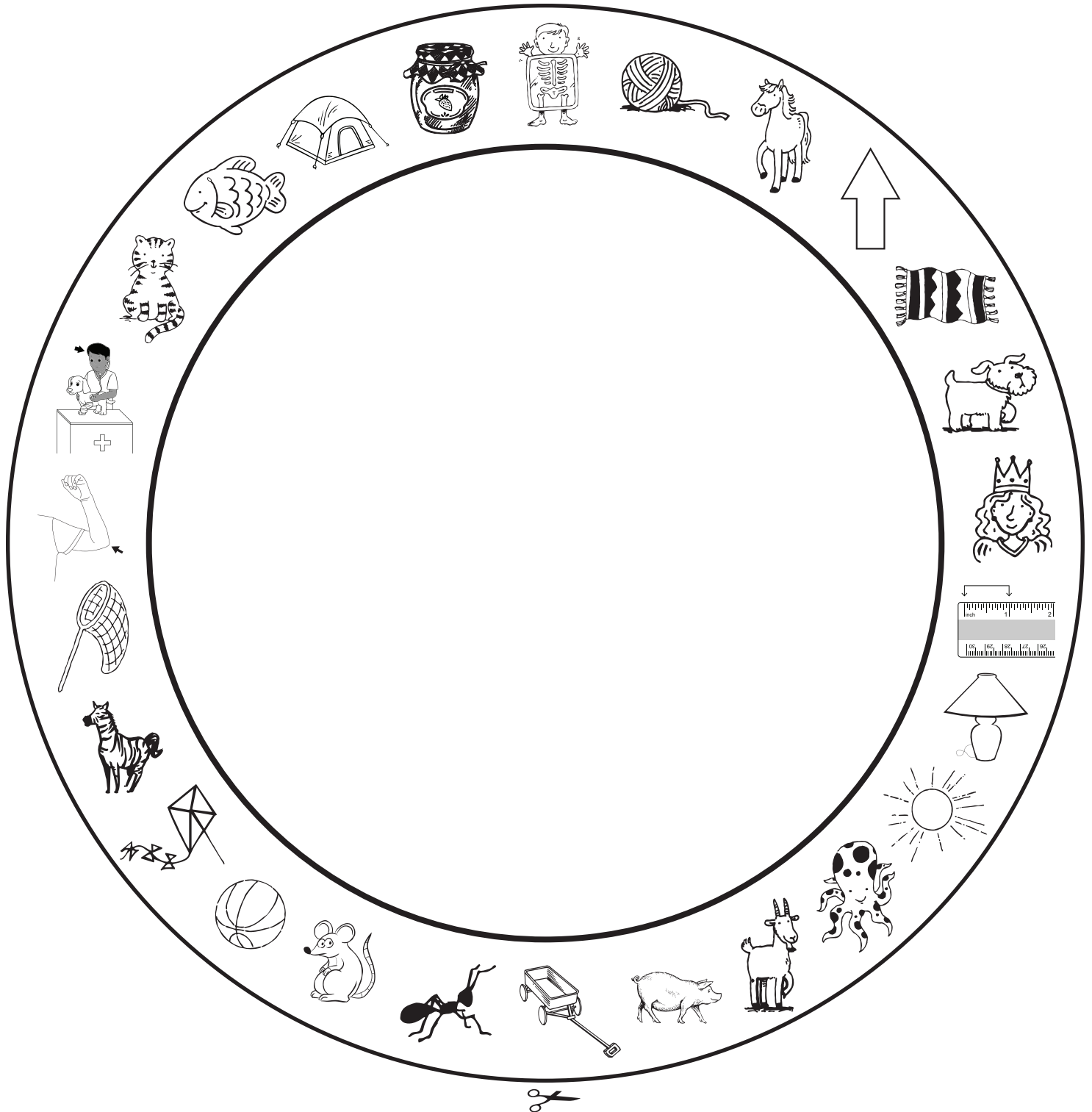
# Phonics

Clip-A-Letter

P. 004



lowercase letter circle



initial sound picture circle (starting at the top): x-ray, yarn, horse, up, rug, dog, queen, inch, lamp, sun, octopus, goat, pig, wagon, ant, mouse, ball, kite, zebra, net, elbow, vet, cat, fish, tent, jar



### Sorting Letters



#### Objective

The student will identify letters of the alphabet.



#### Materials

- ▶ Print resources  
*Review the print resources to ensure the information is appropriate for young children.*
- ▶ Sorting Letters student sheet  
*Write three target letters at top of sheet.*
- ▶ Scissors
- ▶ Glue



#### Activity

Students sort letters cut from print resources.

1. Place print resources, scissors, and glue at the center. Provide the student with a student sheet.
2. The student names the three target letters (e.g., "h, b, k").
3. Identifies and cuts out target letters from print resources.
4. Glues letters under corresponding target letter on student sheet.
5. Continues until student sheet is complete.
6. Teacher evaluation

Name _____		
P.005.SS		
Sorting Letters		
H	B	K
H	B	K
H	b	K
H	B	
H	B	



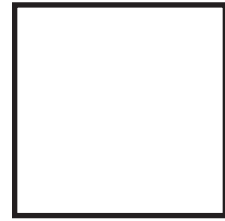
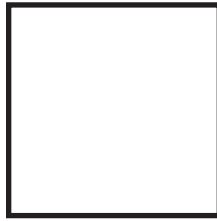
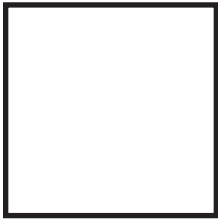
#### Extensions and Adaptations

- ▶ Bring in samples of letters from home (e.g., letters cut from cereal boxes, pet food bags, etc.).
- ▶ Write entire alphabet across the top of chart paper and continue with letter sorting.

# Name \_\_\_\_\_

P.005

Sorting Letters




Sorting Letters Student Sheet



### Pasta Names

#### Objective

The student will identify letters of the alphabet.

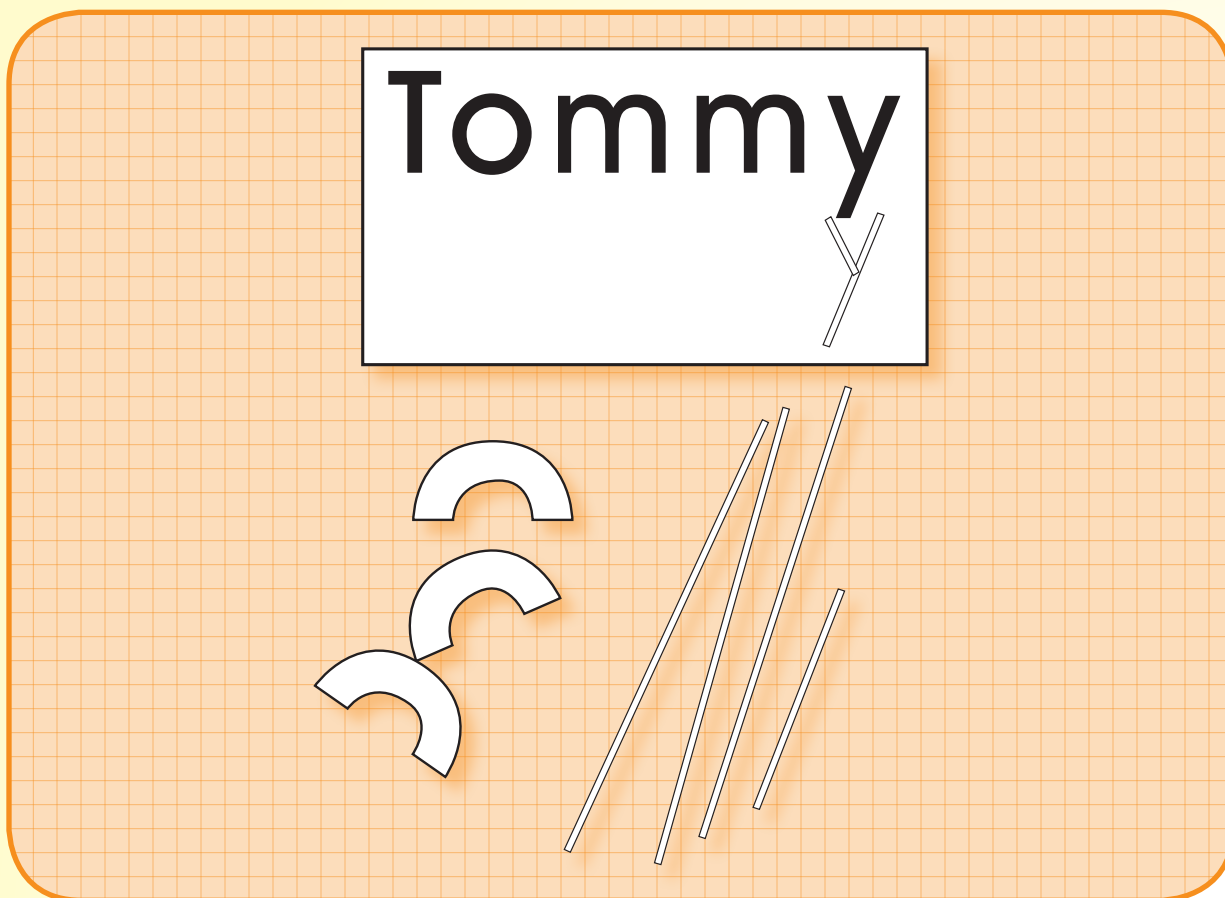
#### Materials

- ▶ Index cards  
*Write students' names so that curves and straight lines of the letters are emphasized.*
- ▶ Elbow macaroni
- ▶ Spaghetti
- ▶ Glue

#### Activity

Students form letters in names using pasta.

1. Place macaroni, spaghetti, and glue on a flat surface. Provide the student with a name card.
2. The student makes the letters in his name with the pasta and glues them under his name on the card.
3. Teacher evaluation



#### Extensions and Adaptations

- ▶ Use pasta to make high frequency words.
- ▶ Use other materials (e.g., pipe cleaners, clay, stamps, etc.) to make letters.





## Objective

The student will identify letters of the alphabet.

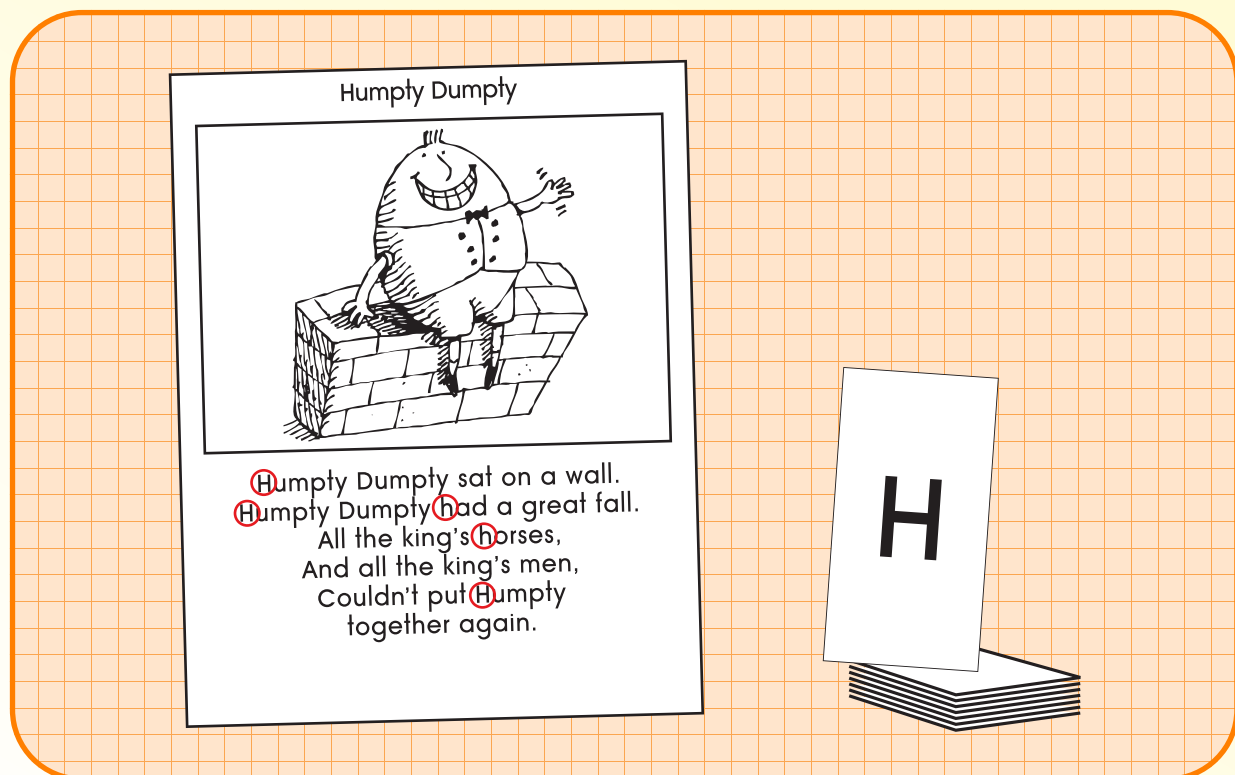
## Materials

- ▶ Nursery rhymes or poems  
*Laminate or place rhymes in page protectors.*
- ▶ Letter cards  
*Choose target pairs of uppercase and lowercase letter cards.*
- ▶ Vis-à-Vis® markers

## Activity

**Students circle a target letter or letters on a nursery rhyme or poem.**

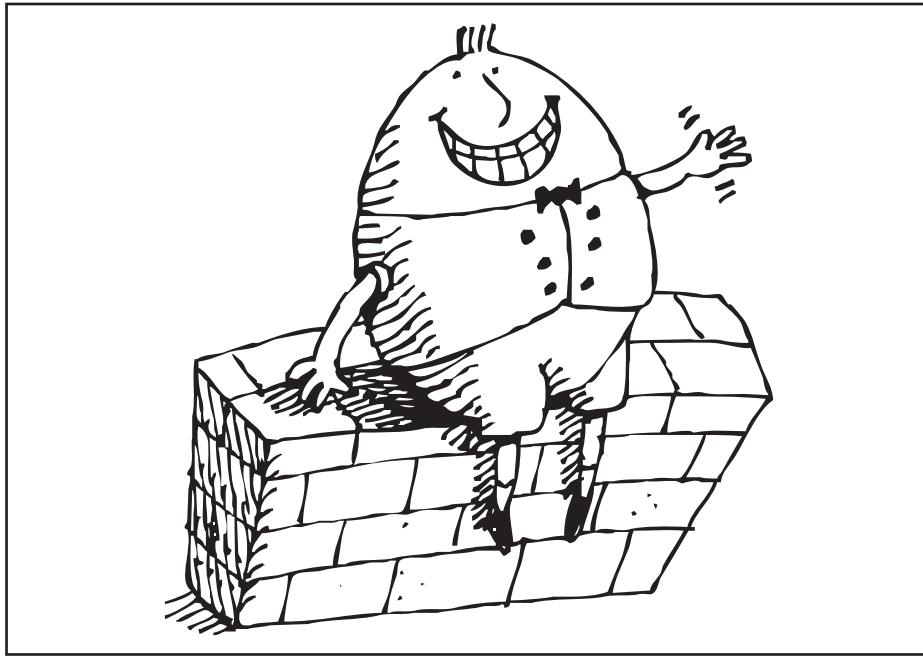
1. Place the rhymes and target letter cards face up on a flat surface. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, student one chooses the uppercase and lowercase cards of a target letter and names it (e.g., “h”).
3. Student two chooses a rhyme, finds, and circles the target letter throughout the rhyme.
4. Continue until all rhymes have a target letter circled throughout.
5. Peer evaluation



## Extensions and Adaptations

- ▶ Circle high frequency words.
- ▶ Find and circle target letters in a newspaper.

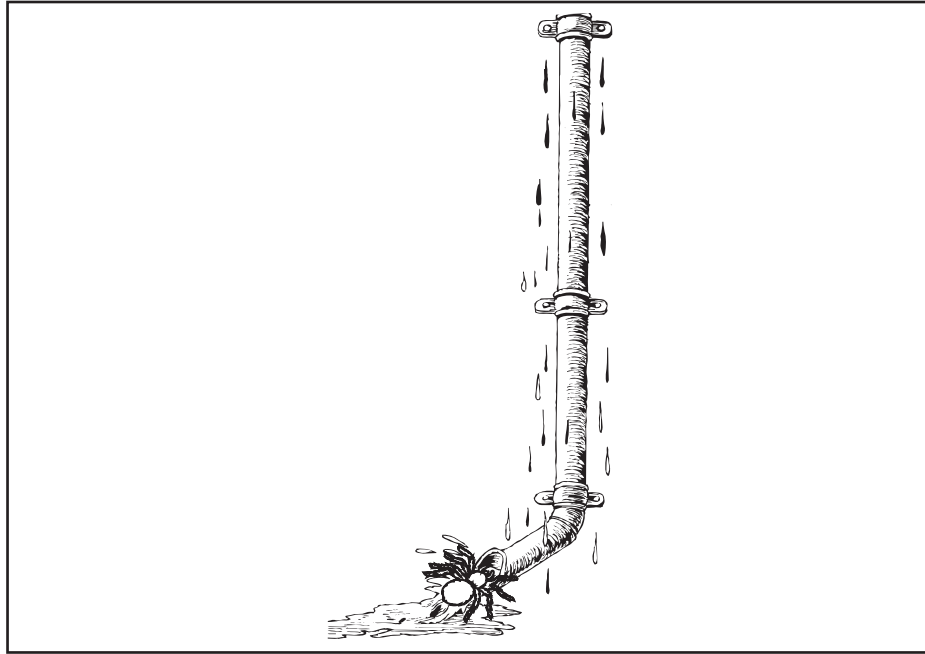
## Humpty Dumpty



Humpty Dumpty sat on a wall.  
Humpty Dumpty had a  
great fall.

All the king's horses,  
And all the king's men,  
Couldn't put Humpty  
together again.

## The Eency Weency Spider



The eency weency spider  
Climbed up the water spout.  
Down came the rain  
And washed the spider out.  
Out came the sun  
And dried up all the rain.  
And the eency  
weency spider  
Climbed up the spout again.

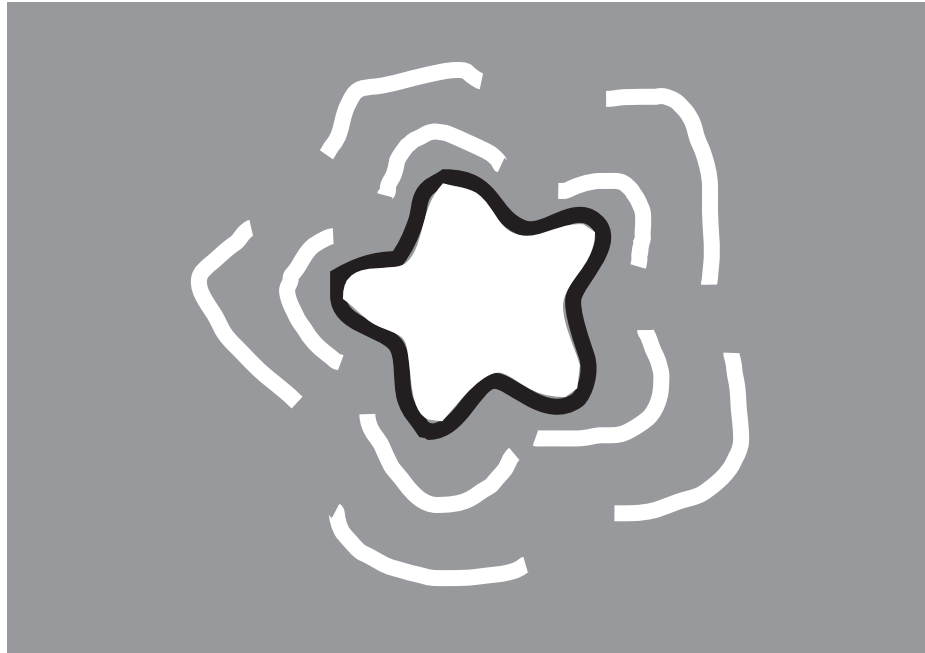
## London Bridge



London Bridge is falling down,  
Falling down, falling down,  
London Bridge is falling down,  
My fair lady.

Build it up with wood and clay,  
Wood and clay, wood  
and clay,  
Build it up with wood and clay,  
My fair lady.

## Twinkle, Twinkle Little Star



Twinkle, twinkle little star,  
How I wonder what you are,  
Up above the world so high,  
Like a diamond in the sky.

Twinkle, twinkle little star,  
How I wonder what you are.

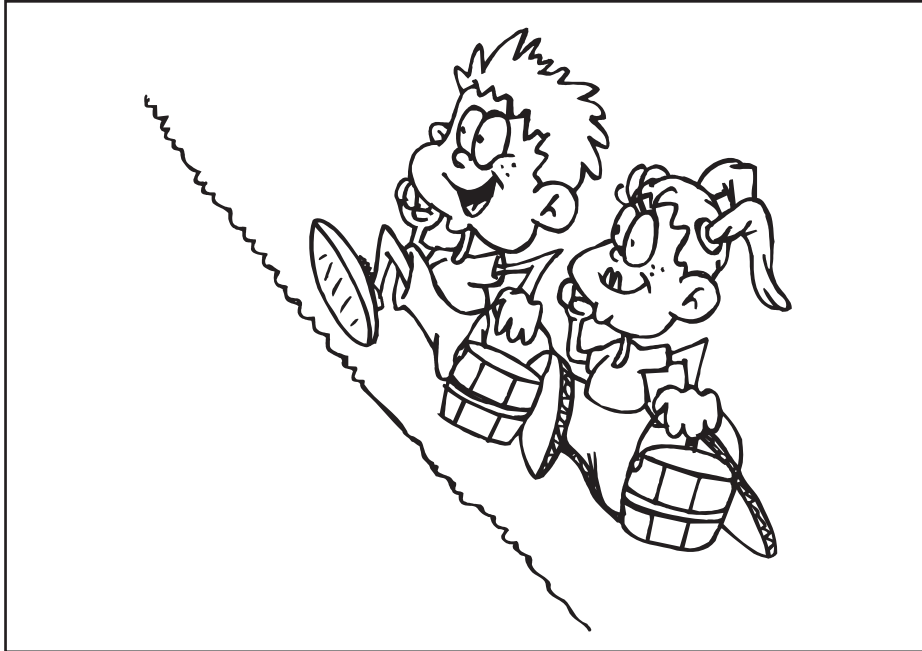
## Five Little Speckled Frogs



Five little speckled frogs,  
Sitting on a hollow log,  
Eating some most delicious bugs,  
Yum, Yum.

One frog jumped in the pool,  
Where it was nice and cool,  
Now there are four  
speckled frogs,  
Glub, glub.

## Jack and Jill



Jack and Jill went up a hill,  
To fetch a pail of water.  
Jack fell down and broke  
his crown,  
And Jill came tumbling after.

Up Jack got and home did trot,  
As fast as he could caper.  
Went to bed and bound his head,  
With vinegar and brown paper.

## Jack Be Nimble



Jack be nimble,  
Jack be quick,  
Jack jump over the  
candlestick.

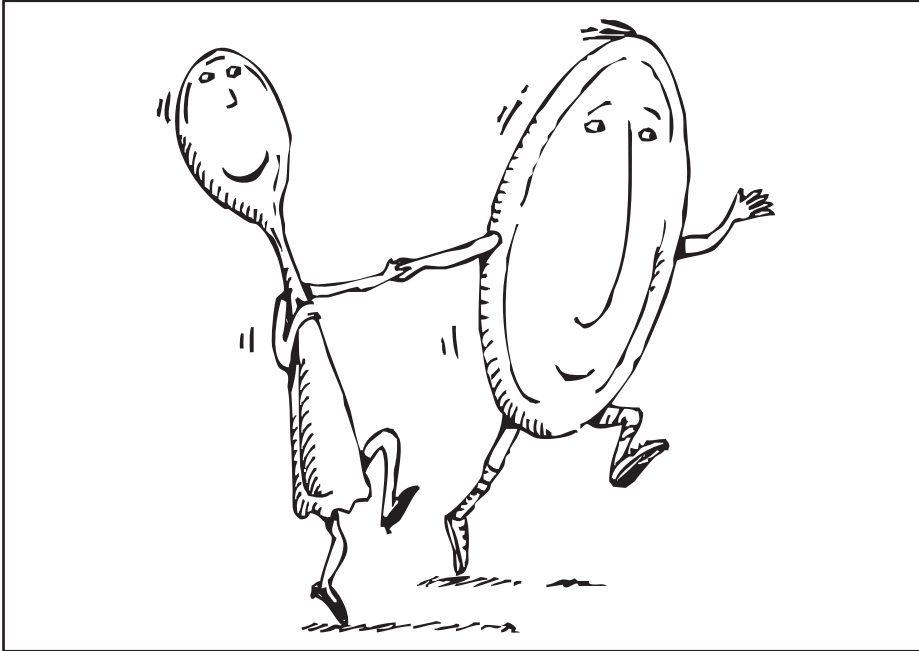


## Star Light, Star Bright



Star light, star bright,  
First star I see tonight,  
I wish I may, I wish I might,  
Have the wish I wish tonight.

## Hey Diddle Diddle



Hey diddle diddle,  
the cat and the fiddle,  
The cow jumped over the  
moon,  
The little dog laughed to  
see such sport,  
And the dish ran away  
with the spoon.

## Little Boy Blue



Little Boy Blue,  
come blow your horn,  
The sheep's in the meadow,  
the cow's in the corn.  
Where is the boy who looks  
after the sheep?  
He's under the haystack,  
fast asleep.

# Phonics

Poetry Pen

P.007

A

B

C

D

E

F

G

H

I

letter cards



J

K

L

M

N

O

P

Q

R

letter cards



# Phonics

Poetry Pen

P.007

S

T

U

V

W

X

Y

Z

a

letter cards



b

c

d

e

f

g

h

i

j

letter cards



# Phonics

Poetry Pen

P.007

k

l

m

n

o

p

q

r

s

letter cards





t

u

v

w

x

y

z

letter cards





 **Objective**

The student will identify letters of the alphabet.

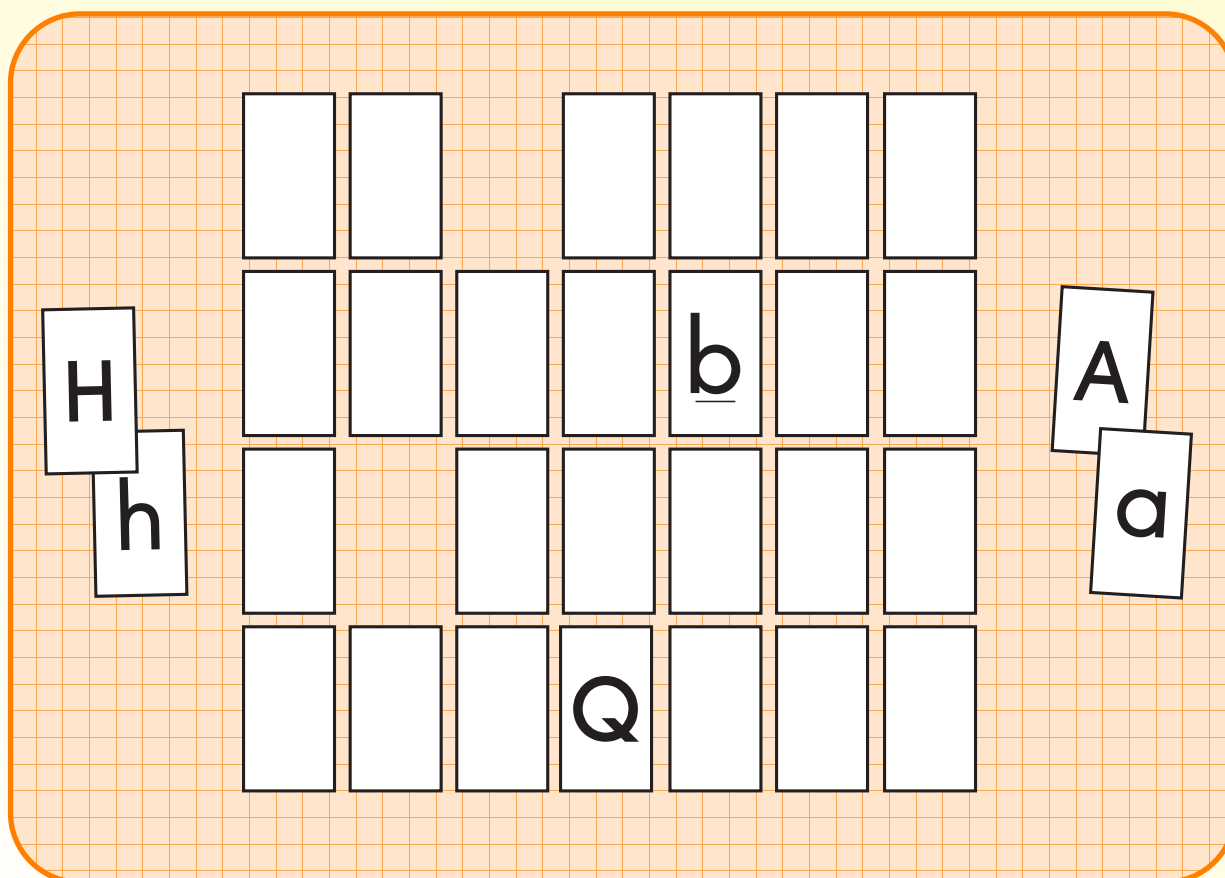
 **Materials**

- ▶ Uppercase and lowercase letter cards.  
*Choose eight to ten target pairs of uppercase and lowercase letter cards.*

 **Activity**

**Students pair uppercase and lowercase letters while playing a memory game.**

1. Separate uppercase and lowercase letter cards. Place cards face down in different rows.
2. Taking turns, students select two cards and name the letter on each (e.g., “H, h” or “b, Q”).
3. Determine if there is a letter match. If there is a match (e.g., H, h), pick up cards, place to the side, and take another turn. If cards do not match (e.g., b, Q), return to their original positions and allow partner to take a turn.
4. Continue until all letter pairs are made.
5. Peer evaluation



 **Extensions and Adaptations**

- ▶ Play using other target letters.
- ▶ Match letters to initial sound picture cards.

# Phonics

Alphabet Memory Game

P.008

A

B

C

D

E

F

G

H

I

letter cards



J

K

L

M

N

O

P

Q

R

letter cards



# Phonics

Alphabet Memory Game

P.008

S

T

U

V

W

X

Y

Z

a

letter cards



b

c

d

e

f

g

h

i

j

letter cards



# Phonics

Alphabet Memory Game

P.008

k

l

m

n

o

p

q

r

s

letter cards



t

u

v

w

x

y

z

letter cards

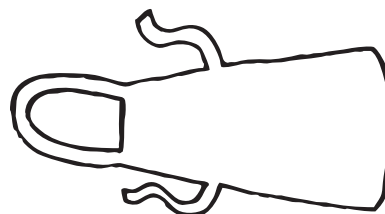
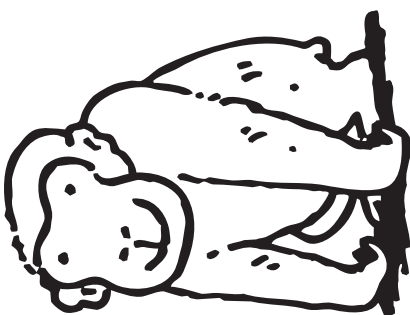
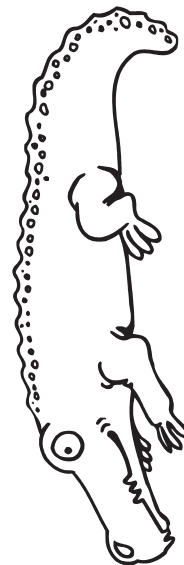
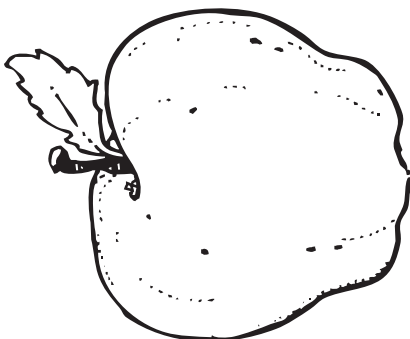
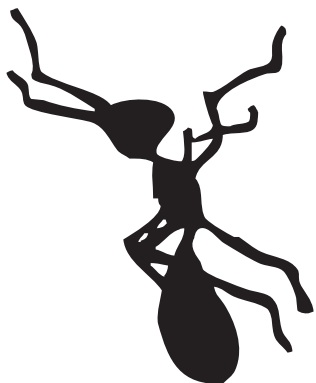




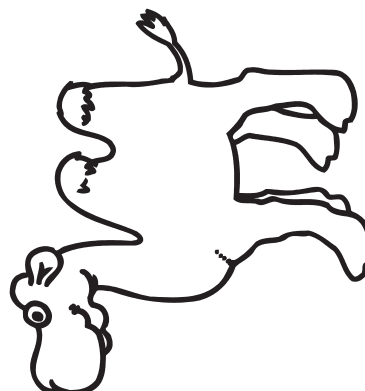
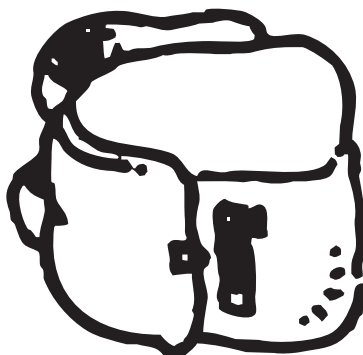
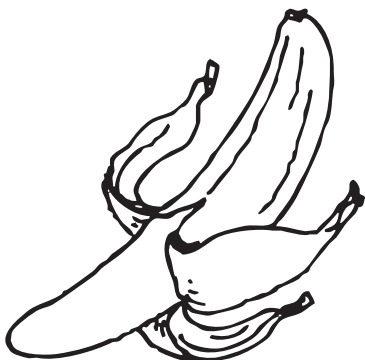
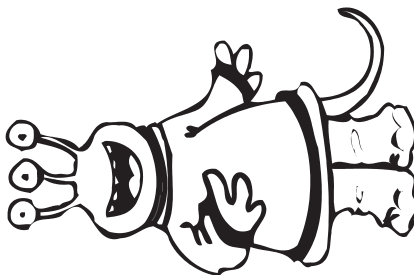
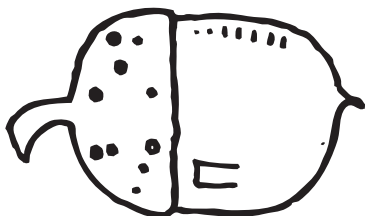
# Phonics

Alphabet Memory Game

P.008



ant, apple, alligator, ax, ape, apron

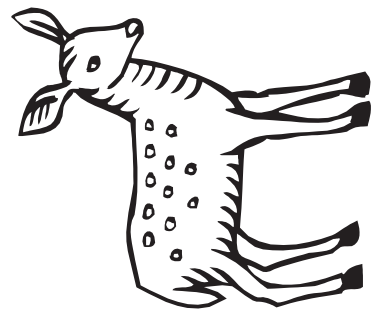
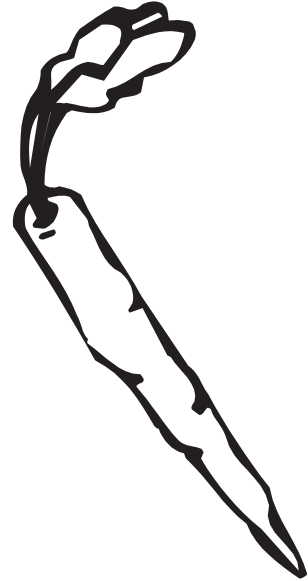
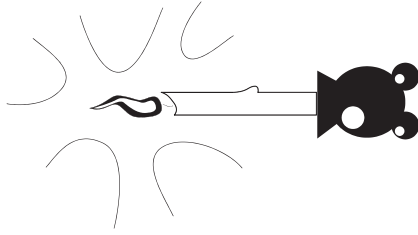


acorn, alien, beach, banana, backpack, camel

# Phonics

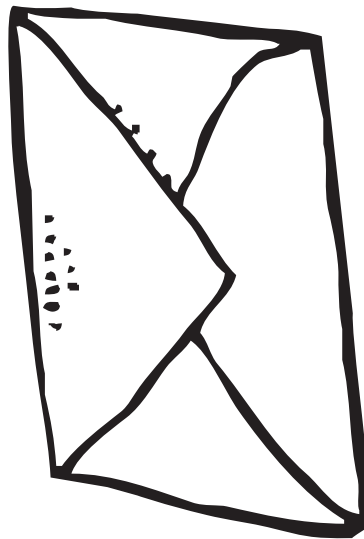
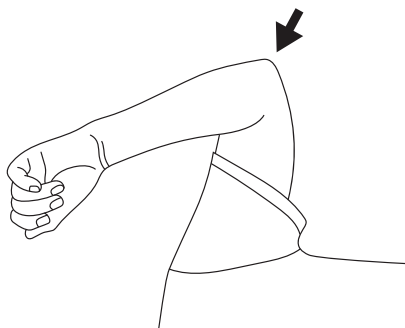
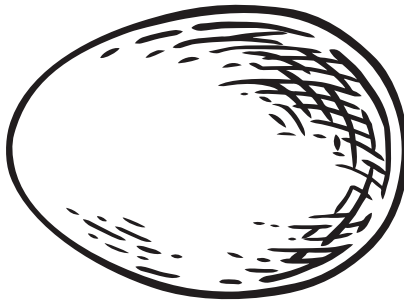
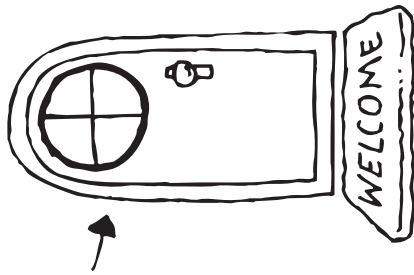
Alphabet Memory Game

P.008



cane, candle, carrot, doughnut, dragon, deer





$$2 + 2 = 4$$

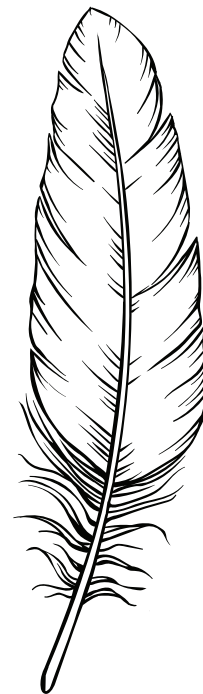
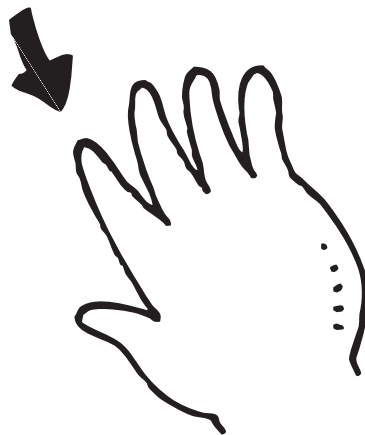
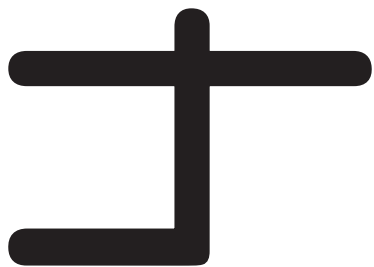
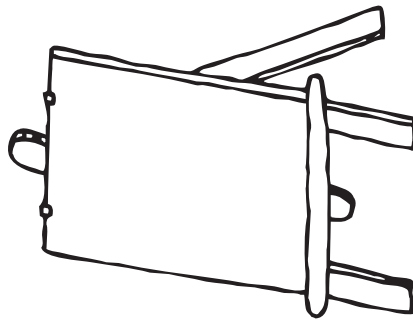
door, egg, elf, elbow, envelope, equal



# Phonics

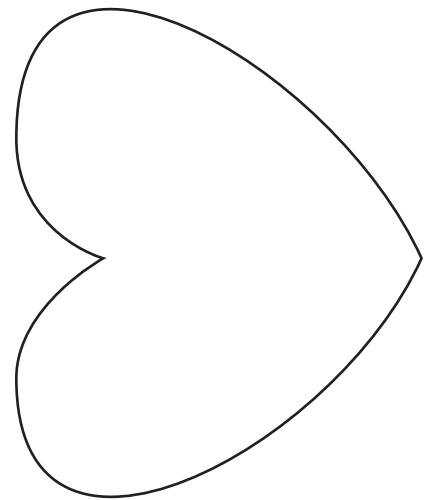
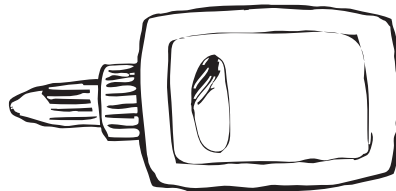
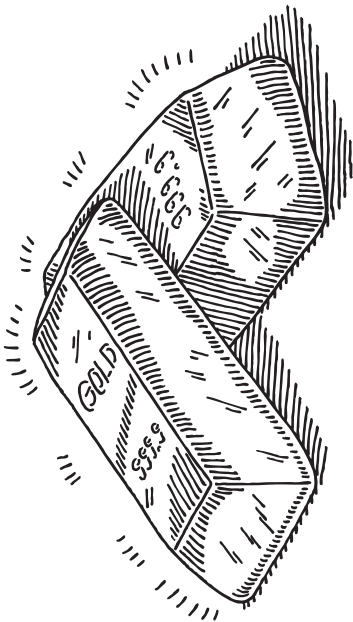
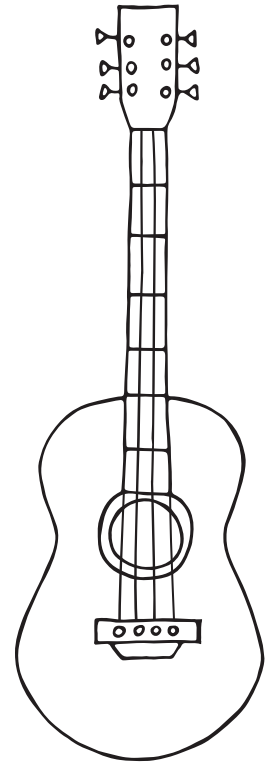
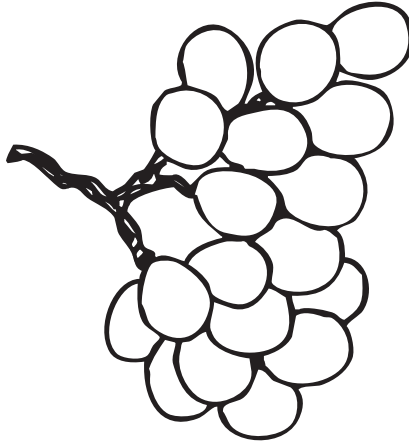
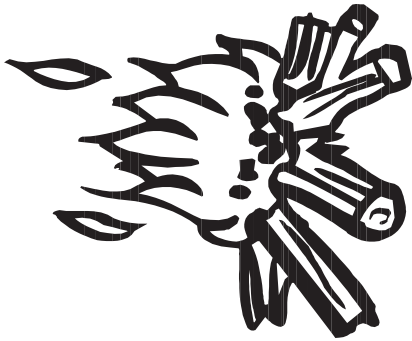
Alphabet Memory Game

P.008



eagle, easel, eat, four, finger, feather





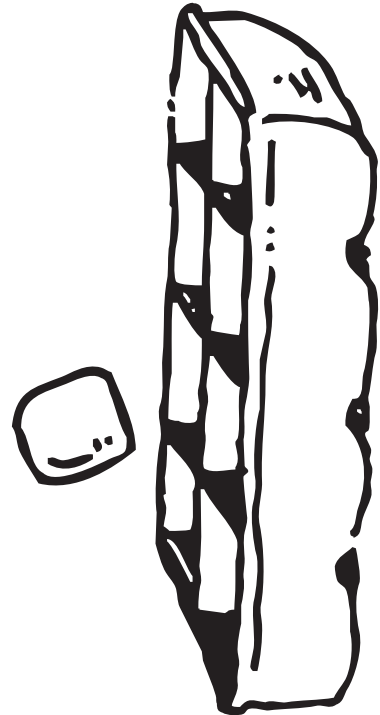
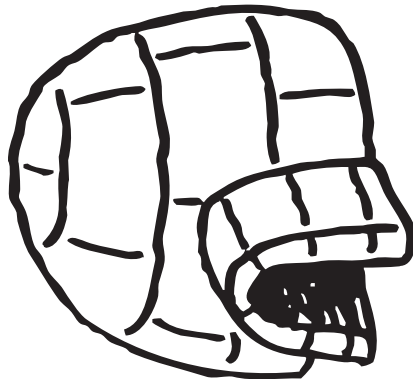
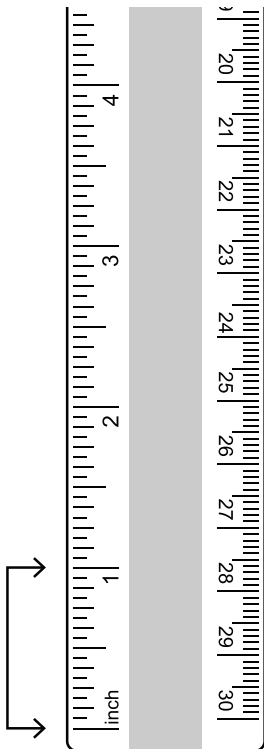
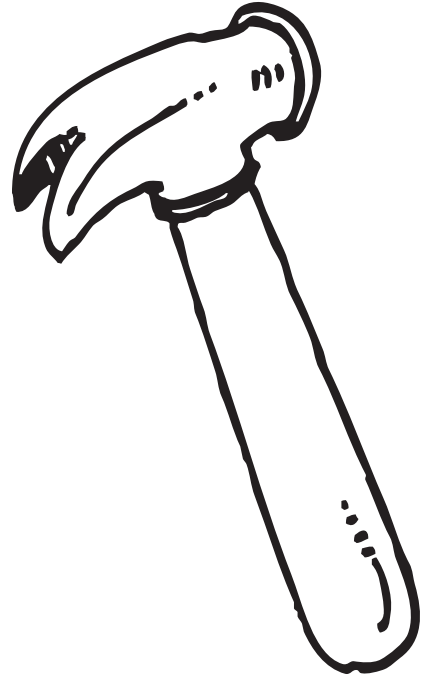
fire, grapes, guitar, gold, glue, heart



# Phonics

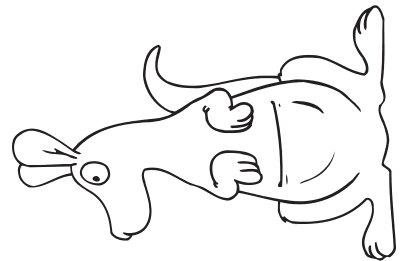
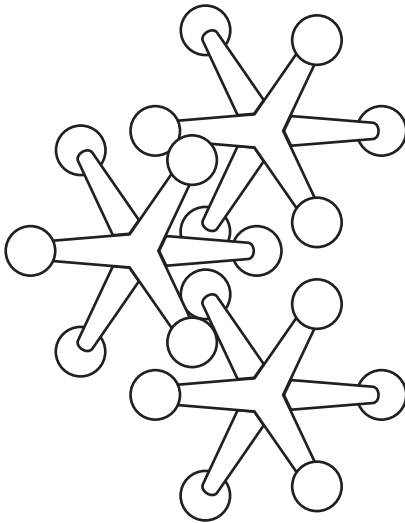
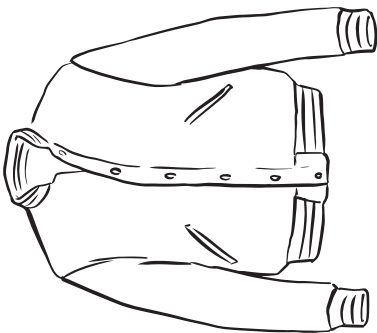
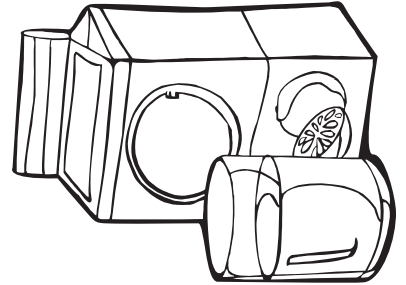
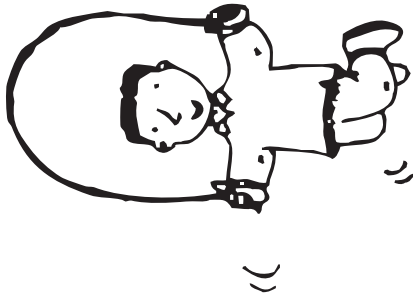
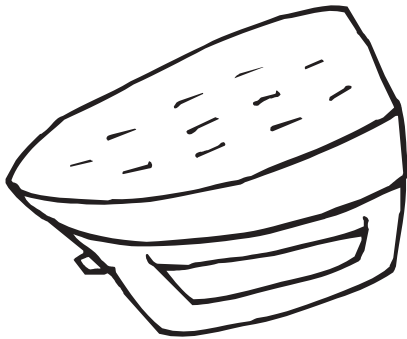
Alphabet Memory Game

P.008



hippopotamus, horse, hammer, inch, igloo, ice





iron, jump, juice, jacket, jacks, kangaroo

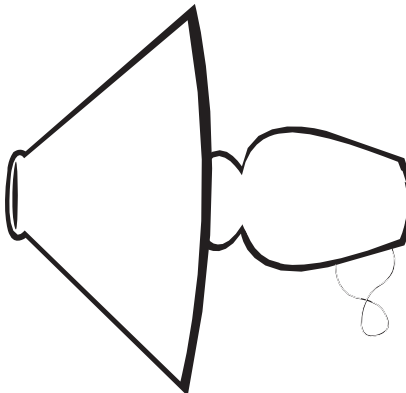
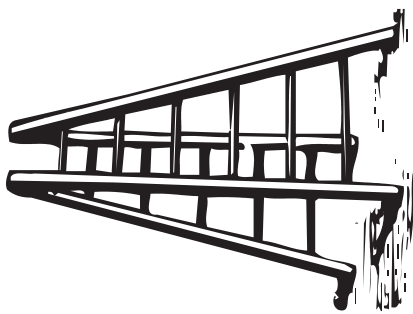
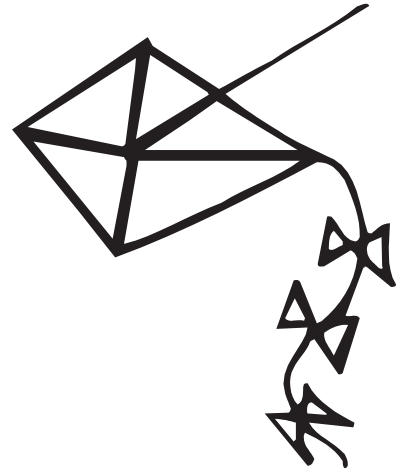
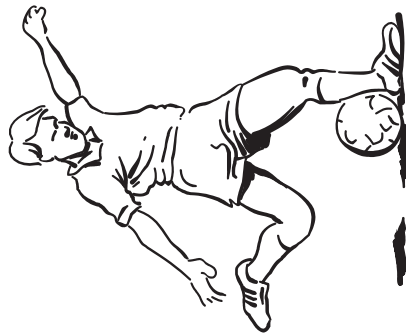




# Phonics

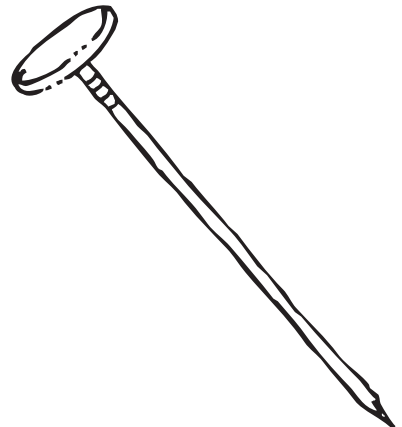
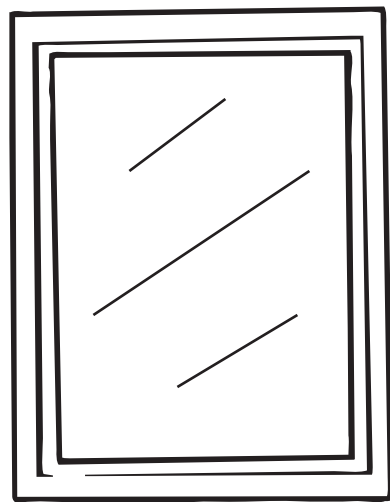
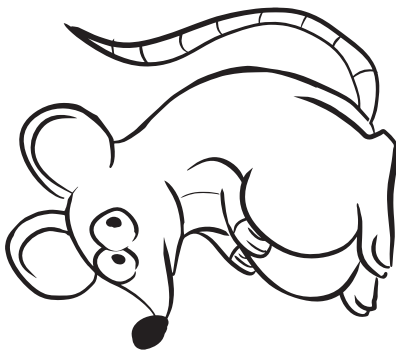
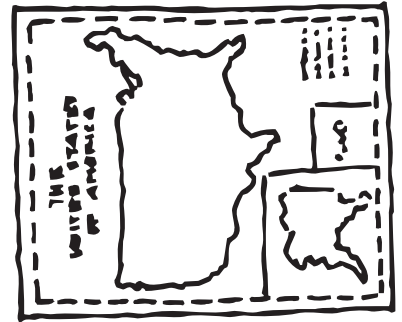
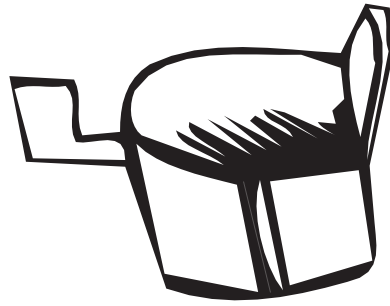
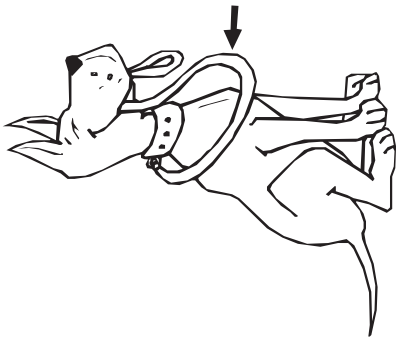
Alphabet Memory Game

P.008



key, kick, kite, ladder, lamp, lion





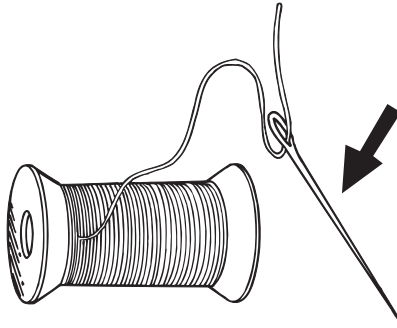
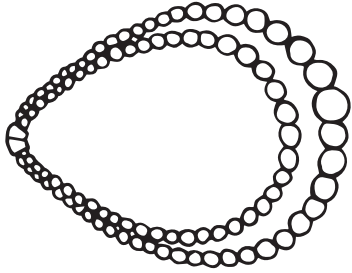
leash, mailbox, map, mouse, mirror, nail



# Phonics

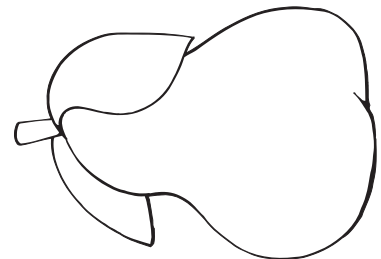
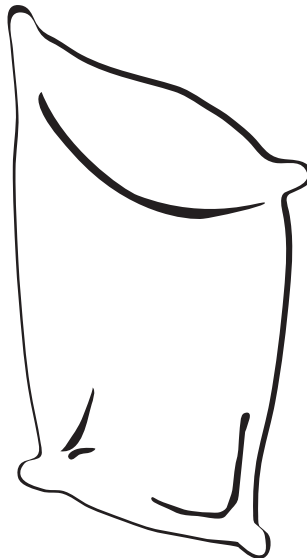
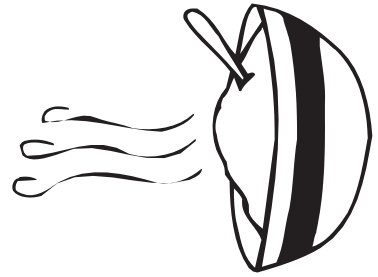
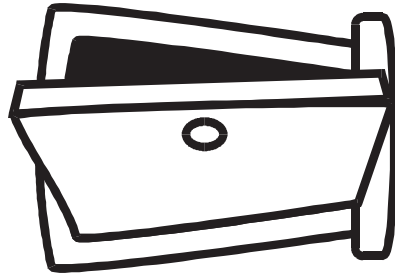
Alphabet Memory Game

P.008



necklace, needle, nurse, octopus, ox, olive





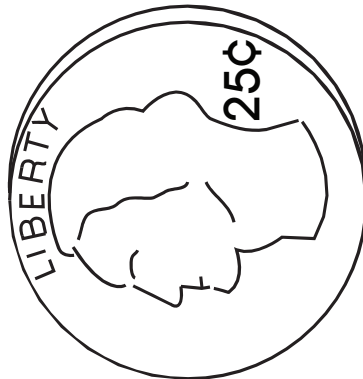
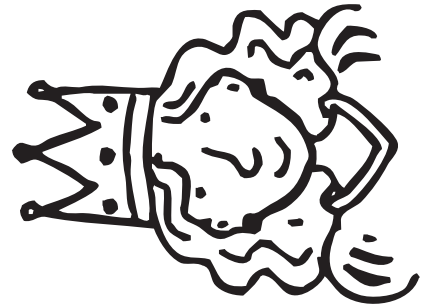
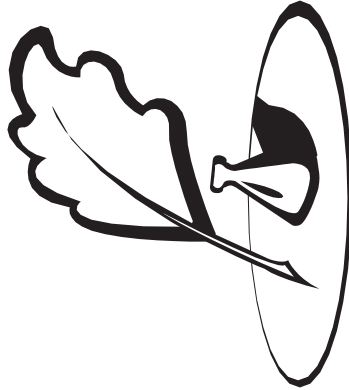
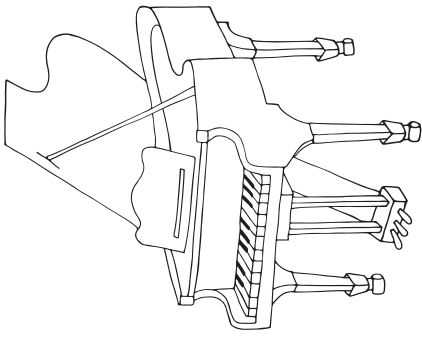
ostrich, open, oatmeal, pretzel, pillow, pear



# Phonics

## Alphabet Memory Game

P.008

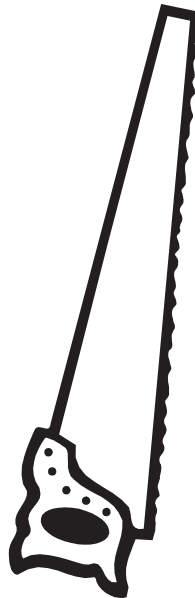
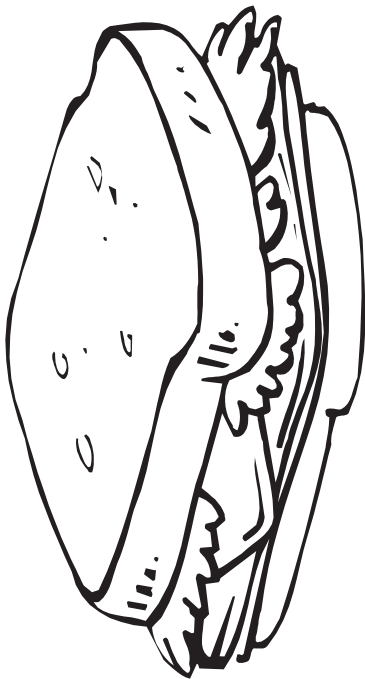
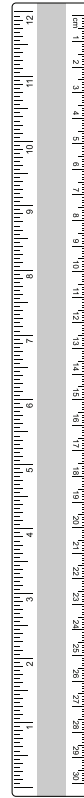
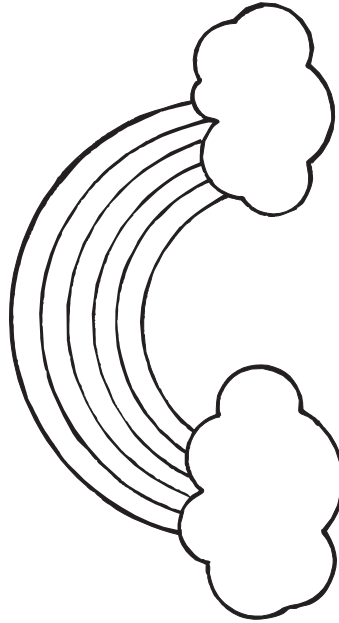
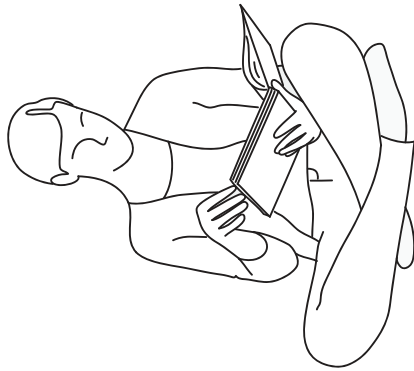


piano, quill, queen, question, quarter, rabbit



P.008

Alphabet Memory Game



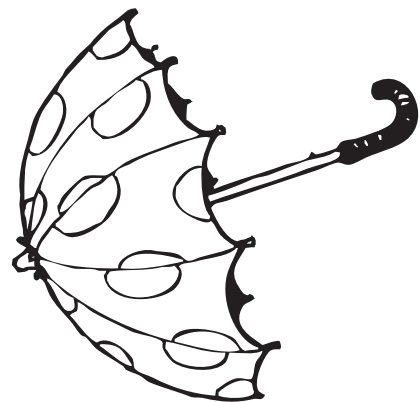
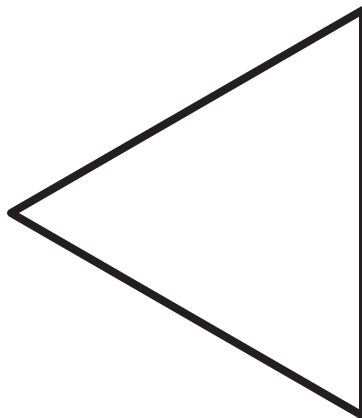
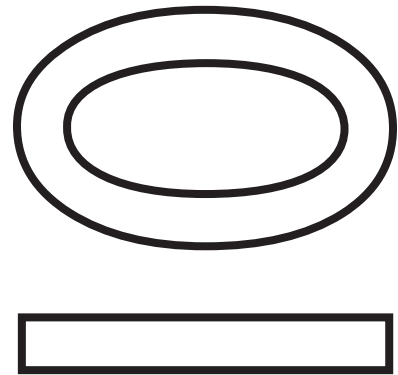
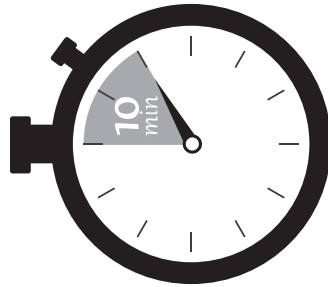
7

read, rainbow, ruler, sandwich, saw, seven

# Phonics

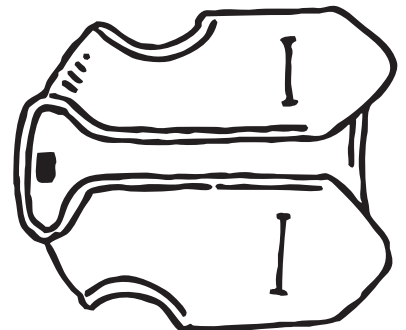
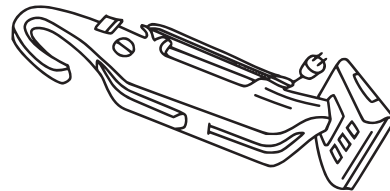
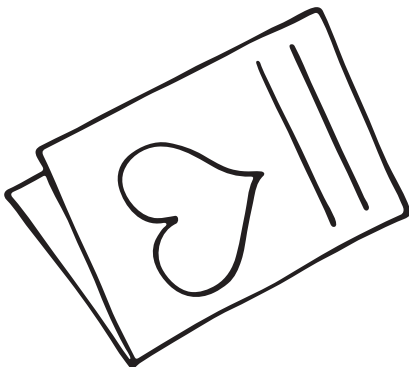
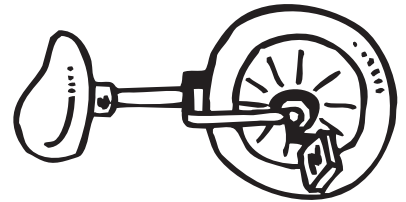
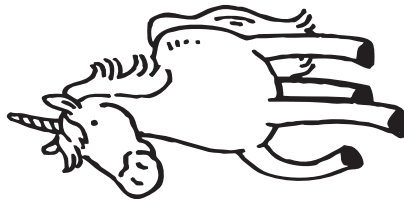
Alphabet Memory Game

P.008



snake, timer, ten, tire, triangle, umbrella





umpire, unicorn, unicycle, valentine, vacuum, vest

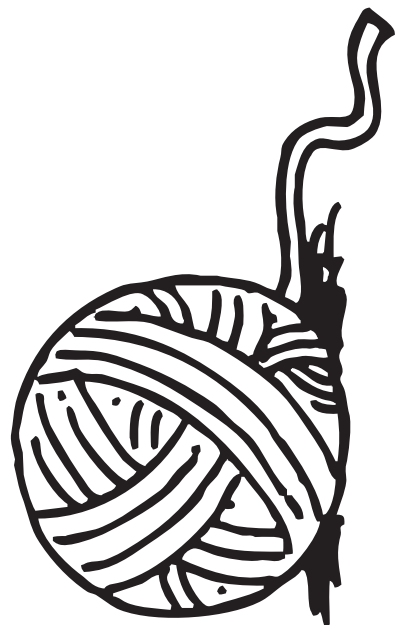
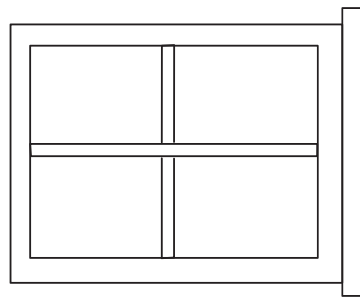
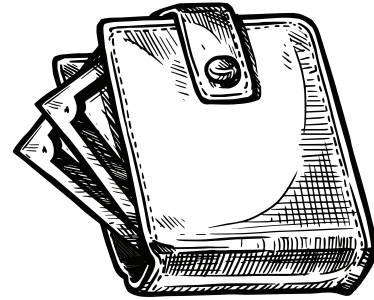
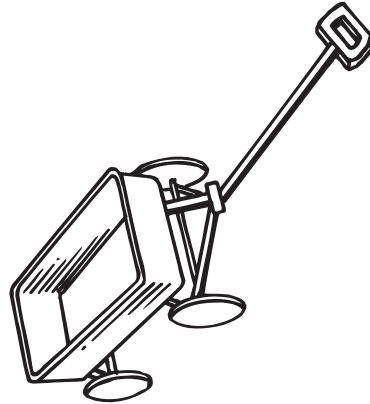
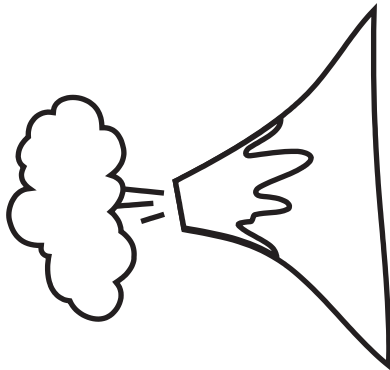




# Phonics

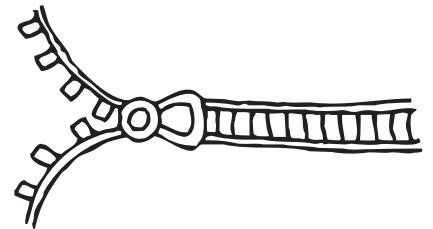
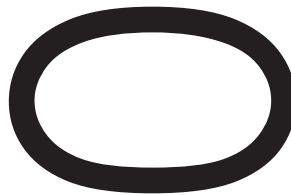
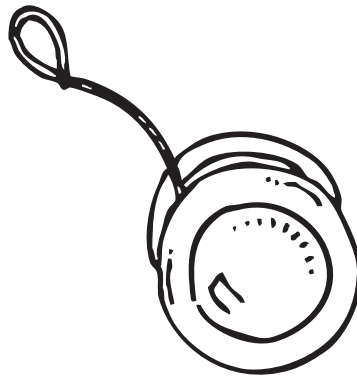
Alphabet Memory Game

P.008



volcano, wagon, wallet, watch, window, yarn





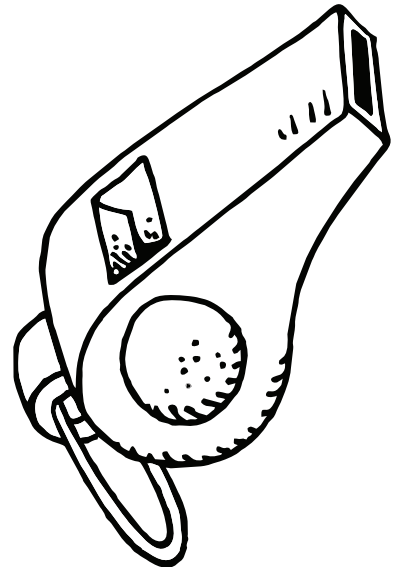
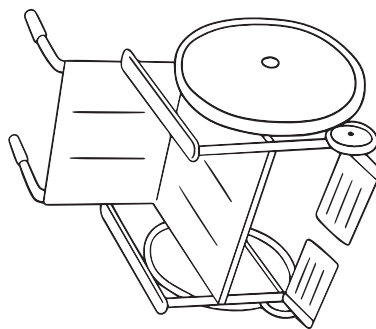
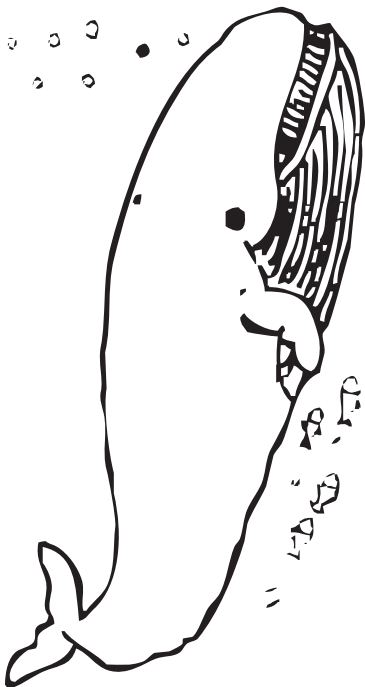
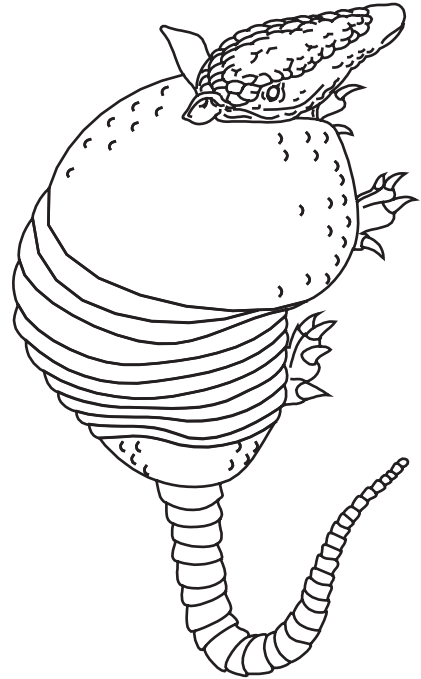
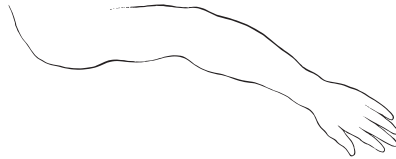
yawn, yo-yo, yak, zebra, zero, zipper



# Phonics

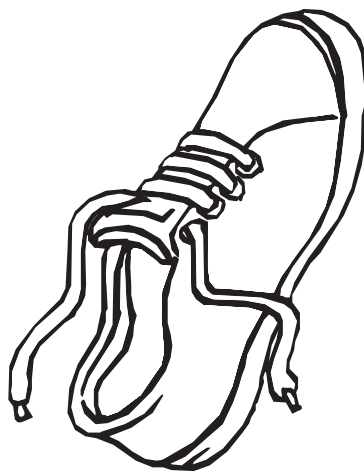
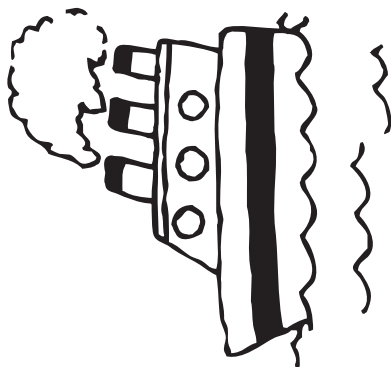
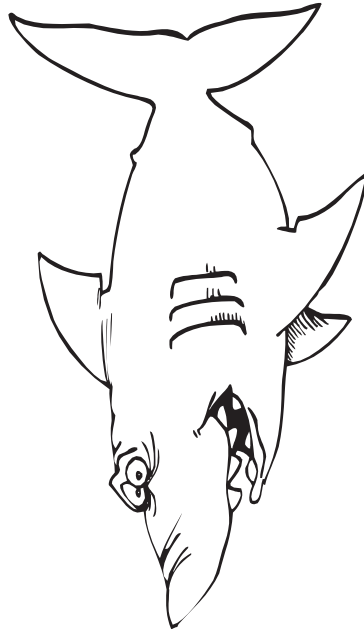
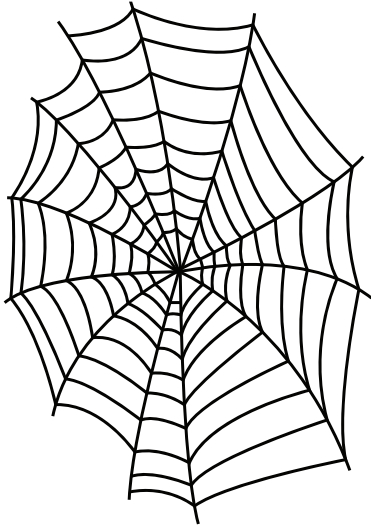
Alphabet Memory Game

P.008



zoo, arm, armadillo, whale, wheelchair, whistle





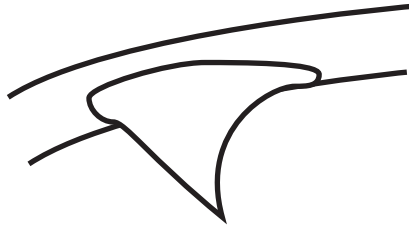
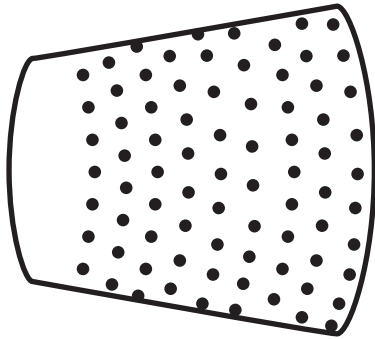
web, shark, shell, ship, shoe, thermometer



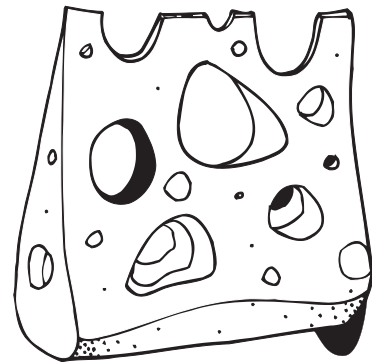
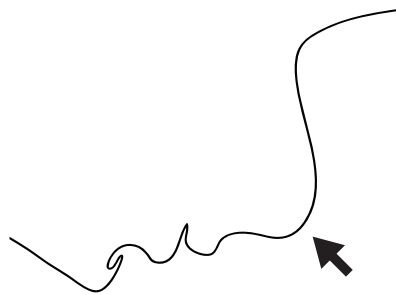
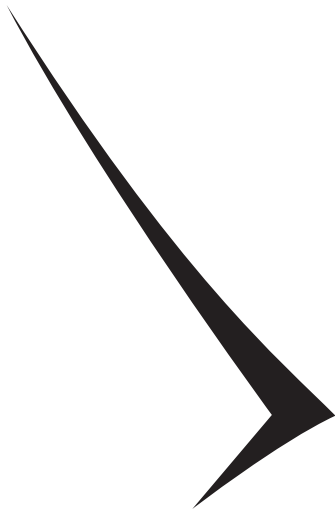
# Phonics

Alphabet Memory Game

P.008

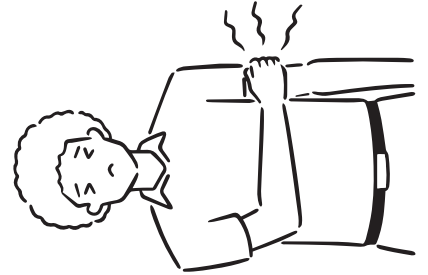
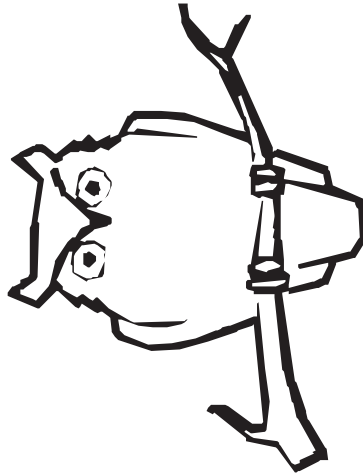
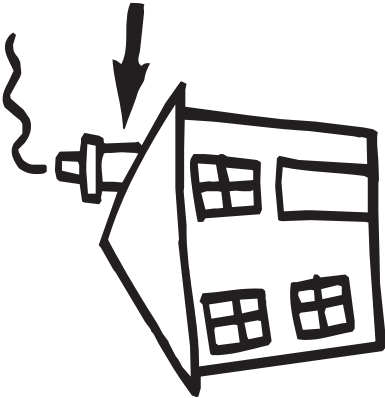


30



thimble, thorn, thirty, check, chin, cheese





chimney, owl, ouch





### Alphabet Tiles Name Sort

#### Objective

The student will identify letters of the alphabet.

#### Materials

- ▶ Uppercase and lowercase alphabet letter tiles or letter tile cards
- ▶ 12" x 18" construction paper  
*Draw a T-chart. Label the left side "In my name," and label the right side "Not in my name."*
- ▶ Index cards  
*Write students' names.*

#### Activity

Students sort the letters in their names by using a T-chart.

1. Place the T-chart on a flat surface. Scatter the letter tiles to the side of the chart. Place the name cards face up in rows.
2. The student selects his or her name card.
3. Selects one tile at a time, names it, and places it in appropriate column.
4. Continues until all tiles are sorted. Puts tiles on the left side of the T-chart in order to spell name.
5. Self-check

Sandra	
In my name	Not in my name
s d	t w

#### Extensions and Adaptations

- ▶ Sort classmates' names.
- ▶ Alphabetize the letter tiles and/or classmates' names.
- ▶ Say the letter sound when sorting.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				





# Phonics

## Alphabet Tiles Name Sort

P.009

a	<u>b</u>	c	<u>d</u>	e
f	g	h	i	j
k	l	<u>m</u>	<u>n</u>	o
<u>p</u>	q	r	s	t
<u>u</u>	v	<u>w</u>	x	y
z				



lowercase letter tile cards



## Objective

The student will identify letters of the alphabet.

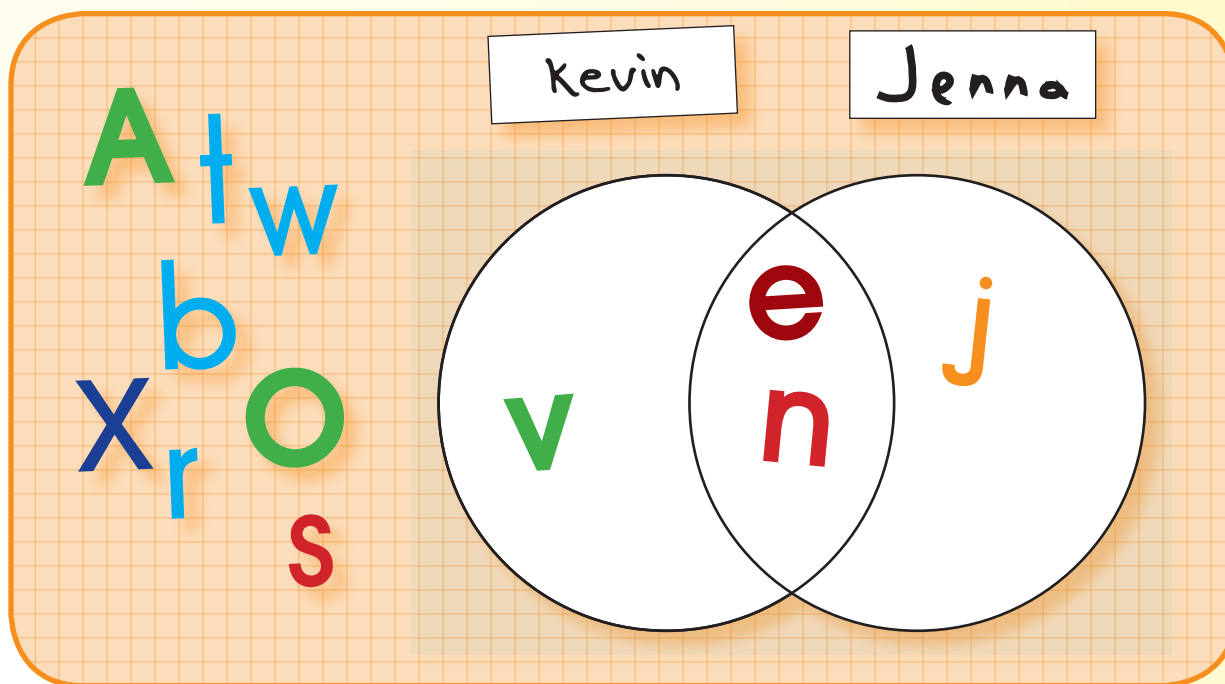
## Materials

- ▶ Sets of uppercase or lowercase letters (e.g., foam or plastic)
- ▶ Venn Diagram  
*Enlarge, laminate, and cut.*
- ▶ Index cards  
*Write students' names.*

## Activity

Students sort the letters in their names using a Venn Diagram.

1. Place the Venn Diagram on a flat surface. Scatter the letters to the side of the diagram. Place the name cards face up in rows.
2. Working in pairs, students select their name cards and place above a circle.
3. Select one letter at a time and name it.
4. Place letters that are shared by both names in the overlapping area of the circles on the Venn Diagram. Place letters which are unique to just one of the names in the corresponding circle. Place letters that are in neither name to the side of the diagram.
5. Continue until all letters are sorted.
6. Peer evaluation



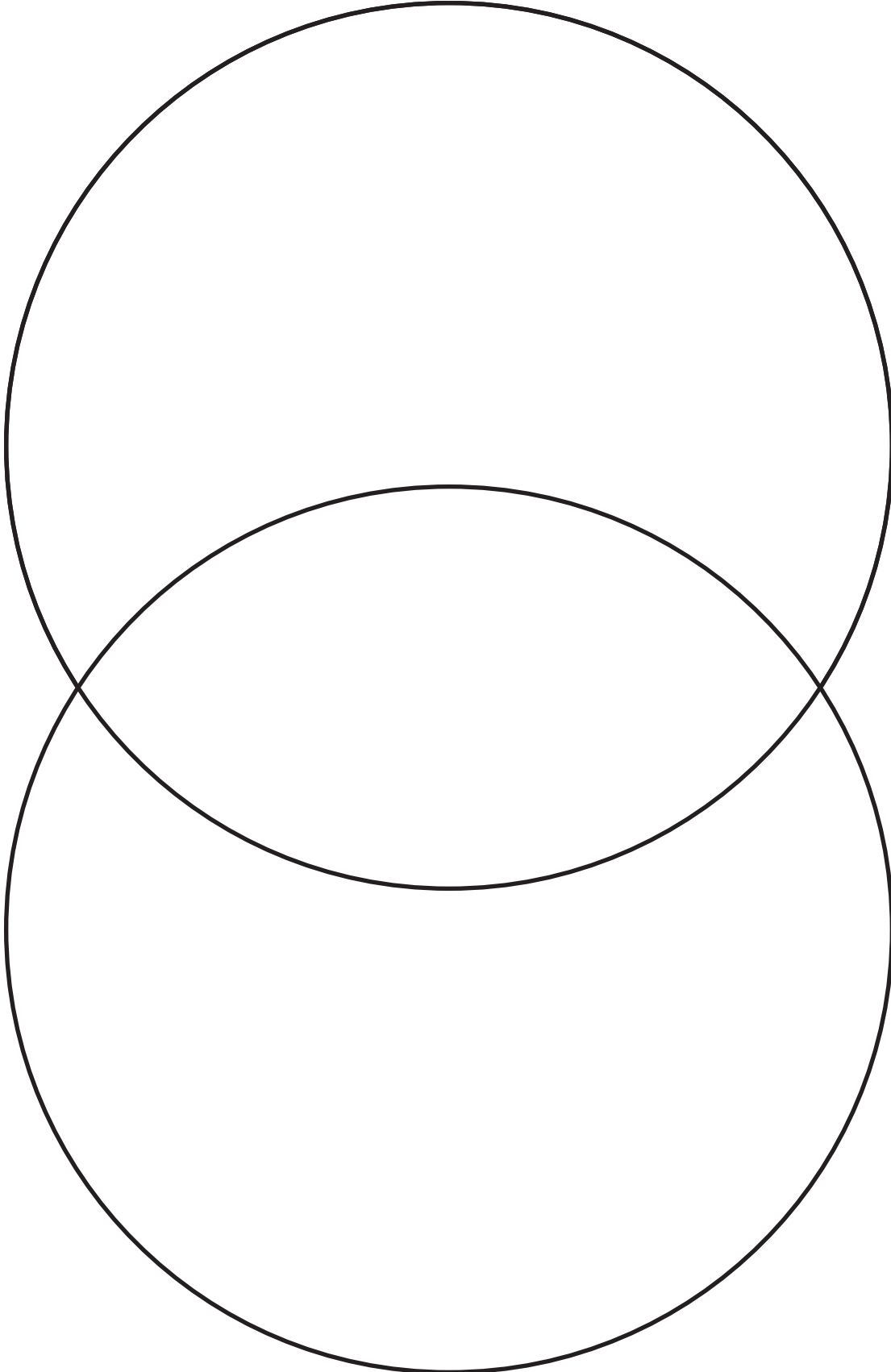
## Extensions and Adaptations

- ▶ Use last names.
- ▶ Use classmates' names.

# Phonics

## Venn Diagram Letter Name Sort

P.010



venn diagram





#### Objective

The student will identify and order the letters of the alphabet.

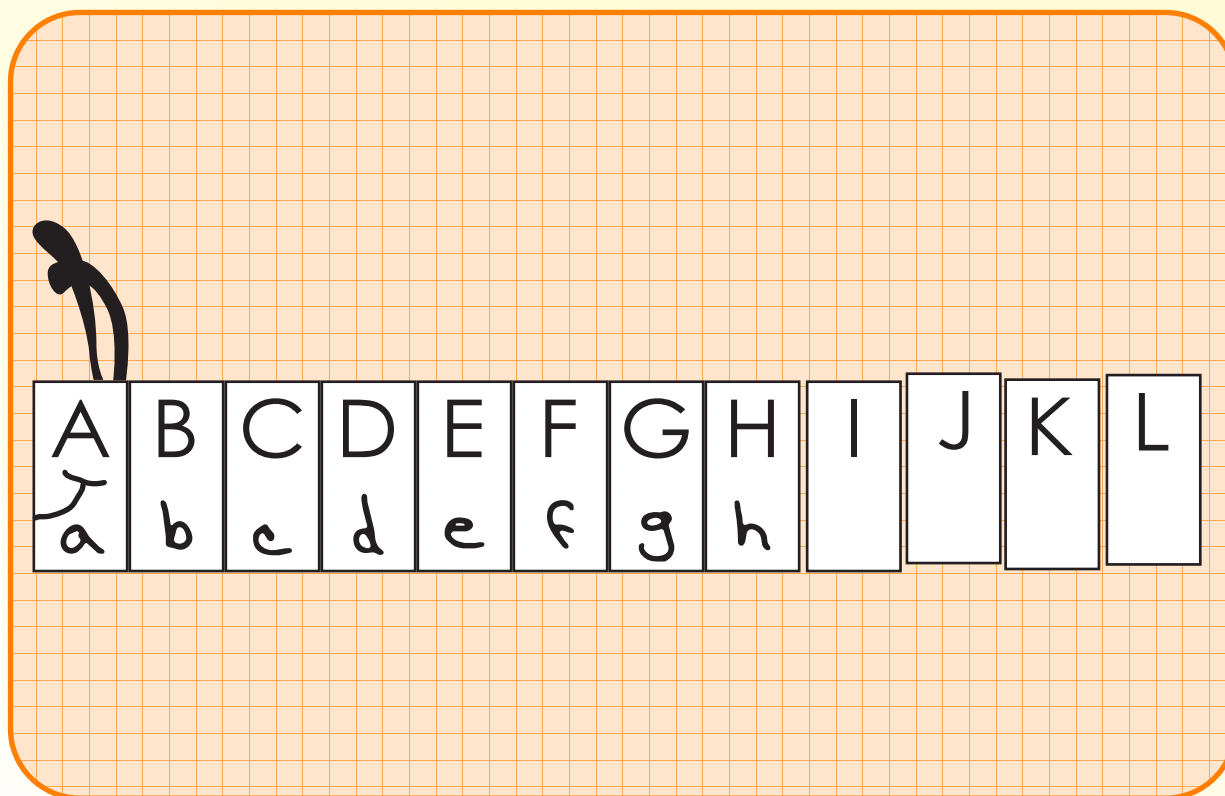
#### Materials

- ▶ Green construction paper  
*Cut 26 rectangles and label the top half of each with an uppercase letter from "A-Z." Draw a mouth and an antennae on the "A" rectangle.*  
*Laminate.*
- ▶ Vis-à-Vis® markers

#### Activity

**Students alphabetize uppercase letters and write corresponding lowercase letters.**

1. Scatter rectangles face up on a flat surface. Provide students with a Vis-à-Vis® marker.
2. Working in pairs, students place rectangles in alphabetical order while naming each letter.
3. Label the bottom of the rectangles with corresponding lowercase letters using a Vis-à-Vis® marker.
4. Continue until all uppercase letters have corresponding lowercase letters.
5. Peer evaluation



#### Extensions and Adaptations

- ▶ Point to letters randomly while partner says sound.



### Brown Bag It



#### Objective

The student will match initial phonemes to graphemes.



#### Materials

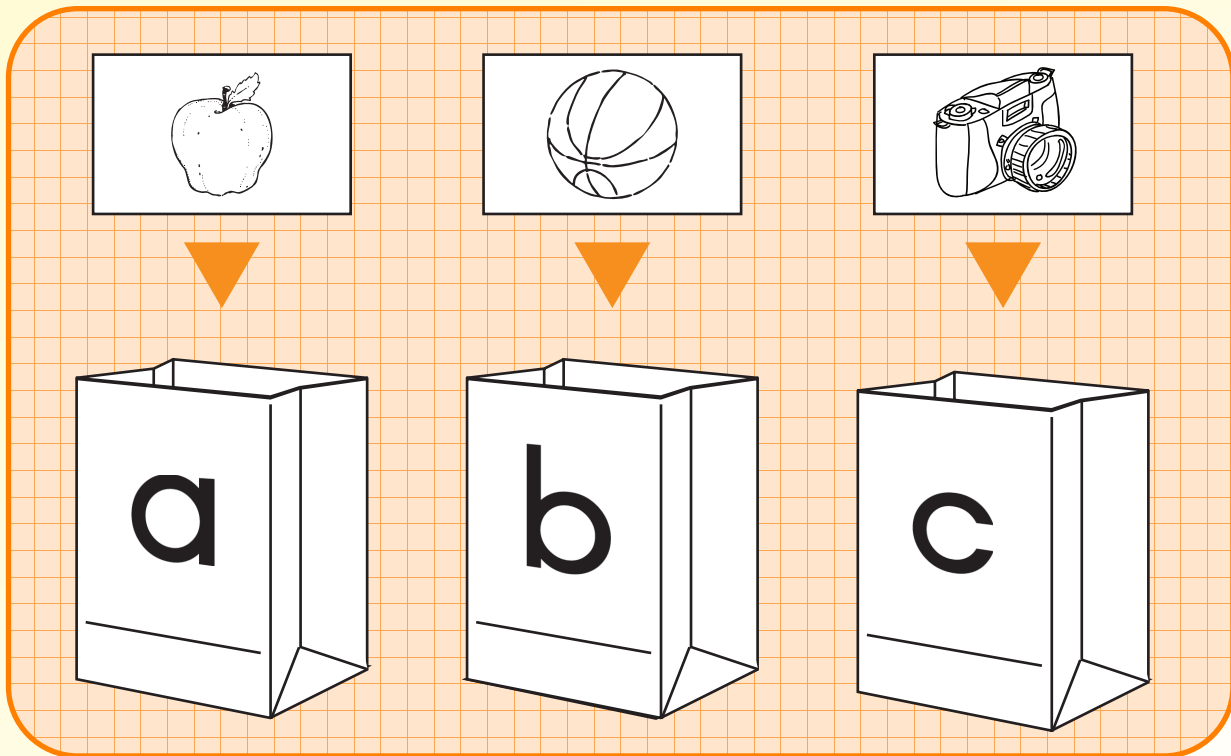
- ▶ Small brown paper bags  
*Label each of 26 bags with one letter of the alphabet.*
- ▶ Print resources (e.g., magazines and catalogs)  
*Review the print resources to ensure the information is appropriate for young children.*
- ▶ Scissors



#### Activity

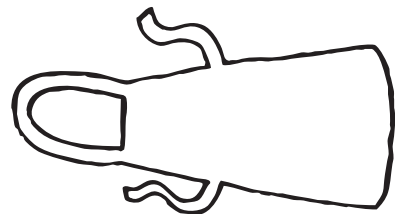
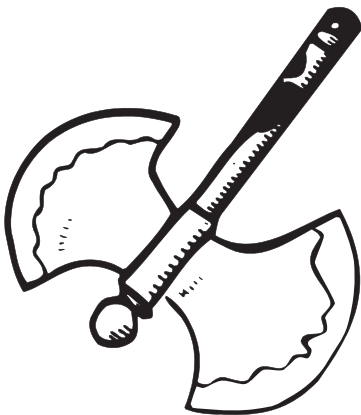
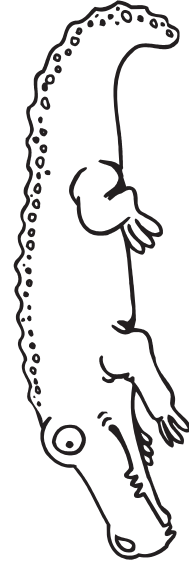
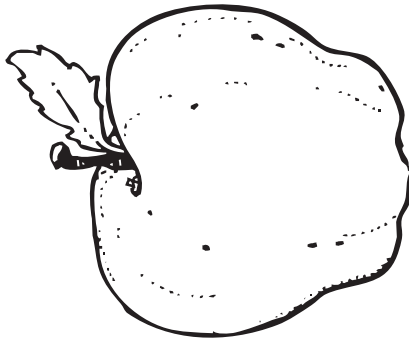
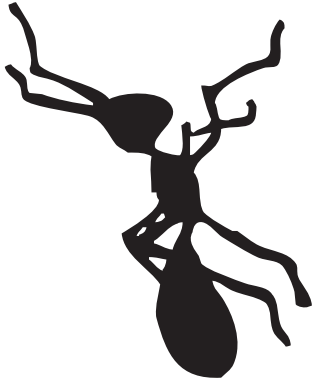
Students sort pictures by initial sounds into bags labeled with the letters of the alphabet.

1. Place paper bags in alphabetical order on a flat surface. Place print resources and scissors at the center.
2. The student cuts 10-20 pictures from the print resources.
3. Names each picture, says its initial sound (e.g., “basketball, /b/”), and places picture in corresponding bag.
4. Continues until all pictures are sorted.
5. Teacher evaluation



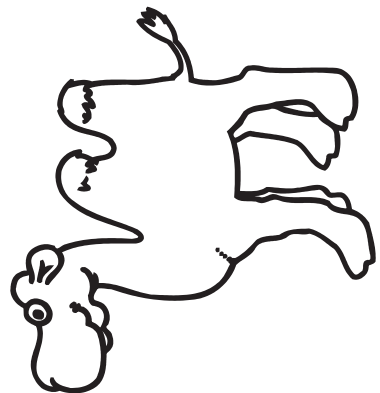
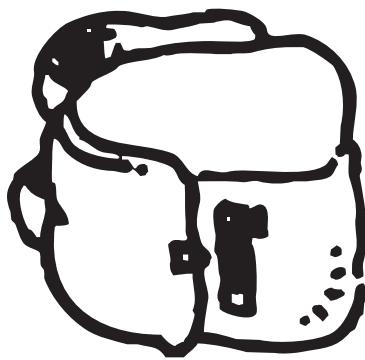
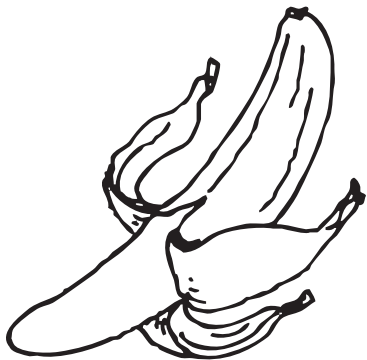
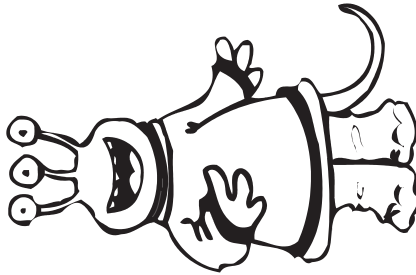
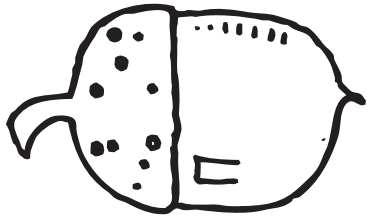
#### Extensions and Adaptations

- ▶ Check the pictures in the bags for initial sound matches during a whole group activity.
- ▶ Use pictures to make a class alphabet book.
- ▶ Sort pictures by final or medial sounds.

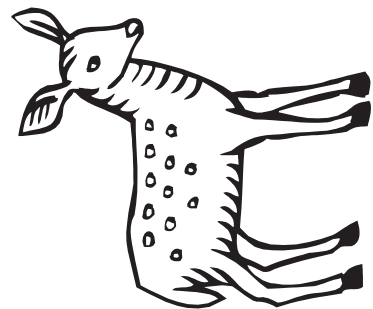
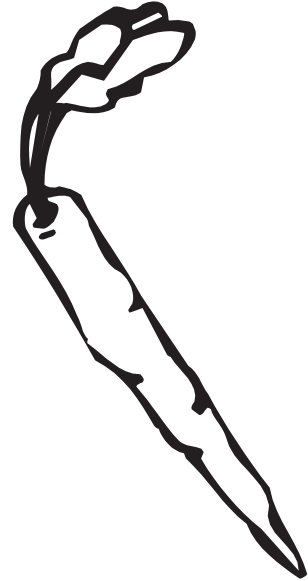
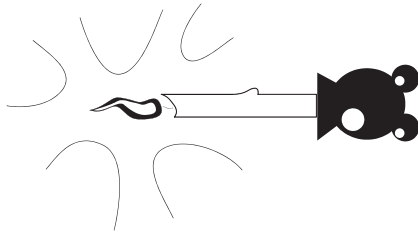


ant, apple, alligator, ax, ape, apron

# Phonics



acorn, alien, beach, banana, backpack, camel

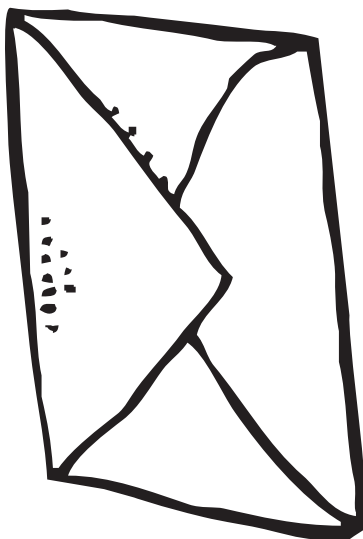
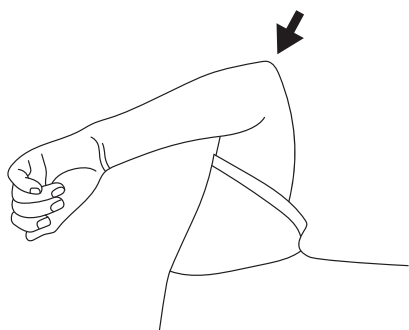
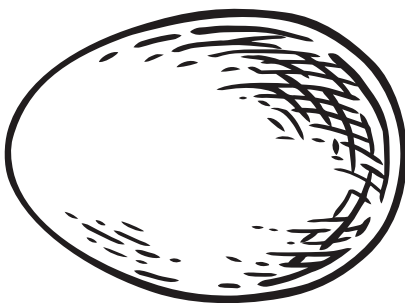
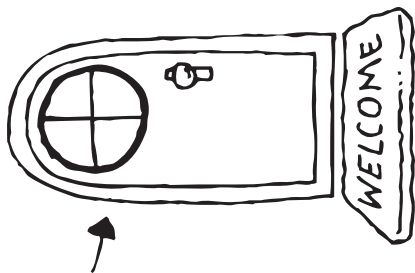


cane, candle, carrot, doughnut, dragon, deer





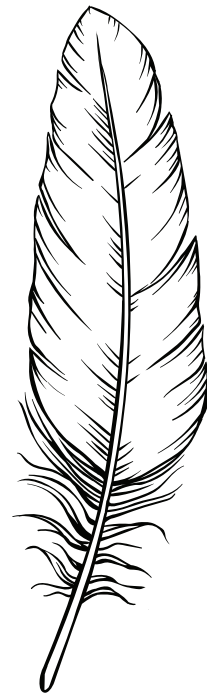
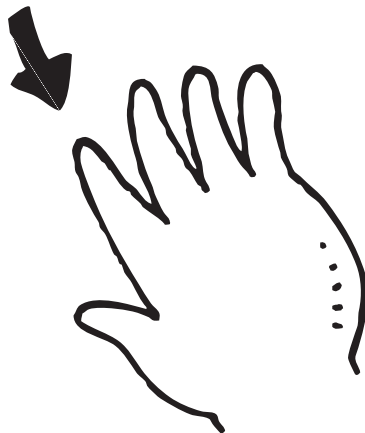
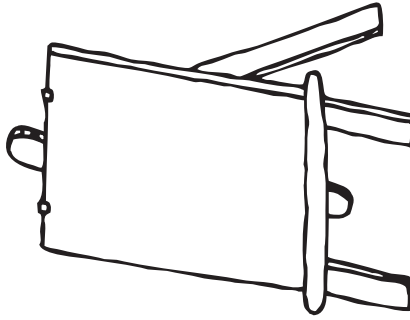
# Phonics



$$2 + 2 = 4$$

door, egg, elf, elbow, envelope, equal

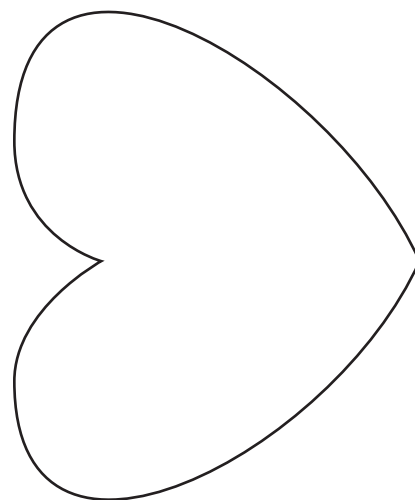
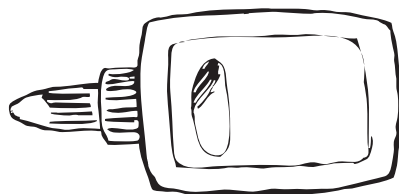
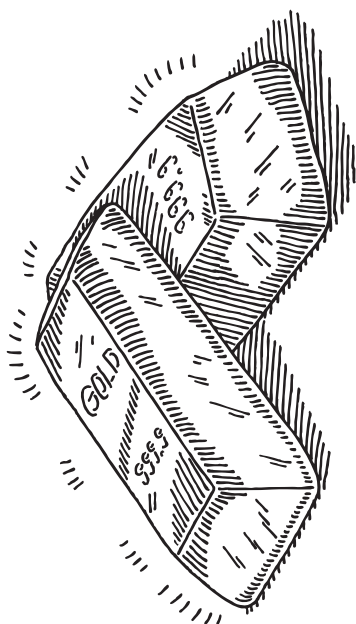
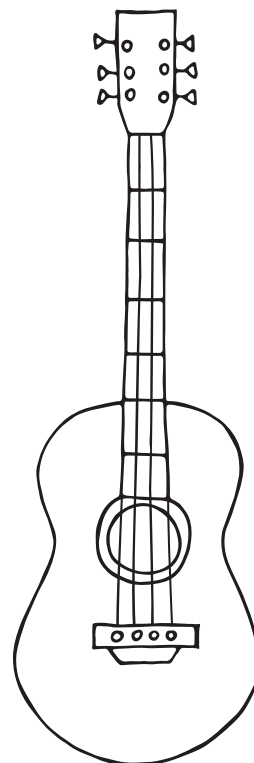
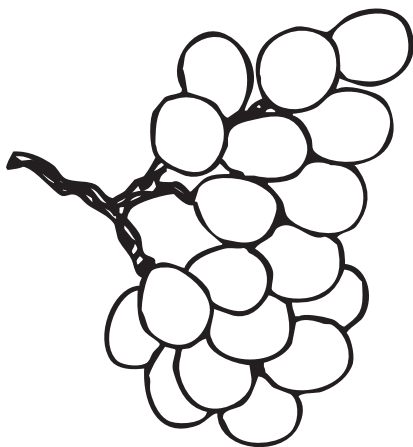
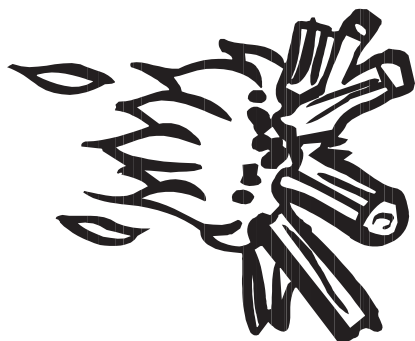




eagle, easel, eat, four, finger, feather

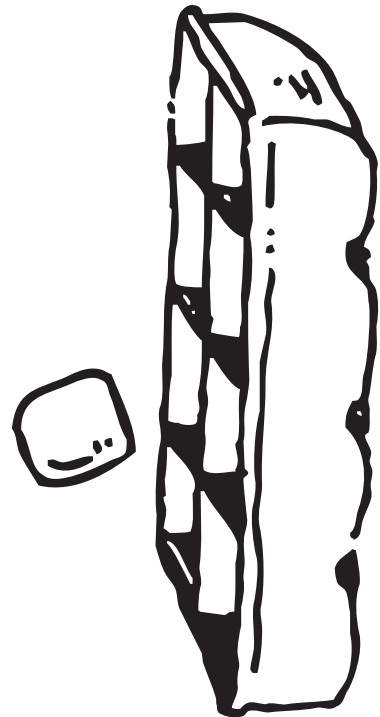
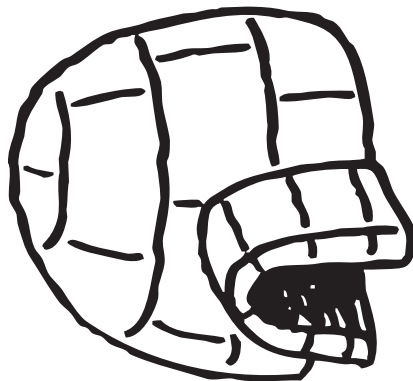
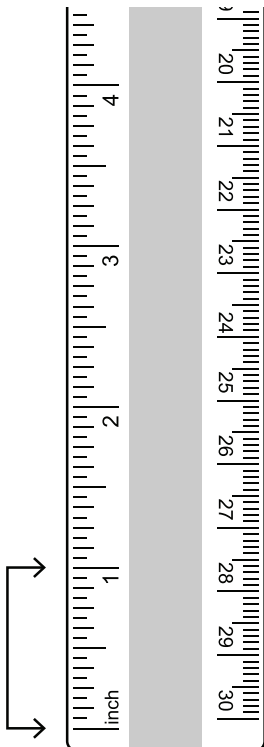
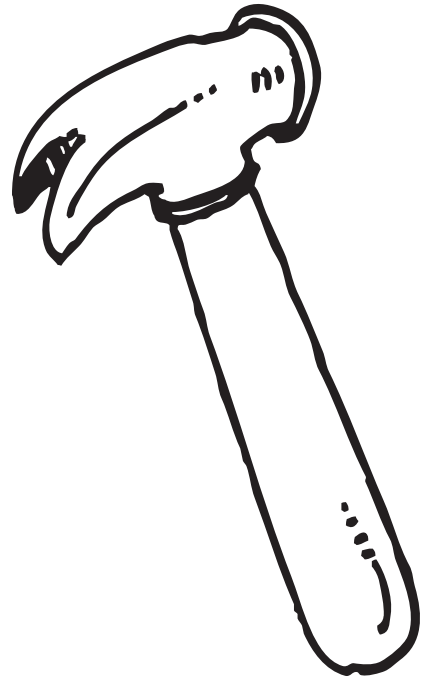
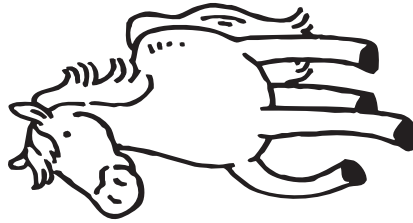


# Phonics



fire, grapes, guitar, gold, glue, heart

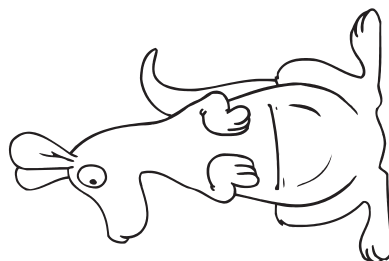
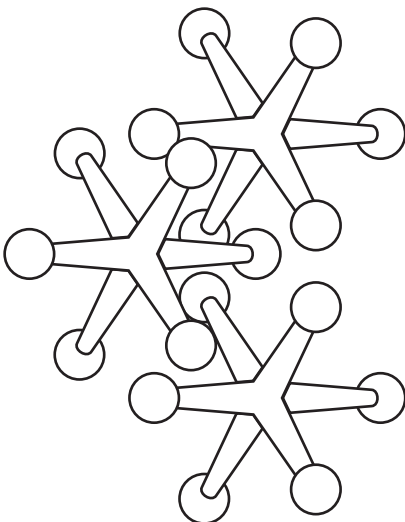
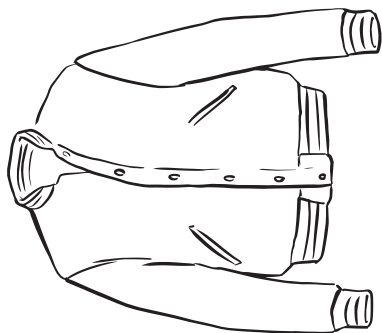
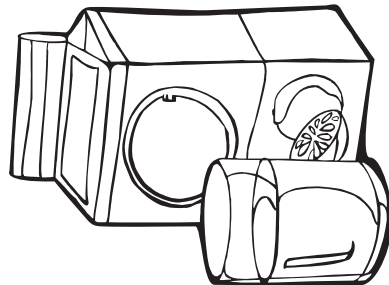
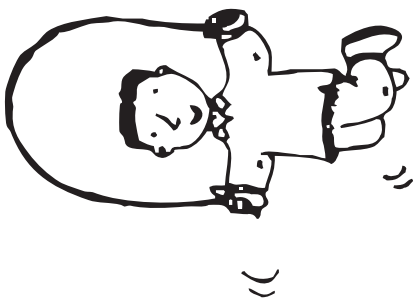
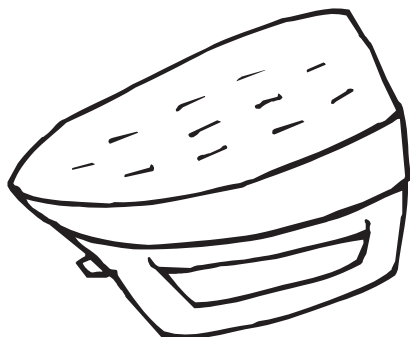




hippopotamus, horse, hammer, inch, igloo, ice

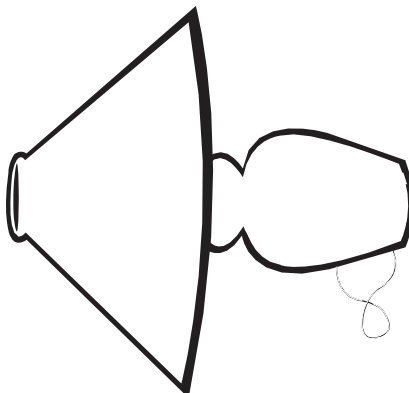
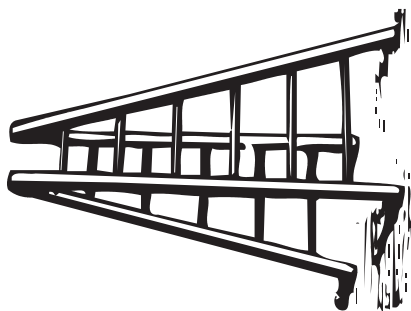
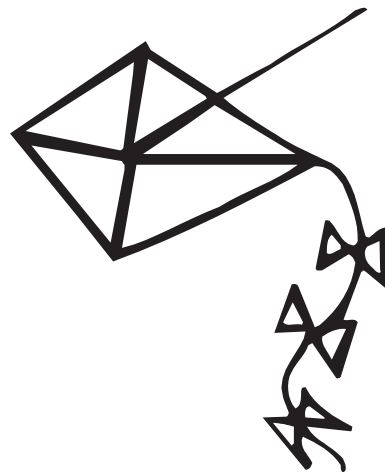
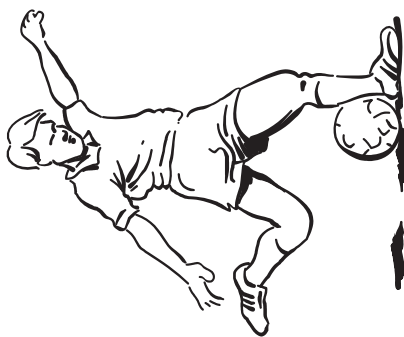


# Phonics



iron, jump, juice, jacket, jacks, kangaroo

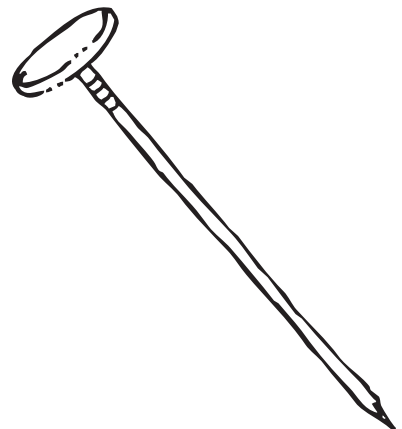
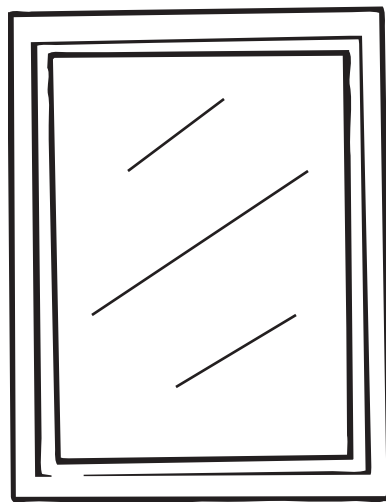
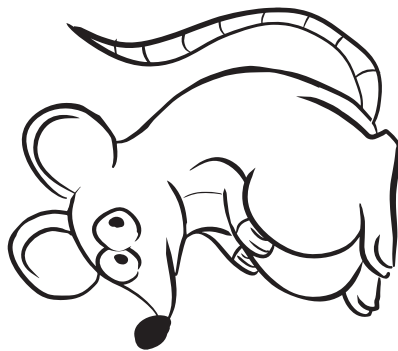
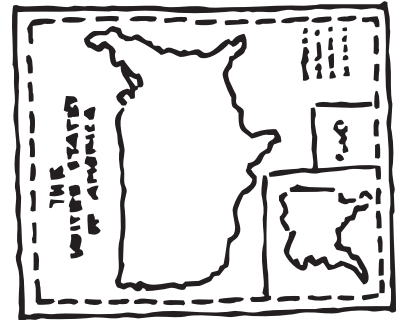
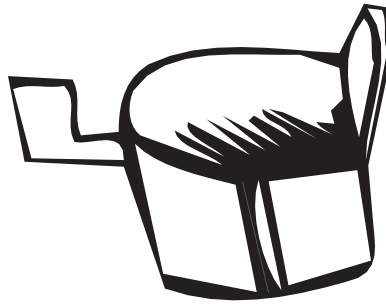
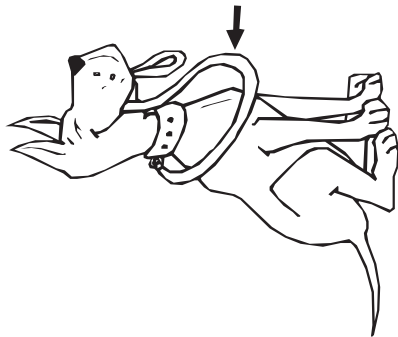




key, kick, kite, ladder, lamp, lion

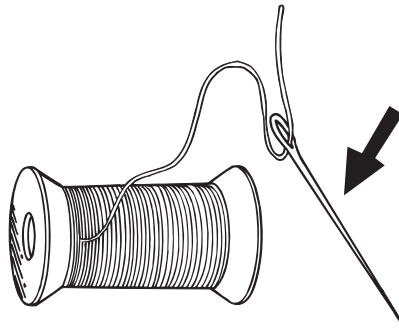
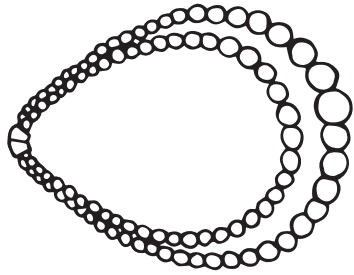


# Phonics



leash, mailbox, map, mouse, mirror, nail



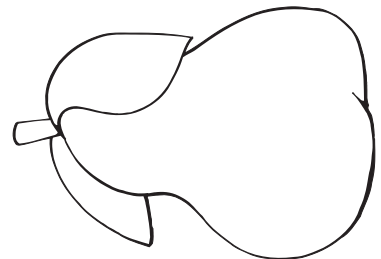
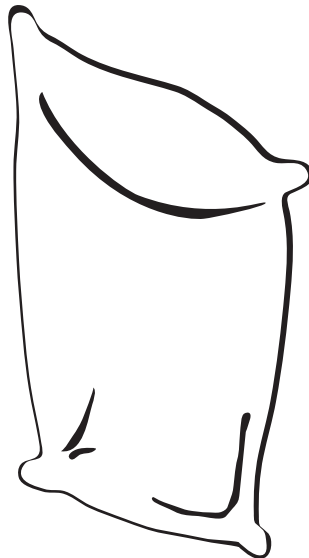
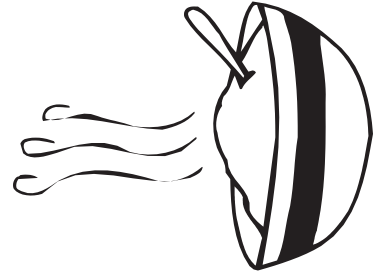
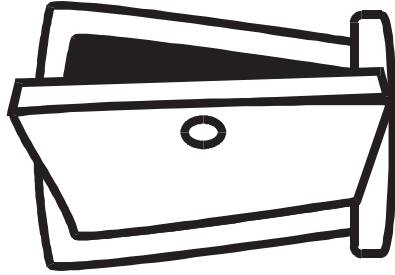


necklace, needle, nurse, octopus, ox, olive



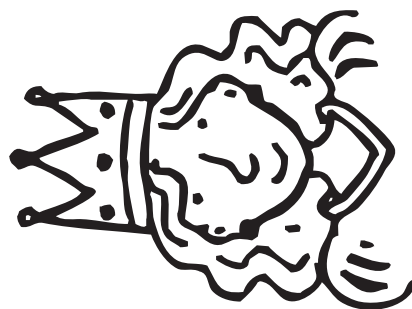
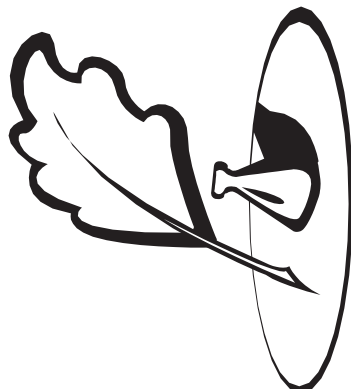
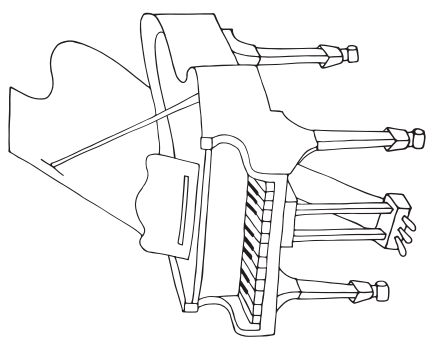


# Phonics



ostrich, open, oatmeal, pretzel, pillow, pear

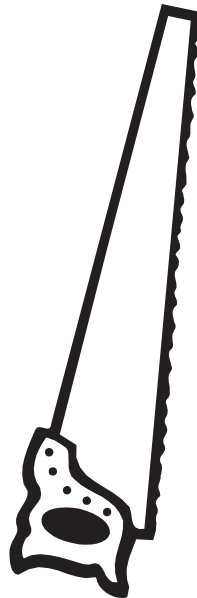
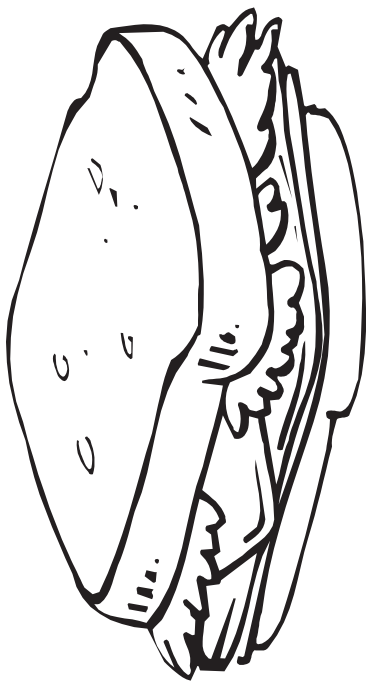
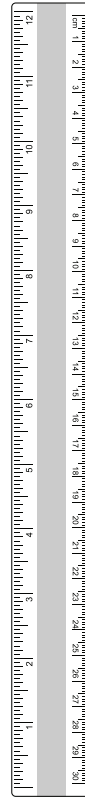
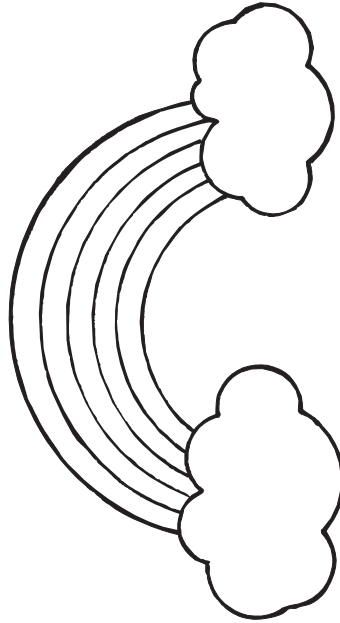
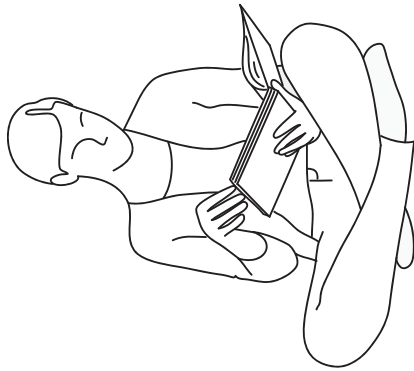




piano, quill, queen, question, quarter, rabbit

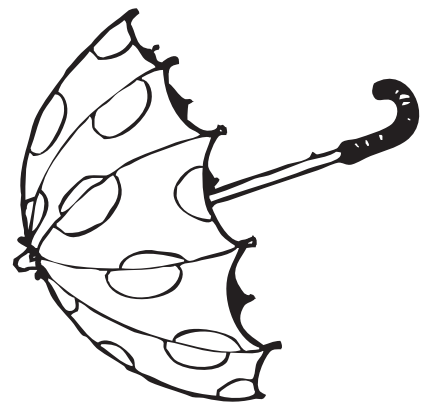
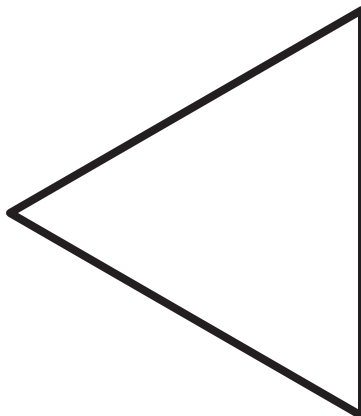
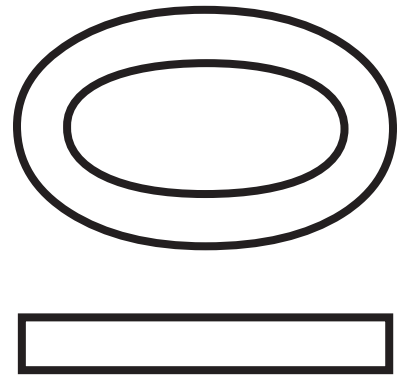
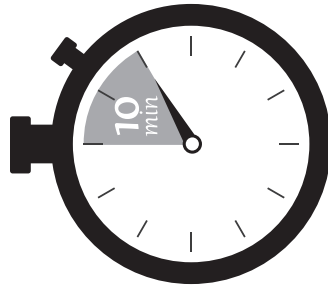


# Phonics



7

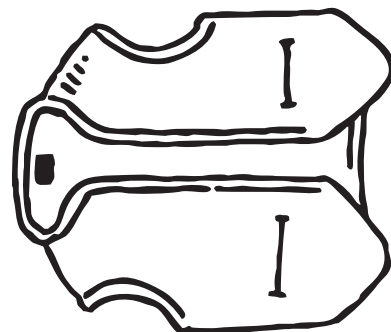
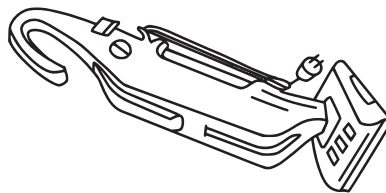
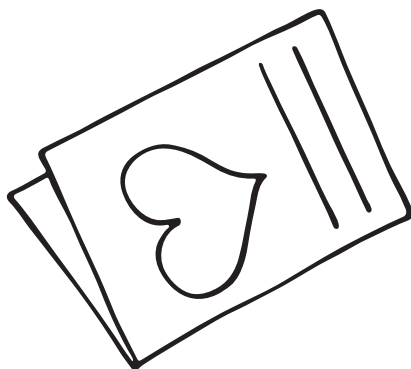
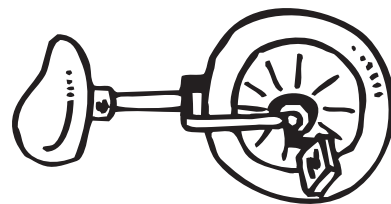
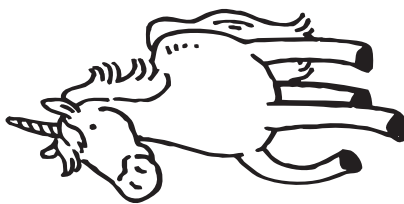
read, rainbow, ruler, sandwich, saw, seven



snake, timer, ten, tire, triangle, umbrella

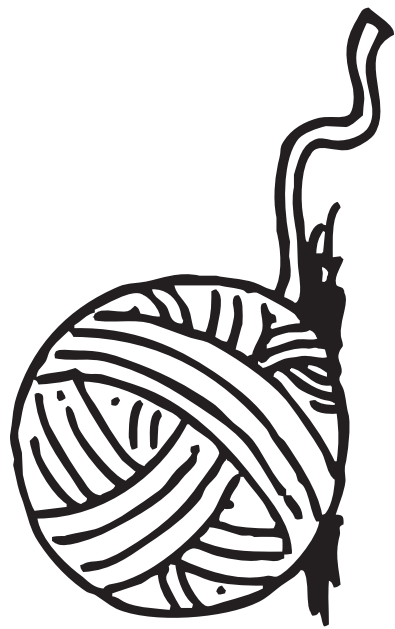
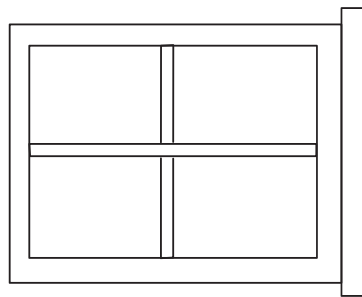
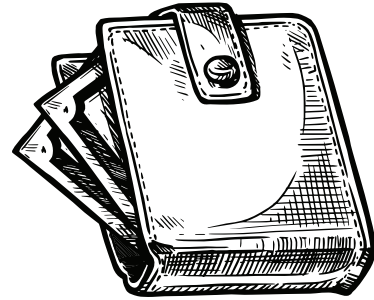
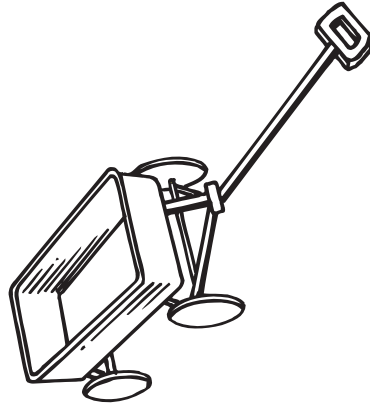
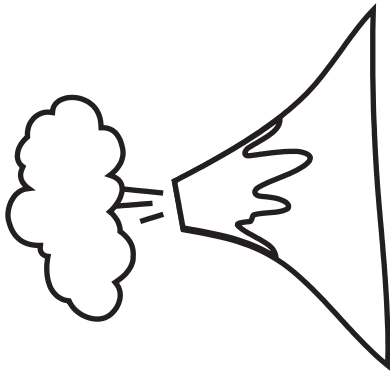


# Phonics



umpire, unicorn, unicycle, valentine, vacuum, vest

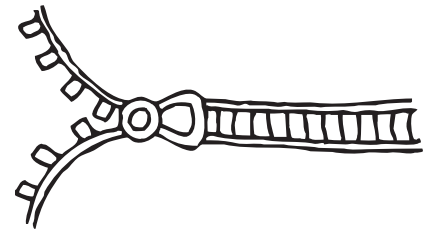
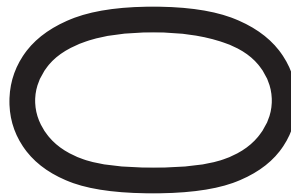
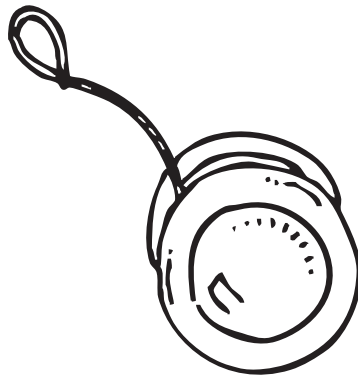




volcano, wagon, wallet, watch, window, yarn

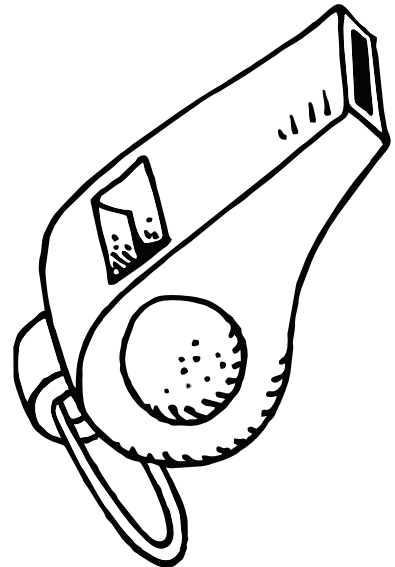
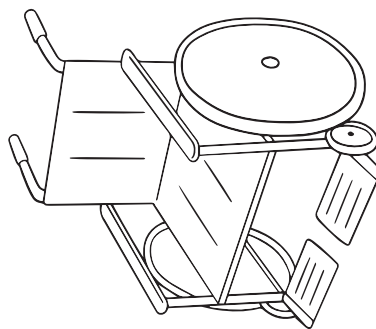
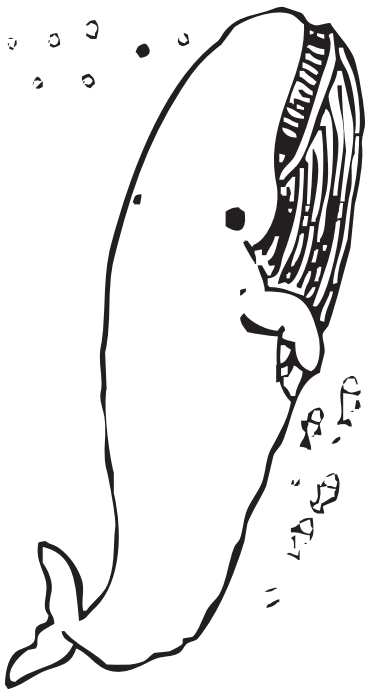
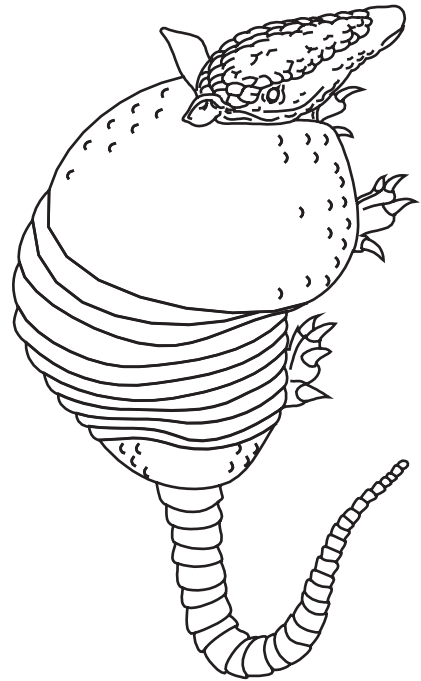
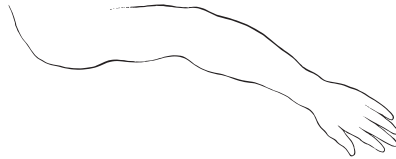


# Phonics



yawn, yo-yo, yak, zebra, zero, zipper



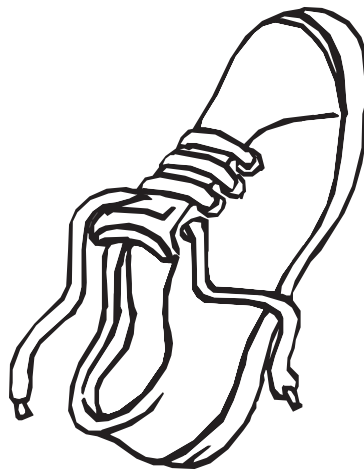
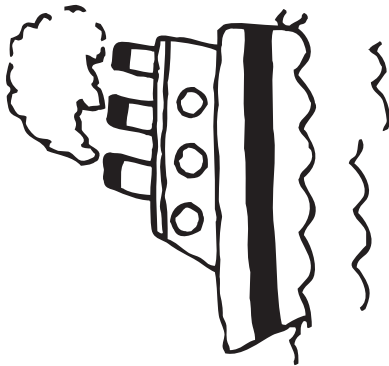
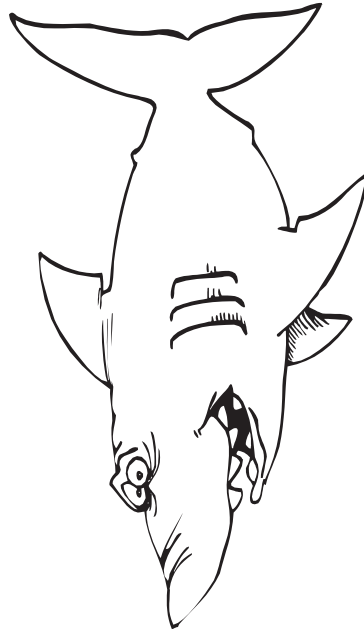
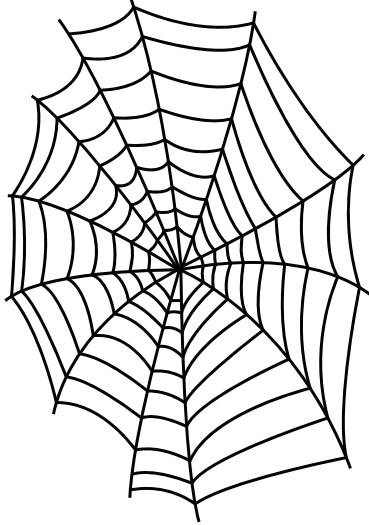


zoo, arm, armadillo, whale, wheelchair, whistle



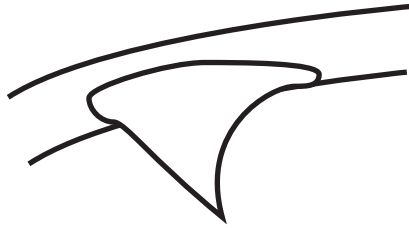
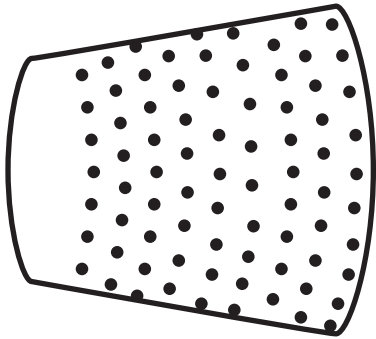


# Phonics

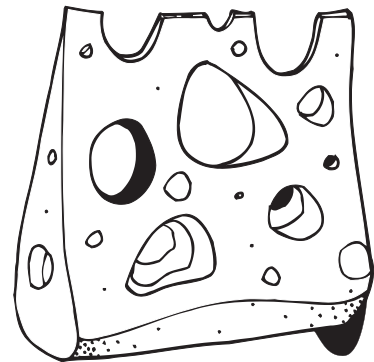
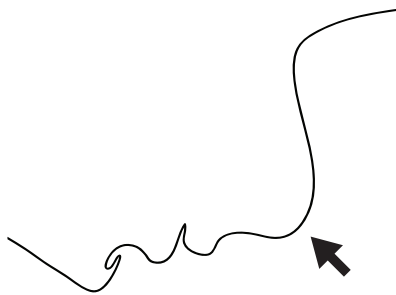
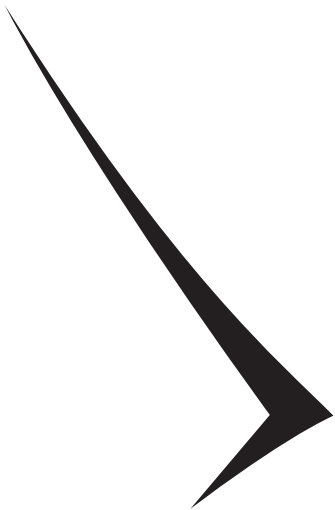


web, shark, shell, ship, shoe, thermometer





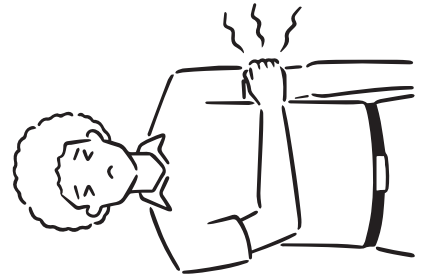
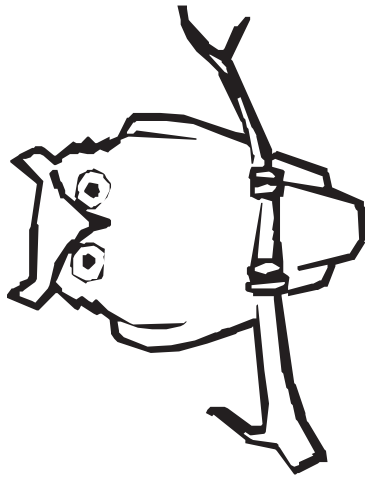
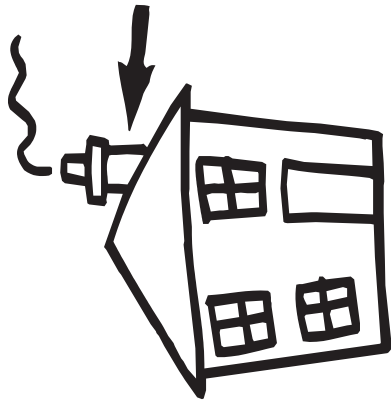
30



thimble, thorn, thirty, check, chin, cheese



# Phonics



chimney, owl, ouch





### Objective

The student will match initial phonemes to graphemes.

### Materials

- ▶ Student photographs
- ▶ Poster board

*Write the letters of the alphabet vertically down the left side of the poster board.*

### Activity

**Students match the initial sounds in classmates' names to letters using student photographs.**

1. Place scattered student photographs on a flat surface. Place poster board at the center.
2. Working in pairs, students select a photograph, name the student, and say the initial sound in the student's name.
3. Place photograph on the chart beside the letter that corresponds to the initial sound.
4. Continue until all photographs are sorted.
5. Peer evaluation

A poster board template for a photo chart. The board is divided into two main sections. On the left, there are four scattered student photographs: a girl in a wheelchair, a boy, a girl in a hijab, and another boy. On the right, there is a vertical column of letters: A, B, C, D, E, F. Each letter has a small square box next to it, and some of these boxes contain the same student photographs as the scattered ones, demonstrating the matching process. For example, the letter 'B' has a box with a boy's photo, and the letter 'E' has a box with a girl's photo.

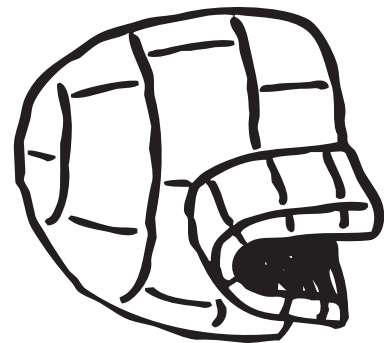
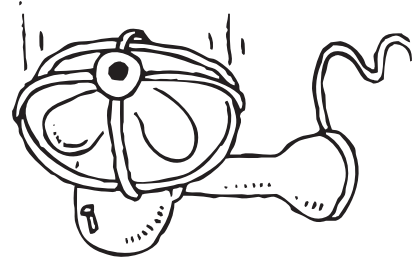
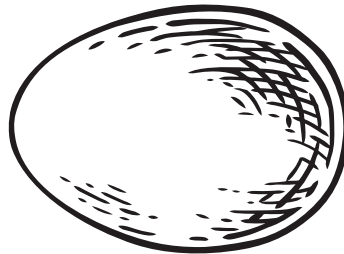
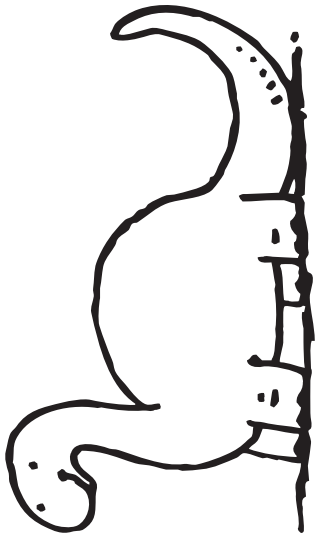
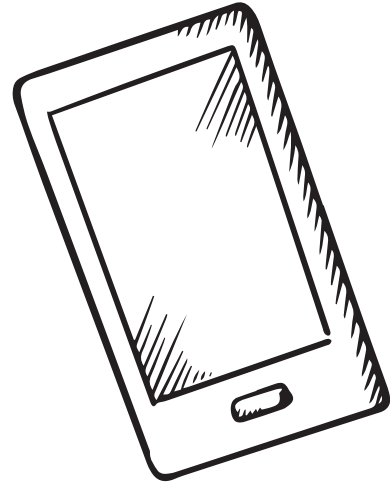
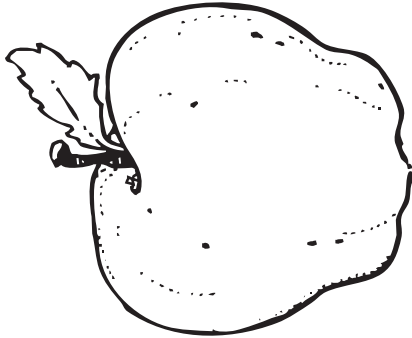
### Extensions and Adaptations

- ▶ Sort student names by final sound.
- ▶ Sort picture cards by initial sound.

# Phonics

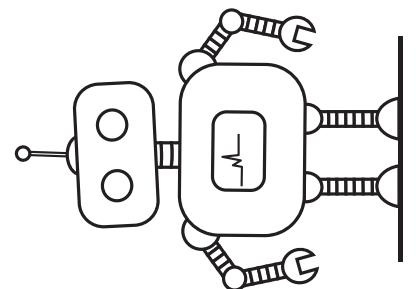
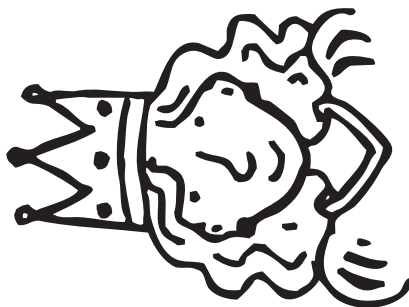
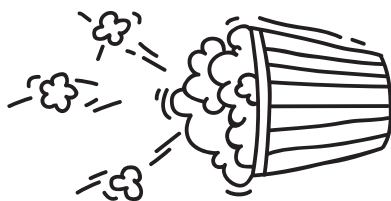
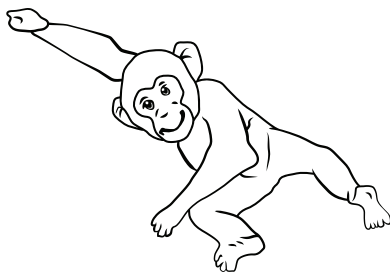
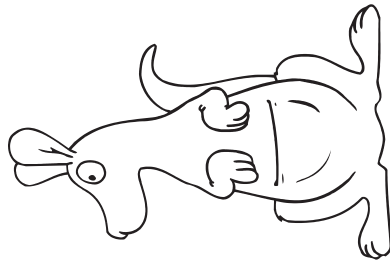
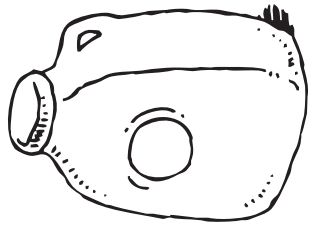
Photo Chart

P.013



picture cards: apple, ball, camera, dinosaur, egg, fan, gorilla, hug, igloo





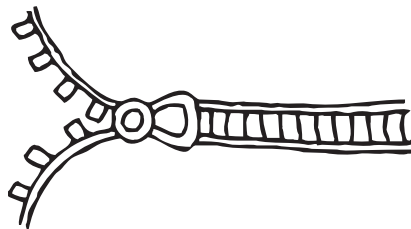
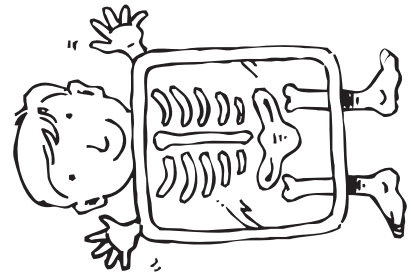
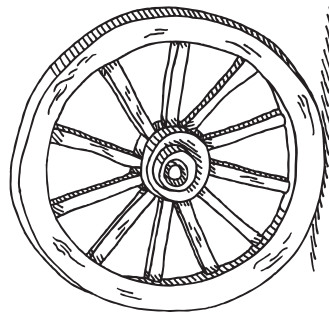
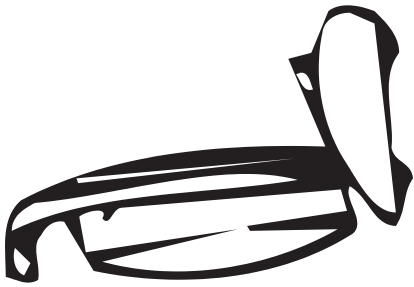
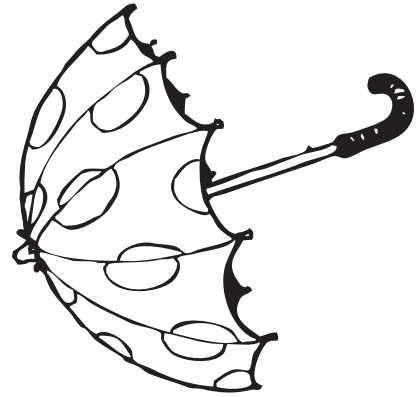
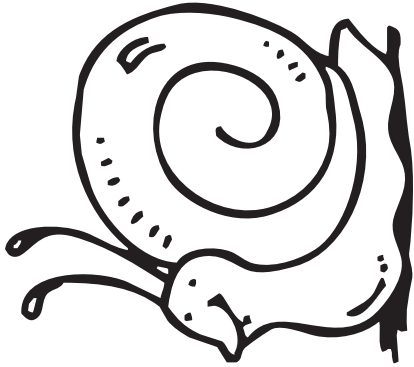
picture cards: jug, kangaroo, lion, monkey, nose, ostrich, popcorn, queen, robot



# Phonics

Photo Chart

P.013



picture cards: snail, tiger, umbrella, vacuum, wheel, x-ray, yak, zipper





## P.014

## Letter-Sound Correspondence

### Letter-Sound Place Mats

#### Objective

The student will match initial phonemes to graphemes.

#### Materials

- ▶ 12" x 18" construction paper  
*Laminate the finished product for placemats.*
- ▶ Letter stamps and stamp pads
- ▶ Print resources (e.g., magazines and catalogs)  
*Review the print resources to ensure the information is appropriate for young children.*
- ▶ Scissors
- ▶ Glue

#### Activity

Students select pictures with the same initial sound as their first name and make placemats.

1. Place print resources, letter stamps, stamp pad, scissors, and glue on a flat surface. Provide each student with a piece of construction paper.
2. The student stamps each letter of his name on the construction paper and says the initial sound.
3. Selects and cuts pictures with the same initial sound as in the student's name.
4. Glues pictures on the construction paper.
5. Continues until there are five to ten pictures on placemat.
6. Teacher evaluation



#### Extensions and Adaptations

- ▶ Select pictures corresponding to the final sound in name.
- ▶ Use last names.





### Words Around Us Memory Game



#### Objective

The student will match initial phonemes to graphemes.



#### Materials

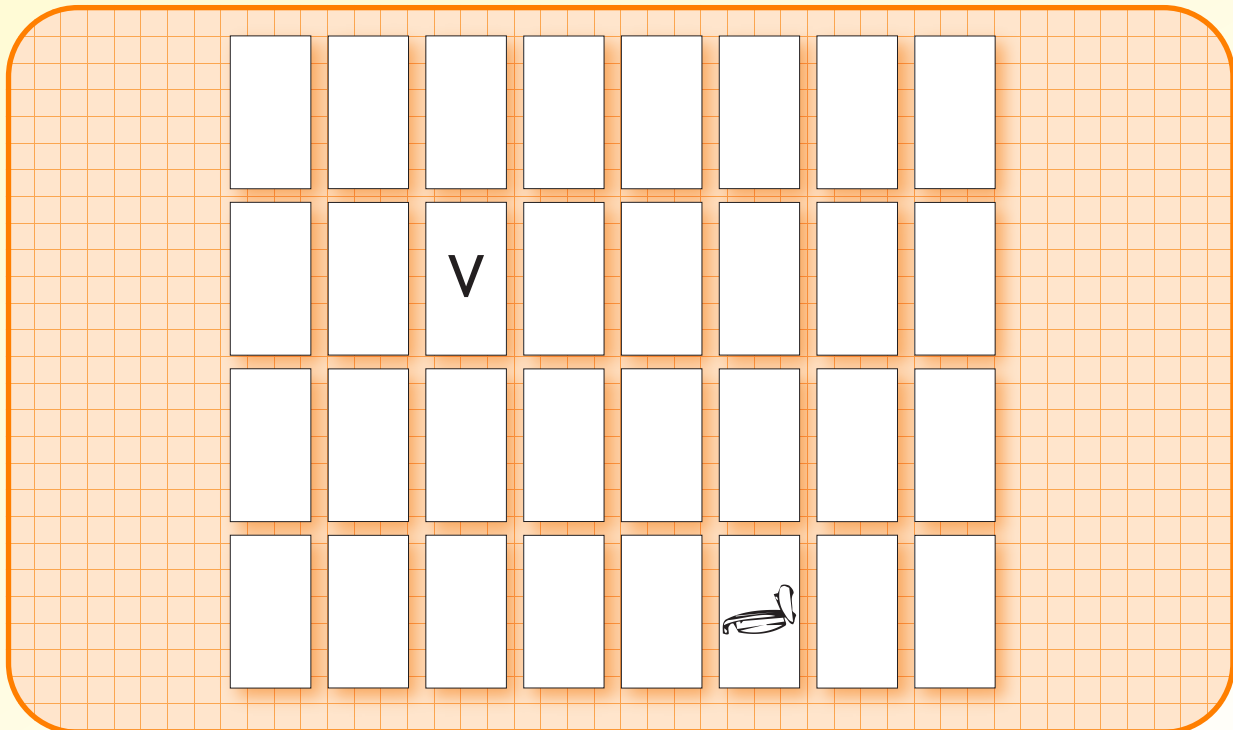
- ▶ Initial sound picture cards  
*Choose eight-to-ten target initial sound picture cards.*
- ▶ Uppercase or lowercase letter cards  
*Choose letter cards that correspond to the initial sound for each target picture card.*



#### Activity

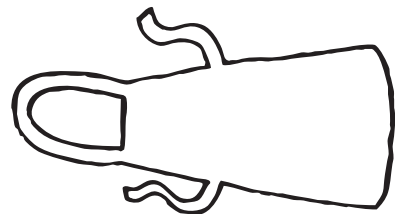
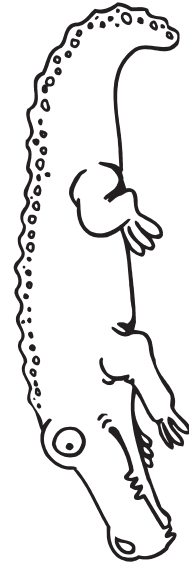
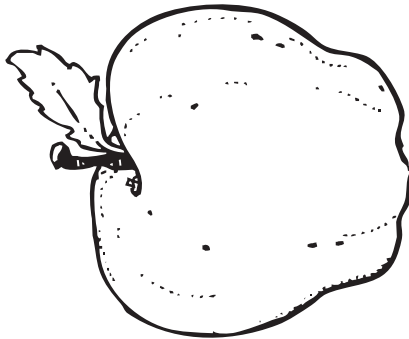
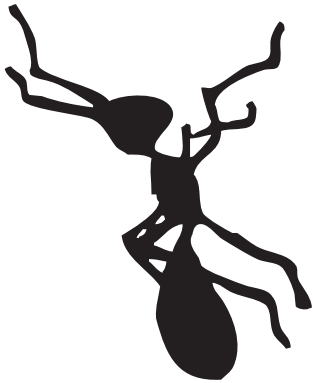
Students pair initial sound picture cards with the corresponding letter while playing a memory game.

1. Place picture cards and letters cards face down in separate rows.
2. Taking turns, students select two cards, name the letter (e.g., “v”) or name the picture, and say its initial sound (e.g., “vacuum, /v/”).
3. Determine if there is a letter-sound match. If there is a match (e.g., “v, /v/”) pick up the cards, place to the side and take another turn. If cards do not match (e.g., “v, /b/”), or if two letter cards or two picture cards are selected, return to their original places, and allow partner to take a turn.
4. Continue until all letter-sound pairs are made.
5. Peer evaluation



#### Extensions and Adaptations

- ▶ Put the pictures and cards in alphabetical order.
- ▶ Match cards by final sound.
- ▶ Match cards by number of syllables.
- ▶ Match cards by number of phonemes.

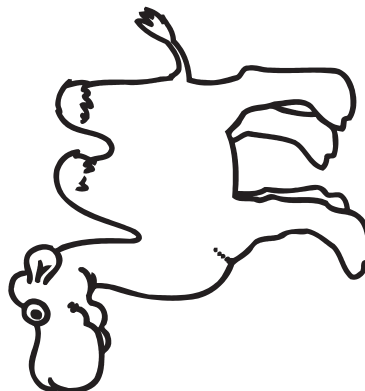
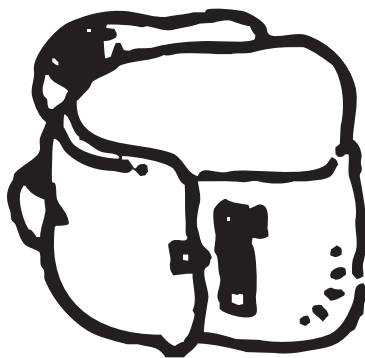
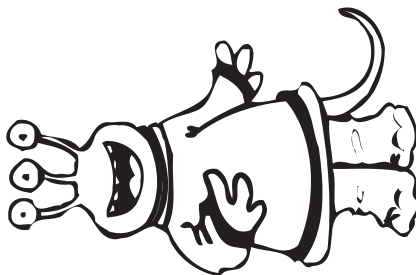
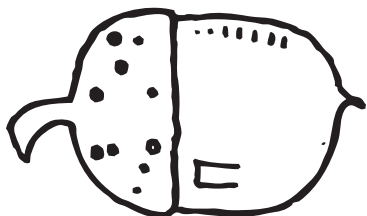


ant, apple, alligator, ax, ape, apron

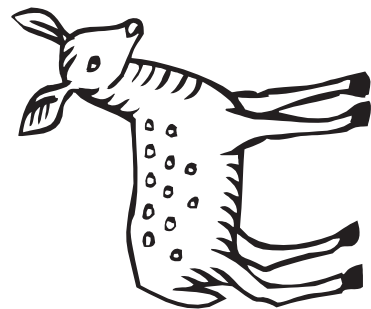
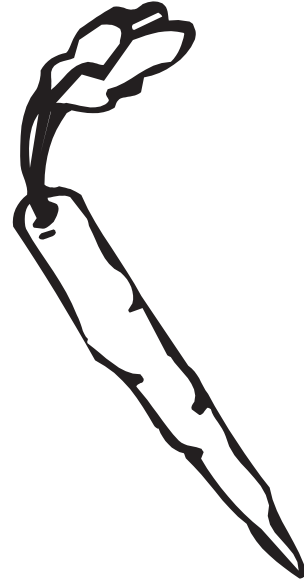
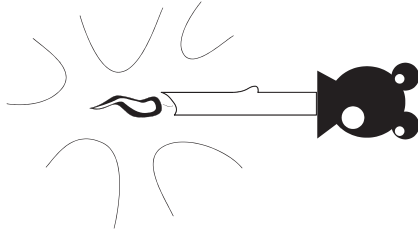
# Phonics

P.015

Words Around Us Memory Game



acorn, alien, beach, banana, backpack, camel



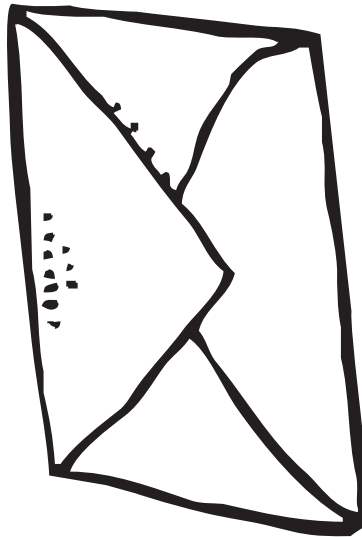
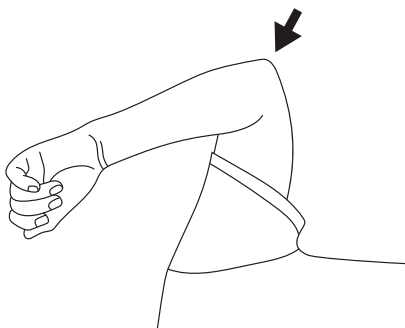
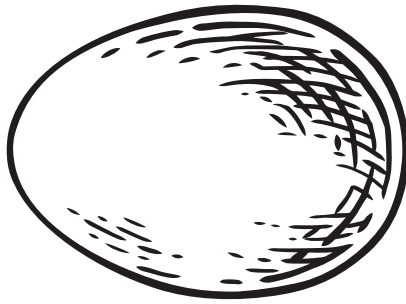
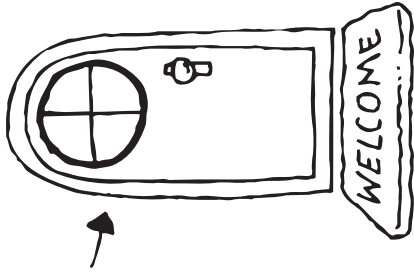
cane, candle, carrot, doughnut, dragon, deer



# Phonics

P.015

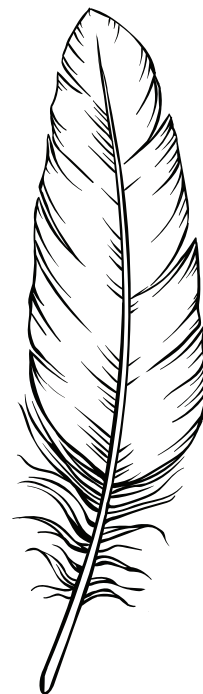
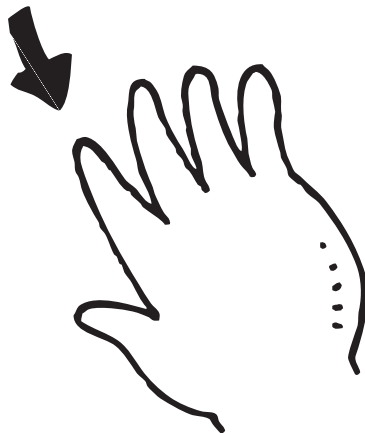
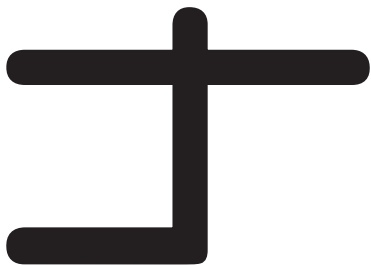
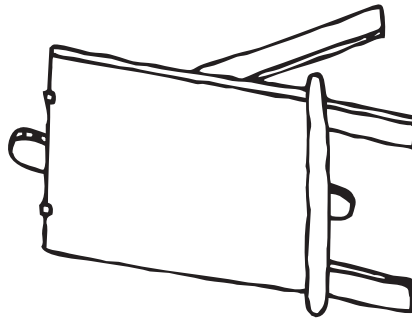
Words Around Us Memory Game



2+2 = 4

door, egg, elf, elbow, envelope, equal





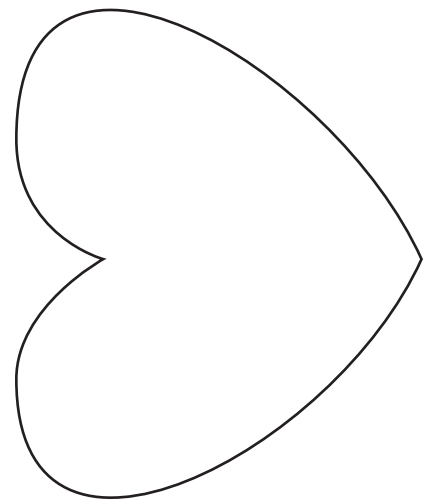
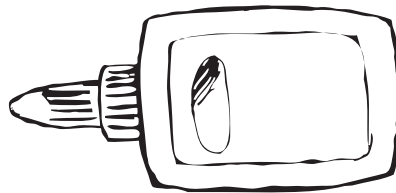
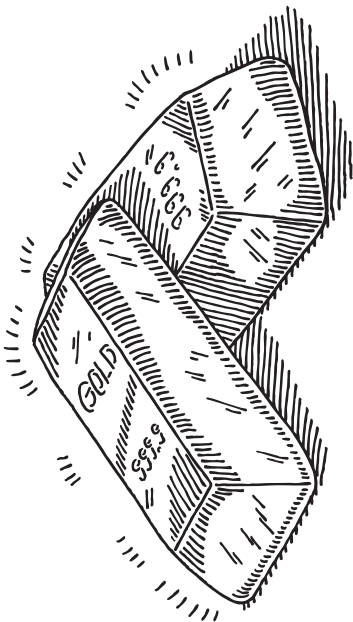
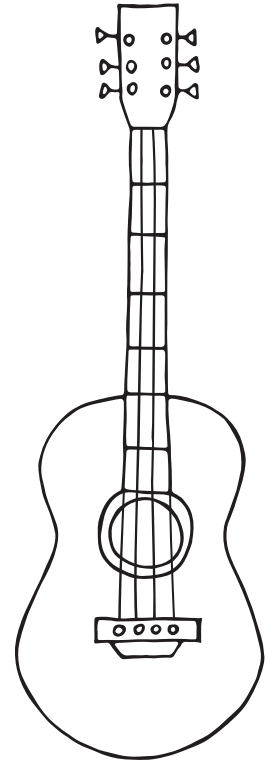
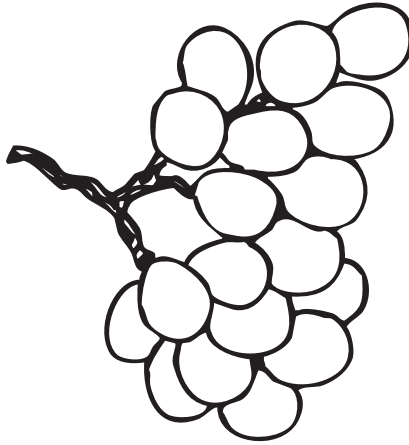
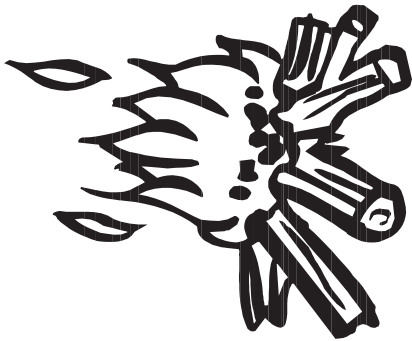
eagle, easel, eat, four, finger, feather



# Phonics

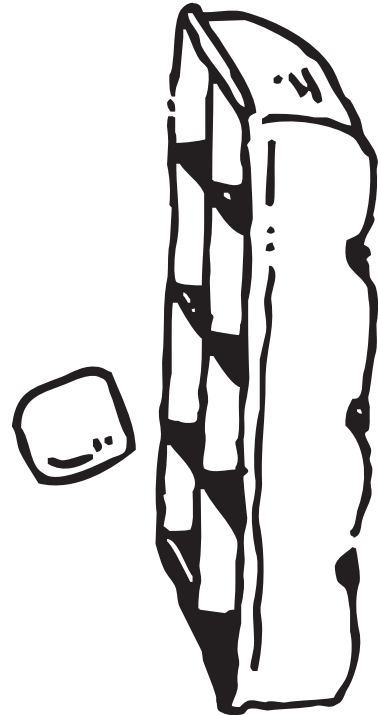
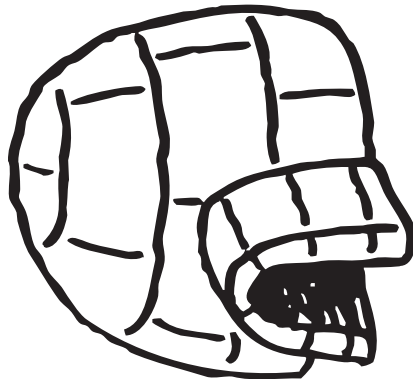
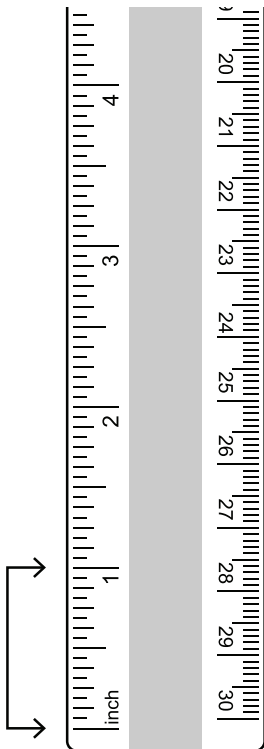
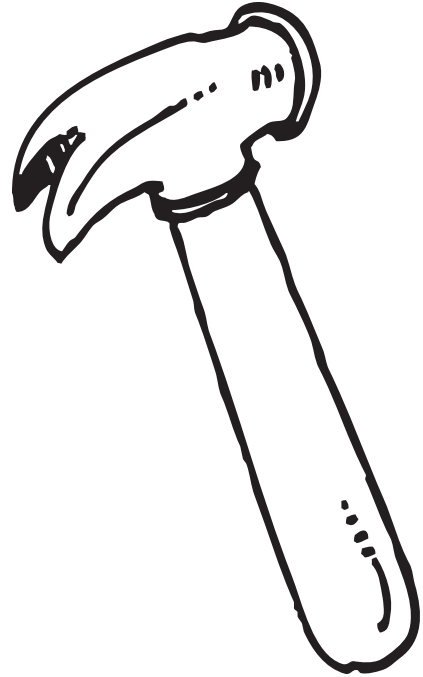
P.015

Words Around Us Memory Game



fire, grapes, guitar, gold, glue, heart





hippopotamus, horse, hammer, inch, igloo, ice

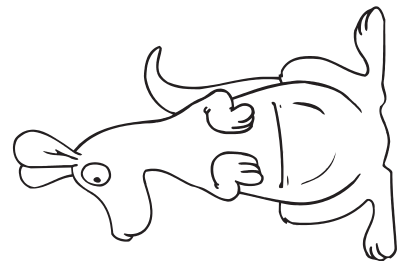
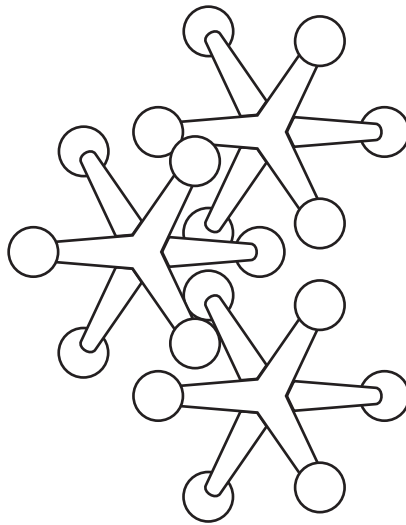
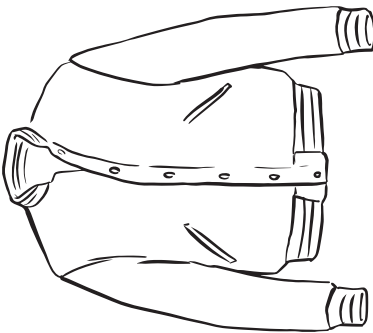
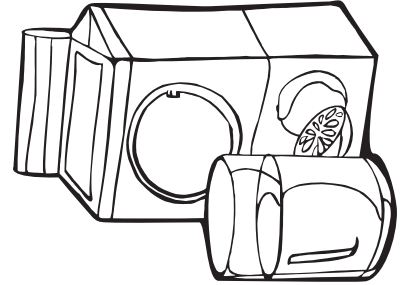
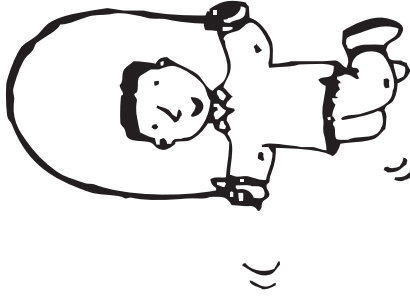
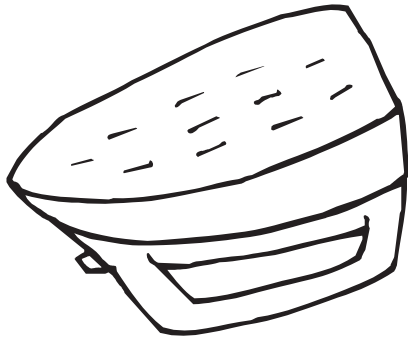




# Phonics

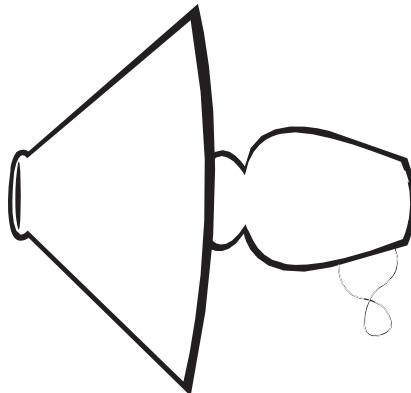
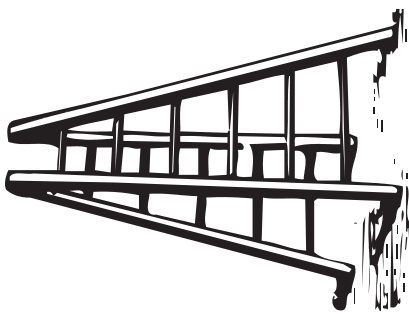
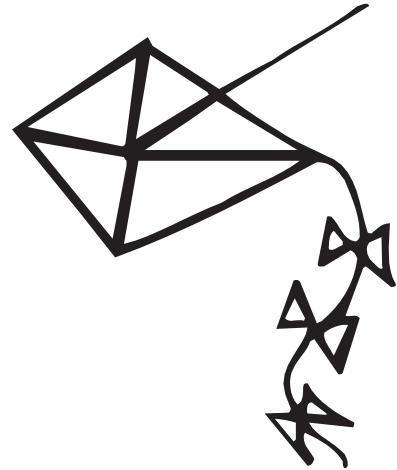
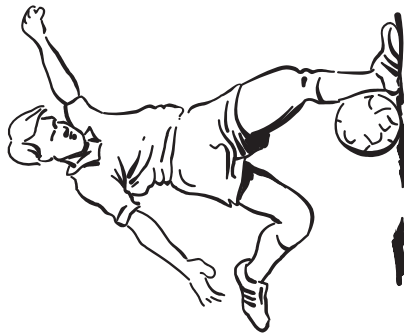
P.015

Words Around Us Memory Game



iron, jump, juice, jacket, jacks, kangaroo





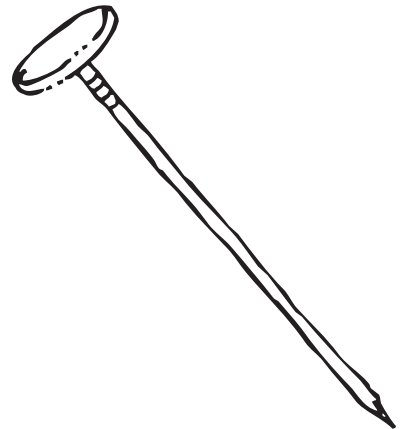
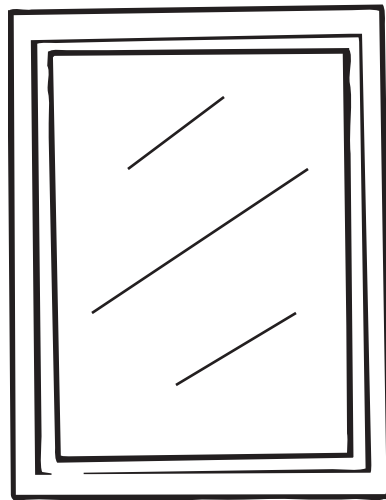
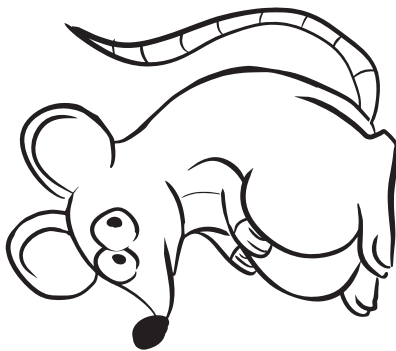
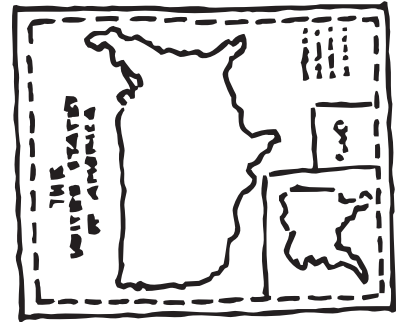
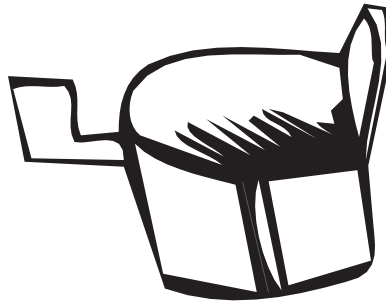
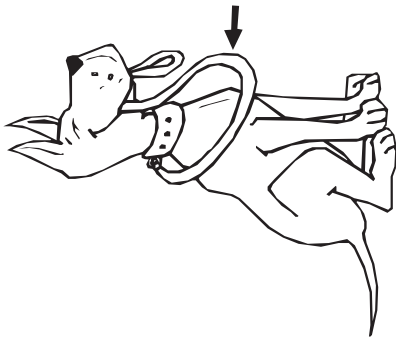
key, kick, kite, ladder, lamp, lion



# Phonics

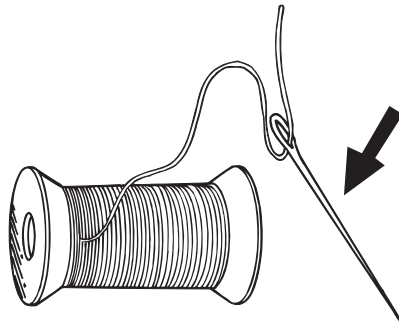
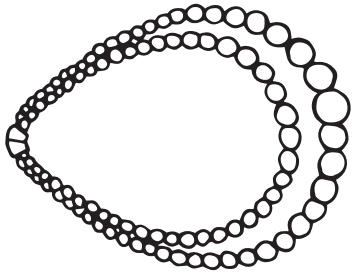
P.015

Words Around Us Memory Game



leash, mailbox, map, mouse, mirror, nail





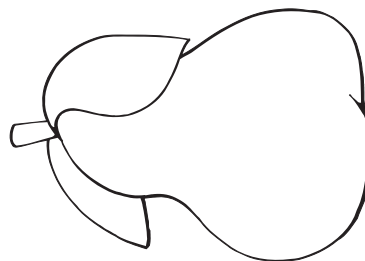
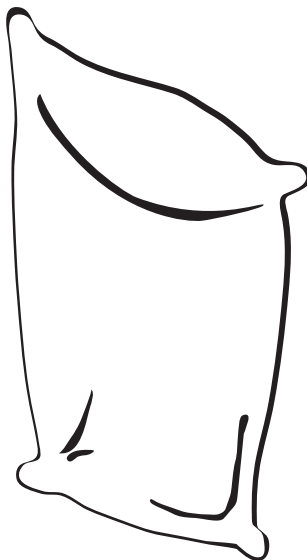
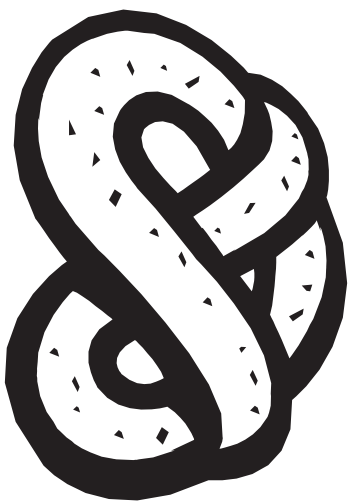
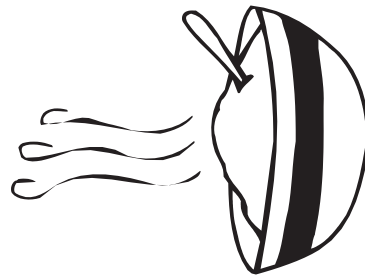
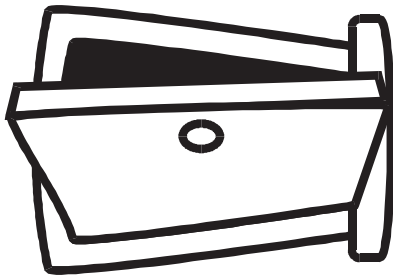
necklace, needle, nurse, octopus, ox, olive



# Phonics

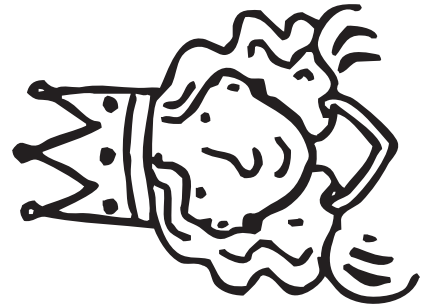
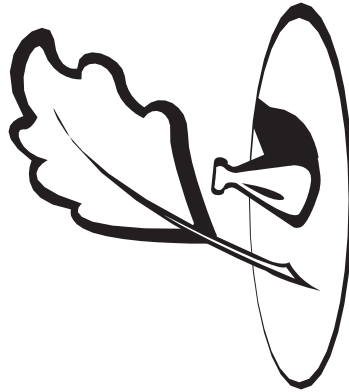
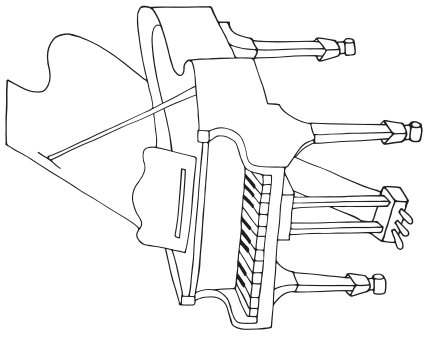
P.015

Words Around Us Memory Game



ostrich, open, oatmeal, pretzel, pillow, pear





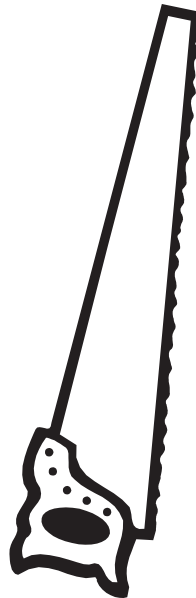
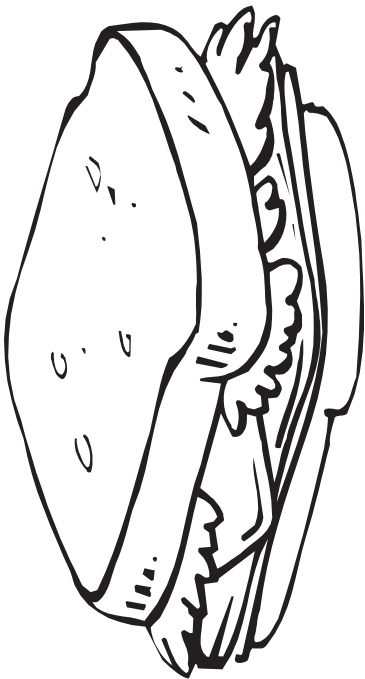
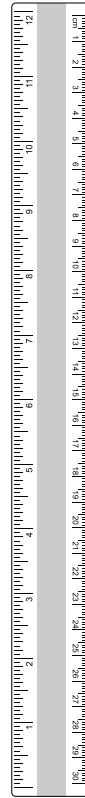
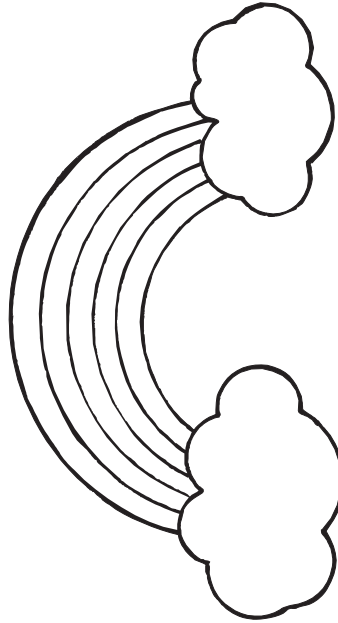
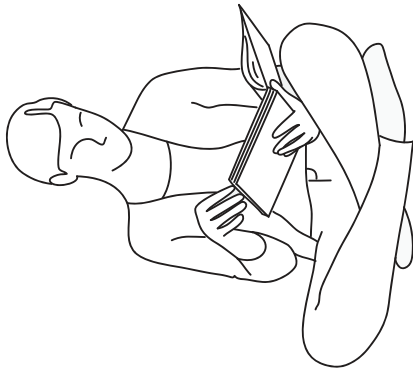
piano, quill, queen, question, quarter, rabbit



# Phonics

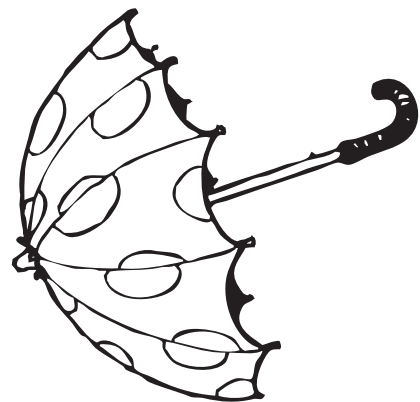
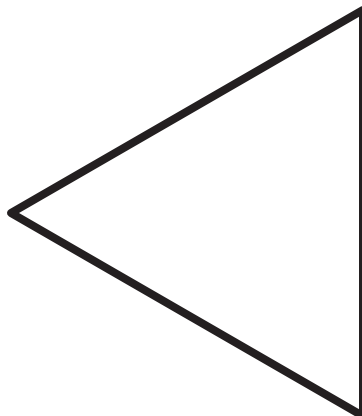
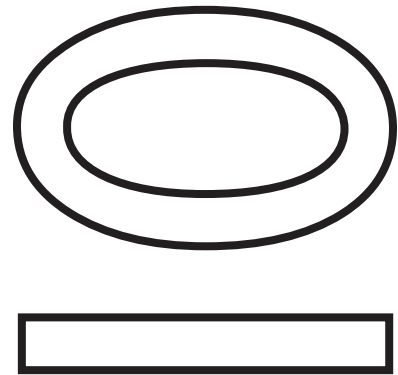
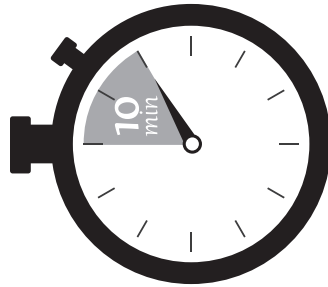
P.015

Words Around Us Memory Game



7

read, rainbow, ruler, sandwich, saw, seven



snake, timer, ten, tire, triangle, umbrella

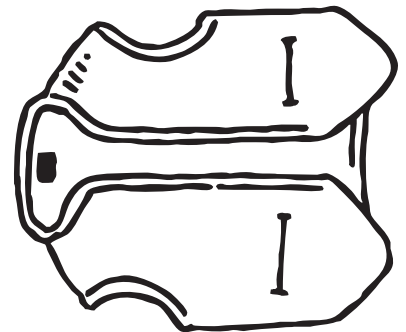
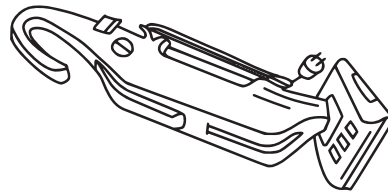
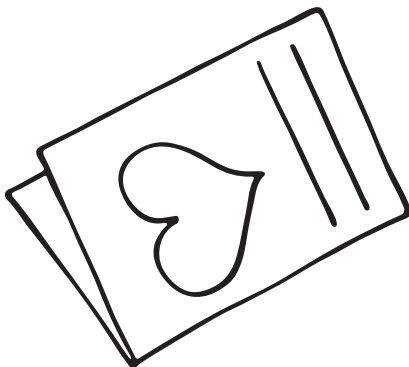
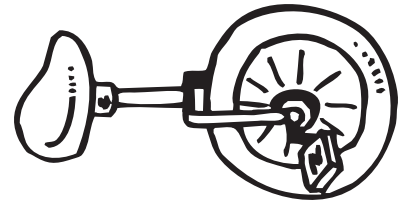
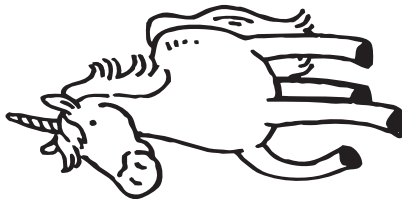




# Phonics

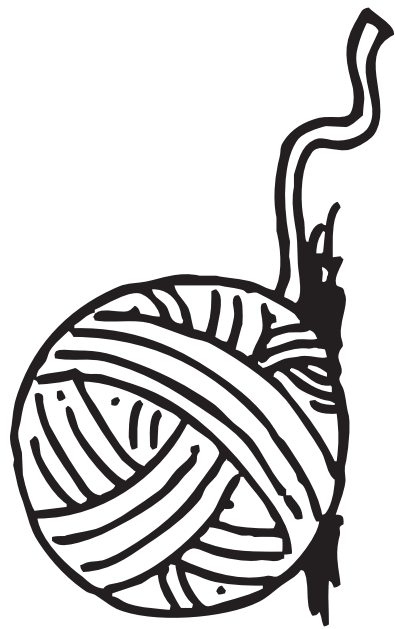
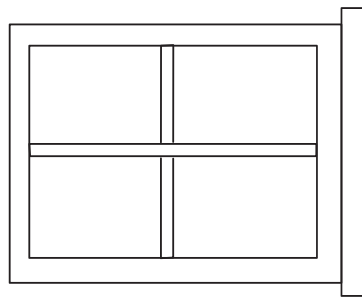
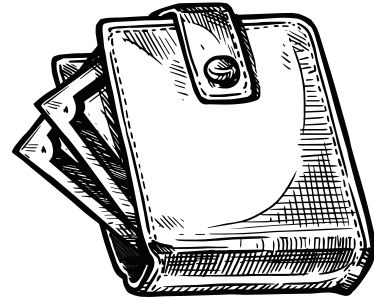
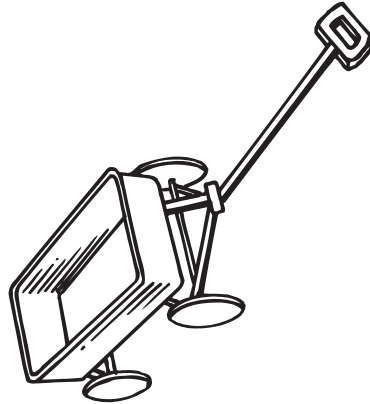
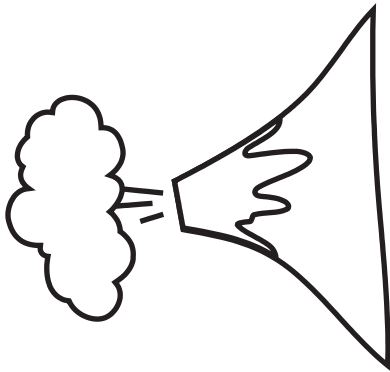
P.015

Words Around Us Memory Game



umpire, unicorn, unicycle, valentine, vacuum, vest





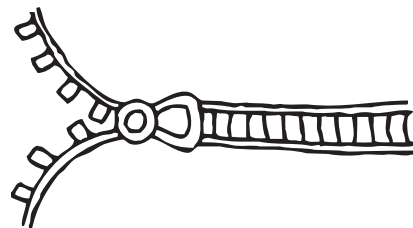
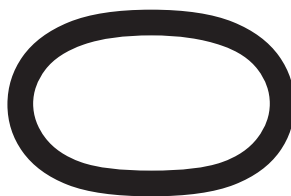
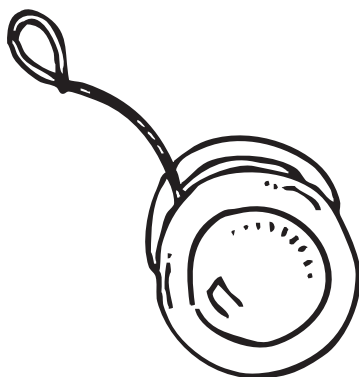
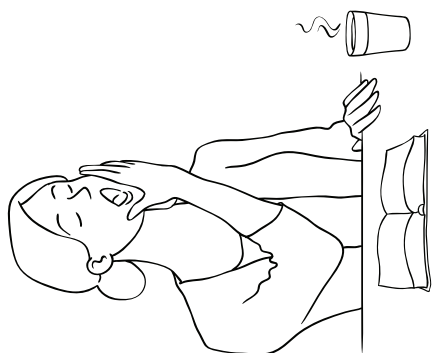
volcano, wagon, wallet, watch, window, yarn



# Phonics

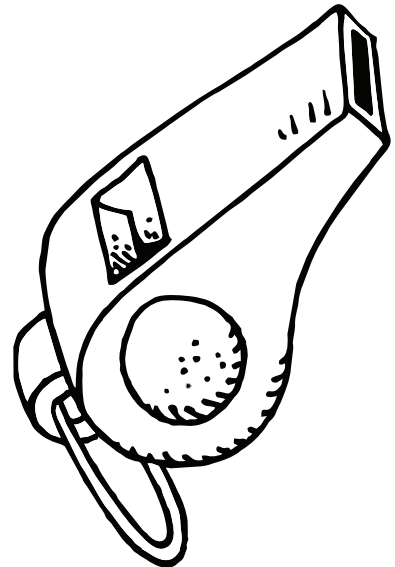
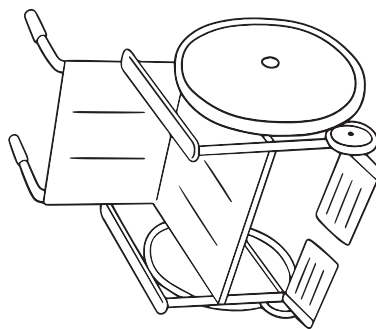
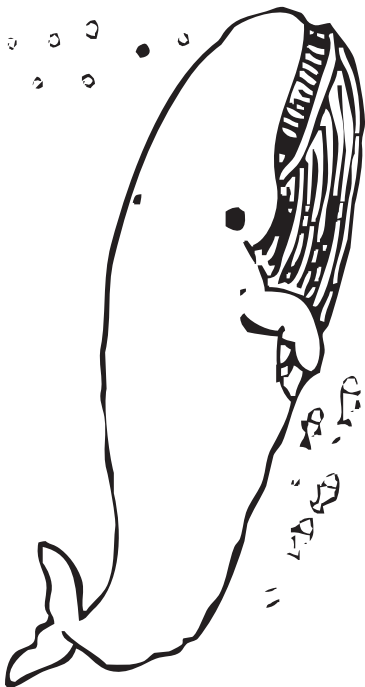
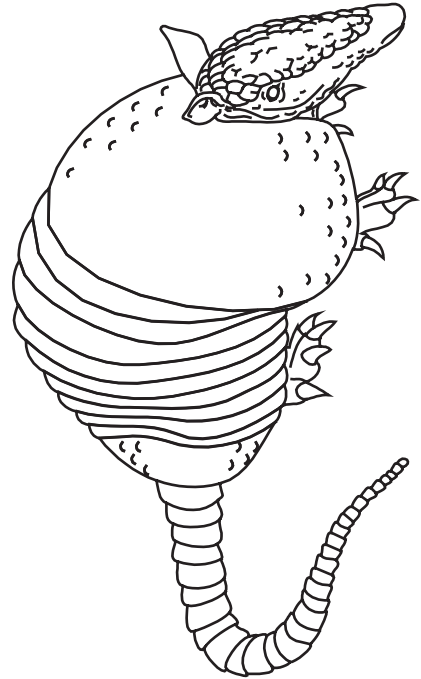
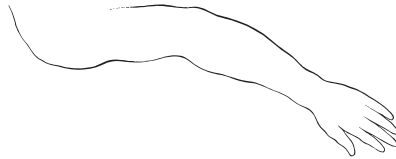
P.015

Words Around Us Memory Game



yawn, yo-yo, yak, zebra, zero, zipper





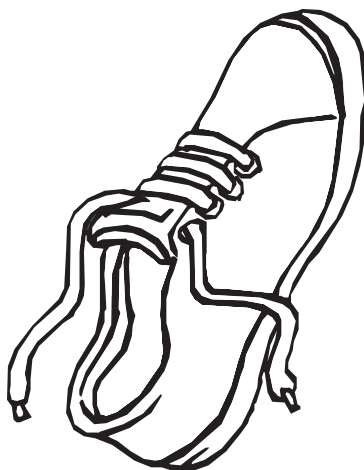
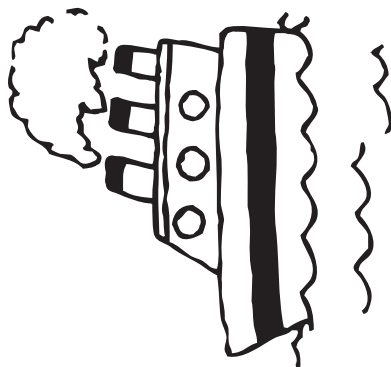
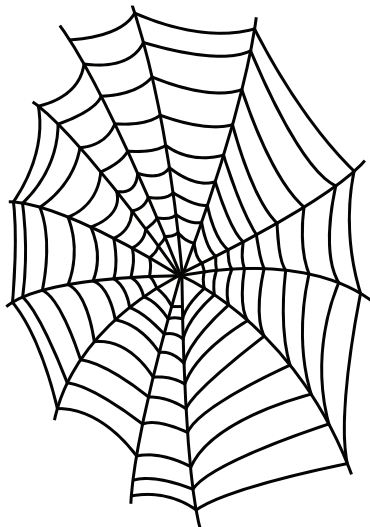
zoo, arm, armadillo, whale, wheelchair, whistle



# Phonics

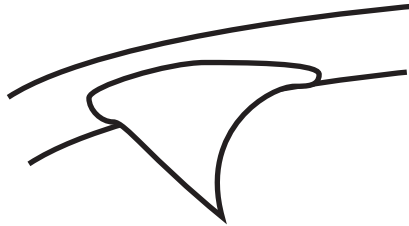
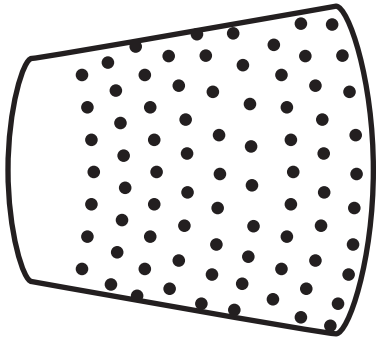
P.015

Words Around Us Memory Game

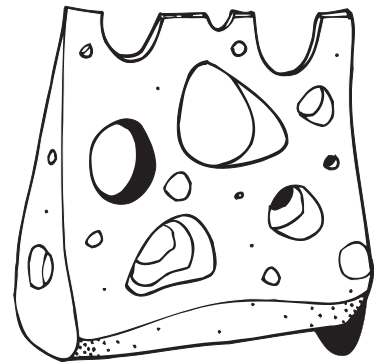
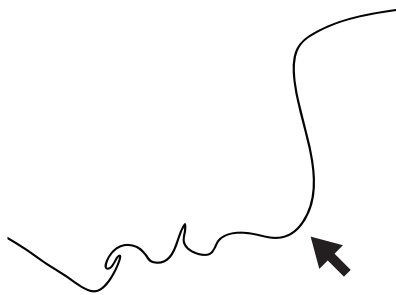
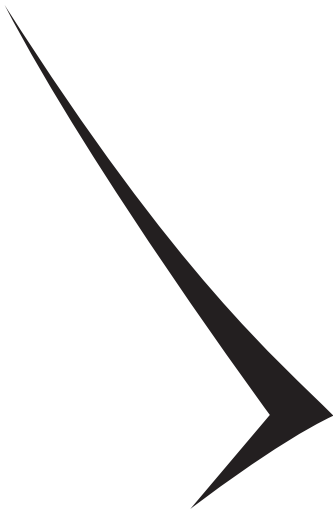


web, shark, shell, ship, shoe, thermometer





30



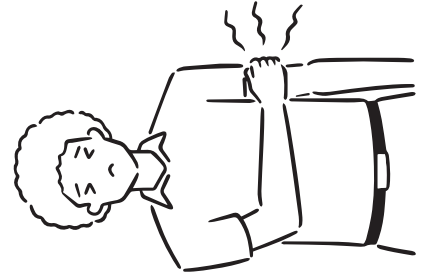
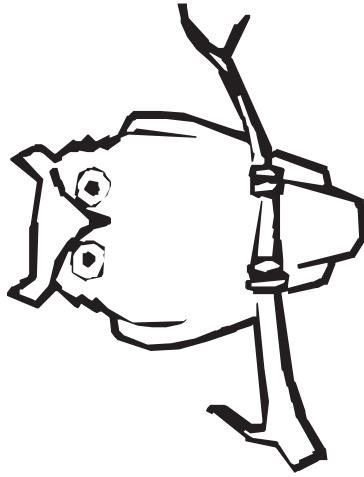
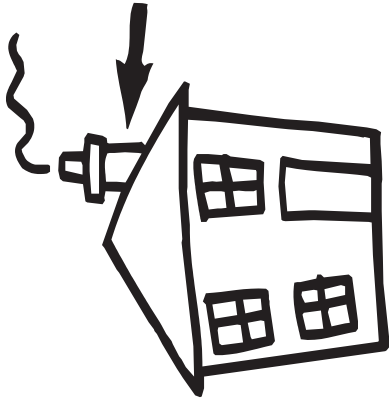
thimble, thorn, thirty, check, chin, cheese



# Phonics

P.015

Words Around Us Memory Game



chimney, owl, ouch



A

B

C

D

E

F

G

H

I

letter cards





# Phonics

P.015

Words Around Us Memory Game

J

K

L

M

N

O

P

Q

R

letter cards



S

T

U

V

W

X

Y

Z

a

letter cards



# Phonics

P.015

Words Around Us Memory Game

**b**

**c**

**d**

**e**

**f**

**g**

**h**

**i**

**j**

letter cards



k

l

m

n

o

p

q

r

s

letter cards



# Phonics

P.015

Words Around Us Memory Game

t

u

v

w

x

y

z

letter cards





### Objective

The student will match initial phonemes to graphemes.

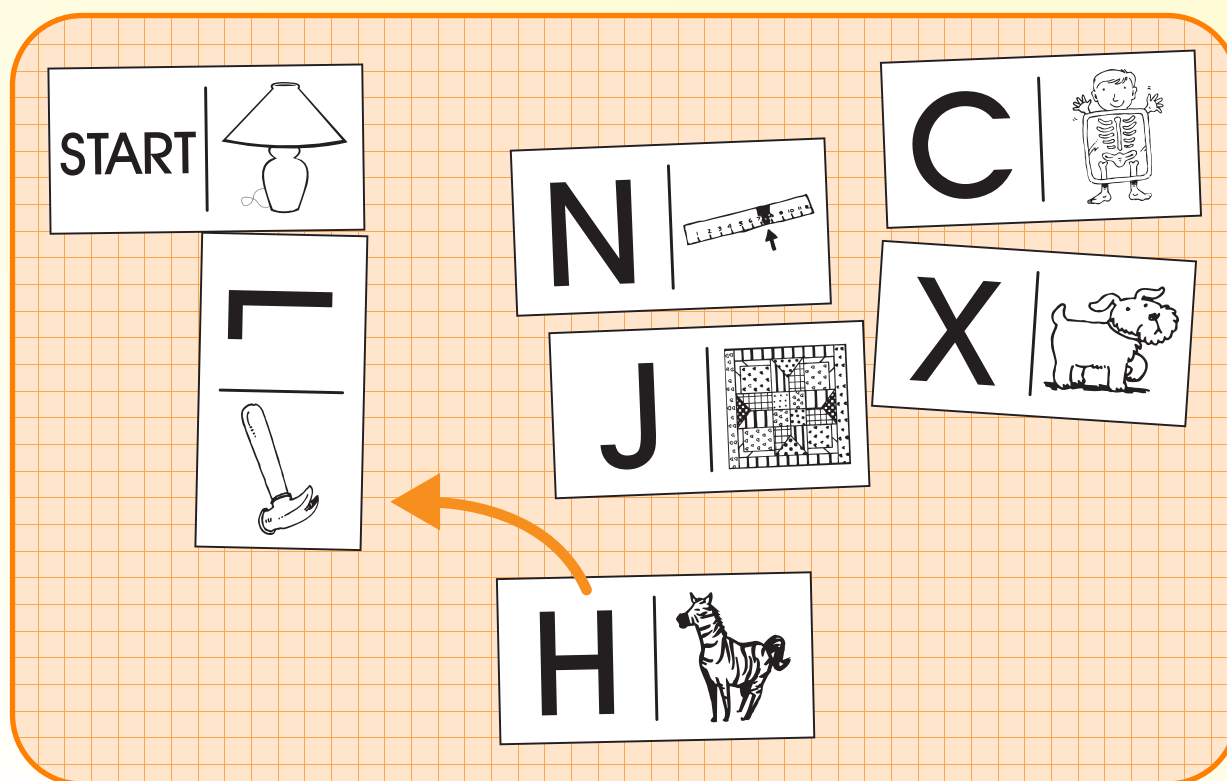
### Materials

- ▶ Picture/letter domino cards  
*Copy on card stock, laminate, and cut.*

### Activity

Students match initial sounds of pictures to letters while playing a domino game.

1. Scatter domino picture cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table, names the picture on the other side of the domino, and says its initial sound (i.e., “lamp, /l/”).
3. Looks for a domino with the letter that corresponds to the initial sound, names it, and says its sound (i.e., “l, /l/”). Connects the two dominoes.
4. Student two names the picture on the other side of the domino (i.e., “hammer”), says its initial sound (i.e., “/h/”), and finds the domino with the corresponding letter. Names the letter and says its sound (i.e., “h, /h/”). Connects it to the domino.
5. Continue until all dominoes are connected.
6. Peer evaluation



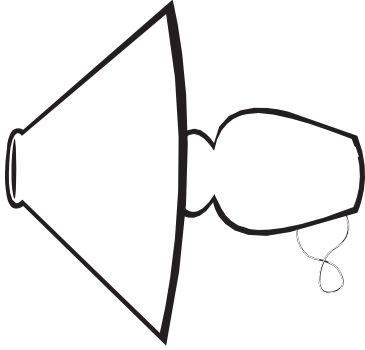
### Extensions and Adaptations

- ▶ Make and use final sound picture/letter domino cards.
- ▶ Make and use medial sound picture/letter domino cards.
- ▶ Make and use upper- and lowercase letter domino cards.

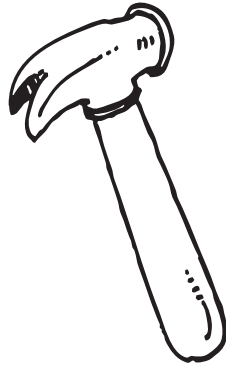
# Phonics

Letter-Sound Dominoes

P.016



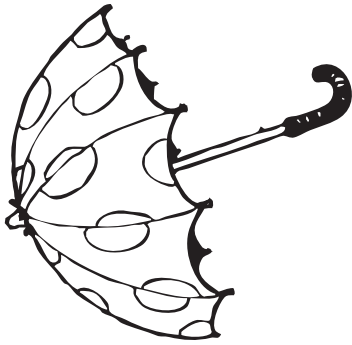
START



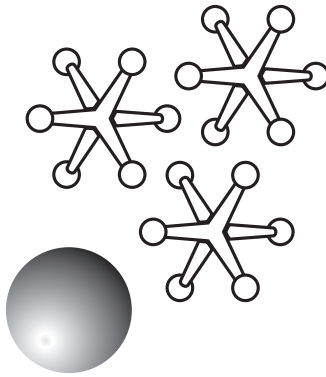
L



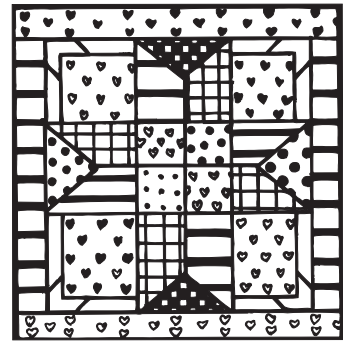
H



Z



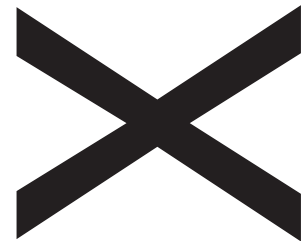
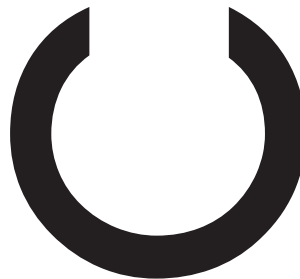
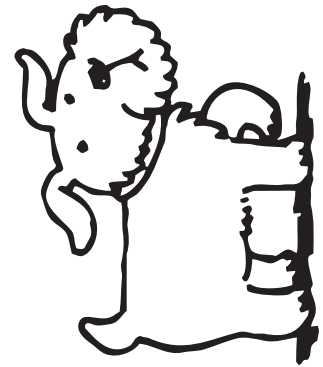
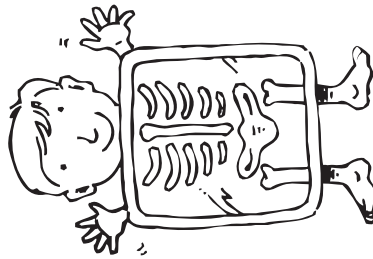
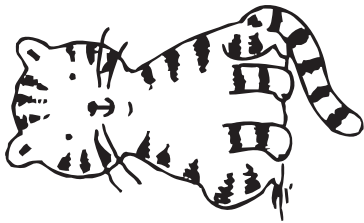
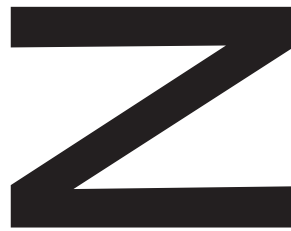
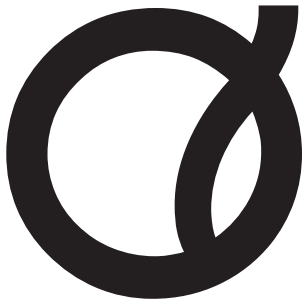
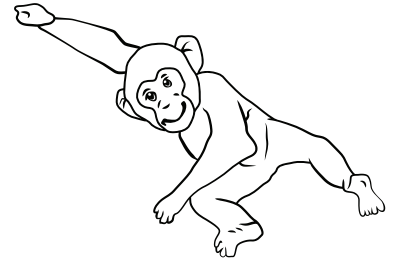
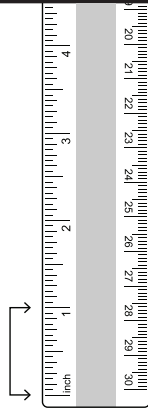
U



J

domino cards: START/lamp, L/hammer, H/zebra, Z/umbrella, U/jacks, J/quilt





domino cards: Q/nine, N/inch, I/monkey, M/cat, C/x-ray, X/dog





# Phonics

Letter-Sound Dominoes

P.016



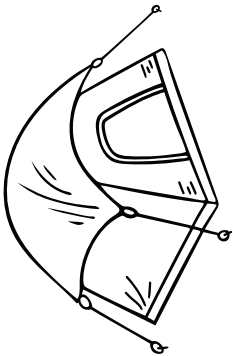
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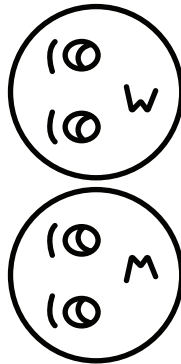
W



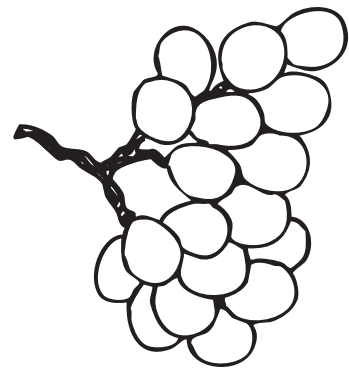
P



O



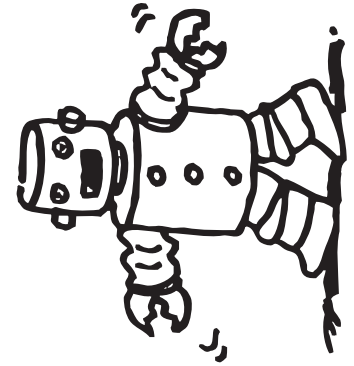
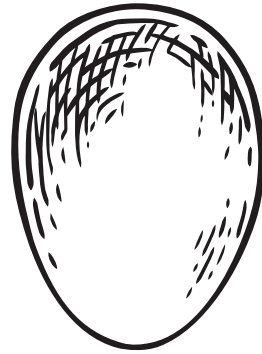
T



K

domino cards: D/wink, W/pencil, P/octopus, O/tent, T/kiss, K/grapes

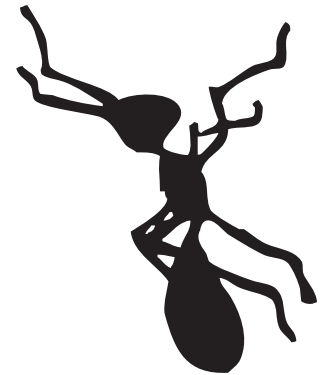
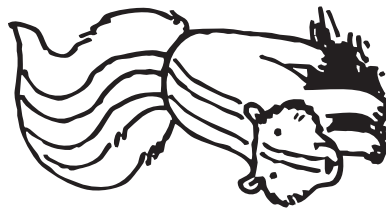
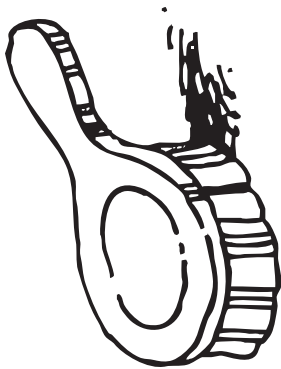




G

Y

E



R

B

S

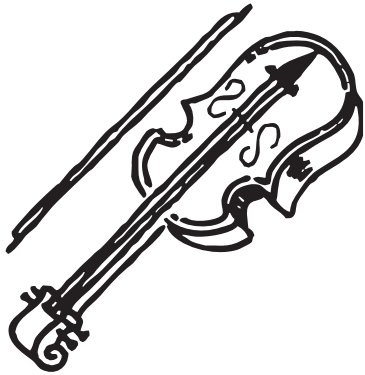
domino cards: G/yak, Y/egg, E/robot, R/brush, B/skunk, S/ant



# Phonics

Letter-Sound Dominoes

P.016



END

A

V

F

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

domino cards: A/violin, V/fish, F/END



P.016

Letter-Sound Dominoes

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

blank domino cards





### Letter Bag

#### Objective

The student will match final phonemes to graphemes.

#### Materials

- ▶ Target final sound objects
- ▶ Non-target final sound objects
- ▶ Bag  
*Place all objects in the bag.*
- ▶ Student sheet  
*Write the target sound letter in the upper left hand corner.*
- ▶ Pencil

#### Activity

Students sort, illustrate, and write the final sounds of objects.

1. Place the bag of objects on a flat surface. Provide the student with a student sheet.
2. The student selects one object from the bag, names it, and says its final sound (e.g., “mug, /g/”).
3. Names the target letter, says its sound (e.g., “g, /g/”), and determines if the final sound of the object corresponds.
4. If it matches, illustrates object in target letter column. If it does not match, illustrates object in column. Writes letter for final sound beside it.
5. Continues until all objects are sorted and illustrated.
6. Teacher evaluation

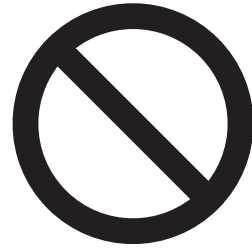
#### Extensions and Adaptations

- ▶ Use other target final sound objects.
- ▶ Use initial or medial sound objects.

Name \_\_\_\_\_

P.017

Letter Bag





### Letter-Sound Pyramid

#### Objective

The student will match final phonemes to graphemes.

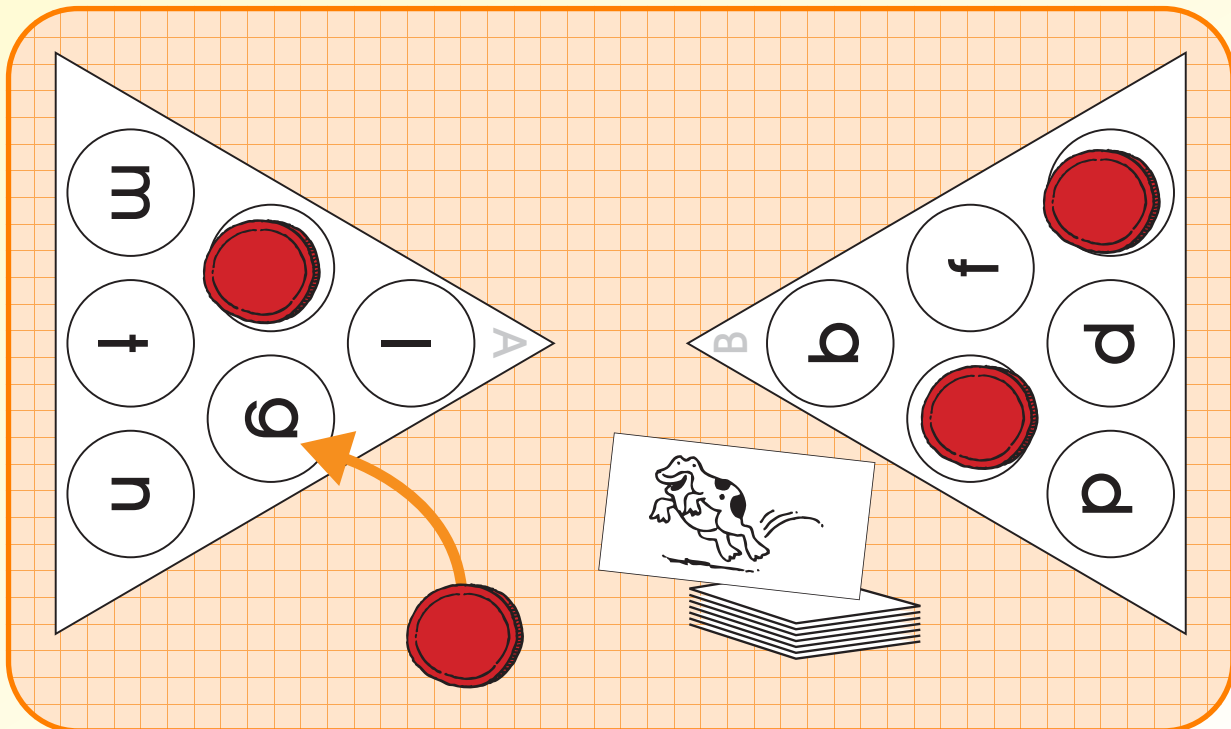
#### Materials

- ▶ Letter-Sound Pyramid triangles  
*Note: There are two triangles marked "A" and "B."*
- ▶ Final sound picture cards
- ▶ Game pieces (e.g., counters)

#### Activity

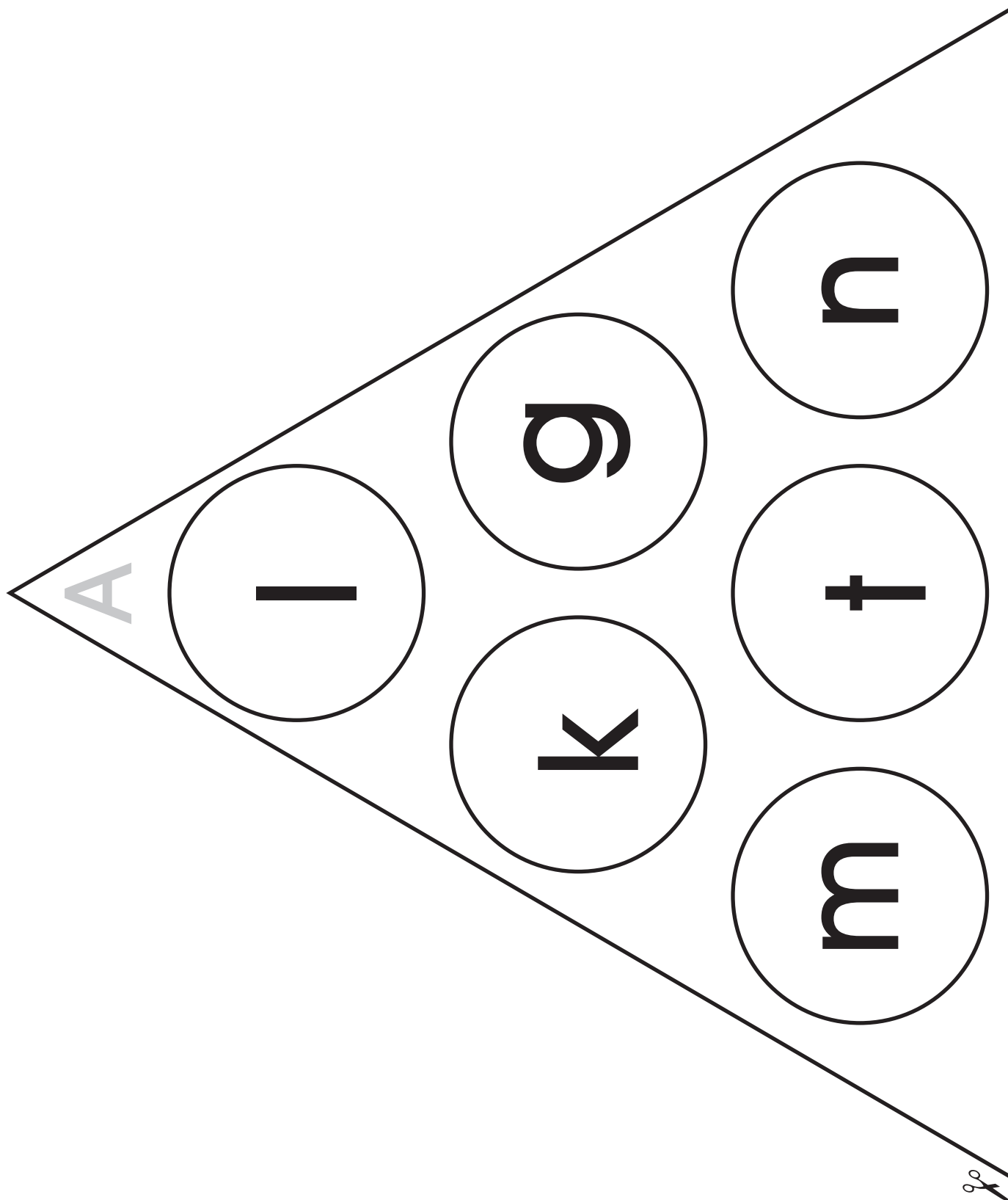
Students match final sounds of words to letters while playing a pyramid game.

1. Place final sound picture cards face down in a stack. Provide each student with a different triangle and game pieces.
2. Taking turns, students select the top card from the stack, name the picture and say its final sound (e.g., "shovel, /l/").
3. Look for letter on triangle that corresponds to final sound (i.e., "l").
4. If letter is found, place game piece on that spot and place picture card in a discard pile. If no letter is found which matches, place picture card at the bottom of the stack.
5. Continue until all matches are made.
6. Peer evaluation



#### Extensions and Adaptations

- ▶ Use other triangles and picture cards.
- ▶ Make other triangles for use with initial or medial sounds.



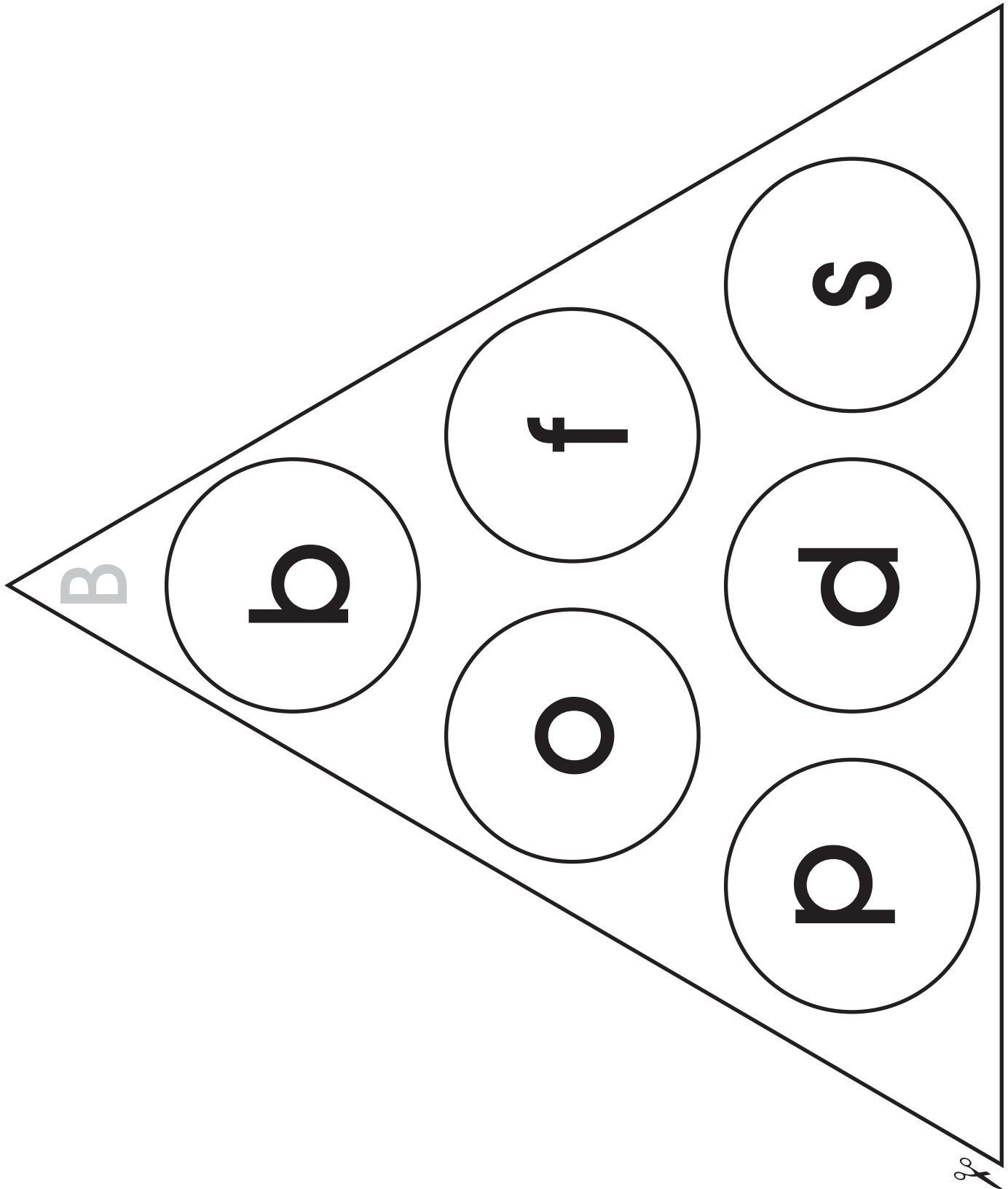
letter-sound triangle A



# Phonics

Letter-Sound Pyramid

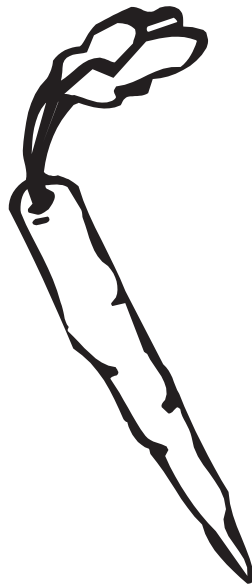
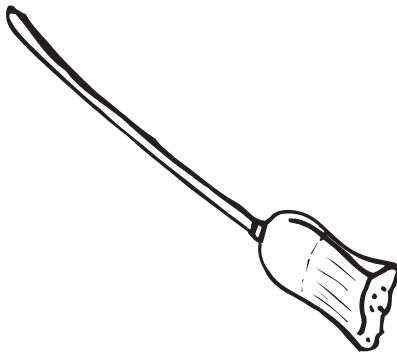
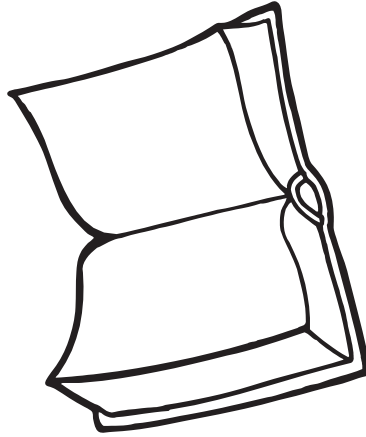
P.018



letter-sound triangle B

P.018

Letter-Sound Pyramid



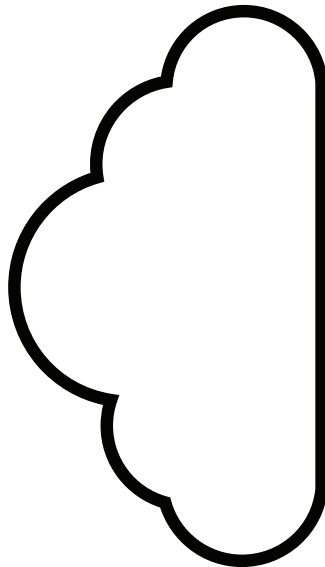
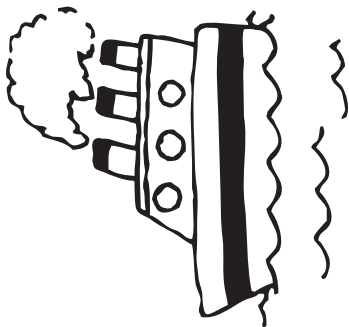
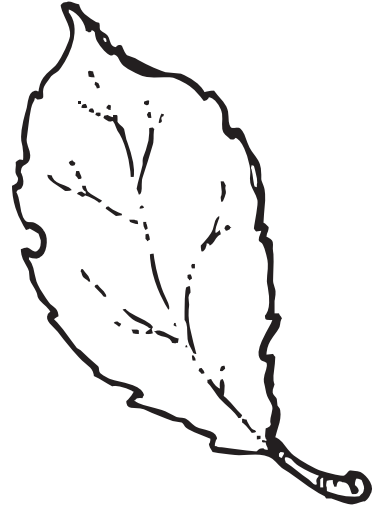
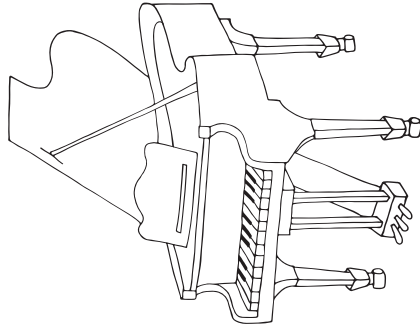
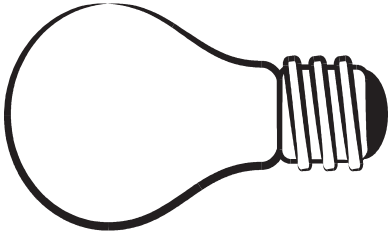
final sound picture cards: shovel, book, frog, broom, carrot, seven



# Phonics

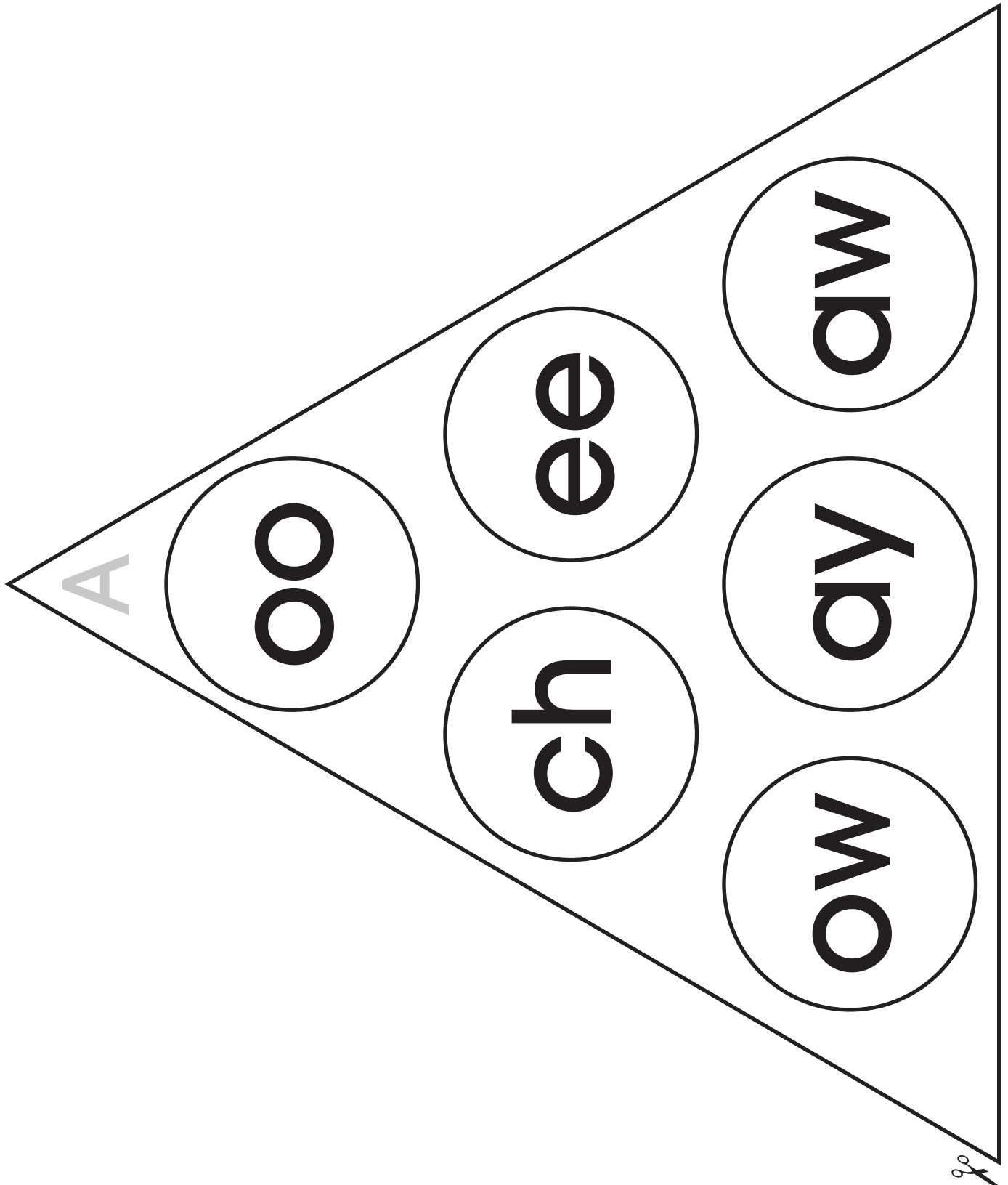
Letter-Sound Pyramid

P.018



final sound picture cards: bulb, piano, leaf, ship, cloud, octopus



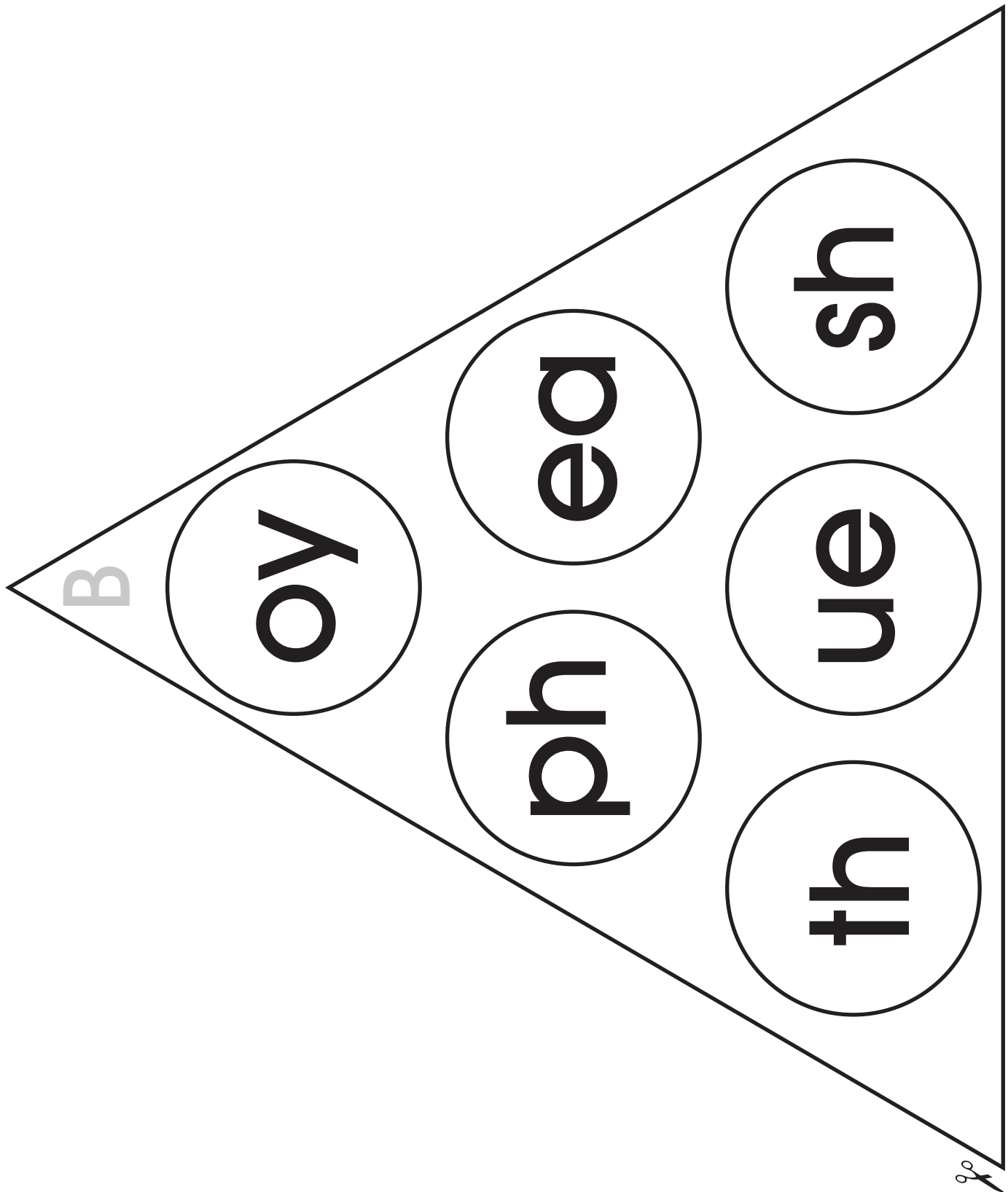


letter-sound triangle A

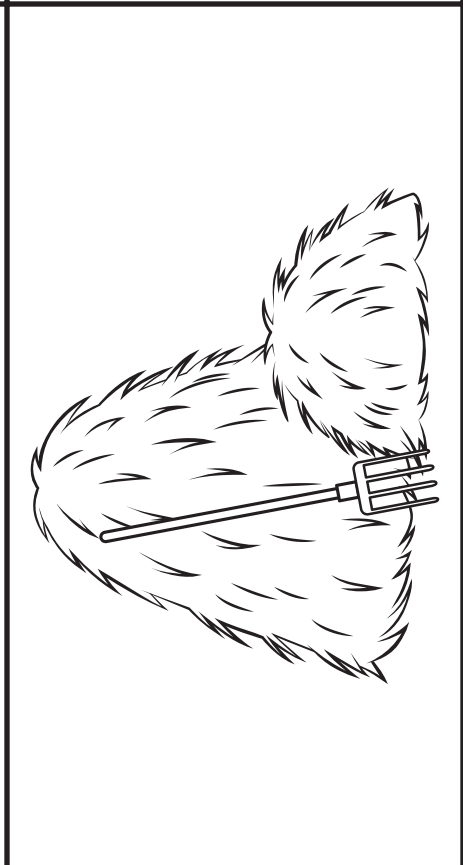
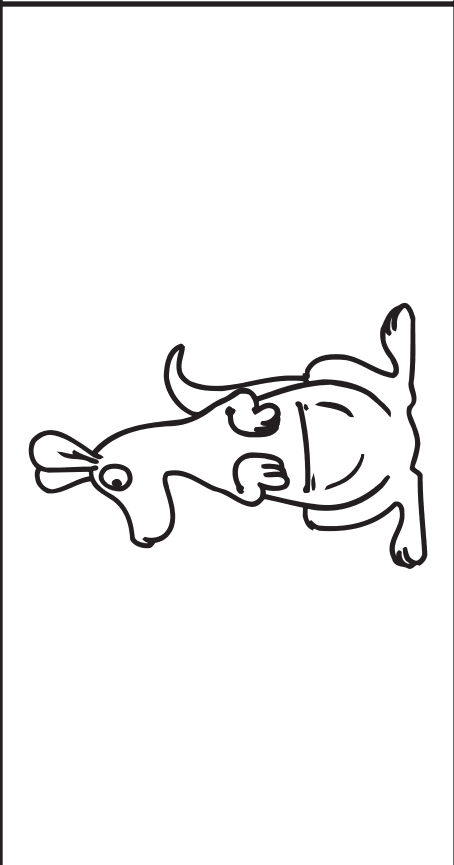
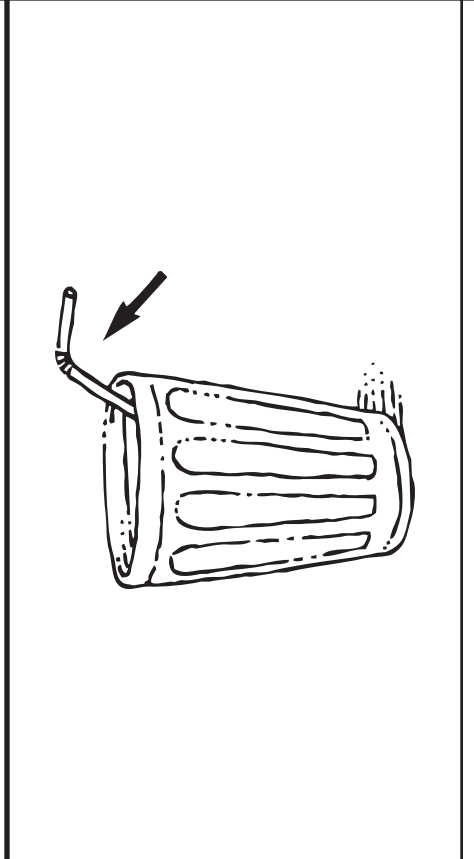
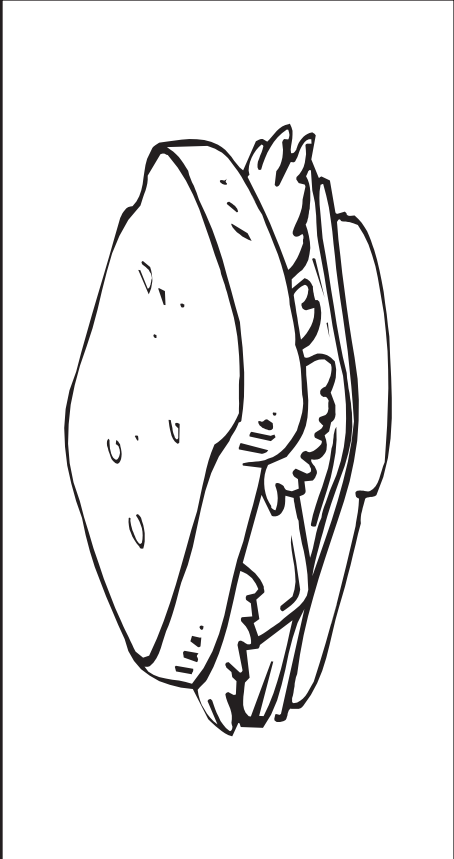
# Phonics

Letter-Sound Pyramid

P.018



letter-sound triangle B



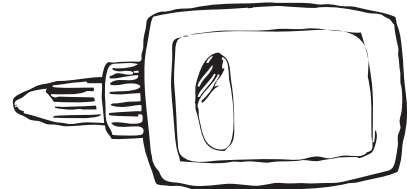
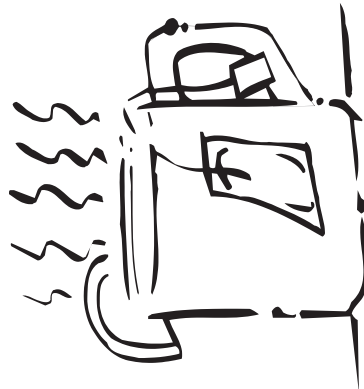
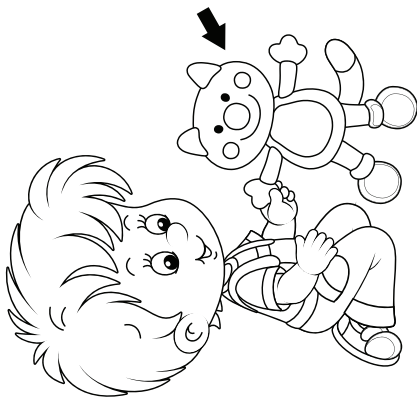
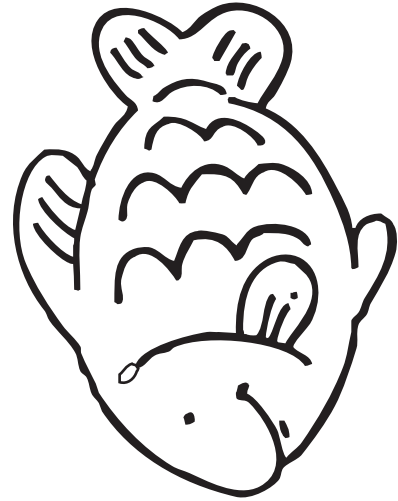
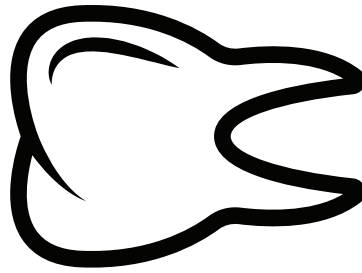
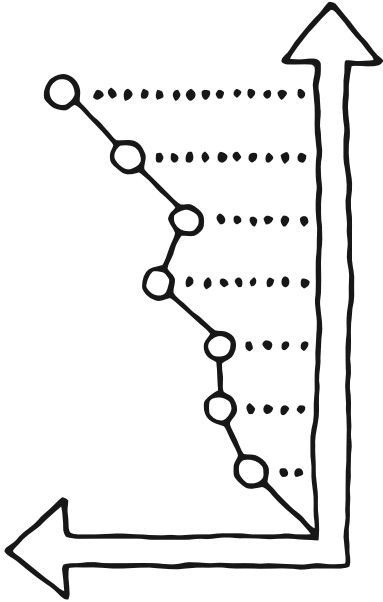
final sound picture cards: sandwich, cow, straw, kangaroo, three, hay



# Phonics

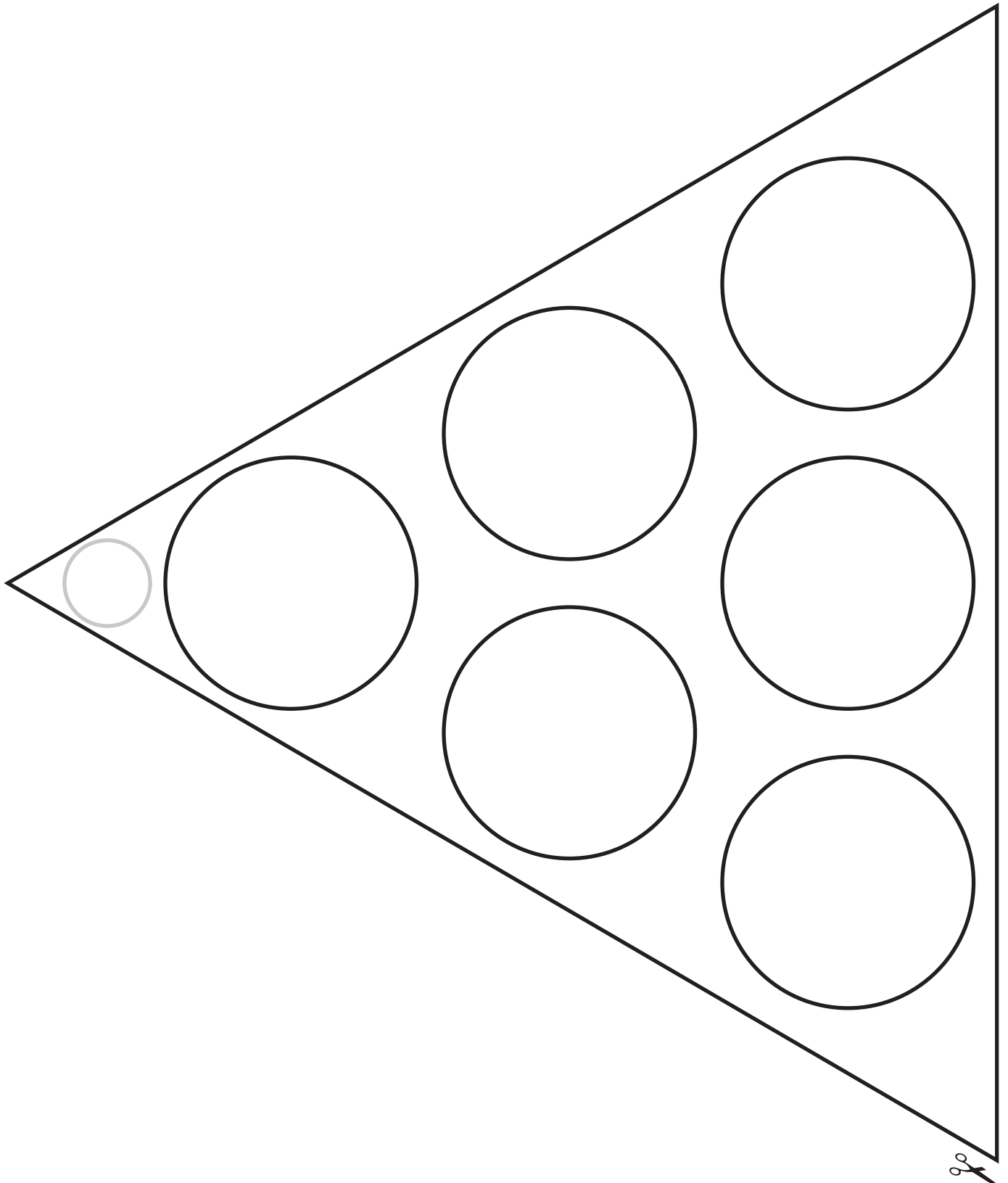
Letter-Sound Pyramid

P.018



final sound picture cards: graph, tooth, fish, toy, tea, glue





blank triangle





### Letter-Sound Folder Set

#### Objective

The student will match final phonemes to graphemes.

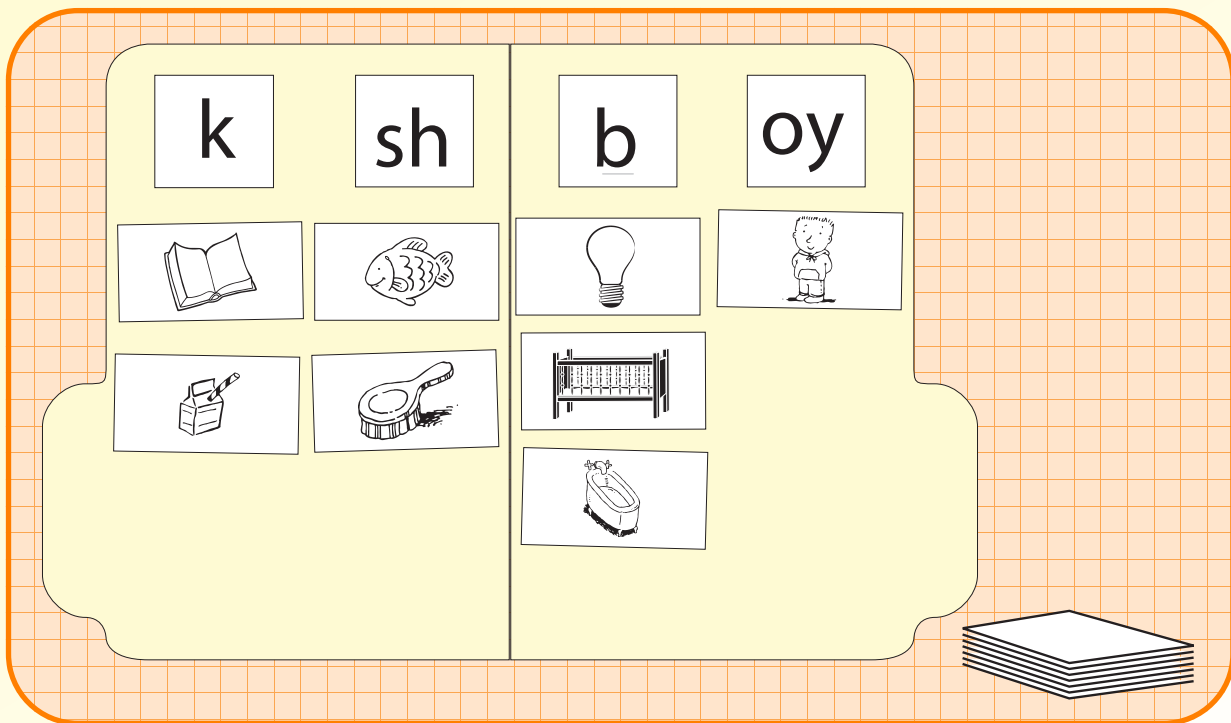
#### Materials

- ▶ Letter/letter combination cards  
*Choose four target letters or letter combination cards.*
- ▶ File folder  
*Tape or glue target cards horizontally across the top of the file folder.*
- ▶ Final sound picture cards  
*Choose picture cards that correspond to target letters.*

#### Activity

Students sort final sound picture cards to letters on a file folder.

1. Place the open file folder on a flat surface. Place the final sound picture cards face up in a stack next to the file folder.
2. Taking turns, students select a card, name the picture, and say its final sound (e.g., “crib, /b/”).
3. Look for letter(s) on folder that corresponds to final sound, name it (i.e., “b”), and place the final sound picture card below that letter(s).
4. Continue until all cards are sorted.
5. Peer evaluation



#### Extensions and Adaptations

- ▶ Use other target letter(s).
- ▶ Sort initial or medial sounds.

b	d	f
g	k	l
m	n	o
p	s	t

letter/letter combination cards



# Phonics

Letter-Sound Folder Sort

P. 019

x

ar

sh

th

ch

ng

ow

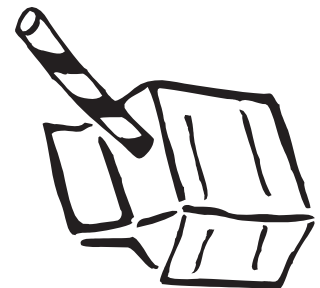
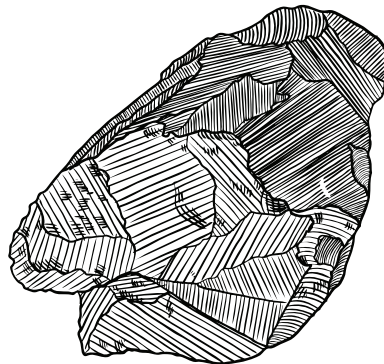
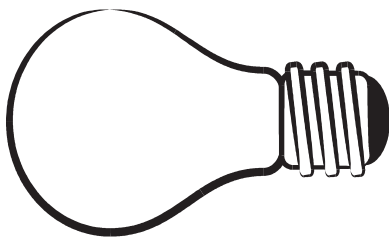
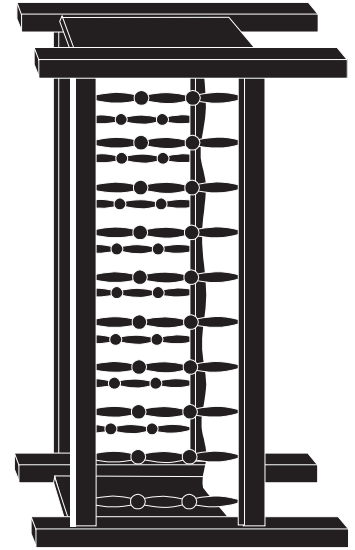
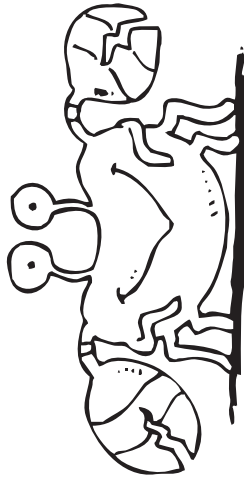
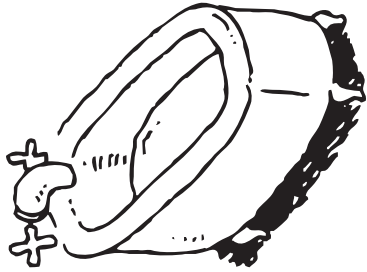
aw

oo

oy



letter/letter combination cards



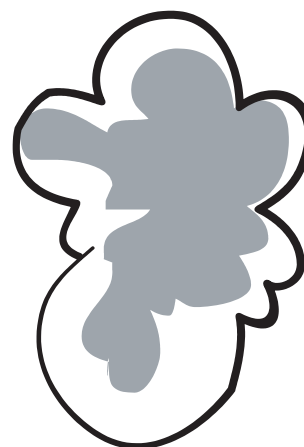
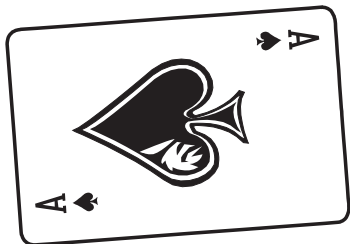
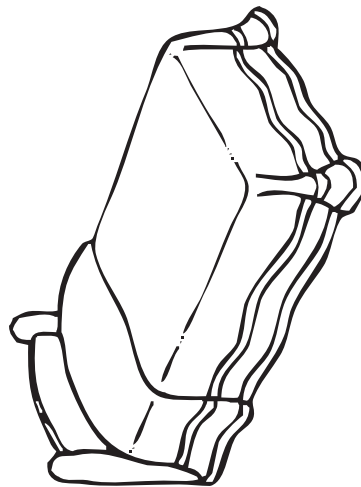
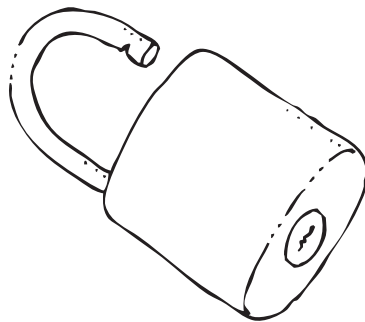
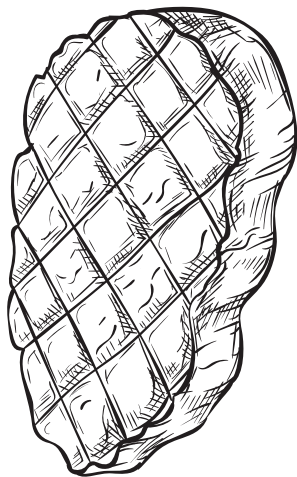
tub, crab, crib, bulb, rock, milk



# Phonics

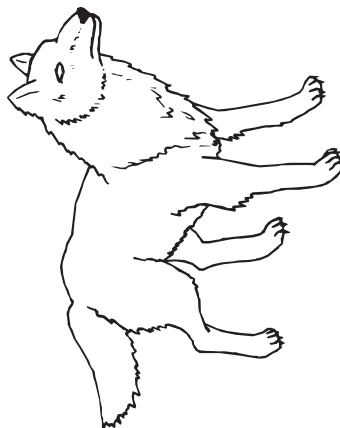
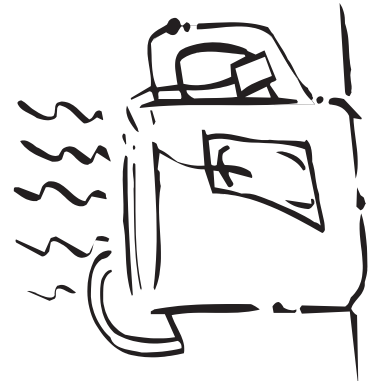
Letter-Sound Folder Sort

P. 019



steak, lock, bed, card, bird, cloud





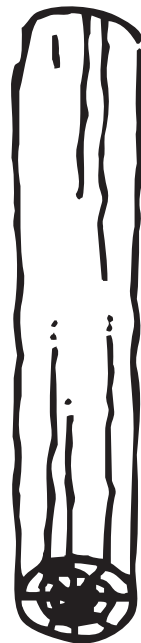
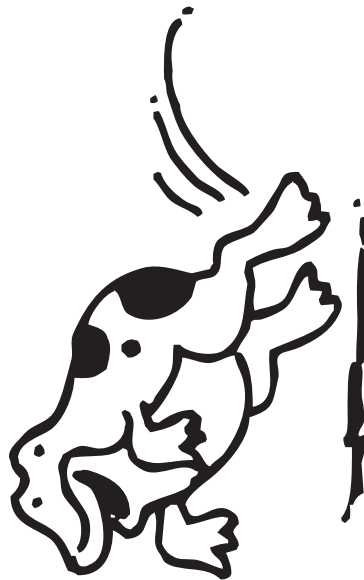
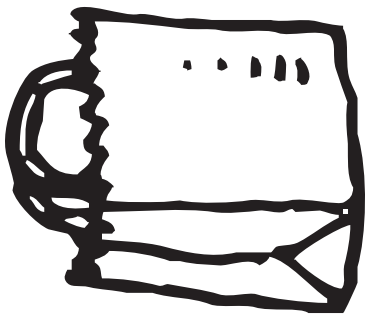
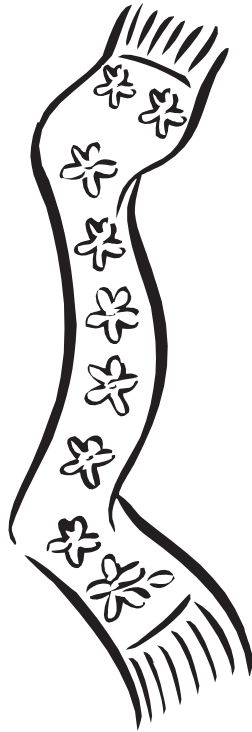
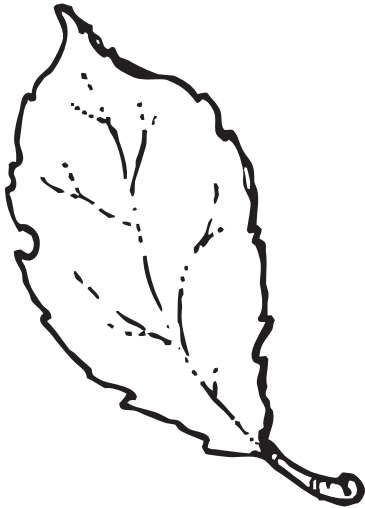
cookie, pea, tea, penny, wolf, elf



# Phonics

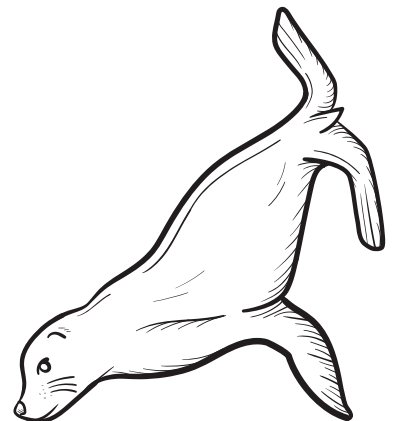
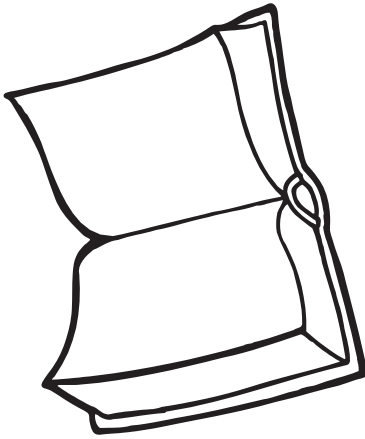
Letter-Sound Folder Sort

P. 019



leaf, scarf, bug, bag, frog, log





book, cake, stick, school, shovel, seal

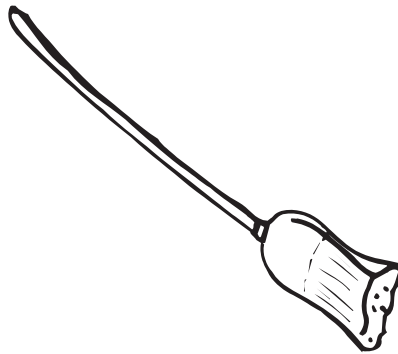
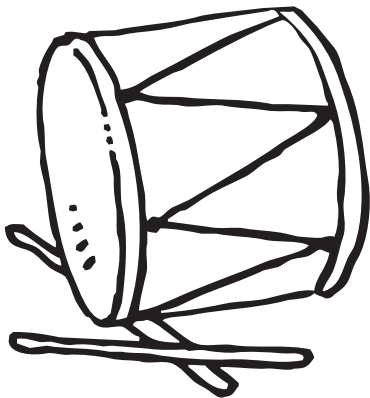
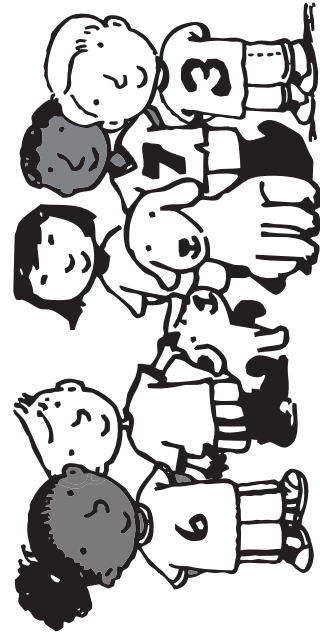
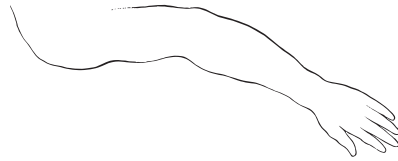
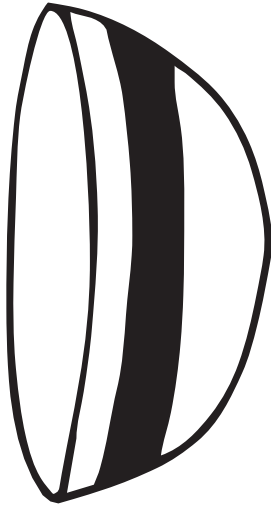




# Phonics

Letter-Sound Folder Sort

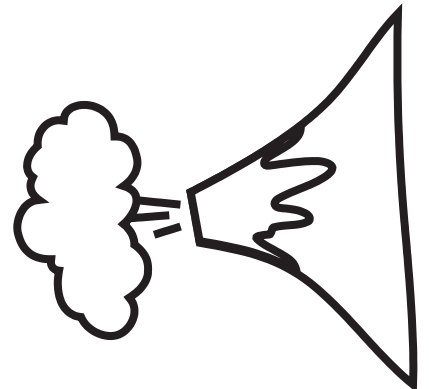
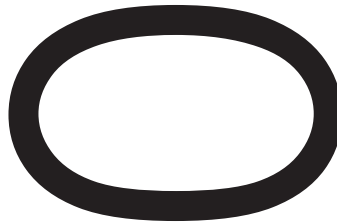
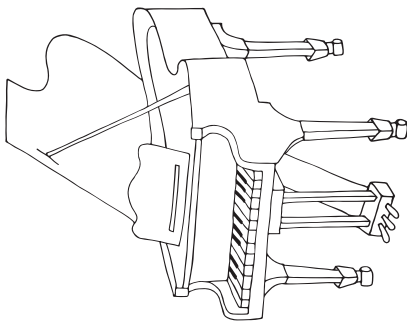
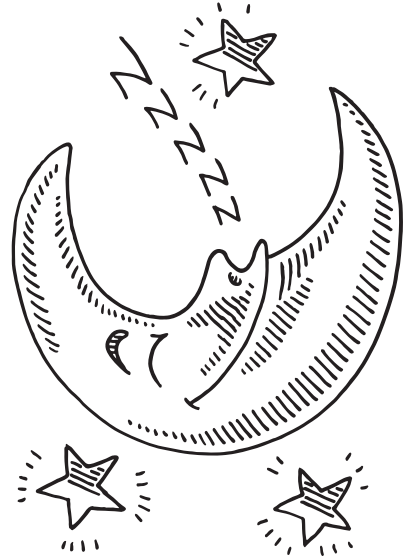
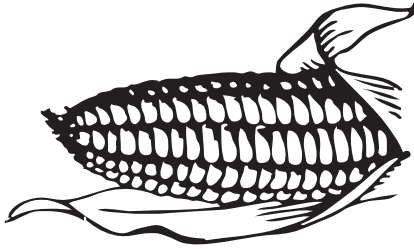
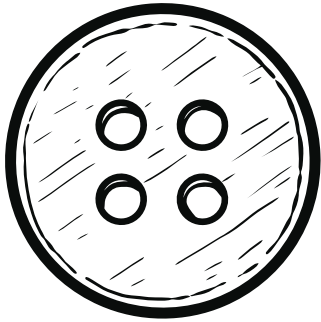
P. 019



7

bowl, arm, team, drum, broom, seven





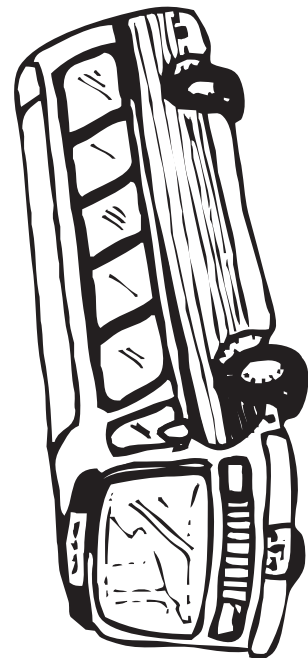
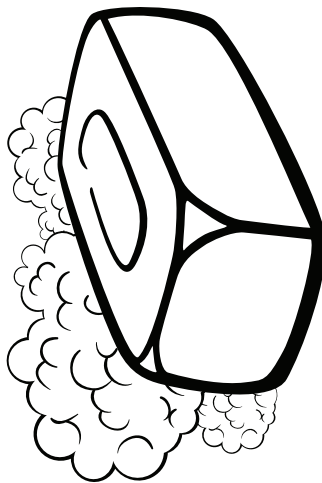
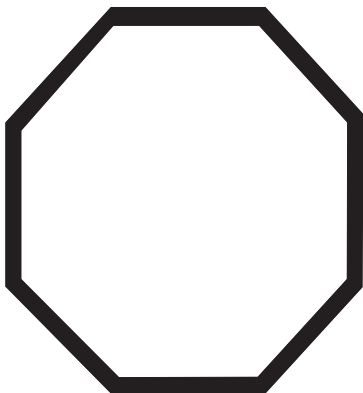
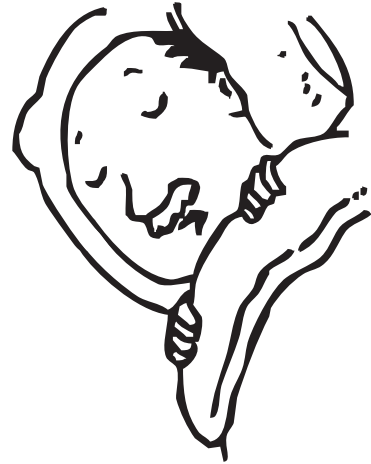
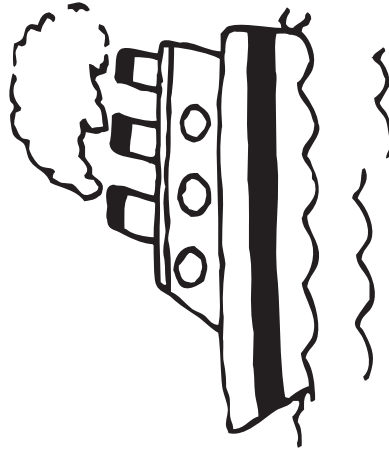
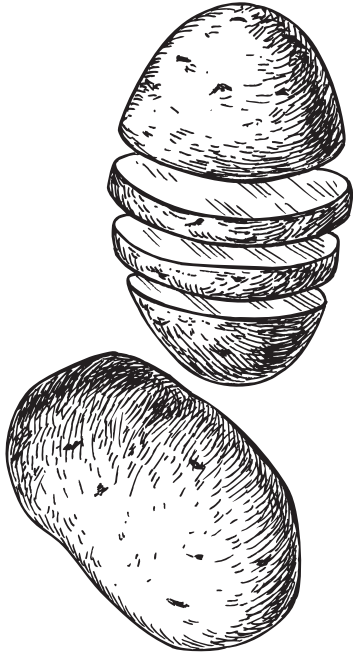
button, corn, moon, piano, zero, volcano



# Phonics

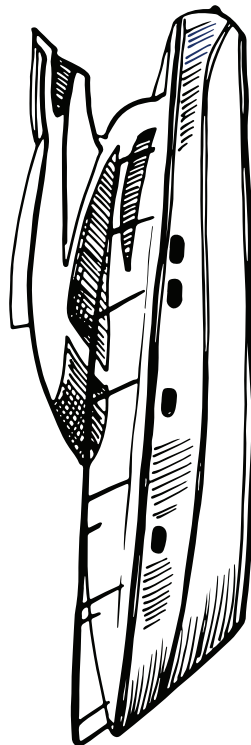
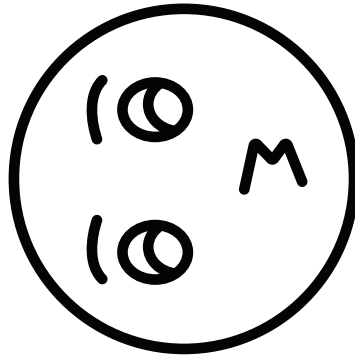
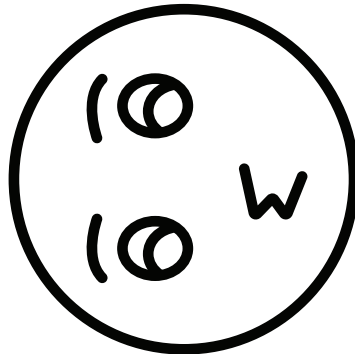
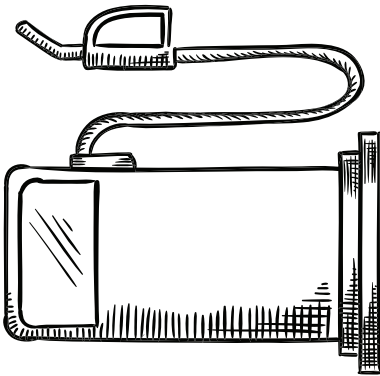
Letter-Sound Folder Sort

P. 019



potato, ship, sleep, stop, soap, bus





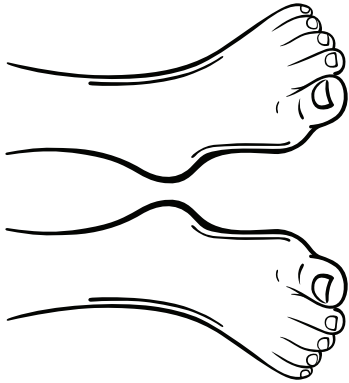
gas, kiss, octopus, carrot, boat, bat



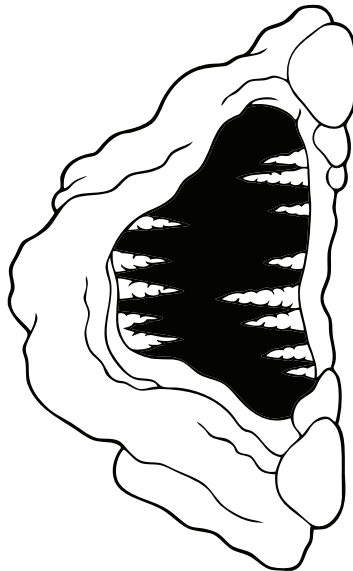
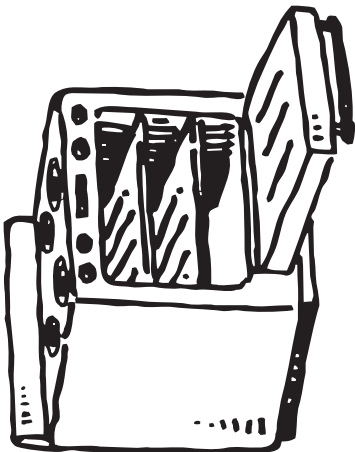
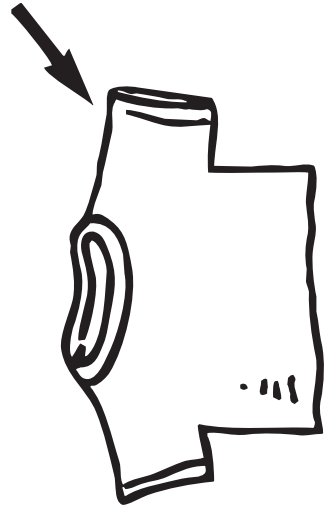
# Phonics

Letter-Sound Folder Sort

P. 019

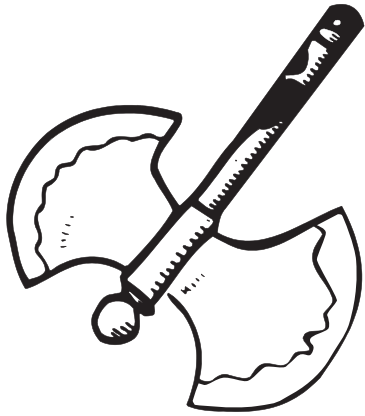


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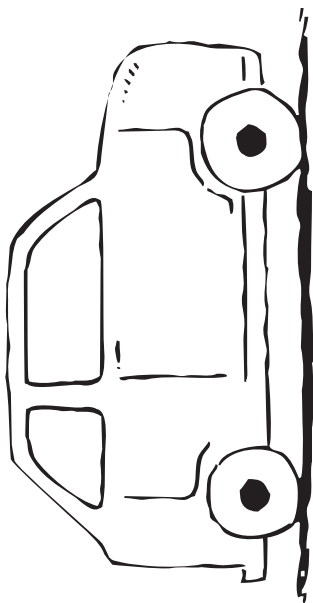
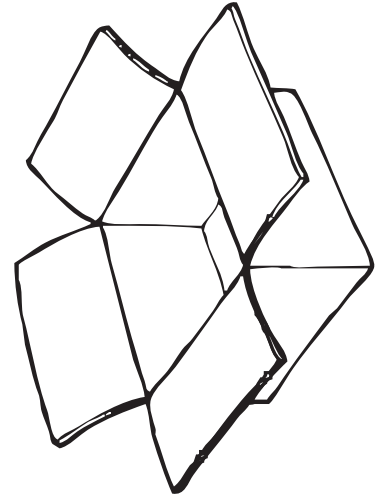


feet, five, sleeve, stove, cave, ox





6



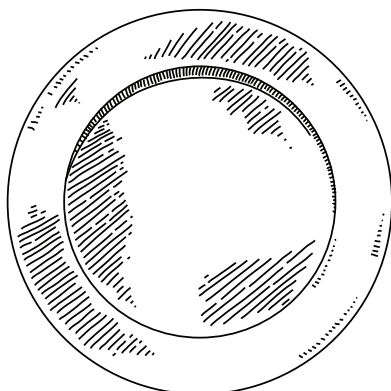
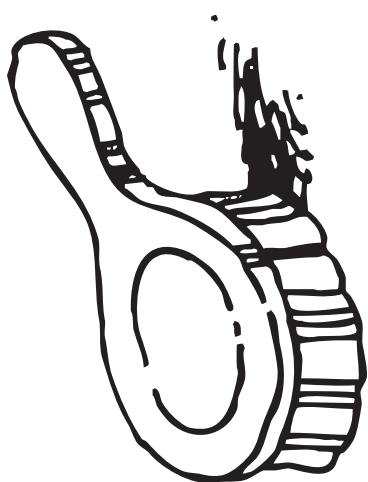
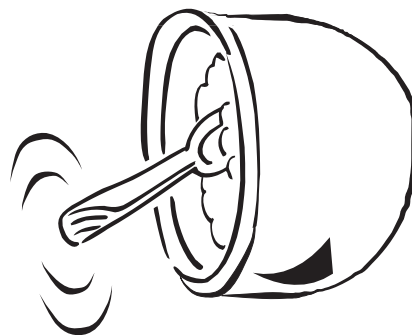
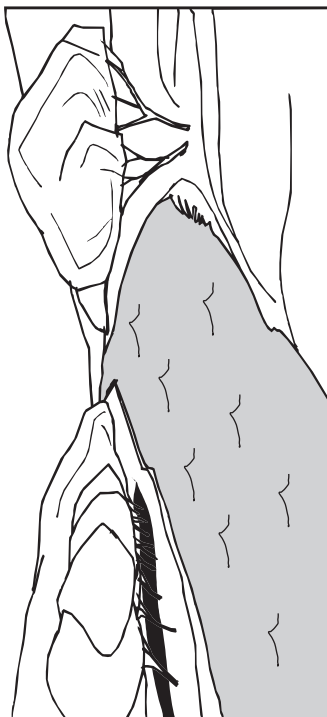
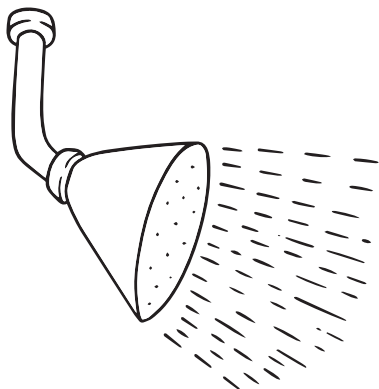
ax, six, box, car, star, jar



# Phonics

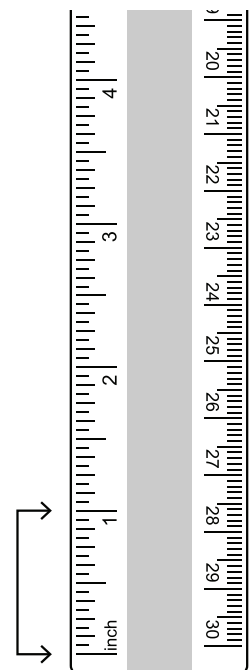
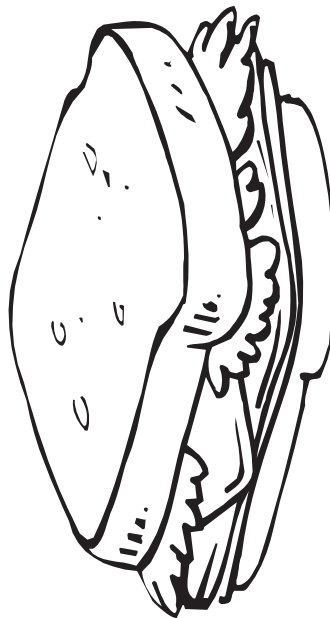
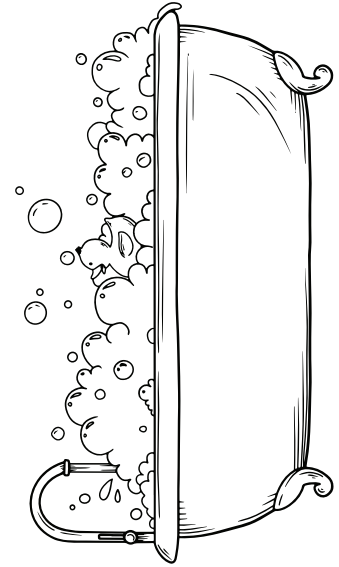
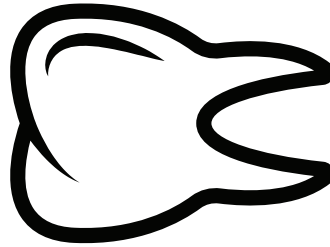
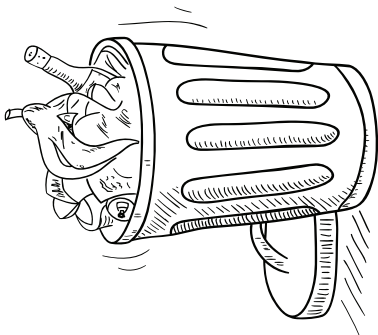
Letter-Sound Folder Sort

P. 019



shower, river, stir, brush, dish, fish





trash, tooth, bath, watch, sandwich, inch

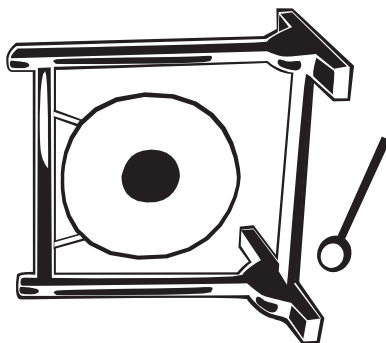
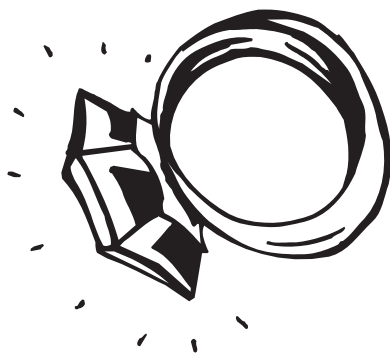
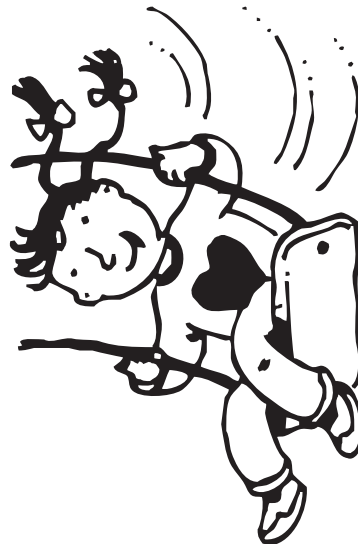
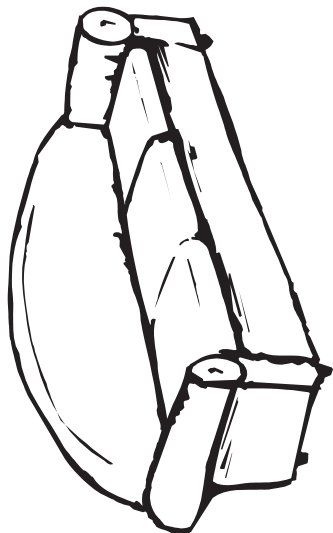




# Phonics

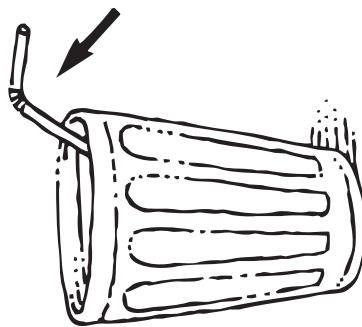
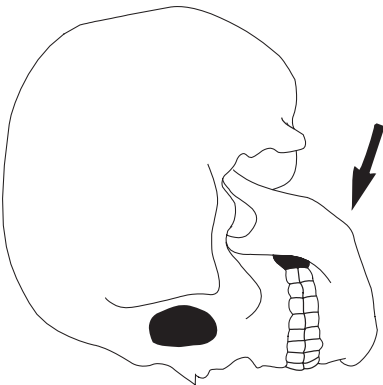
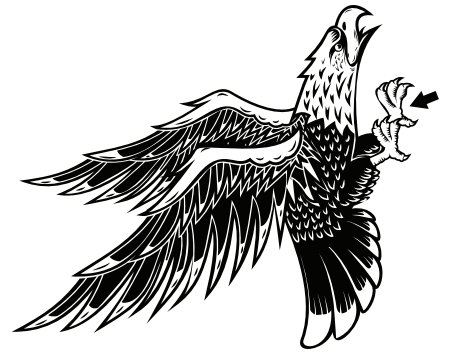
Letter-Sound Folder Sort

P. 019



couch, king, swing, ring, gong, cow





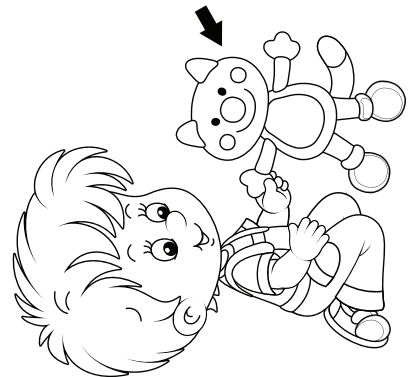
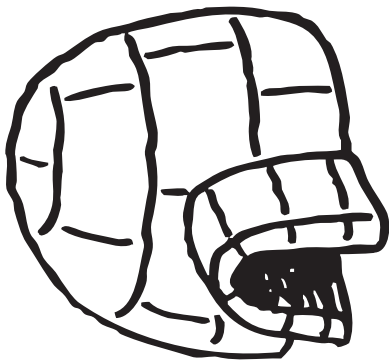
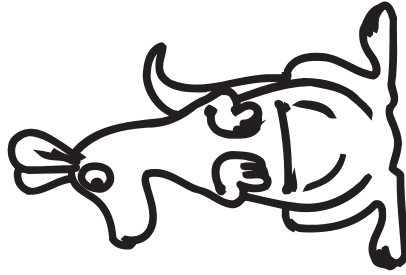
plow, draw, claw, jaw, straw, paw



# Phonics

Letter-Sound Folder Sort

P. 019



zoo, kangaroo, shampoo, igloo, boy, toy





### Objective

The student will match medial phonemes to graphemes.

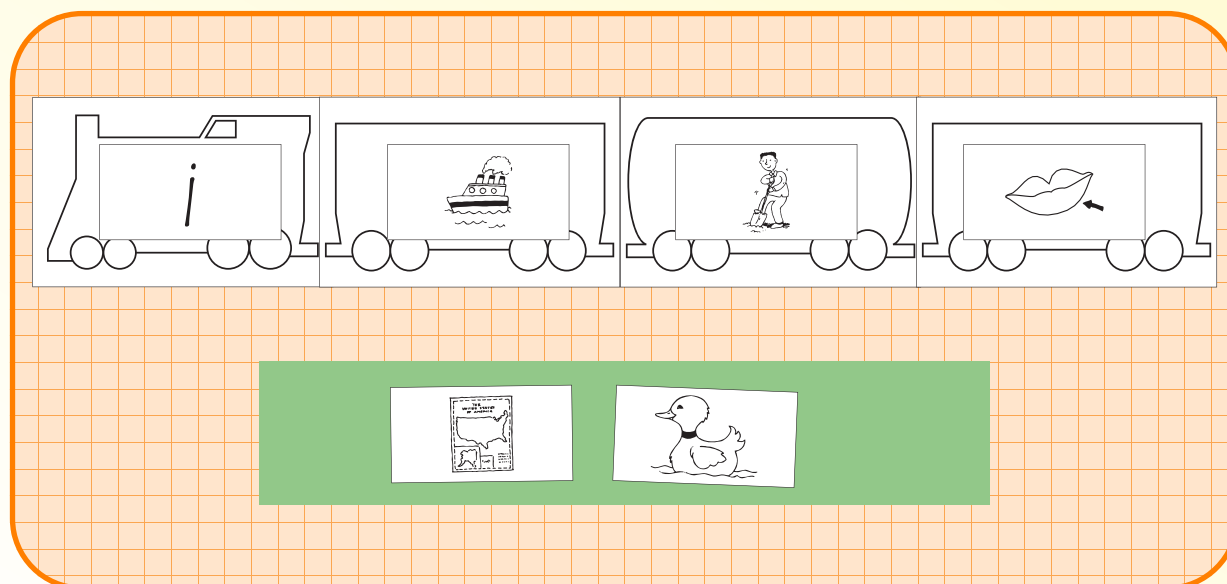
### Materials

- ▶ Letter-Sound Train engine and caboose
- ▶ Letter-Sound Train cars
  - Copy six times.*
- ▶ Construction paper
  - Use as the platform.*
- ▶ Index card
  - Label the card with the letter "i".*
  - Attach it to the train engine.*
- ▶ Medial sound picture cards

### Activity

Students match medial sounds in words to the target letter on a train.

1. Place the engine, cars, and caboose in a line on a flat surface. Place medial sound picture cards face down in a stack. Place the platform at the center.
2. Taking turns, students select the top card, name it, and say its medial sound (e.g., "duck, /u/"). State the letter that makes that sound (i.e., "u").
3. Determine if medial sound matches target letter. If it matches, place card on a train car. If it does not match, place on the platform.
4. Continue until all cards are sorted.
5. Peer evaluation



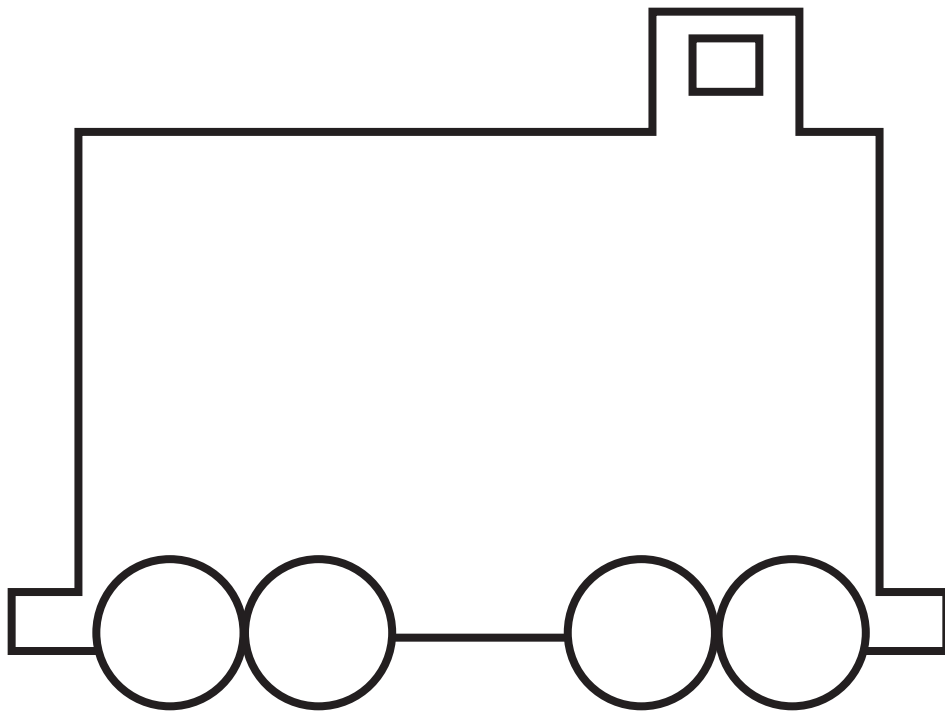
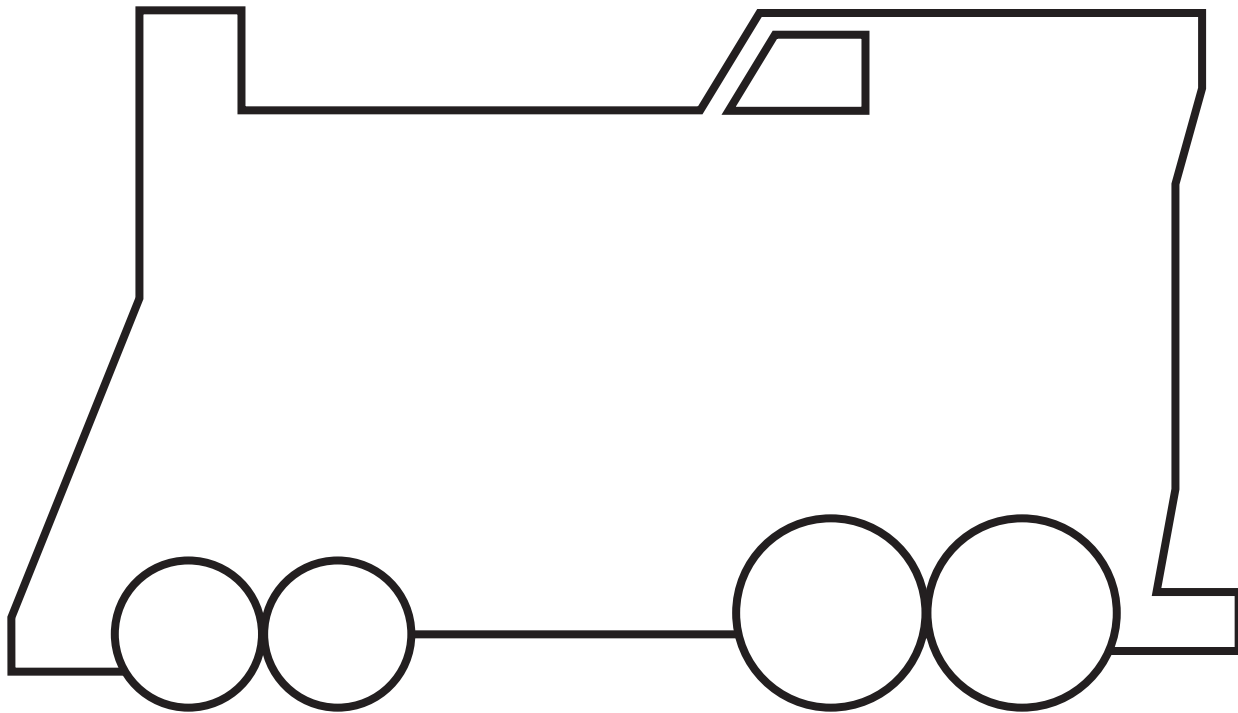
### Extensions and Adaptations

- ▶ Use other target medial sound cards.
- ▶ Use target and non-target initial or final objects or sound picture cards.

# Phonics

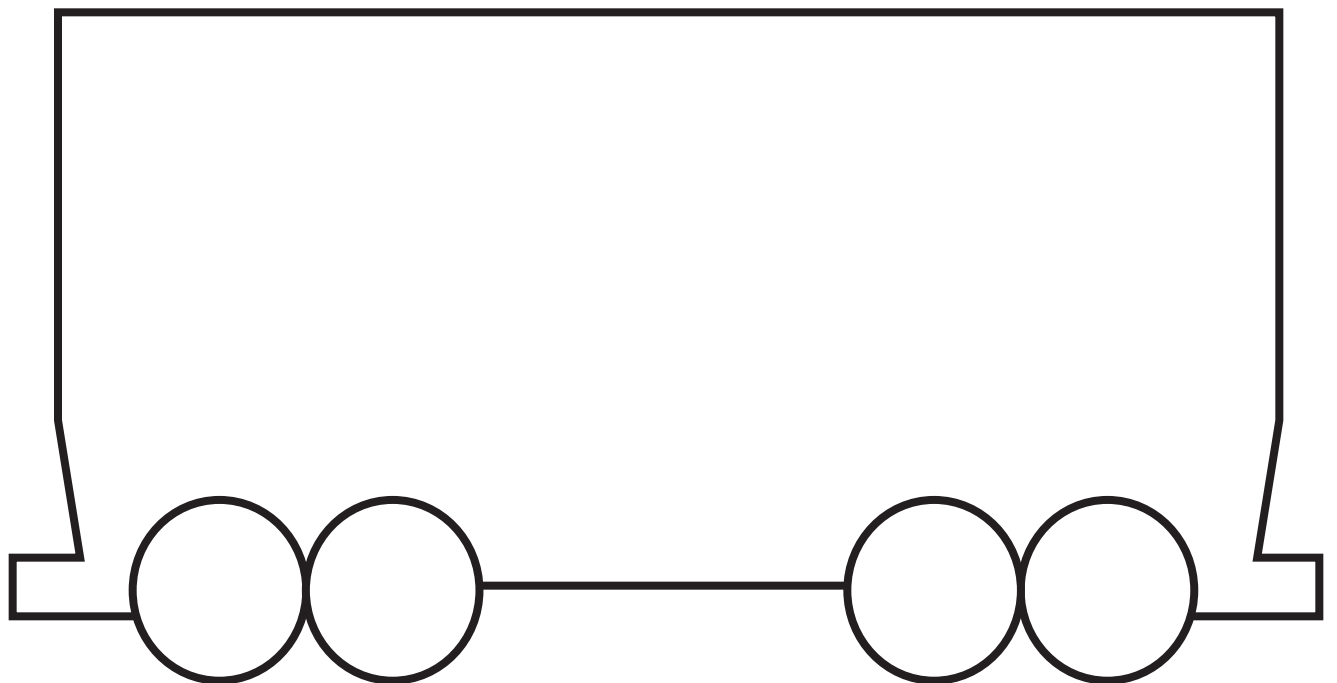
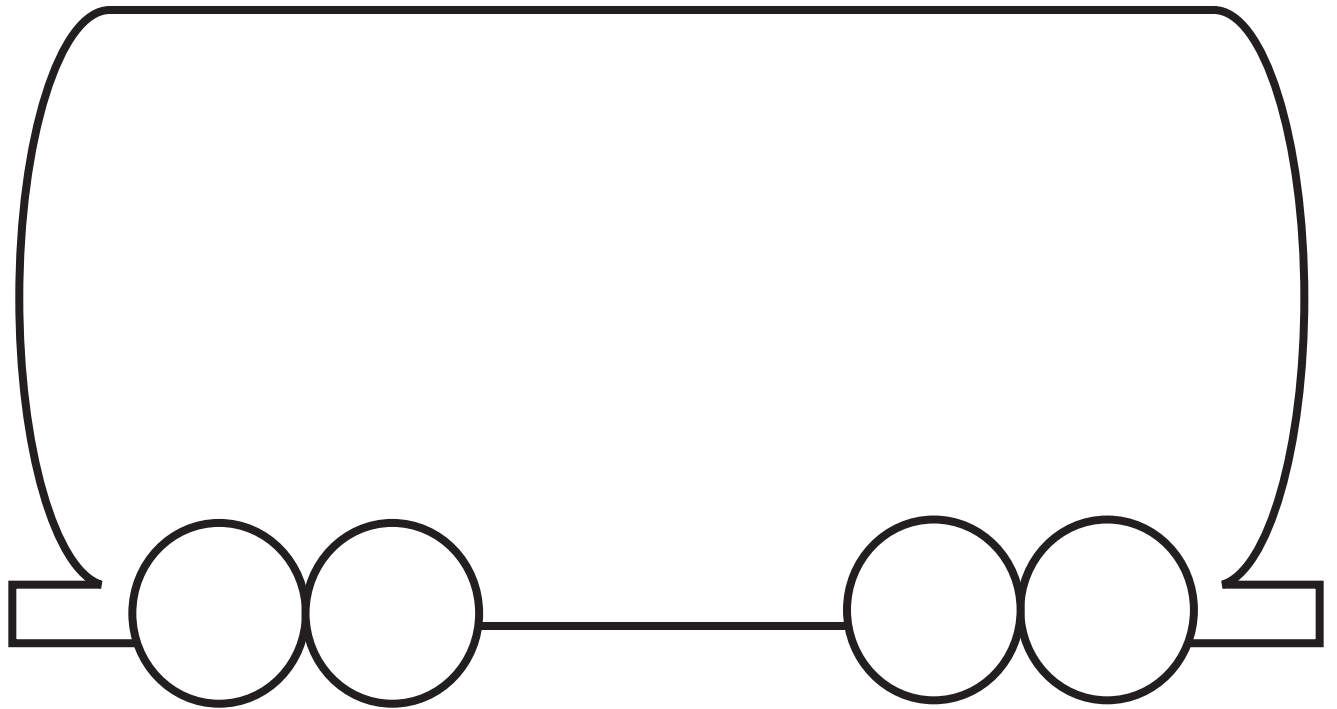
Letter-Sound Train

P.020



letter-sound train engine and caboose





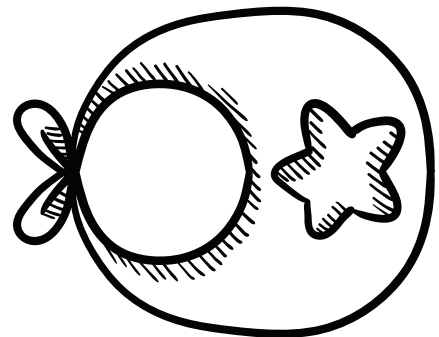
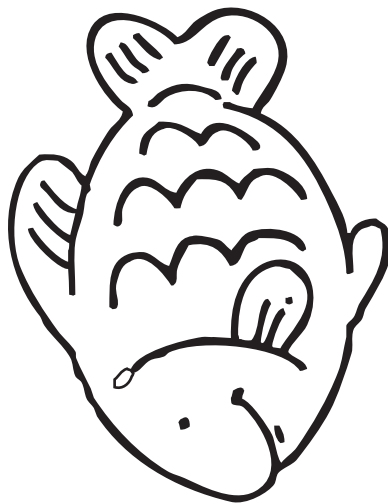
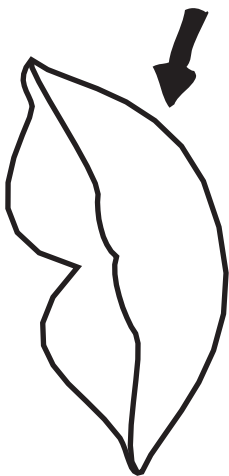
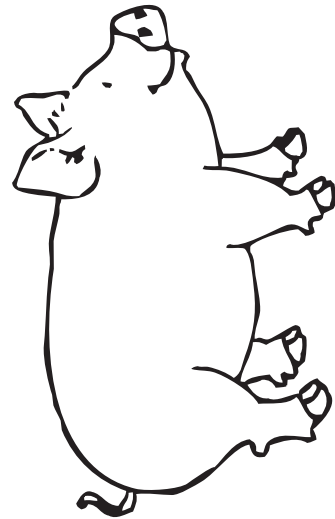
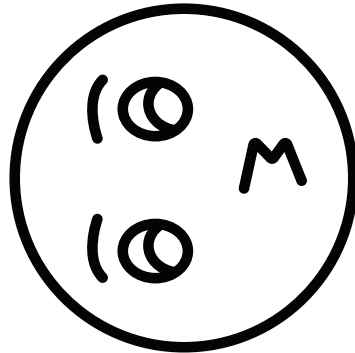
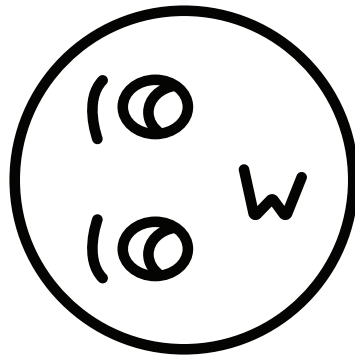
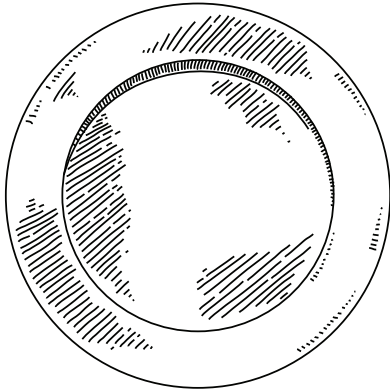
letter-sound train cars



# Phonics

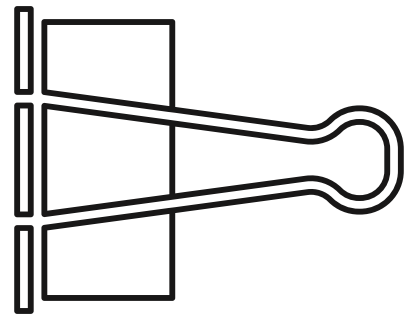
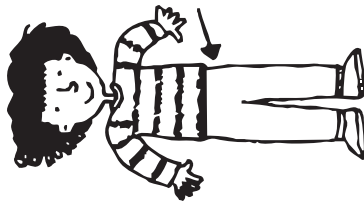
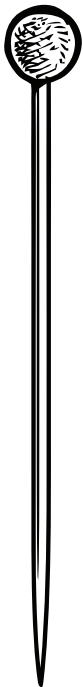
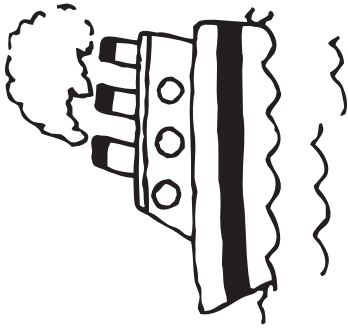
Letter-Sound Train

P.020



medial sound picture cards: dish, kiss, pig, lip, fish, bib





medial sound picture cards: ship, six, dig, pin, hip, clip

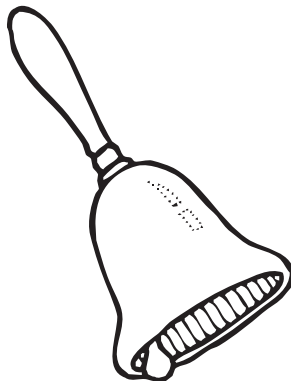
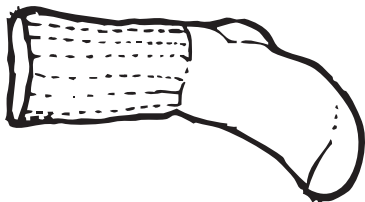
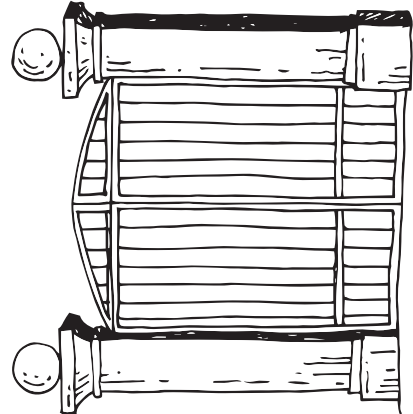
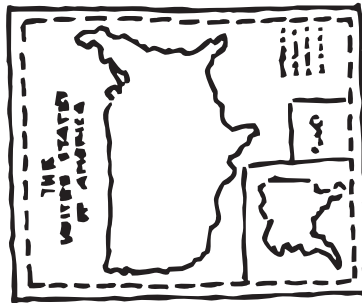




# Phonics

Letter-Sound Train

P.020



medial sound picture cards: duck, map, gate, sock, bell, mice





### Objective

The student will match medial phonemes to graphemes.

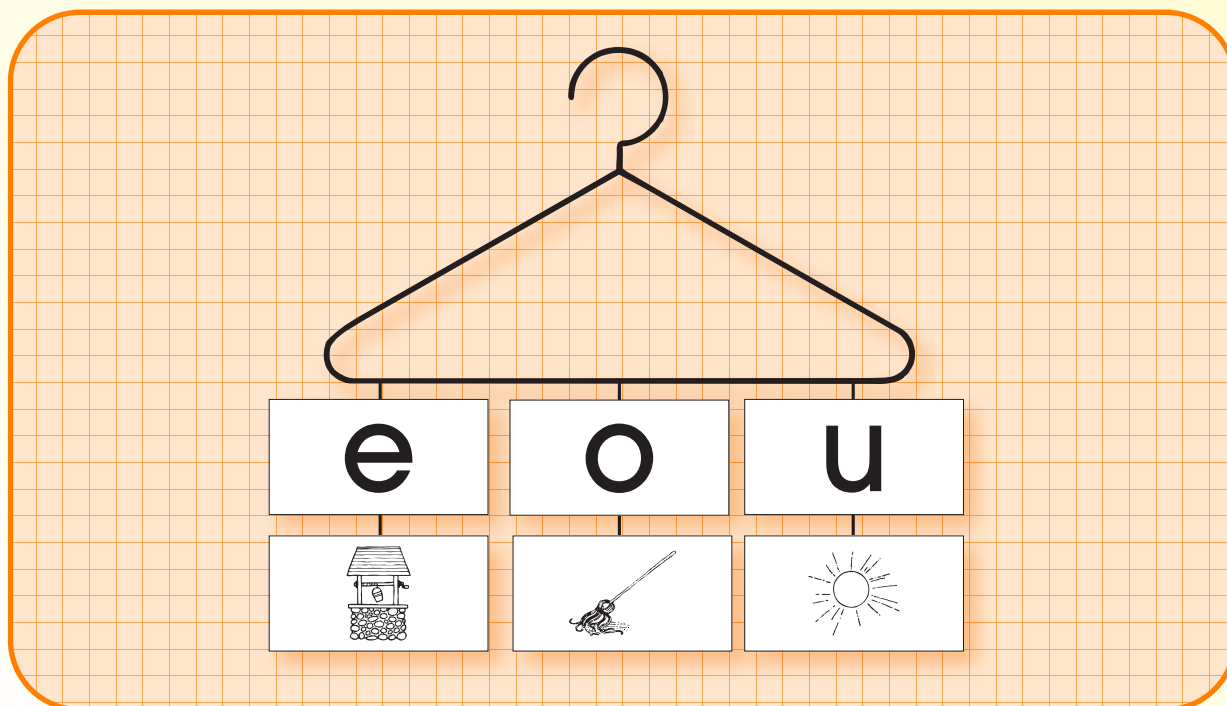
### Materials

- ▶ Vowel letter cards  
*Choose three target letter cards and punch a hole in the top center of each.*
- ▶ Medial sound picture cards  
*Choose picture cards that correspond to target letters and punch a hole in the top and bottom of each.*
- ▶ Clothes hanger
- ▶ String, yarn, or clear fishing line

### Activity

**Students sort medial sound picture cards to letters while making a mobile.**

1. Place vowel letter cards at the center. Place medial sound picture cards face up in a stack. Provide the student with a clothes hanger and string.
2. The student ties the letter cards across the clothes hanger while saying the name and sound of each.
3. Selects a medial sound picture card, names the picture, and says its medial sound (e.g., “well, /e/”).
4. Looks for the letter on hanger that corresponds to the medial sound, names it (i.e., “e”), and places it below that letter.
5. Continues until all cards are sorted. Ties each card under the corresponding letter.
6. Teacher evaluation



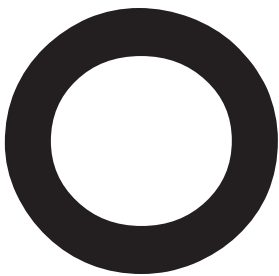
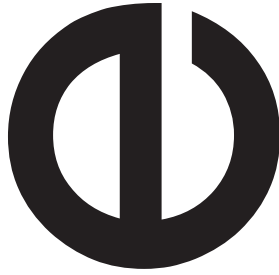
### Extensions and Adaptations

- ▶ Use other target letters.
- ▶ Sort initial or final sounds.

# Phonics

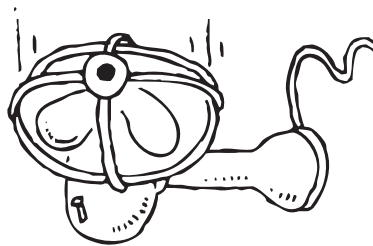
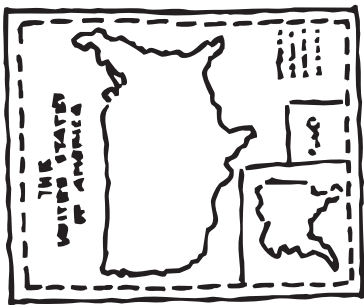
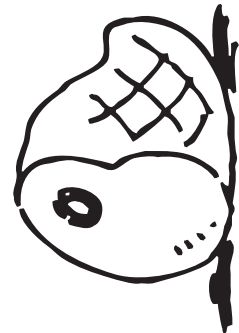
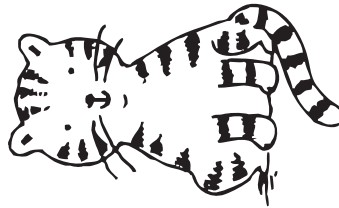
Letter-Sound Mobile

P. 021



vowel letter cards





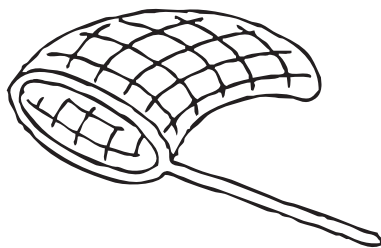
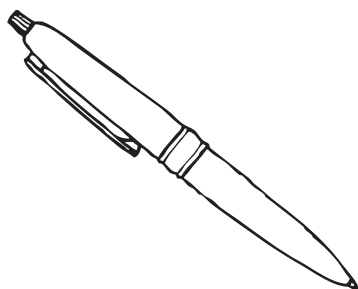
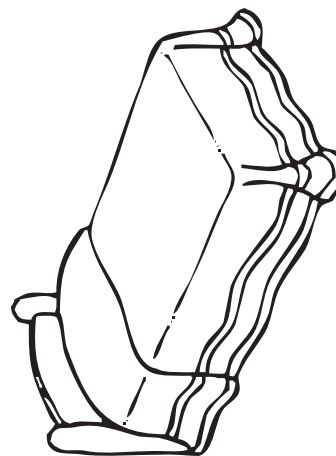
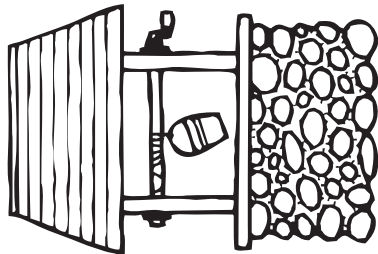
medial sound picture cards: hat, cat, ham, map, fan



# Phonics

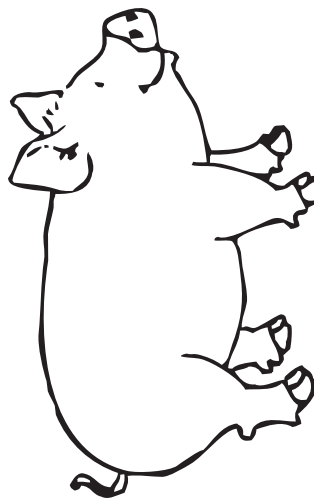
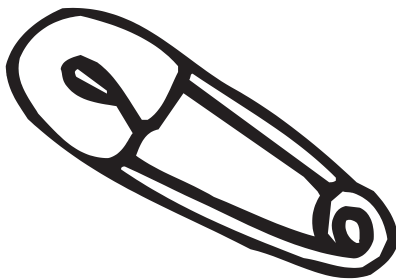
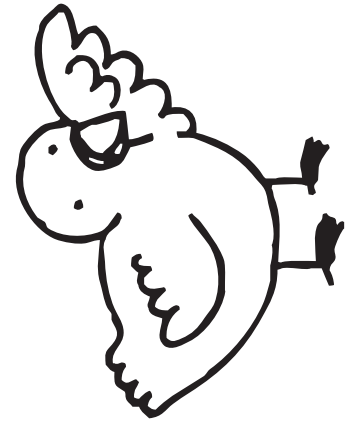
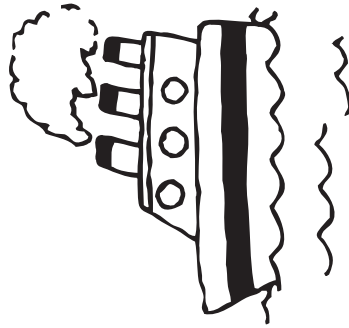
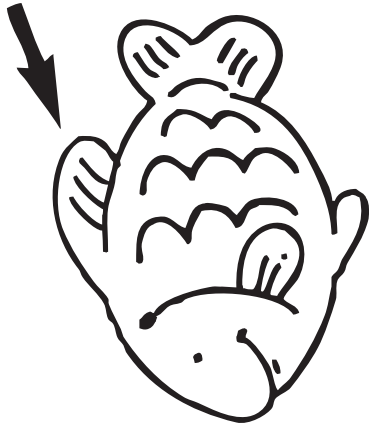
Letter-Sound Mobile

P. 021



medial sound picture cards: well, check, bed, pen, net





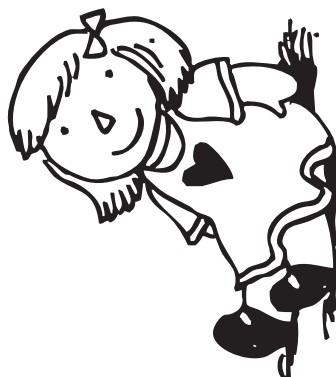
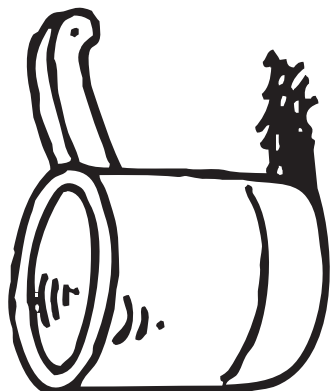
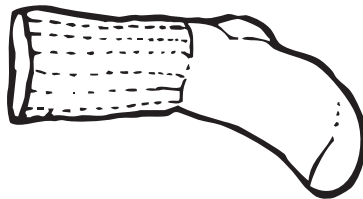
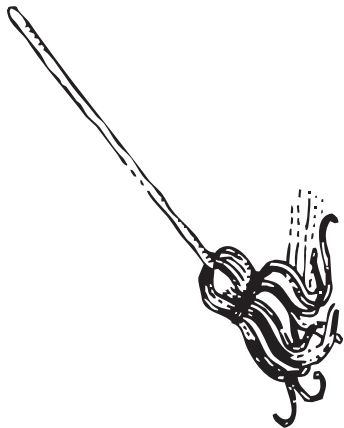
medial sound picture cards: fin, ship, chick, pin, pig



# Phonics

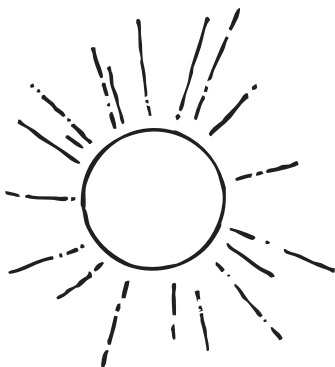
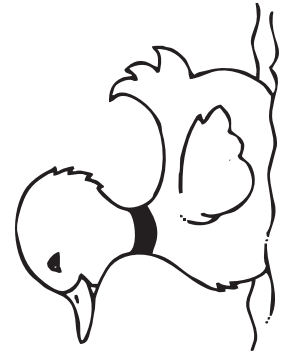
Letter-Sound Mobile

P. 021



medial sound picture cards: mop, sock, dog, pot, doll





medial sound picture cards: mug, gum, duck, sun, rug





### Letter-Sound Bingo



#### Objective

The student will match medial phonemes to graphemes.



#### Materials

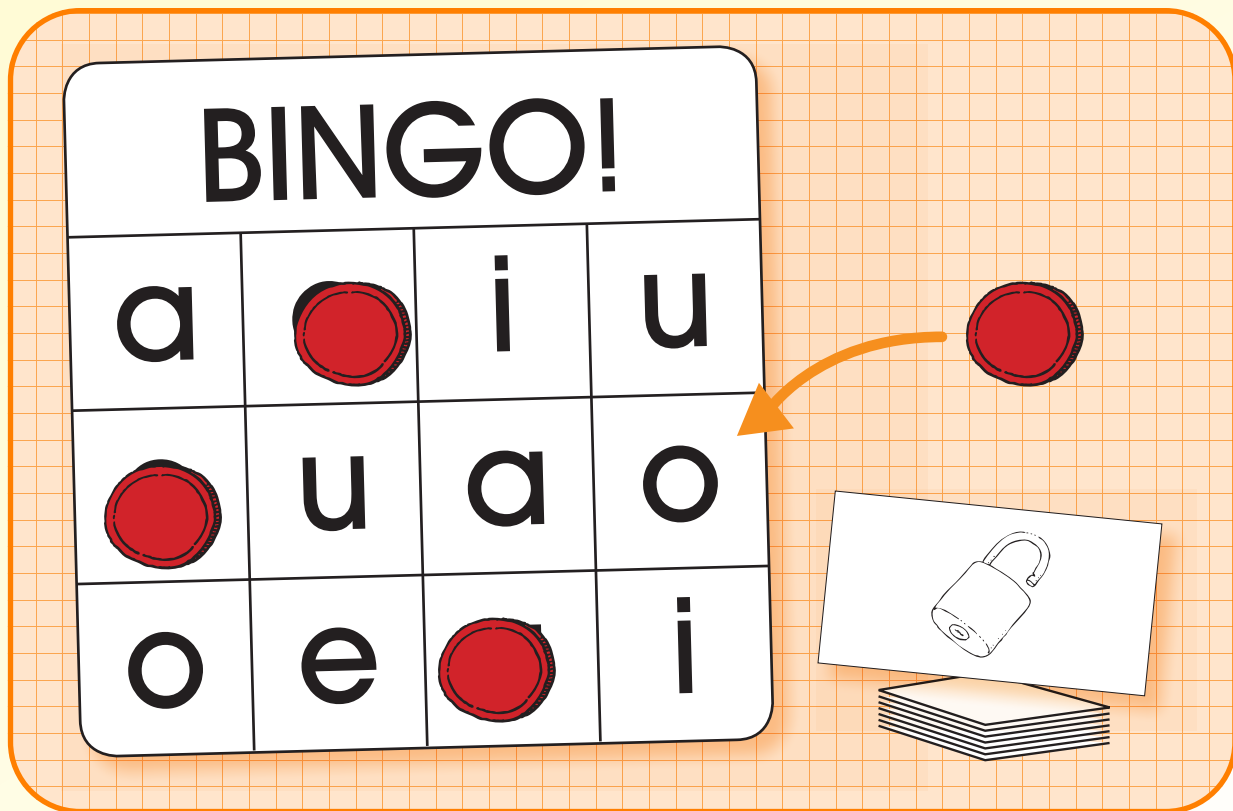
- ▶ Letter-sound bingo cards
- ▶ Medial sound picture cards
- ▶ Game pieces (e.g., counters)



#### Activity

Students match medial sounds of words to letters while playing a Bingo-type game.

1. Place the medial sound picture cards face down in a stack. Provide each student with a different bingo card and game pieces.
2. Taking turns, student one selects the top card from the stack, names the picture, and says its medial sound (e.g., “lock, /o/”).
3. Each student looks for letter on his bingo card that corresponds to the medial sound (i.e., “o”) and places one game piece on that letter.
4. Student one places picture card in a discard pile.
5. Continue until one student has a completed card and says, “Bingo!”
6. Peer evaluation



#### Extensions and Adaptations

- ▶ Make other bingo cards for use with initial or final sounds.

# BINGO!

a

o

i

u

e

u

a

o

o

e

u

i



# BINGO!

o

u

a

i

e

i

e

a

u

o

i

e



# BINGO!

a

u

o

i

o

i

e

a

u

a

i

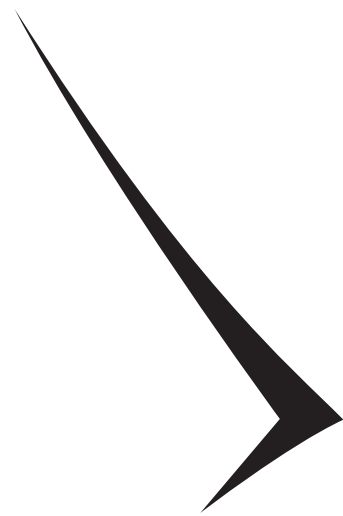
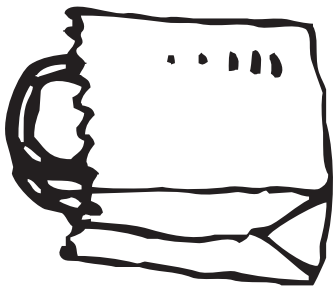
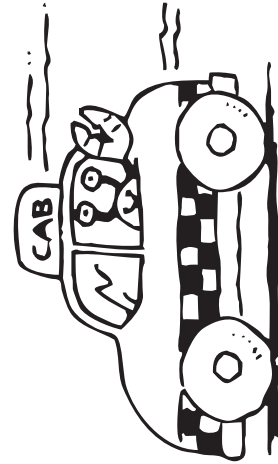
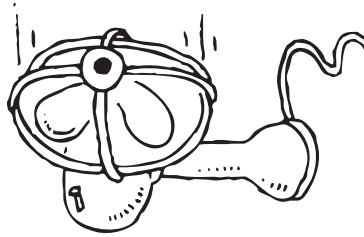
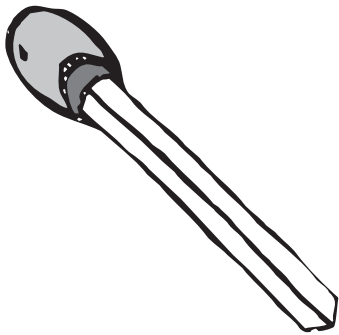
e



# Phonics

Letter-Sound Bingo

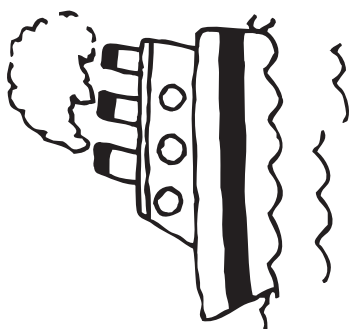
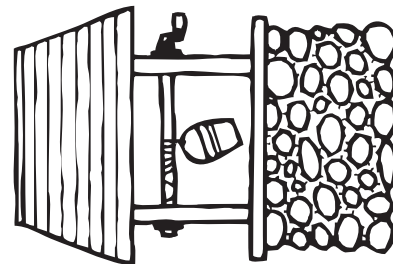
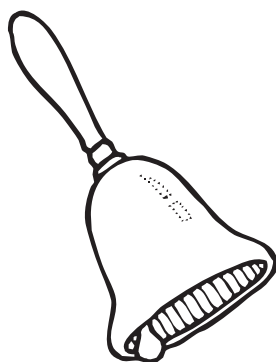
P. 022



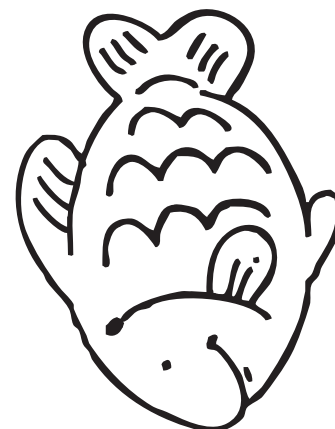
medial sound picture cards: match, fan, cab, bag, bat, check



10



6



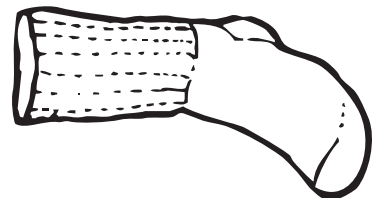
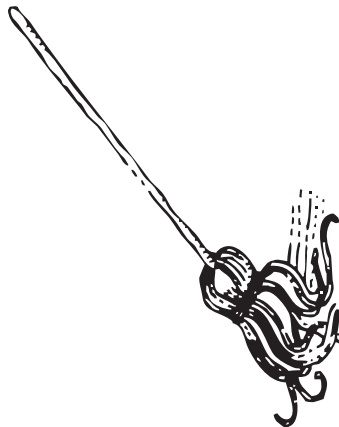
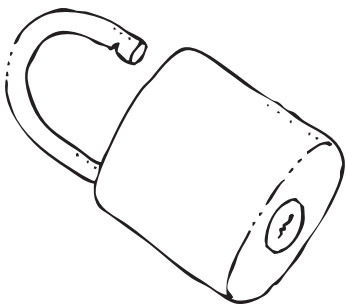
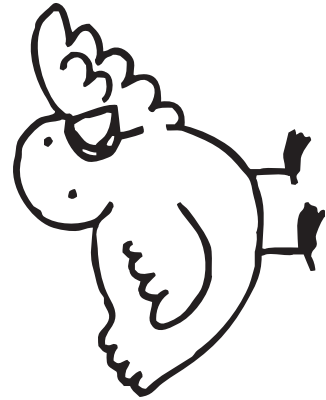
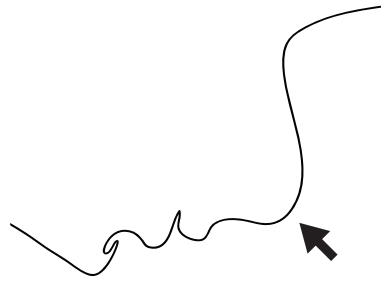
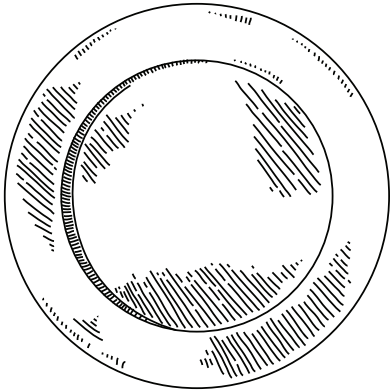
medial sound picture cards: ten, bell, well, ship, six, fish



# Phonics

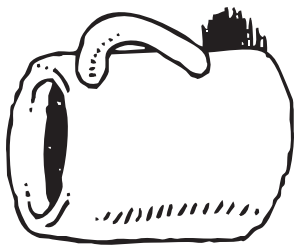
Letter-Sound Bingo

P. 022



medial sound picture cards: dish, chin, chick, lock, mop, sock





medial sound picture cards: hop, thumb, bus, mug, duck, rug





# BINGO!






 **Objective**

The student will match medial phonemes to graphemes.

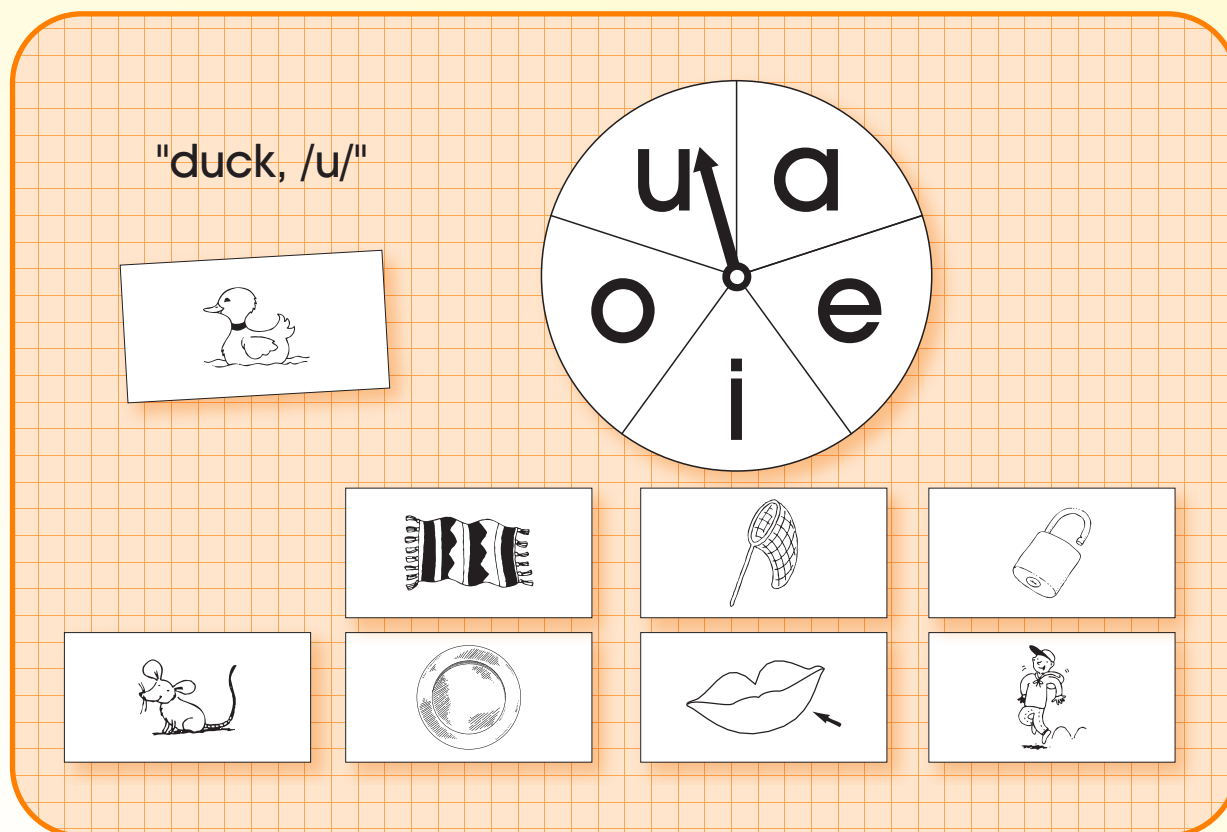
 **Materials**

- ▶ Vowel spinner  
*Copy on card stock, laminate, and cut.*
- ▶ Brad  
*Attach arrow to the spinner with the brad.*
- ▶ Medial sound picture cards

 **Activity**

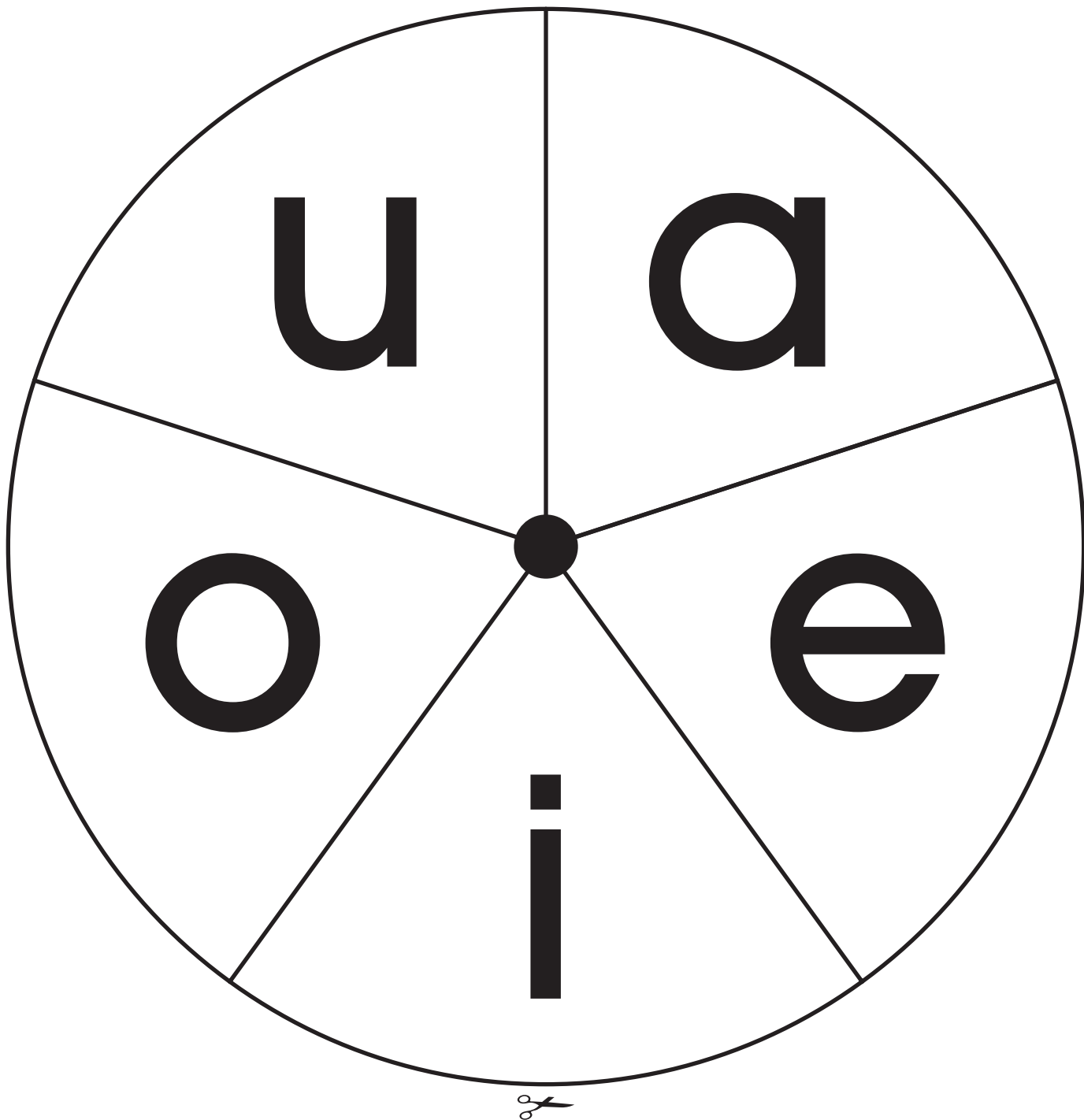
**Students match letter cards to an alphabet border.**

1. Place spinner at the center. Place picture cards face up in rows.
2. Taking turns, students spin the spinner, name the letter, and say its sound (e.g., “u, /u/”).
3. Select picture card that has the same medial sound, name it, and say its medial sound (e.g., “duck, /u/”). If correct, keep the card. If not correct, return card to its original position.
4. Continue until all cards are used.
5. Peer evaluation

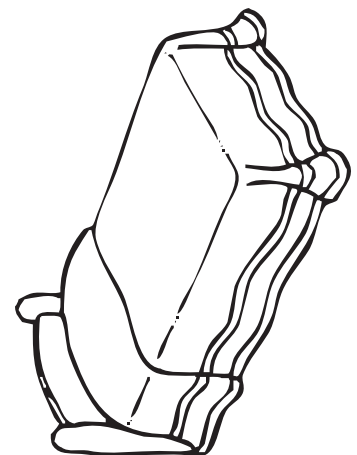
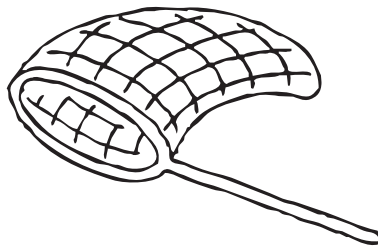
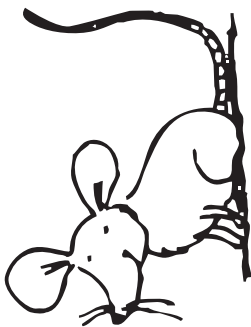
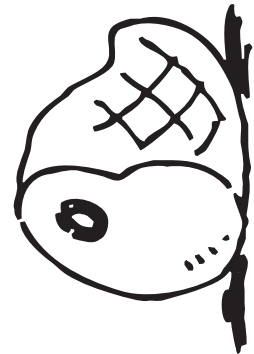
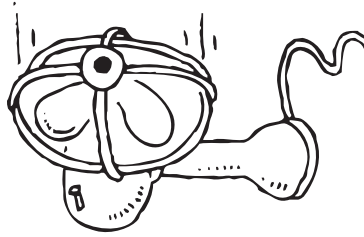
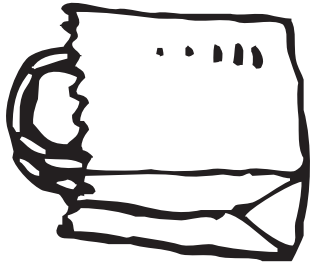


 **Extensions and Adaptations**

- ▶ Make another spinner for use with initial or final sounds.
- ▶ Use long vowels as target letters.



vowel spinner



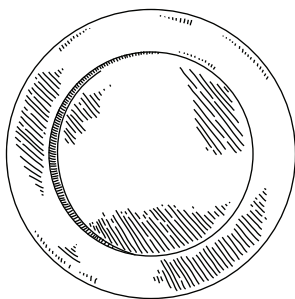
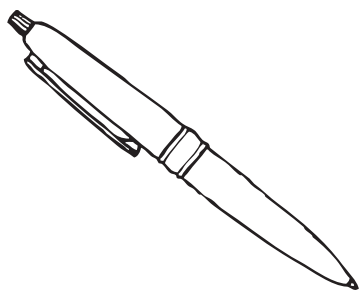
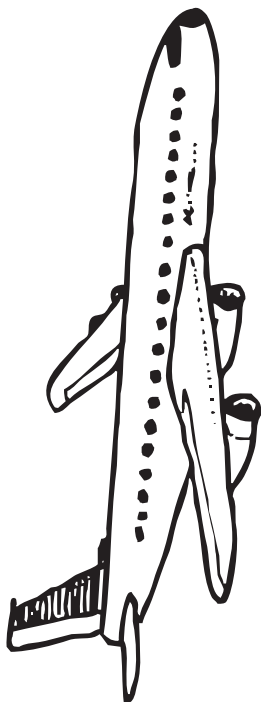
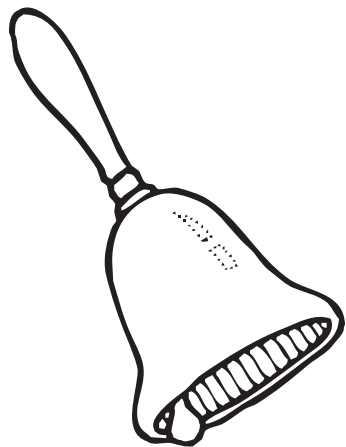
medial sound picture cards: bag, fan, ham, rat, net, bed



# Phonics

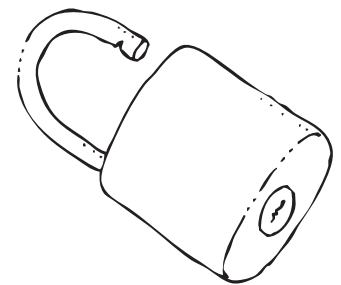
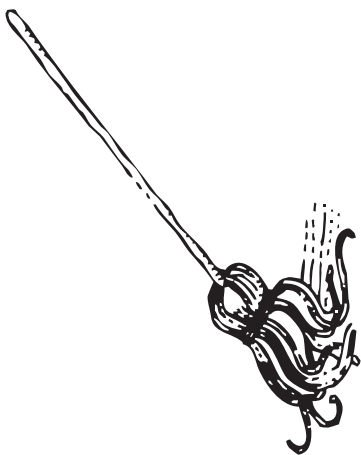
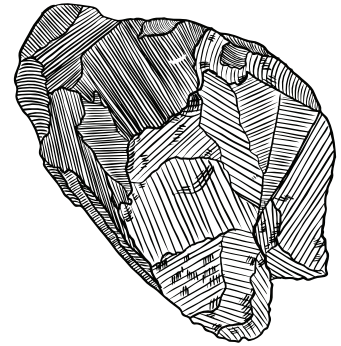
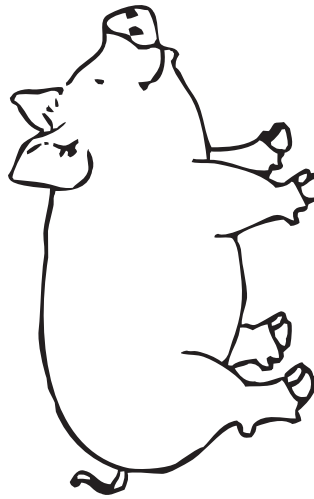
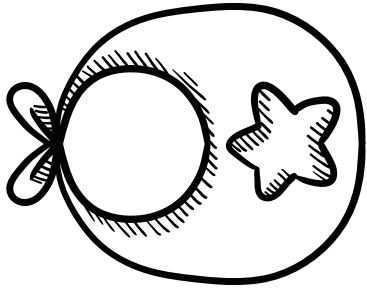
Medial Phoneme Spin

P. 023



medial sound picture cards: bell, jet, men, pen, dish, lip





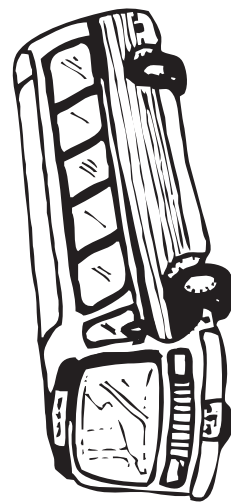
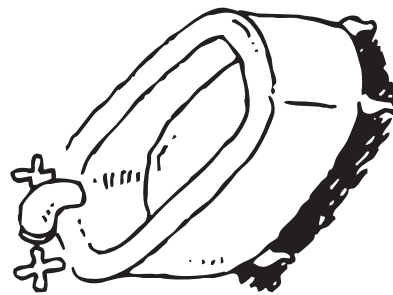
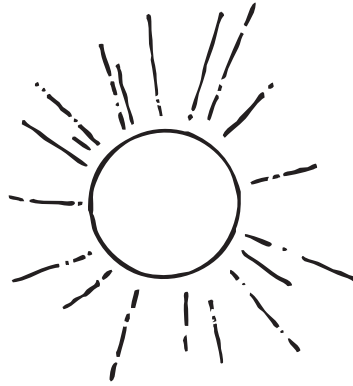
medial sound picture cards: bib, pig, rock, mop, hop, lock



# Phonics

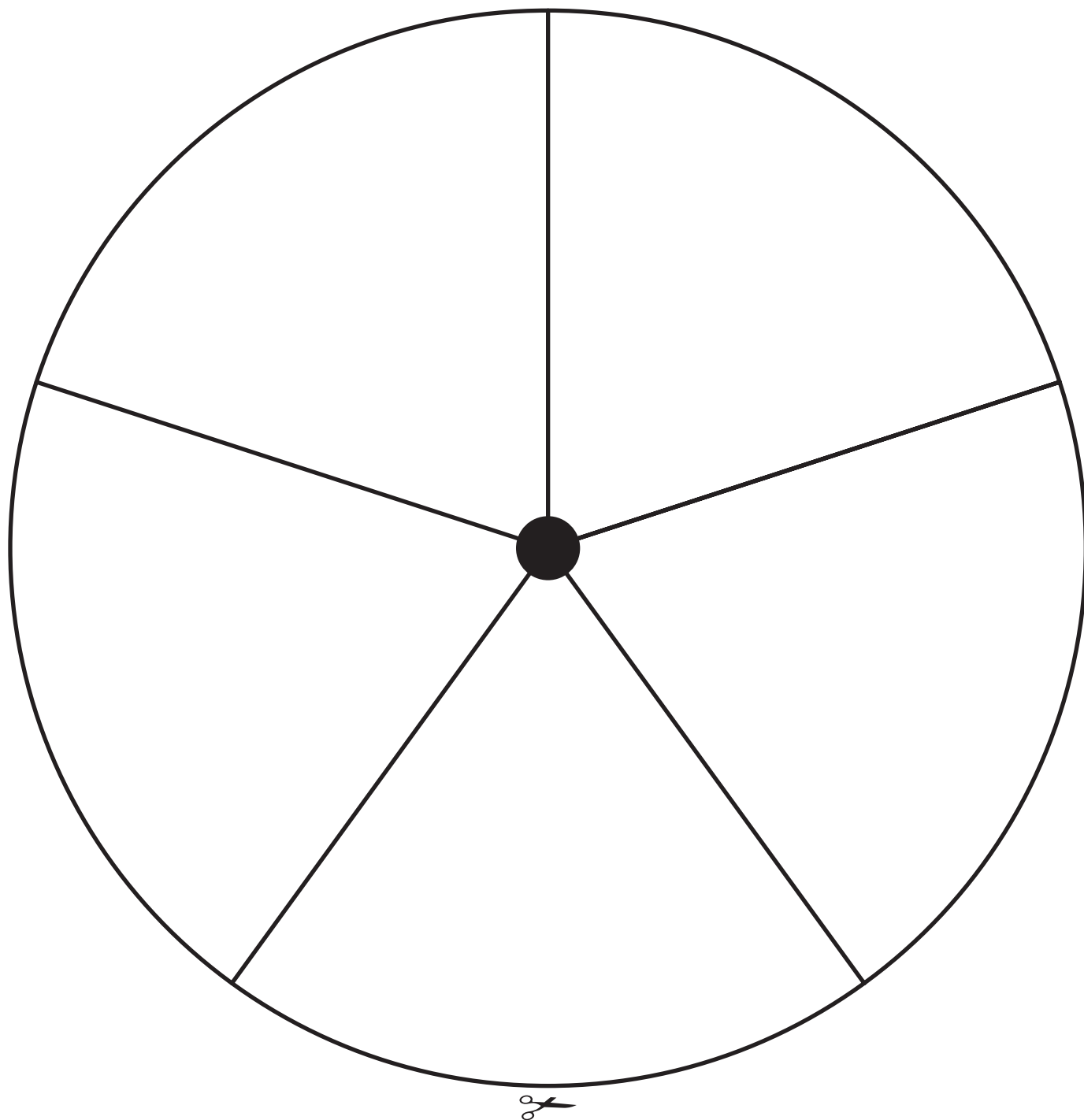
Medial Phoneme Spin

P. 023



medial sound picture cards: fox, sun, duck, rug, tub, bus





blank spinner



### Where's That Sound?

#### Objective

The student will match initial and final phonemes to graphemes.

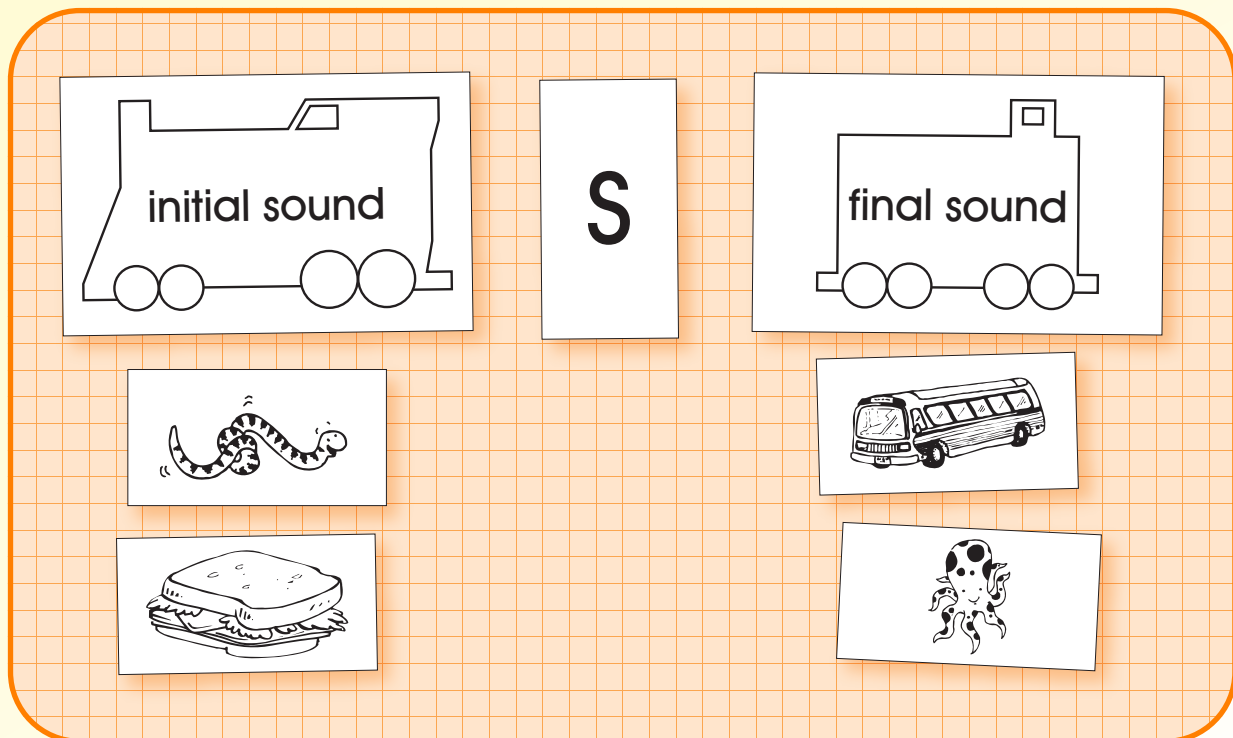
#### Materials

- ▶ Initial and final sound train cards
- ▶ Letter cards  
*Choose target letter(s).*
- ▶ Initial and final sound picture cards  
*Choose cards that match the target letter(s).*

#### Activity

Students determine the position of the target sound in words and sort.

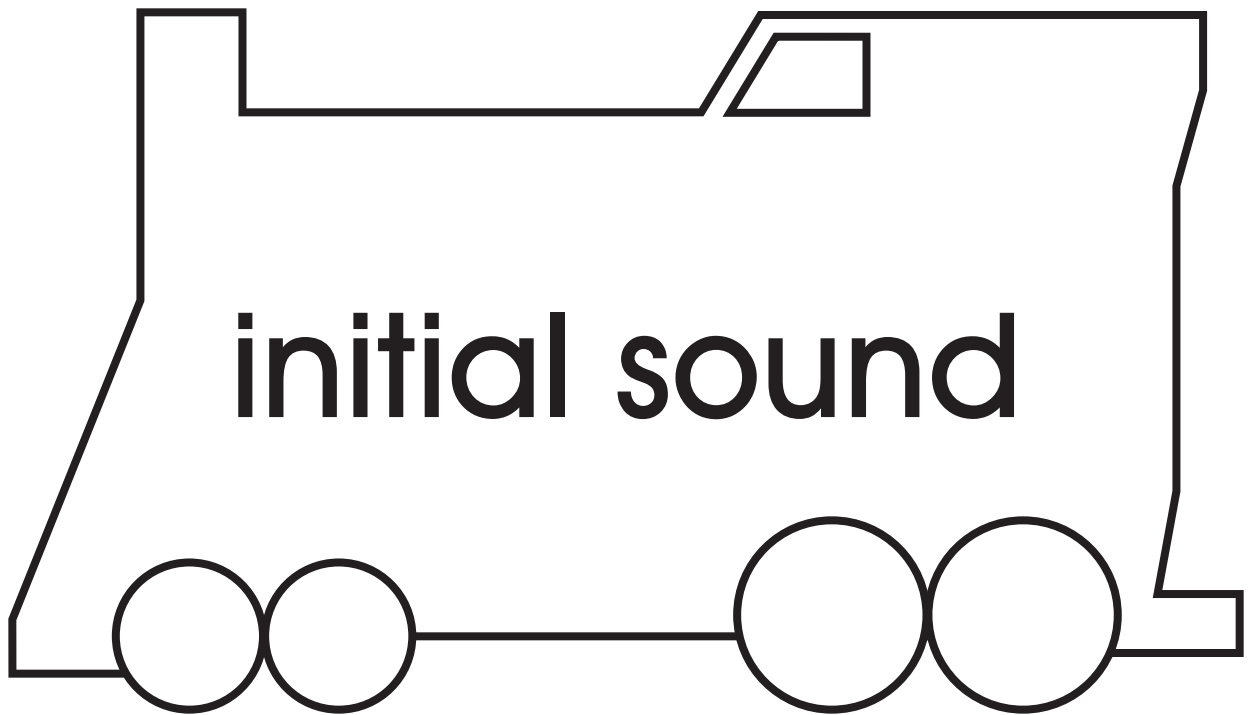
1. Place the initial sound train card, target letter card, and final sound train card left to right in a row. Place the picture cards face down in a stack.
2. Taking turns, students name the target letter and say its sound (e.g., “s, /s/”). Select a picture card, name it, and determine if the target sound is at the beginning or end of the word (e.g., “sandwich. I hear the /s/ at the beginning of the word”).
3. Place the card under the corresponding train card.
4. Continue until all cards in the stack are sorted.
5. Peer evaluation



The diagram illustrates the activity setup on a grid background. It features three train cards at the top: 'initial sound', 'S', and 'final sound'. Below these are five picture cards. The snake and sandwich are placed under the 'initial sound' train card. The bus and octopus are placed under the 'final sound' train card.

#### Extensions and Adaptations

- ▶ Use other target letters and picture cards.
- ▶ Use digraphs or diphthongs.



# Phonics

Where's That Sound?

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A

B

C

D

E

F

letter cards



G

H

I

J

K

L

letter cards



# Phonics

Where's That Sound?

P. 024

M

N

O

P

Q

R

letter cards



S

T

U

V

W

X

letter cards



# Phonics

Where's That Sound?

P. 024

Y

Z

d

b

c

d

letter cards



e

f

g

h

i

j

letter cards





# Phonics

Where's That Sound?

P. 024

k

l

m

n

o

p

letter cards



q

r

s

t

u

v

letter cards



# Phonics

Where's That Sound?

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w

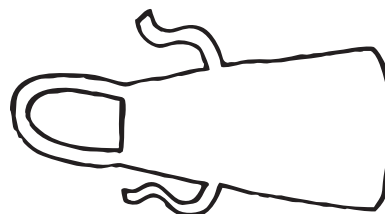
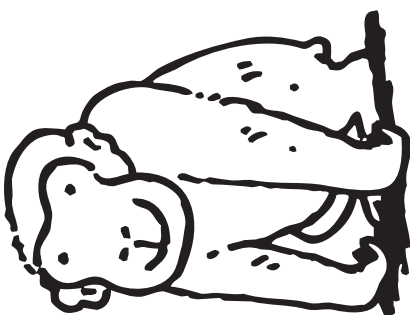
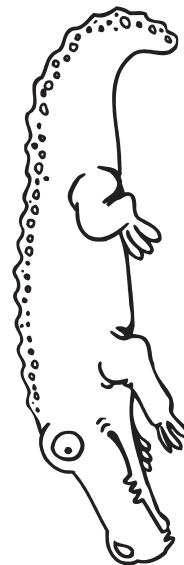
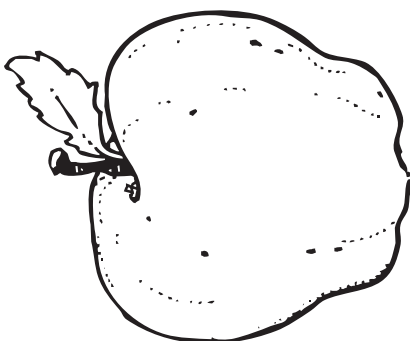
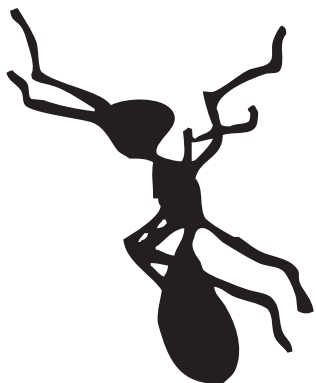
x

y

z

letter cards





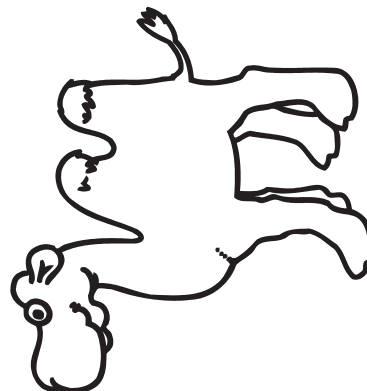
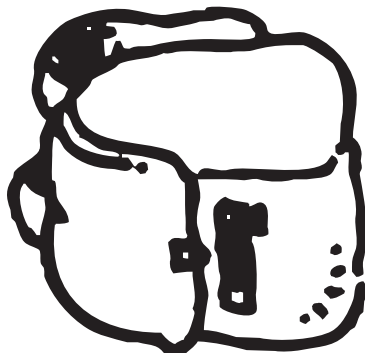
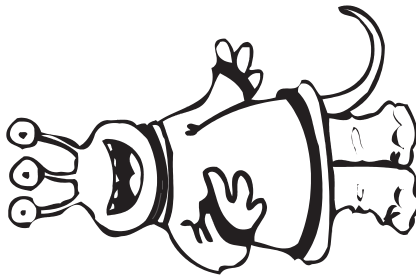
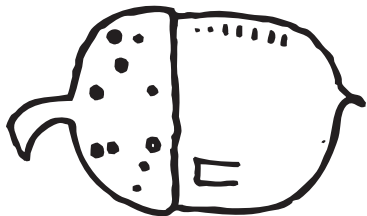
ant, apple, alligator, ax, ape, apron



# Phonics

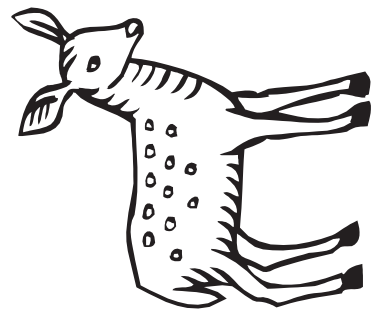
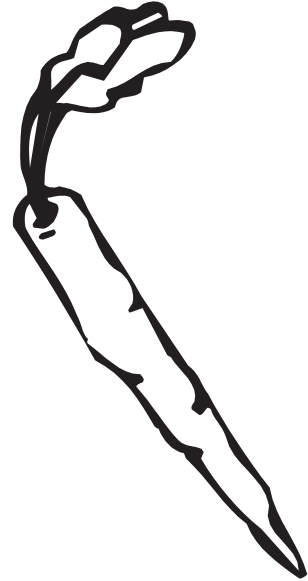
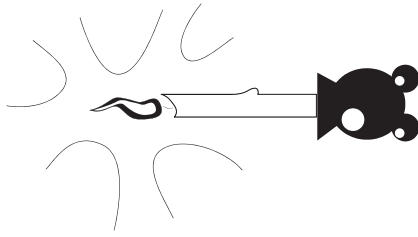
Where's That Sound? | Letter-Sound Correspondence Picture Cards – Initial

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acorn, alien, beach, banana, backpack, camel

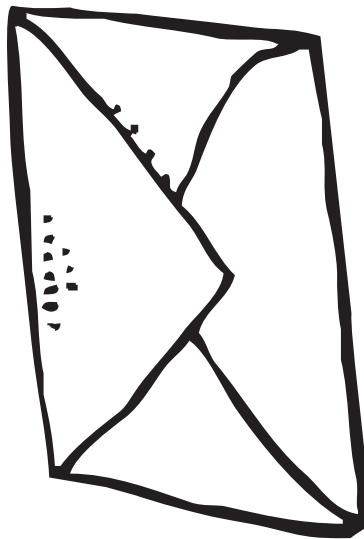
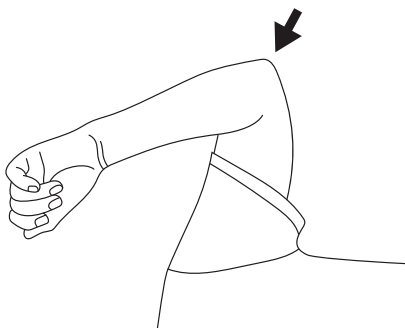
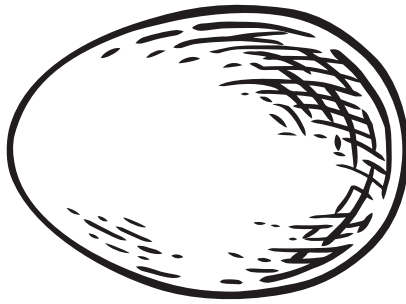
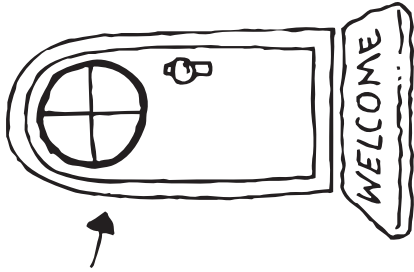




cane, candle, carrot, doughnut, dragon, deer



# Phonics

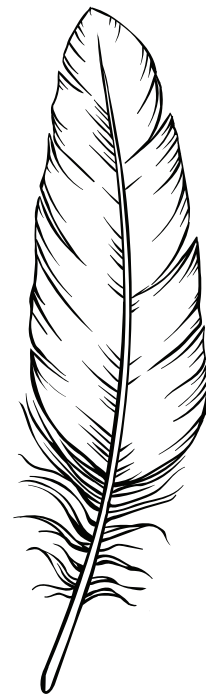
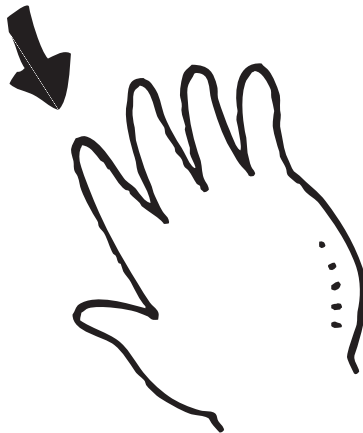
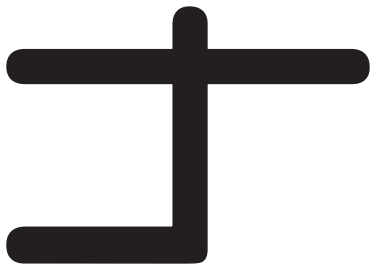
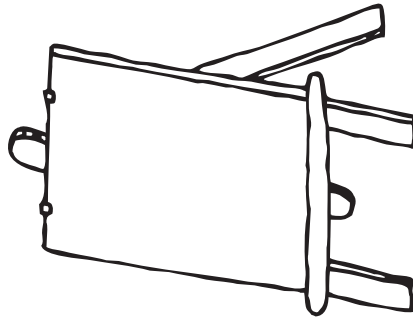
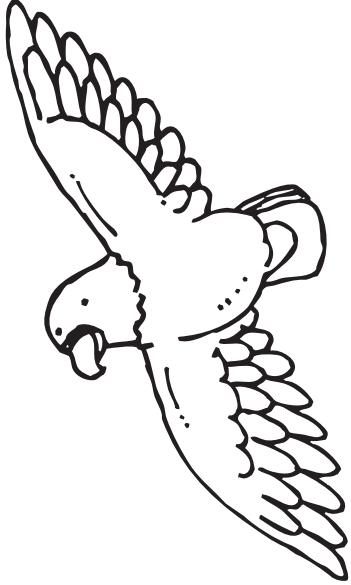


$$2 + 2 = 4$$

An arrow points to the equals sign in the equation.

door, egg, elf, elbow, envelope, equal





eagle, easel, eat, four, finger, feather

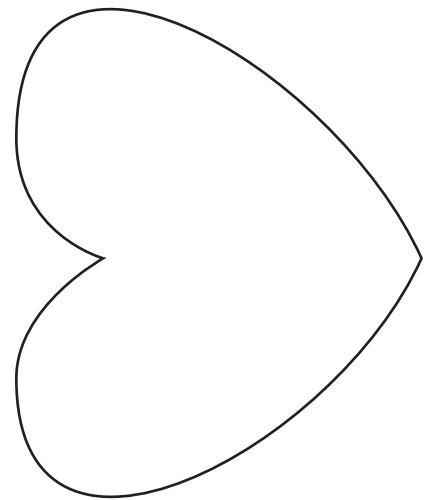
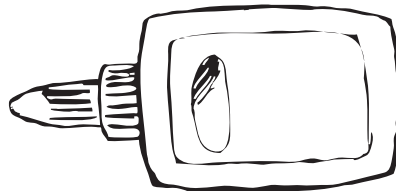
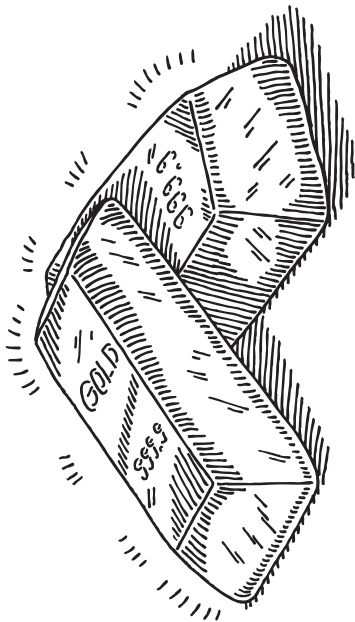
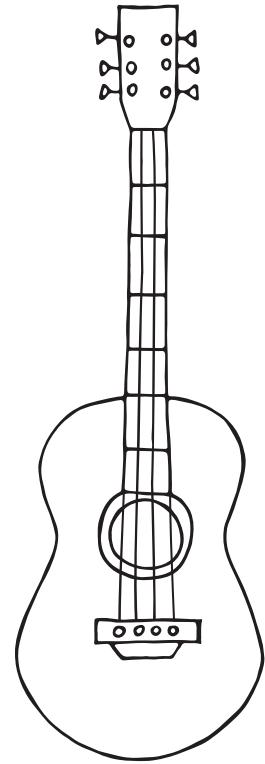
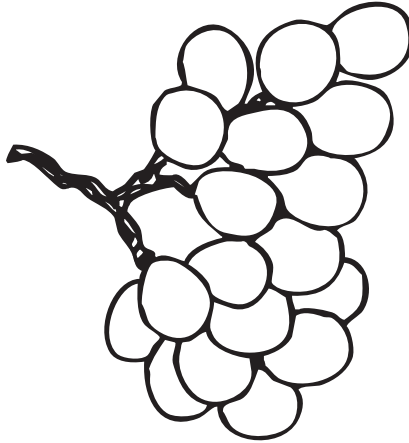
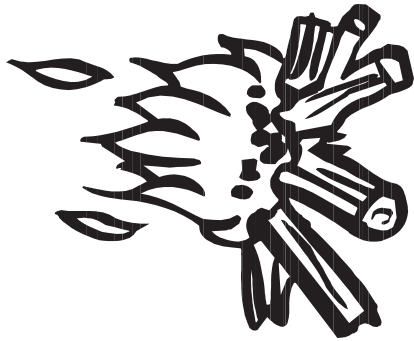




# Phonics

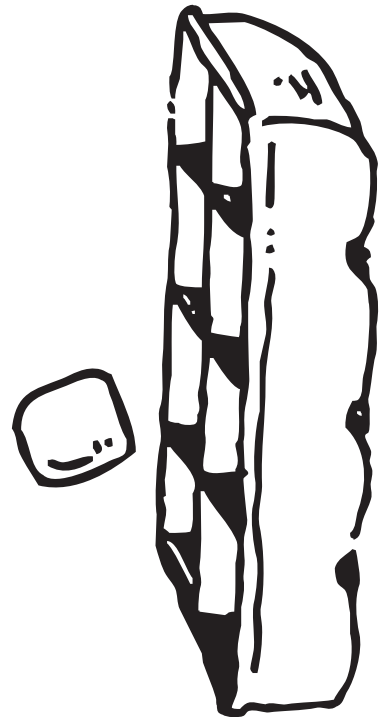
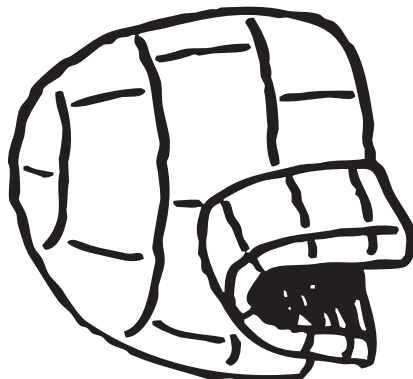
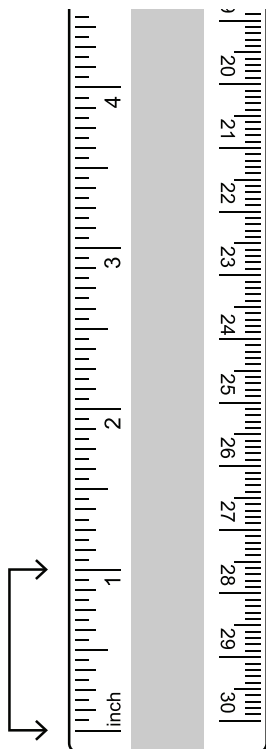
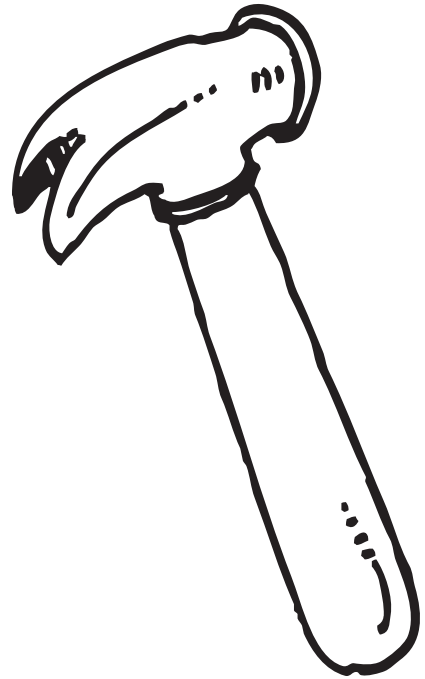
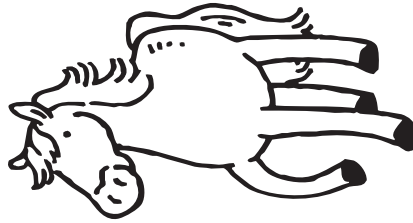
Where's That Sound? | Letter-Sound Correspondence Picture Cards – Initial

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Letter-Sound Correspondence Picture Cards – Initial | Where's That Sound?



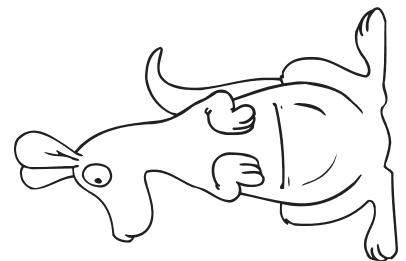
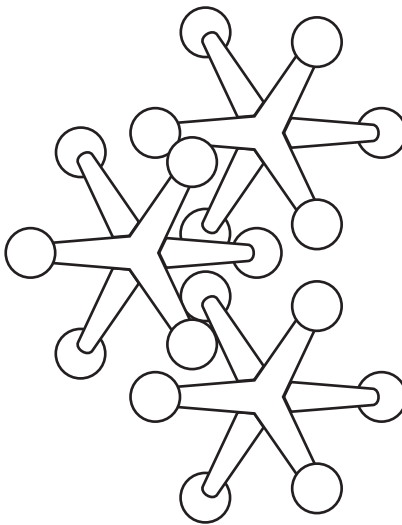
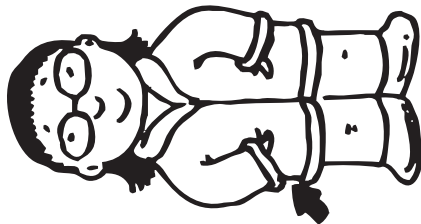
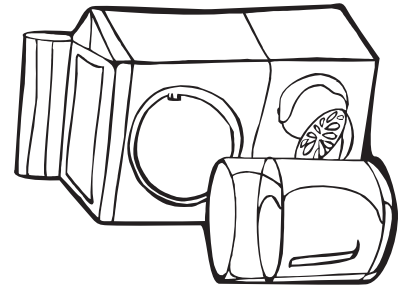
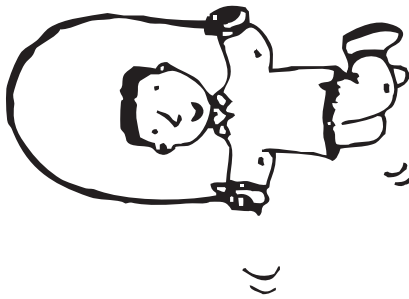
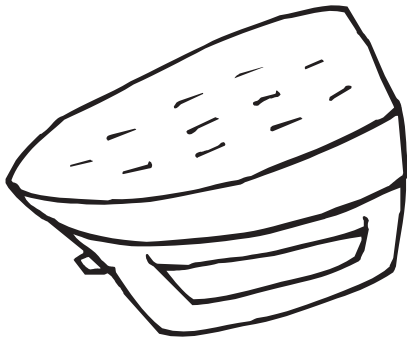
hippopotamus, horse, hammer, inch, igloo, ice



# Phonics

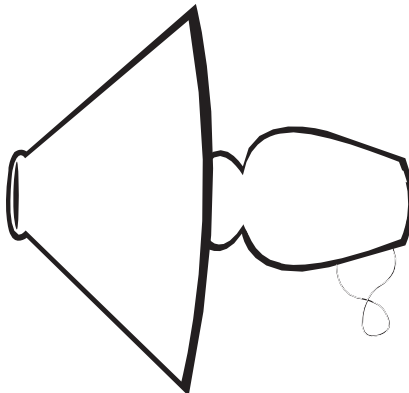
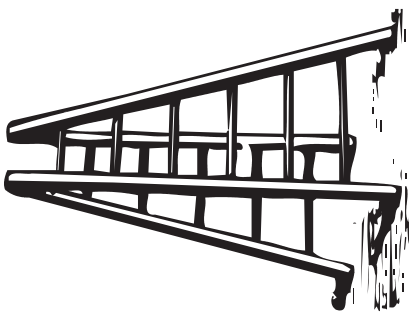
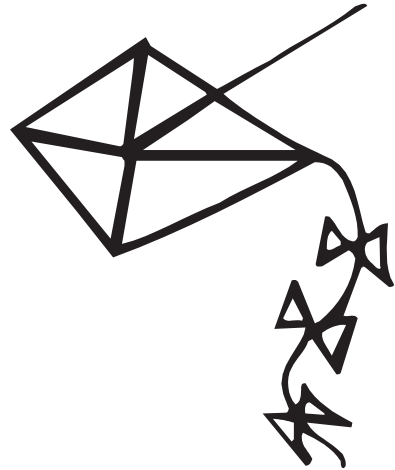
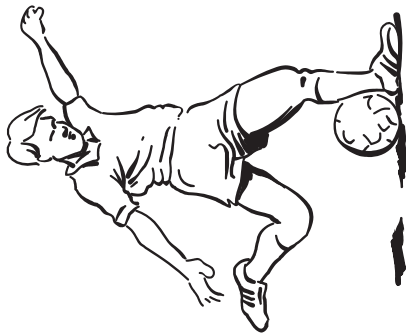
Where's That Sound? | Letter-Sound Correspondence Picture Cards – Initial

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iron, jump, juice, jacket, jacks, kangaroo





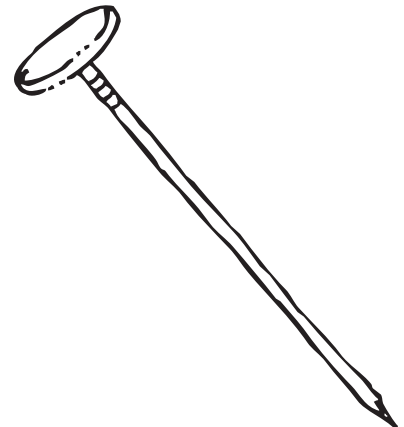
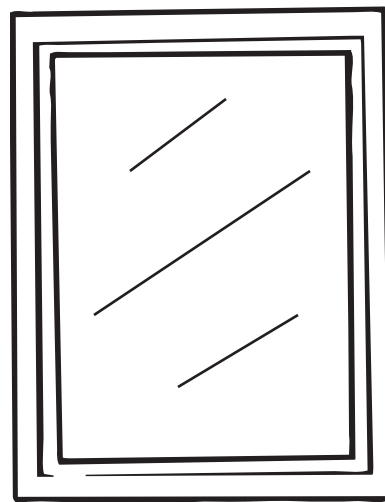
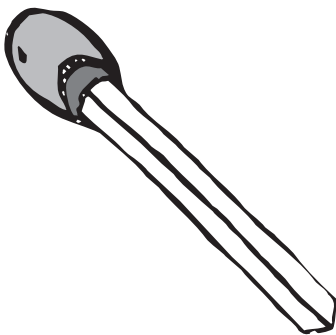
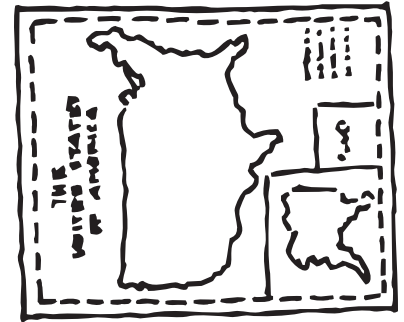
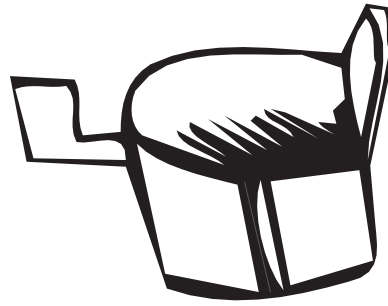
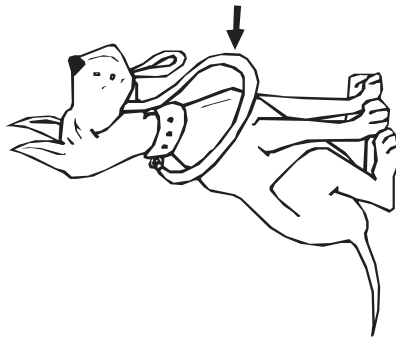
key, kick, kite, ladder, lamp, lion



# Phonics

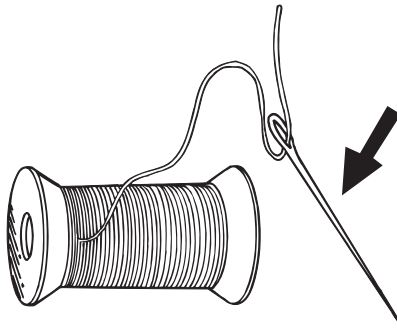
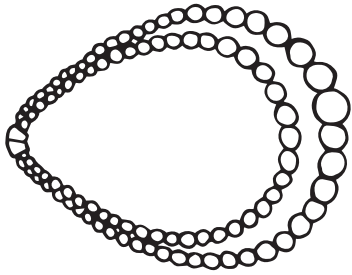
Where's That Sound? | Letter-Sound Correspondence Picture Cards – Initial

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leash, mailbox, map, match, mirror, nail





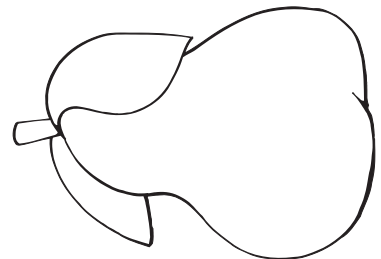
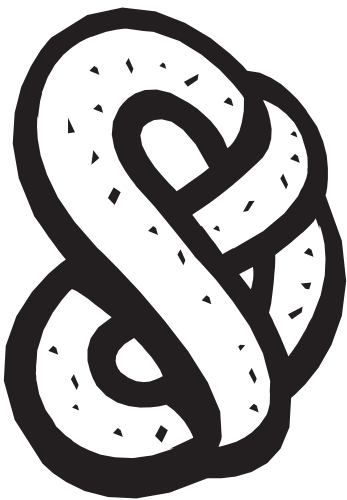
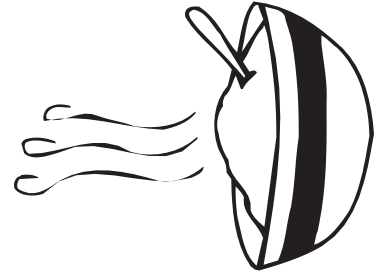
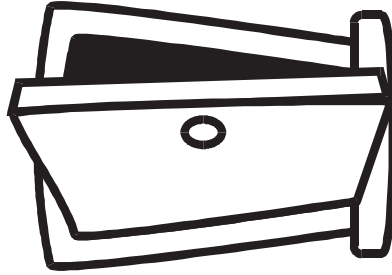
necklace, needle, nurse, octopus, ox, olive



# Phonics

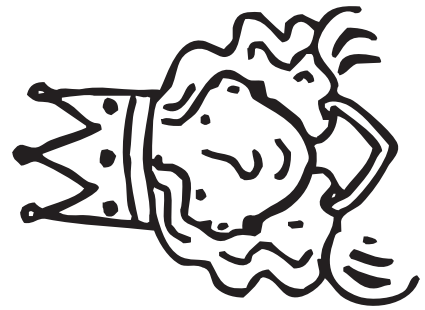
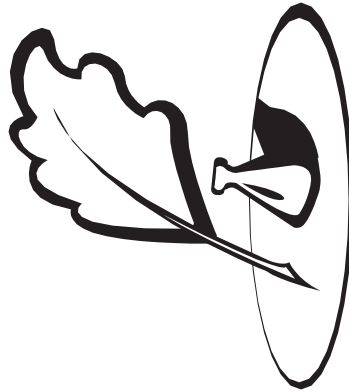
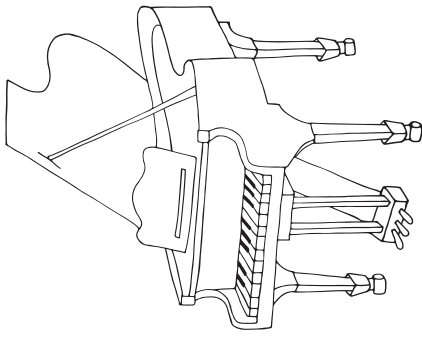
Where's That Sound? | Letter-Sound Correspondence Picture Cards – Initial

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ostrich, open, oatmeal, pretzel, pillow, pear





piano, quill, queen, question, quarter, rabbit

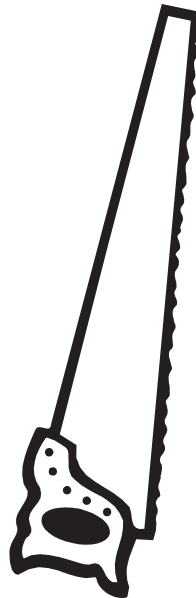
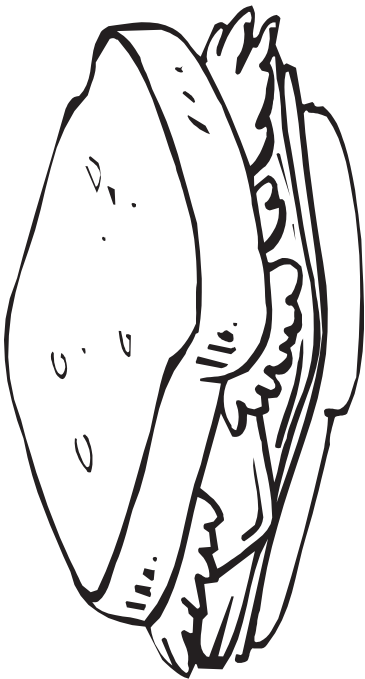
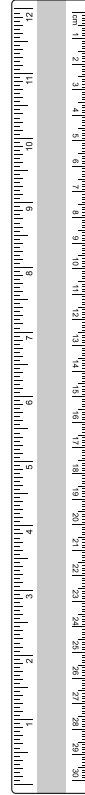
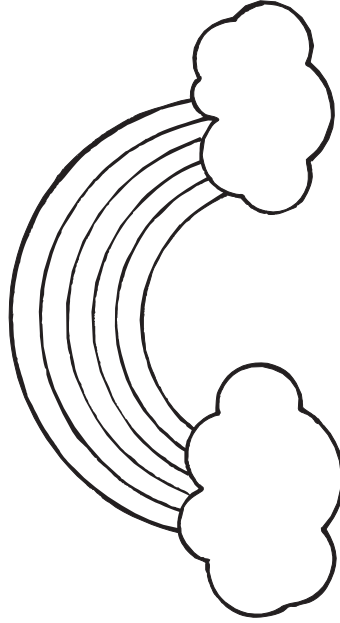
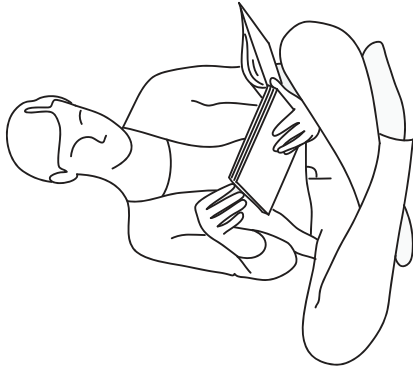




# Phonics

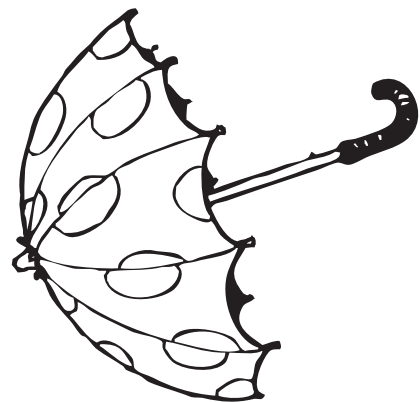
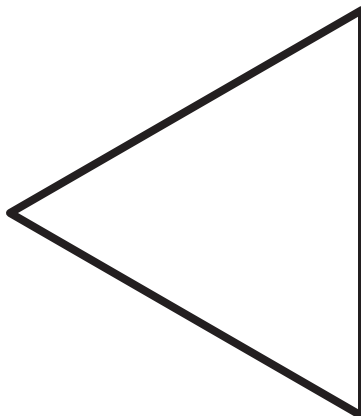
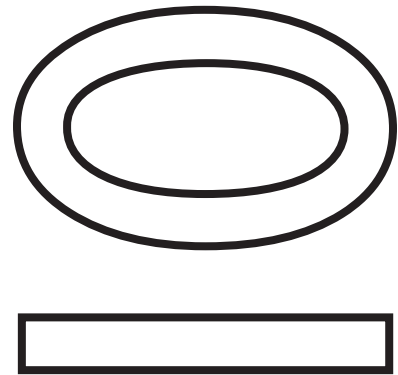
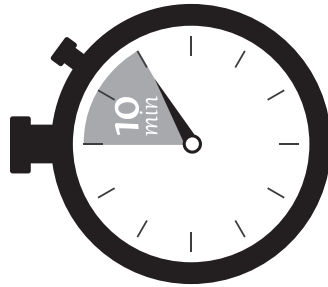
Where's That Sound? | Letter-Sound Correspondence Picture Cards – Initial

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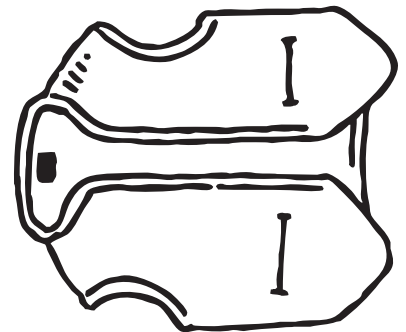
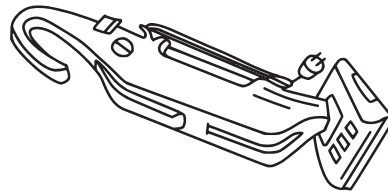
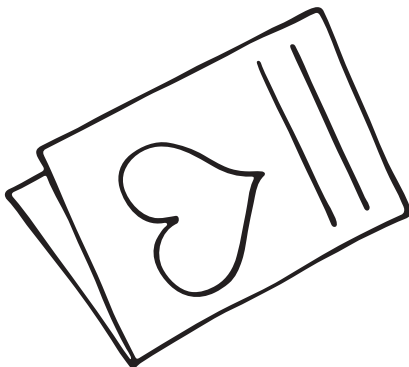
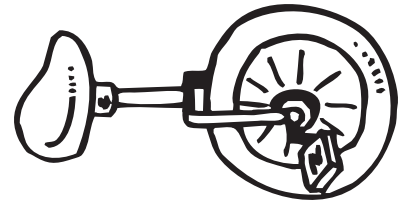
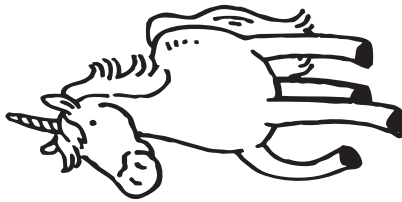


7

read, rainbow, ruler, sandwich, saw, seven

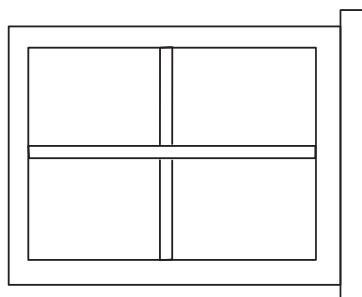
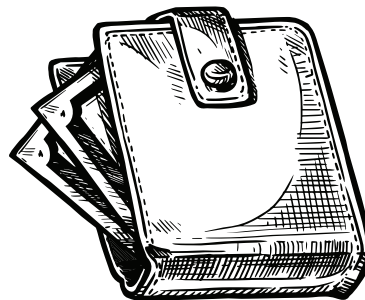
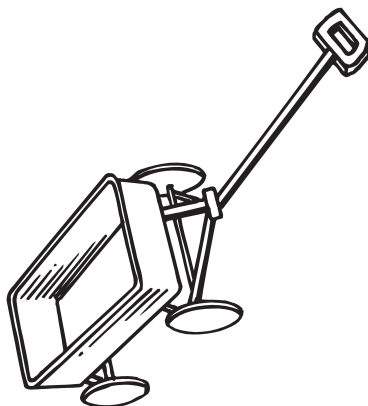
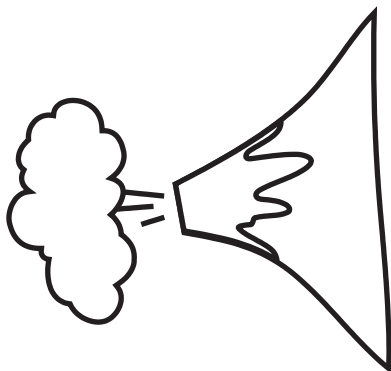


# Phonics



umpire, unicorn, unicycle, valentine, vacuum, vest





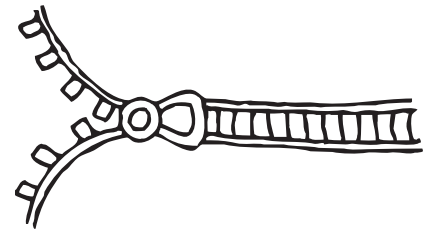
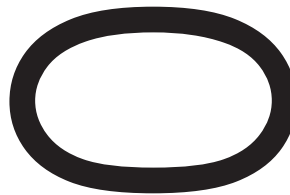
volcano, wagon, wallet, watch, window, yarn



# Phonics

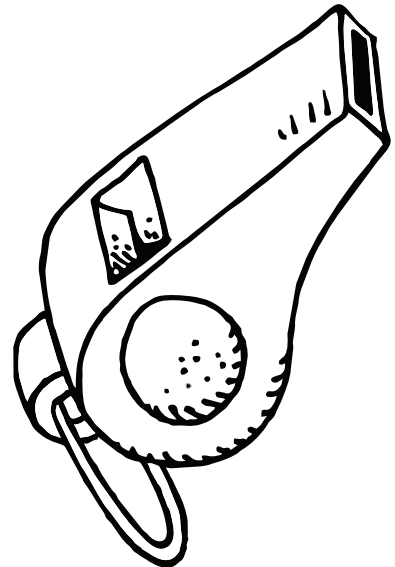
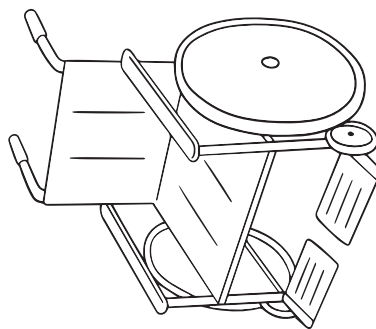
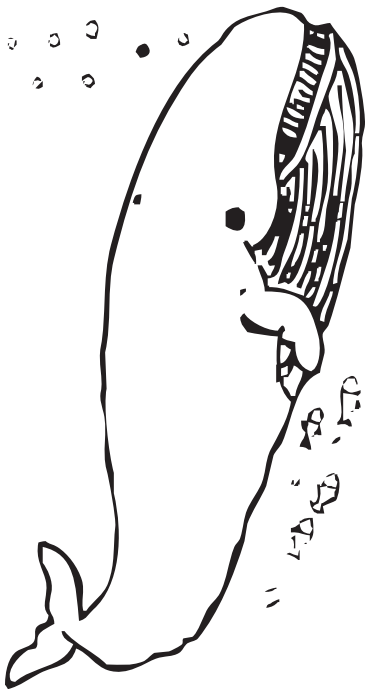
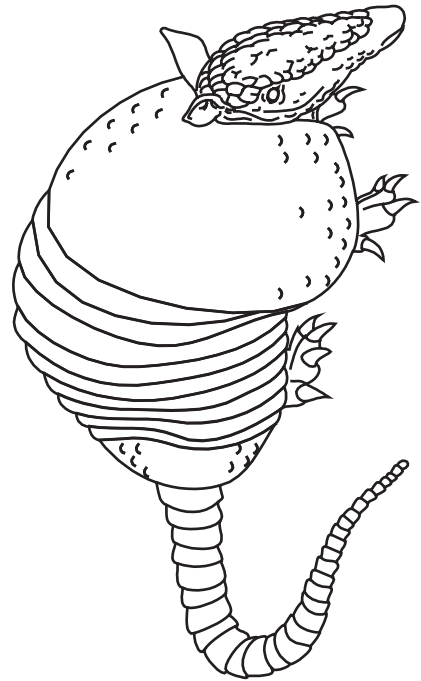
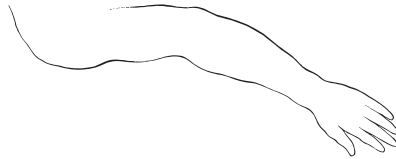
Where's That Sound? | Letter-Sound Correspondence Picture Cards – Initial

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yawn, yo-yo, yak, zebra, zero, zipper





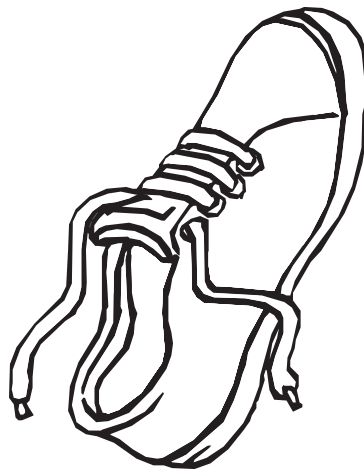
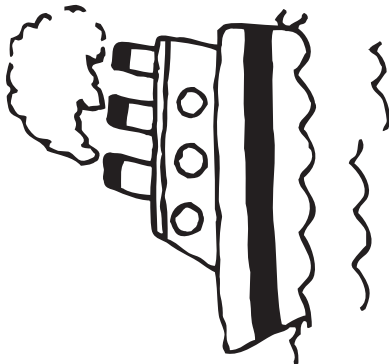
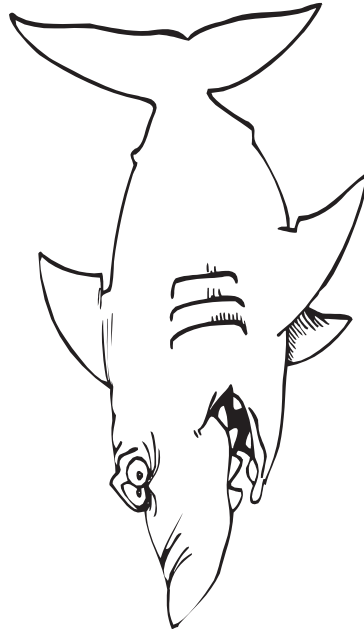
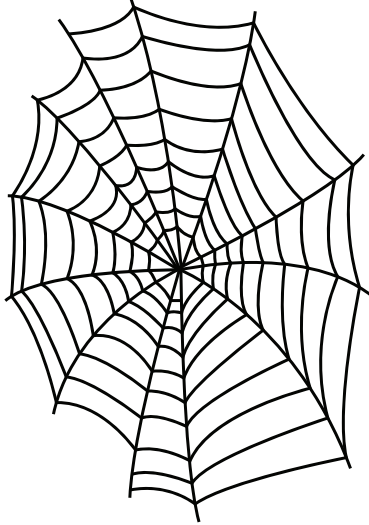
zoo, arm, armadillo, whale, wheelchair, whistle



# Phonics

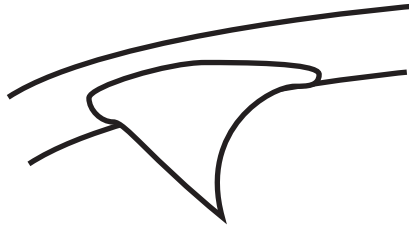
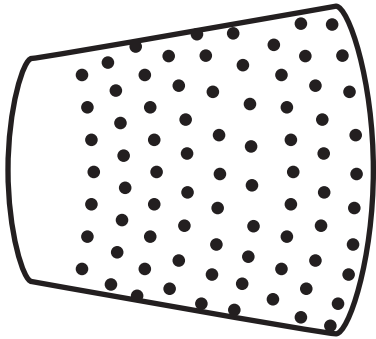
Where's That Sound? | Letter-Sound Correspondence Picture Cards – Initial

P. 024

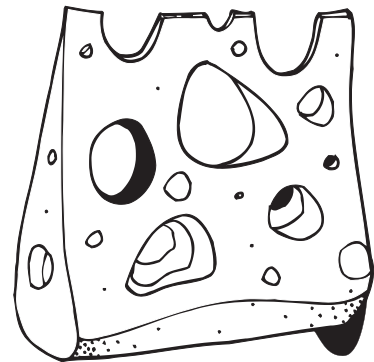
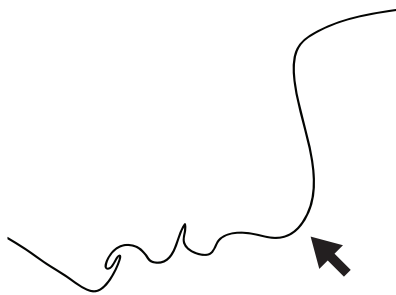
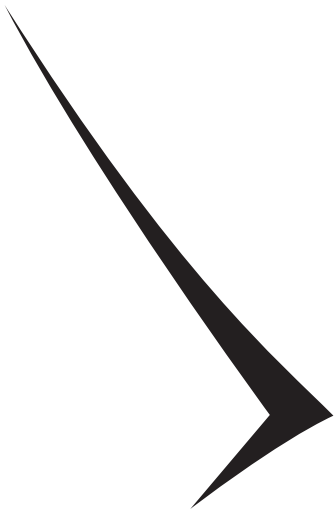


web, shark, shell, ship, shoe, thermometer





30

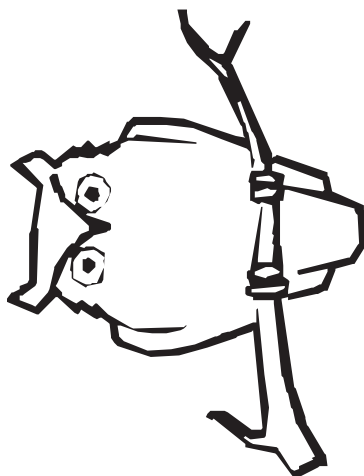
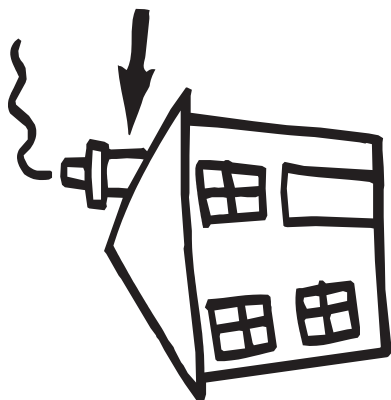


thimble, thorn, thirty, check, chin, cheese



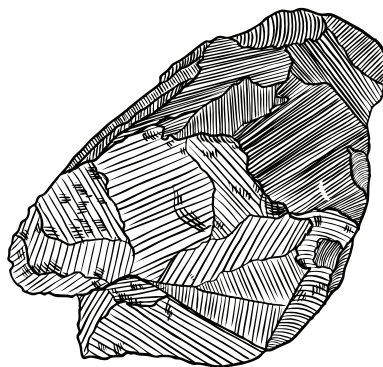
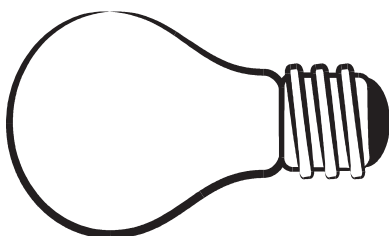
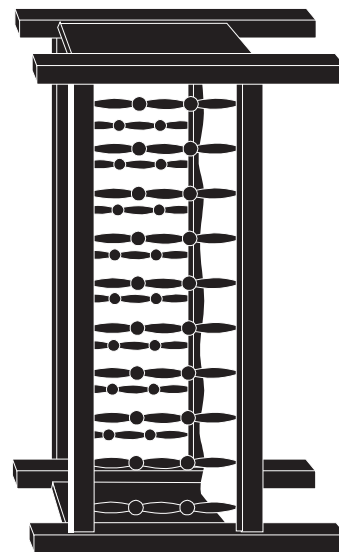
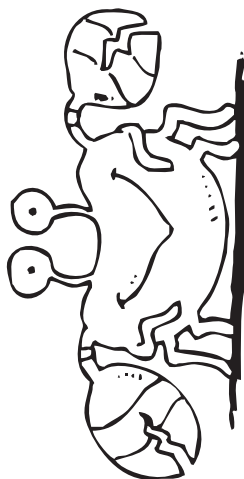
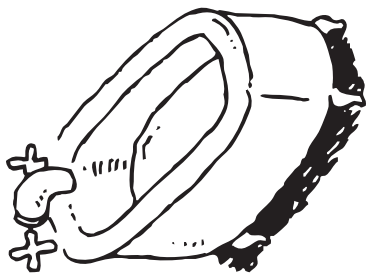


# Phonics



chimney, owl, ouch

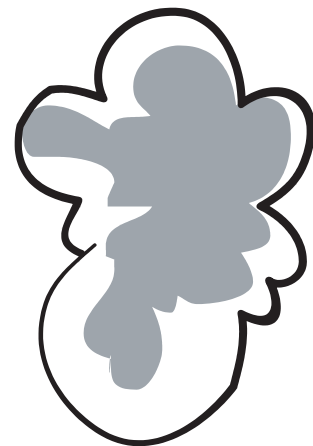
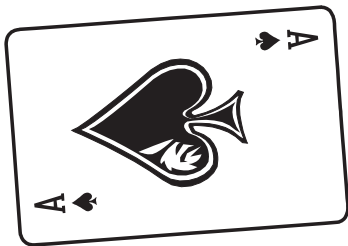
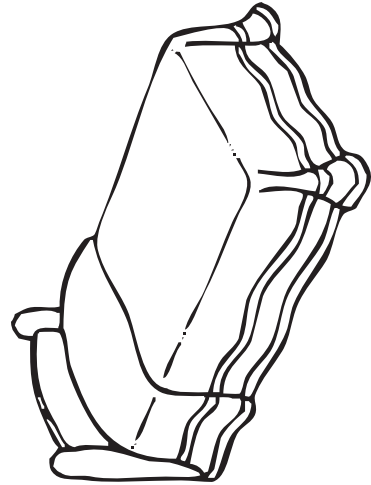
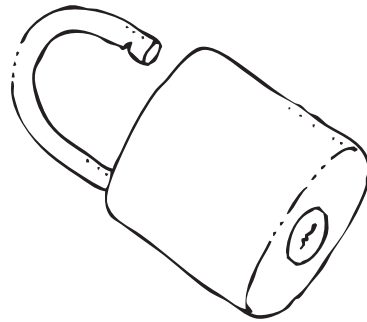
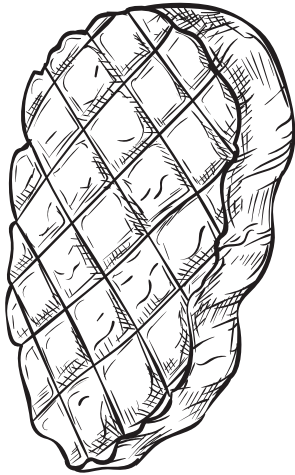




tub, crab, crib, bulb, rock, milk

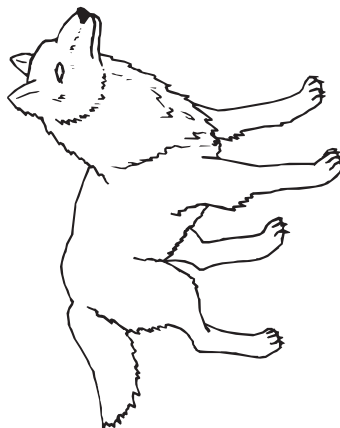
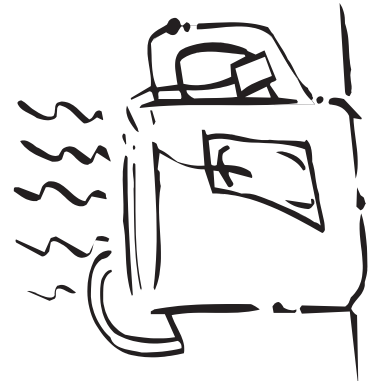


# Phonics



steak, lock, bed, card, bird, cloud

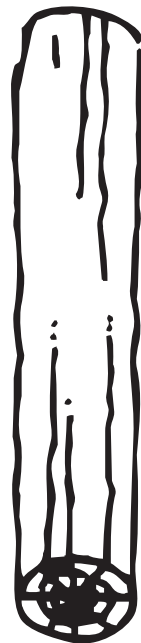
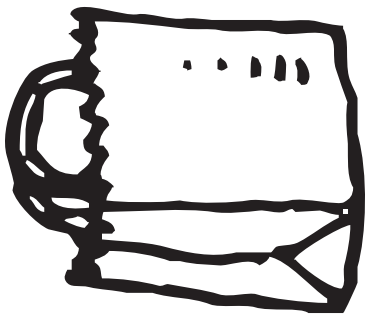
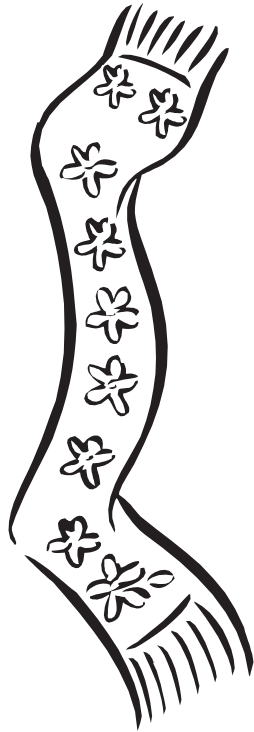
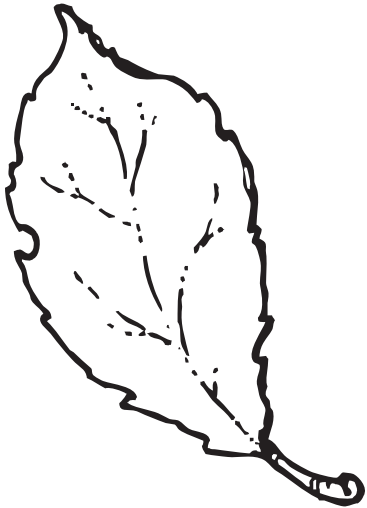




cookie, pea, tea, penny, wolf, elf

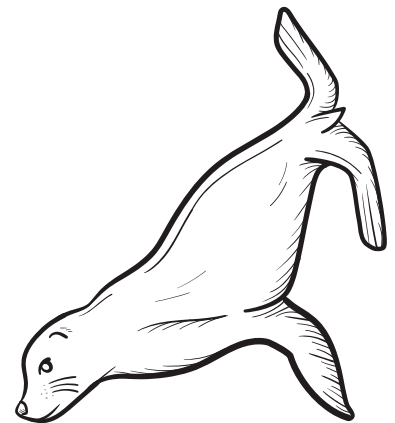
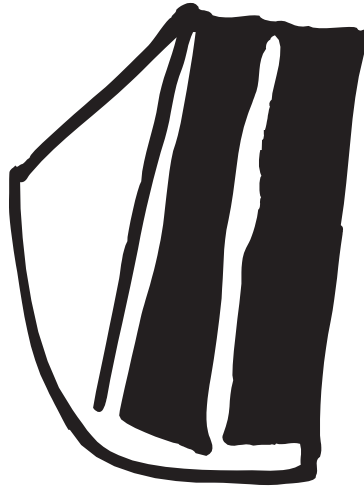
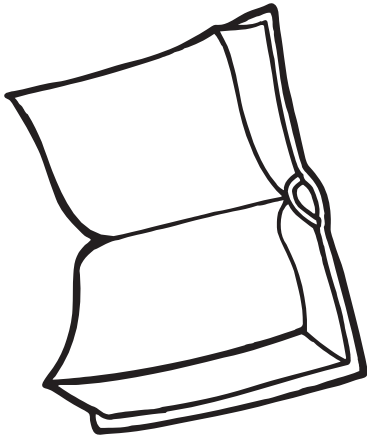


# Phonics



leaf, scarf, bug, bag, frog, log

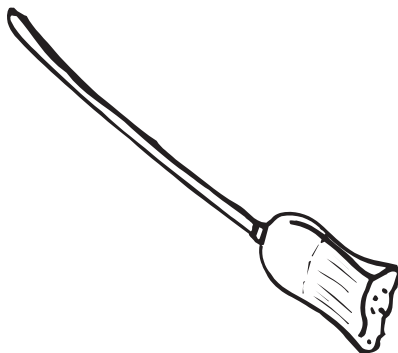
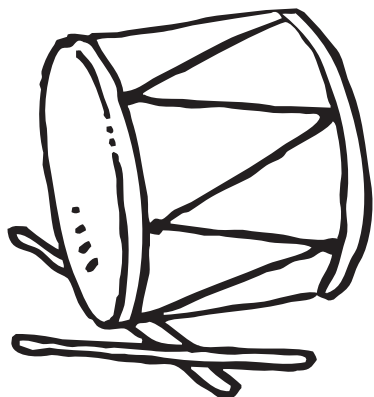
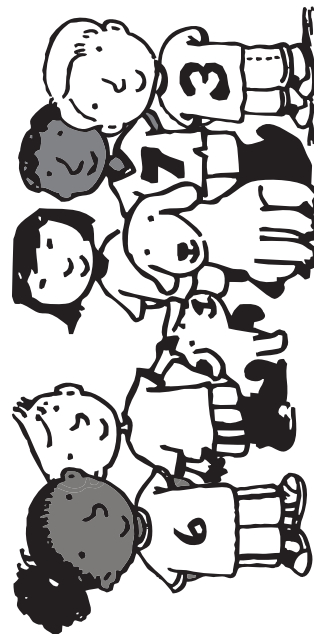
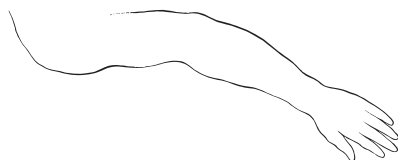
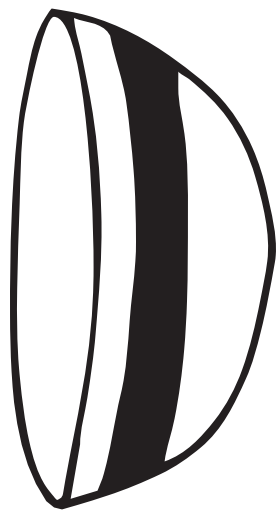




book, cake, stick, school, shovel, seal

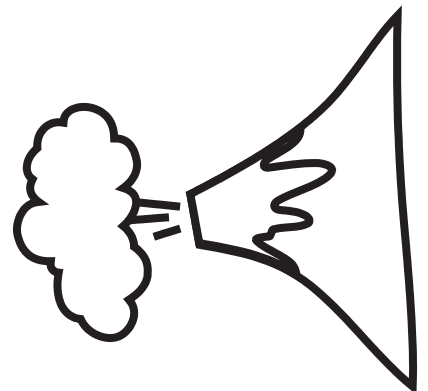
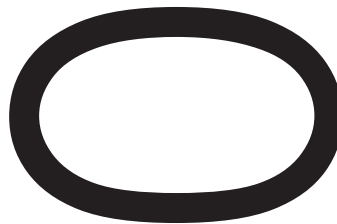
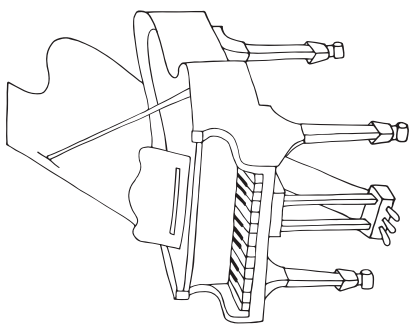
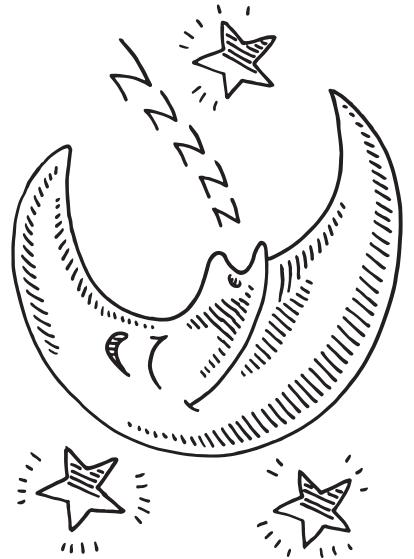
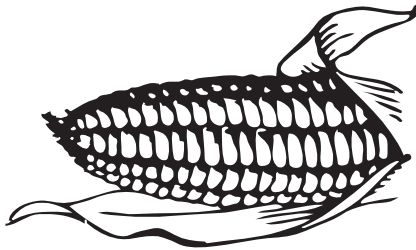
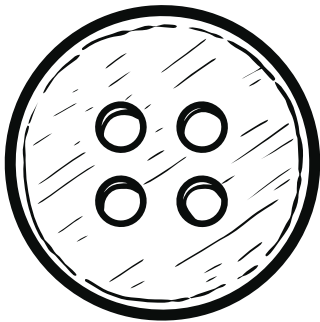


# Phonics



bowl, arm, team, drum, broom, seven



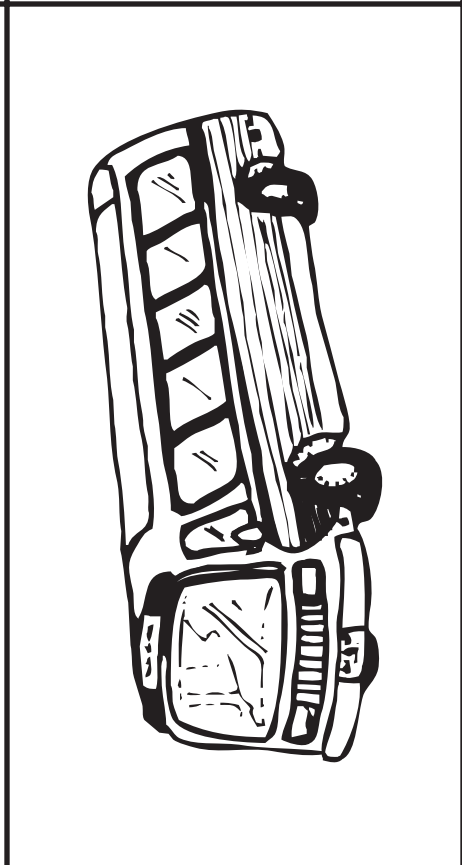
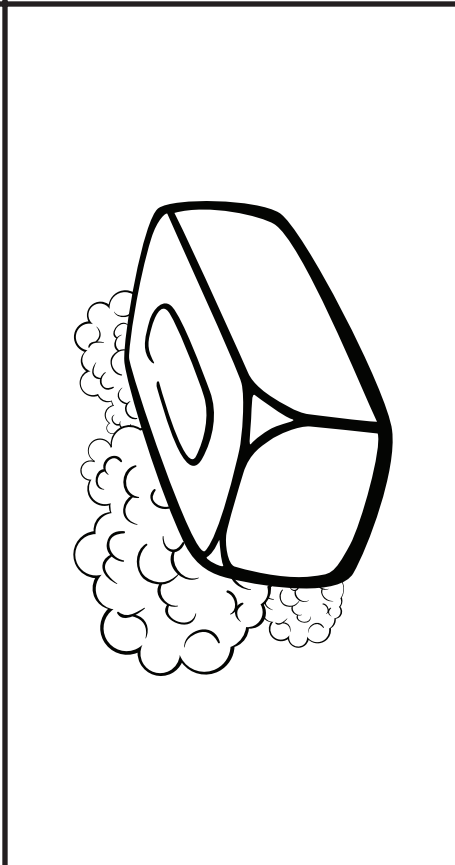
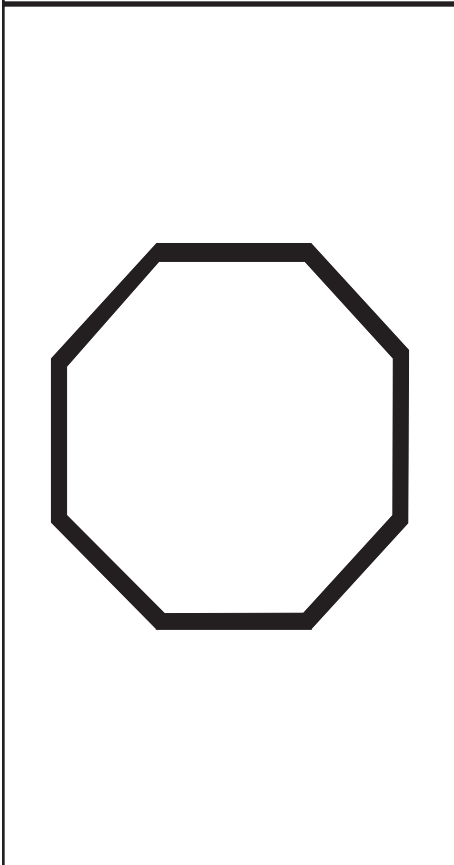
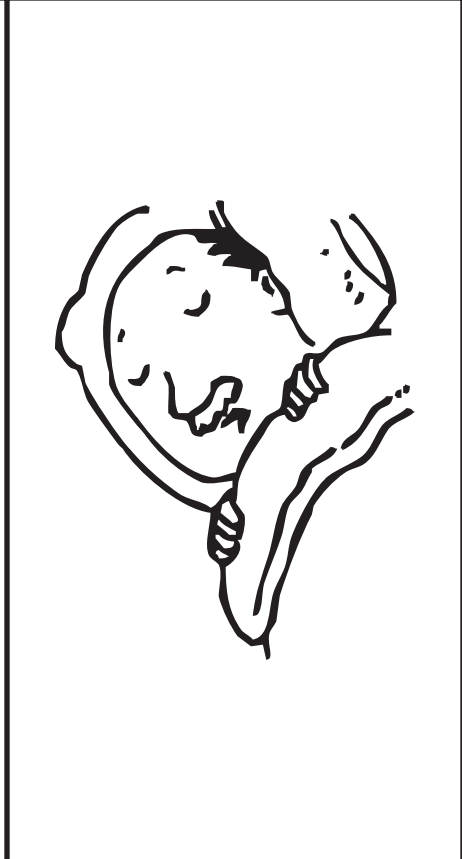
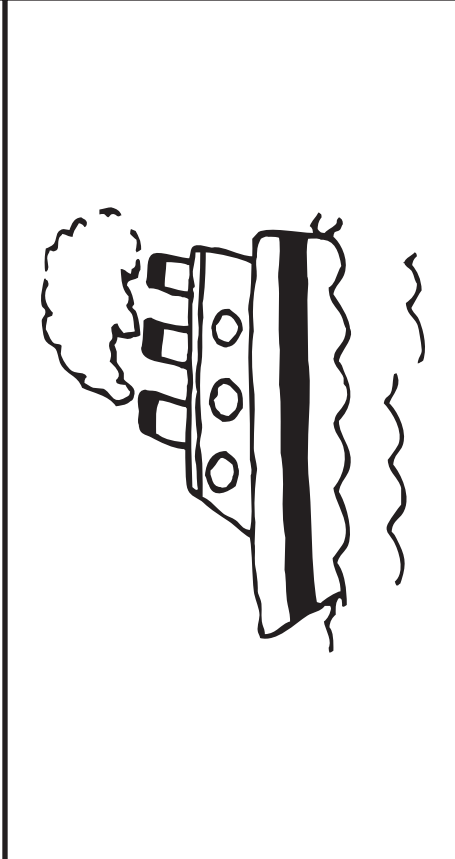
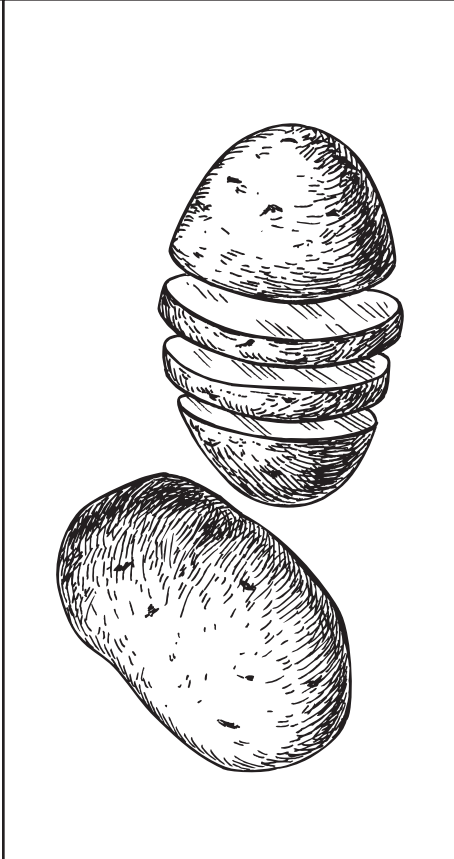


button, corn, moon, piano, zero, volcano



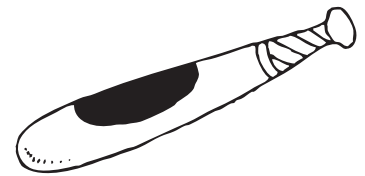
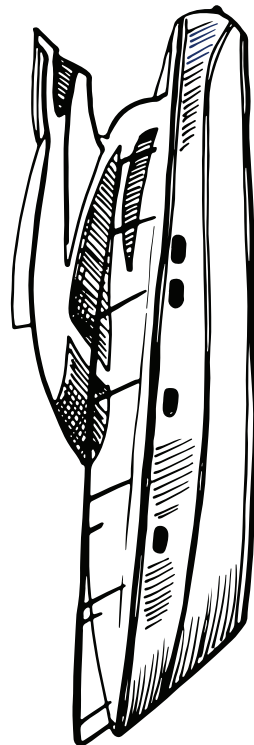
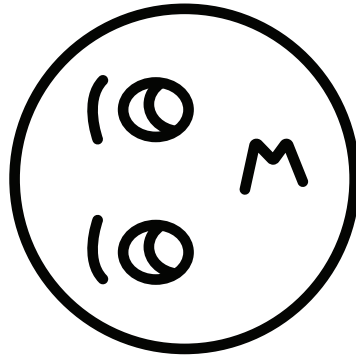
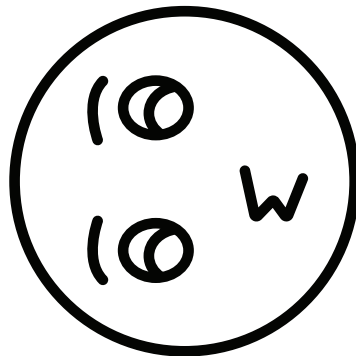
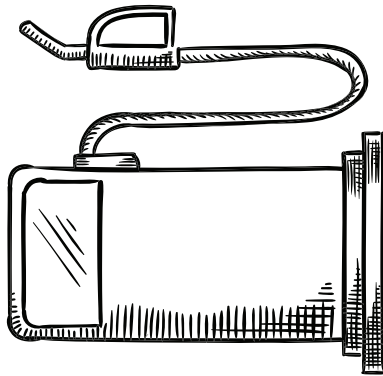


# Phonics



potato, ship, sleep, stop, soap, bus

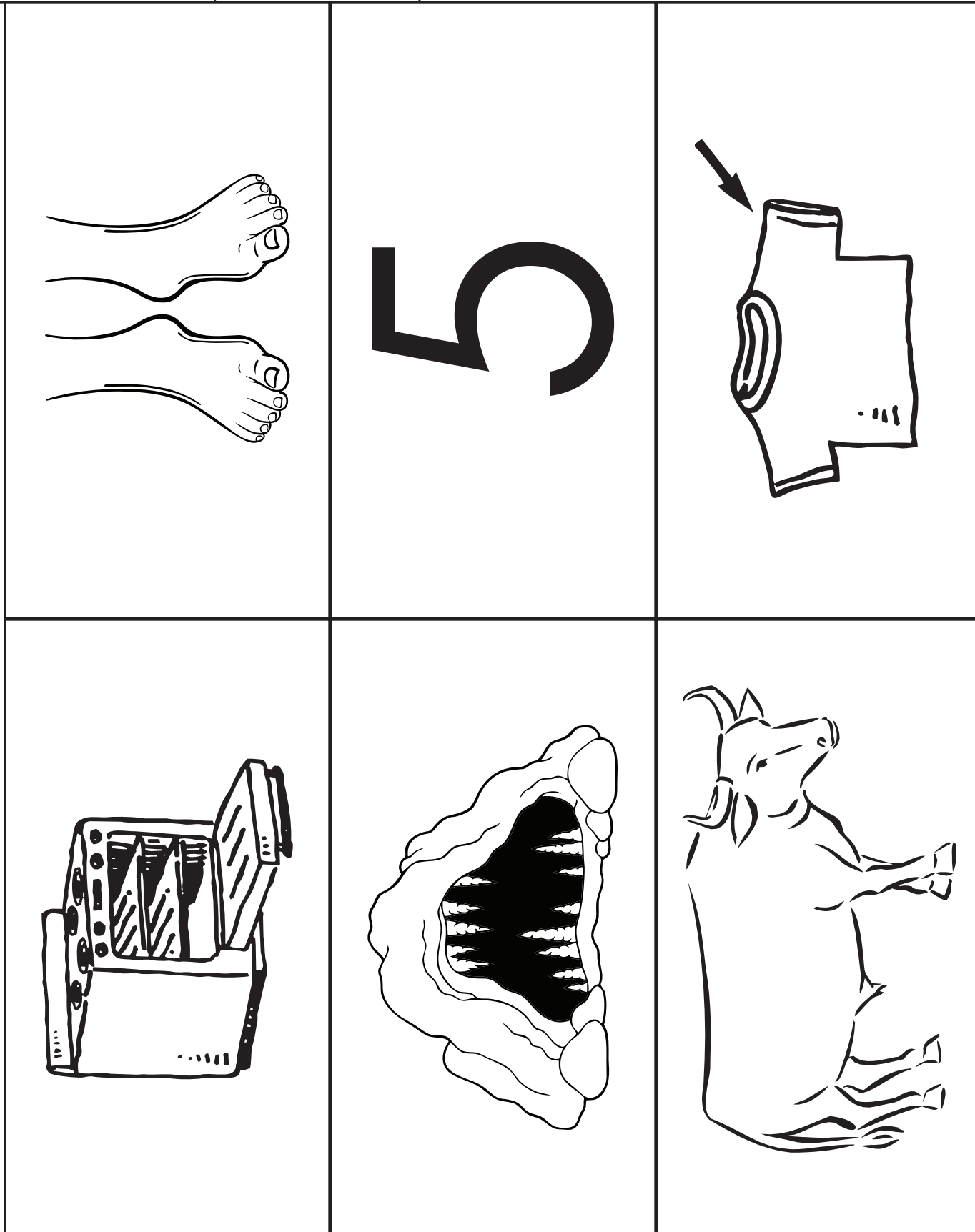




gas, kiss, octopus, carrot, boat, bat

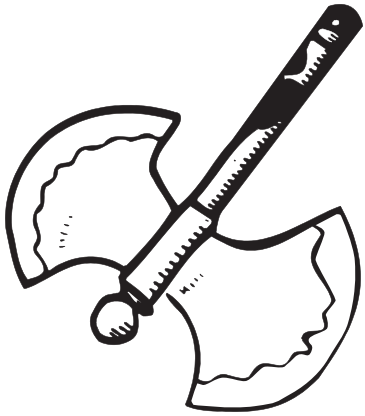


# Phonics

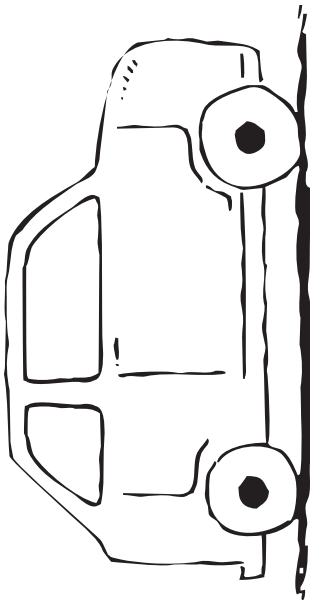
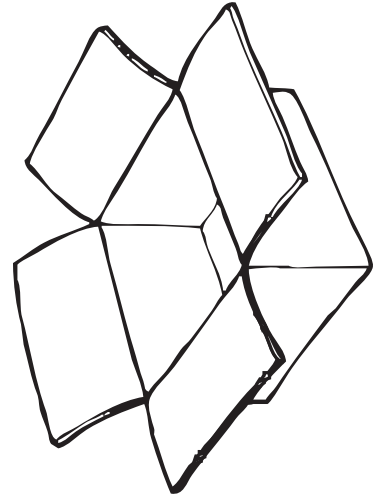


feet, five, sleeve, stove, cave, ox





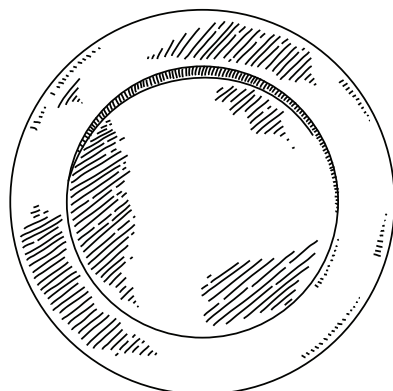
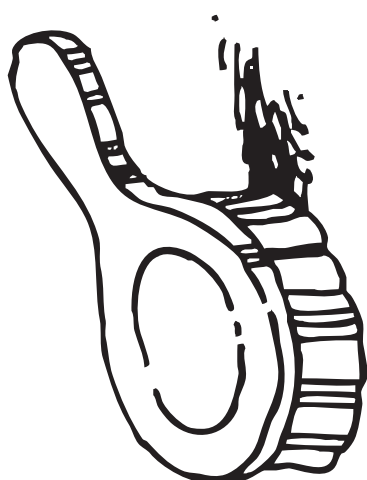
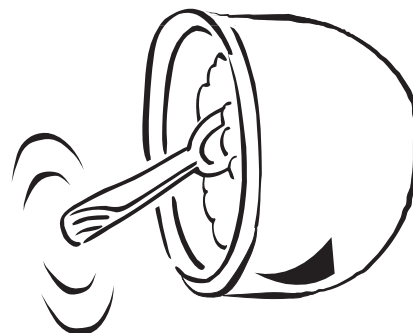
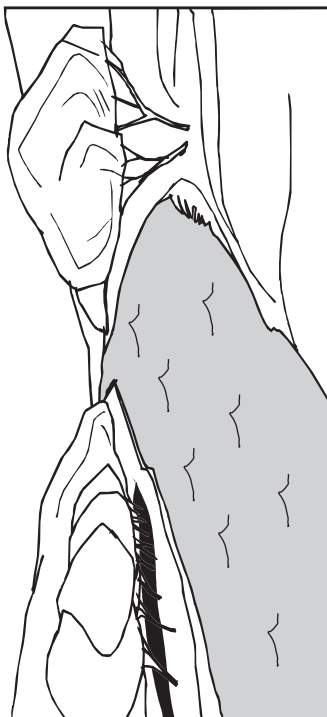
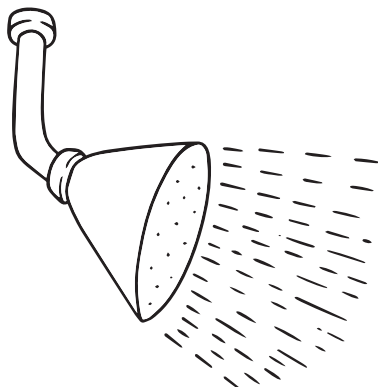
6



ax, six, box, car, star, jar

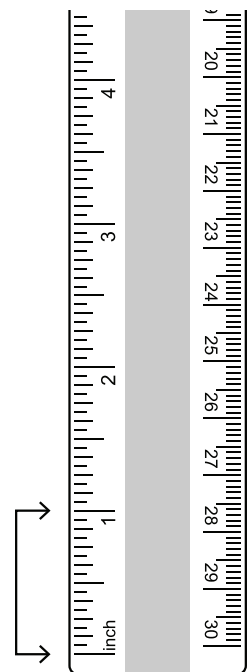
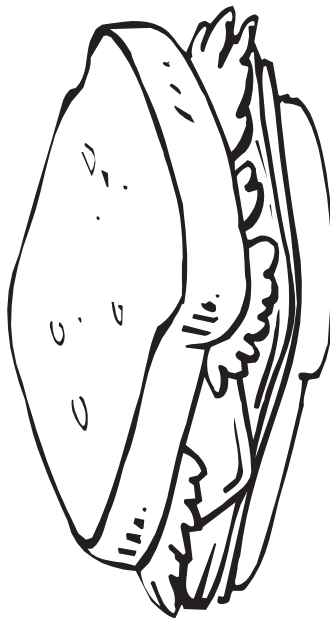
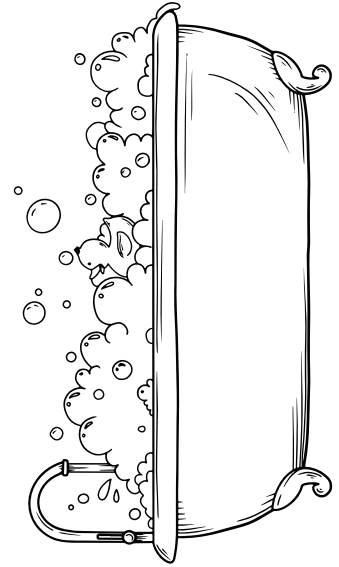
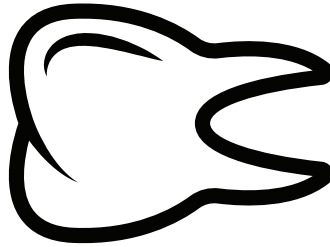
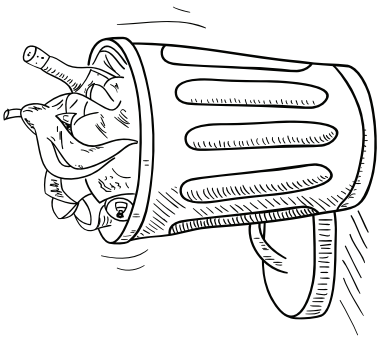


# Phonics



shower, river, stir, brush, dish, fish

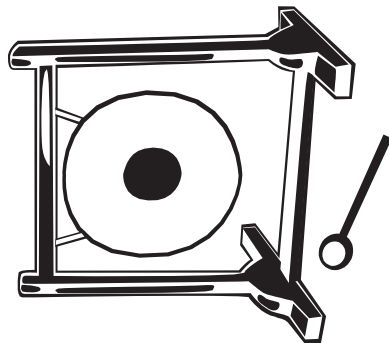
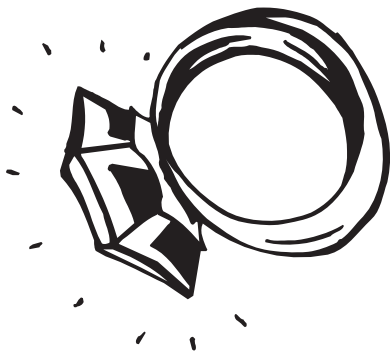
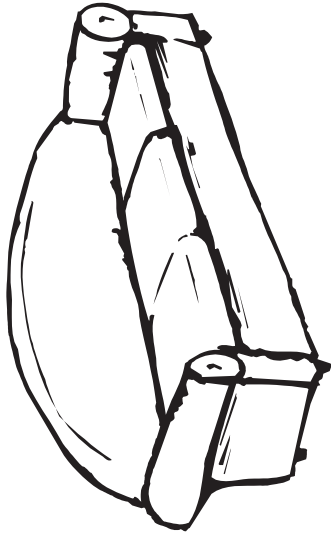




trash, tooth, bath, watch, sandwich, inch

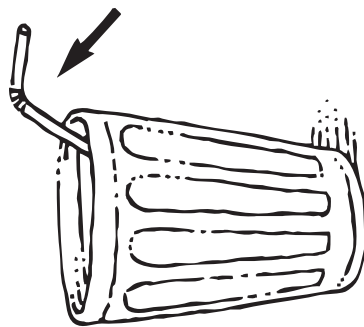
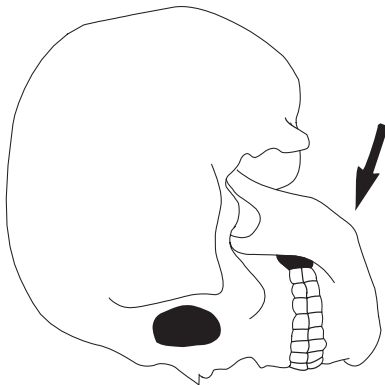
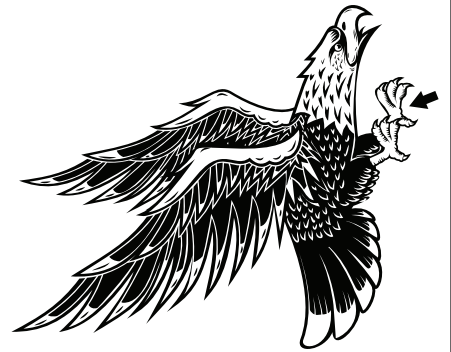


# Phonics



couch, king, swing, ring, gong, cow



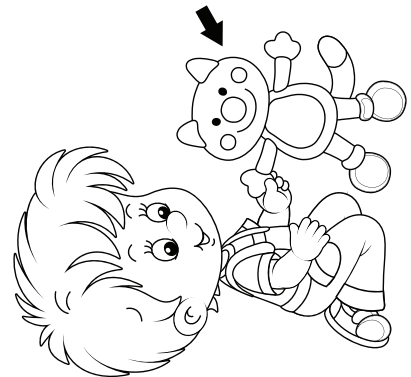
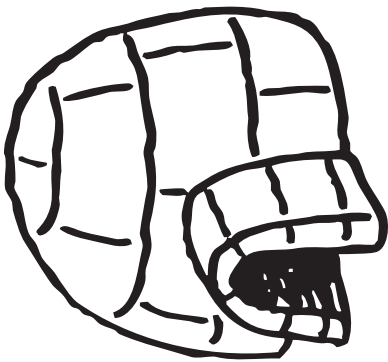
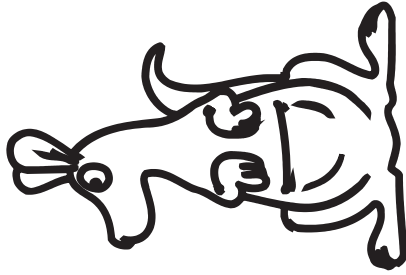


plow, draw, claw, jaw, straw, paw





# Phonics



zoo, kangaroo, shampoo, igloo, boy, toy





### Letter-Sound Match

#### Objective

The student will match initial, final, and medial phonemes to graphemes.

#### Materials

- ▶ Picture cards
- Note: The pictures used are: ant, map, pin, bib, bug, dog, cry, leg, fly, sun*
- ▶ Student sheet
- ▶ Scissors
- ▶ Glue

#### Activity

Students sort pictures by matching phonemes to graphemes and write missing letters.

1. Provide the student with a student sheet and picture card Activity Master. Place scissors and glue at the center.
2. The student cuts out the pictures. Selects a picture, names it, and says each sound (e.g., “bug, /b//u//g/”).
3. Looks for the letters that correspond to two of the sounds.
4. Glues the picture in the fourth column next to the two letters. Looks at the blank space in the row, determines the missing sound, and writes the corresponding letter (i.e., “/b//u//g/, the missing letter is g”).
5. Continues until all blanks are filled.
6. Teacher evaluation

Name \_\_\_\_\_

Letter-Sound Match P.025

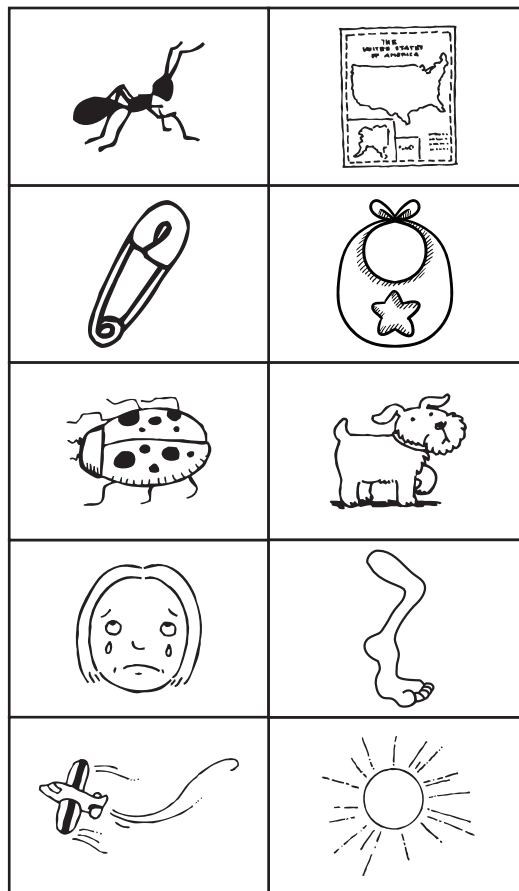
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	i	n	picture
b	u		
a		t	picture
b	i		picture
s	u		picture
c		y	picture
	e	g	picture
f		y	picture
	o	g	picture

#### Extensions and Adaptations

- ▶ Use other pictures and words.

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K-I Student Center Activities: Phonics



# Phonics

Letter-Sound Match

P. 025

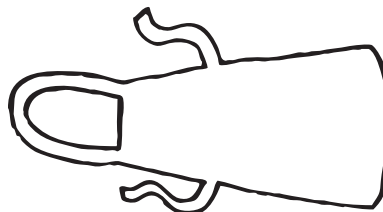
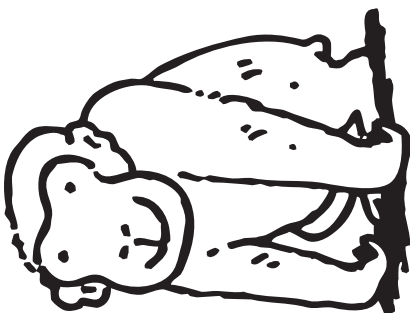
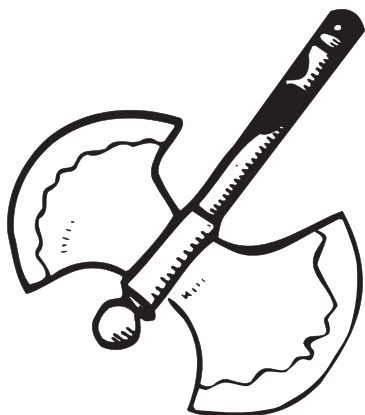
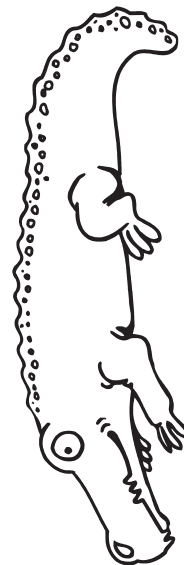
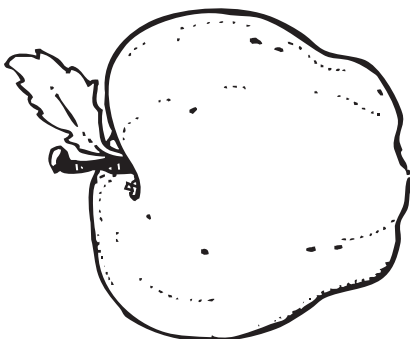
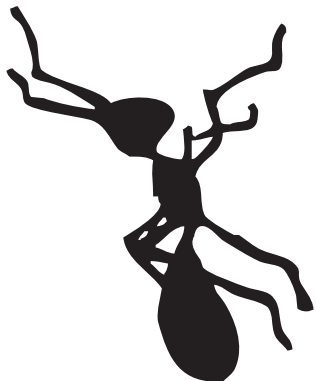
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	i	n	picture
b	u		picture
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b	i		picture
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c		y	picture
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f		y	picture
	o	g	picture

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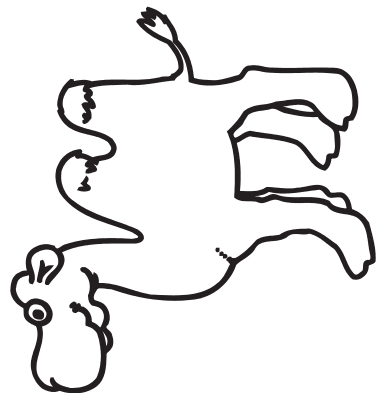
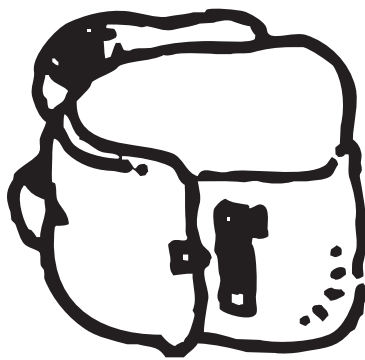
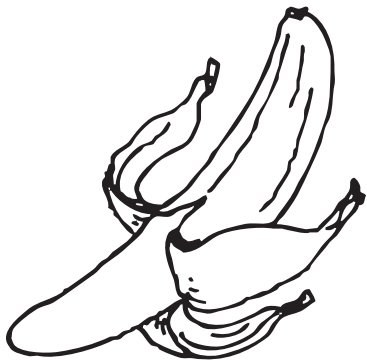
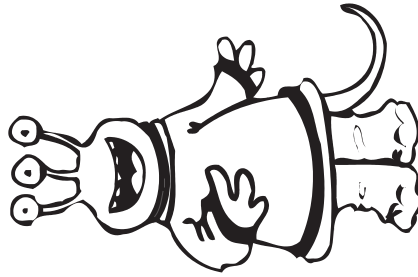
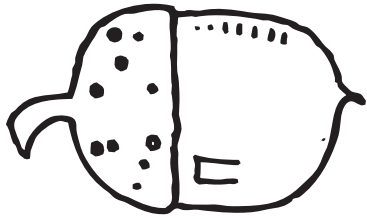
# Phonics

Letter-Sound Match

P. 025



ant, apple, alligator, ax, ape, apron

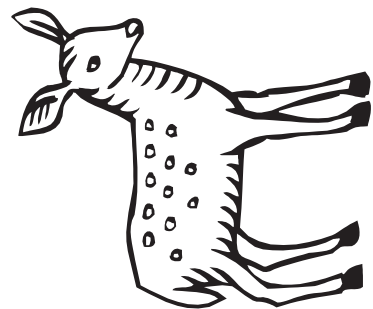
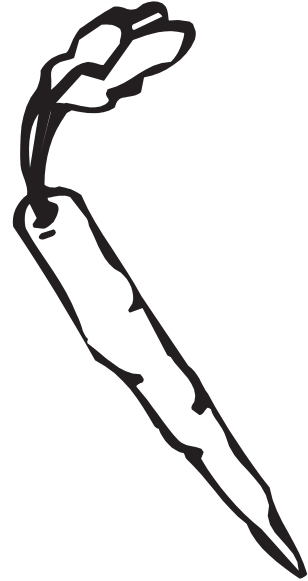
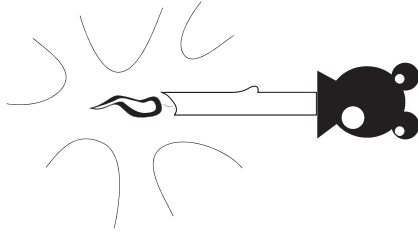


acorn, alien, beach, banana, backpack, camel

# Phonics

Letter-Sound Match

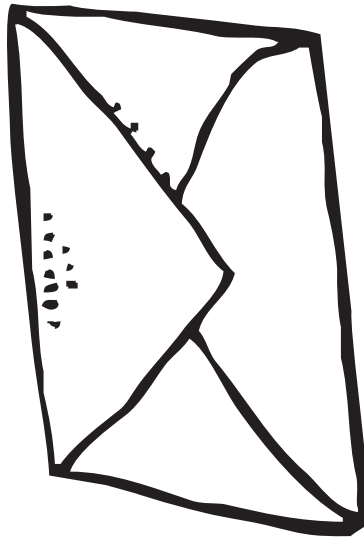
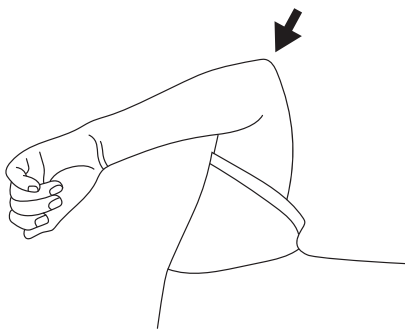
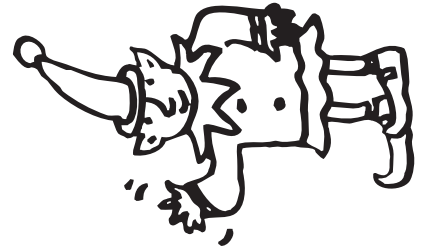
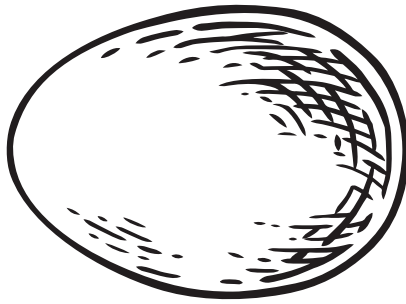
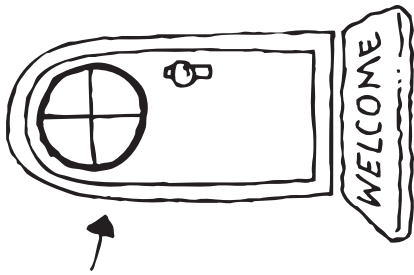
P. 025



cane, candle, carrot, doughnut, dragon, deer







$$2 + 2 = 4$$

An arrow points to the equals sign in the equation.

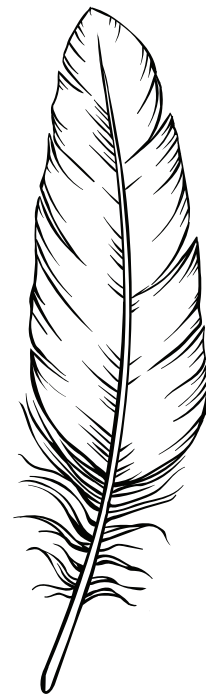
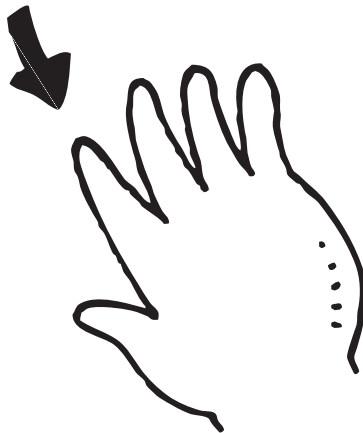
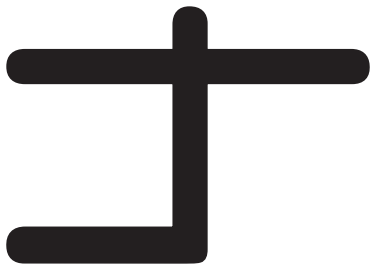
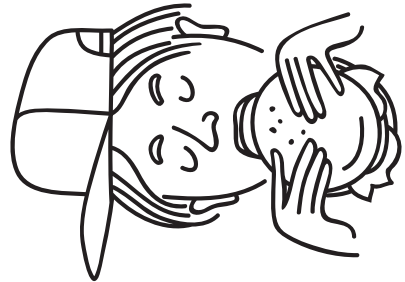
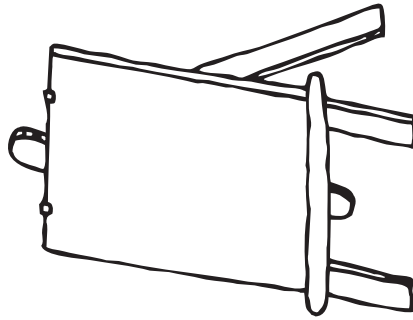
door, egg, elf, elbow, envelope, equal



# Phonics

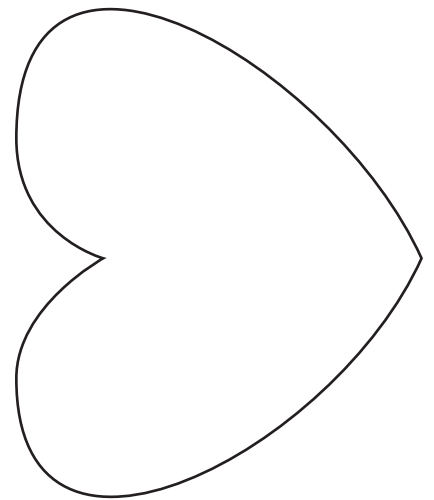
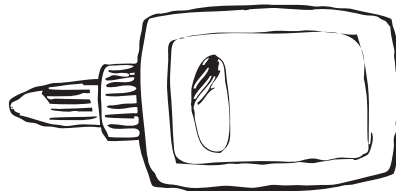
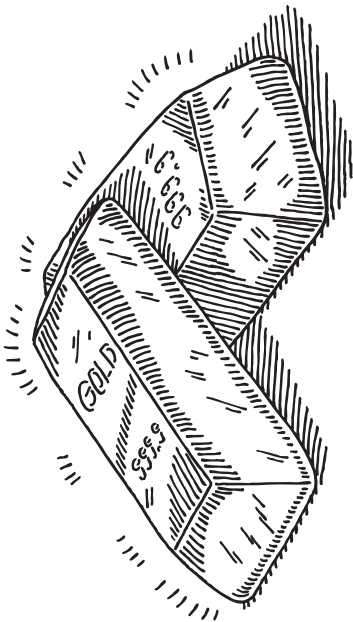
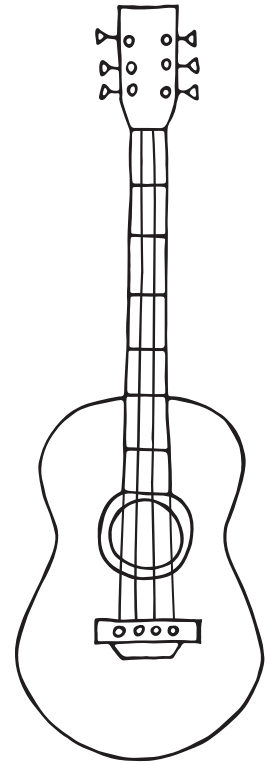
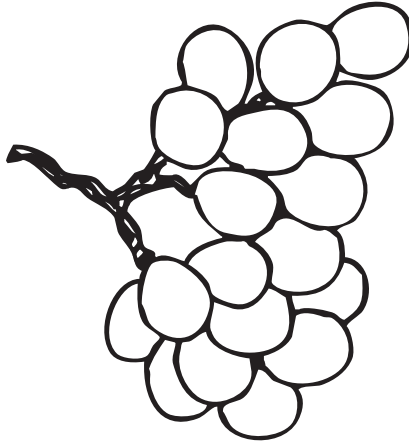
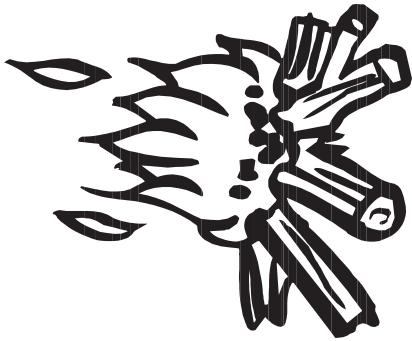
Letter-Sound Match

P. 025



eagle, easel, eat, four, finger, feather





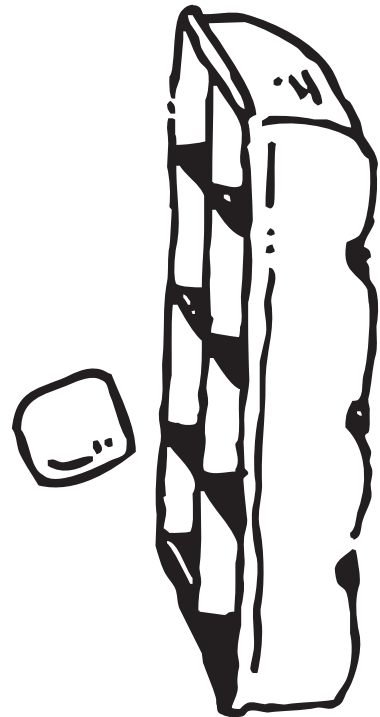
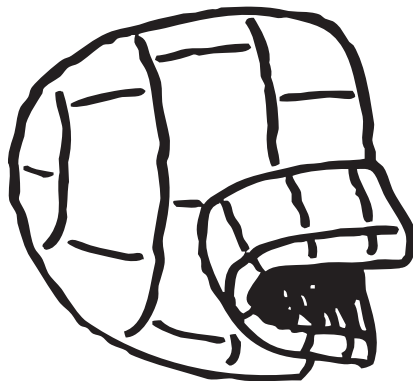
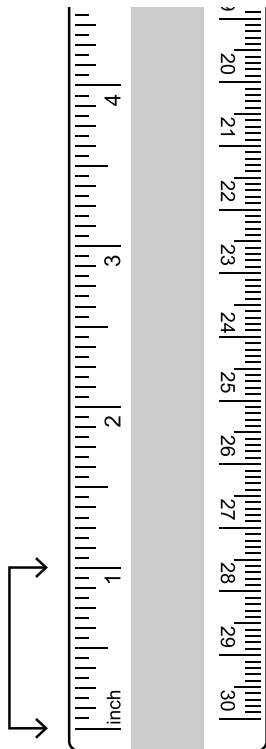
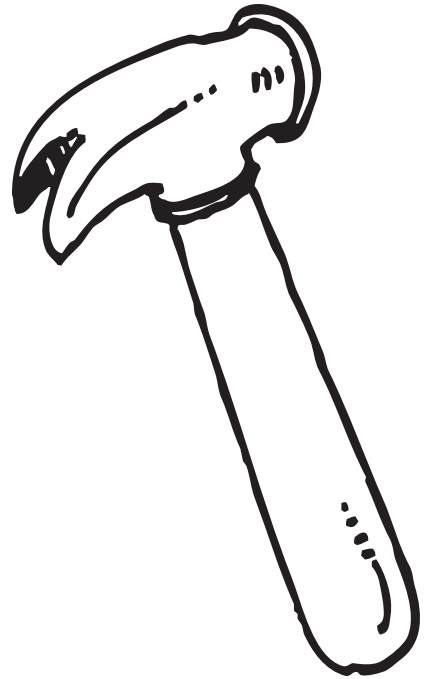
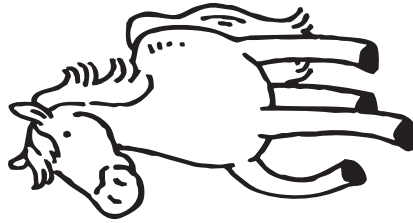
fire, grapes, guitar, gold, glue, heart



# Phonics

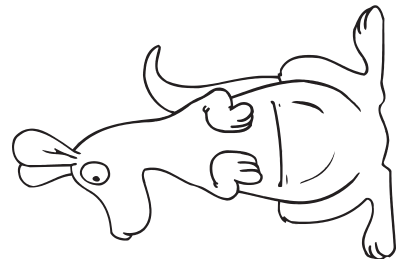
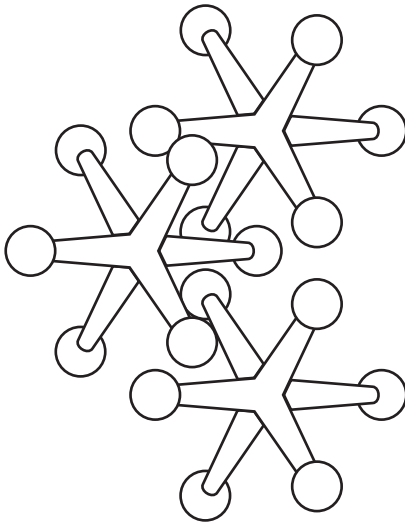
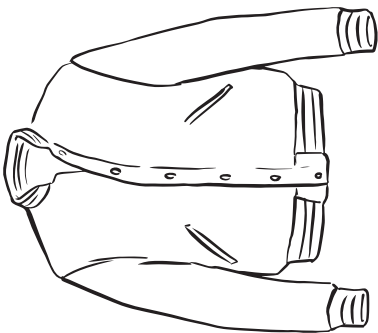
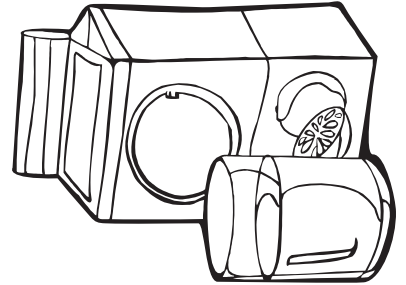
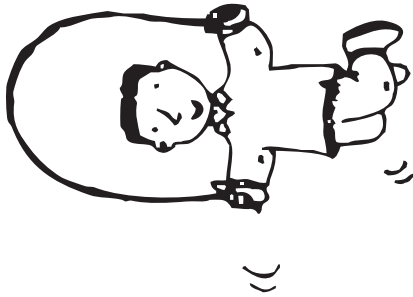
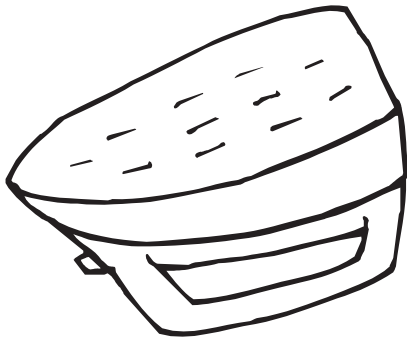
Letter-Sound Match

P. 025



hippopotamus, horse, hammer, inch, igloo, ice





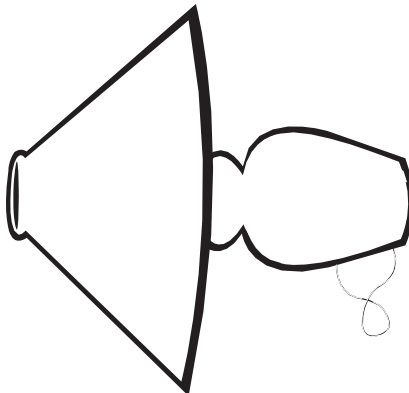
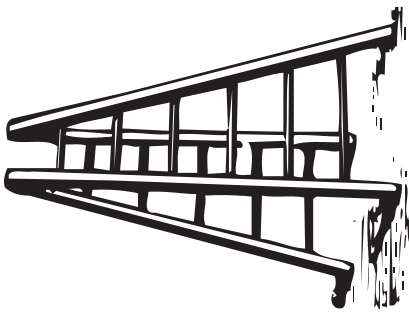
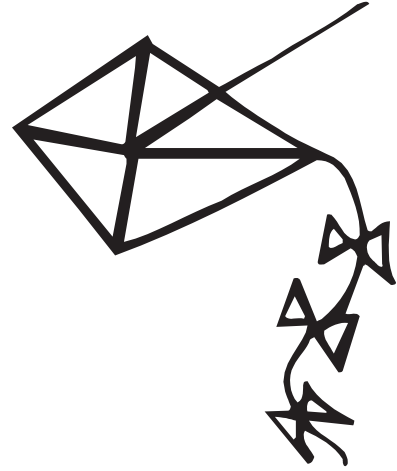
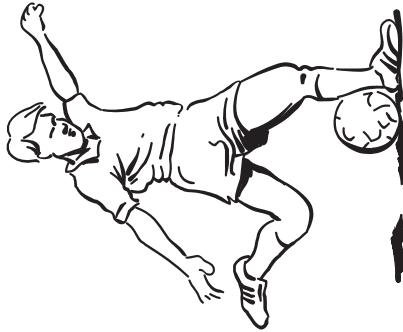
iron, jump, juice, jacket, jacks, kangaroo



# Phonics

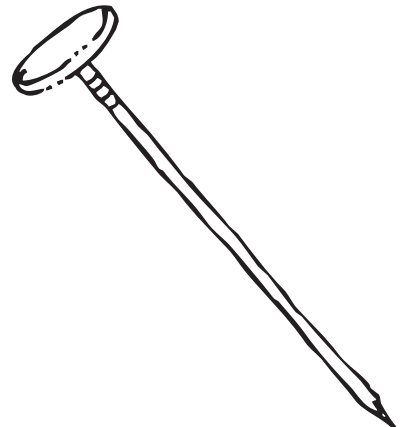
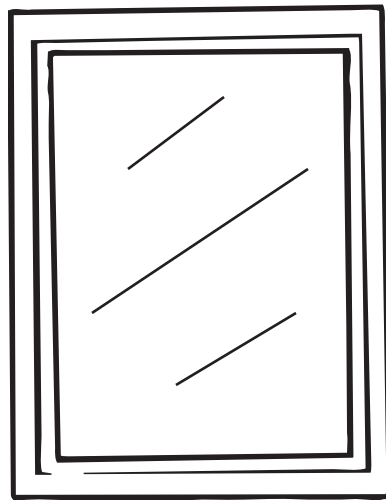
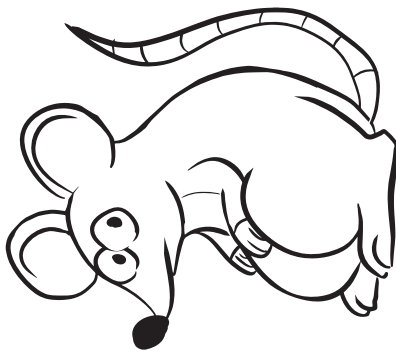
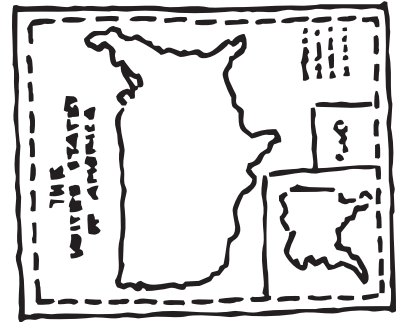
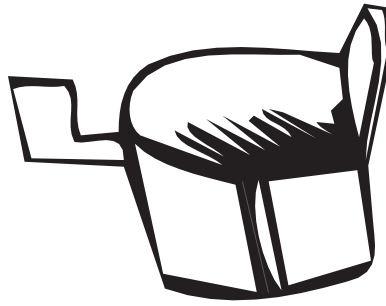
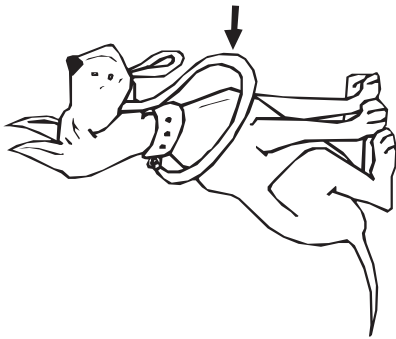
Letter-Sound Match

P. 025



key, kick, kite, ladder, lamp, lion





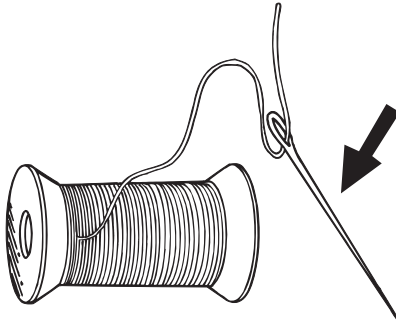
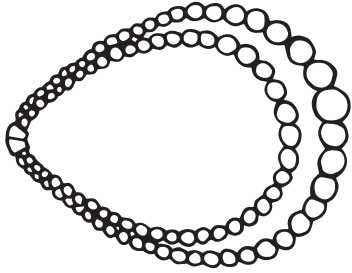
leash, mailbox, map, mouse, mirror, nail



# Phonics

Letter-Sound Match

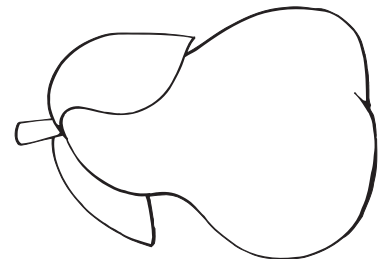
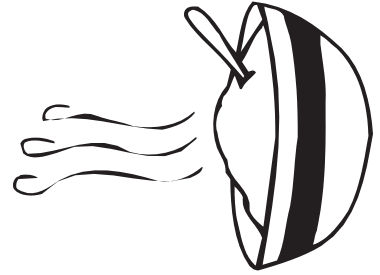
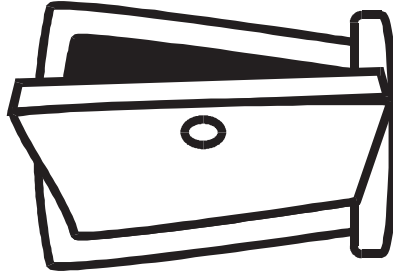
P. 025



necklace, needle, nurse, octopus, ox, olive







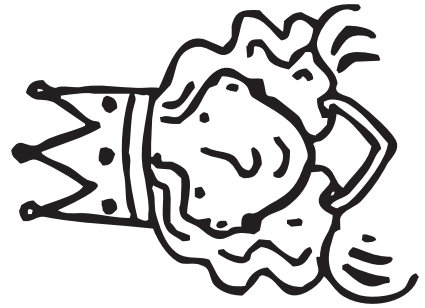
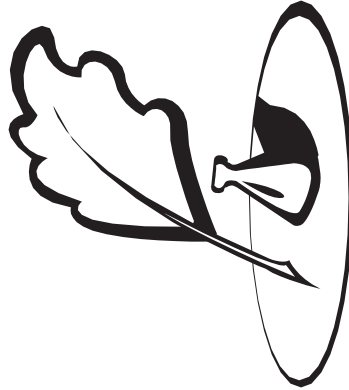
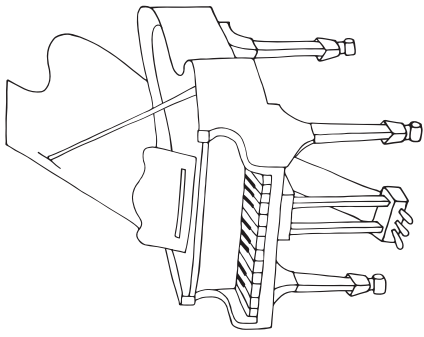
ostrich, open, oatmeal, pretzel, pillow, pear



# Phonics

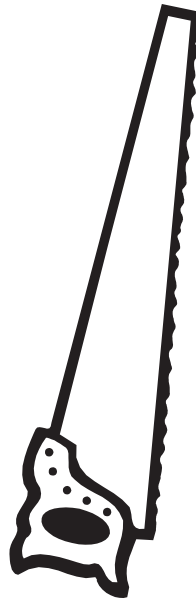
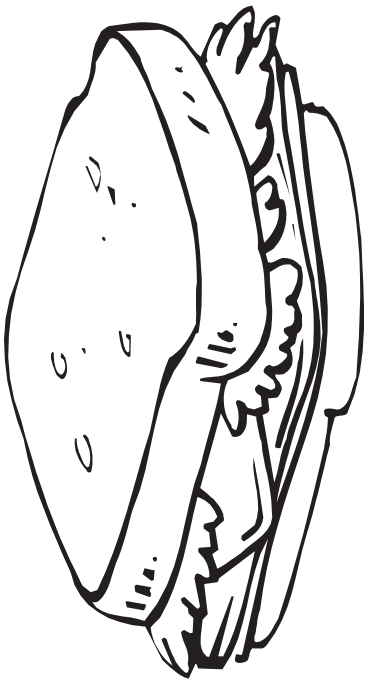
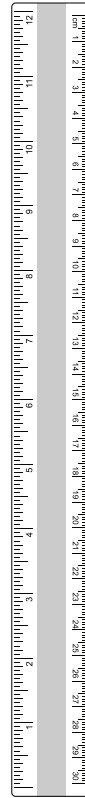
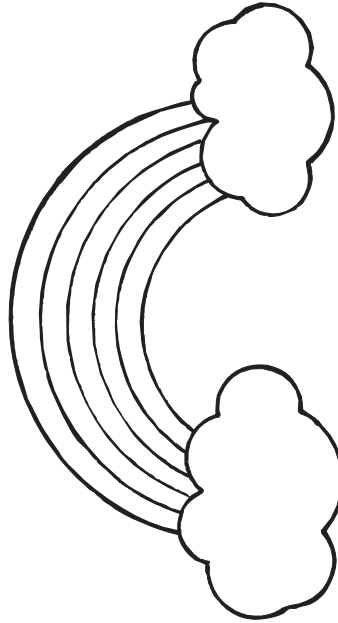
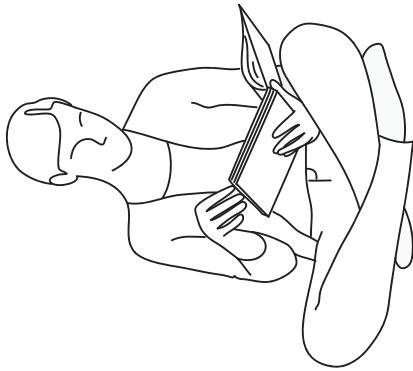
Letter-Sound Match

P. 025



piano, quill, queen, question, quarter, rabbit



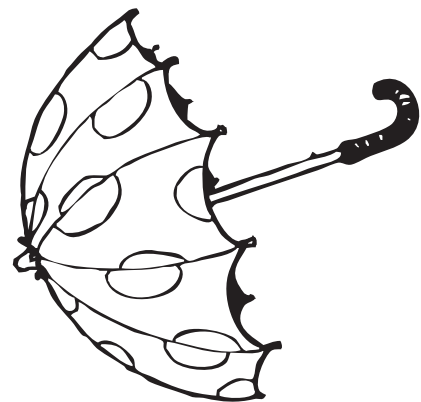
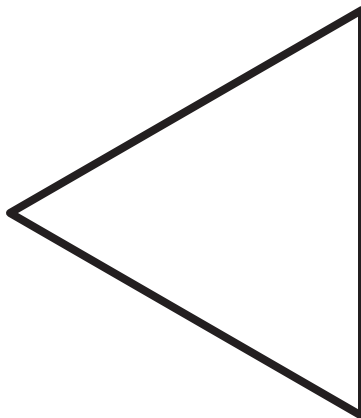
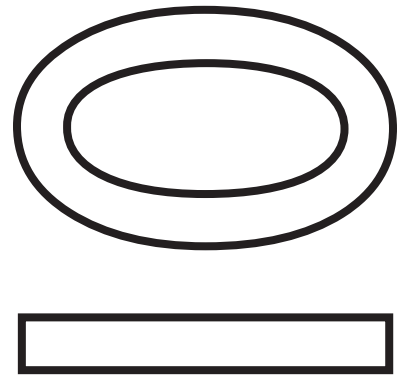
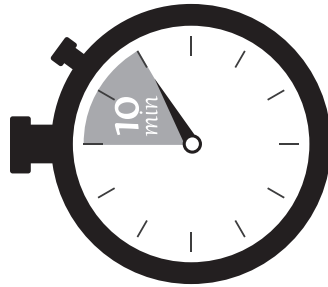


read, rainbow, ruler, sandwich, saw, seven

# Phonics

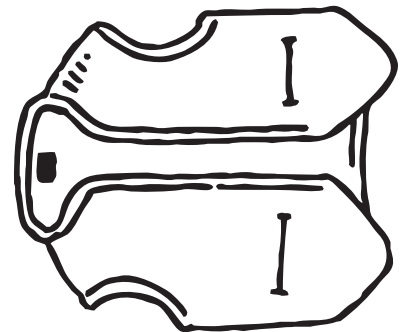
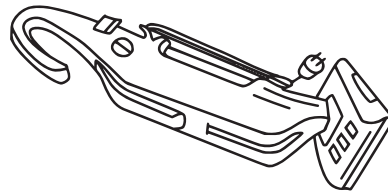
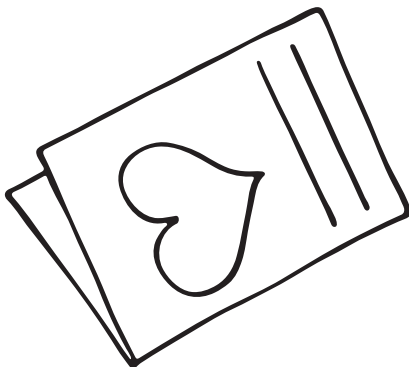
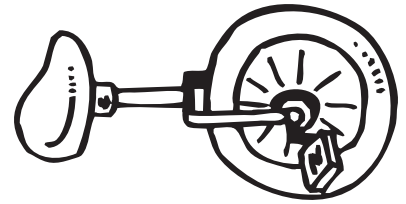
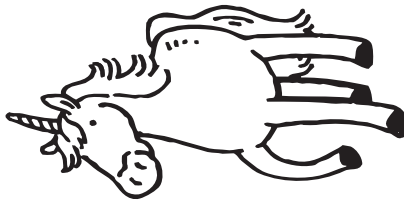
Letter-Sound Match

P. 025



snake, timer, ten, tire, triangle, umbrella





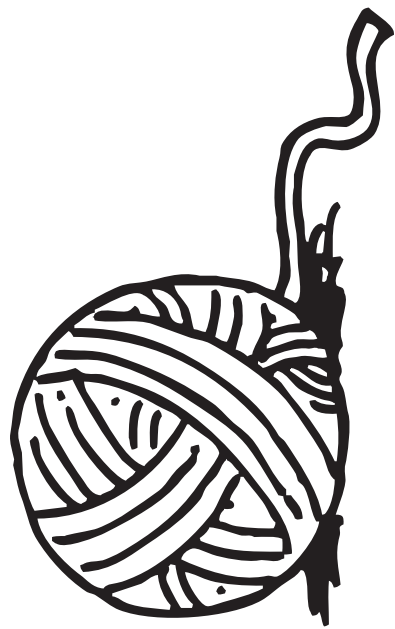
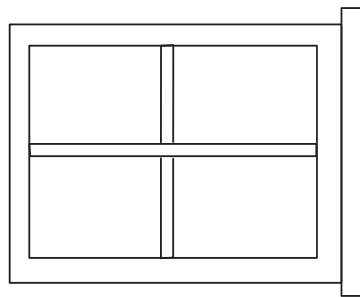
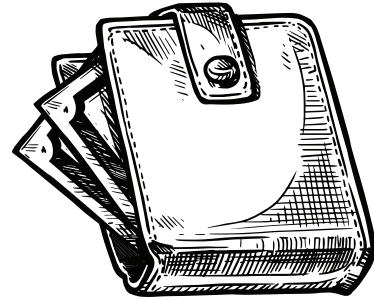
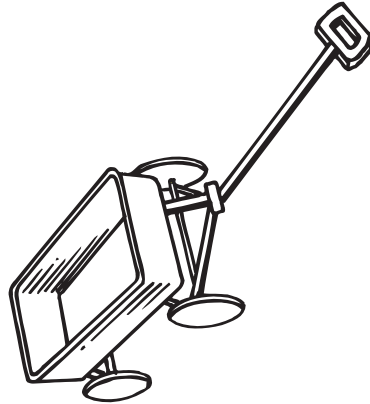
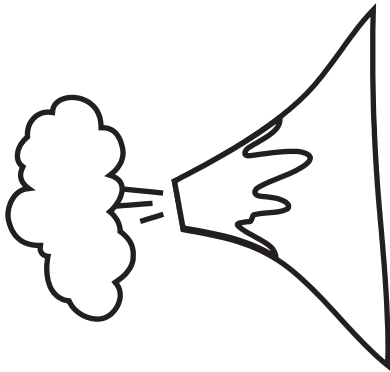
umpire, unicorn, unicycle, valentine, vacuum, vest



# Phonics

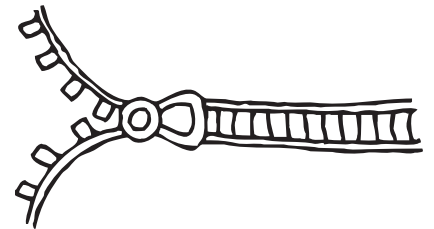
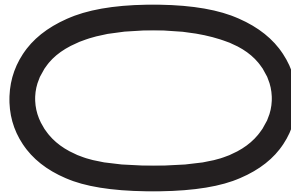
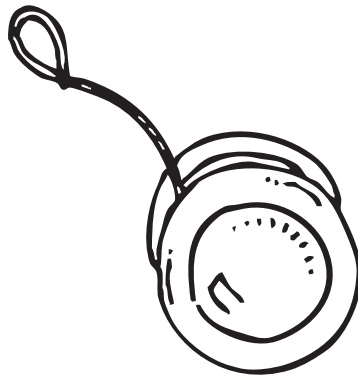
Letter-Sound Match

P. 025



volcano, wagon, wallet, watch, window, yarn





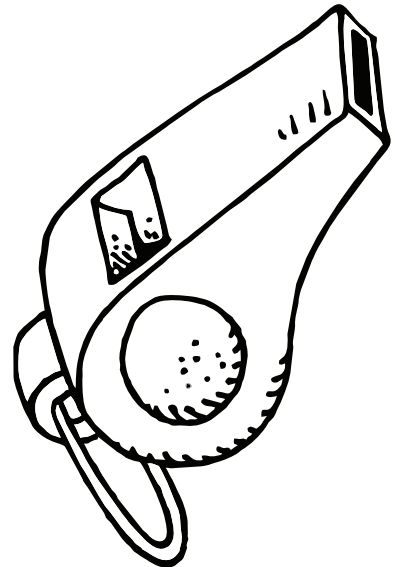
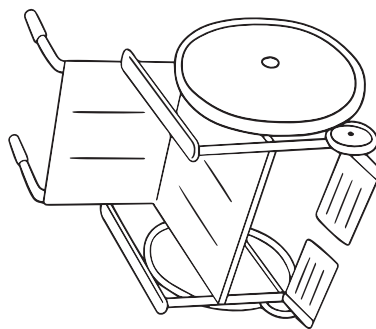
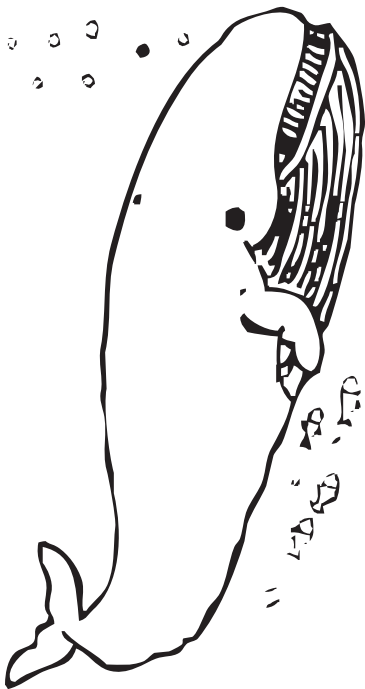
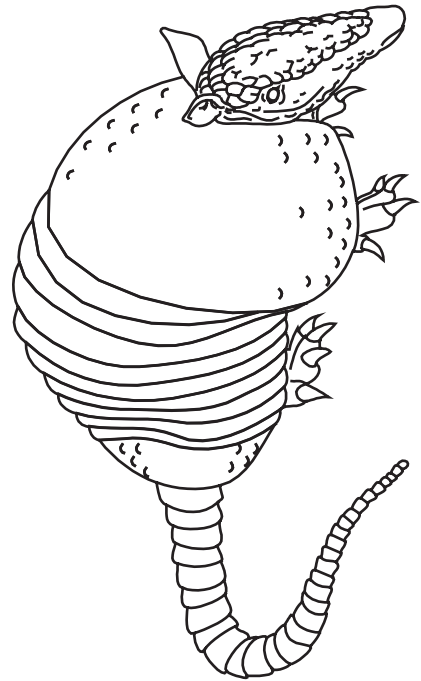
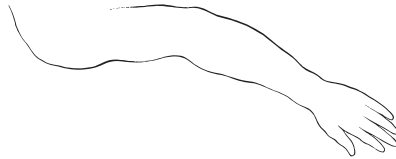
yawn, yo-yo, yak, zebra, zero, zipper



# Phonics

Letter-Sound Match

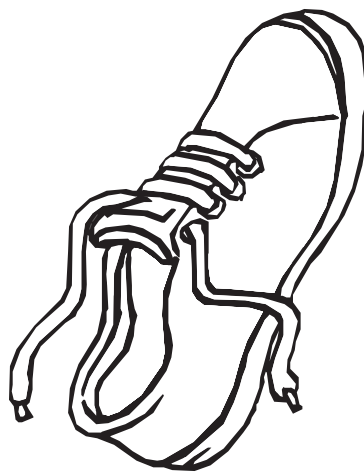
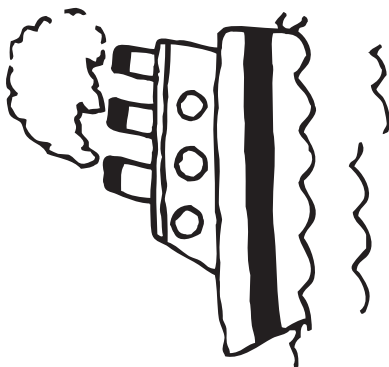
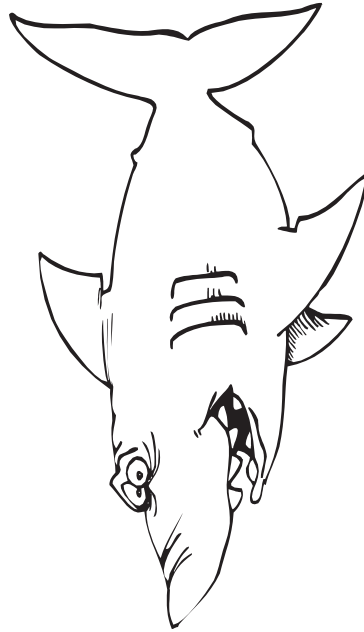
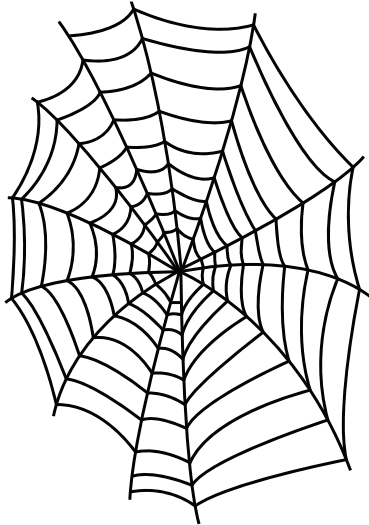
P. 025



zoo, arm, armadillo, whale, wheelchair, whistle







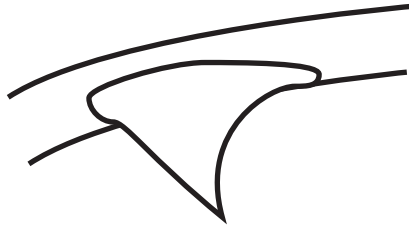
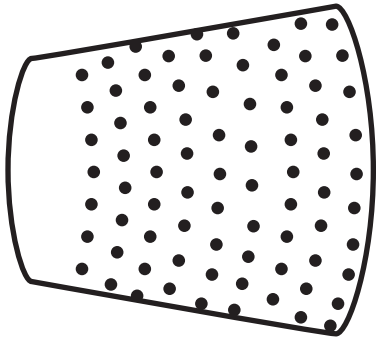
web, shark, shell, ship, shoe, thermometer



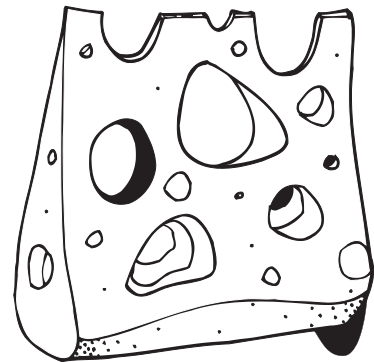
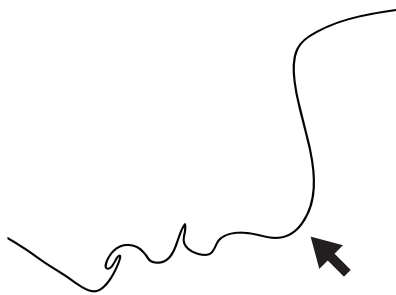
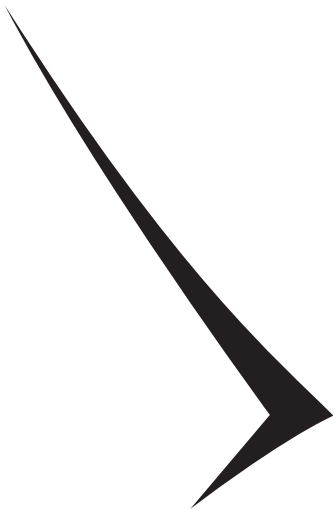
# Phonics

Letter-Sound Match

P. 025

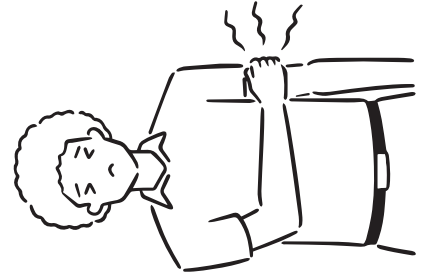
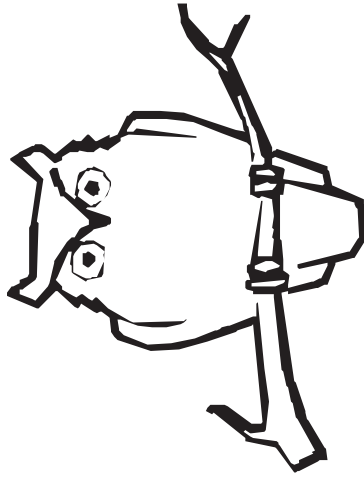
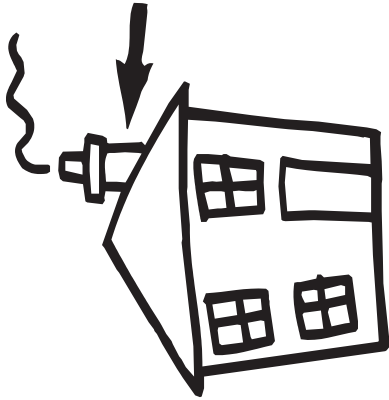


30



thimble, thorn, thirty, check, chin, cheese





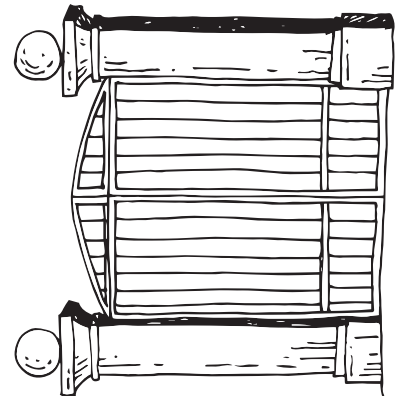
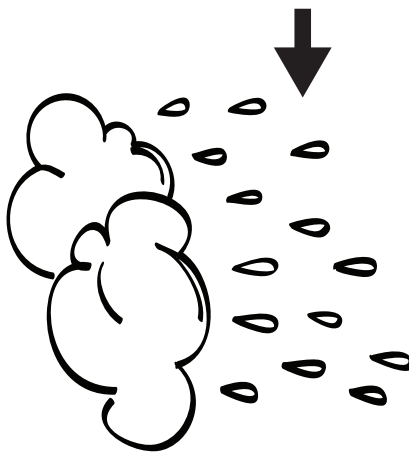
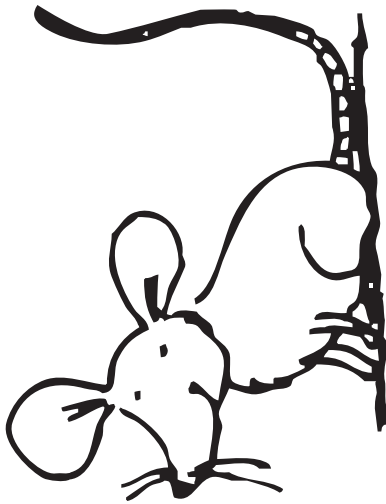
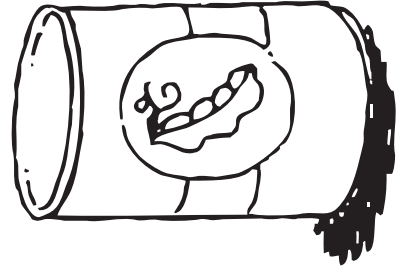
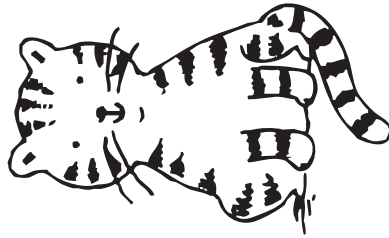
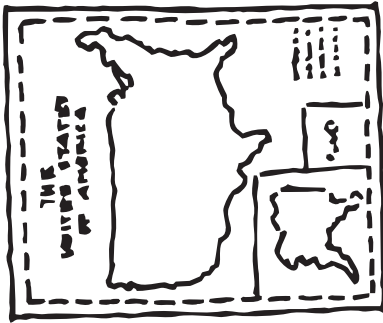
chimney, owl, ouch



# Phonics

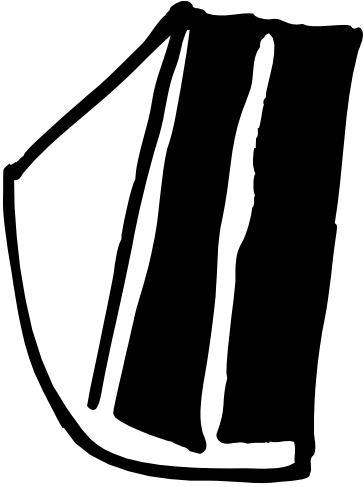
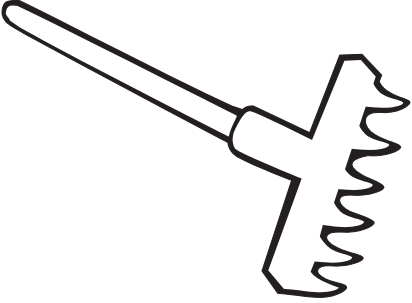

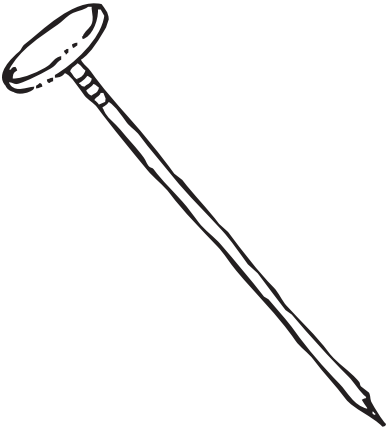
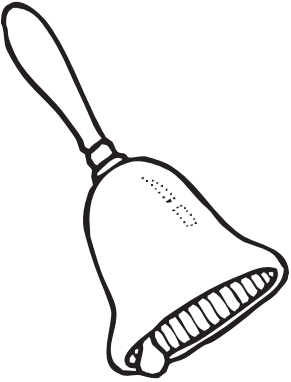
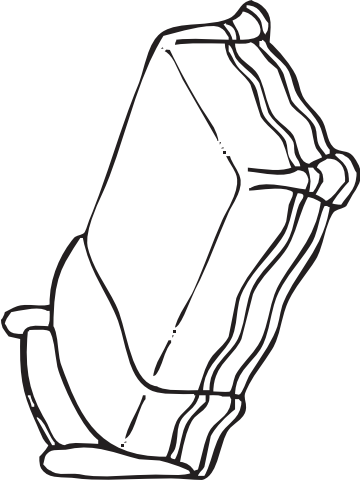
Letter-Sound Match

P. 025



map, cat, can, rat, rain, gate



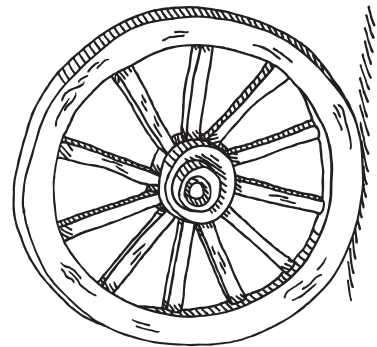
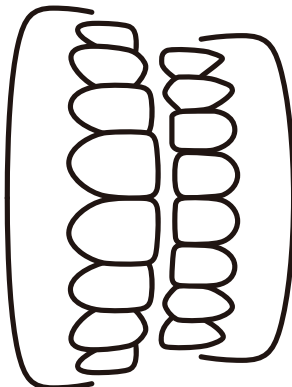
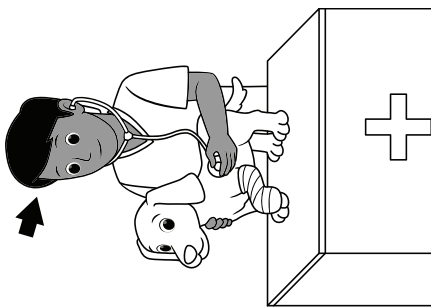
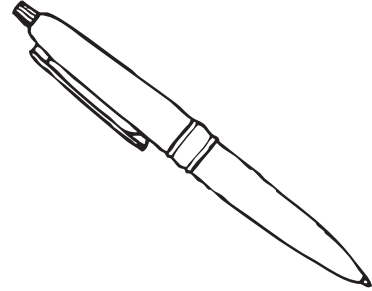
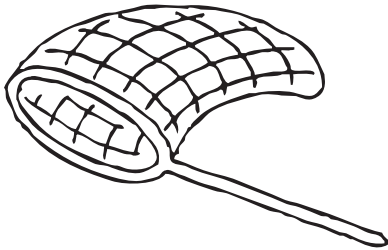
cake, rake, cane, nail, bell, bed



# Phonics

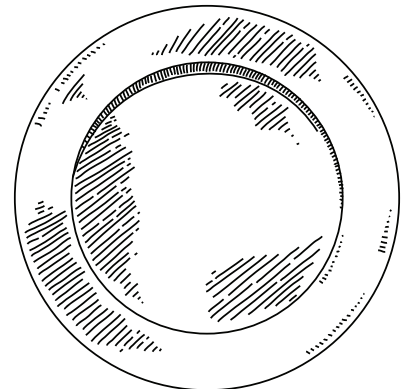
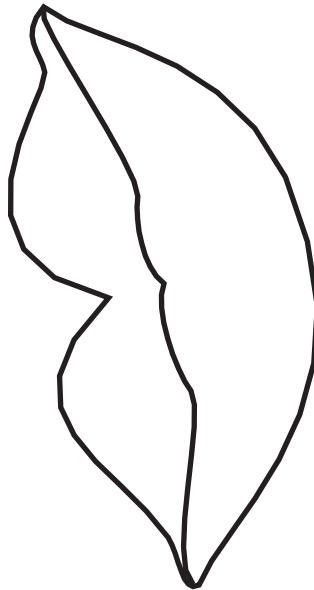
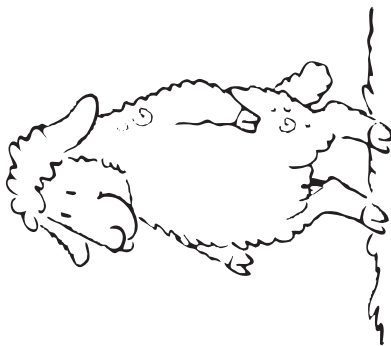
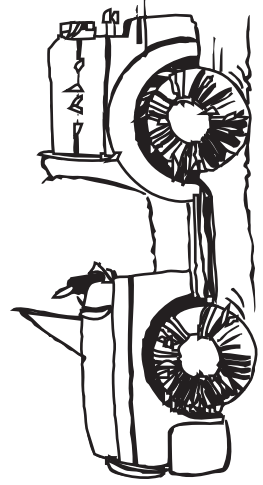
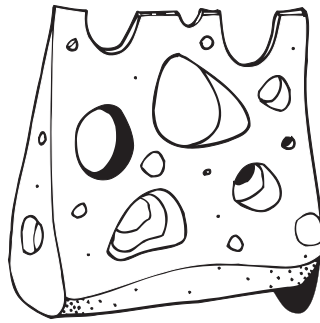
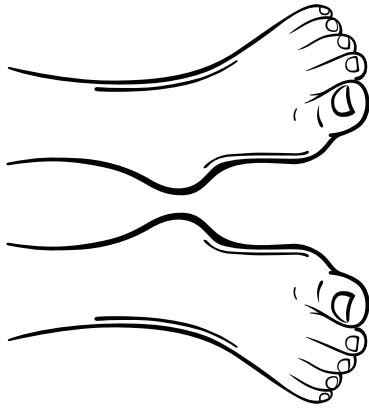
Letter-Sound Match

P. 025



net, men, pen, vet, teeth, wheel





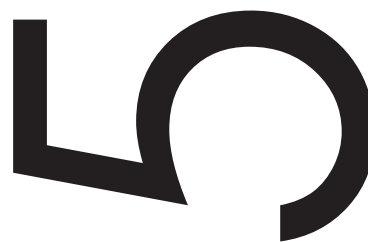
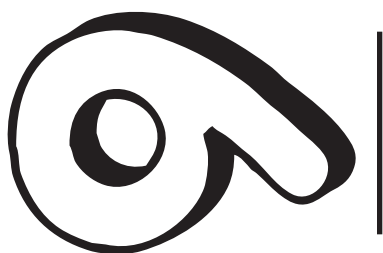
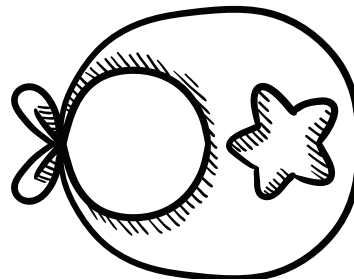
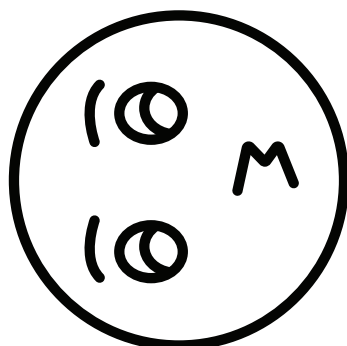
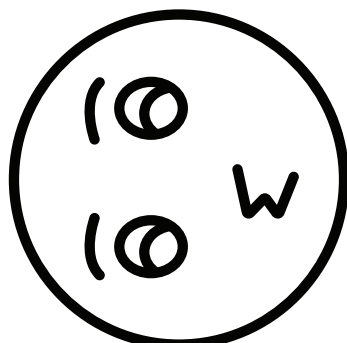
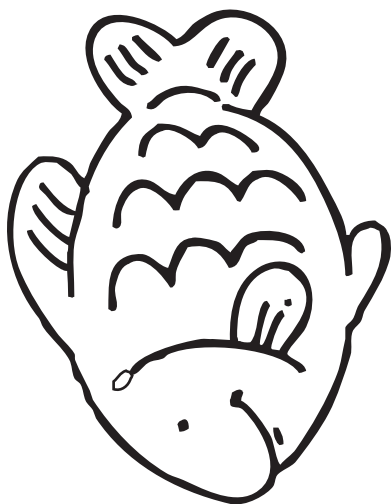
feet, cheese, jeep, sheep, lip, dish



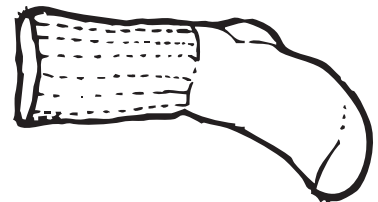
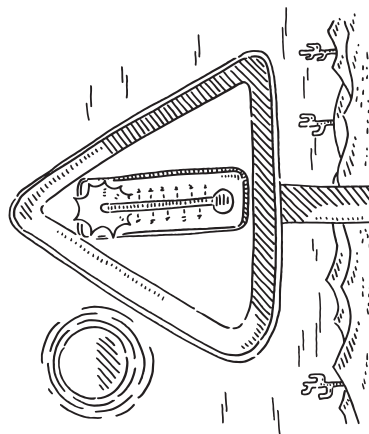
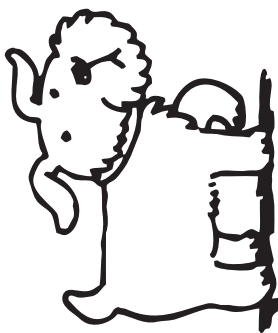
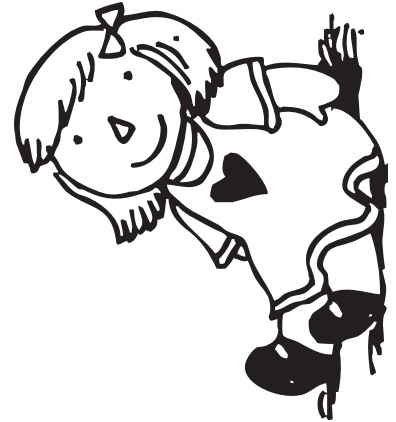
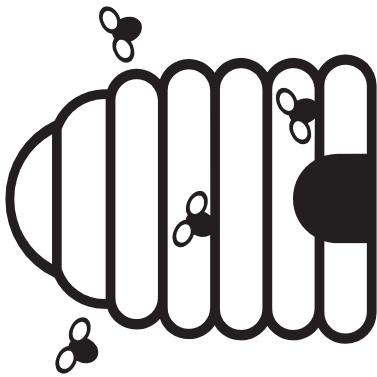
# Phonics

Letter-Sound Match

P. 025







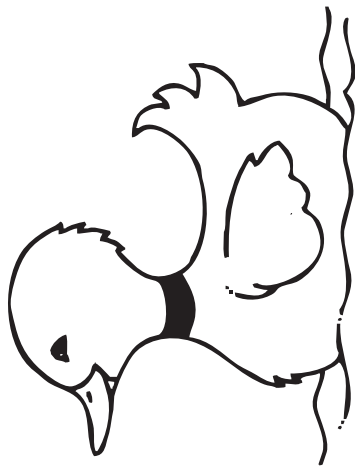
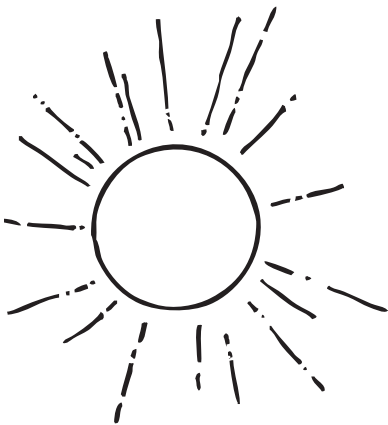
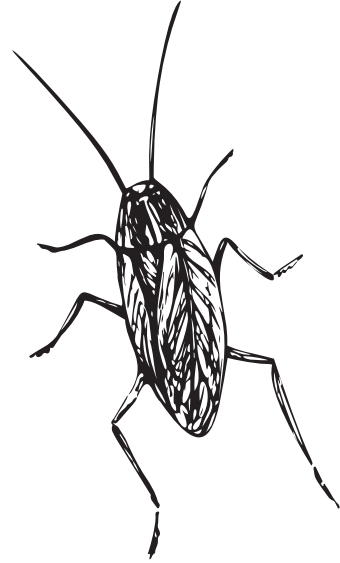
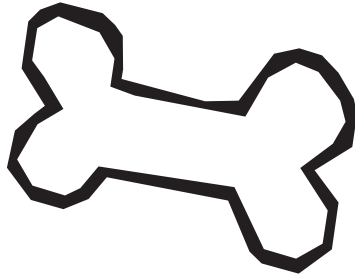
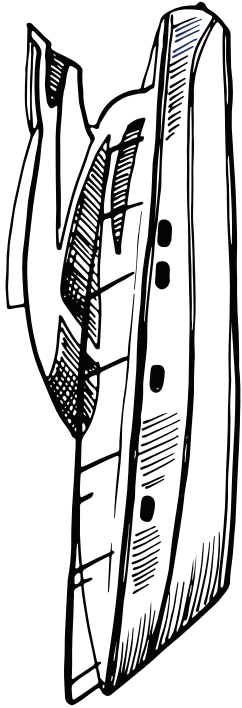
hive, mice, doll, dog, hot, sock



# Phonics

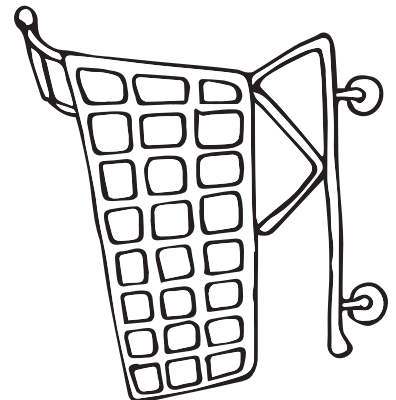
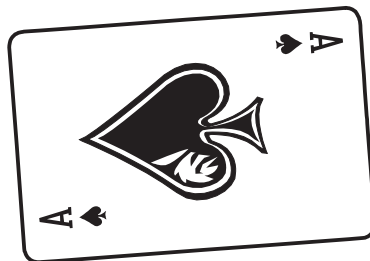
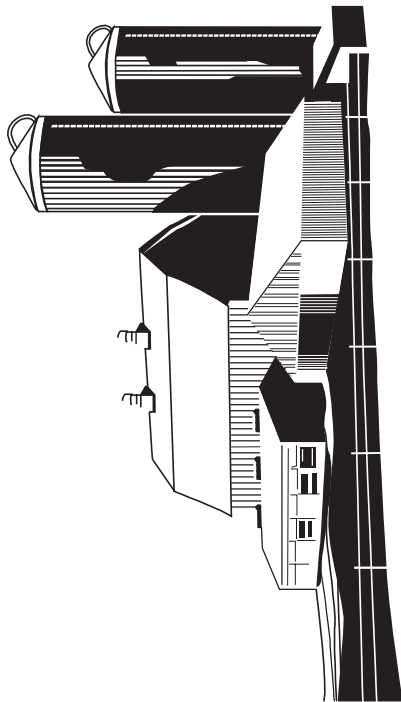
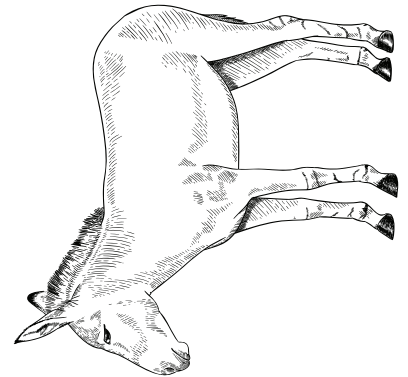
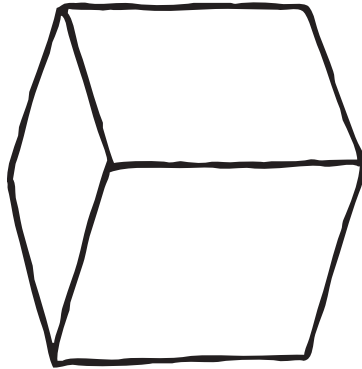
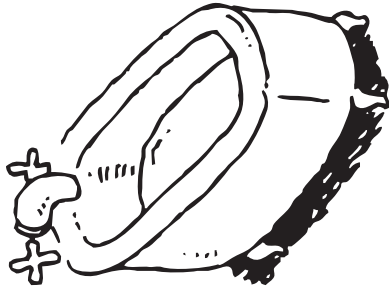
Letter-Sound Match

P. 025



boat, bone, roach, sun, duck, rug





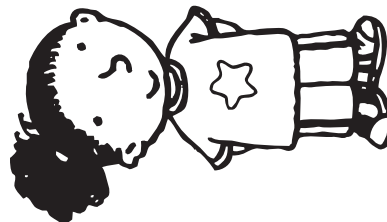
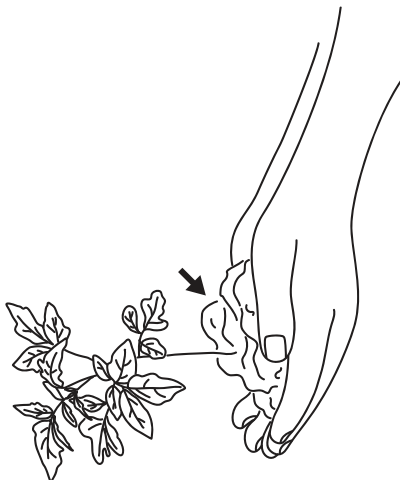
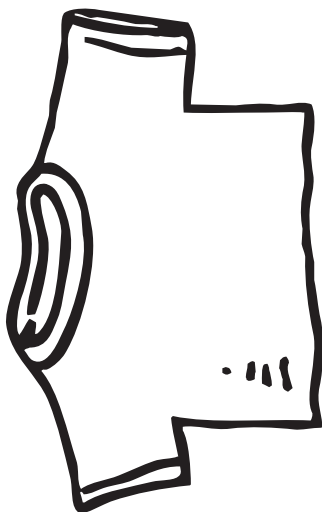
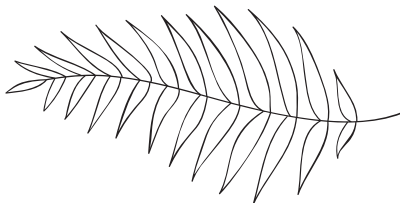
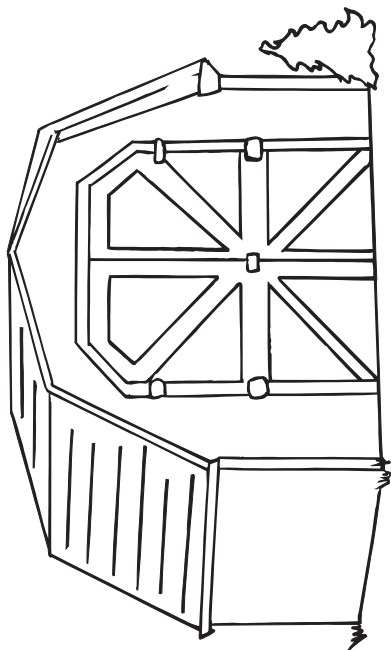
tub, cube, mule, farm, card, cart



# Phonics

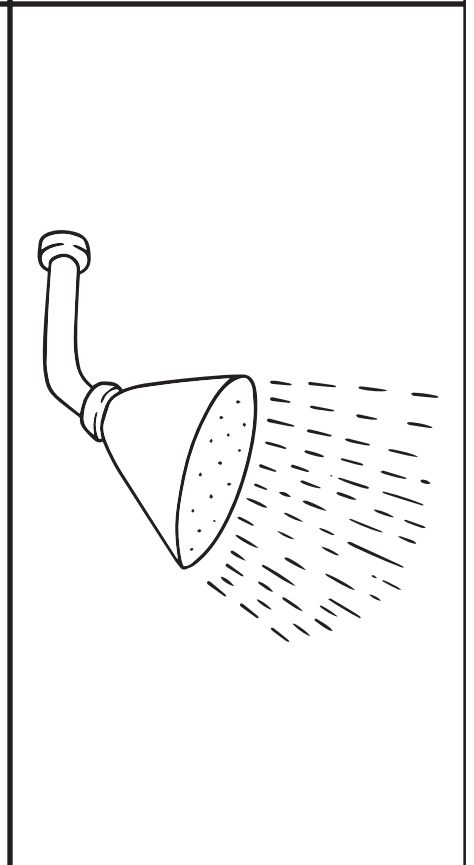
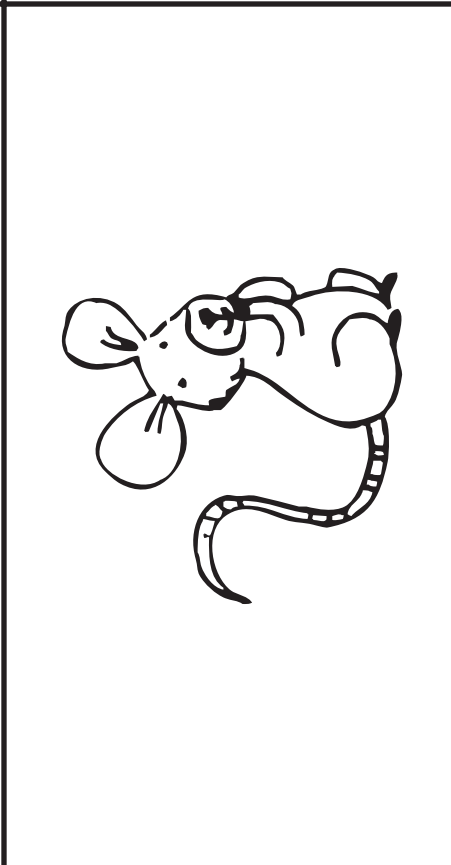
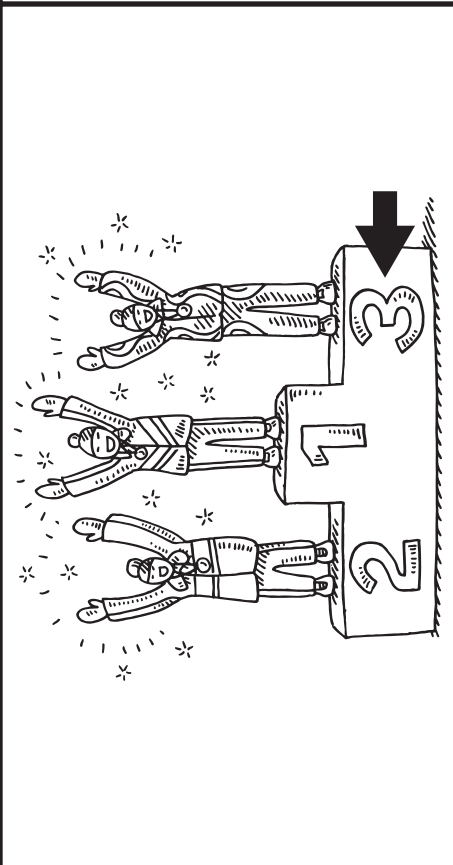
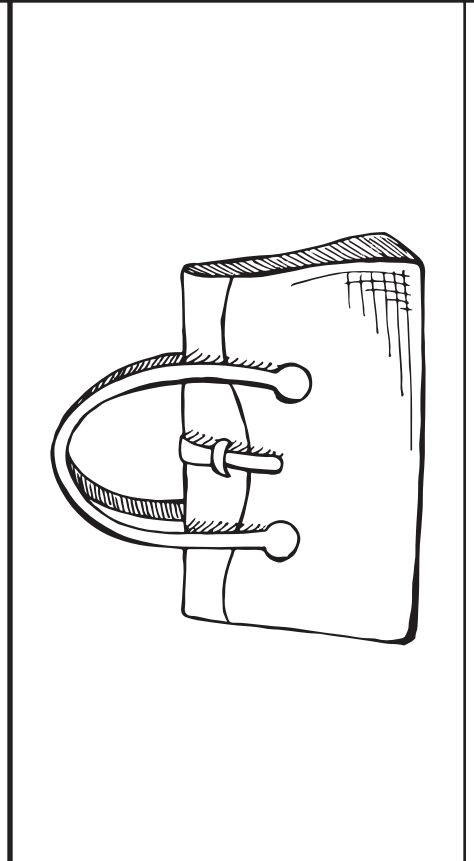
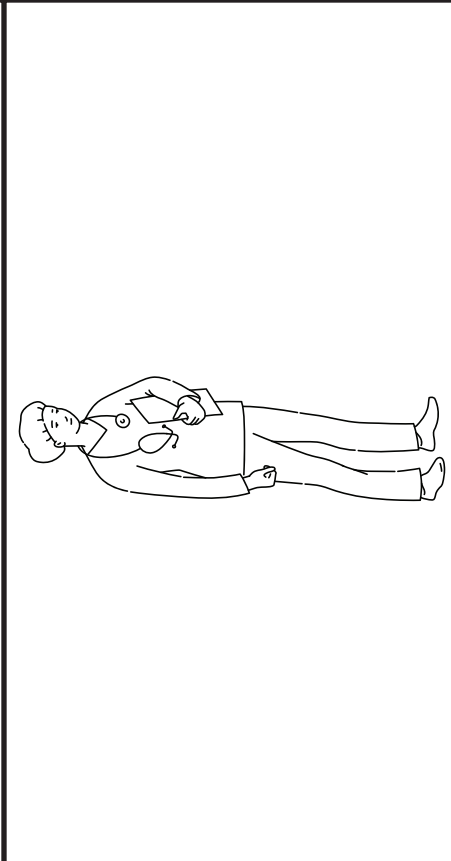
Letter-Sound Match

P. 025



barn, fern, bird, shirt, dirt, girl





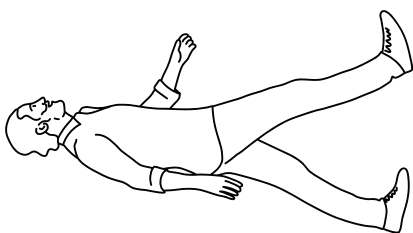
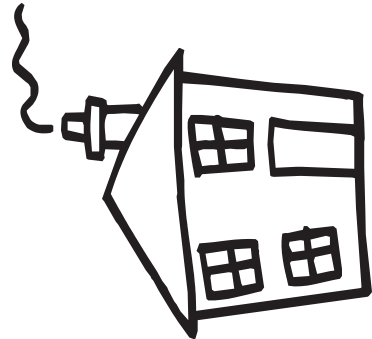
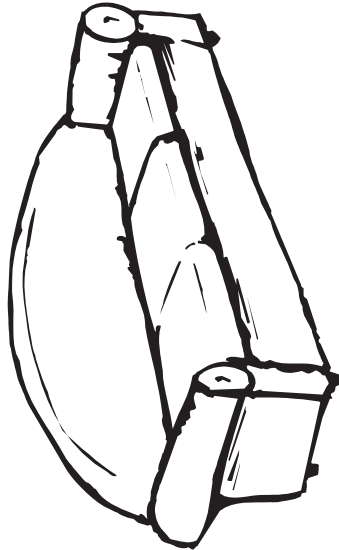
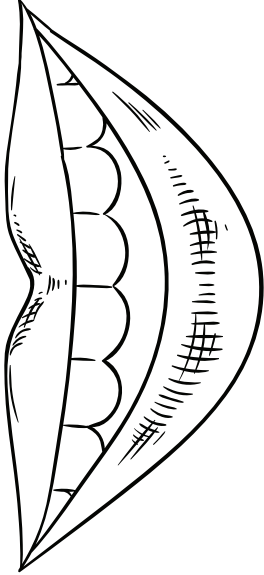
surf, nurse, purse, third, mouse, shower



# Phonics

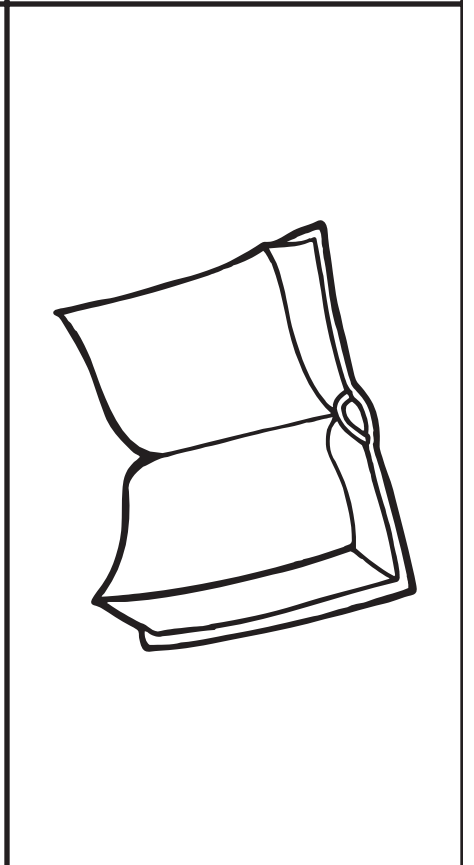
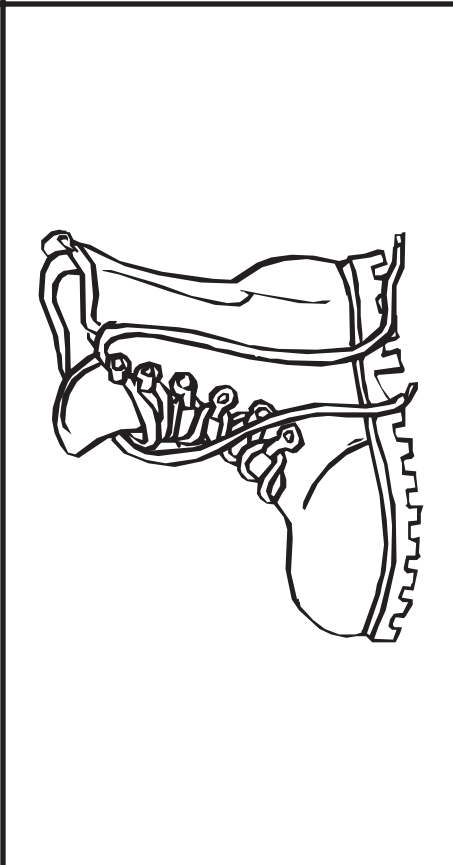
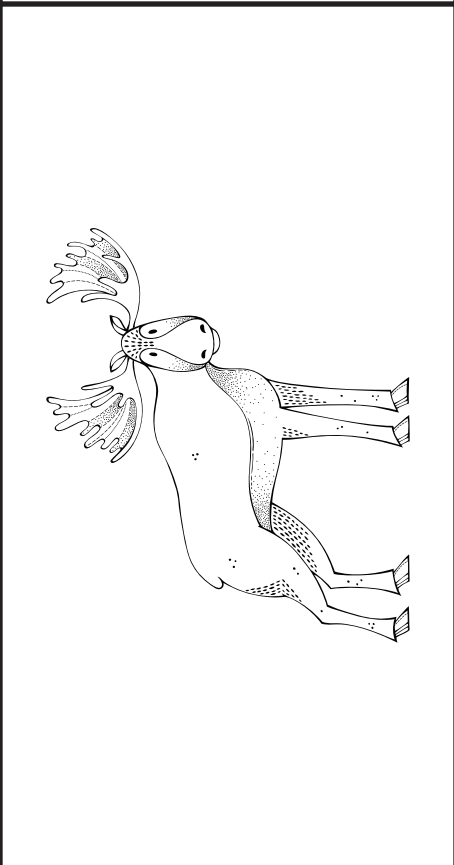
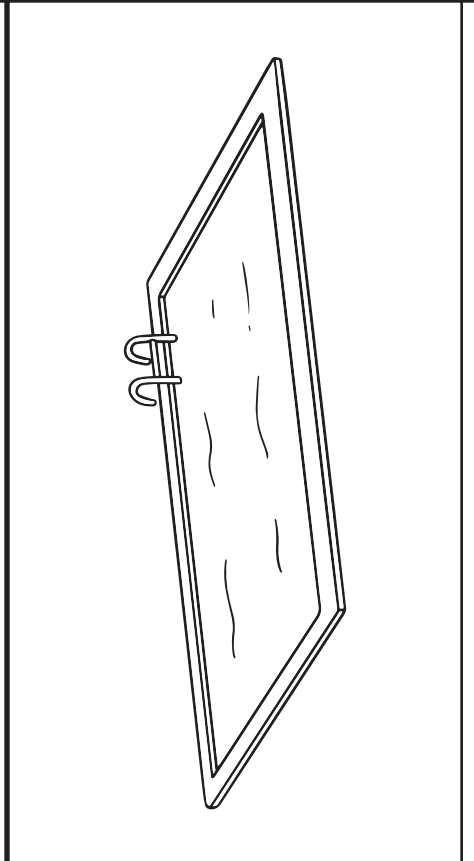
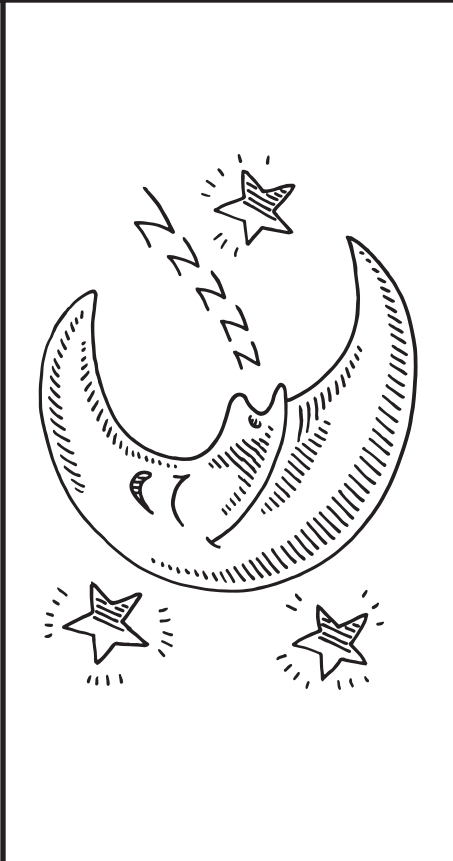
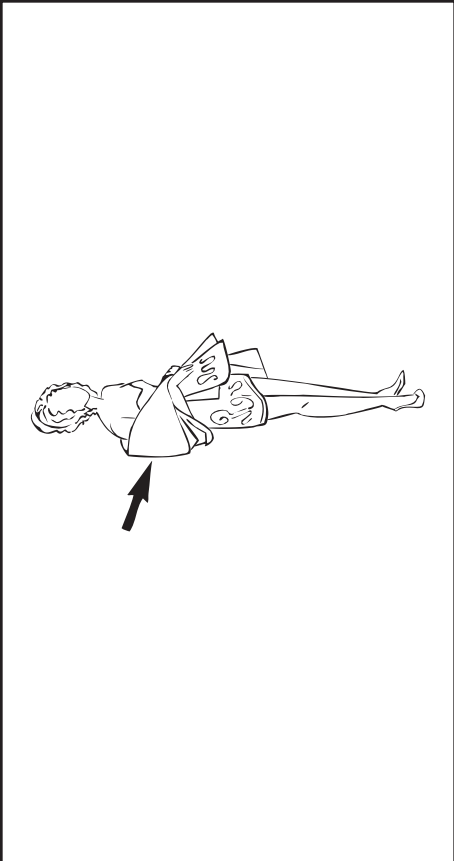
Letter-Sound Match

P. 025



mouth, couch, house, walk, chalk, yawn





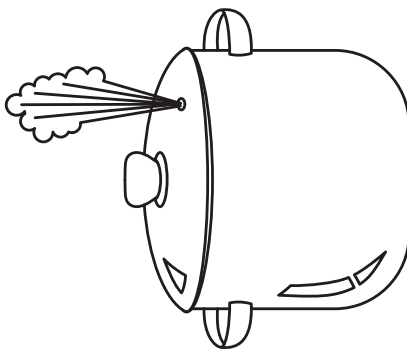
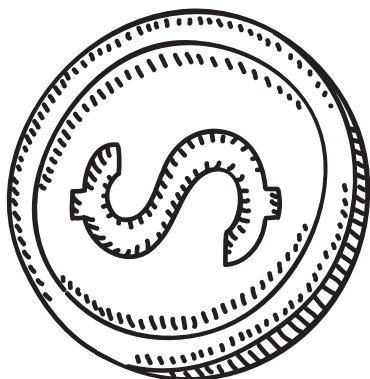
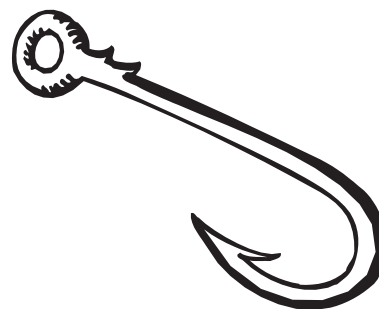
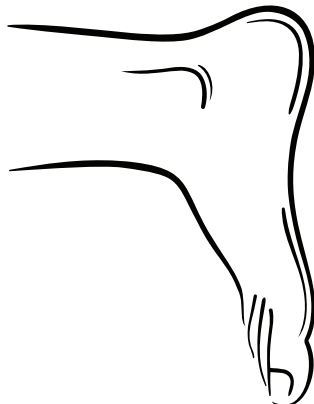
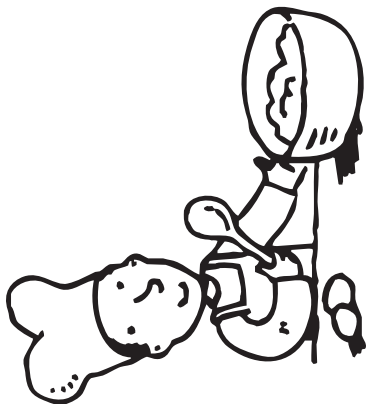
shawl, moon, pool, moose, boot, book



# Phonics

Letter-Sound Match

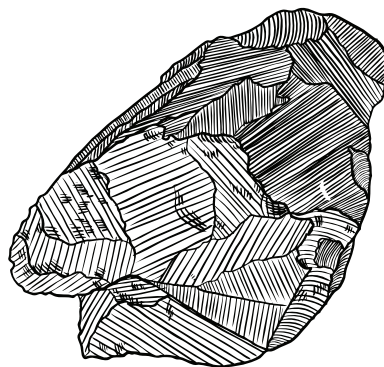
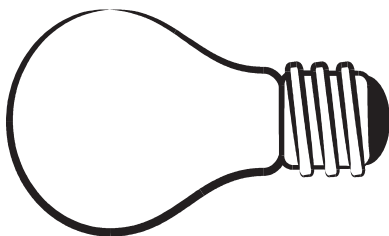
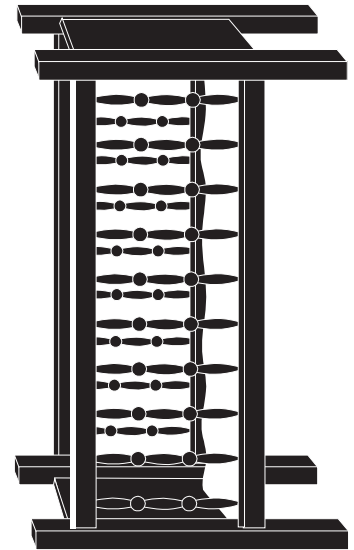
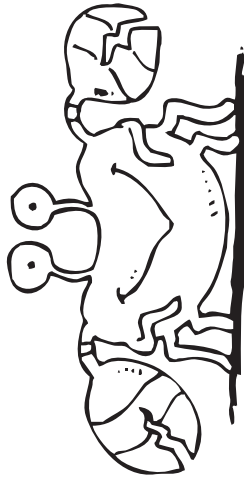
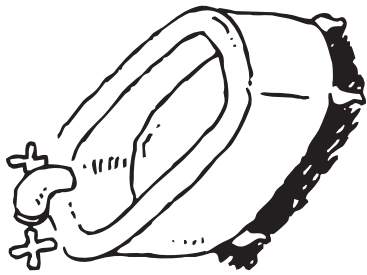
P. 025



cook, foot, hook, coin, boil







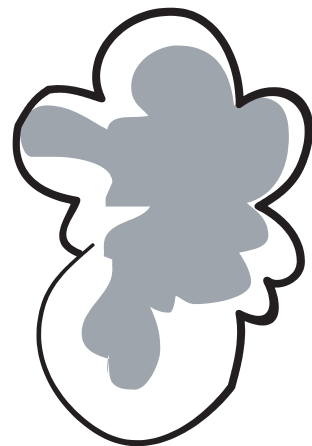
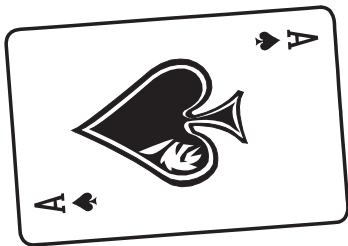
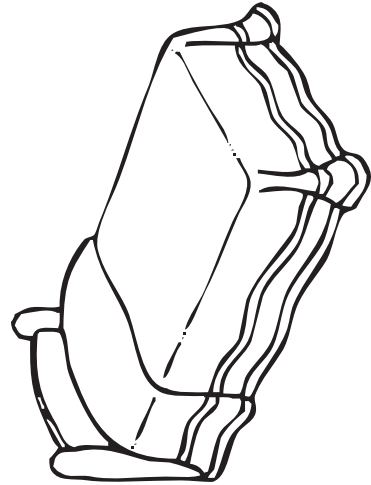
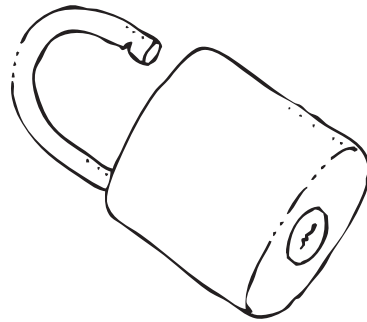
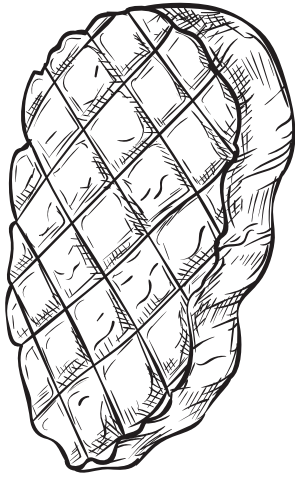
tub, crab, crib, bulb, rock, milk



# Phonics

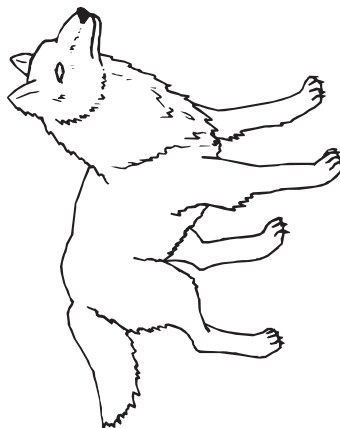
Letter-Sound Match

P. 025



steak, lock, bed, card, bird, cloud





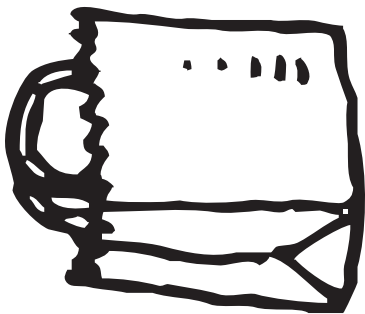
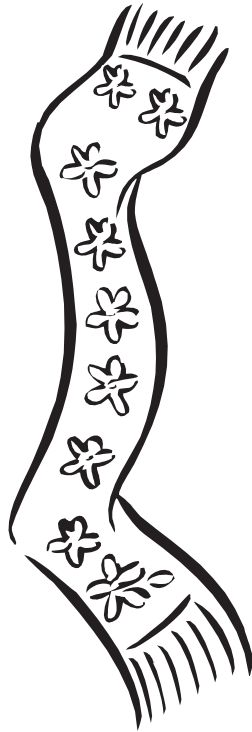
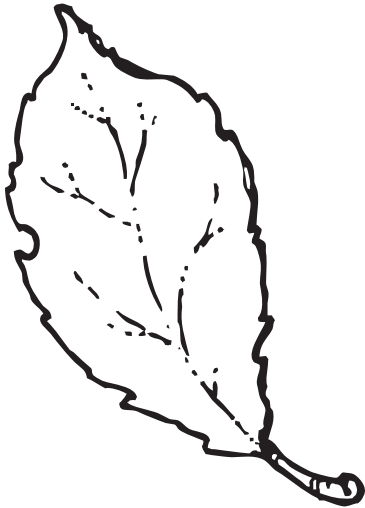
cookie, pea, tea, penny, wolf, elf



# Phonics

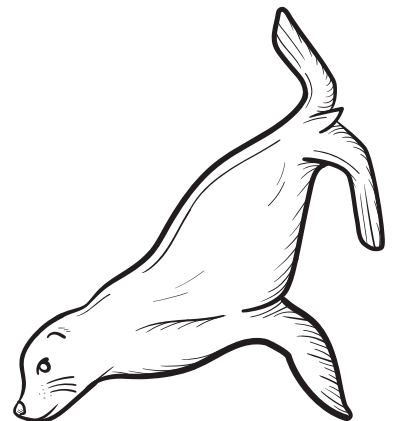
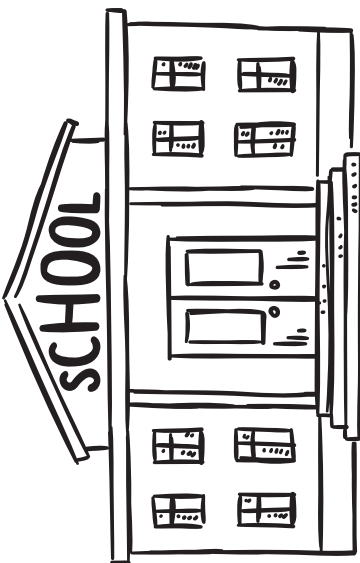
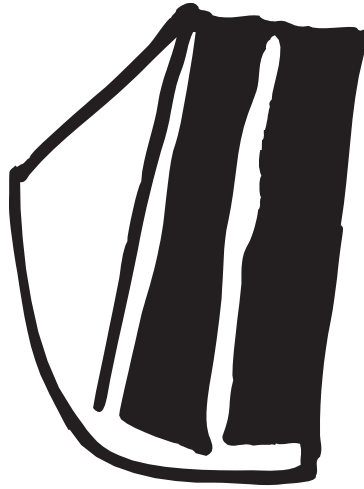
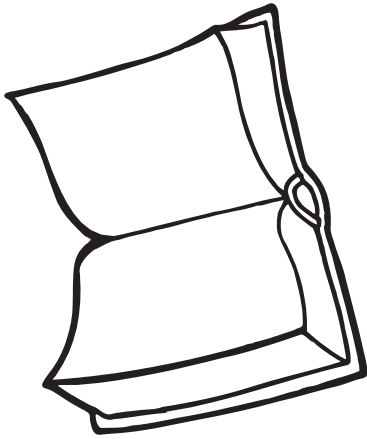
Letter-Sound Match

P. 025



leaf, scarf, bug, bag, frog, log





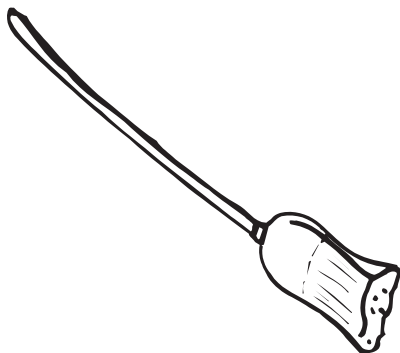
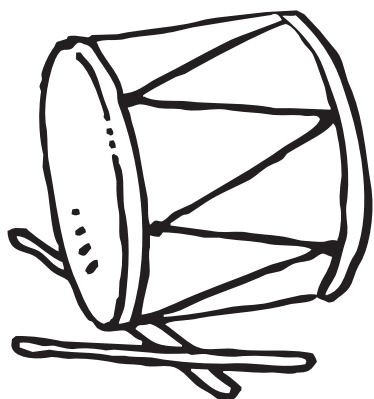
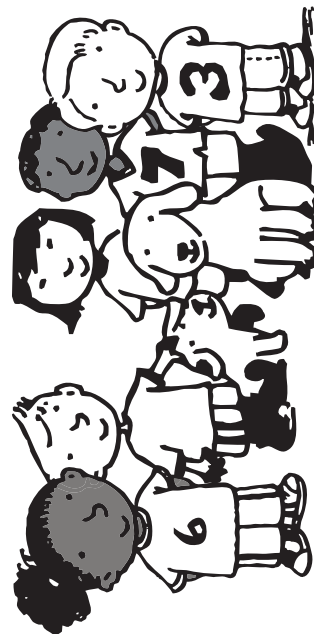
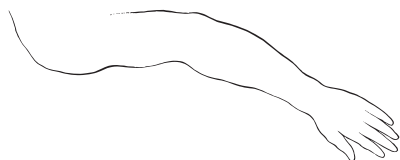
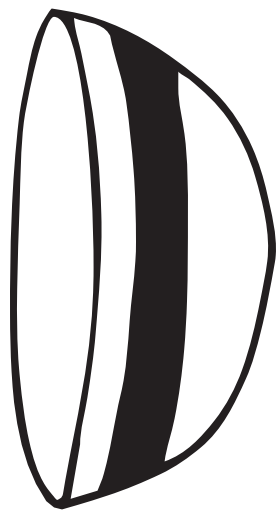
book, cake, stick, school, shovel, seal



# Phonics

Letter-Sound Match

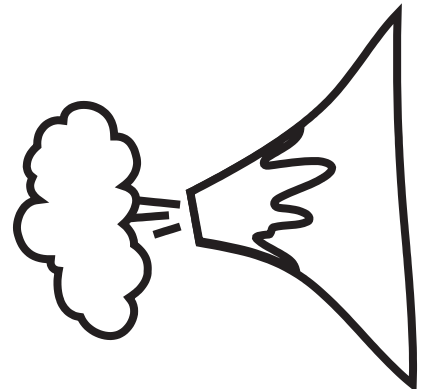
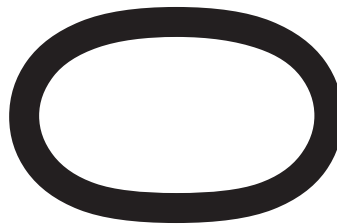
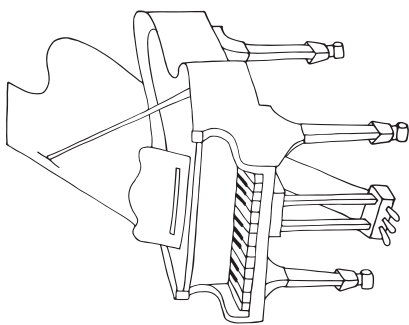
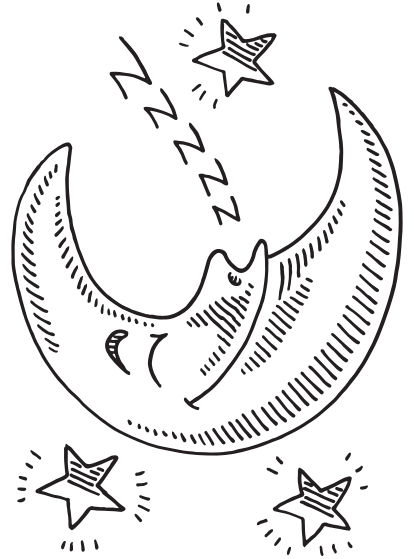
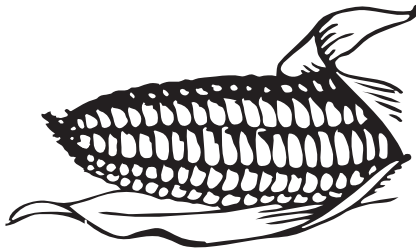
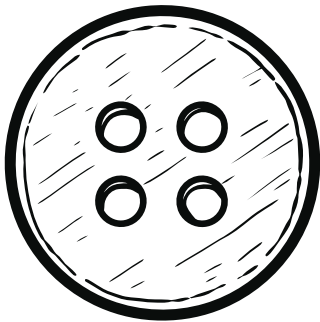
P. 025



7

bowl, arm, team, drum, broom, seven





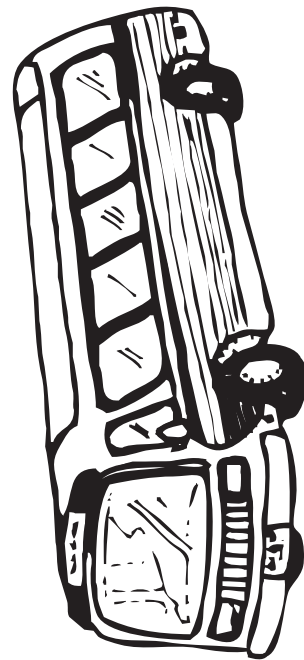
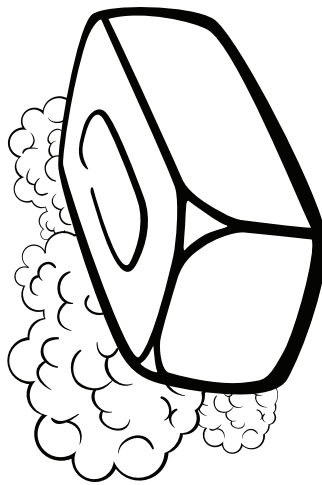
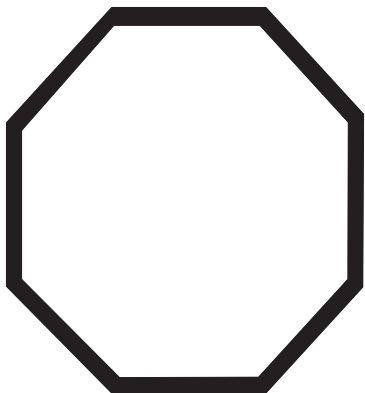
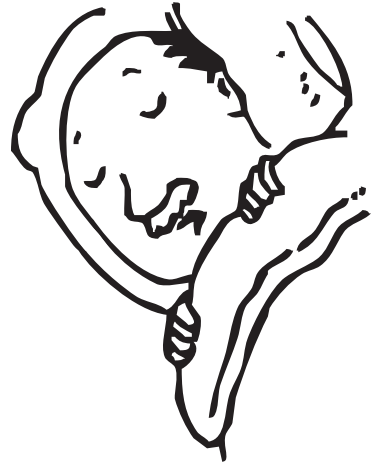
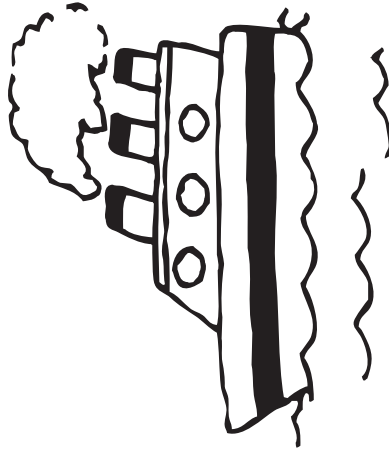
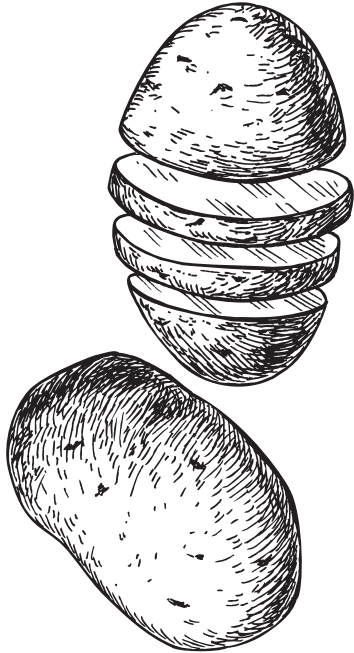
button, corn, moon, piano, zero, volcano



# Phonics

Letter-Sound Match

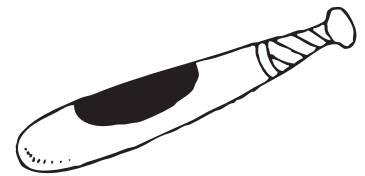
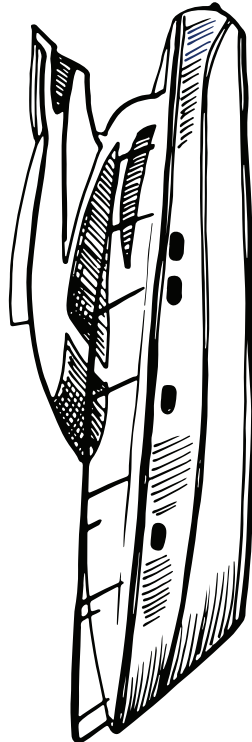
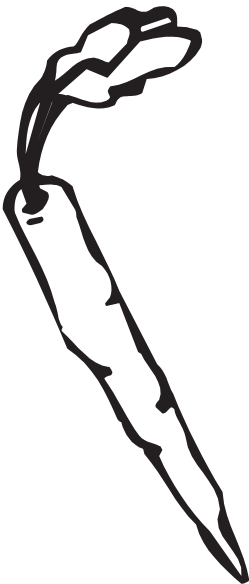
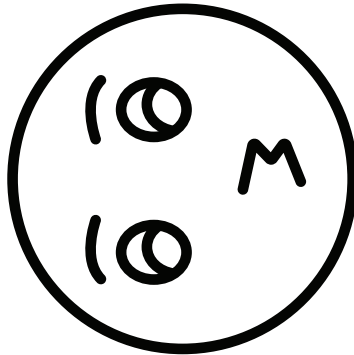
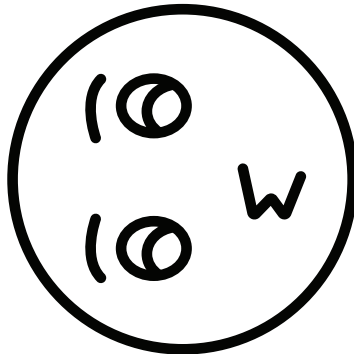
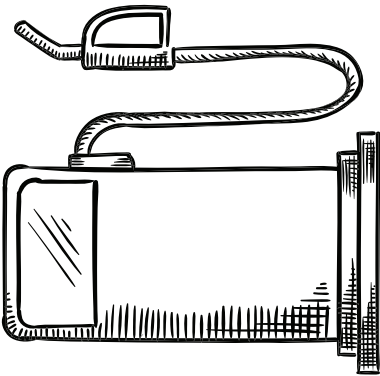
P. 025



potato, ship, sleep, stop, soap, bus







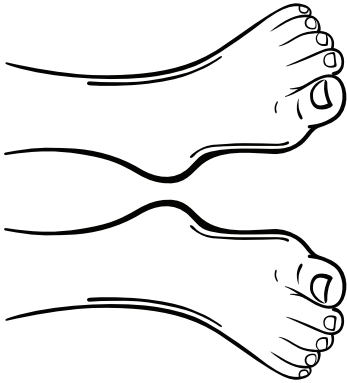
gas, kiss, octopus, carrot, boat, bat



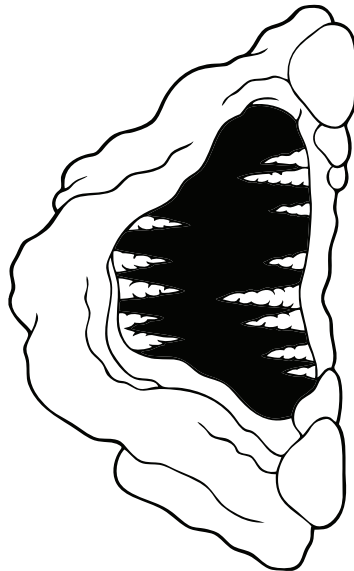
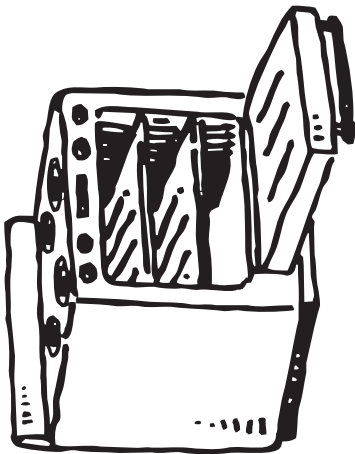
# Phonics

Letter-Sound Match

P. 025

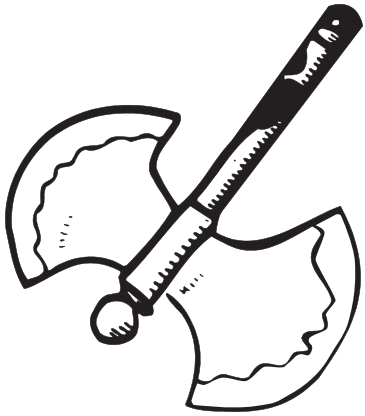


5

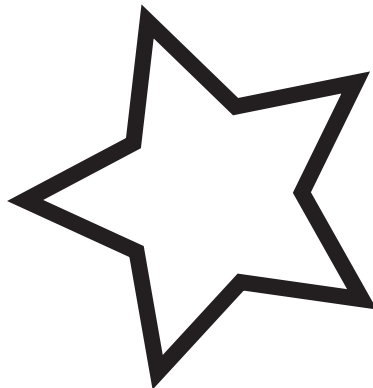
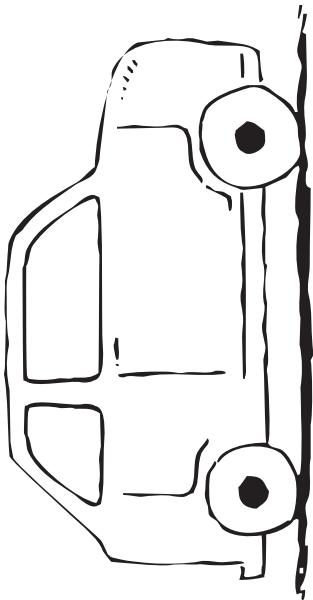
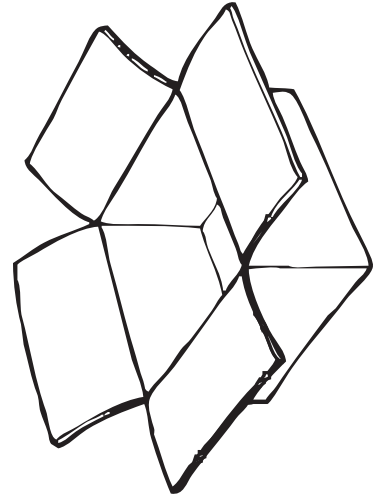


feet, five, sleeve, stove, cave, ox





6



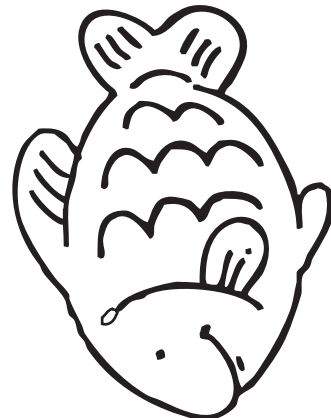
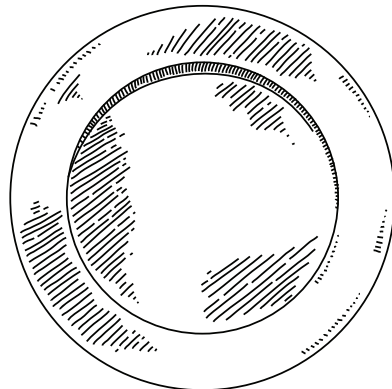
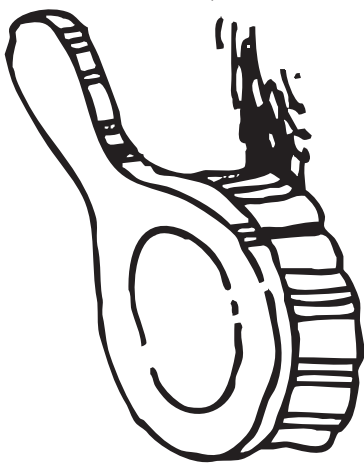
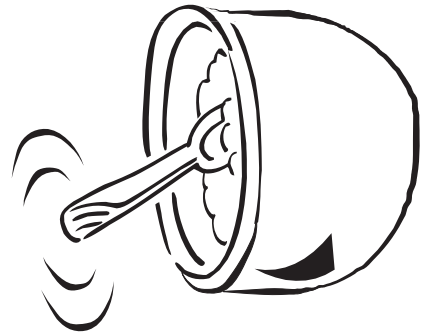
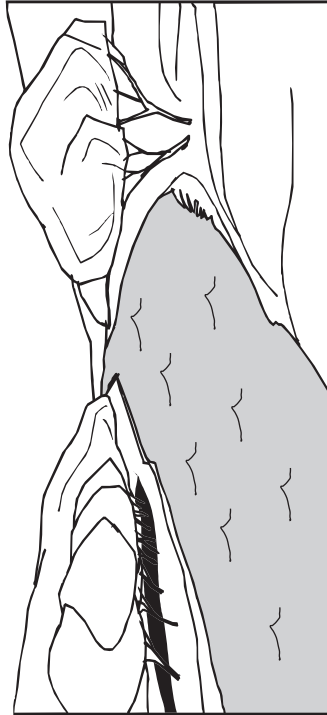
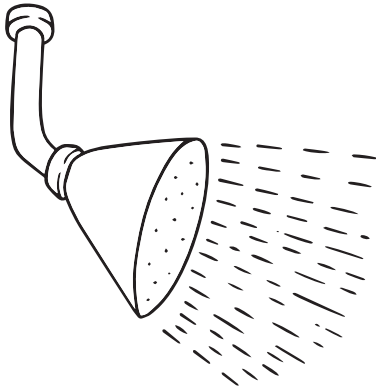
ax, six, box, car, star, jar



# Phonics

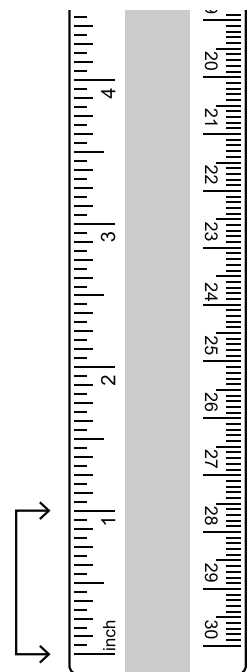
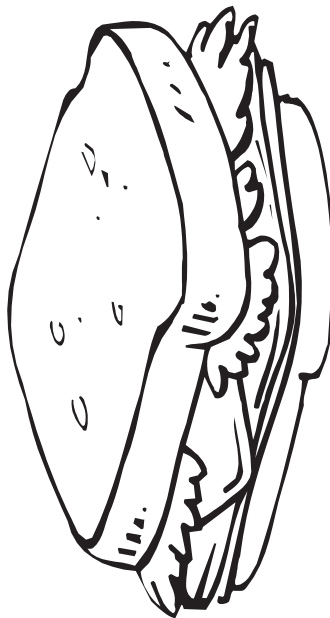
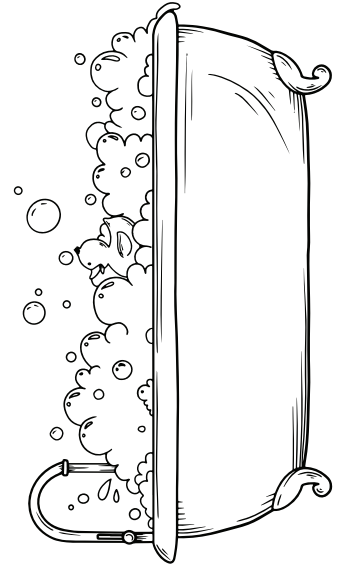
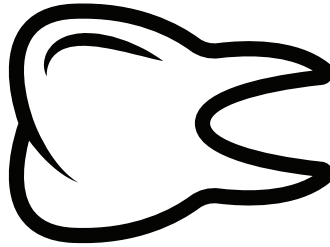
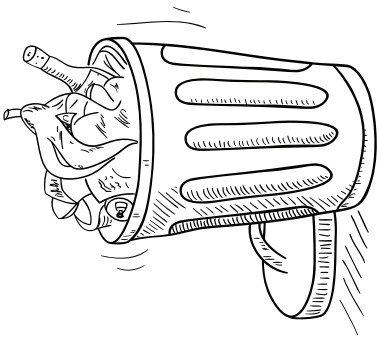
Letter-Sound Match

P. 025



shower, river, stir, brush, dish, fish





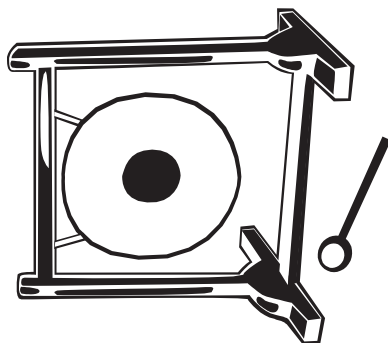
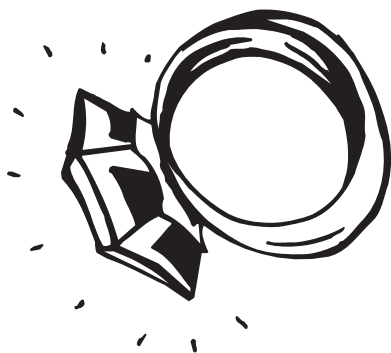
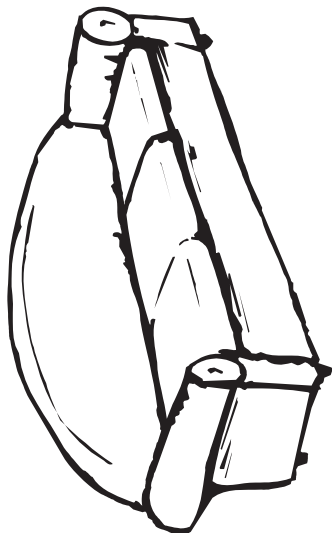
trash, tooth, bath, watch, sandwich, inch



# Phonics

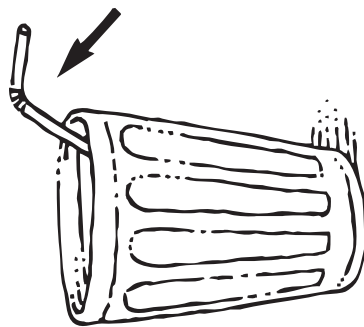
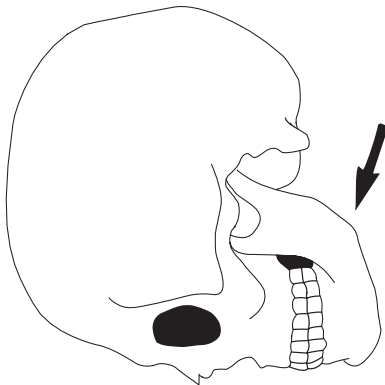
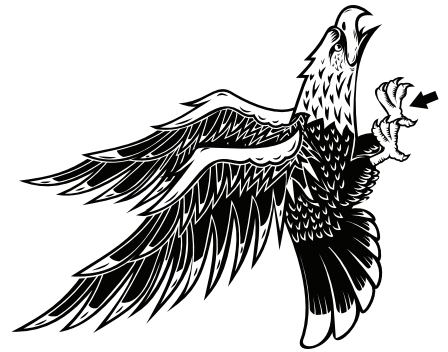
Letter-Sound Match

P. 025



couch, king, swing, ring, gong, cow





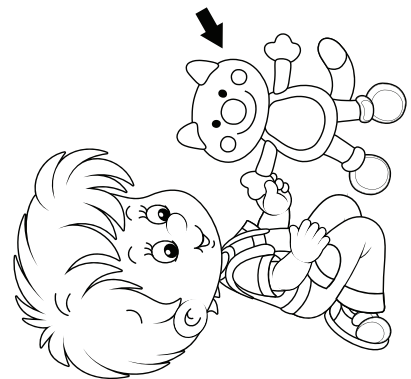
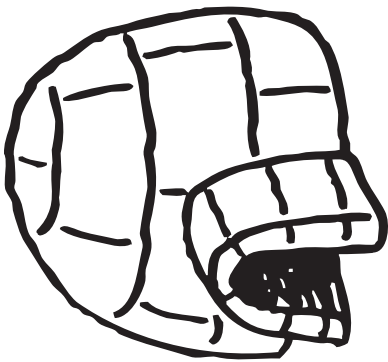
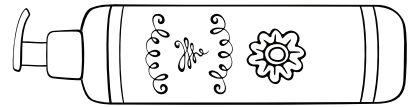
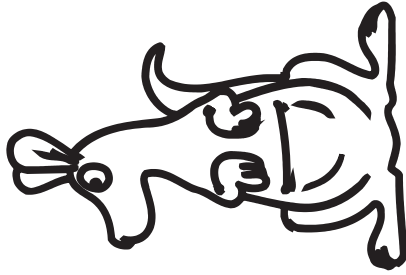
plow, draw, claw, jaw, straw, paw



# Phonics

Letter-Sound Match

P. 025



zoo, kangaroo, shampoo, igloo, boy, toy







### Objective

The student will blend onsets and rimes to make words.

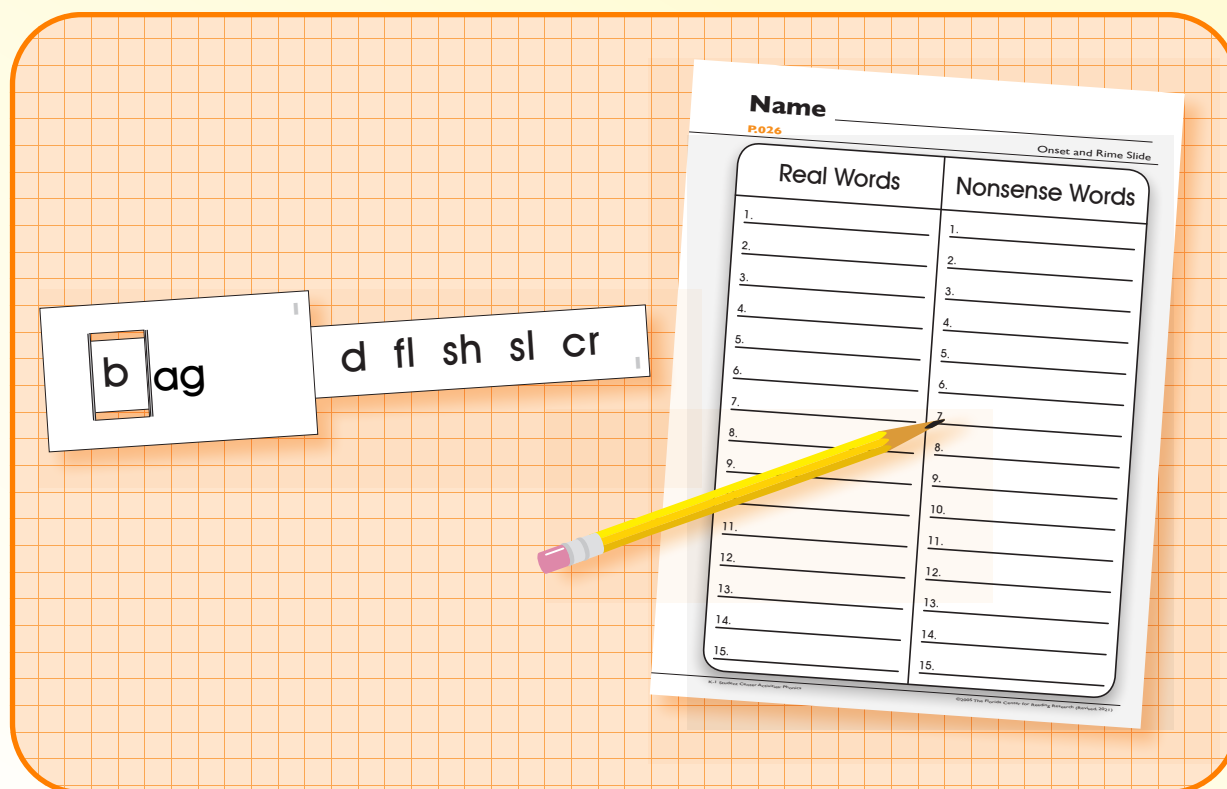
### Materials

- ▶ Onset and Rime Slides  
*Cut and assemble.*
- ▶ Student sheet
- ▶ Pencil

### Activity

**Students make words using a variety of onsets and a sliding rime strip.**

1. Provide the student with Onset and Rime Slides and a student sheet.
2. The student selects an Onset and Rime Slide. Reads the rime (e.g., /ag/). Slides the rime until the first onset can be seen through the window. Reads the onset and rime, blends them, and says the word (e.g., “/b//ag/, bag”).
3. Determines if the word is a real or nonsense word and records it in the appropriate column on the student sheet.
4. Continues until all words are recorded.
5. Teacher evaluation



The illustration shows a student sheet titled "Onset and Rime Slide" with a "Name" field and a "P.026" label. The sheet is divided into two columns: "Real Words" and "Nonsense Words". Each column has 15 numbered lines for recording. A yellow pencil is shown pointing to the 7th line in the "Nonsense Words" column. To the left of the sheet is a sliding rime strip on a grid background. The strip shows a box containing the letter "b" followed by the rime "ag". Below this, another strip shows the onsets "d fl sh sl cr".





### Extensions and Adaptations

- ▶ Use other Onset and Rime Slides.

# Phonics

Onset and Rime Slide

P. 026

 	 
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b p t n s d fl sh sl cr

n k s t w p d sn sh qu

d h b T f gr st sw tr wh <sup>3</sup>

d n l k p t gr pl sk st <sup>4</sup>

|| ||  
im <sup>3</sup>

|| ||  
ate <sup>4</sup>



onset and rime slides

# Phonics

Onset and Rime Slide

P. 026

5

|| eat

6

|| oom



b n d s h ch tr st pl cl 5

f b g l r z pl br gl sw 6

onset and rime slides

# Name \_\_\_\_\_

P. 026

Onset and Rime Slide

## Real Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

## Nonsense Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_



### Picture the Word

#### Objective

The student will blend onsets and rimes to make words.

#### Materials

- ▶ Onset and rime work boards
- ▶ Student sheet
- ▶ Small plastic letters
- ▶ Pencil

#### Activity

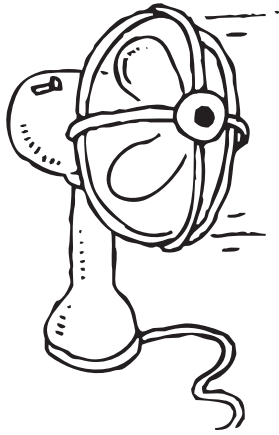
Students select onsets to complete words using pictures as clues.

1. Place the onset and rime work boards face up in a stack at the center. Place the plastic letters beside the boards. Provide the student with a student sheet.
2. The student selects the top work board, names the picture, and reads the rime (e.g., “jug, /ug/”). Says the initial sound of the word and its corresponding letter (i.e., “/j/, j”).
3. Looks for and places the matching plastic letter in the onset position on the work board.
4. Records word on student sheet.
5. Continue until all boards and student sheet are complete.
6. Teacher evaluation

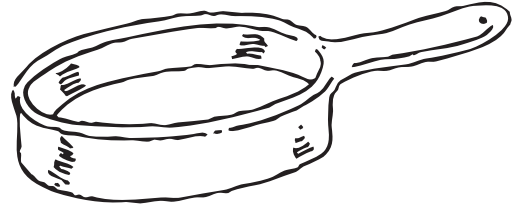
The image shows a work board on the left with a drawing of a jug and the word 'jug' split into 'j' and 'ug'. Below it are scattered letters: m, h, t, d, r. To the right is a student sheet titled 'Name \_\_\_\_\_' and 'Picture the Word P.027'. The sheet has a grid of boxes for writing words, each with a picture clue. The first row has a jug picture and the word 'jug' written. A yellow pencil is shown pointing to the first row. The second row has a picture of a person and the number '10'. The third row has a picture of a leaf and a picture of a person. The fourth row has a picture of a house and a picture of a cow. The fifth row has a picture of a pencil and a picture of a person. The sixth row has a picture of a person and a picture of a person.

#### Extensions and Adaptations

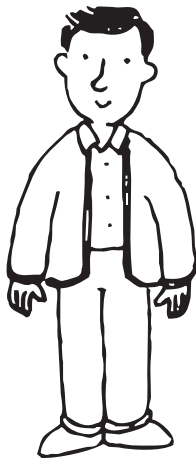
- ▶ Make other rime work boards using short or long vowel rimes



	a	n
--	---	---



	a	n
--	---	---



	a	n
--	---	---



	a	n
--	---	---

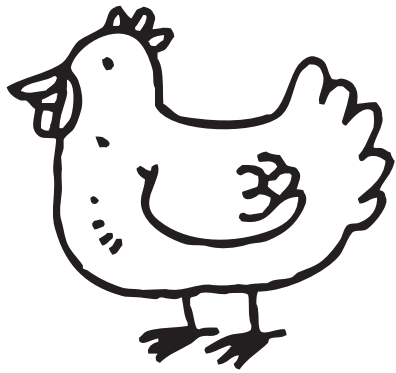
onset and rime work boards: fan, pan, man, ran



# Phonics

Picture the Word

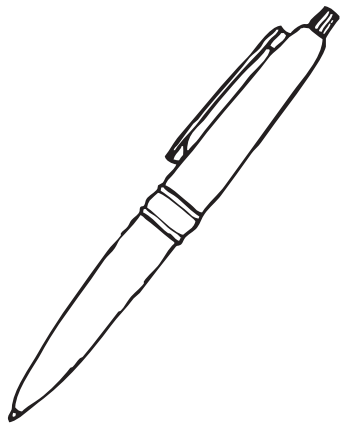
P. 027



	e	n
--	---	---



	e	n
--	---	---



	e	n
--	---	---

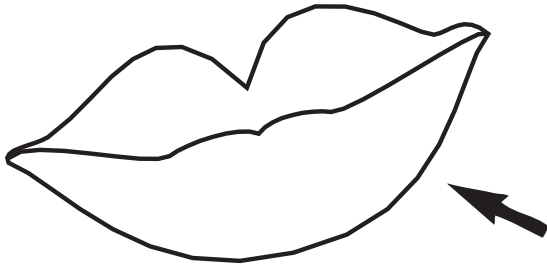
10

	e	n
--	---	---

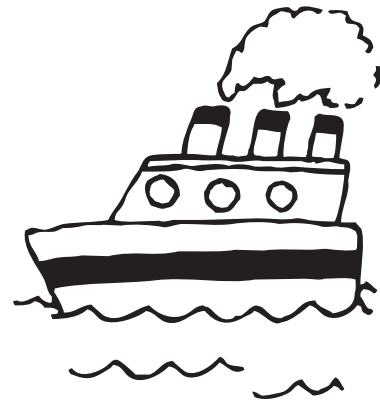
onset and rime work boards: hen, men, pen, ten







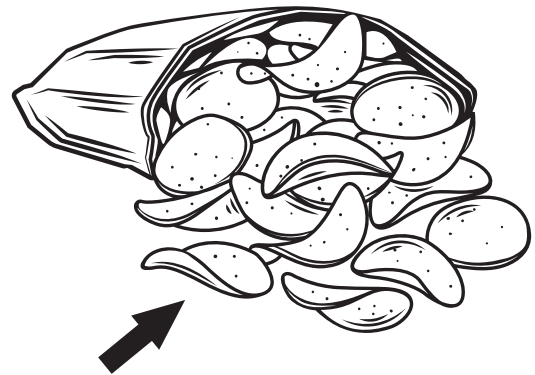
	i	p
--	---	---



	i	p
--	---	---



	i	p
--	---	---



	i	p
--	---	---



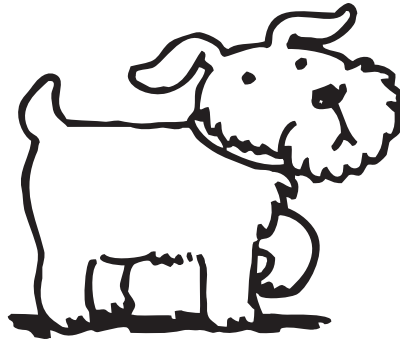
# Phonics

Picture the Word

P. 027



	o	g
--	---	---



	o	g
--	---	---



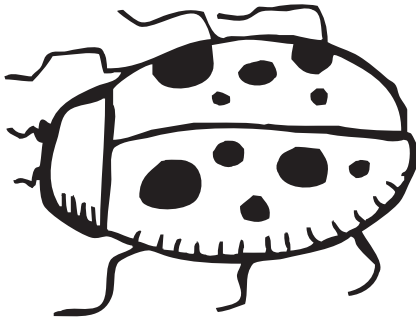
	o	g
--	---	---



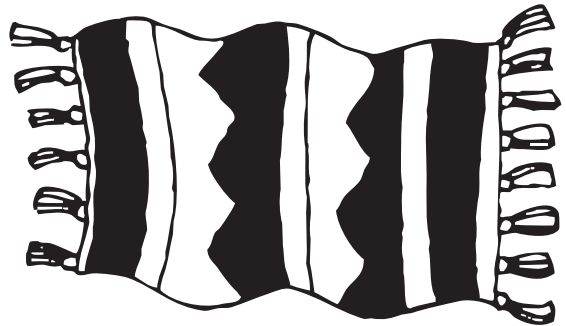
	o	g
--	---	---

onset and rime work boards: fog, dog, log, jog

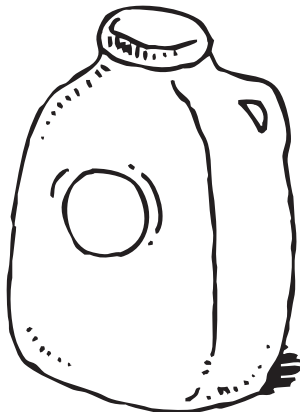




	u	g
--	---	---



	u	g
--	---	---



	u	g
--	---	---



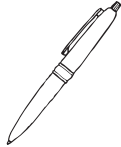
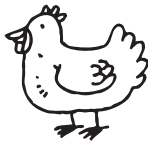
	u	g
--	---	---



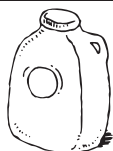
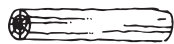
# Name \_\_\_\_\_

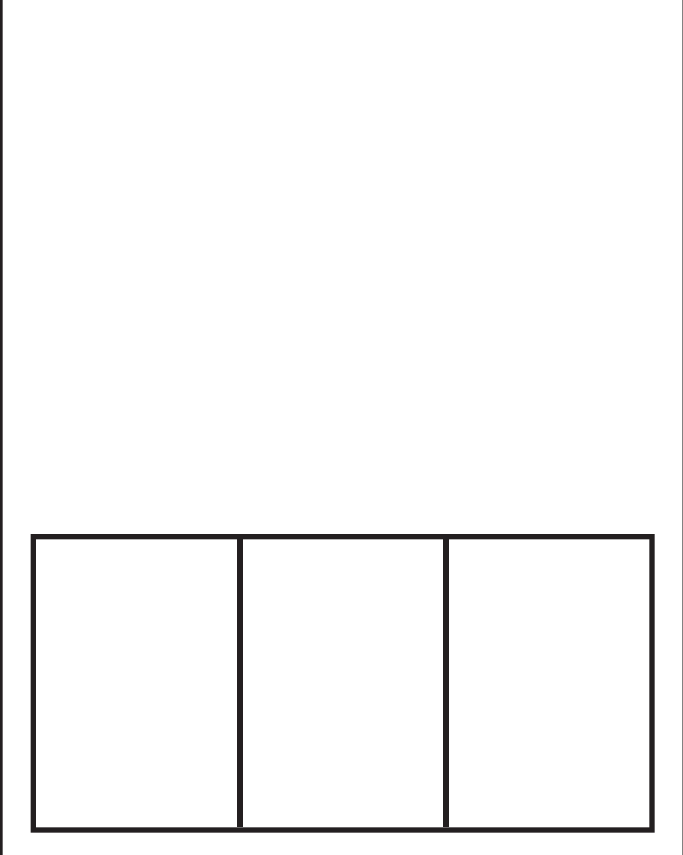

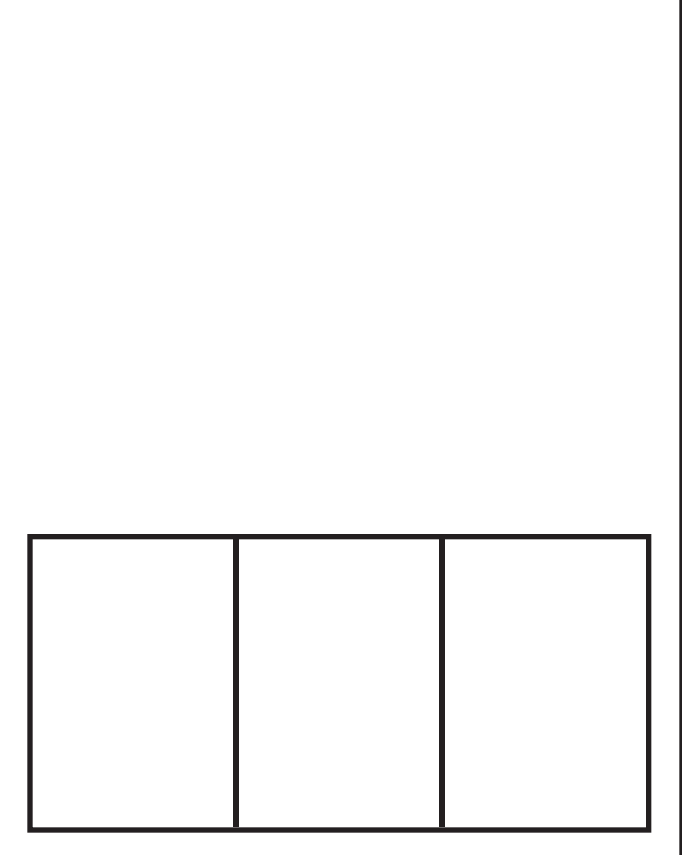

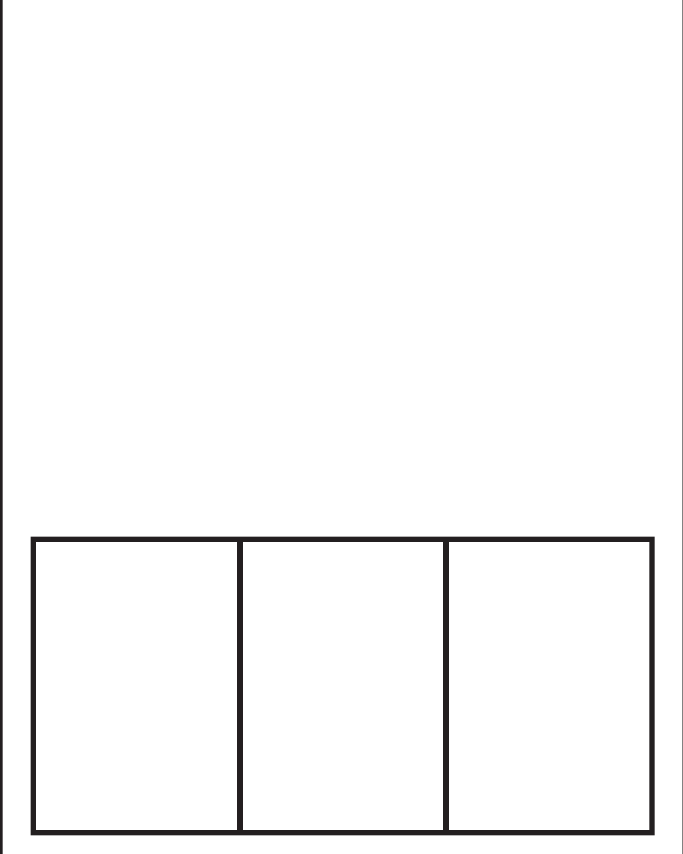

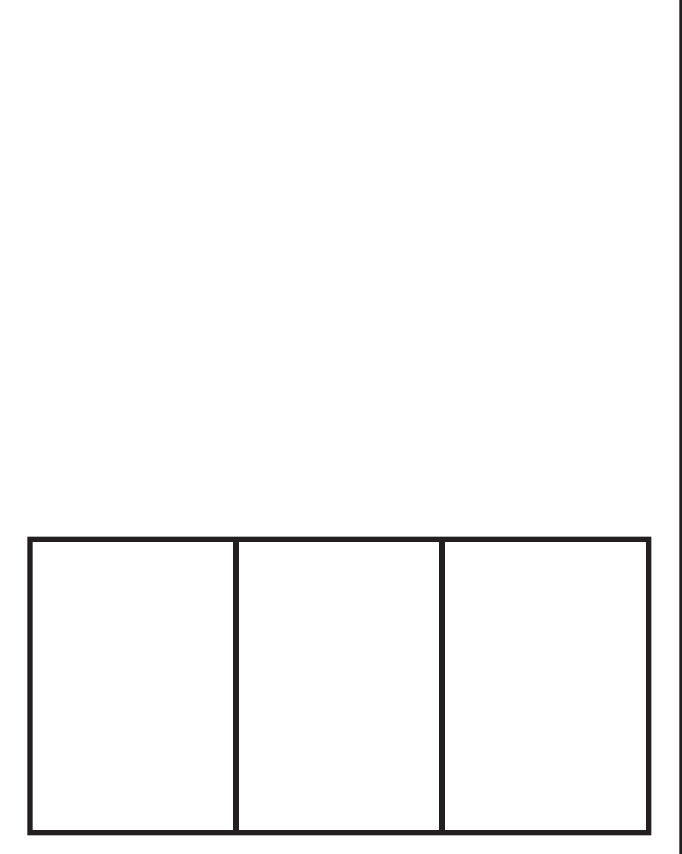

Picture the Word

P. 027



10



blank onset and rime work boards





### Say It Now



#### Objective

The student will blend onsets and rimes to make words.



#### Materials

- ▶ Rime cards
- ▶ Onset cards
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers



#### Activity

Students select onsets to complete words.

1. Place the rime cards face up in a stack at the center. Place the onset cards face up in rows. Provide each student with a whiteboard and Vis-à-Vis marker.
2. Taking turns, student one selects the top rime card from the stack and reads the rime (e.g., “/ag/”).
3. Student two selects an onset card, names the letter, says its sound (e.g., “b, /b/”), and places it to the left of the rime.
4. Student one blends the onset and rime and reads the word (i.e., “/b//ag/, bag”).
5. Determine if the word is real, and if so, each student writes it on the whiteboard.
6. Make more words with same rime and different onsets.
7. Continue until all rimes are used.
8. Peer evaluation

m s r t n c w p l d

b ag

ell



#### Extensions and Adaptations

- ▶ Record both real and nonsense words.
- ▶ Use magnetic boards (e.g., cookie sheet) and magnetic letters to make words.

an

ed

ip

ei

es

ot



b	w	d
r	c	l
s	n	p
m	t	h







 **Objective**

The student will blend onsets and rimes to make words.

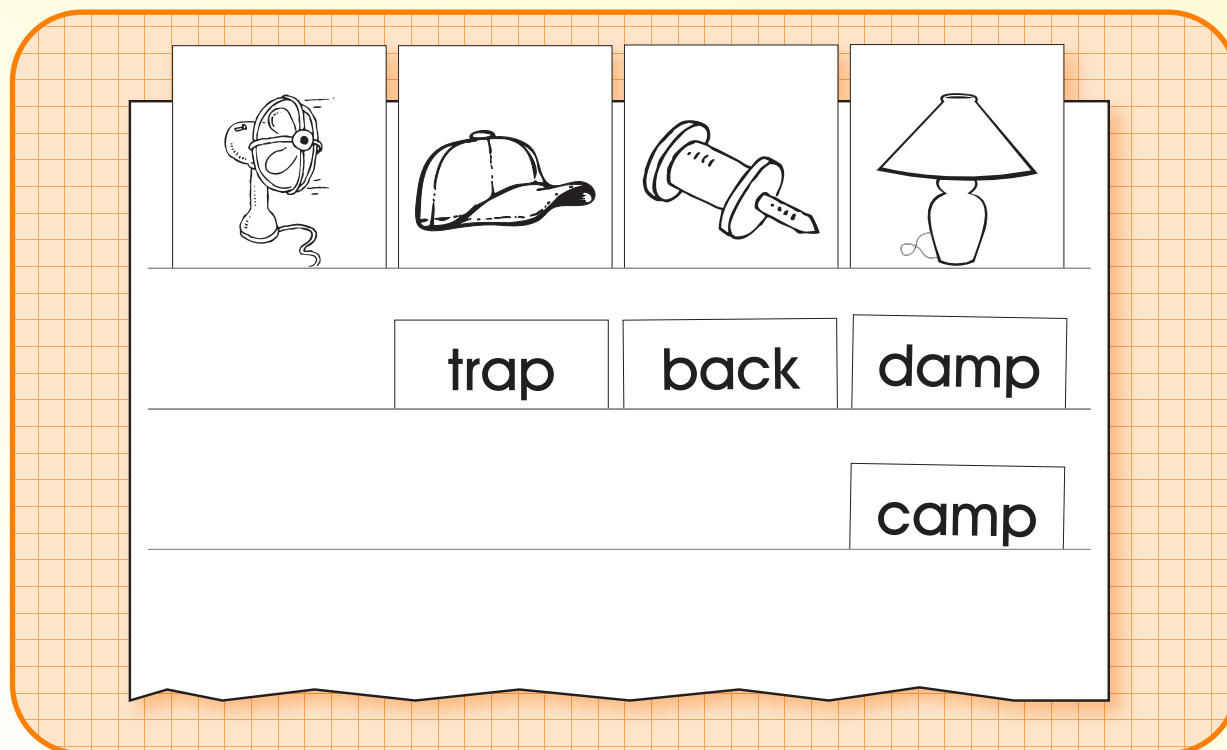
 **Materials**

- ▶ Rime picture header cards
- ▶ Rime word cards
- ▶ Pocket chart

 **Activity**

**Students sort words by rimes on a pocket chart.**

1. Place the picture header cards across the top row of the pocket chart. Place the word cards face down in a stack.
2. Working in pairs, students name each picture header card and segment the onset and rime (e.g., “lamp, /l//amp/”).
3. Select the top card from the stack, read the word, say its rime (e.g., “camp, -amp”), and look for the picture with the matching rime on the pocket chart (i.e., lamp).
4. Place the card in the corresponding column. Read all the words in that column (i.e., “ramp, damp, camp”).
5. Continue until all cards are sorted.
6. Peer evaluation



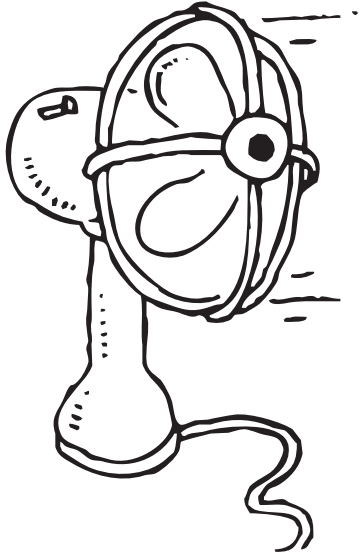
 **Extensions and Adaptations**

- ▶ Record on student sheet.
- ▶ Complete open sort with word cards.
- ▶ Use other picture cards as headers.

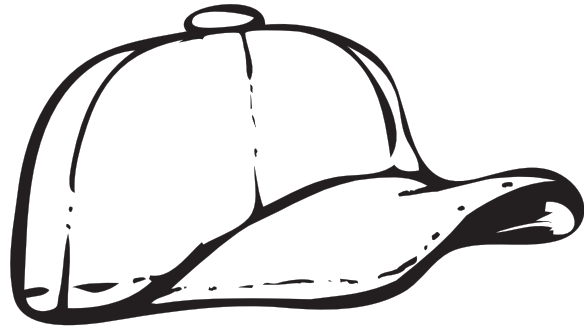
# Phonics

Rime Closed Sort

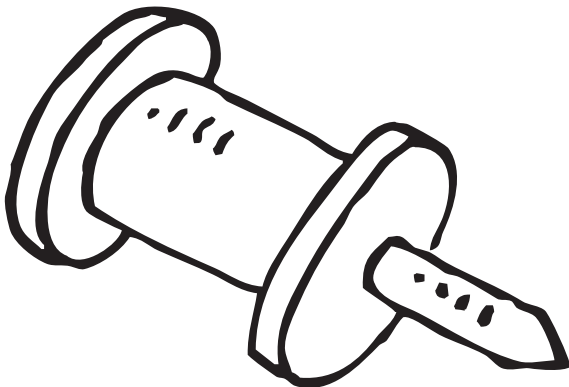
P. 029



header



header



header



header

rime picture header cards: fan, cap, tack, lamp



man

cap

tan

lap

can

sap

ran

nap

plan

trap



# Phonics

Rime Closed Sort

P. 029

pack

camp

rack

ramp

sack

damp

back

champ

track

stamp

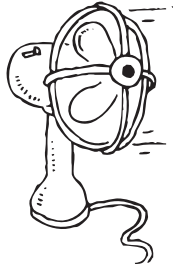
rime word cards



Name \_\_\_\_\_

P. 029

Rime Closed Sort



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



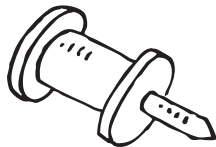
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



### Word Swat

#### Objective

The student will blend onsets and rimes to make words.

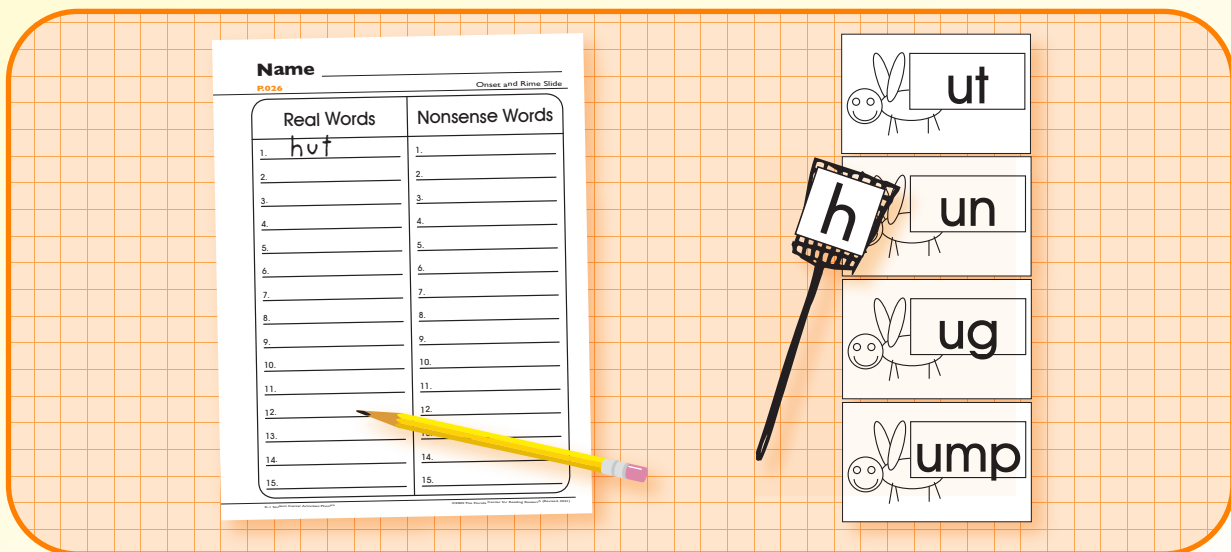
#### Materials

- ▶ Flyswatters
- ▶ Rime flies
- ▶ Onset cards
- ▶ Tape
- ▶ *Attach an onset card to each side of the flyswatters.*
- ▶ Student sheet
- ▶ Pencil

#### Activity

Students match onsets and rimes to make words using a flyswatter.

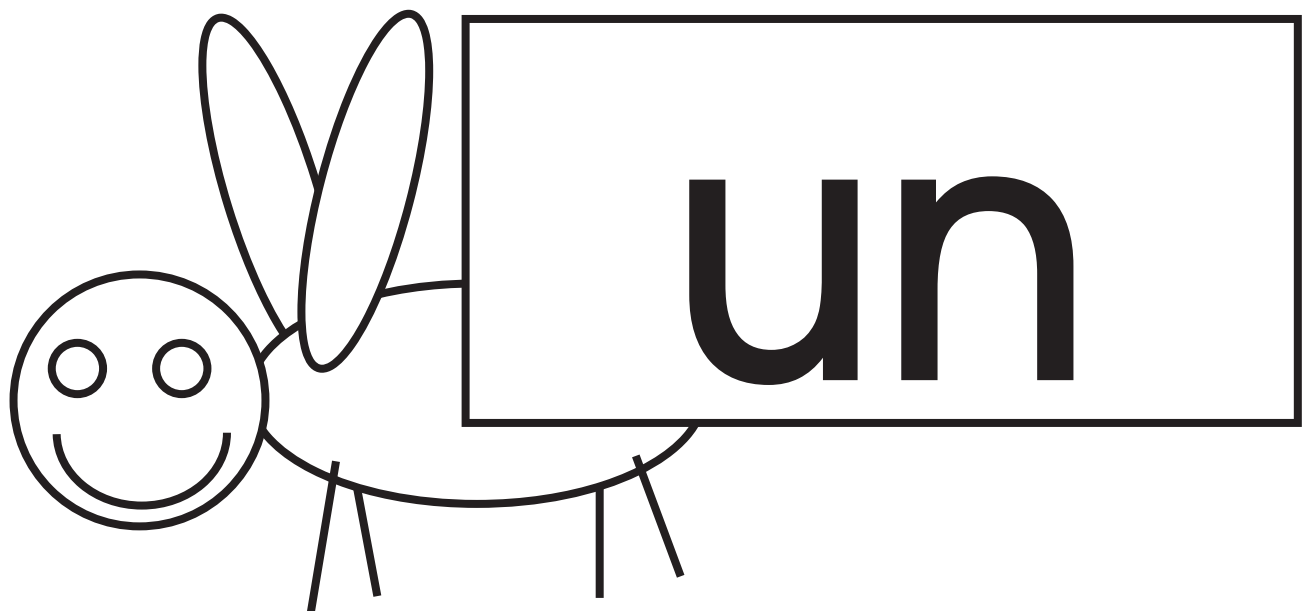
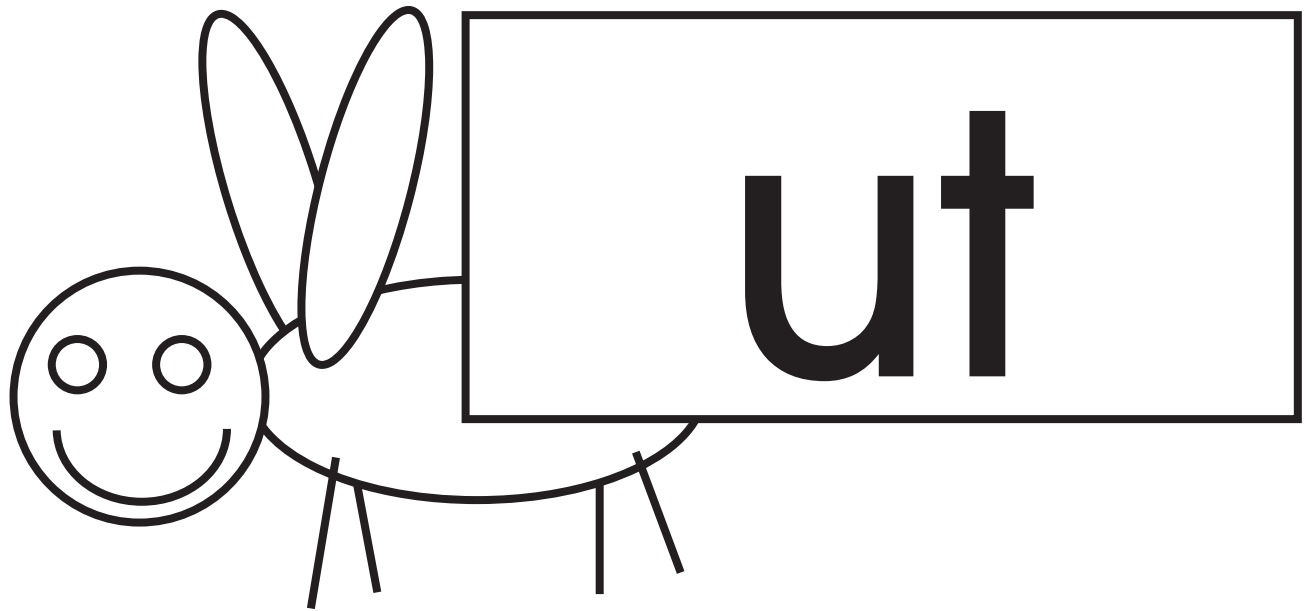
1. Tape the rime flies in a column on a blank surface. Place the flyswatters at the center. Provide the student with a student sheet.
2. Student points to and reads each rime.
3. Selects a flyswatter, names the letter on one side, and says its sound (e.g., “h, /h/”).
4. “Swats” the first fly by placing the onset next to the rime.
5. Blends the onset and rime and reads the word (e.g., “/h//ay/, hay”).
6. Determines if the word is real or nonsense and records in the appropriate column on the student sheet.
7. “Swats” all the flies in the column and records words.
8. Continues until all onsets are used.
9. Teacher evaluation



The illustration shows a student sheet on a grid background. The sheet has a header for 'Name' and 'P.030 Onset and Rime Slide'. It is divided into two columns: 'Real Words' and 'Nonsense Words'. The first row in 'Real Words' has 'hut' written in the first cell. To the right of the sheet is a flyswatter with a black stick and a white card that says 'h'. To the right of the flyswatter is a vertical column of four rime flies, each with a fly illustration and a word box: 'ut', 'un', 'ug', and 'ump'. A yellow pencil is lying horizontally across the bottom of the student sheet.

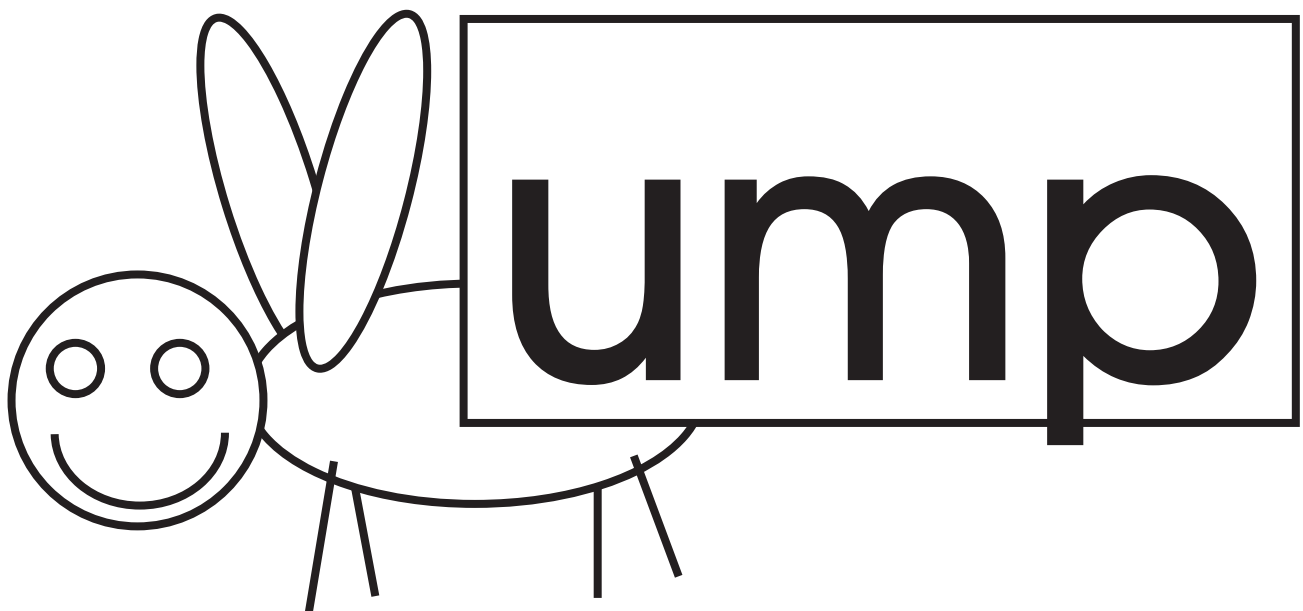
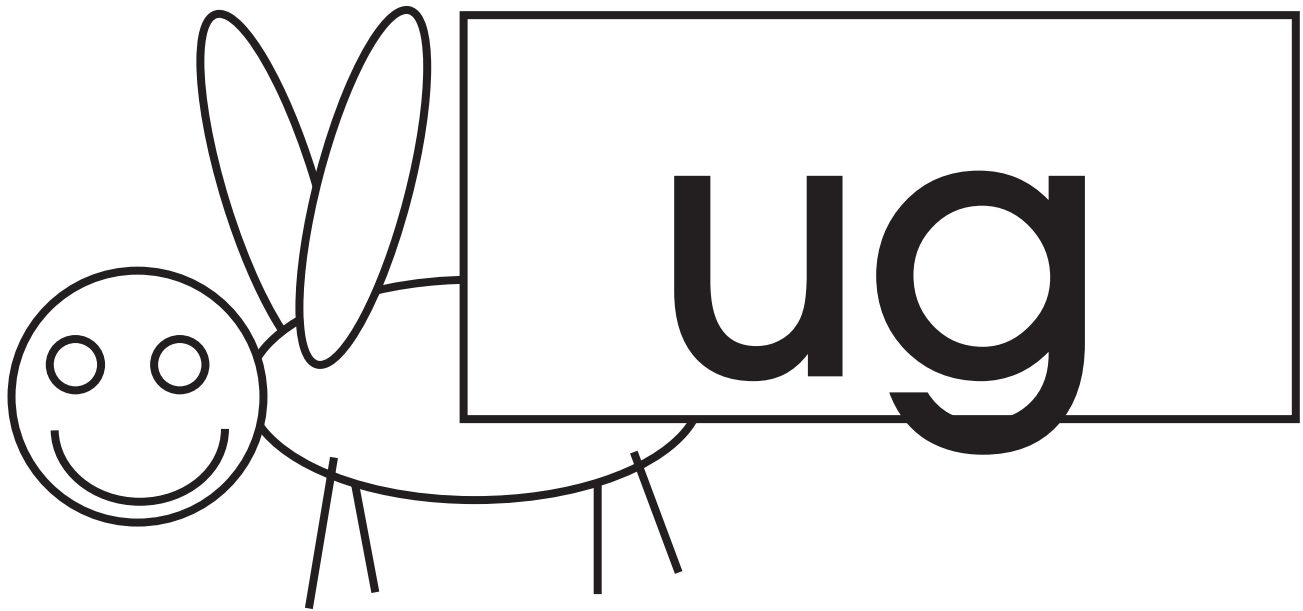
#### Extensions and Adaptations

- ▶ Use other rime flies.

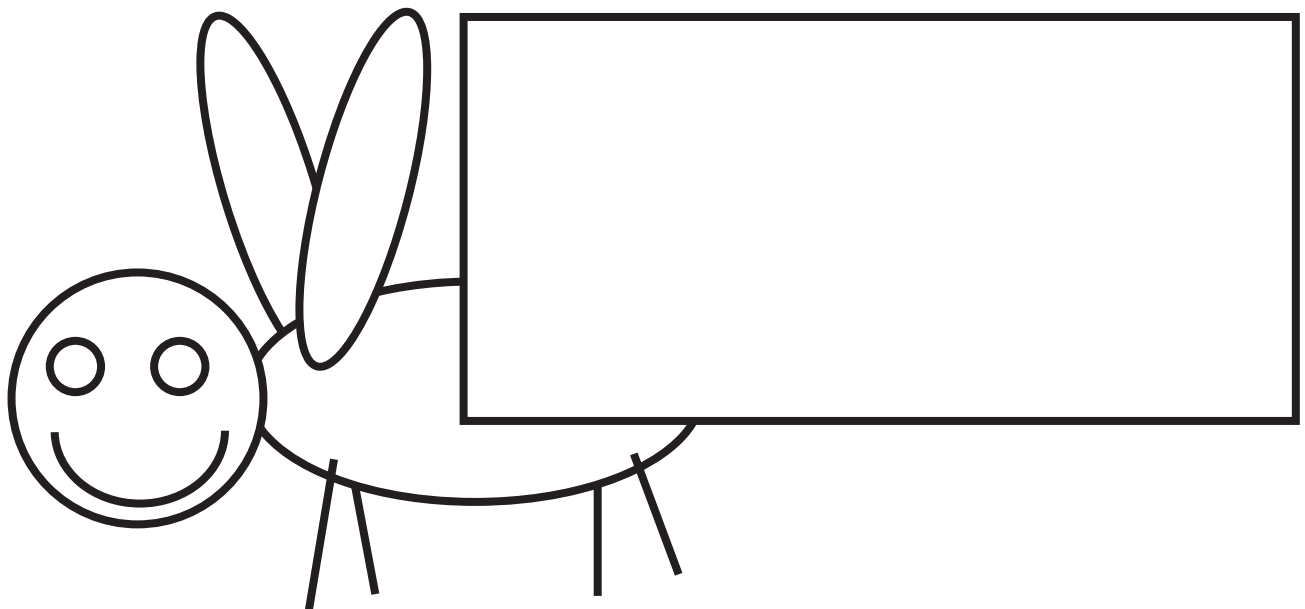
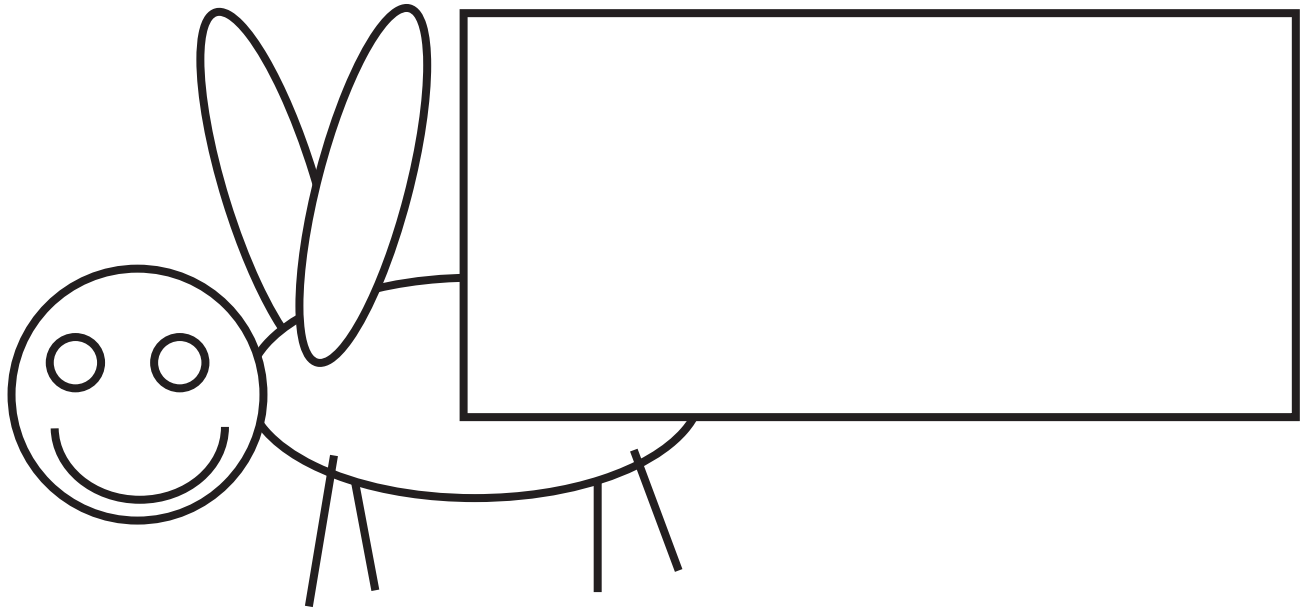


rime flies









blank rime flies



# Phonics

Word Swat

P. 030

b	w	d
r	c	l
s	n	p
m	t	h



onset cards

Name \_\_\_\_\_

## Real Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

## Nonsense Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_



### Change-A-Word

#### Objective

The student will blend onsets and rimes to make words.

#### Materials

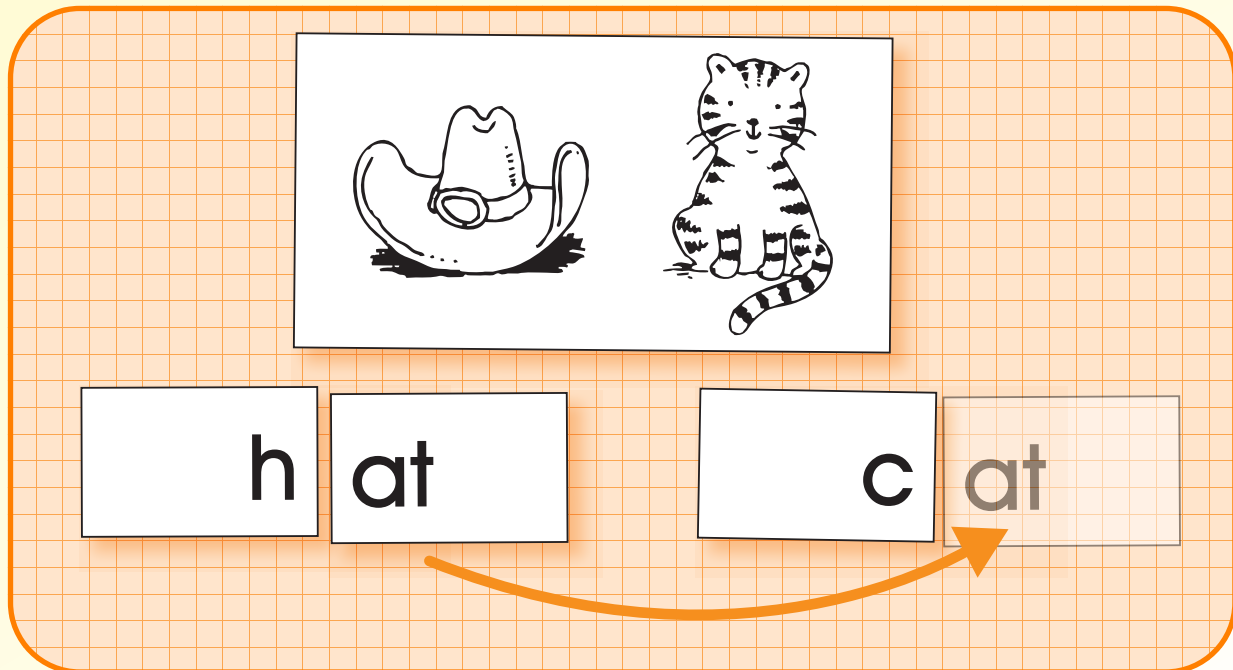
- ▶ Double rime picture cards
- ▶ Onset and rime cards

*Note: Some onsets will be used more than once.*

#### Activity

**Students make words using one rime and different onsets.**

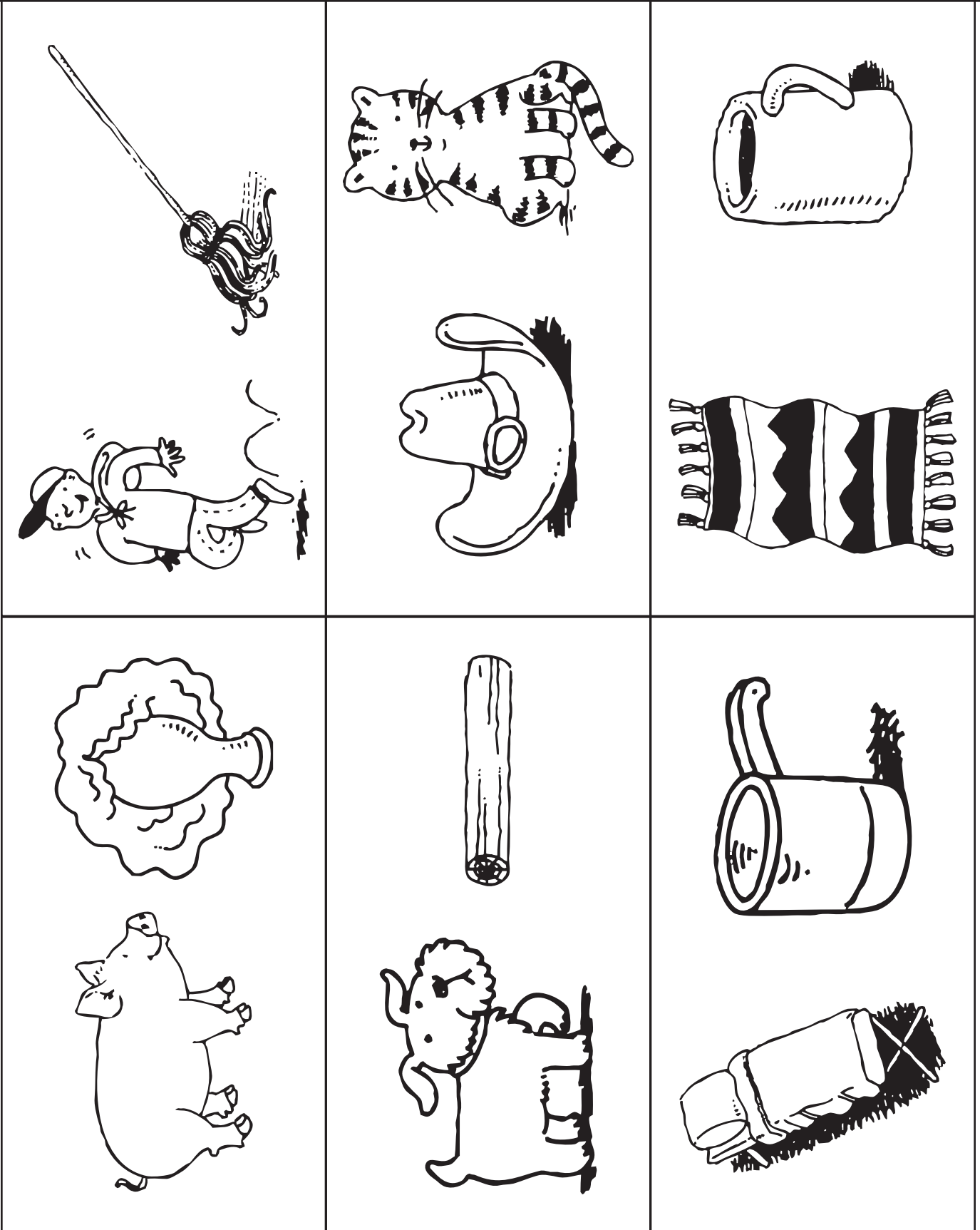
1. Place the double rime picture cards face down in a stack on a flat surface. Place the onset and rime cards face up in rows.
2. Taking turns, student one selects a double rime picture card, names the picture on the left side of the card, and segments the onset and rime orally (e.g., “hat, /h/, /at/”). Chooses the onset and rime cards that correspond and places them under the picture on the left. Reads the word (i.e., “hat”).
3. Student two names the picture on the right side of the card and segments the onset and rime orally (e.g., “cat, /k/, /at/”). Moves the rime under the picture on the right. Chooses the onset that corresponds with the new word. Places it under the picture on the right next to the rime. Reads the word (i.e., “cat”).
4. Continue until all double rime picture cards are used.
5. Peer evaluation



The diagram shows a double rime picture card with a cowboy hat on the left and a striped cat on the right. Below the hat, the onset 'h' and rime 'at' are shown in separate boxes. Below the cat, the onset 'c' and rime 'at' are shown in separate boxes. An arrow points from the 'at' rime box under the hat to the 'at' rime box under the cat, indicating the rime is shared between the two words.

#### Extensions and Adaptations

- ▶ Record words on paper.
- ▶ Use other double rime picture cards and onset and rime cards. Note: Some onsets will be used more than once.



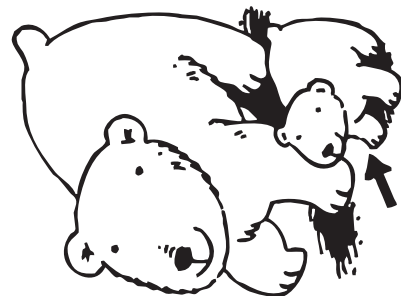
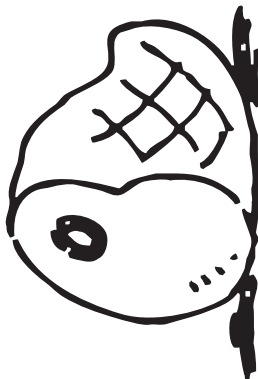
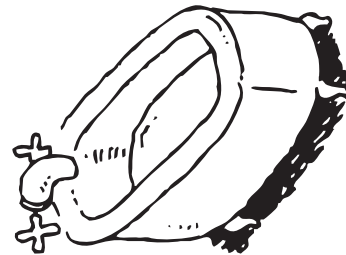
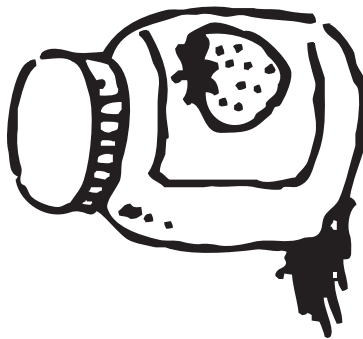
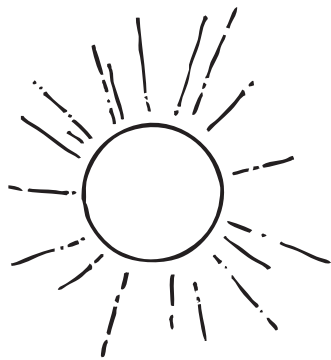
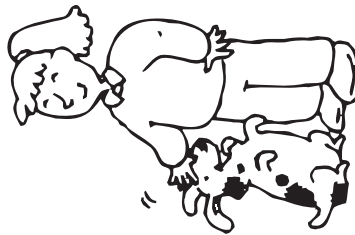
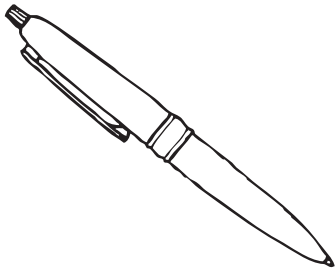
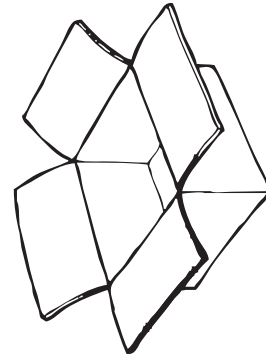
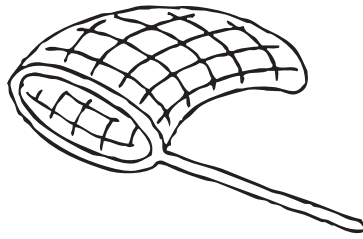
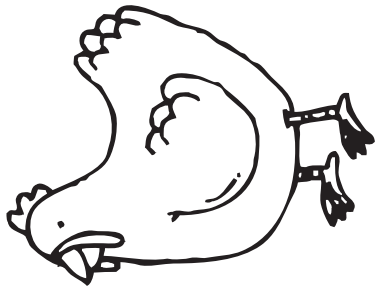
double rime picture cards: hop/mop, hat/cat, rug/mug, pig/wig, dog/log, cot/pot



# Phonics

Change-A-Word

P. 031



double rime picture cards: pen/hen, pet/net, fox/box, run/sun, ham/jam, cub/tub



b	c	d	f
h	j	l	m
n	p	r	s
t	w	og	ig
op	at	en	et
ox	un	am	ub
ug	ot		

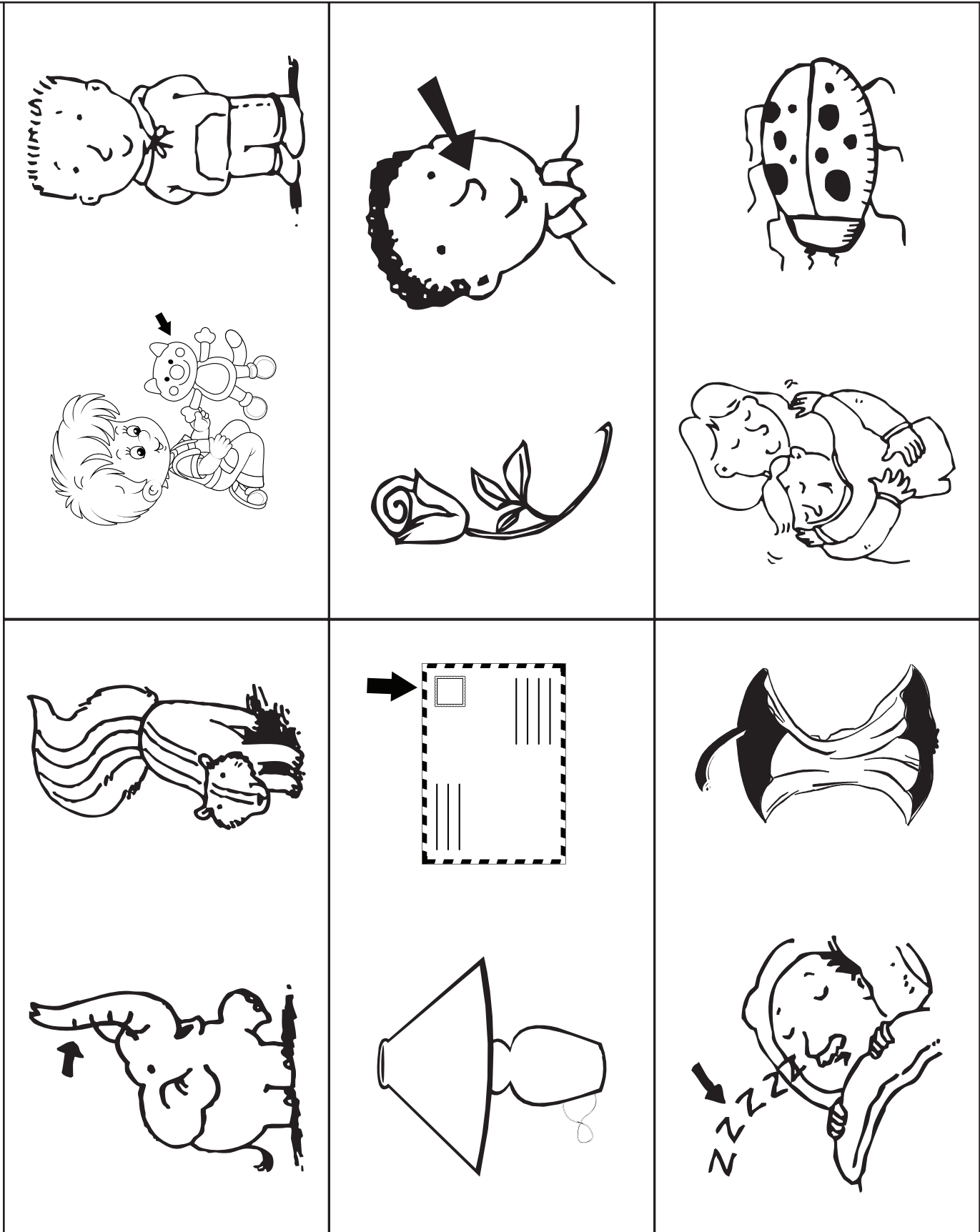
onset and rime cards



# Phonics

Change-A-Word

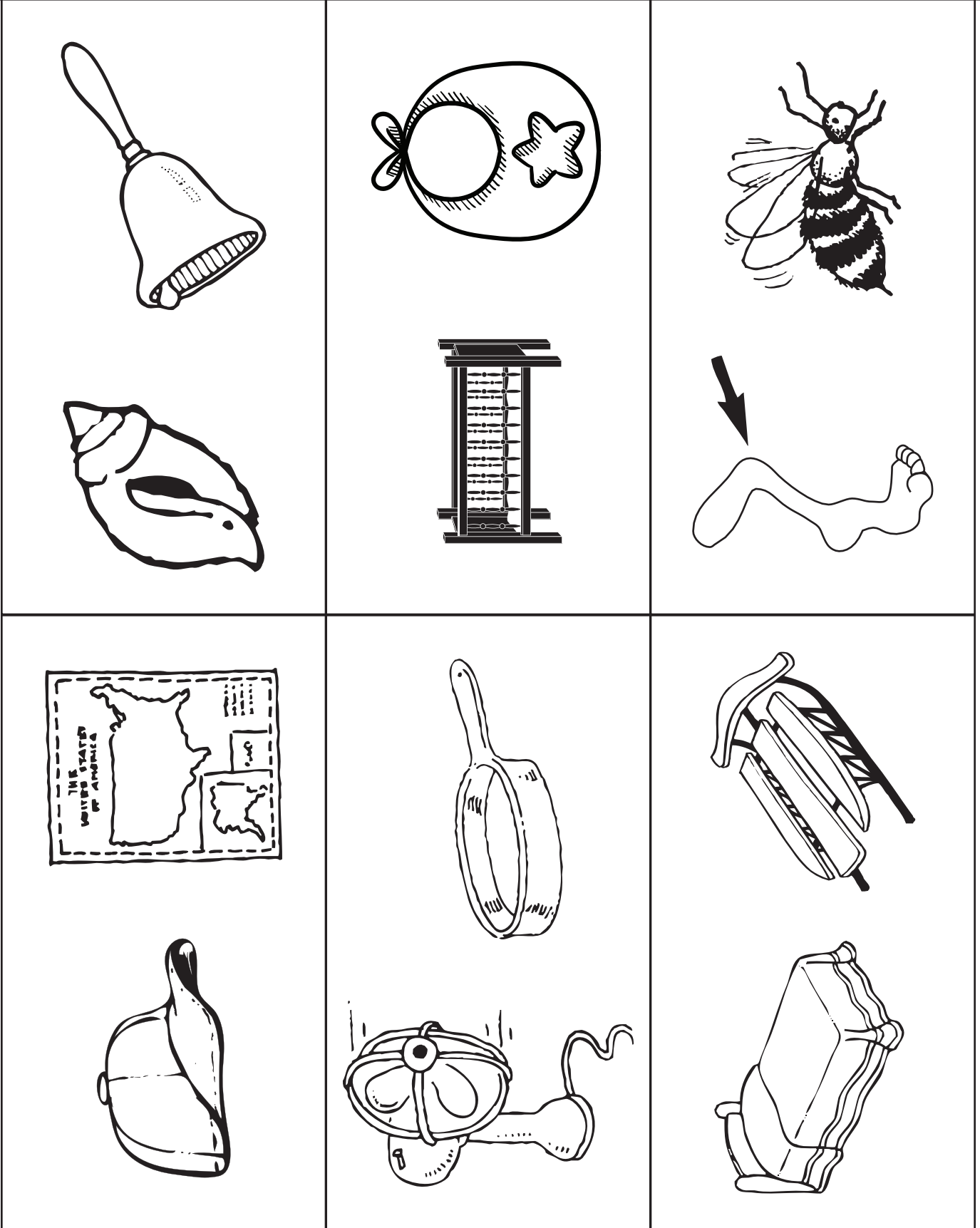
P. 031



double rime picture cards: toy/boy, rose/nose, hug/bug, trunk/skunk, lamp/stamp, snore/core







double rime picture cards: shell/bell, crib/bib, knee/bee, cap/map, fan/pan, bed/sled 

# Phonics

Change-A-Word

P. 031

b	c	cr	f
h	m	kn	l
n	p	r	sh
sk	sl	sn	st
t	tr	ose	oy
ug	amp	unk	ore
ell	ap	ib	an
ee	ed		

onset and rime cards





#### Objective

The student will blend onsets and rimes to make words.

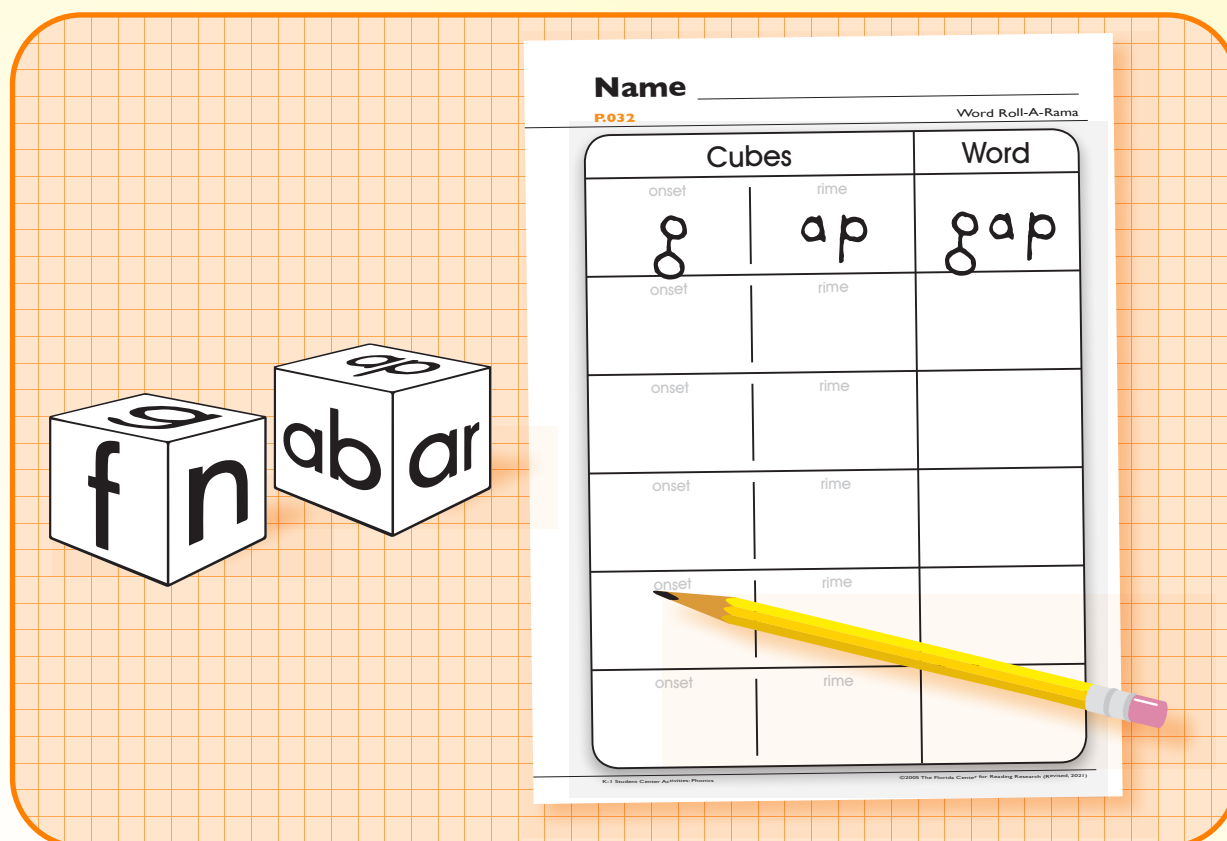
#### Materials

- ▶ Onset and rime cubes  
*Copy on card stock, laminate, cut, and assemble.*
- ▶ Student sheet
- ▶ Pencils

#### Activity

Students make words using onset and rime cubes.

1. Place cubes at the center. Provide each student with a student sheet.
2. Taking turns, students roll the onset and rime cubes.
3. Say the sound of the onset and rime, blend, and read the word orally (e.g., “/g//ap/, gap”).  
Record the onset, rime, and word in the appropriate columns.
4. Determine if the word is real or nonsense. If it is a nonsense word, cross it out.
5. Continue until five or more words are recorded.
6. Teacher evaluation



The illustration shows two cubes on a grid background. One cube has 'g' on top and 'f' on the front. The other cube has 'ap' on top and 'ab' on the front. To the right is a student sheet titled 'Name \_\_\_\_\_' and 'Word Roll-A-Rama'. The sheet has a table with columns for 'Cubes' and 'Word'. The 'Cubes' column is split into 'onset' and 'rime' sub-columns. The first row shows 'g' in the onset and 'ap' in the rime, with 'gap' written in the 'Word' column. A yellow pencil is shown writing on the sheet.

Cubes		Word
onset	rime	
g	ap	gap

#### Extensions and Adaptations

- ▶ Write words on cards and complete an open sort.
- ▶ Use other onset and rime cubes.
- ▶ Make other onset and rime cubes.

# Phonics

The image shows two sets of onset and rime cubes. Each set consists of a 3x3 grid of cubes. The first set is for the word 'nug' and the second is for 'ank'. Each cube is labeled with its onset or rime and has a small '1a' or '2a' label. The word 'nug' is formed by the cubes: n (1a), u (1a), g (1a) in the top row; c (1a), (blank), th (1a) in the middle row; and f (1a), (blank), (blank) in the bottom row. The word 'ank' is formed by: a (2a), n (2a), k (2a) in the top row; ab (2a), ap (2a), ar (2a) in the middle row; and ame (2a), (blank), (blank) in the bottom row. The word 's' is formed by: s (1a) in the middle row; glue in the top and bottom rows. The word 'at' is formed by: at (2a) in the middle row; glue in the top and bottom rows. Scissors icons are at the bottom of the 's' and 'at' cubes.

# Name \_\_\_\_\_

P. 032

Word Roll-A-Rama

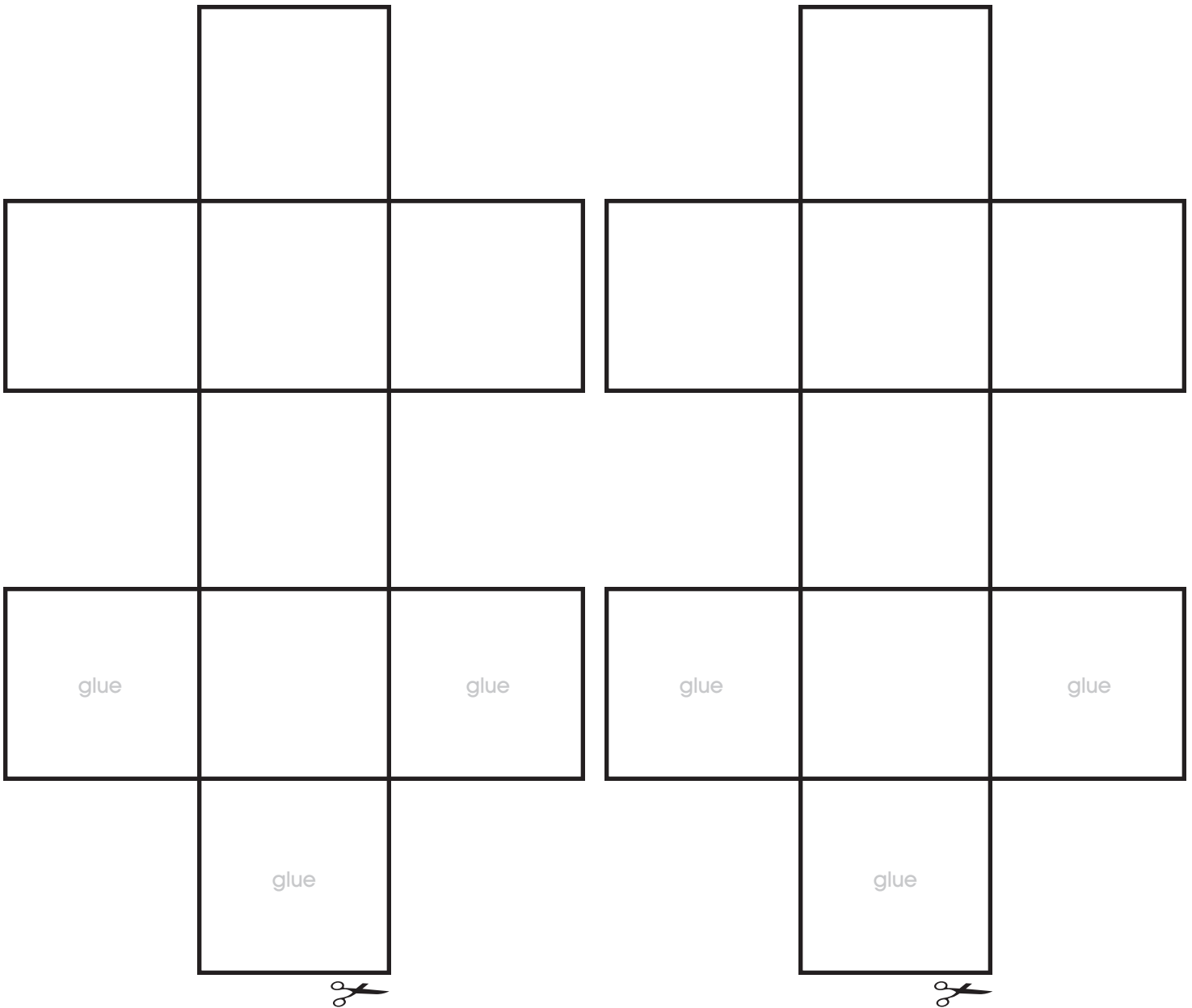
Cubes		Word
onset	rime	
onset	rime	
onset	rime	
onset	rime	
onset	rime	
onset	rime	

# Phonics

	1b <b>b</b>		2b <b>ed</b>		
1b <b>t</b>	1b <b>l</b>	1b <b>w</b>	2b <b>ear</b>	2b <b>end</b>	2b <b>et</b>
	<b>ds</b>		<b>est</b>		
	1b <b>r</b>		2b <b>ent</b>		
	glue		glue		
	glue		glue		

✂

✂



blank cubes



## Onset and Rime

P. 033

### Word Maker Game

#### Objective

The student will blend onsets and rimes to make words.

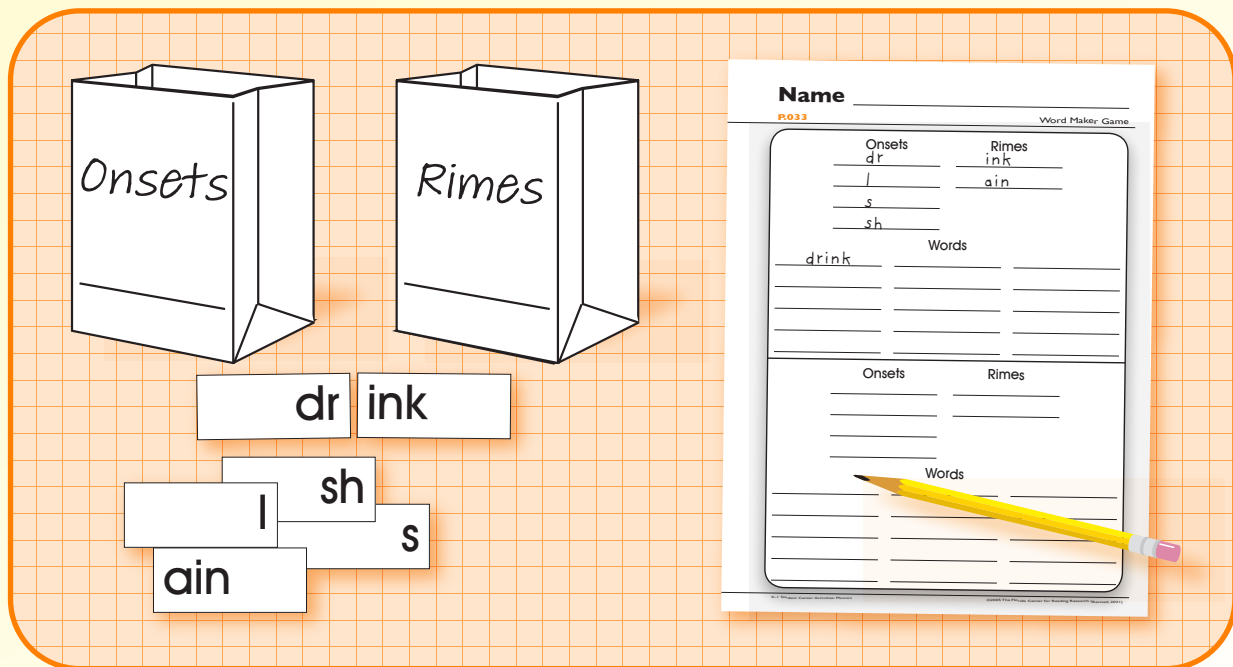
#### Materials

- ▶ Onset cards
- ▶ Rime cards
- ▶ Paper bags
- ▶ Label one bag “onsets” and one bag “rimes” and place the cards in the corresponding bag.
- ▶ Student sheet
- ▶ Pencils

#### Activity

Students make words from selected onsets and rimes.

1. Place the onset and rime bags at the center. Provide each student with a student sheet.
2. Taking turns, students select four cards from the onset bag and two cards from the rime bag. Say the sounds of the selected onsets and rimes and record on the student sheet.
3. Manipulate the cards to make as many words as possible by combining onset and rime cards one at a time.
4. Read each word as it is made. If it is real, record it on the student sheet.
5. Place onsets and rimes back in the bags and select new cards from the bags.
6. Continue until student sheet is complete.
7. Teacher evaluation



The illustration shows the materials for the Word Maker Game. On the left, two paper bags are labeled "Onsets" and "Rimes". Below the bags are several cards with phonics: "dr", "ink", "l", "sh", "s", and "ain". To the right is a student sheet with a "Name" field, a "Word Maker Game" title, and two sections for recording onsets, rimes, and words. A yellow pencil is shown writing on the sheet.

#### Extensions and Adaptations

- ▶ Make and use more onset and rime cards.



b

p

r

dr

l

w

s

fl

sh

d

onset cards



# Phonics

Word Maker Game

P. 033

ug

ob

ink

ell

ain

aw

eck

ig

ew

ake

rime cards



# Name \_\_\_\_\_

P. 033

Word Maker Game

Onsets

Rimes

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Words

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Onsets

Rimes

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Words

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



### Vowel Stars

#### Objective

The student will blend sounds of letters to make words.

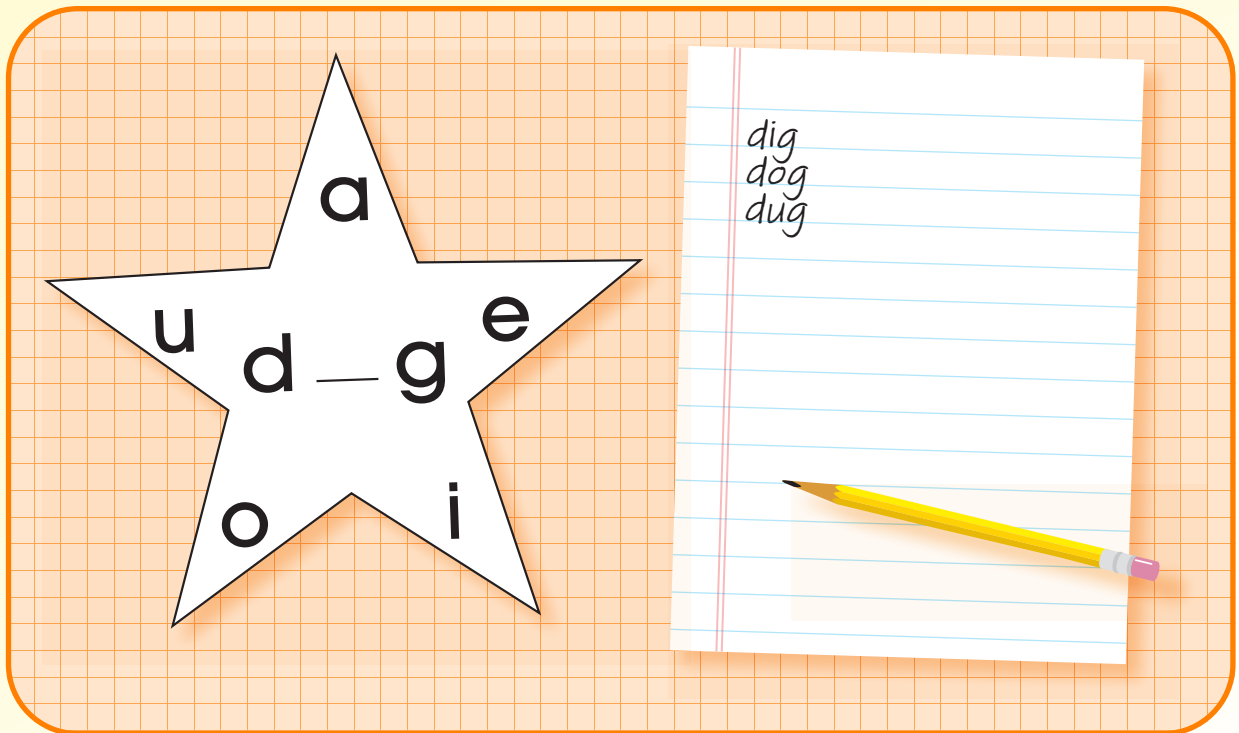
#### Materials

- ▶ Vowel Stars  
*Copy on card stock, laminate, and cut.*
- ▶ Vis-à-Vis® marker
- ▶ Paper
- ▶ Pencil

#### Activity

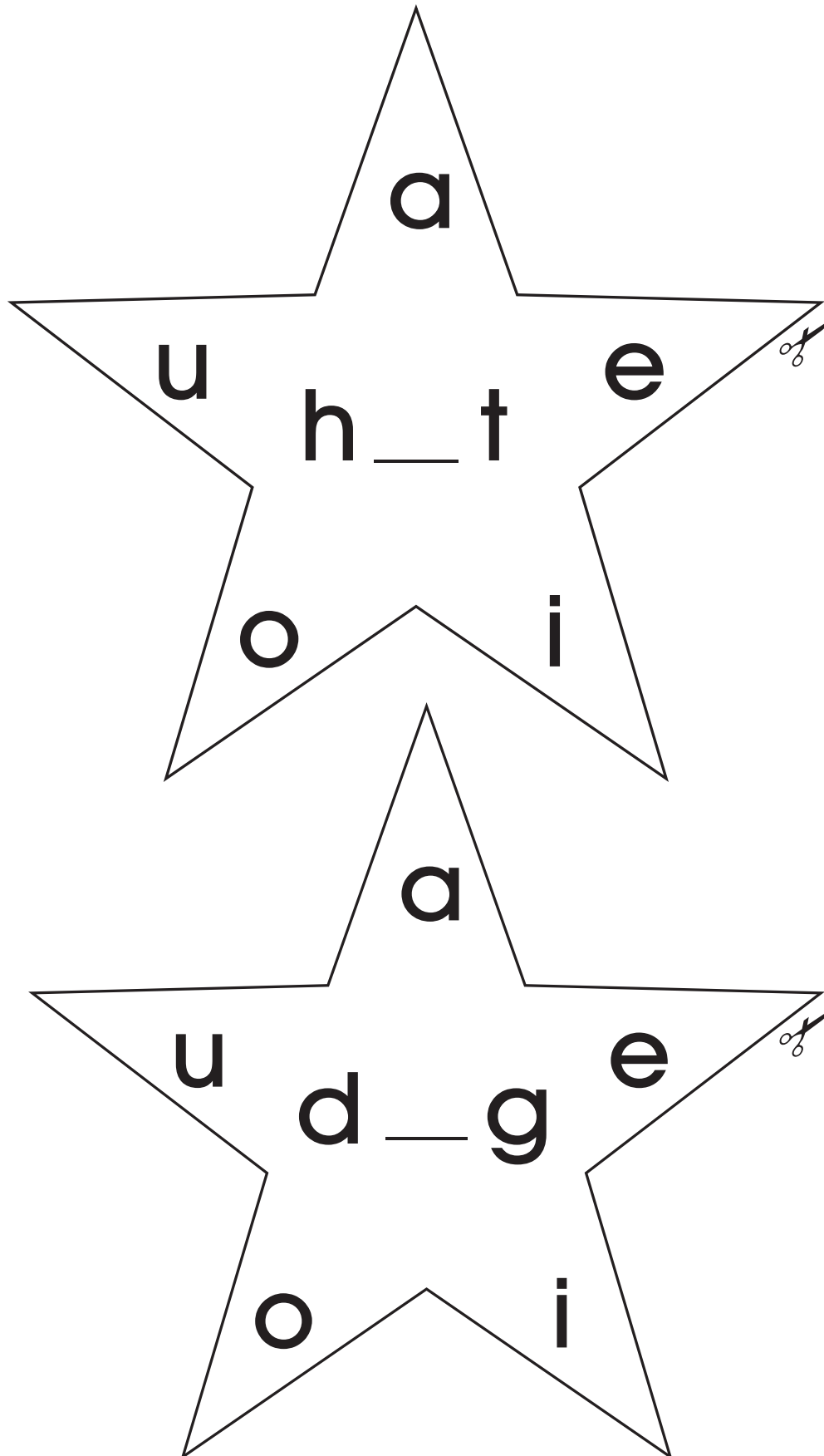
**Students combine vowels with consonant combinations to make words.**

1. Place the Vowel Stars face down in a stack at the center. Provide the student with paper and a Vis-à-Vis. marker.
2. The student selects the top card and writes a vowel in the blank using the Vis-.-Vis. marker.
3. Says the sounds of each letter, blends them, and reads the word orally (e.g., “/d//i//g/, dig”).
4. Determines if it is a real word or a nonsense word. If it is a real word records it on the paper.
5. Wipes the vowel off and writes another one.
6. Continue until all cards are used.
7. Teacher evaluation

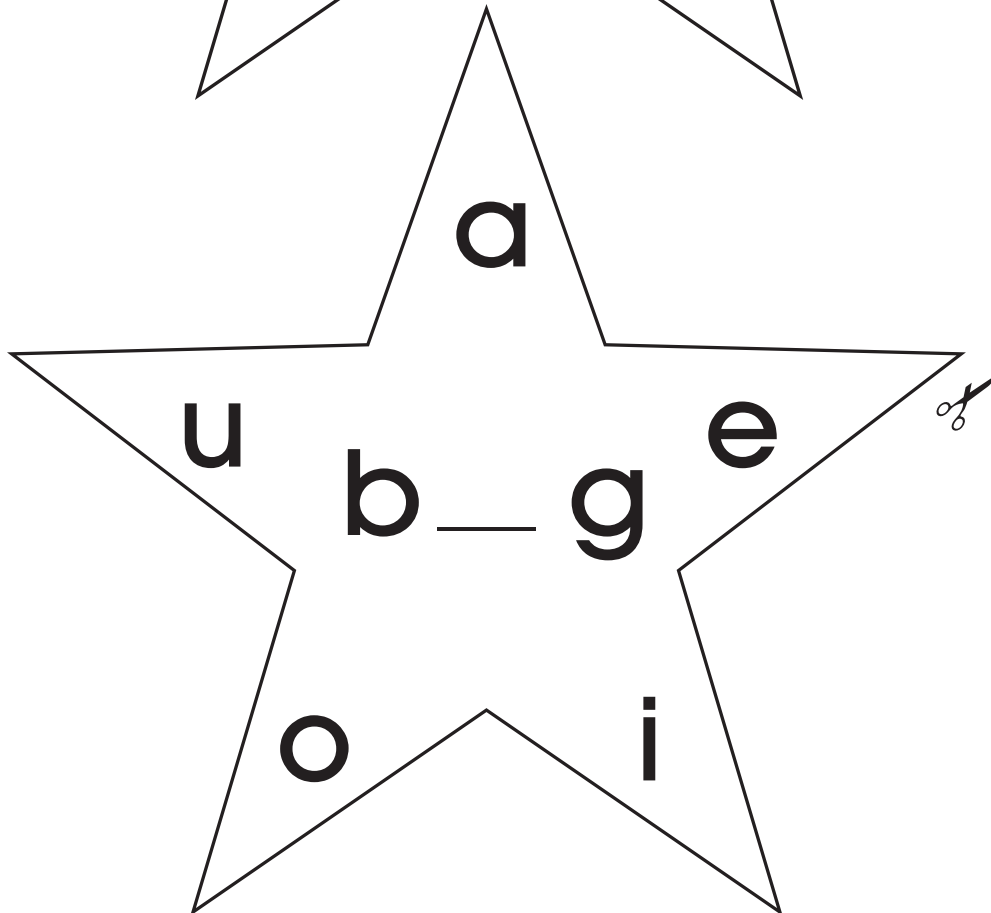
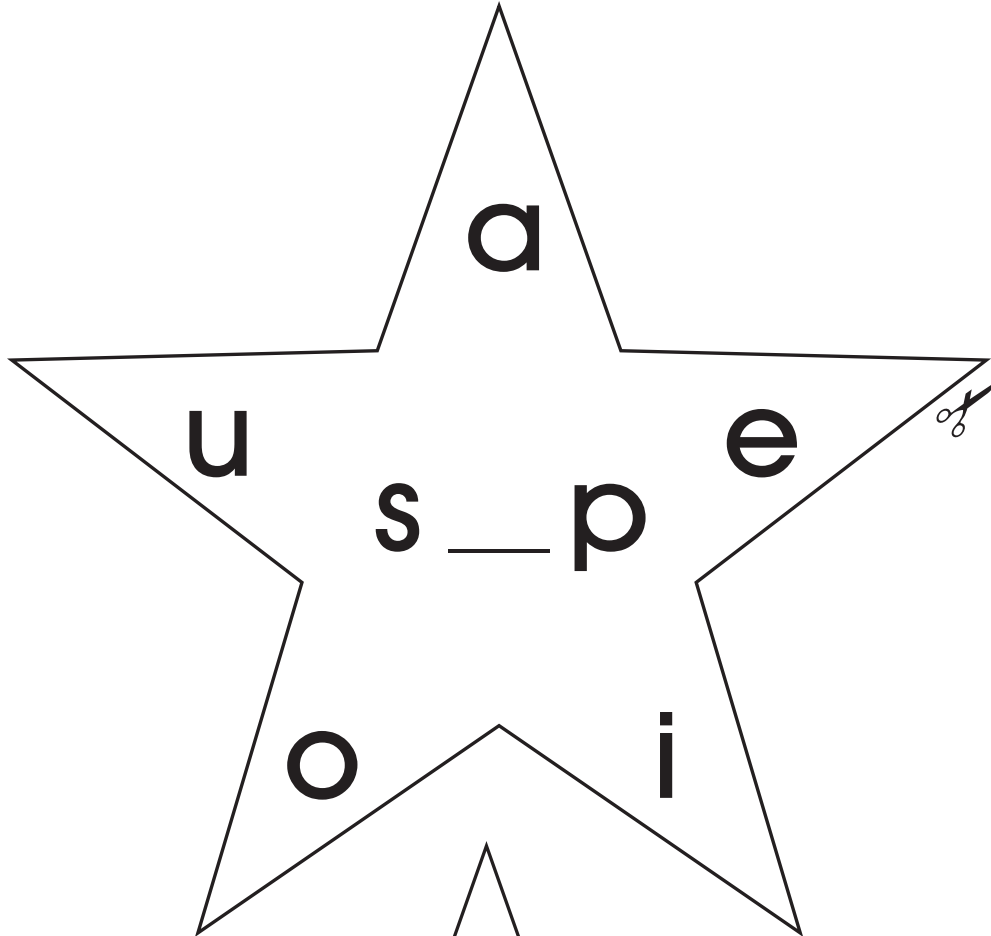


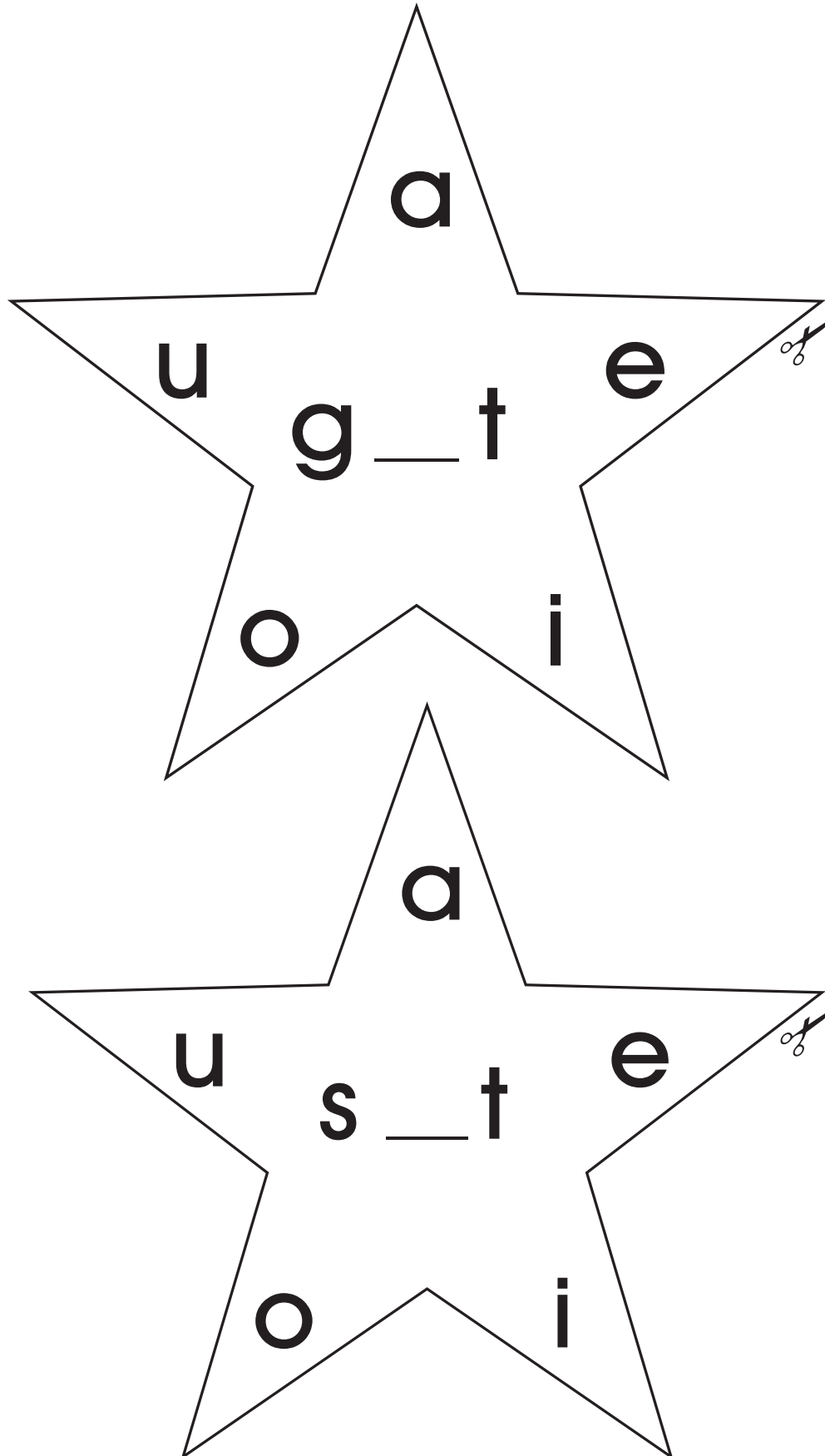
#### Extensions and Adaptations

- ▶ Make stars with other consonants.
- ▶ Exchange sheets with another student and compare words.

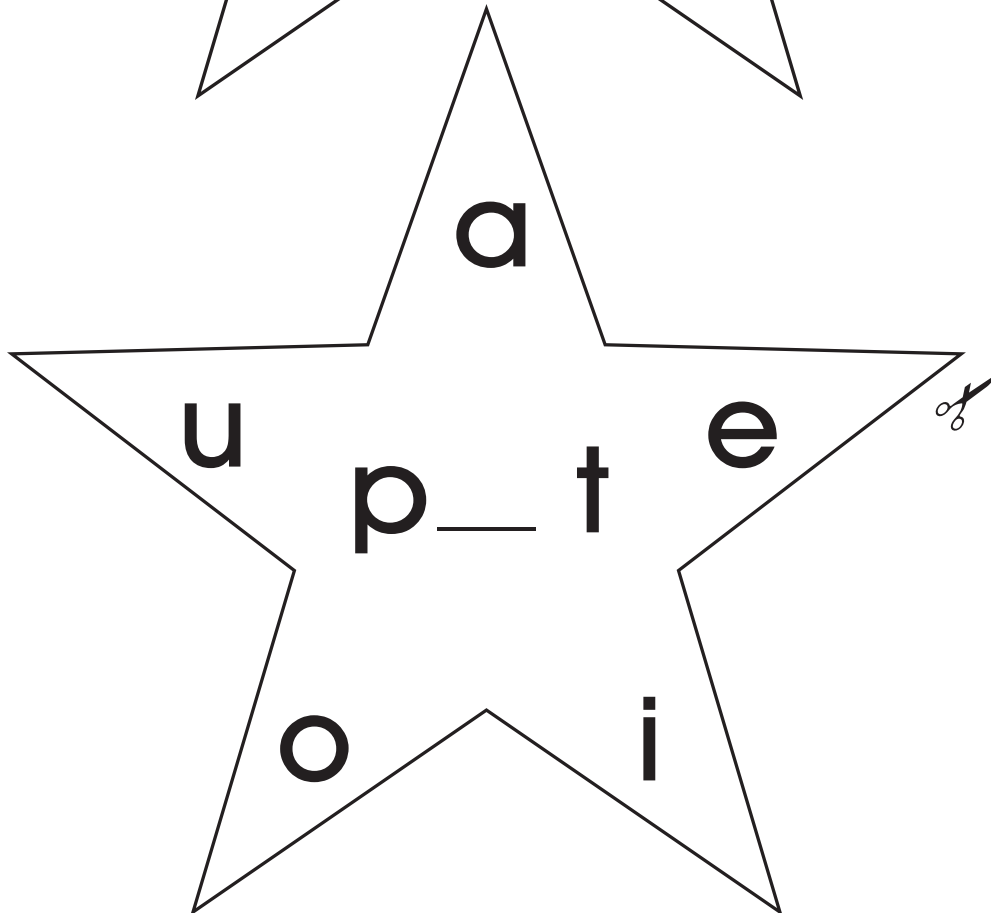
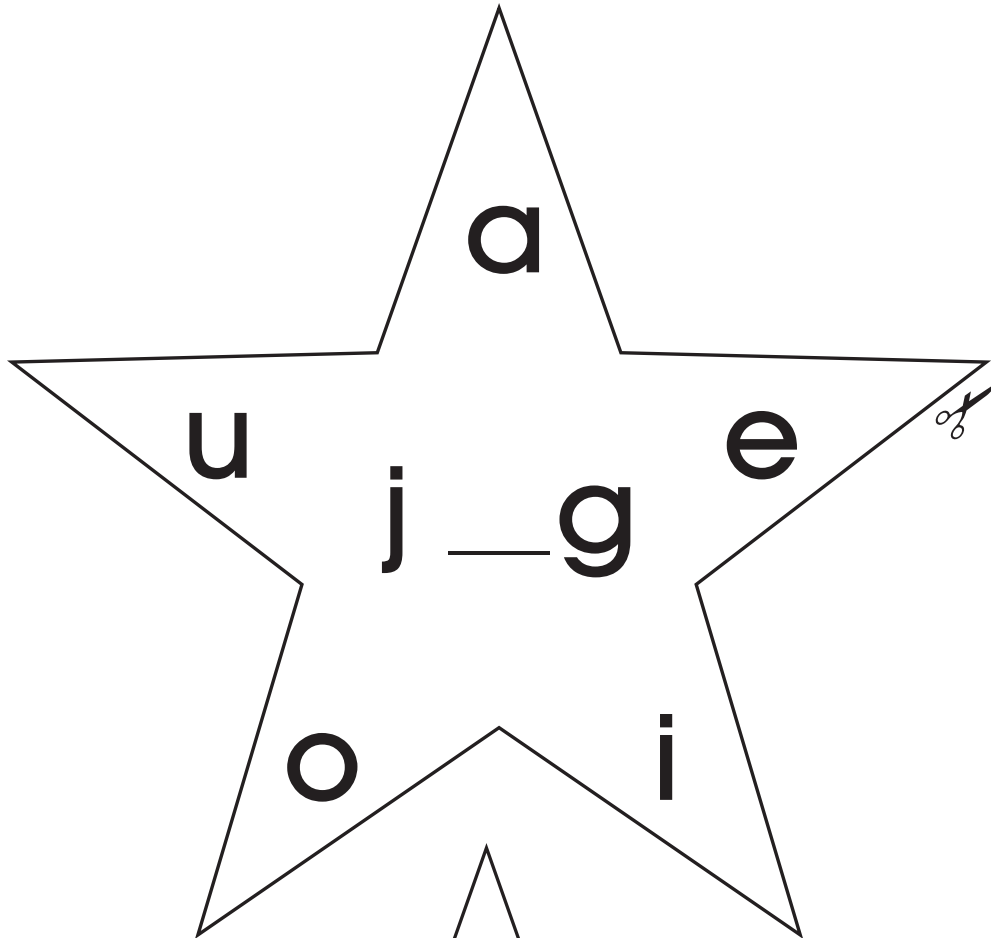


vowel stars

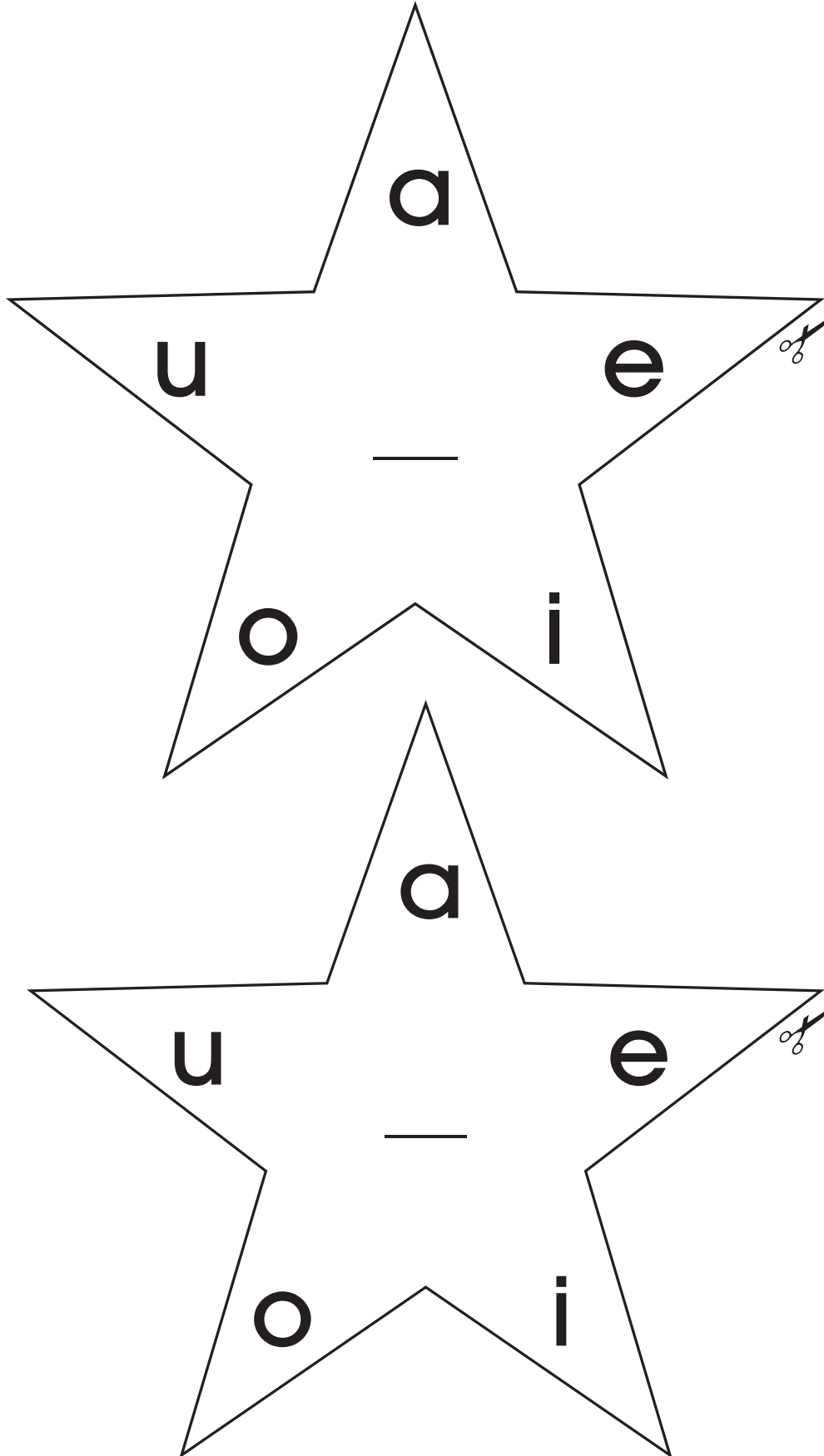




vowel stars







vowel stars



### Word Steps

#### Objective

The student will blend sounds of letters to make words.

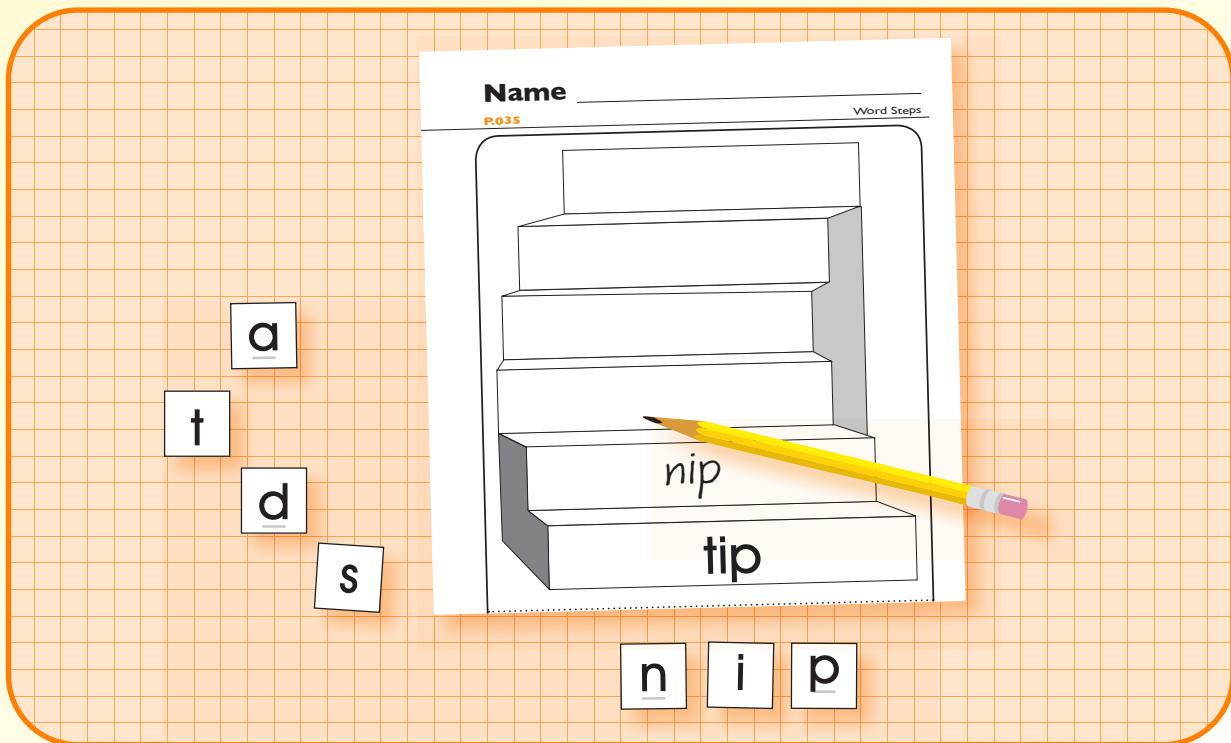
#### Materials

- ▶ Student sheets  
*Choose a target word student sheet.*
- ▶ Pencil
- ▶ Scissors

#### Activity

Students select onsets to complete words.

1. Provide the student with scissors and a target word student sheet.
2. The student cuts the letters from the bottom of the student sheet and places them in a row.
3. Selects the corresponding letters to make the word on the bottom step. Says the sounds of each letter, blends them, and reads the word orally (e.g., “/t//i//p/, tip”).
4. Exchanges one of the letters to make a new real word. Blends them, and reads the new word (e.g., “/n//i//p/, nip”).
5. Records the word on the next step.
6. Continues until all the steps are filled.
7. Teacher evaluation



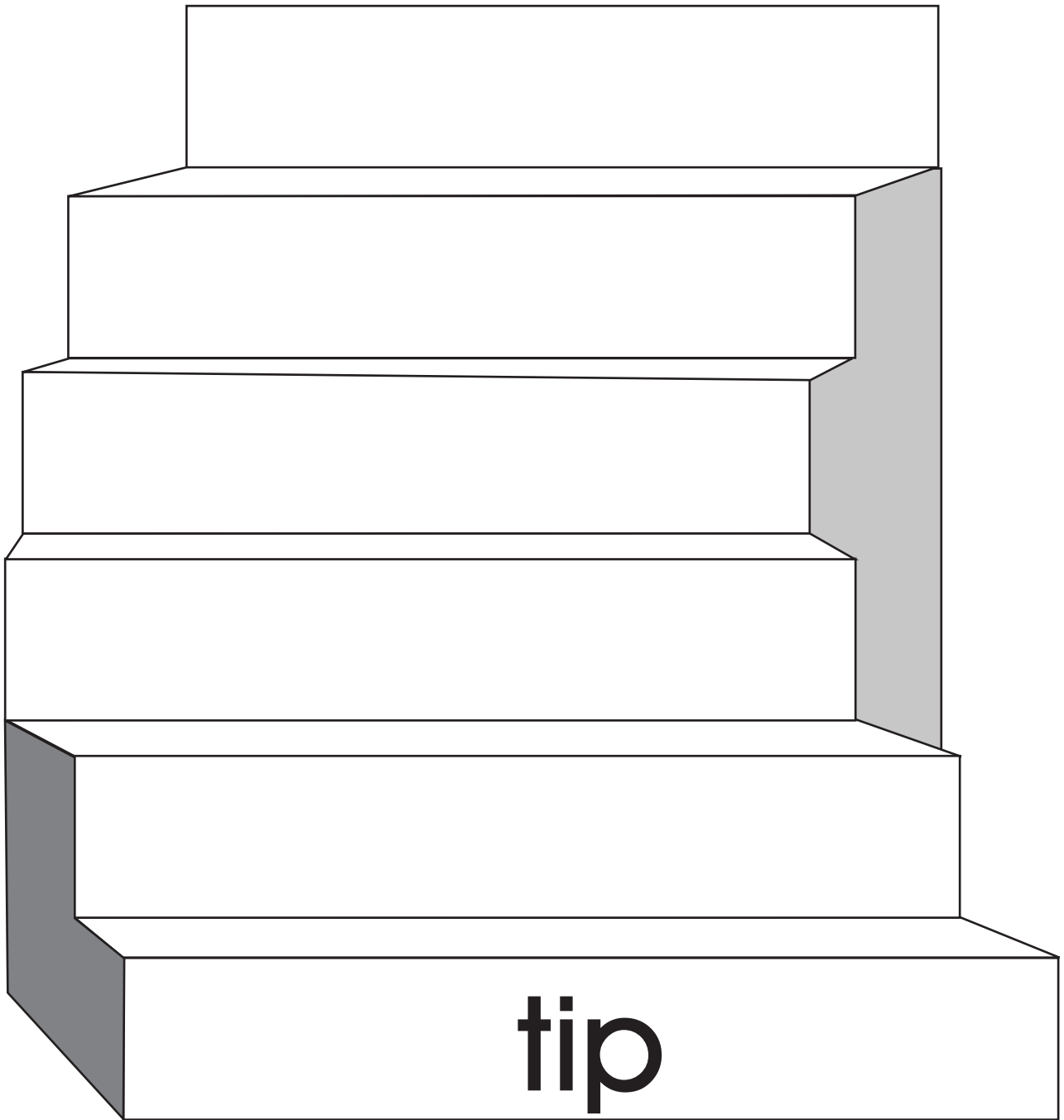
#### Extensions and Adaptations

- ▶ Add letters and/or steps.
- ▶ Use other target word steps.
- ▶ Make word steps with other words.

Name \_\_\_\_\_

P. 035

Word Steps



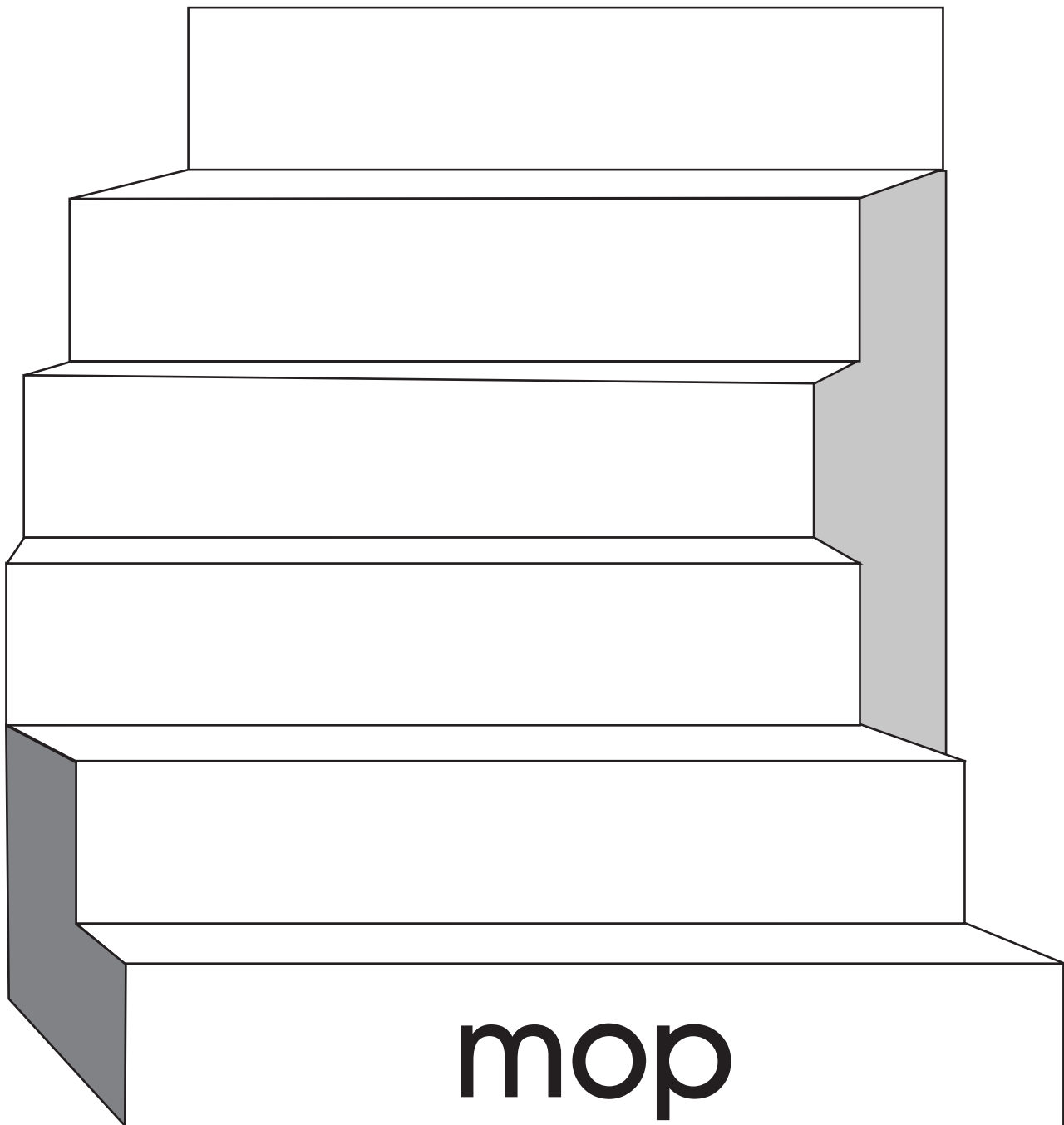
t i p d n s a



Name \_\_\_\_\_

Word Steps

P. 035

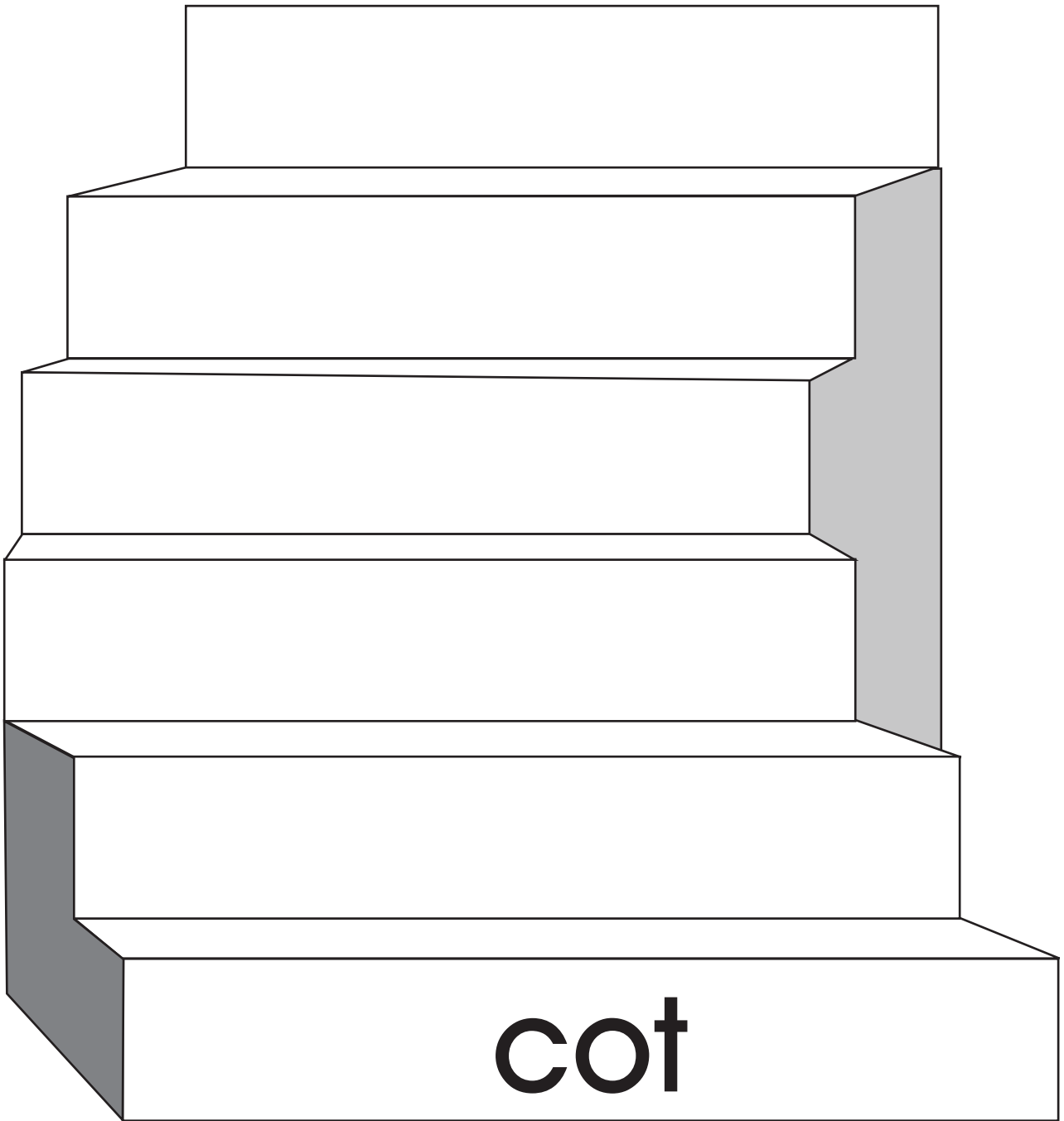


m o p u h i t g

Name \_\_\_\_\_

P. 035

Word Steps



..... 

c	o	t	<u>d</u>	g	l	<u>u</u>	h
---	---	---	----------	---	---	----------	---

Name \_\_\_\_\_

Word Steps

P. 035

cat

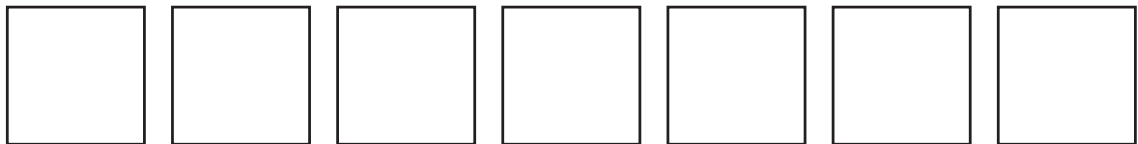
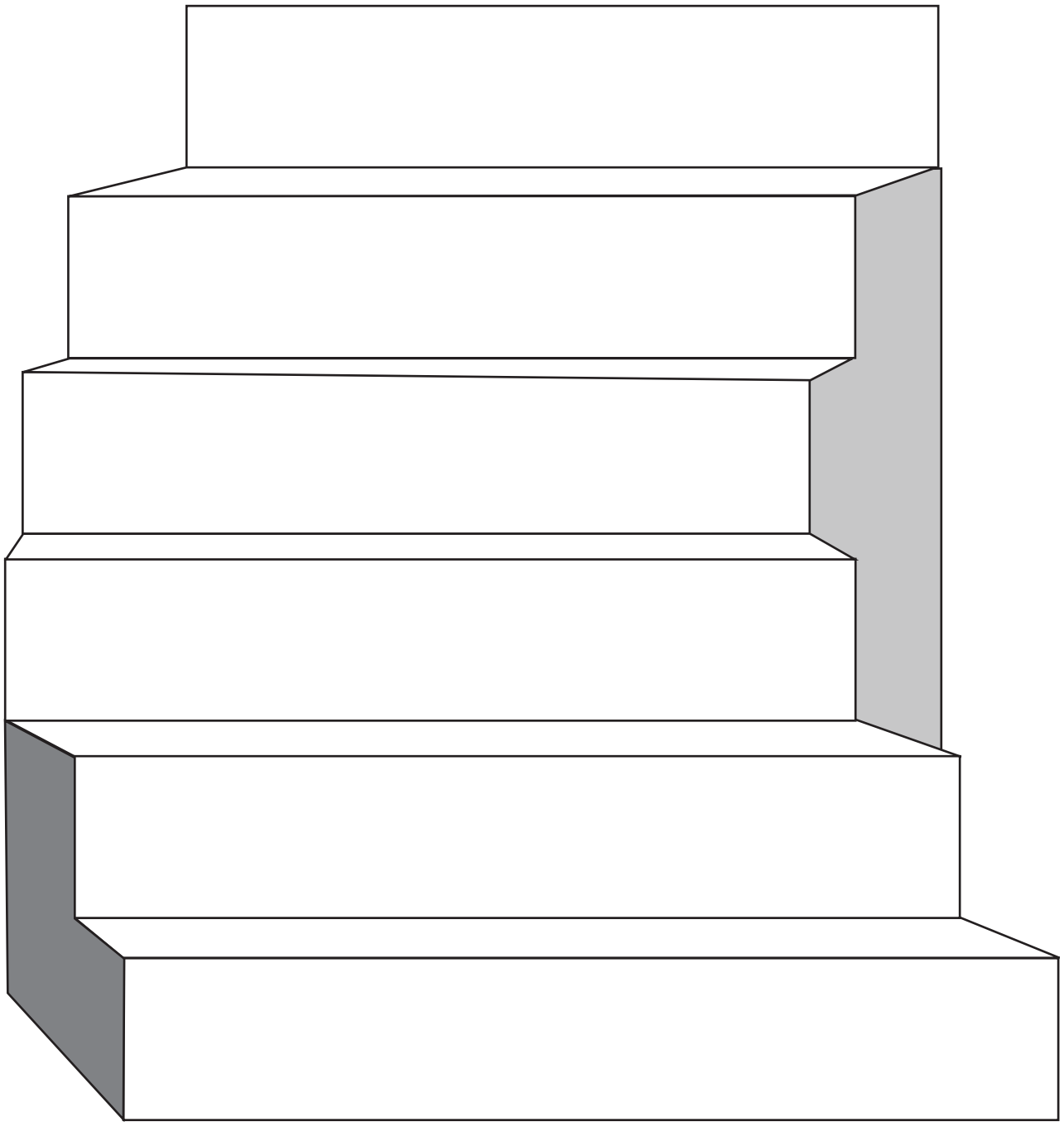
c a t s e

p m b i

Name \_\_\_\_\_

P. 035

Word Steps





### Letter Cube Blending



#### Objective

The student will blend sounds of letters to make words.



#### Materials

- ▶ Letter cubes  
*Copy on card stock, laminate, cut, and assemble.*
- ▶ Student sheet
- ▶ Pencils



#### Activity

Students make words using consonant and vowel cubes.

1. Place the three cubes on a flat surface. Provide each student with a student sheet.
2. Taking turns, students roll the cubes. Place each cube on the matching number on the student sheet. Say the sound of each letter, blend them, and read the word orally (e.g., “/k//o//b/, cob”).
3. Determine if the word is real or nonsense and record it in the corresponding column on the student sheet.
4. Continue until at least ten words are recorded.
5. Teacher evaluation

Name \_\_\_\_\_

Letter Cube Blending P.036

Cubes

c	o	b
---	---	---

Real words	Nonsense words
cot	
cob	

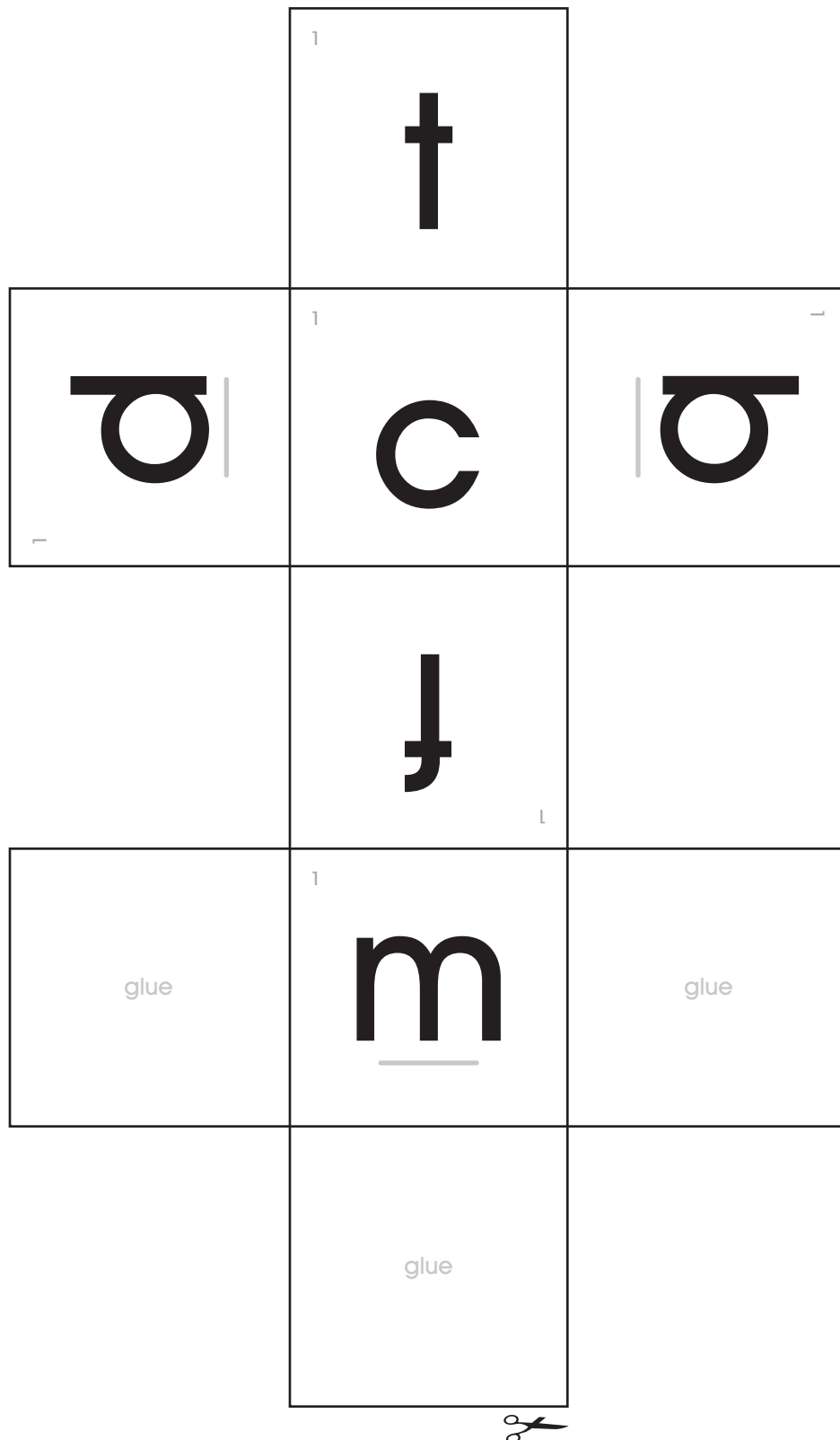
©2005 The Florida Center for Reading Research (Revised, 2021) K-1 Student Center Activities: Phonics



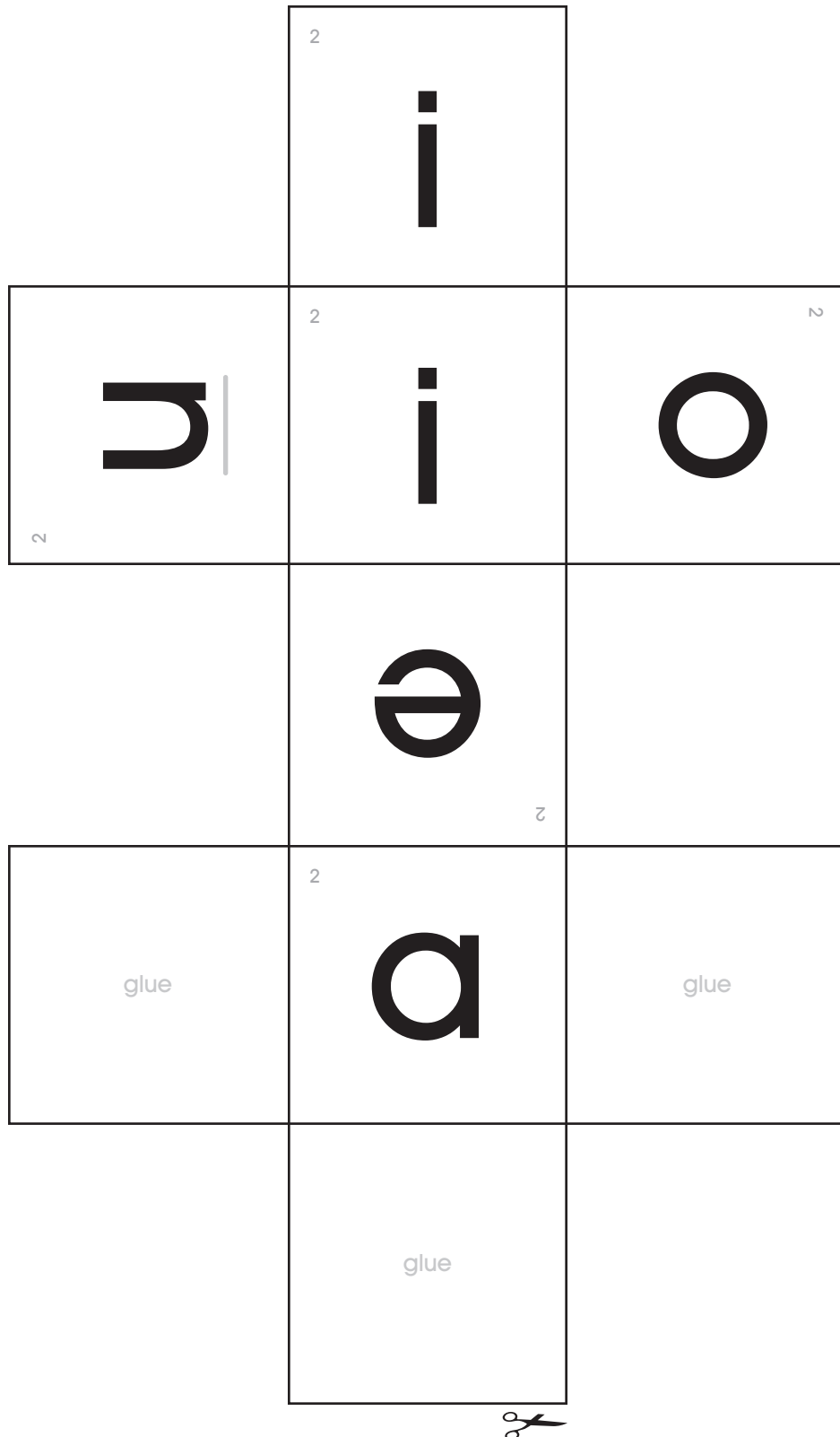
#### Extensions and Adaptations

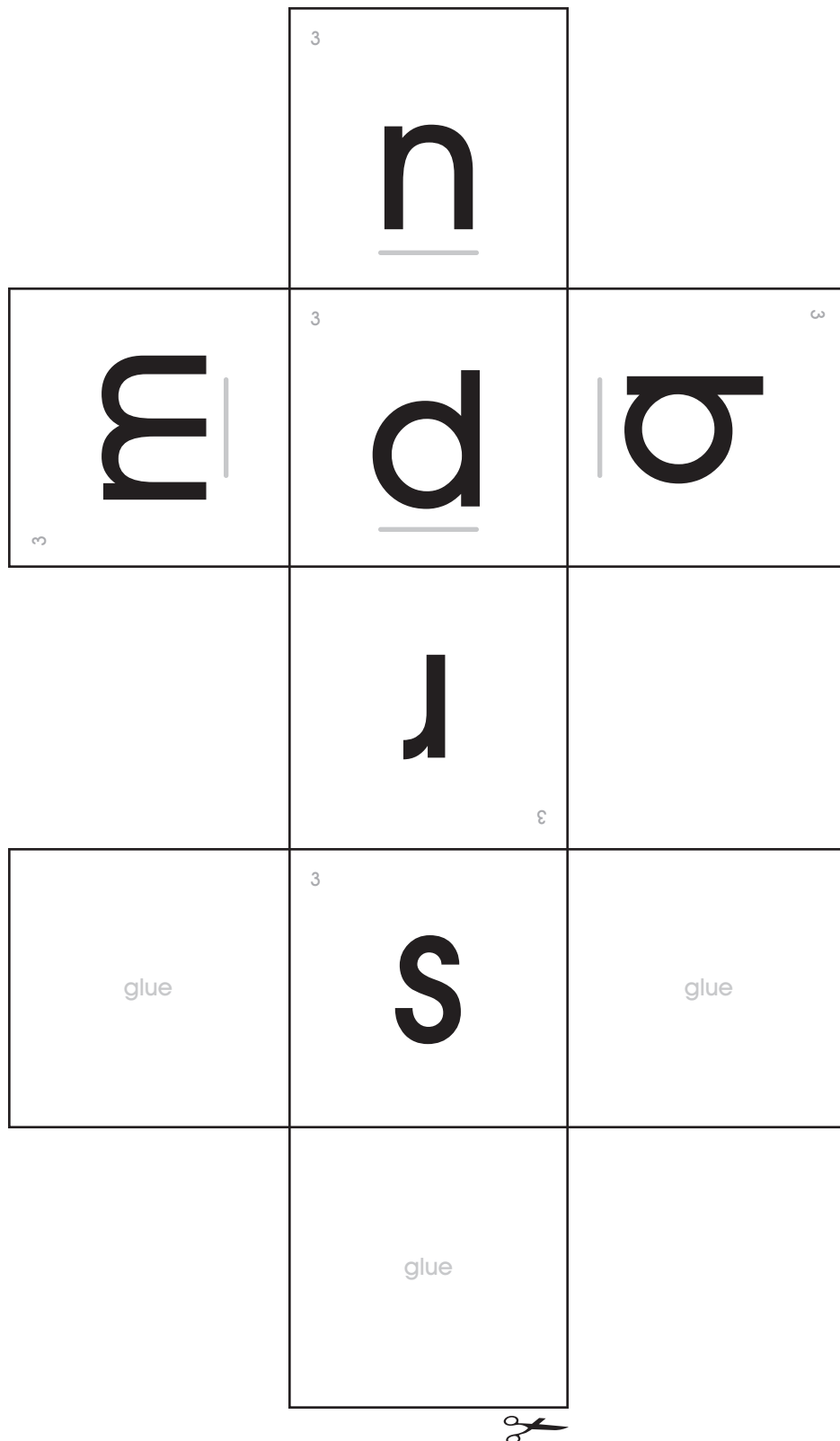
- ▶ Complete an open sort with the words from the compiled lists.
- ▶ Use a timer to make as many real words as possible in a minute.





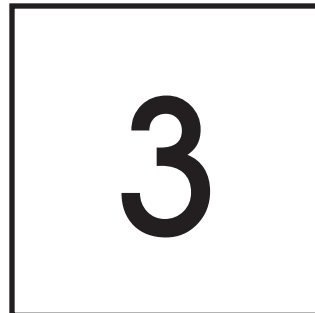
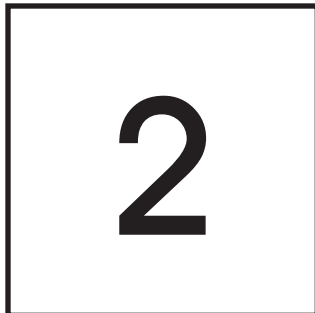
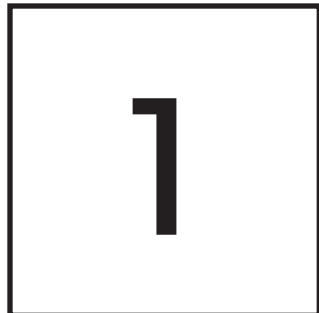
letter cube 1





Name \_\_\_\_\_

# Cubes



Real words

Nonsense words

---

---

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# Phonics

Three-In-One

P. 037

a

b

c

d

e

f

g

h

i

letter cards



j

k

l

m

n

o

p

q

r

letter cards



# Phonics

Three-In-One

P. 037

S

T

U

V

W

X

Y

Z

letter cards









### Digraph Delight

#### Objective

The student will blend sounds of letters to make words.

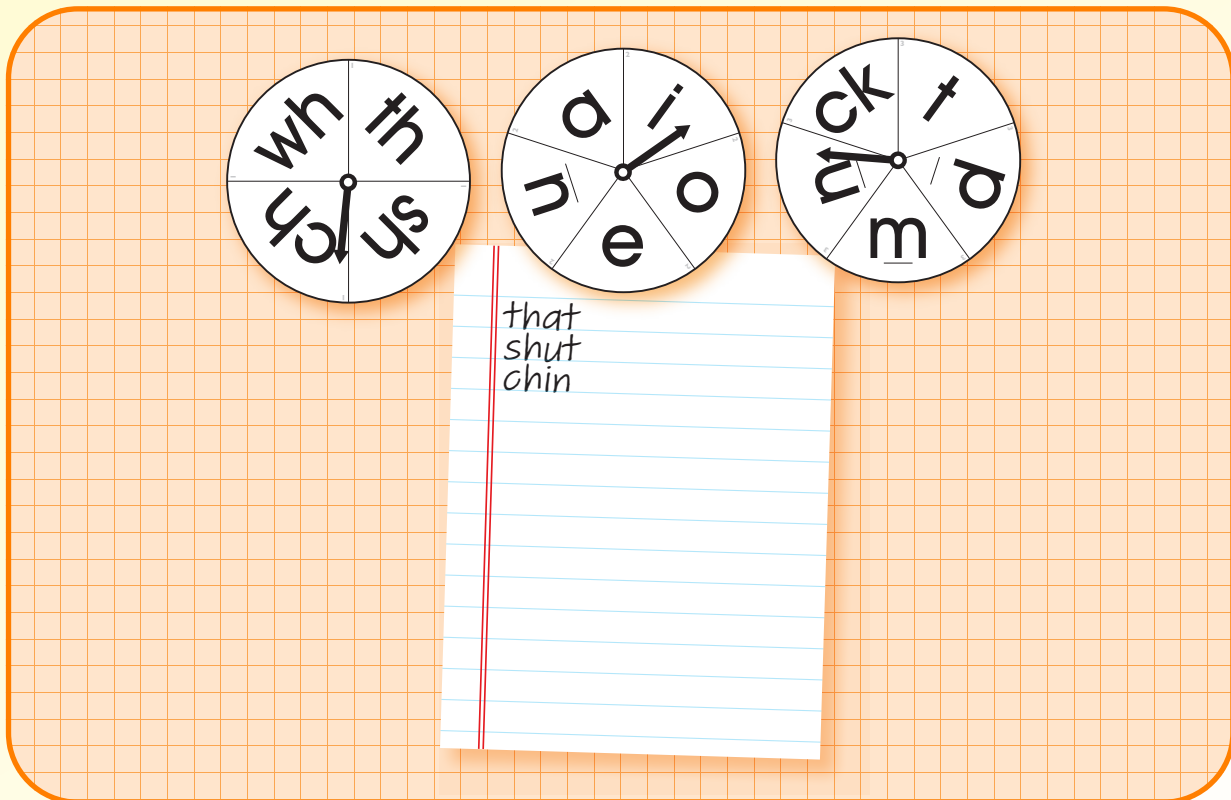
#### Materials

- ▶ Letter spinners  
*Copy spinners on card stock and cut.*
- ▶ Brads  
*Attach arrows to the spinners with the brads.*
- ▶ Paper
- ▶ Pencil

#### Activity

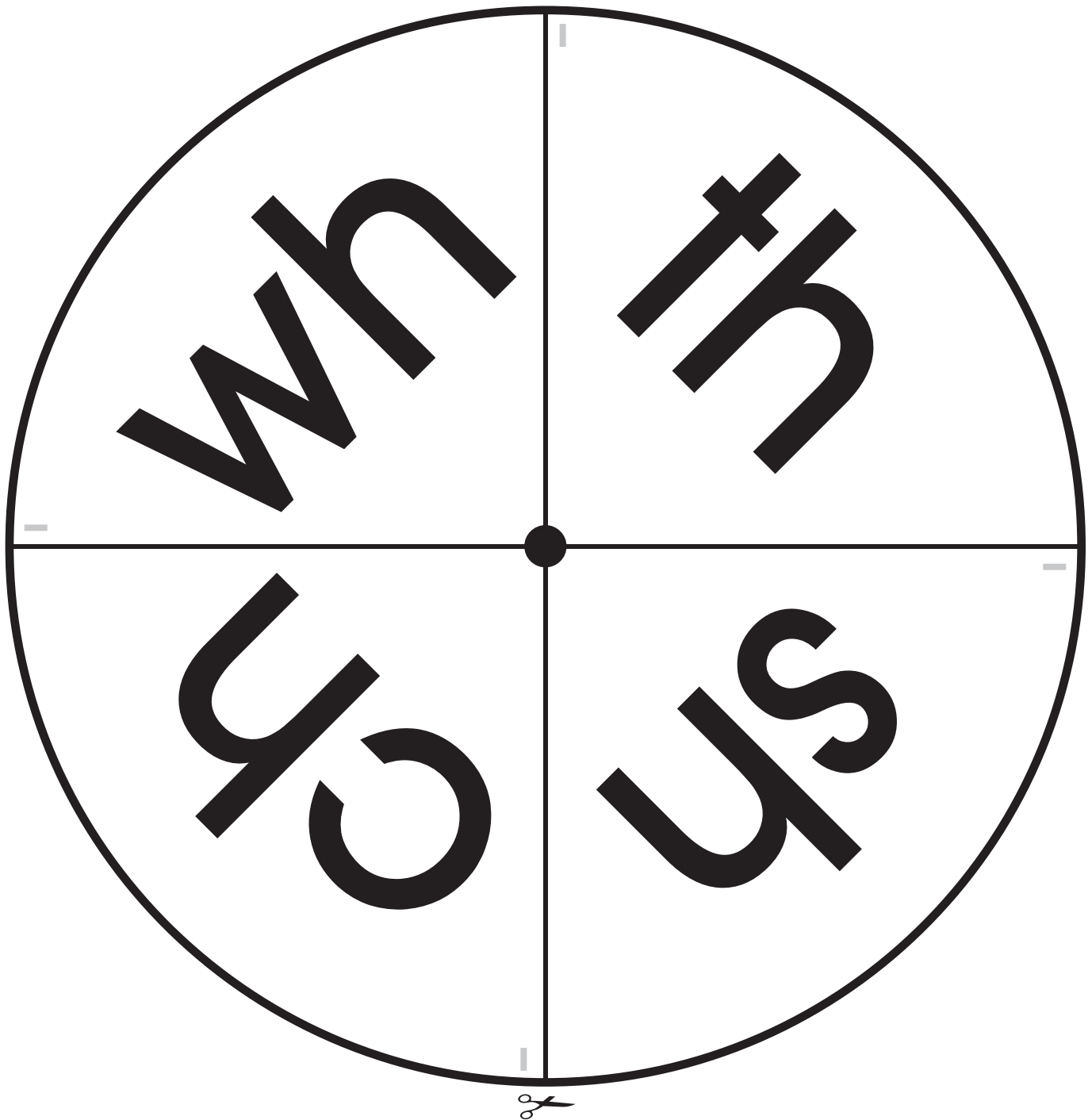
**Students make words using digraph and letter spinners.**

1. Place spinners at the center. Provide each student with paper.
2. The student spins each spinner in order and writes the letters on the paper.
3. Says the sound of each letter, blends them, and reads the word orally (e.g., “/ch//i//n/, chin”).
4. Determines if the word is real or nonsense. If it is a nonsense word crosses it out.
5. Continues until at least ten words are recorded.
6. Teacher evaluation

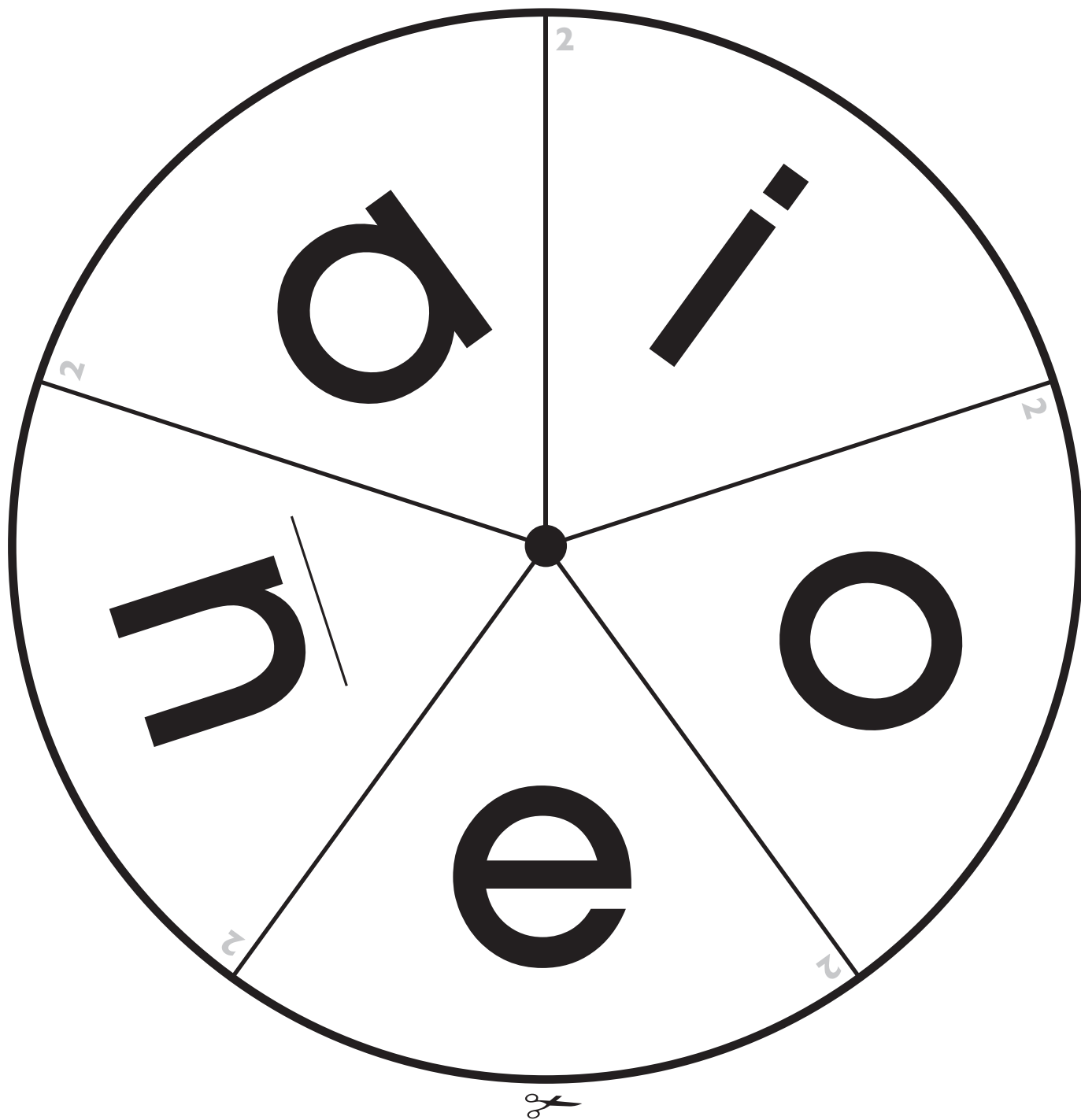


#### Extensions and Adaptations

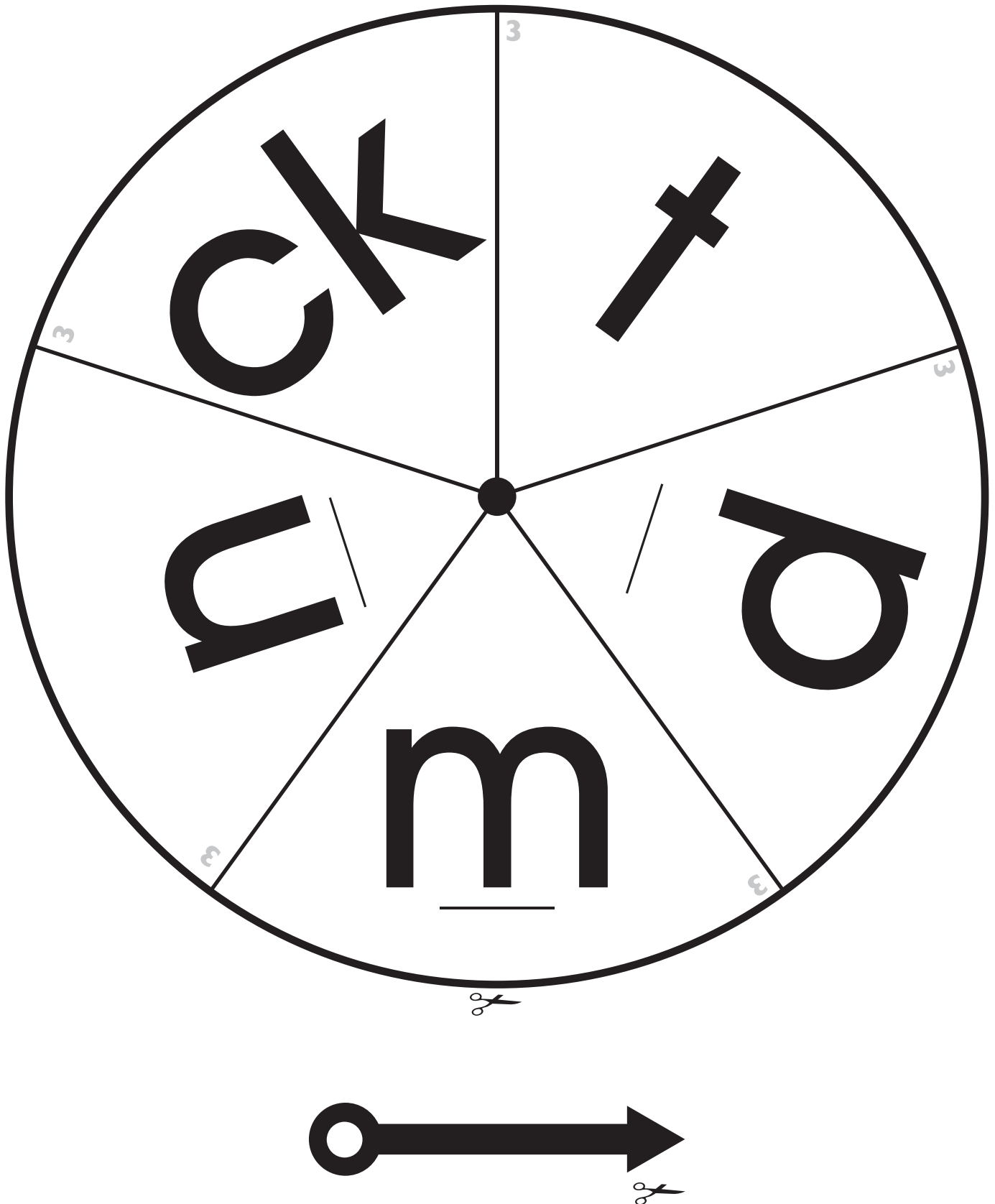
- ▶ Make spinners with other letters.



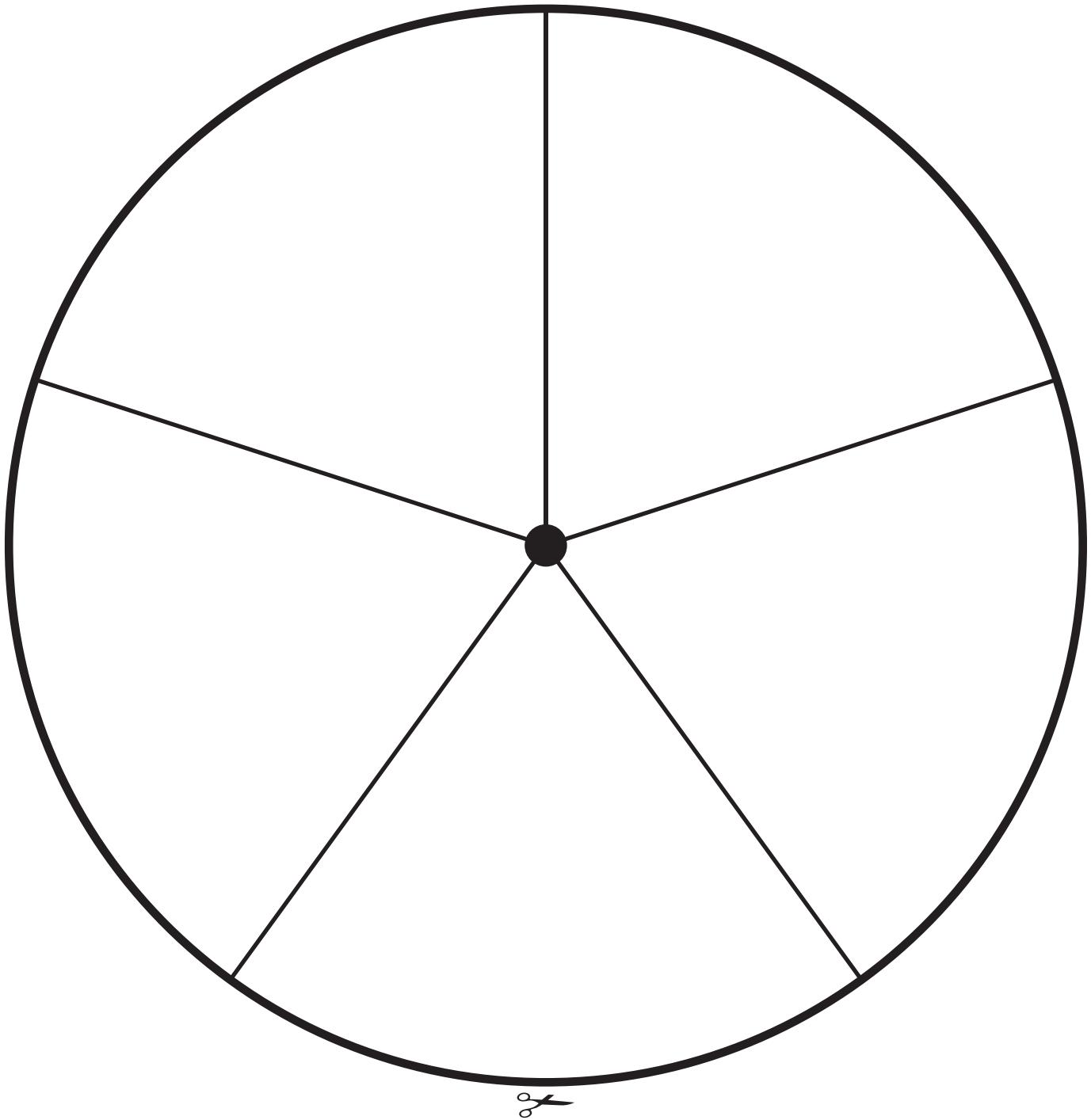
letter spinner 1



letter spinner 2



letter spinner 3



blank spinner



 **Objective**

The student will blend sounds of letters to make words.

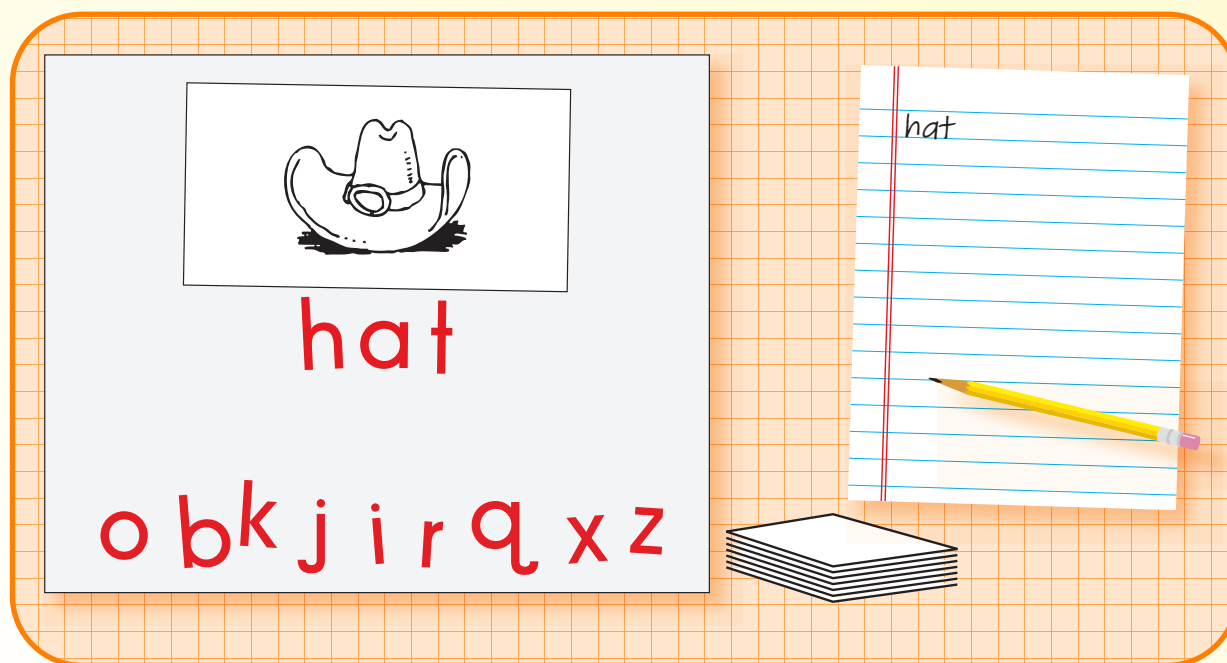
 **Materials**

- ▶ Picture cards
- ▶ Magnetic letters
- ▶ Magnetic board
- ▶ Paper
- ▶ Pencil

 **Activity**

**Students segment names of pictures into phonemes and use the corresponding magnetic letters to make the word.**

1. Place the picture cards at the center. Place the magnetic letters face up in rows. Provide the student with a magnetic board and paper.
2. The student selects the top card from the stack, names it, and segments it into individual phonemes (e.g., “hat, /h//a//t/”).
3. Selects the magnetic letters that correspond to the phonemes and places them in the correct order on the magnetic board (i.e., h-a-t). Says the sounds of each letter, blends them, and reads the word orally (i.e., “/h//a//t/, hat”).
4. Records the word on paper.
5. Continues until all words are recorded.
6. Teacher evaluation



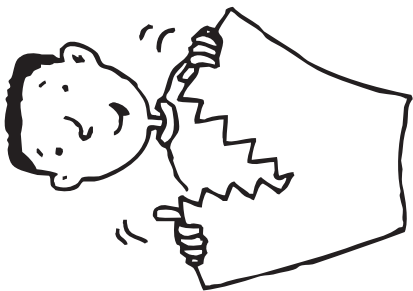
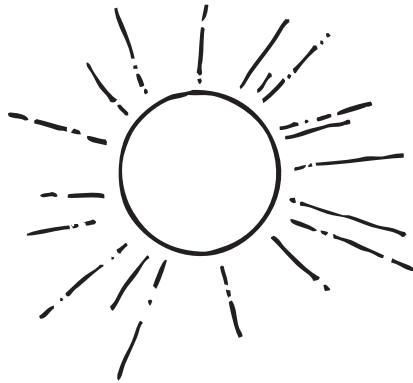
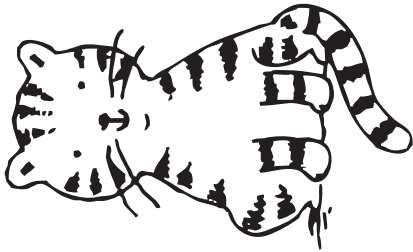
 **Extensions and Adaptations**

- ▶ Use other picture cards or objects.
- ▶ Use picture cards with blends and digraphs (e.g., flag, dish).

# Phonics

Make-A-Word

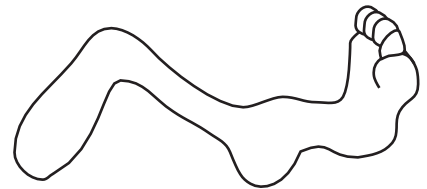
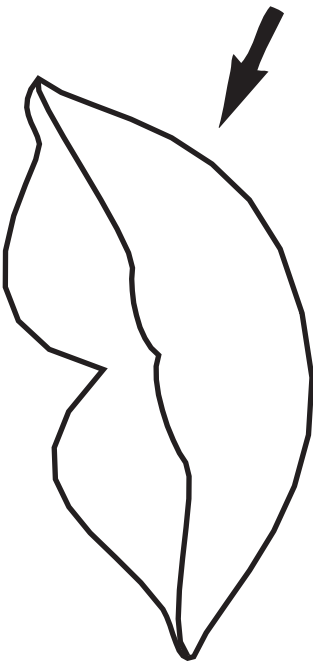
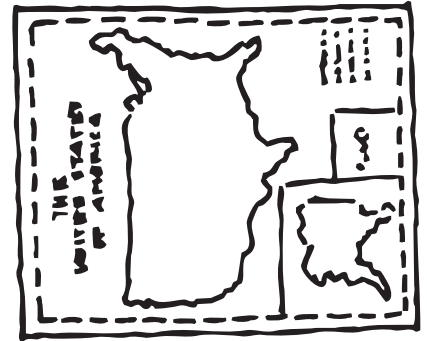
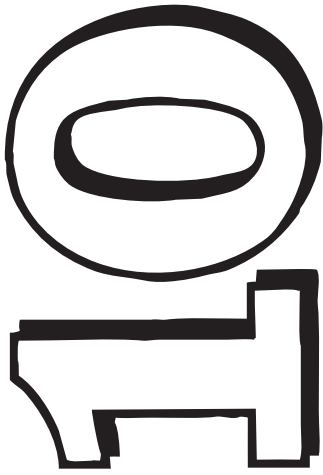
P. 039



picture cards: cat, sun, tub, rip, hat, rug







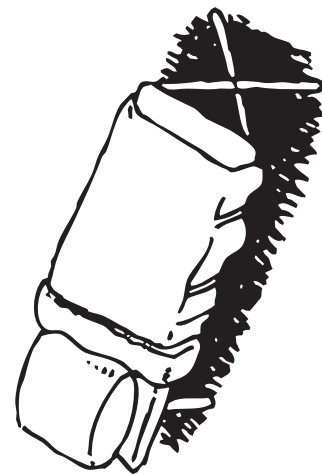
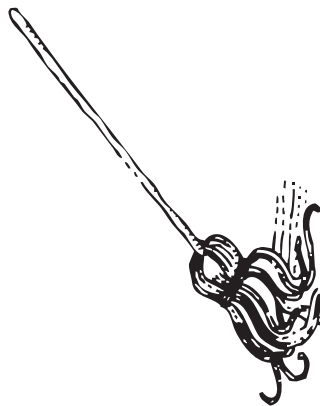
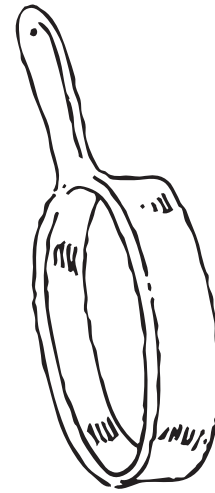
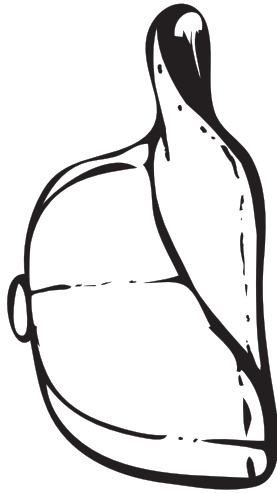
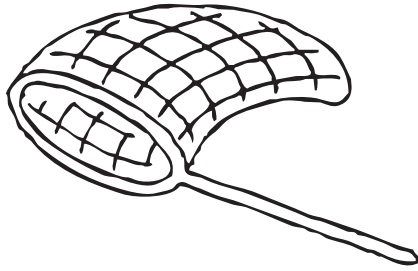
picture cards: ten, hop, map, lip, run, leg



# Phonics

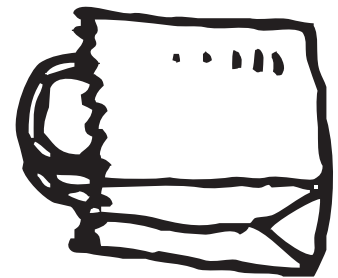
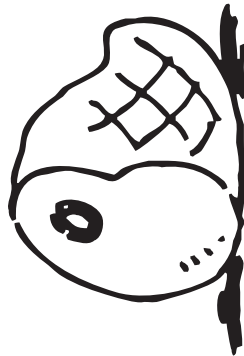
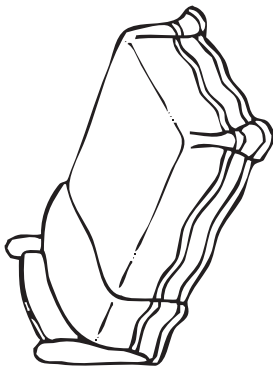
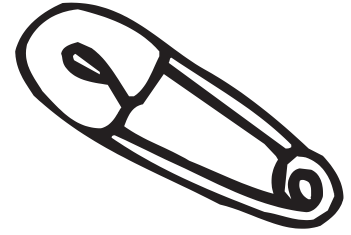
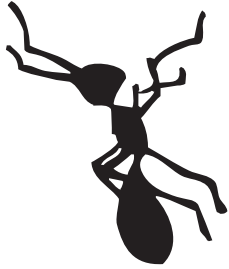
Make-A-Word

P. 039



picture cards: net, cap, pan, hug, mop, cot





picture cards: ant, mug, pin, bed, ham, bag





### A Digraph A Word

#### Objective

The student will blend sounds of letters to make words.

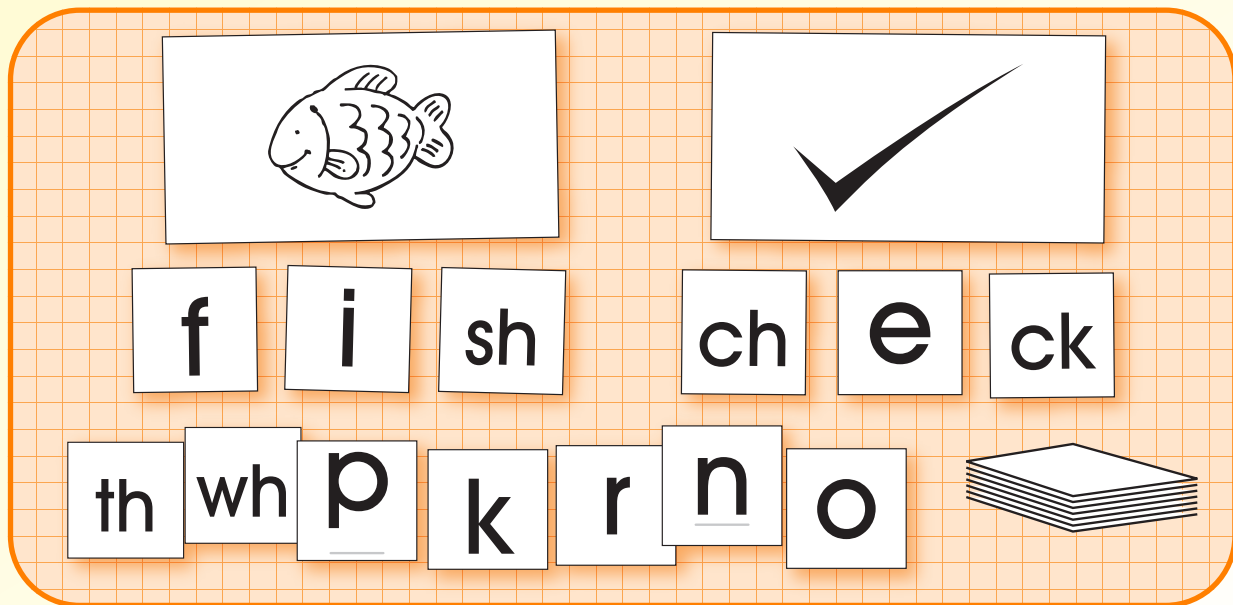
#### Materials

- ▶ Picture cards
- ▶ Letter tile cards
- ▶ Digraph tile cards
- ▶ Paper
- ▶ Pencils

#### Activity

Students segment names of pictures into phonemes and use the corresponding letter tiles to spell the word.

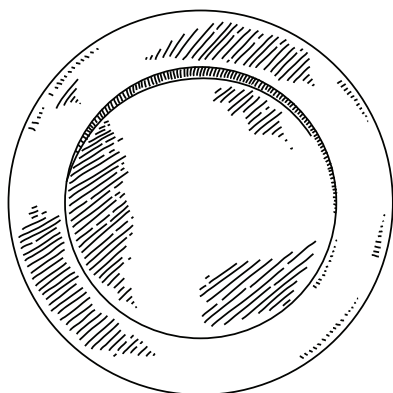
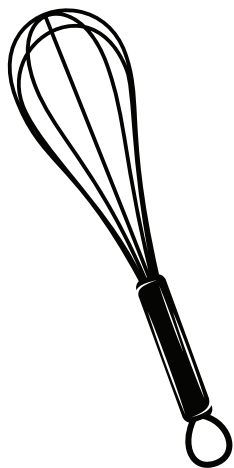
1. Place the picture cards face down in a stack. Place the letter and digraph tile cards face up in rows. Provide each student with paper.
2. Taking turns, student one selects the top card from the stack, names it, and segments it into individual phonemes (e.g., “fish, /f//i//sh/”).
3. Student two selects the letter tiles that correspond to the phonemes and places them in the correct order (i.e., f-i-sh).
4. Student one says the sounds of each letter(s), blends them, and reads the word orally (i.e., “/f//i//sh/, fish”).
5. Both students record the word on their paper.
6. Continue until all words are recorded.
7. Teacher evaluation



The illustration shows a grid of letter tiles. The top row contains a picture card of a fish and a checkmark card. Below these are two rows of letter tiles: the first row has 'f', 'i', 'sh', 'ch', 'e', 'ck' and the second row has 'th', 'wh', 'p', 'k', 'r', 'n', 'o'. To the right of the second row is a stack of paper.

#### Extensions and Adaptations

- ▶ Write the word and record the number of graphemes and phonemes.
- ▶ Identify the blends.
- ▶ Use other picture cards.



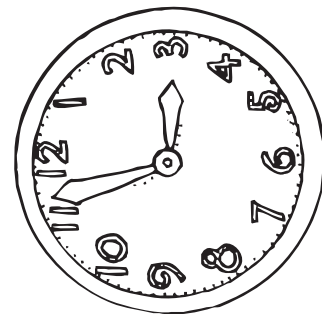
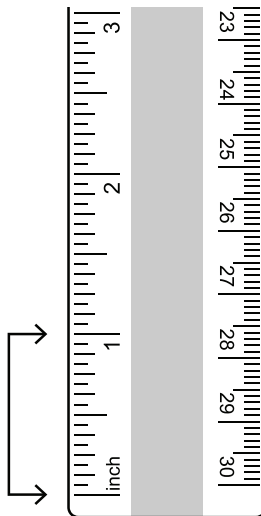
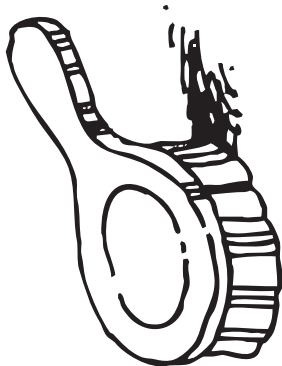
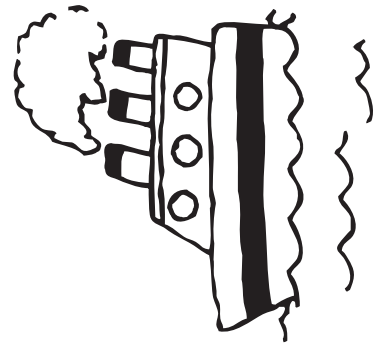
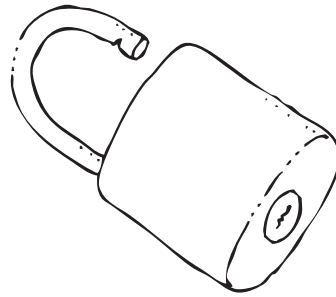
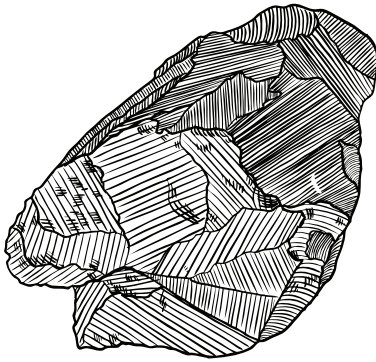
picture cards: whisk, chin, check, dish, fish, duck



# Phonics

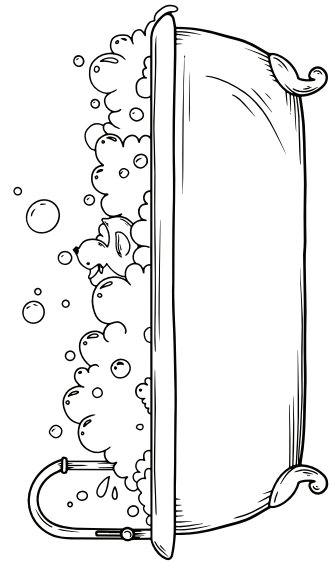
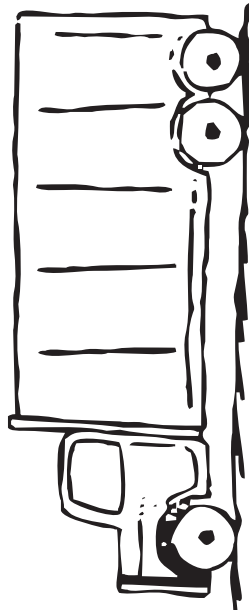
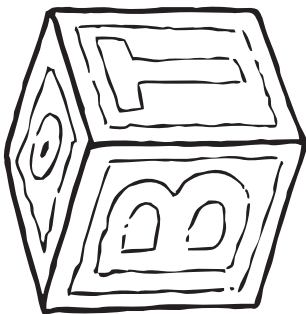
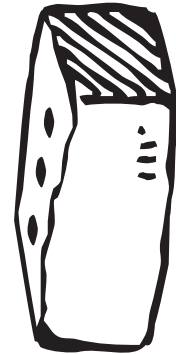
A Digraph A Word

P. 040



picture cards: rock, lock, ship, brush, inch, clock





picture cards: sled, chick, brick, block, truck, bath



sh	th	wh	ch	ck
SH	TH	WH	CH	CK





A	B	C	D	E
F	G	H	I	J
K	L	<u>M</u>	N	O
P	Q	R	S	T
U	V	<u>W</u>	X	Y
Z				



# Phonics

A Digraph A Word

P. 040

a	<u>b</u>	c	<u>d</u>	e
f	g	h	i	j
k	l	<u>m</u>	<u>n</u>	o
<u>p</u>	q	r	s	t
<u>u</u>	v	<u>w</u>	x	y
z				



lowercase letter tile cards



### Objective

The student will read high frequency words.

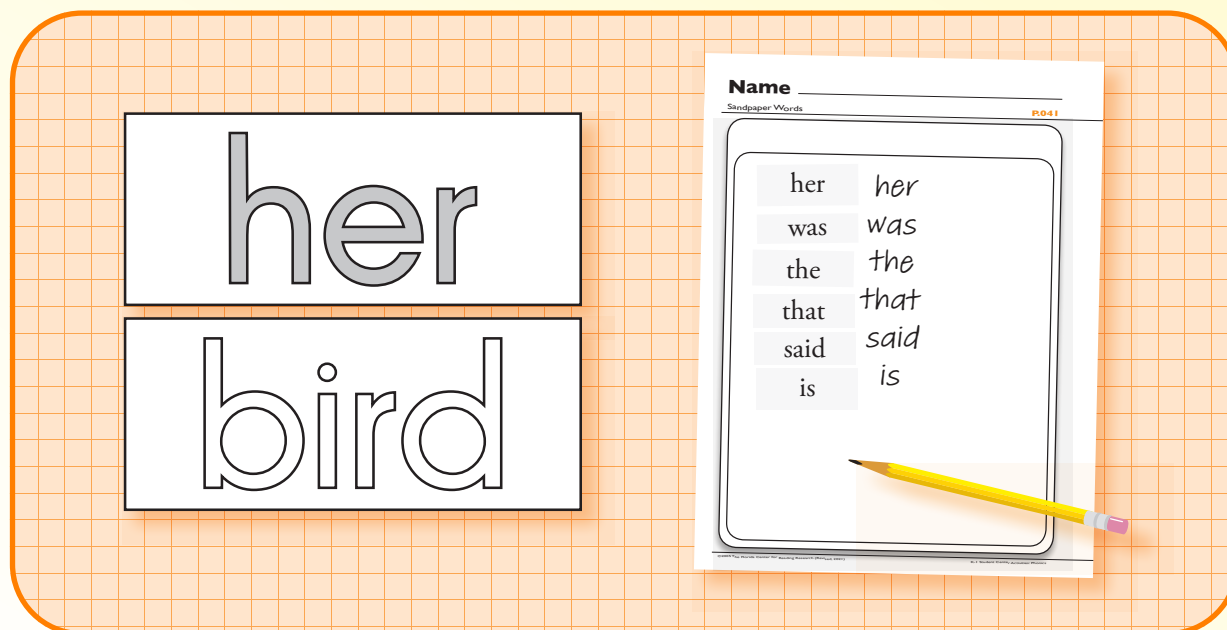
### Materials

- ▶ Tactile word patterns  
*Make word cards using sandpaper, corrugated cardboard, salt, rice, or textured fabric.*
- ▶ Student sheet
- ▶ Print resources (e.g., magazines and catalogs)  
*Review the print resources to ensure the information is appropriate for young children.*
- ▶ Scissors
- ▶ Glue
- ▶ Pencil

### Activity

**Students sort words by rimes on a pocket chart.**

1. Place the tactile words, print resources, scissors, and glue on a flat surface. Provide the student with a student sheet.
2. The student selects a tactile word and reads it. Says each letter while tracing it with “lead finger.”
3. Writes the word on the student sheet.
4. Finds the target word in the print resource, cuts it out, and glues it beside the matching word on the student sheet.
5. Continues until all target words are found and glued on student sheet.
6. Teacher evaluation



The graphic illustrates the activity materials. On the left, two tactile word cards are shown: one with the word "her" and another with the word "bird". On the right, a student sheet is displayed with a grid of words. The words are arranged in two columns: "her", "was", "the", "that", "said", and "is" in the first column; and "her", "was", "the", "that", "said", and "is" in the second column. A yellow pencil is shown at the bottom right of the student sheet.

### Extensions and Adaptations

- ▶ Search for target words in the classroom.
- ▶ Practice spelling the words.
- ▶ Use other high frequency words.

w was

the

and



he

she

are

tactile word patterns



is

said

that

tactile word patterns



in

of

to

tactile word patterns



Name \_\_\_\_\_

P. 041

Sandpaper Words

# Word Board

A large, empty rounded rectangular box with a double-line border, intended for students to write words. The box is centered on the page and occupies most of the middle section.





## Objective

The student will read high frequency words.

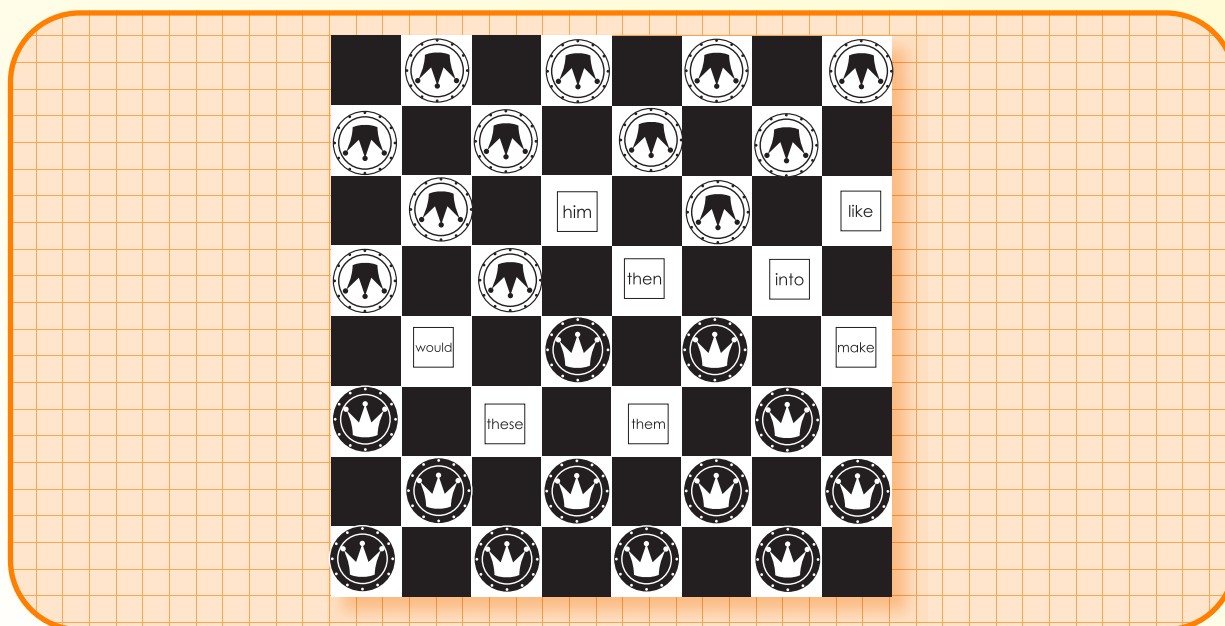
## Materials

- ▶ High frequency word cards  
*Select target words.*
- ▶ Checkerboard  
*Make four copies of the checkerboard on card stock, connect to make a full size checkerboard, and laminate.*
- ▶ Checkers
- ▶ Vis-à-Vis. marker  
*Write target high frequency words on the squares of the game board.*

## Activity

**Students practice reading high frequency words while playing a checker game.**

1. Place the checkerboard on a flat surface with the corner white square to the student's left. Place checkers on the board in the traditional manner.
2. Taking turns, students move a checker to a word (either directly or by jumping and taking an opponent's piece) and orally read the word on the square.
3. If able to read the word correctly, keeps the checker on that square. If unable to read the word, returns to the previous square.
4. Continue until one student reaches the opposite side of the board.
5. Peer evaluation



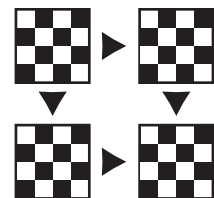
## Extensions and Adaptations

- ▶ Use other high frequency words.

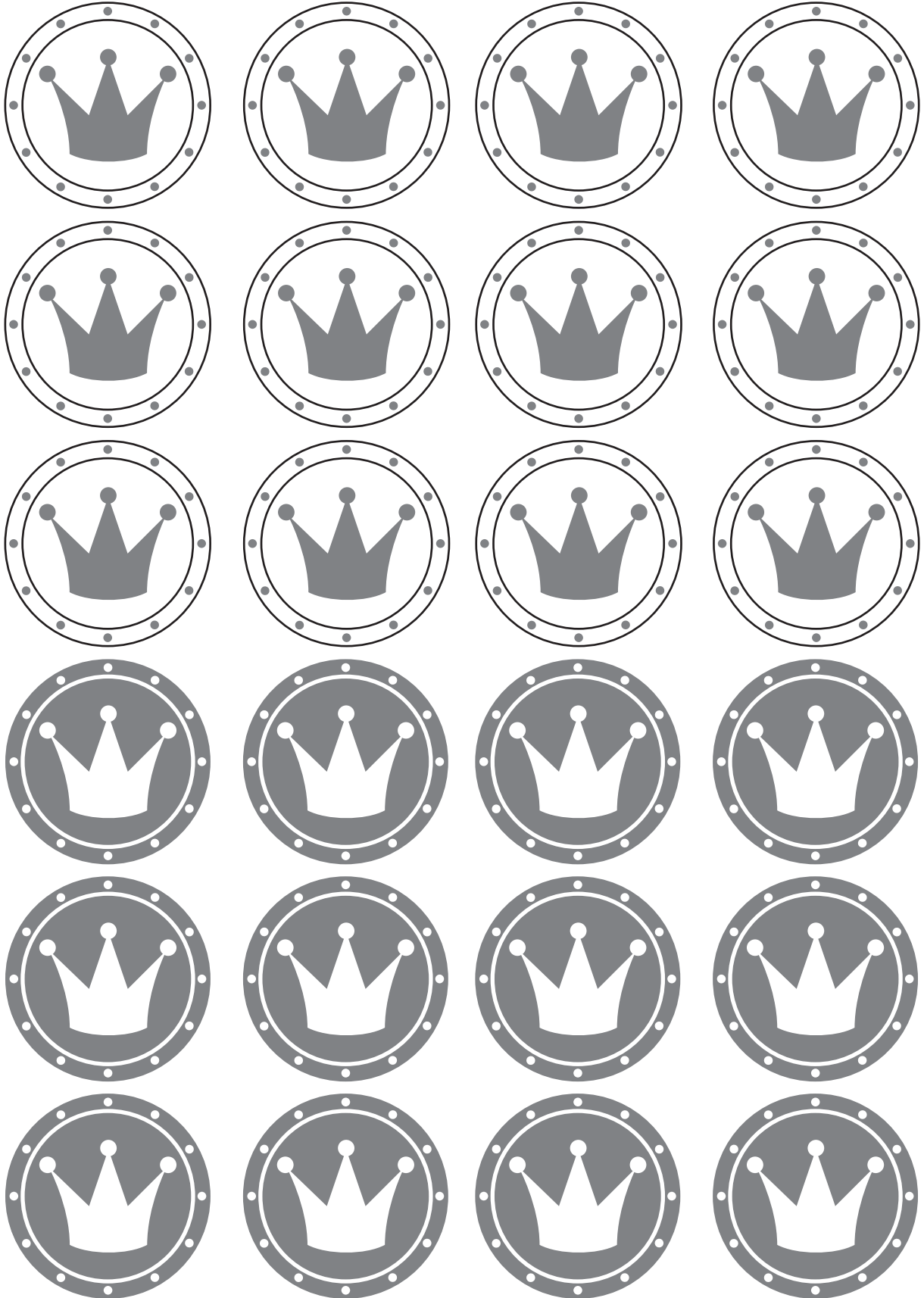
# Phonics

glue/tape			glue/tape	
				glue/tape
				glue/tape

✂



checker board section



checkers



# Phonics

High Frequency Word Cards

P. 042

is

that

of

the

and

you



to

it

he

a

in

was



# Phonics

High Frequency Word Cards

P. 042

as

his

with

for

on

are



this

at

have

they

be

I



# Phonics

High Frequency Word Cards

P. 042

or

had

word

from

one

by





were

what

we

but

not

all



# Phonics

High Frequency Word Cards

P. 042

your

can

use

when

said

there



she

do

how

an

each

which



# Phonics

High Frequency Word Cards

P. 042

first

water

been

their

if

will



oil

about

who

call

up

other



# Phonics

High Frequency Word Cards

P. 042

made

may

come

its

get

part



did

long

final

down

now

day



# Phonics

High Frequency Word Cards

P. 042

only

sound

little

over

take

new





out

year

many

know

work

place



# Phonics

High Frequency Word Cards

P. 042

her

make

into

like

him

would



time

them

then

these

some

so



# Phonics

High Frequency Word Cards

P. 042

has

write

more

look

two

go



number

could

no

see

people

way



# Phonics

High Frequency Word Cards

P. 042

my

than

live

me

back

give



thing

just

our

most

after

very



# Phonics

High Frequency Word Cards

P. 042

name

good

sentence

man

think

say





great

where

help

though

much

before



# Phonics

High Frequency Word Cards

P. 042

line

right

too

mean

old

any



follow

came

want

some

tell

boy



# Phonics

High Frequency Word Cards

P. 042

show

also

around

farm

three

small



well

end

put

does

set

another



# Phonics

High Frequency Word Cards

P. 042

big

must

because

even

large

such



went

men

why

turn

ask

here



# Phonics

High Frequency Word Cards

P. 042

read

home

different

need

land

us





try

hand

picture

move

kind

again



# Phonics

High Frequency Word Cards

P. 042

spell

air

off

change

away

play



letter

mother

page

animal

house

point



# Phonics

High Frequency Word Cards

P. 042

near

answer

found

every

add

study



learn

America

world

still

should

high



# Phonics

High Frequency Word Cards

P. 042

food

between

own

below

country

plant



school

tree

never

last

father

keep



# Phonics

High Frequency Word Cards

P. 042

city

eye

though

start

earth

light





don't

story

left

head

under

saw



# Phonics

High Frequency Word Cards

P. 042

while

might

something

few

along

close



open

next

hard

seem

begin

example



# Phonics

High Frequency Word Cards

P. 042

always

both

together

life

those

paper



got

run

important

group

often

until



# Phonics

High Frequency Word Cards

P. 042

side

car

night

children

feet

mile



white

took

began

walk

grow

sea



# Phonics

High Frequency Word Cards

P. 042

four

state

book

river

carry

once





stop

second

miss

hear

without

later



# Phonics

High Frequency Word Cards

P. 042

face

watch

far

idea

enough

eat



really

let

girl

color

almost

above



# Phonics

High Frequency Word Cards

P. 042

mountain

talk

young

sometimes

soon

cut



song

leave

being

list

family

it's



### Word Fishing

#### Objective

The student will read high frequency words.

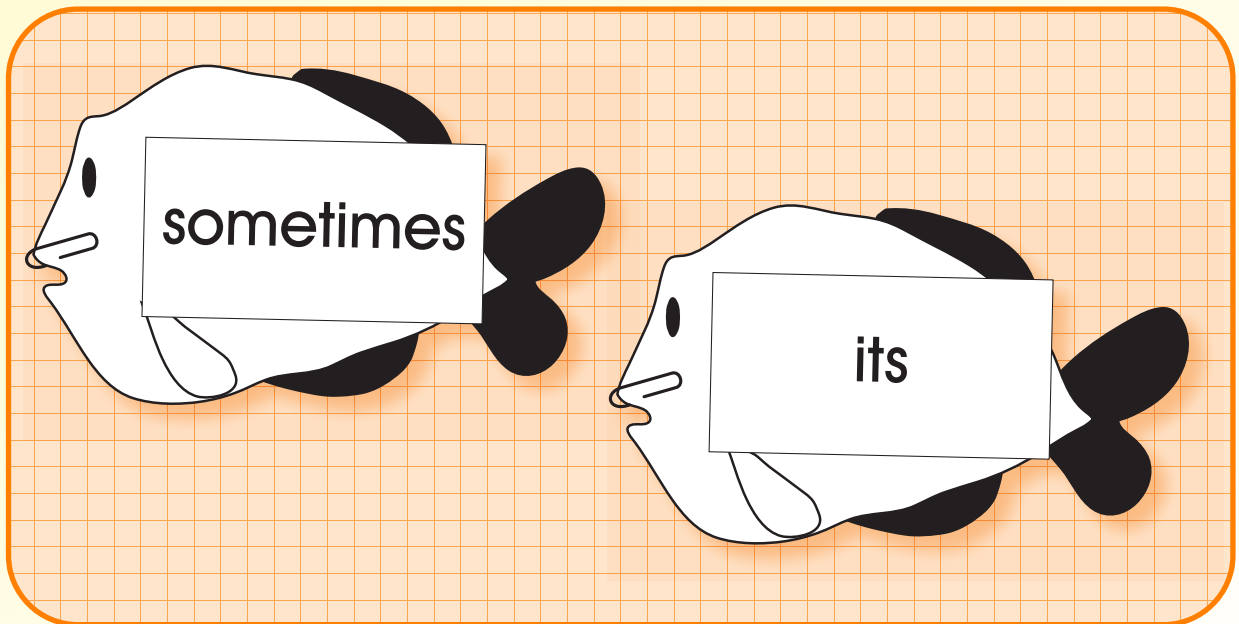
#### Materials

- ▶ High frequency word cards  
*Select target words.*
- ▶ Fish pattern  
*Make multiple copies, laminate, and cut.*  
*Attach a high frequency word to each fish.*
- ▶ Paper clips  
*Punch hole near each fish nose and attach paper clip.*
- ▶ Container for a “pond” (e.g., plastic fish bowl, paper bag)  
*Place fish in the container.*
- ▶ Fishing pole (e.g., tie string to a ruler and attach a magnet)

#### Activity

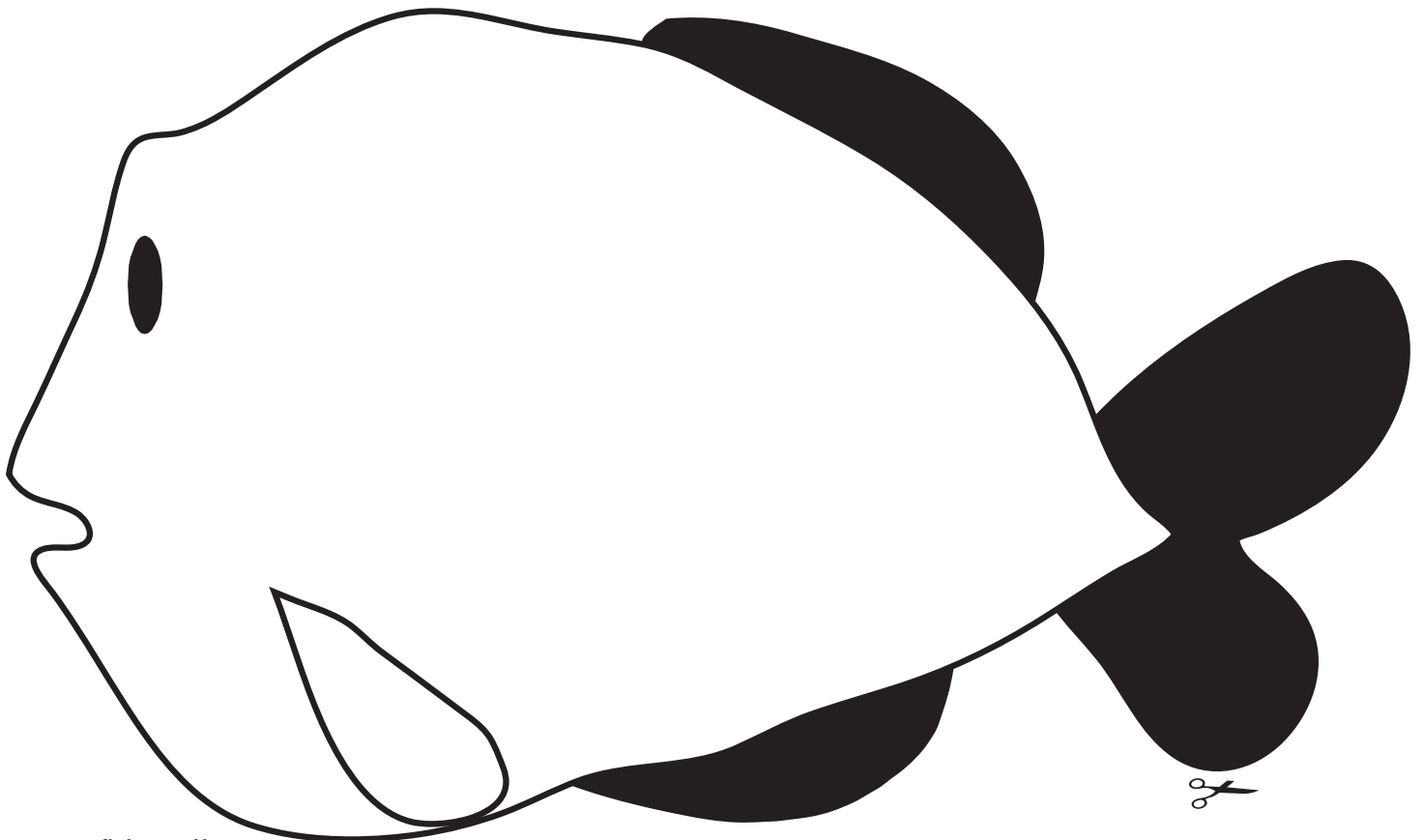
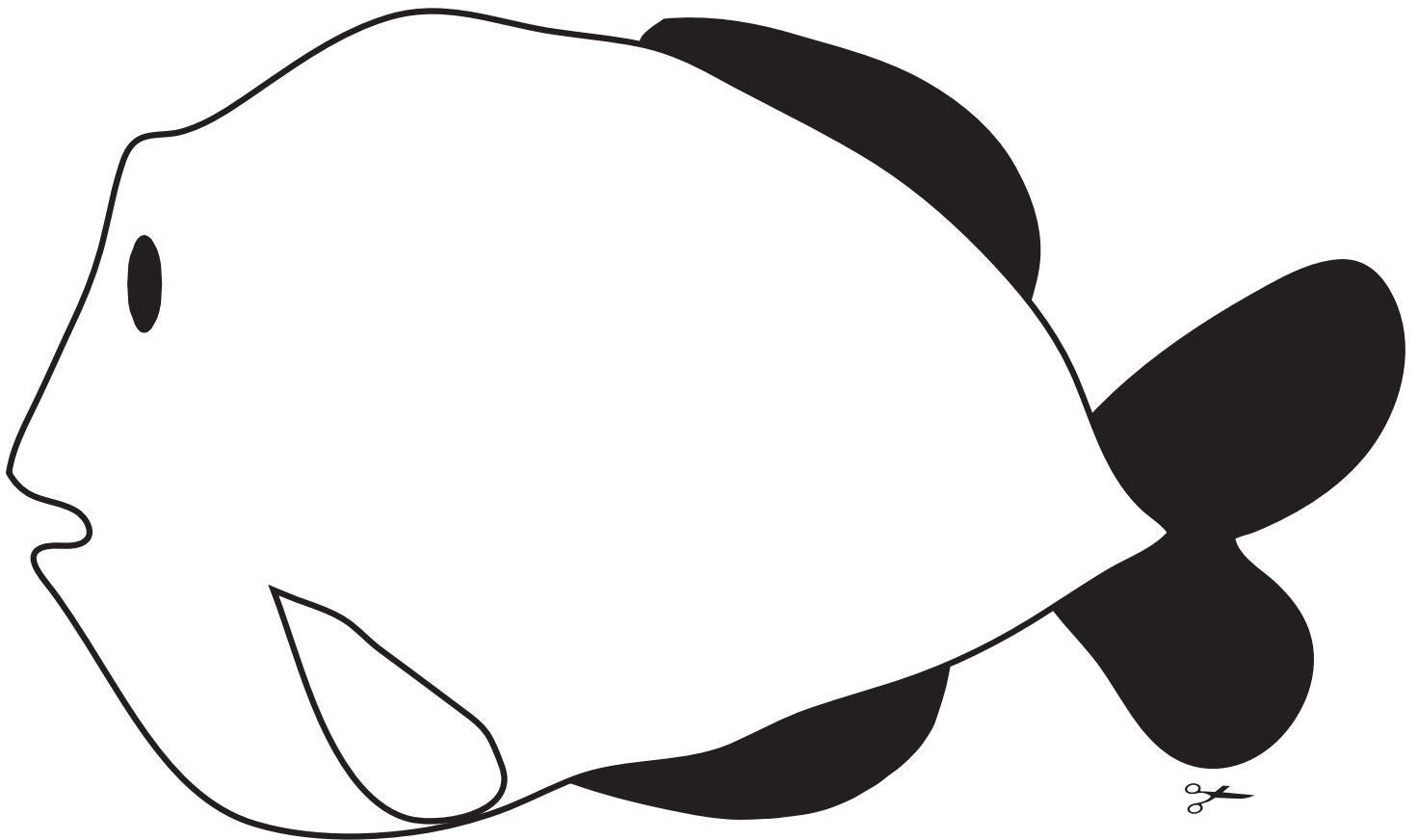
Students practice reading high frequency words while playing a “fishing” game.

1. Place “pond” and fishing pole at the center.
2. Taking turns, students use the fishing pole to “catch” a word fish. Read the word.
3. If able to read the word, keep the word fish. If unable to read the word, return the word fish back to the “pond.”
4. Continue until all word fish are “caught.”
5. Peer evaluation



#### Extensions and Adaptations

- ▶ Write the words that are “caught.”
- ▶ Use the word fish as flash cards.



fish patterns

# Phonics

High Frequency Word Cards

P. 043

is

that

of

the

and

you





to

it

he

a

in

was



# Phonics

High Frequency Word Cards

P. 043

as

his

with

for

on

are



this

at

have

they

be

I



# Phonics

High Frequency Word Cards

P. 043

or

had

word

from

one

by



were

what

we

but

not

all



# Phonics

High Frequency Word Cards

P. 043

your

can

use

when

said

there



she

do

how

an

each

which



# Phonics

High Frequency Word Cards

P. 043

first

water

been

their

if

will





oil

about

who

call

up

other



# Phonics

High Frequency Word Cards

P. 043

made

may

come

its

get

part



did

long

final

down

now

day



# Phonics

High Frequency Word Cards

P. 043

only

sound

little

over

take

new



out

year

many

know

work

place



# Phonics

High Frequency Word Cards

P. 043

her

make

into

like

him

would



time

them

then

these

some

so



# Phonics

High Frequency Word Cards

P. 043

has

write

more

look

two

go





number

could

no

see

people

way



# Phonics

High Frequency Word Cards

P. 043

my

than

live

me

back

give



thing

just

our

most

after

very



# Phonics

High Frequency Word Cards

P. 043

name

good

sentence

man

think

say



great

where

help

though

much

before



# Phonics

High Frequency Word Cards

P. 043

line

right

too

mean

old

any



follow

came

want

some

tell

boy



# Phonics

High Frequency Word Cards

P. 043

show

also

around

farm

three

small





well

end

put

does

set

another



# Phonics

High Frequency Word Cards

P. 043

big

must

because

even

large

such



went

men

why

turn

ask

here



# Phonics

High Frequency Word Cards

P. 043

read

home

different

need

land

us



try

hand

picture

move

kind

again



# Phonics

High Frequency Word Cards

P. 043

spell

air

off

change

away

play



letter

mother

page

animal

house

point



# Phonics

High Frequency Word Cards

P. 043

near

answer

found

every

add

study





learn

America

world

still

should

high



# Phonics

High Frequency Word Cards

P. 043

food

between

own

below

country

plant



school

tree

never

last

father

keep



# Phonics

High Frequency Word Cards

P. 043

city

eye

though

start

earth

light



don't

story

left

head

under

saw



# Phonics

High Frequency Word Cards

P. 043

while

might

something

few

along

close



open

next

hard

seem

begin

example



# Phonics

High Frequency Word Cards

P. 043

always

both

together

life

those

paper





got

run

important

group

often

until



# Phonics

High Frequency Word Cards

P. 043

side

car

night

children

feet

mile



white

took

began

walk

grow

sea



# Phonics

High Frequency Word Cards

P. 043

four

state

book

river

carry

once



stop

second

miss

hear

without

later



# Phonics

High Frequency Word Cards

P. 043

face

watch

far

idea

enough

eat



really

let

girl

color

almost

above



# Phonics

High Frequency Word Cards

P. 043

mountain

talk

young

sometimes

soon

cut





song

leave

being

list

family

it's





### Word Baseball



#### Objective

The student will blend onsets and rimes to make words.



#### Materials

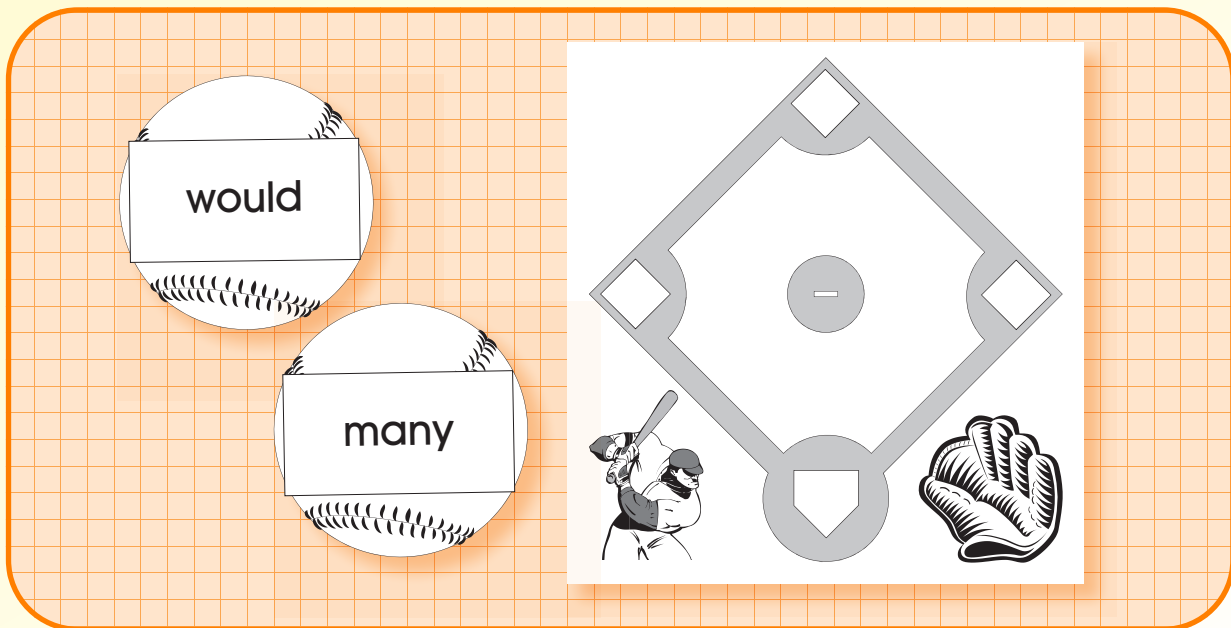
- ▶ High frequency word cards  
*Select target words.*
- ▶ Baseball pattern  
*Make multiple copies, laminate, and cut. Attach a high frequency word card to each baseball.*
- ▶ Word Baseball game board
- ▶ Game pieces (e.g., counters)



#### Activity

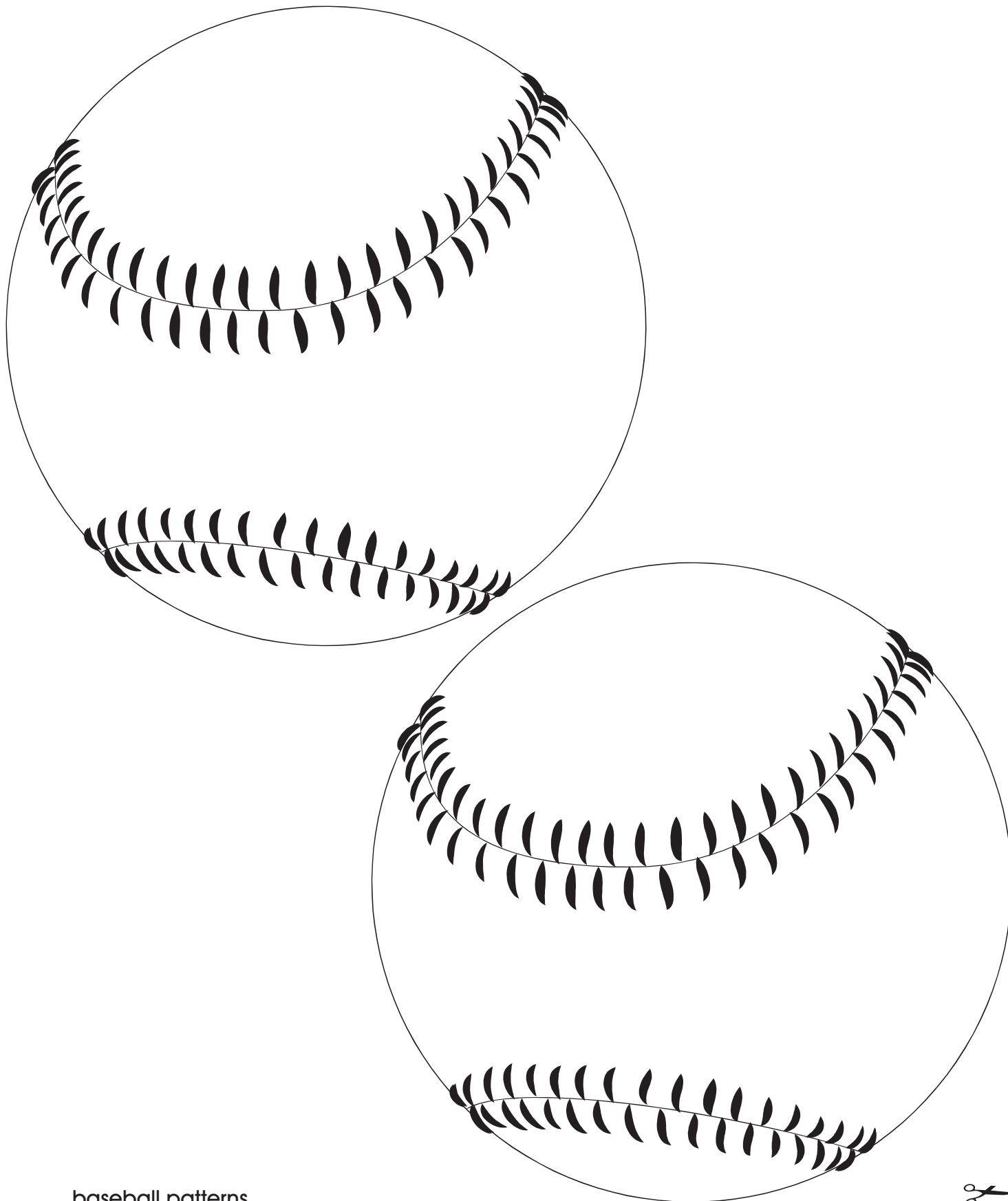
**Students practice reading high frequency words while playing a baseball game.**

1. Place the game board and game pieces on a flat surface. Place the baseball cards face down in a stack.
2. Student one, the pitcher, picks up the first baseball and shows it to student two, the batter, who reads the word.
3. If correct, advances to first base. If incorrect, batter receives an out and the card is placed at the bottom of the pile.
4. Continues to move around the bases as words are correctly read.
5. After three outs or two runs, switch roles.
6. Continue until all target words are read.
7. Peer evaluation



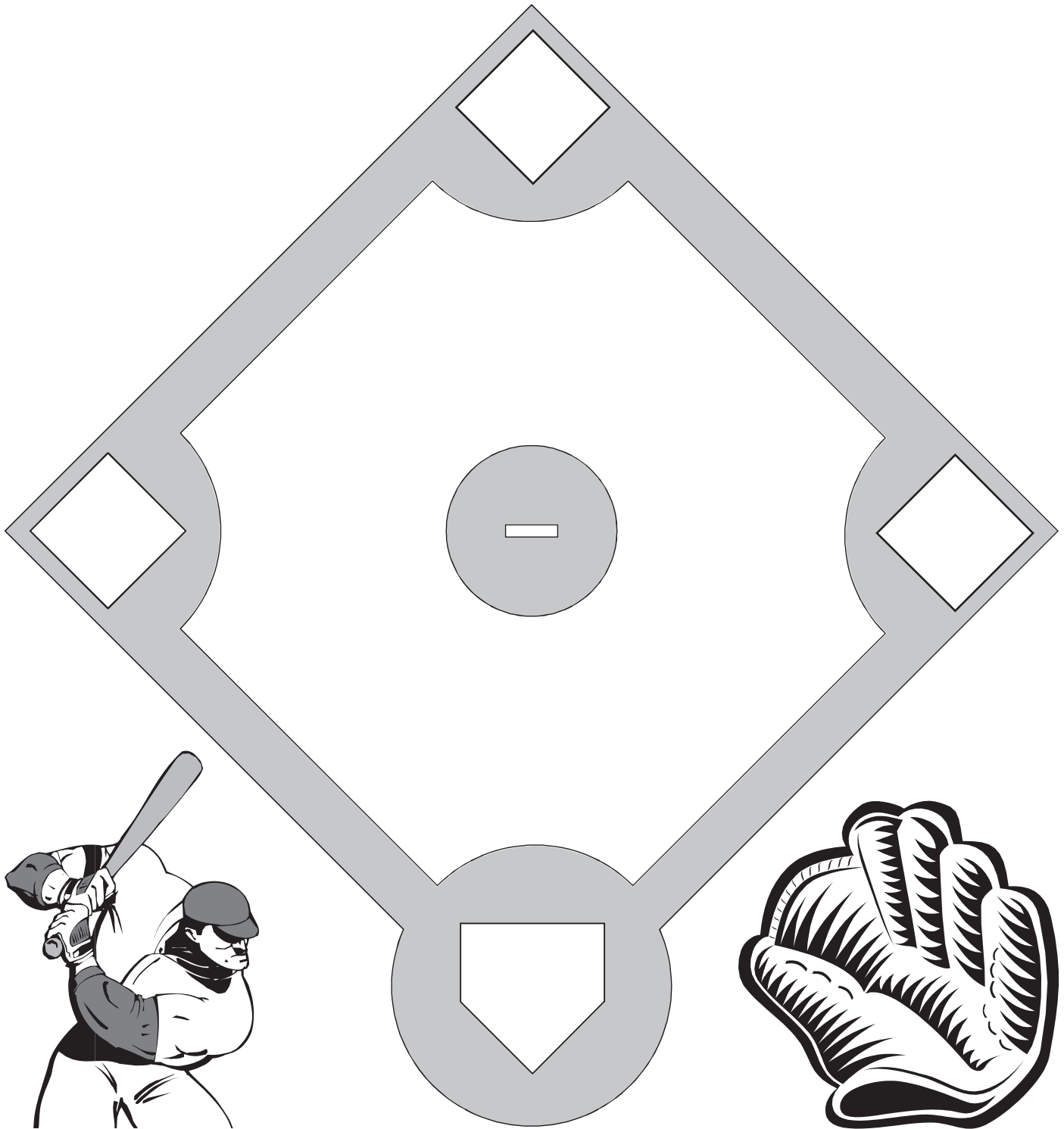
#### Extensions and Adaptations

- ▶ Use other high frequency words.



baseball patterns





word baseball game board

is

that

of

the

and

you



# Phonics

High Frequency Word Cards

P. 044

to

it

he

a

in

was



as

his

with

for

on

are



# Phonics

High Frequency Word Cards

P. 044

this

at

have

they

be

I





or

had

word

from

one

by



# Phonics

High Frequency Word Cards

P. 044

were

what

we

but

not

all



**your**

**can**

**use**

**when**

**said**

**there**



# Phonics

High Frequency Word Cards

P. 044

she

do

how

an

each

which



**first**

**water**

**been**

**their**

**if**

**will**



# Phonics

High Frequency Word Cards

P. 044

oil

about

who

call

up

other



made

may

come

its

get

part



# Phonics

High Frequency Word Cards

P. 044

did

long

final

down

now

day





only

sound

little

over

take

new



# Phonics

High Frequency Word Cards

P. 044

out

year

many

know

work

place



her

make

into

like

him

would



# Phonics

High Frequency Word Cards

P. 044

time

them

then

these

some

so



has

write

more

look

two

go



# Phonics

High Frequency Word Cards

P. 044

number

could

no

see

people

way



my

than

live

me

back

give



# Phonics

High Frequency Word Cards

P. 044

thing

just

our

most

after

very





name

good

sentence

man

think

say



# Phonics

High Frequency Word Cards

P. 044

great

where

help

though

much

before



line

right

too

mean

old

any



# Phonics

High Frequency Word Cards

P. 044

follow

came

want

some

tell

boy



show

also

around

farm

three

small



# Phonics

High Frequency Word Cards

P. 044

well

end

put

does

set

another



big

must

because

even

large

such



# Phonics

High Frequency Word Cards

P. 044

went

men

why

turn

ask

here





read

home

different

need

land

us



# Phonics

High Frequency Word Cards

P. 044

try

hand

picture

move

kind

again



spell

air

off

change

away

play



# Phonics

High Frequency Word Cards

P. 044

letter

mother

page

animal

house

point



near

answer

found

every

add

study



# Phonics

High Frequency Word Cards

P. 044

learn

America

world

still

should

high



food

between

own

below

country

plant



# Phonics

High Frequency Word Cards

P. 044

school

tree

never

last

father

keep





city

eye

though

start

earth

light



# Phonics

High Frequency Word Cards

P. 044

don't

story

left

head

under

saw



while

might

something

few

along

close



# Phonics

High Frequency Word Cards

P. 044

open

next

hard

seem

begin

example



always

both

together

life

those

paper



# Phonics

High Frequency Word Cards

P. 044

got

run

important

group

often

until



side

car

night

children

feet

mile



# Phonics

High Frequency Word Cards

P. 044

white

took

began

walk

grow

sea





four

state

book

river

carry

once



# Phonics

High Frequency Word Cards

P. 044

stop

second

miss

hear

without

later



face

watch

far

idea

enough

eat



# Phonics

High Frequency Word Cards

P. 044

really

let

girl

color

almost

above



mountain

talk

young

sometimes

soon

cut



# Phonics

High Frequency Word Cards

P. 044

song

leave

being

list

family

it's





#### Objective

The student will read high frequency words.

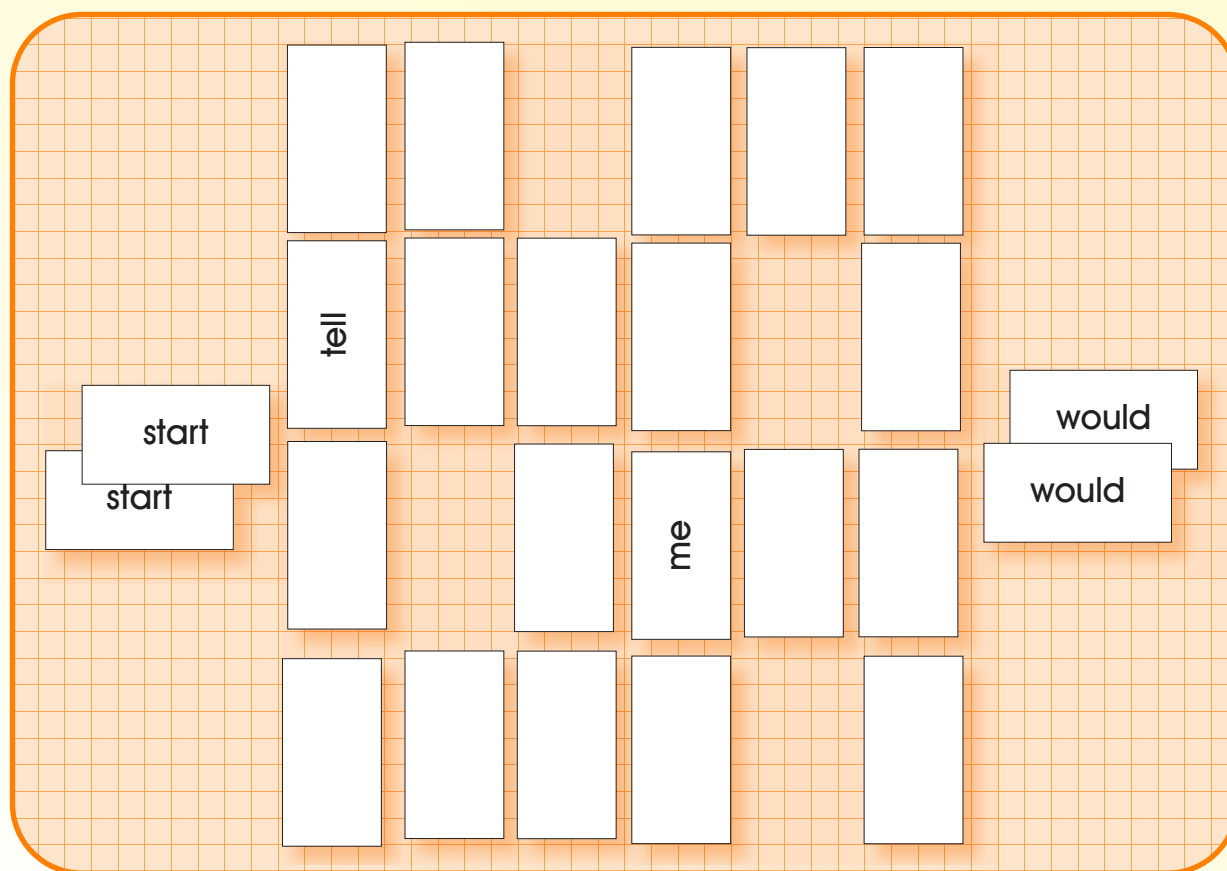
#### Materials

- ▶ High frequency word cards  
*Select eight to twelve target words.*  
*Copy twice.*

#### Activity

Students practice reading high frequency words while playing a memory game.

1. Place the high frequency word cards face down in rows.
2. Taking turns, students select two cards, read them orally, and determine if they match.
3. If there is a match (e.g., would, would), pick up cards and place to the side. If cards do not match (e.g., me, tell), return them to their original places.
4. Continue until all matches are made.
5. Peer evaluation



#### Extensions and Adaptations

- ▶ Use other high frequency words.

# Phonics

High Frequency Word Cards

P. 045

is

that

of

the

and

you





to

it

he

a

in

was



# Phonics

High Frequency Word Cards

P. 045

as

his

with

for

on

are



this

at

have

they

be

I



# Phonics

High Frequency Word Cards

P. 045

or

had

word

from

one

by



were

what

we

but

not

all



# Phonics

High Frequency Word Cards

P. 045

your

can

use

when

said

there



she

do

how

an

each

which



# Phonics

High Frequency Word Cards

P. 045

first

water

been

their

if

will





oil

about

who

call

up

other



# Phonics

High Frequency Word Cards

P. 045

made

may

come

its

get

part



did

long

final

down

now

day



# Phonics

High Frequency Word Cards

P. 045

only

sound

little

over

take

new



out

year

many

know

work

place



# Phonics

High Frequency Word Cards

P. 045

her

make

into

like

him

would



time

them

then

these

some

so



# Phonics

High Frequency Word Cards

P. 045

has

write

more

look

two

go





number

could

no

see

people

way



# Phonics

High Frequency Word Cards

P. 045

my

than

live

me

back

give



thing

just

our

most

after

very



# Phonics

High Frequency Word Cards

P. 045

name

good

sentence

man

think

say



great

where

help

though

much

before



# Phonics

High Frequency Word Cards

P. 045

line

right

too

mean

old

any



follow

came

want

some

tell

boy



# Phonics

High Frequency Word Cards

P. 045

show

also

around

farm

three

small





well

end

put

does

set

another



# Phonics

High Frequency Word Cards

P. 045

big

must

because

even

large

such



went

men

why

turn

ask

here



# Phonics

High Frequency Word Cards

P. 045

read

home

different

need

land

us



try

hand

picture

move

kind

again



# Phonics

High Frequency Word Cards

P. 045

spell

air

off

change

away

play



letter

mother

page

animal

house

point



# Phonics

High Frequency Word Cards

P. 045

near

answer

found

every

add

study





learn

America

world

still

should

high



# Phonics

High Frequency Word Cards

P. 045

food

between

own

below

country

plant



school

tree

never

last

father

keep



# Phonics

High Frequency Word Cards

P. 045

city

eye

though

start

earth

light



don't

story

left

head

under

saw



# Phonics

High Frequency Word Cards

P. 045

while

might

something

few

along

close



open

next

hard

seem

begin

example



# Phonics

High Frequency Word Cards

P. 045

always

both

together

life

those

paper





got

run

important

group

often

until



# Phonics

High Frequency Word Cards

P. 045

side

car

night

children

feet

mile



white

took

began

walk

grow

sea



# Phonics

High Frequency Word Cards

P. 045

four

state

book

river

carry

once



stop

second

miss

hear

without

later



# Phonics

High Frequency Word Cards

P. 045

face

watch

far

idea

enough

eat



really

let

girl

color

almost

above



# Phonics

High Frequency Word Cards

P. 045

mountain

talk

young

sometimes

soon

cut





song

leave

being

list

family

it's





#### Objective

The student will read high frequency words.


#### Materials

- ▶ High frequency word cards  
*Select target words.*
- ▶ Bowling ball pattern  
*Make multiple copies, laminate, and cut.*  
*Attach a high frequency word to each ball. Write a score from one-to-ten on the back of each ball.*
- ▶ Bag  
*Place the balls in the bag.*
- ▶ Student sheet

#### Activity

Students practice reading high frequency words while playing a bowling game.

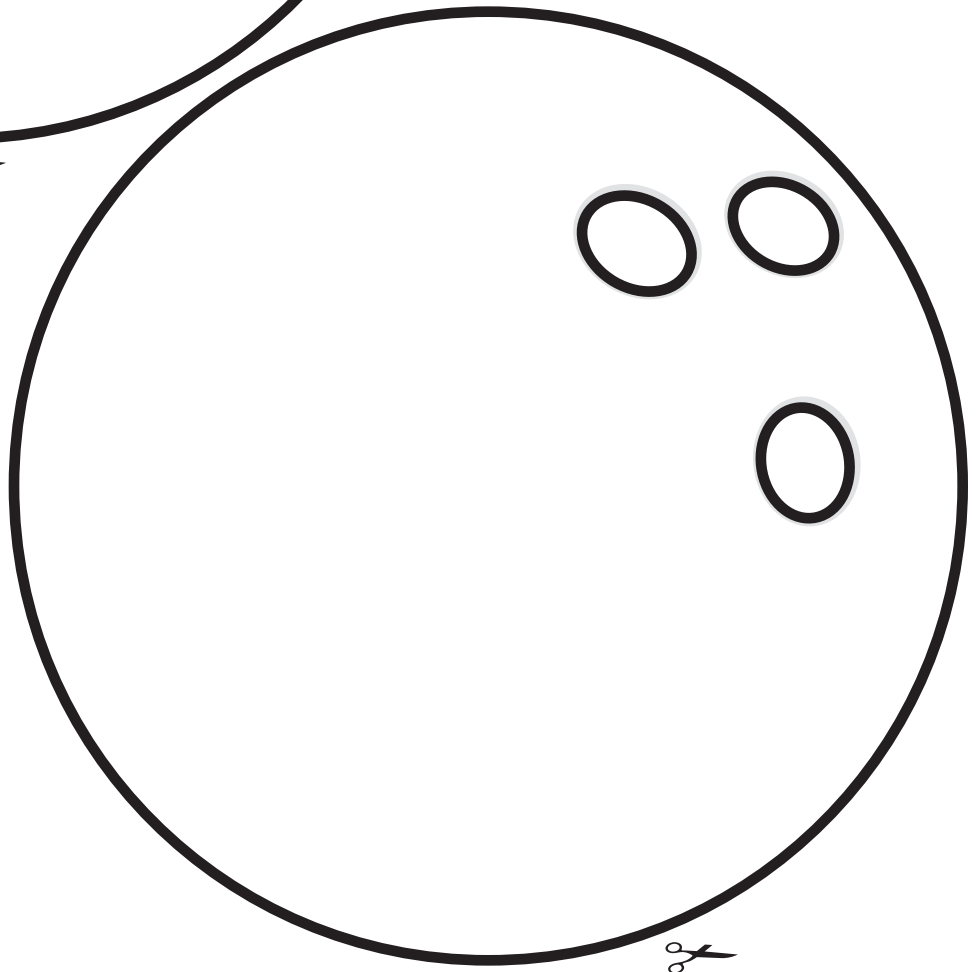
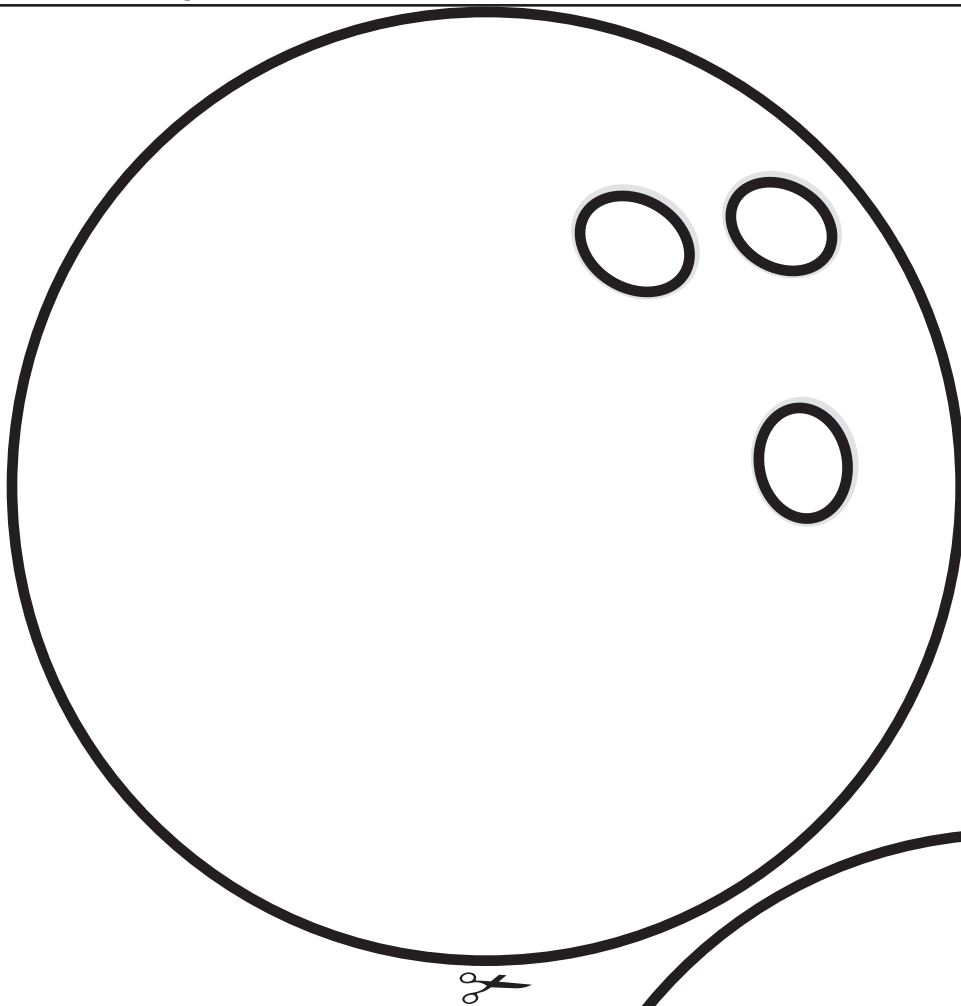
1. Place the bag of bowling word cards on a flat surface. Provide students with a student sheet.
2. Taking turns, students select a bowling ball word out of the bag and read it orally.
3. If able to read the word, receives the score written on the back of the card. If unable to read the word, receives no points for a “gutter ball.”
4. Record points on the score card.
5. Continue until student sheet is complete.
6. Peer evaluation



Word Bowling ScoreCard											
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 other high frequency words.



bowling ball patterns

## Word Bowling Score Card

Name	1	2	3	4	5	6	7	8	9	10	Total

# Phonics

High Frequency Word Cards

P. 046

is

that

of

the

and

you



to

it

he

a

in

was



# Phonics

High Frequency Word Cards

P. 046

as

his

with

for

on

are



this

at

have

they

be

I





# Phonics

High Frequency Word Cards

P. 046

or

had

word

from

one

boy



were

what

we

but

not

all



# Phonics

High Frequency Word Cards

P. 046

your

can

use

when

said

there



she

do

how

an

each

which



# Phonics

High Frequency Word Cards

P. 046

first

water

been

their

if

will



oil

about

who

call

up

other



# Phonics

High Frequency Word Cards

P. 046

made

may

come

its

get

part



did

long

final

down

now

day





# Phonics

High Frequency Word Cards

P. 046

only

sound

little

over

take

new



out

year

many

know

work

place



# Phonics

High Frequency Word Cards

P. 046

her

make

into

like

him

would



time

them

then

these

some

so



# Phonics

High Frequency Word Cards

P. 046

has

write

more

look

two

go



number

could

no

see

people

way



# Phonics

High Frequency Word Cards

P. 046

my

than

live

me

back

give



thing

just

our

most

after

very





# Phonics

High Frequency Word Cards

P. 046

name

good

sentence

man

think

say



great

where

help

though

much

before



# Phonics

High Frequency Word Cards

P. 046

line

right

too

mean

old

any



follow

came

want

some

tell

boy



# Phonics

High Frequency Word Cards

P. 046

show

also

around

farm

three

small



well

end

put

does

set

another



# Phonics

High Frequency Word Cards

P. 046

big

must

because

even

large

such



went

men

why

turn

ask

here





# Phonics

High Frequency Word Cards

P. 046

read

home

different

need

land

us



try

hand

picture

move

kind

again



# Phonics

High Frequency Word Cards

P. 046

spell

air

off

change

away

play



letter

mother

page

animal

house

point



# Phonics

High Frequency Word Cards

P. 046

near

answer

found

every

add

study



learn

America

world

still

should

high



# Phonics

High Frequency Word Cards

P. 046

food

between

own

below

country

plant



school

tree

never

last

father

keep





# Phonics

High Frequency Word Cards

P. 046

city

eye

though

start

earth

light



don't

story

left

head

under

saw



# Phonics

High Frequency Word Cards

P. 046

while

might

something

few

along

close



open

next

hard

seem

begin

example



# Phonics

High Frequency Word Cards

P. 046

always

both

together

life

those

paper



got

run

important

group

often

until



# Phonics

High Frequency Word Cards

P. 046

side

car

night

children

feet

mile



white

took

began

walk

grow

sea





# Phonics

High Frequency Word Cards

P. 046

four

state

book

river

carry

once



stop

second

miss

hear

without

later



# Phonics

High Frequency Word Cards

P. 046

face

watch

far

idea

enough

eat



really

let

girl

color

almost

above



# Phonics

High Frequency Word Cards

P. 046

mountain

talk

young

sometimes

soon

cut



song

leave

being

list

family

it's





### Canned Sort

#### Objective

The student will identify variant correspondences in words.

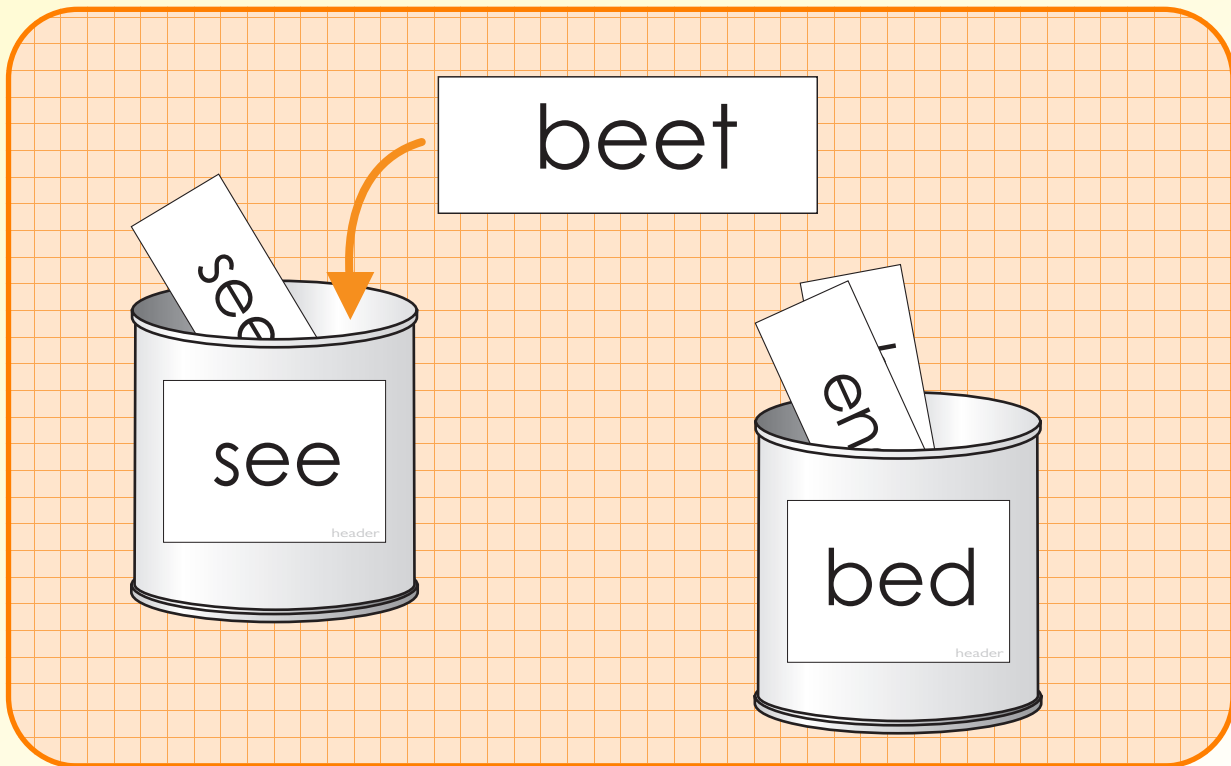
#### Materials

- ▶ Header and word cards  
*Choose target header and corresponding word cards for the same vowel (e.g., short and long “a”).*
- ▶ Cans  
*Attach the header cards to the cans.*

#### Activity

Students read and sort words by vowel sounds.

1. Place cans on a flat surface. Place the word cards face down in a stack.
2. Taking turns, students select a card, read the word orally, and say the sound of the vowel (e.g., “beet, /ē/”).
3. Read the word on each can and say the sound of each vowel (e.g., “bed, /e/, see, /ē/”). Place the word card in the can that has the corresponding vowel sound (i.e., “beet goes in the /ē/ can”).
4. Continue until all words are sorted.
5. Peer evaluation



#### Extensions and Adaptations

- ▶ Record words on paper.
- ▶ Use other header and word cards.
- ▶ Make and use other header and word cards.
- ▶ Sort more than one vowel pair at a time.

cat

header

late

header

fast

ape

camp

shake

and

fame

trash

base

back

make





bed

header

see

header

went

sleep

help

seed

pet

eel

end

queen

them

beet



big

header

five

header

pick

ice

fix

time

fish

slide

him

kite

itch

nine

header and word cards



got

header

home

header

lock

note

spot

owe

shop

phone

ox

code

dog

rope



dug

header

cube

header

duck

use

must

mule

us

fume

rush

huge

jump

cute

header and word cards



far

header

flare

header

arm

rare

farm

hare

start

bare

yard

square

part

dare

header and word cards



any

header

cry

header

very

deny

many

dry

easy

July

story

sly

only

fry

header and word cards



down

header

own

header

town

bowl

cow

low

brow

tow

brown

grow

now

mow

header and word cards



header	header

blank header and word cards







## Variant Correspondences

P. 048

### Silent “e” Changes

#### Objective

The student will identify variant correspondences in words.

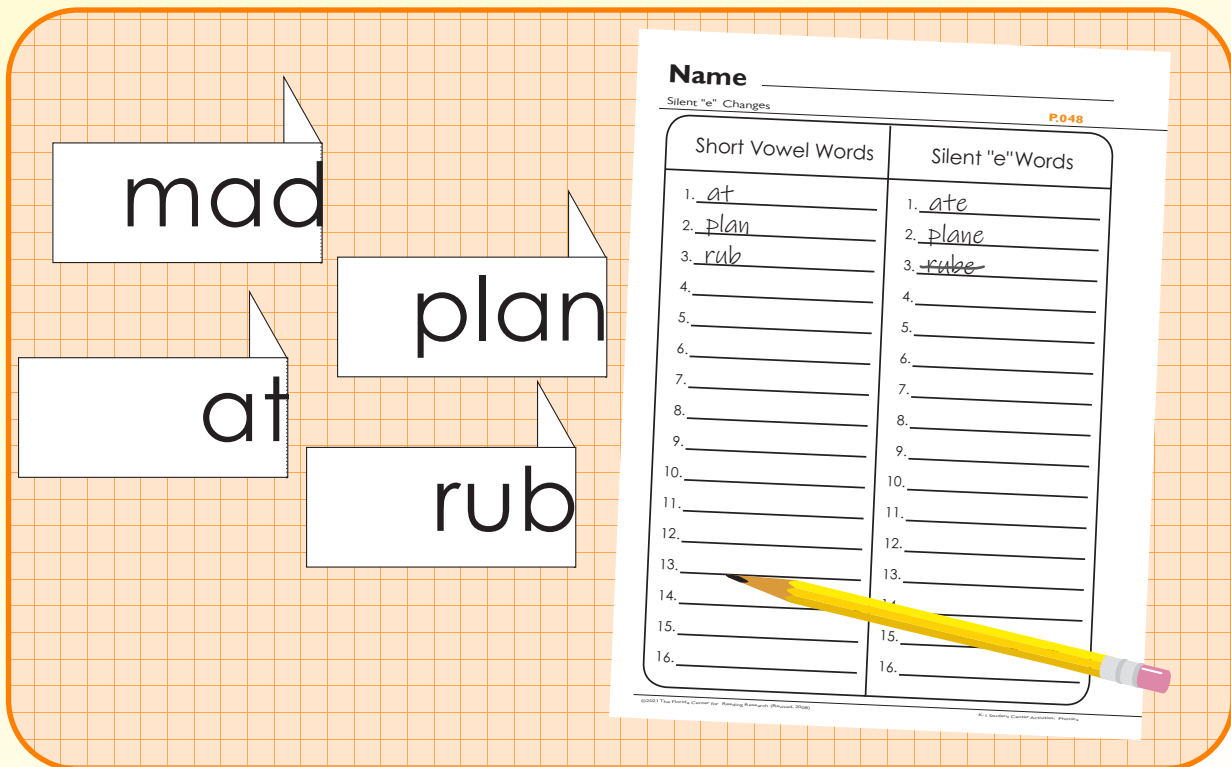
#### Materials

- ▶ Silent “e” word strips  
*Copy, laminate, cut, and fold strips on the dotted line.*
- ▶ Student sheet
- ▶ Pencils

#### Activity

Students read words with and without the silent “e” pattern.

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 and read the word orally (e.g., “plan”).
3. Turn the “e” to the front of the strip and read the new word orally (i.e., “plane”).
4. Write both words in the corresponding columns on the student sheet. Determine if each word is real or nonsense. If nonsense, cross it out.
5. Continue until all strips are read and recorded.
6. Teacher evaluation



The illustration shows four word strips on a grid background: 'mad', 'at', 'plan', and 'rub'. To the right is a student sheet titled 'Name \_\_\_\_\_' and 'Silent "e" Changes P.048'. The sheet has two columns: 'Short Vowel Words' and 'Silent "e" Words'. The first three rows are filled with the words 'at', 'plane', and 'rub' (crossed out). A yellow pencil is shown at the bottom of the sheet.

Short Vowel Words	Silent "e" Words
1. at	1. ate
2. plan	2. plane
3. rub	3. <del>rub</del>
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____
11. _____	11. _____
12. _____	12. _____
13. _____	13. _____
14. _____	14. _____
15. _____	15. _____
16. _____	16. _____

#### Extensions and Adaptations

- ▶ Make more silent “e” word strips.

ate

made

plane

hade

name

shape

silent "e" word strips



cane

state

ase

pete

lete

gete



ride

bite

slide

five

side

ine

silent "e" word strips



rode

slope

note

home

hote

rocke

silent "e" word strips



cube

cute

use

upe

rube

sune

silent "e" word strips



### Short Vowel Words

### Silent "e" Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_


blank silent "e" word strips







### Vowel Slide

#### Objective

The student will identify variant correspondences in words.

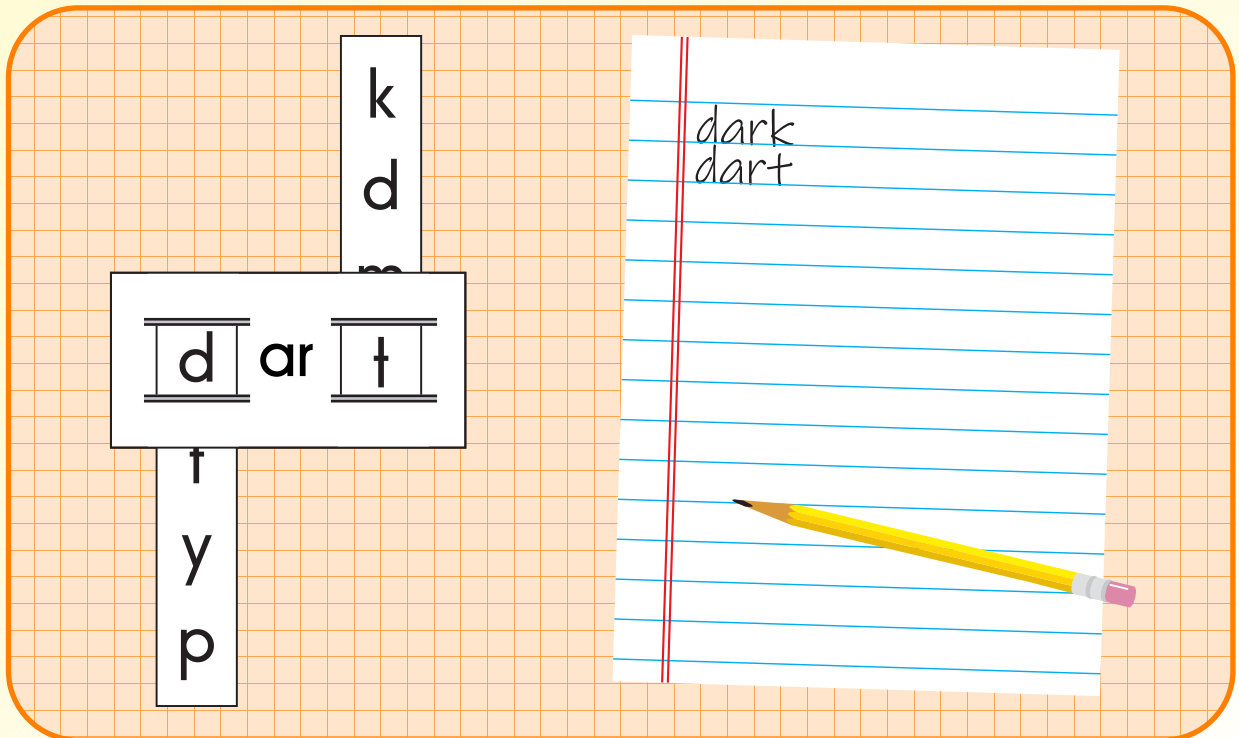
#### Materials

- ▶ Vowel Slides  
*Select target vowel slides.*  
*Thread vertical strips through the horizontal strip to create slides*
- ▶ Paper
- ▶ Pencil

#### Activity

Students blend sounds to make words while manipulating a slide.

1. Provide the student with vowel slides and paper.
2. The student selects a vowel slide and reads the medial vowel pattern (e.g., “/ar/”). Slides vertical strips until letters can be seen through the windows. Blends the sounds and reads the word (e.g., “/d//ar//t/, dart”).
3. Determines if it is a real or nonsense word. If real, records on the paper. Manipulates both slides until all possible combinations are made.
4. Continues until all real words are recorded.
5. Teacher evaluation



#### Extensions and Adaptations

- ▶ Use short vowel slides.
- ▶ Make slides with other letters.

d	k	_____	
f	d	ar	_____
y	m	_____	
p	t	_____	
		r	d
		p	l
		w	n
		ch	t

vowel slides



# Phonics

Vowel Slide

P. 049

m	t	ea
s	n	
h	m	

b	l	s	k		
				t	l
				w	th

	ee	

f	n

vowel slides



g	t	_____	
l	d	oa	_____
s	m	_____	
f	p	_____	
		j	d
		c	l
		s	ce
		v	n

vowel slides



# Phonics

Vowel Slide

P. 049

m	th	oo	
r	l		
c	f	h	m
t	n	sh	d
		f	t
		c	n
or			

vowel slides



h	t	_____	_____
m	s	_____	a

th	ck		
b	n		

_____	_____		
_____	e	_____	

g	t
r	ll
wh	d
t	n

vowel slides



# Phonics

Vowel Slide

P. 049

w	d	_____	i	_____
d	th	_____		_____

th	g			
b	s			

f	t
h	x
p	ck
r	p

_____	o	_____
_____		_____

vowel slides



b	p	_____	
r	t	u	_____
s	b	_____	
c	n	_____	

_____	_____
_____	_____

vowel and blank word slides







### Flip Manipulating Books

#### Objective

The student will identify variant correspondences in words.

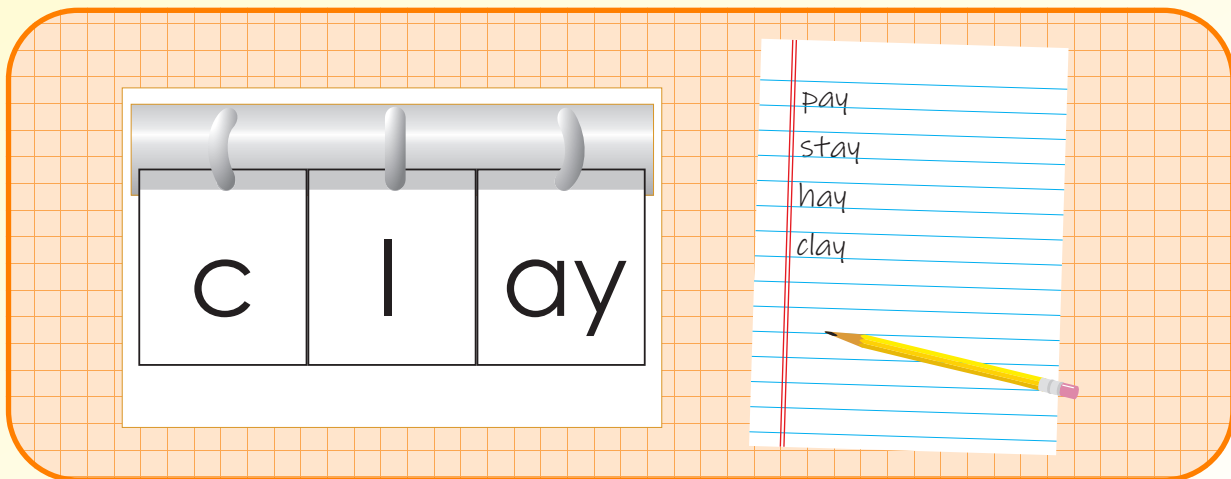
#### Materials

- ▶ Letter/letter combination flip cards  
*Select target letter/letter combination cards and add continuously as they are introduced.  
Copy, laminate, and cut.*
- ▶ Three ring binder  
*Hole punch the letter/letter combination card(s) and place in the first, second, or third ring of the binder dependent upon the position of the sound (e.g., the letter combination “ay” always follows a consonant or consonant blend, therefore, the “ay” card should be placed in the second and third binder rings).  
In addition, place a blank card on each ring so that students have the option of forming words with two cards.*
- ▶ Paper
- ▶ Pencil

#### Activity

**Students blend sounds to make words while manipulating cards in a binder.**

1. Provide the student with a Flip Manipulating Book (binder with letter/letter combination cards) and paper.
2. The student flips the cards in each stack (initial, medial, and final sound positions) to a desired letter/letter combination. Blends the sounds and reads the word (e.g., “/k//l//ā/, clay”).
3. Determines if it is a real or nonsense word. If real, records on the paper.
4. Continues until at least ten real words are recorded.
5. Teacher evaluation



#### Extensions and Adaptations

- ▶ Use the letters/letter combinations to make or sort words on a pocket chart.
- ▶ Add other target letters/letter combinations.

ar

ay

ai

aw

a

au

letter/letter combination flip cards



# Phonics

Flip Manipulating Books

P. 050

e  
c

k  
c

c

i  
c

b

h  
c

letter/letter combination flip cards



e

er

dge

ee

d

ed

letter/letter combination flip cards



# Phonics

Flip Manipulating Books

P. 050

g

h

f

gi

ew

ge

letter/letter combination flip cards



igh

k

ie

j

i

ir

letter/letter combination flip cards



# Phonics

Flip Manipulating Books

P. 050

m

o

l

ng

kn

n

letter/letter combination flip cards



oi

ow

oe

ou

od

oo

letter/letter combination flip cards





# Phonics

Flip Manipulating Books

P. 050

ph

s

p

r

oy

qu

letter/letter combination flip cards



tch

ue

t

u

sh

th

letter/letter combination flip cards



# Phonics

Flip Manipulating Books

P. 050

v

x

us

wh

ur

w

letter/letter combination flip cards



	Z		
	Y		

letter/letter combination flip cards





### R-Controlled Spin



#### Objective

The student will identify variant correspondences in words.



#### Materials

- ▶ Game board
- ▶ R-controlled vowel spinner  
*Copy spinner on card stock and cut.*
- ▶ Brad  
*Attach arrow to the spinner with the brad.*
- ▶ R-controlled vowel word cards
- ▶ Game pieces (e.g., two different colored counters or “x” and “o” shapes)



#### Activity

Students practice reading words with r-controlled vowels while playing a tic-tac-toe type game.

1. Place the spinner and game board on a flat surface. Spread the word cards face up in rows. Provide each student with different game pieces.
2. Taking turns, students spin the spinner and say the sound of the r-controlled vowel on which it lands (e.g., “/ar/”).
3. Select and orally read a word that contains the corresponding vowel sound (e.g., “car”).
4. If correct, place a game piece on the game board. If incorrect, no game piece is placed.
5. Put card back in its original position.
6. Continue until one student gets tic-tac-toe or until all spaces are covered.
7. Peer evaluation

car for smart horse near

bird fear share hear care

scare farm born shirt stir

Game Board

X		
	O	



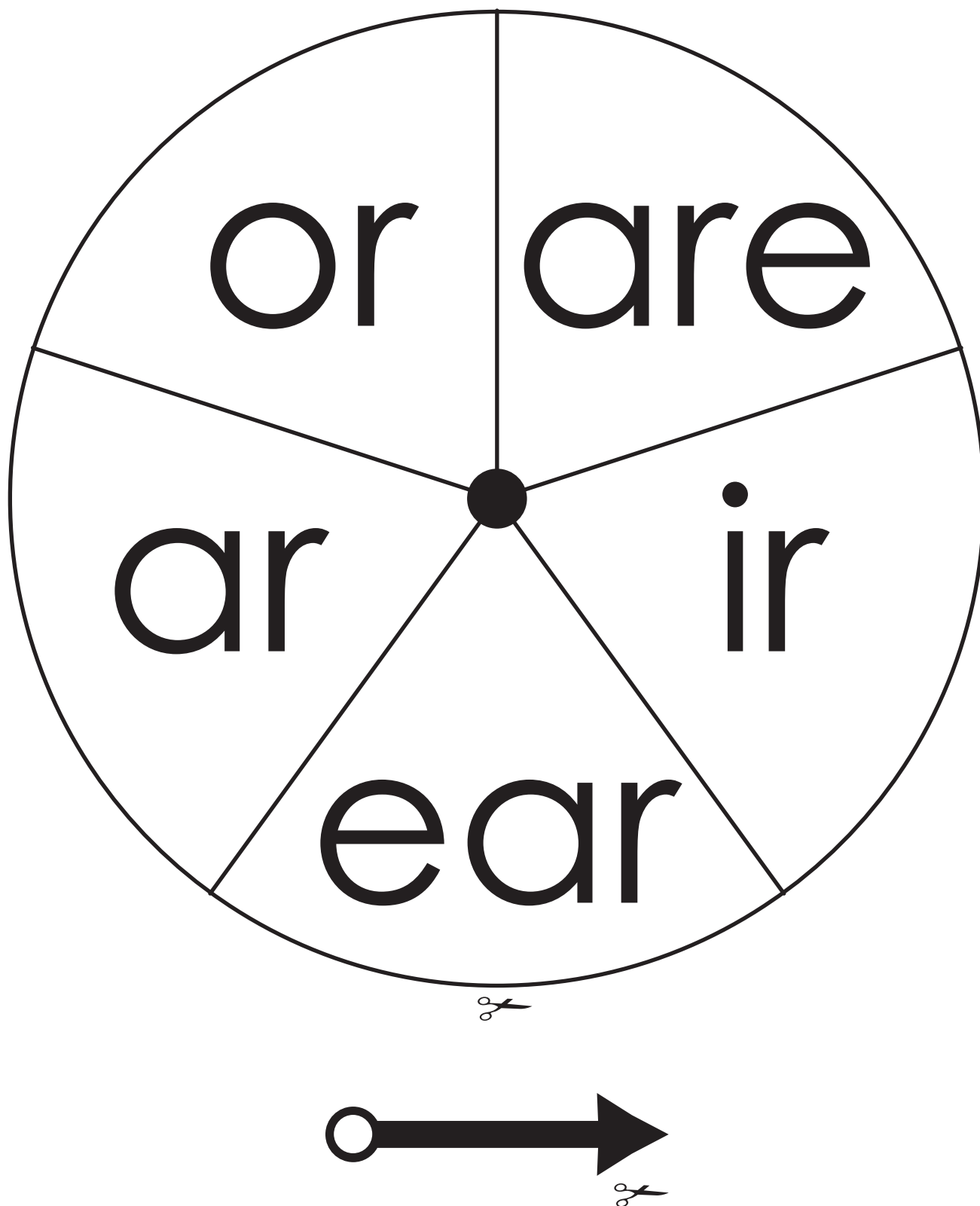
#### Extensions and Adaptations

- ▶ Place cards face up in each square on the game board and turn over as their sound appears on the spinner.
- ▶ Make spinners with other variant correspondences

# Game Board


game board





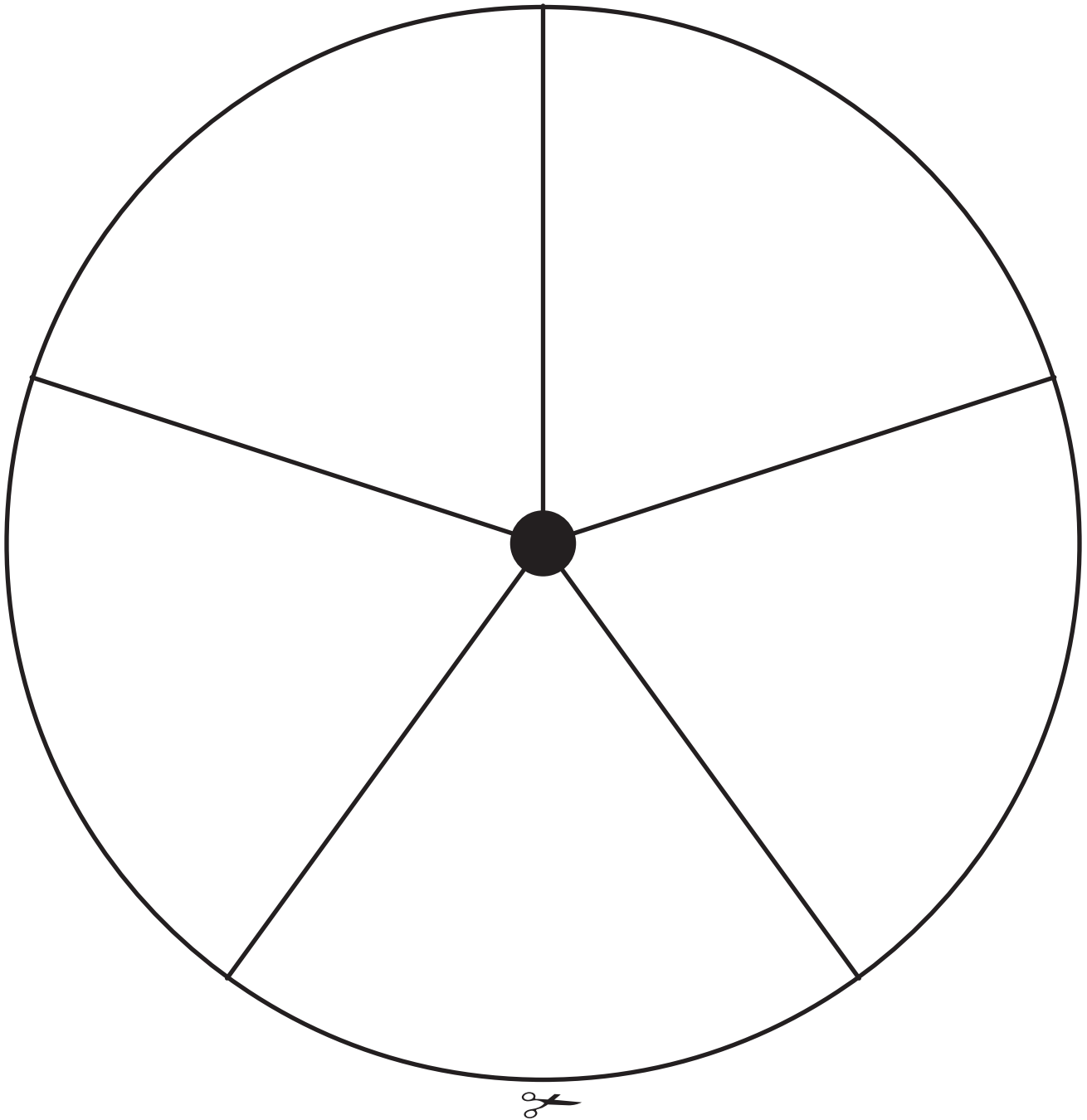
r-controlled vowel spinner

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

r-controlled vowel word cards







blank spinner



## Objective

The student will identify variant correspondences in words.

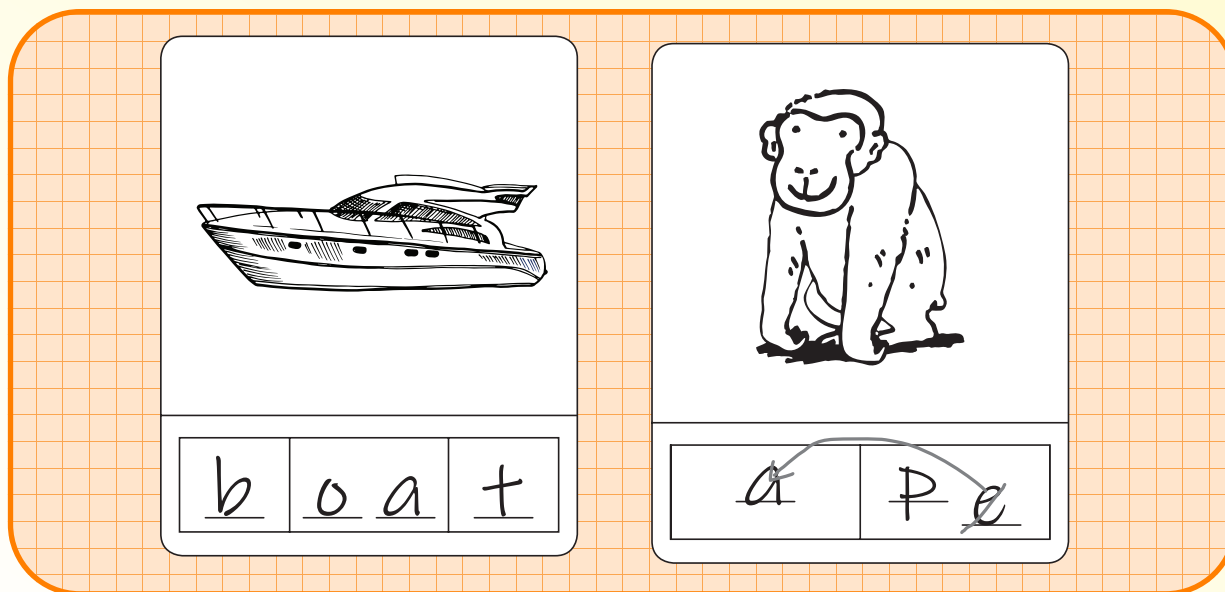
## Materials

- ▶ Elkonin Box picture cards  
*Copy, laminate, and cut.*
- ▶ Student sheet  
*Can be copied back to back.*  
*When writing graphemes for a long vowel made by v-c-e, the "e" is placed below the final grapheme with a slash and an arrow is drawn leading back to the vowel that it is making long.*
- ▶ Vis-à-Vis® markers
- ▶ Pencils

## Activity

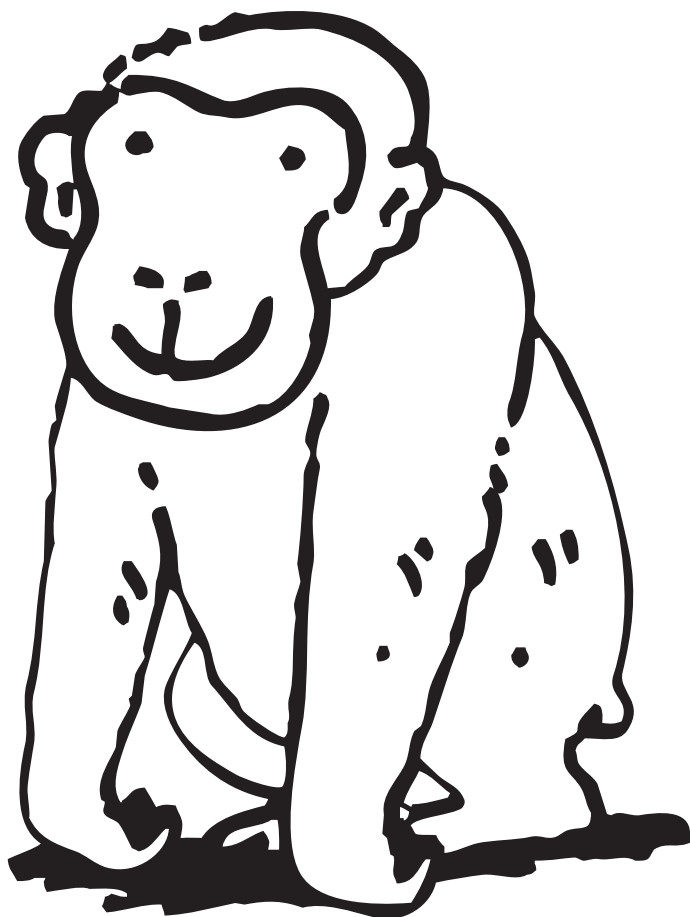
Students orally segment words and write corresponding letters on spaces in Elkonin Boxes.

1. Place the Elkonin Box picture cards in a stack at the center. Provide each student with student sheets and Vis-à-Vis® marker.
2. Working in pairs, student one says the name of the picture on the picture card and orally segments the word (e.g., "boat, /b//ō//t/").
3. Student two repeats the sounds while writing the corresponding grapheme for each phoneme in the box with the Vis-a-Vis® marker (i.e., "b-oa-t").
4. Both students record the word on their student sheets.
5. Continue until student sheets are complete.
6. Teacher evaluation



## Extensions and Adaptations

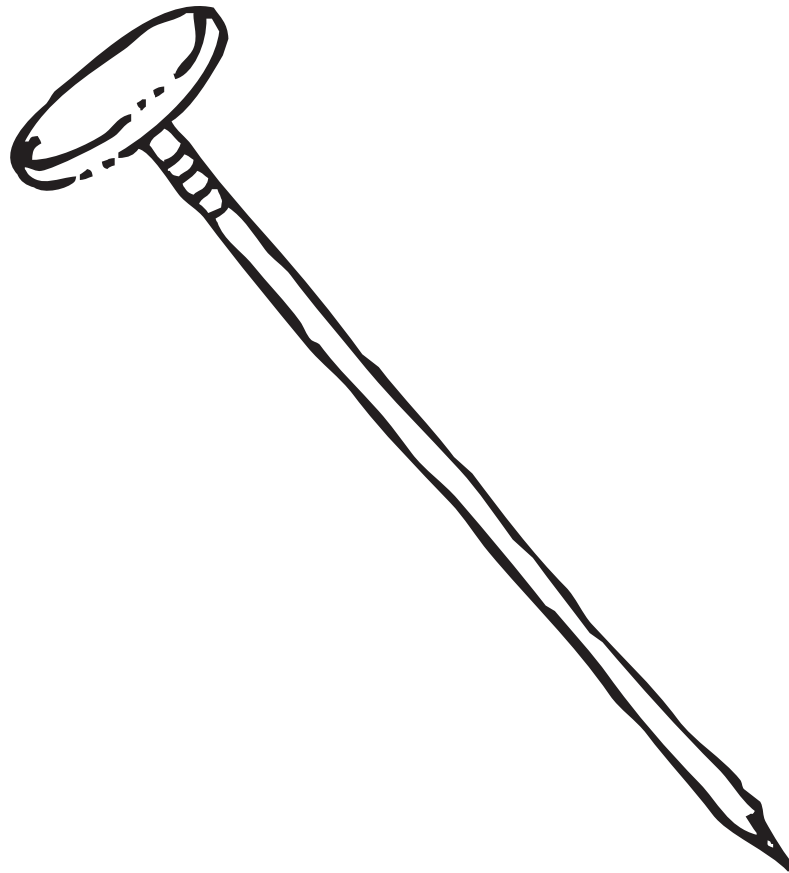
- ▶ Use other target Elkonin Box picture cards.



_____	_____
-------	-------

elkonin box picture card: ape

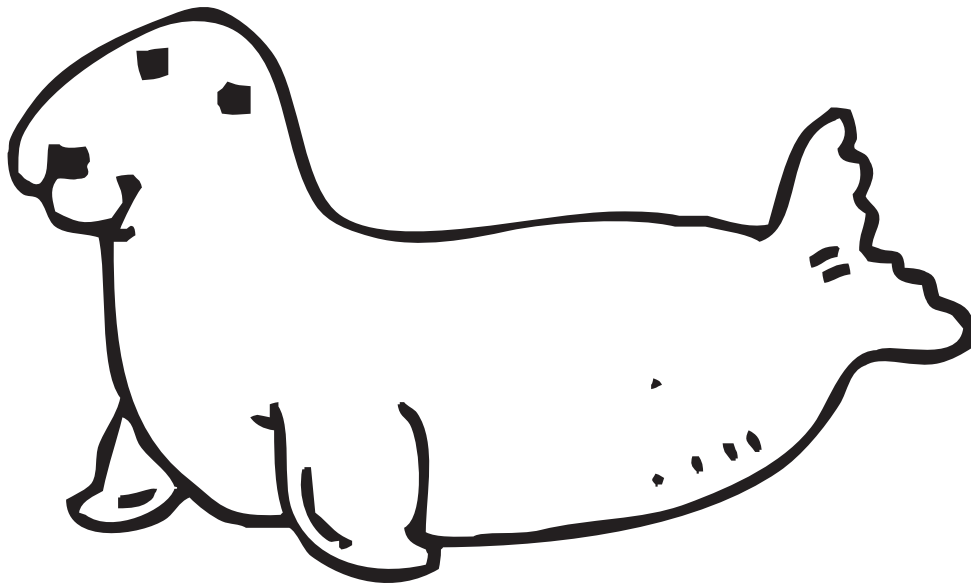




_____	_____	_____
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elkonin box picture card: nail

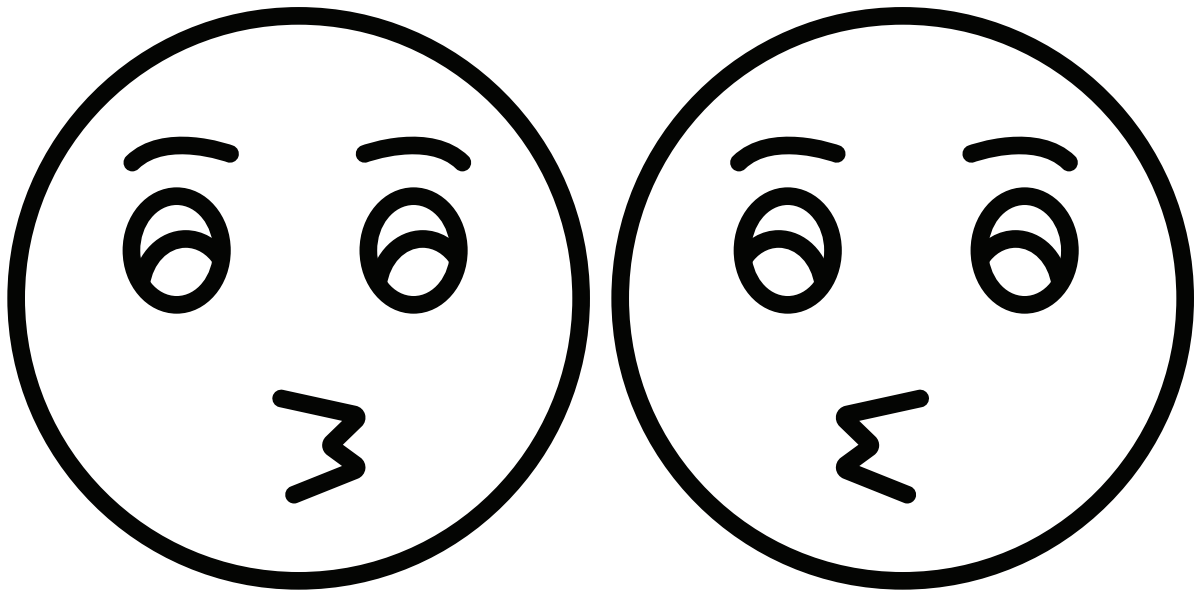




_____	_____	_____
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elkonin box picture card: seal

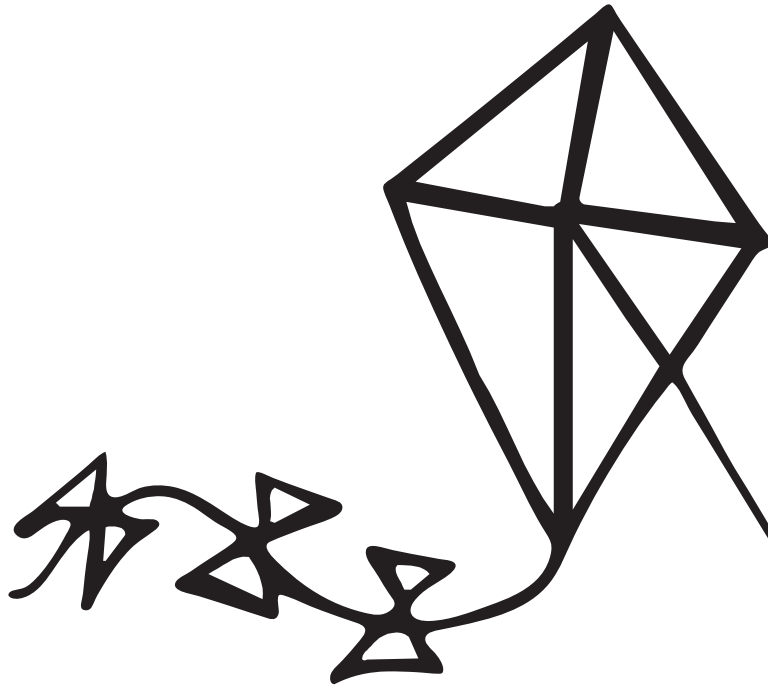




_____	_____	_____	_____
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elkonin box picture card: kiss

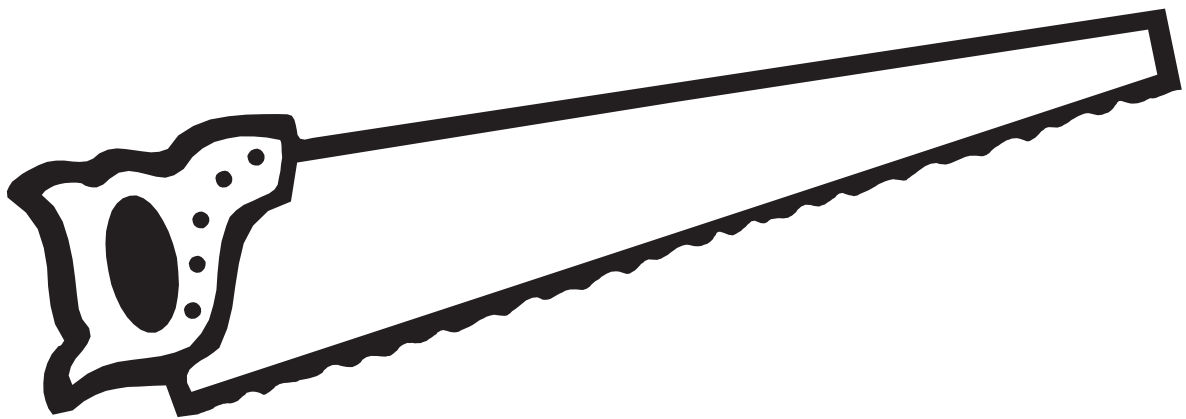




_____	_____	_____	_____
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elkonin box picture card: kite



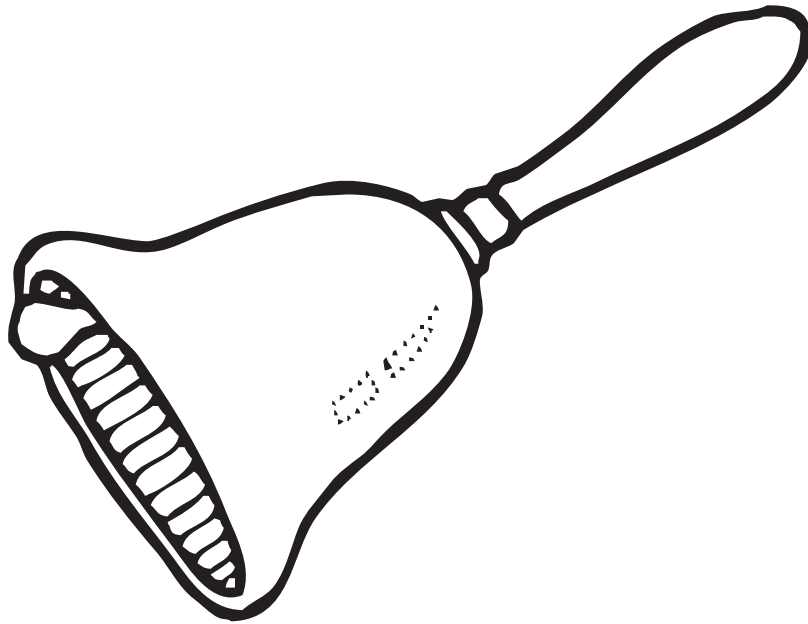


_	_    _
---	--------

elkonin box picture card: saw







_____	_____	_____	_____
-------	-------	-------	-------

elkonin box picture card: bell

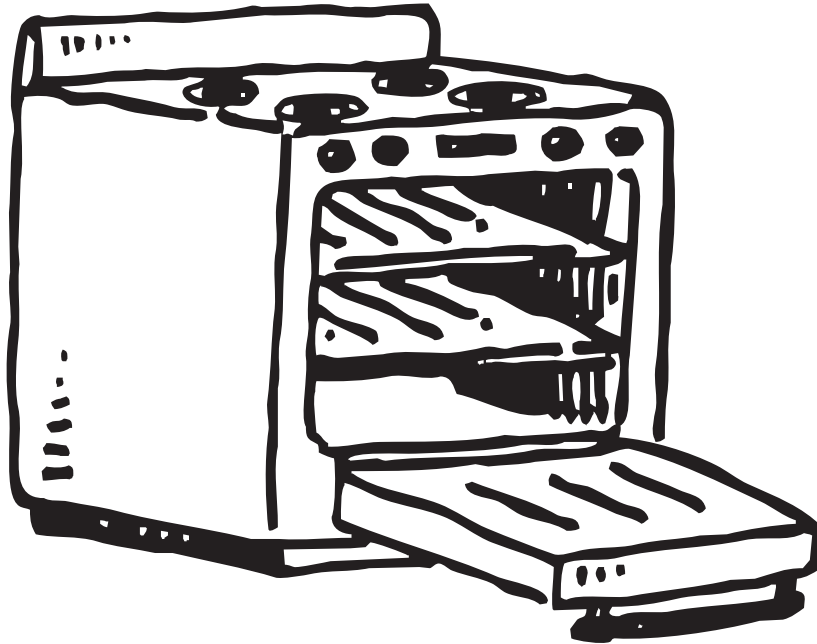




_____	_____	_____	_____
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elkonin box picture card: feet

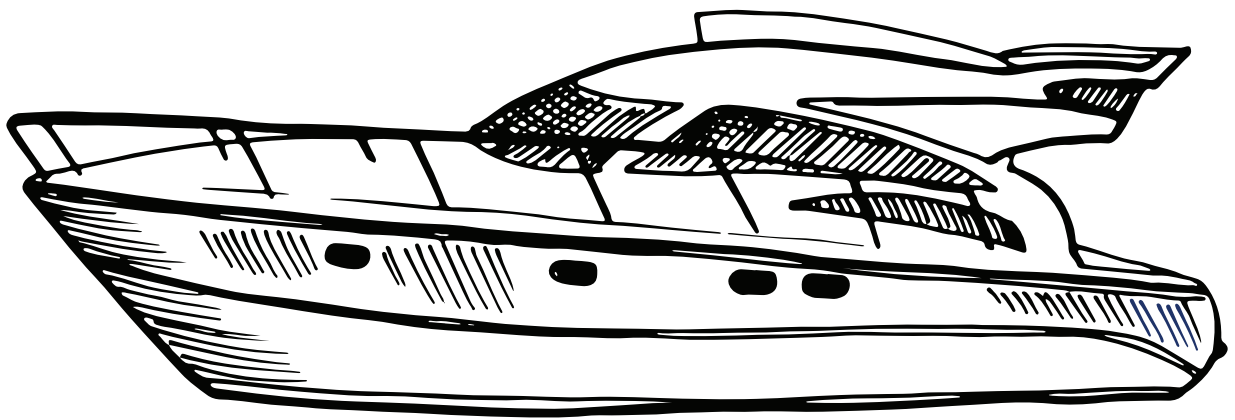




_____	_____	_____	_____	_____
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elkonin box picture card: stove

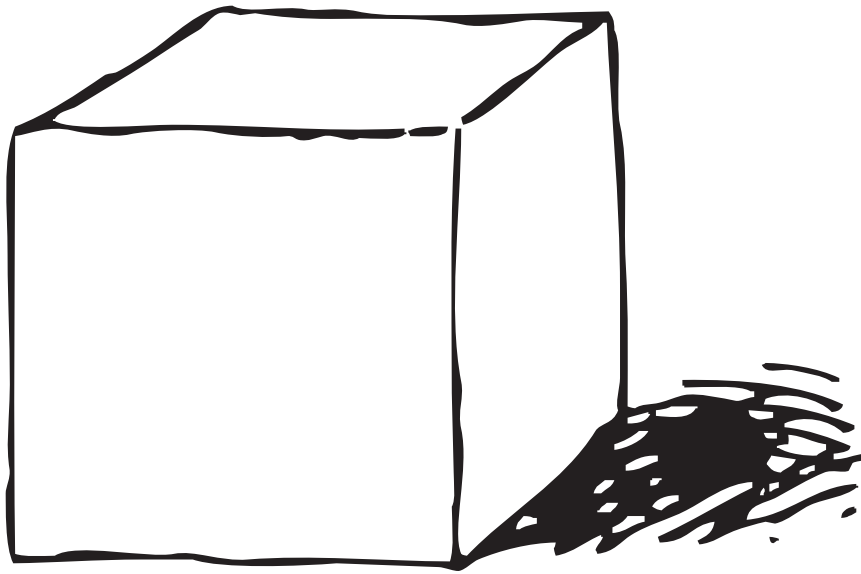




_____	_____	_____
-------	-------	-------

elkonin box picture card: boat





_____	_____	_____	_____
-------	-------	-------	-------

elkonin box picture card: cube





_____	_____	_____
-------	-------	-------

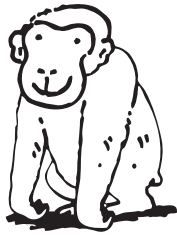
elkonin box picture card: moon



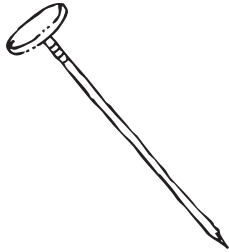
# Phonics

Say and Write Letters

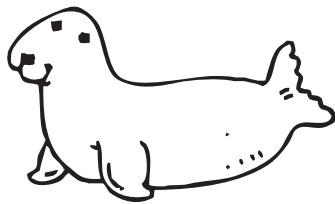
P. 052



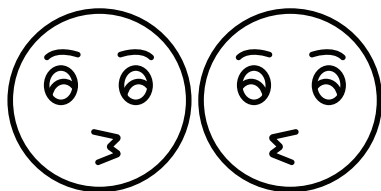
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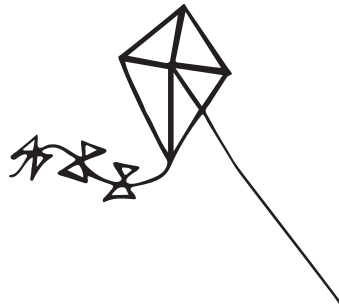
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_____	_____	_____
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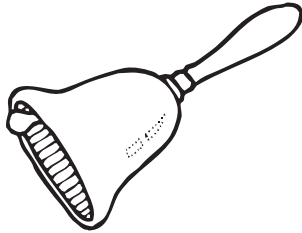
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_____	_____	_____
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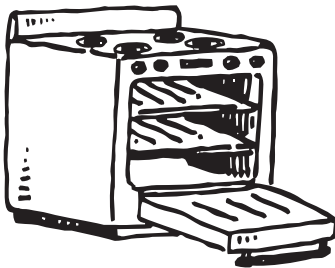
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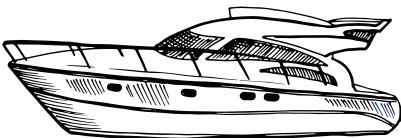
_____	_____	_____	_____
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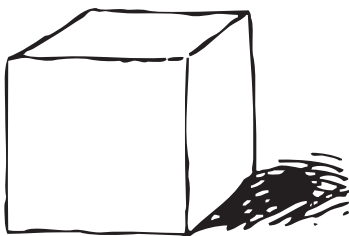
_____	_____	_____	_____
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_____	_____	_____	_____
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_____	_____	_____	_____
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_____	_____	_____	_____
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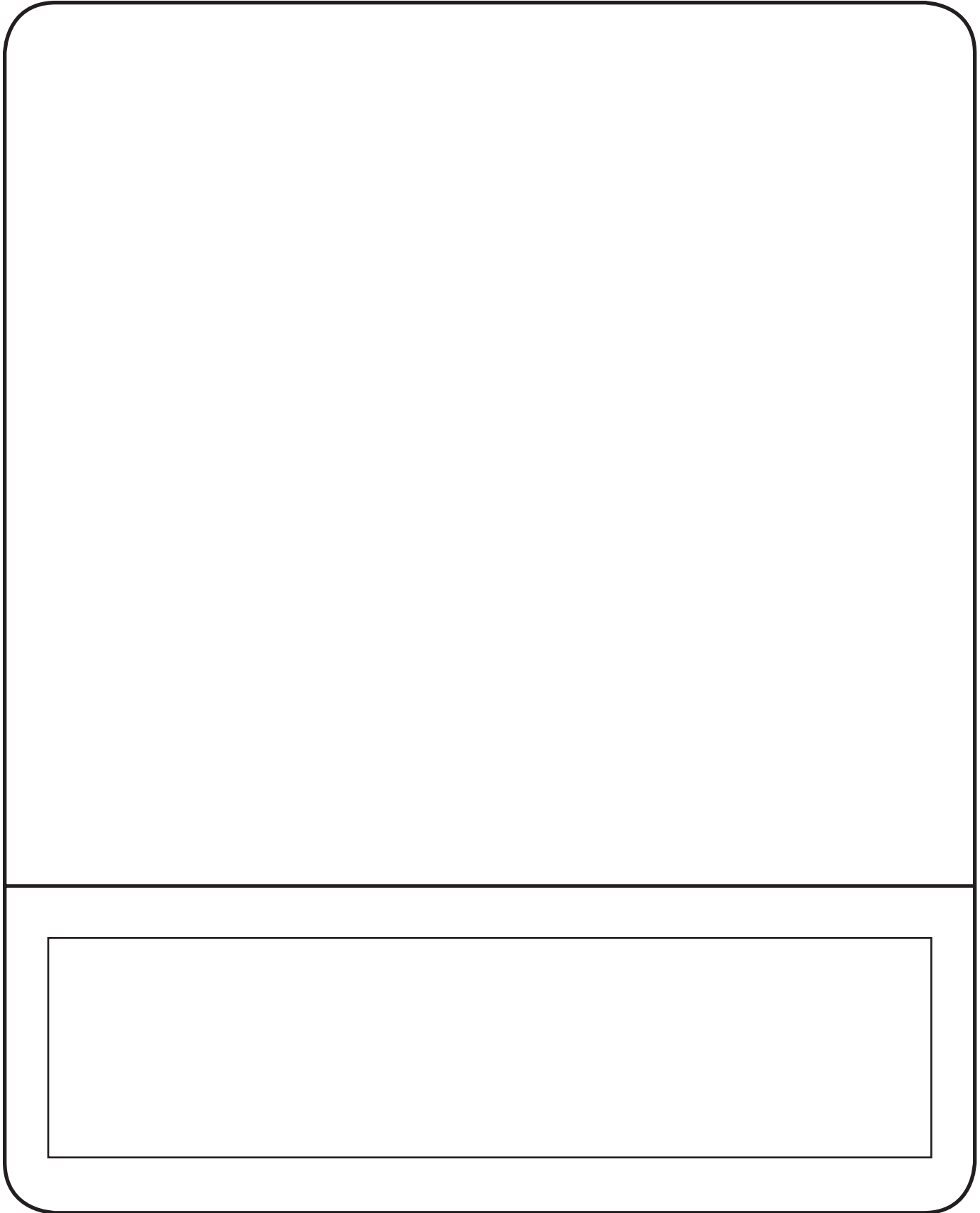
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# Phonics

Say and Write Letters

P. 052



blank elkonin box picture card





#### Objective

The student will blend syllables in words.

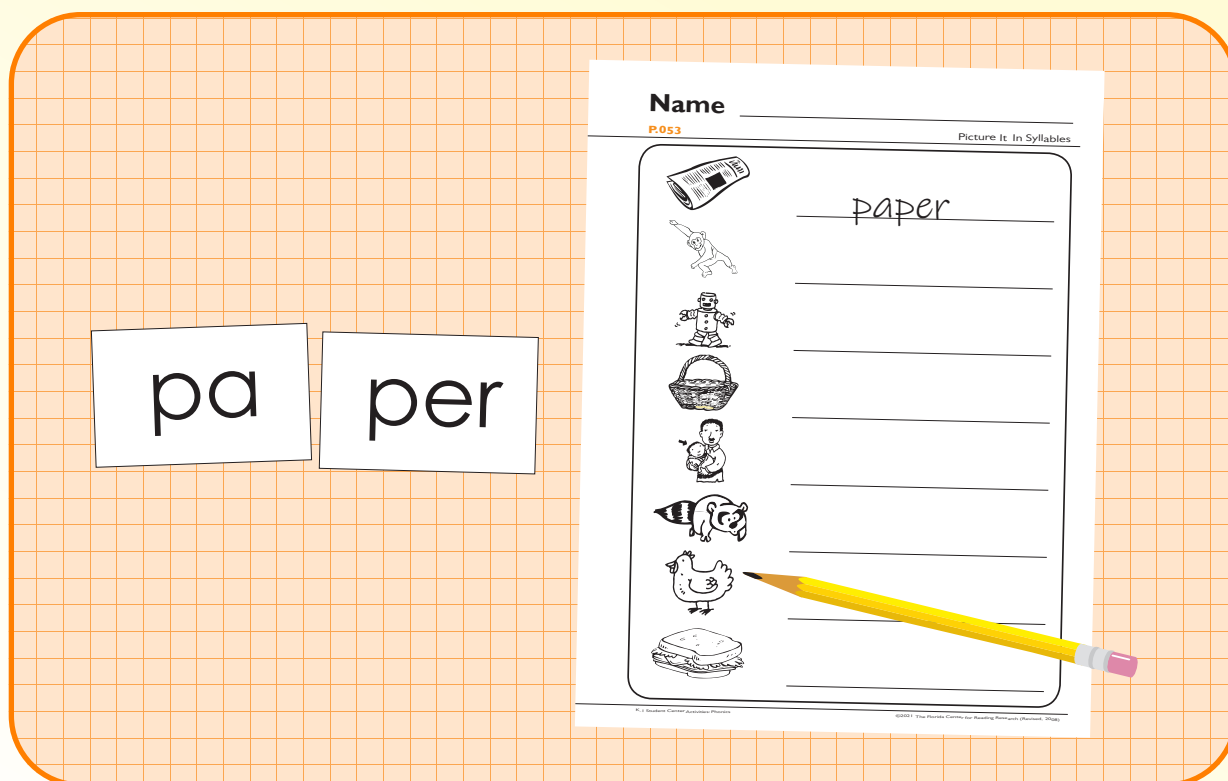
#### Materials

- ▶ Syllable cards
- ▶ Student sheet
- ▶ Pencils

#### Activity

Students combine syllables to form words while playing a matching game.

1. Place the syllable cards face down in rows. Provide each student with a student sheet.
2. Taking turns, students select two cards, read the syllable on each card, blend them, and read the word orally (e.g., “pa – per, paper”).
3. Determine if they make a word that corresponds to one of the pictures on the student sheet.
4. If a match is made, place the cards aside and record the word next to the picture on the student sheet. If a match is not made (e.g., “mon-bot, monbot”), return cards to their original positions.
5. Continue until student sheet is complete.
6. Teacher evaluation



#### Extensions and Adaptations

- ▶ Make and use other two syllable cards.

# Phonics

Picture It In Syllables

P. 053

pa

per

mon

key

ro

bot

bas

ket

syllable cards



ba

by

rac

coon

chick

en

sand

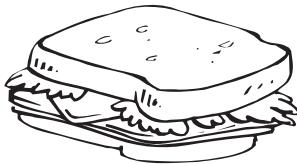
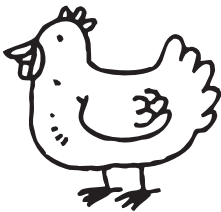
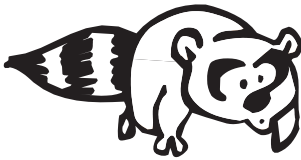
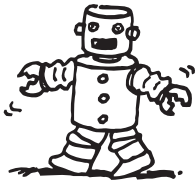
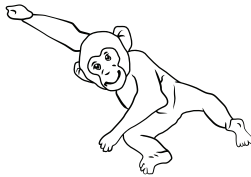
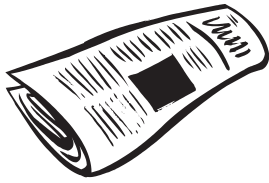
wich



# Phonics

Picture It In Syllables

P. 053



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---

---

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blank cards



### Piece It Together

#### Objective

The student will blend syllables in words.

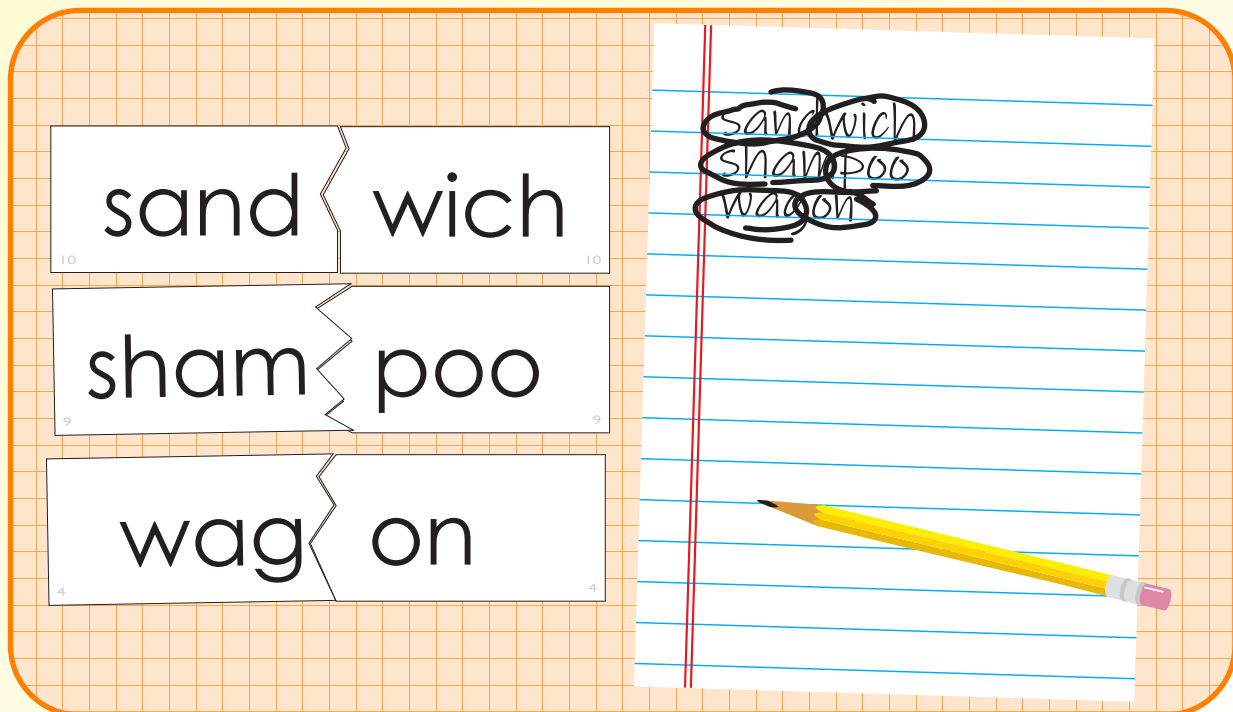
#### Materials

- ▶ Puzzle pieces  
*Copy on card stock, laminate, and cut.*
- ▶ Bag  
*Place all puzzle pieces in the bag.*
- ▶ Paper
- ▶ Pencils

#### Activity

Students make words from syllable puzzle pieces.

1. Place bag of puzzle pieces on a flat surface. Provide each student with paper.
2. Taking turns, students pull one puzzle piece from the bag until all pieces are distributed.  
Combine pieces with the same number.
3. Say the syllable on each puzzle piece, blend, and read the word (e.g., “sand - wich, sandwich”)
4. Write the word and circle the syllables.
5. Continue until all puzzles are complete, recorded, and syllables are circled.
6. Teacher evaluation



The image shows three puzzle pieces with syllables: 'sand wich', 'sham poo', and 'wag on'. To the right is a sheet of lined paper with the words 'sandwich', 'shampoo', and 'wagon' written and circled, and a yellow pencil.

#### Extensions and Adaptations

- ▶ Complete three syllable puzzles.
- ▶ Make other word puzzles.

<p>1</p> <p>ham</p> <p>1</p>	<p>mer</p> <p>1</p> <p>2</p> <p>et</p> <p>2</p>	<p>3</p> <p>pen</p> <p>3</p> <p>o</p> <p>3</p>
------------------------------	---	--

puzzle pieces





# Phonics

Piece It Together

P. 054

4	5	6
4	5	6

wag on

pen cil

el bow

puzzle pieces



<p>pill</p> <p>7</p>	<p>low</p> <p>7</p>	<p>win</p> <p>8</p>	<p>dow</p> <p>8</p>	<p>sham</p> <p>9</p>	<p>pool</p> <p>9</p>
----------------------	---------------------	---------------------	---------------------	----------------------	----------------------

puzzle pieces



# Phonics

Piece It Together

P. 054

<p>sand</p> <p>10</p>	<p>wich</p> <p>10</p>
<p>cam</p> <p>11</p>	<p>el</p> <p>11</p>
<p>ti</p> <p>12</p>	<p>ger</p> <p>12</p>

puzzle pieces



<p>oo</p> <p>to</p> <p>pus</p> <p>13</p> <p>13</p> <p>13</p>	<p>ham</p> <p>burg</p> <p>er</p> <p>14</p> <p>14</p> <p>14</p>	<p>po</p> <p>to</p> <p>to</p> <p>15</p> <p>15</p> <p>15</p>
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puzzle pieces



# Phonics

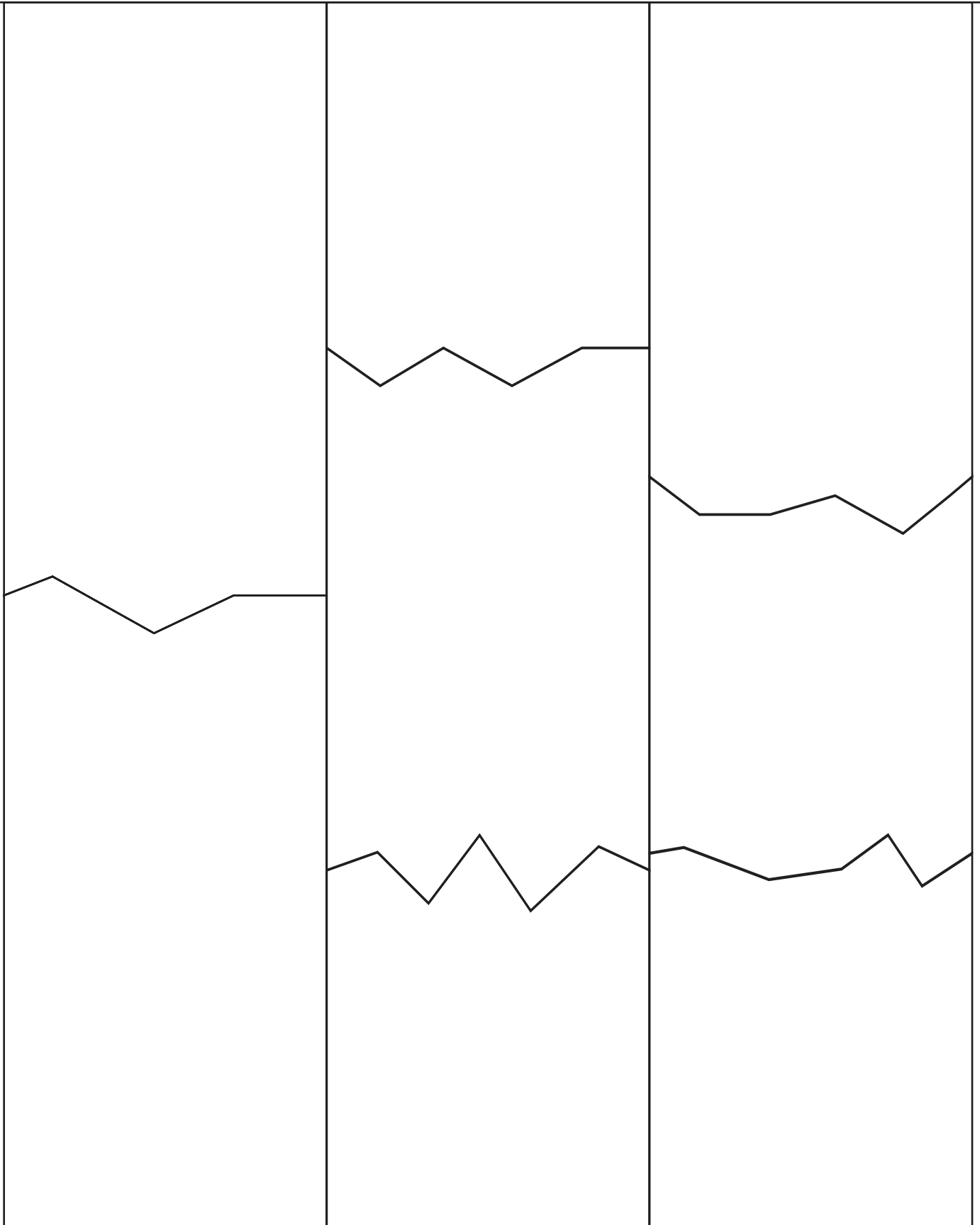
Piece It Together

P. 054

16 vo	16 ca	16 no
17 um	17 bre	17 l
18 er	18 lo	18 ppe

puzzle pieces





blank puzzle pieces





## Syllable Patterns

P. 055

### Syllable Closed Sort

#### Objective

The student will segment syllables in words.

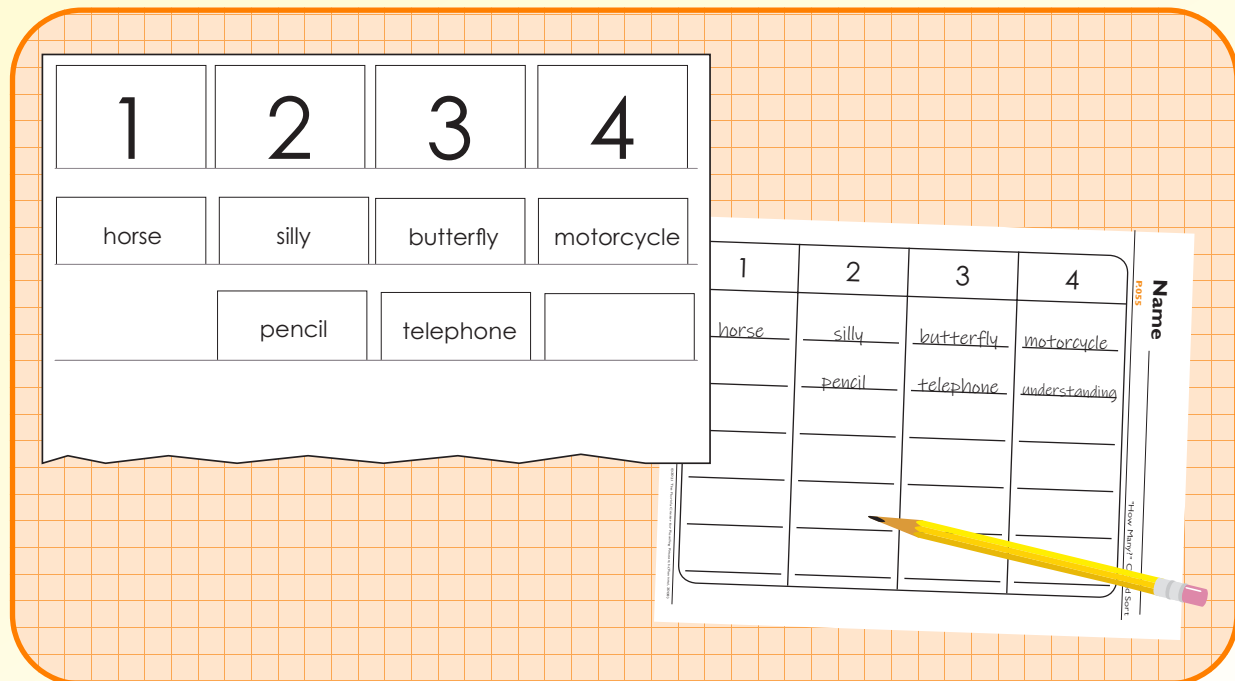
#### Materials

- ▶ Pocket Chart
- ▶ Header cards
- ▶ Syllable word cards
- ▶ Student sheet
- ▶ Pencils

#### Activity

**Students sort words by the number of syllables.**

1. Place the header cards across the top row of the pocket chart. Place the word cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card and read the word (e.g., “basket”).
3. Say the word again segmenting it by syllables (i.e., “bas-ket”). Count the number of syllables (i.e., “2”).
4. Place the word in the column on the pocket chart that corresponds to the number of syllables. Record the word in the corresponding column on the student sheet.
5. Continue until all words are sorted and recorded.
6. Teacher evaluation



1	2	3	4
horse	silly	butterfly	motorcycle
	pencil	telephone	

1	2	3	4
horse	silly	butterfly	motorcycle
	pencil	telephone	understanding

#### Extensions and Adaptations

- ▶ Sort by number of phonemes.
- ▶ Make and use other word cards.

1

header

2

header

3

header

4

header

header cards





# Phonics

Syllable Closed Sort

P. 055

five

frog

horse

meet

spot

baby

syllable word cards: five - 1, frog - 1, horse - 1, meet - 1, spot - 1, baby - 2



peanut

pencil

silly

window

tomorrow

elephant

syllable word cards: peanut - 2, pencil - 2, silly - 2,  
window - 2, tomorrow - 3, elephant - 3



# Phonics

Syllable Closed Sort

P. 055

butterfly

telephone

banana

watermelon

caterpillar

alligator

syllable word cards: butterfly - 3, telephone - 3, banana - 3,  
watermelon - 4, caterpillar - 4, alligator - 4



understanding	motorcycle	

syllable and blank word cards: understanding - 4, motorcycle - 4



# Phonics

Syllable Closed Sort

P. 055

4							
3							
2							
1							



## Objective

The student will segment syllables in words.

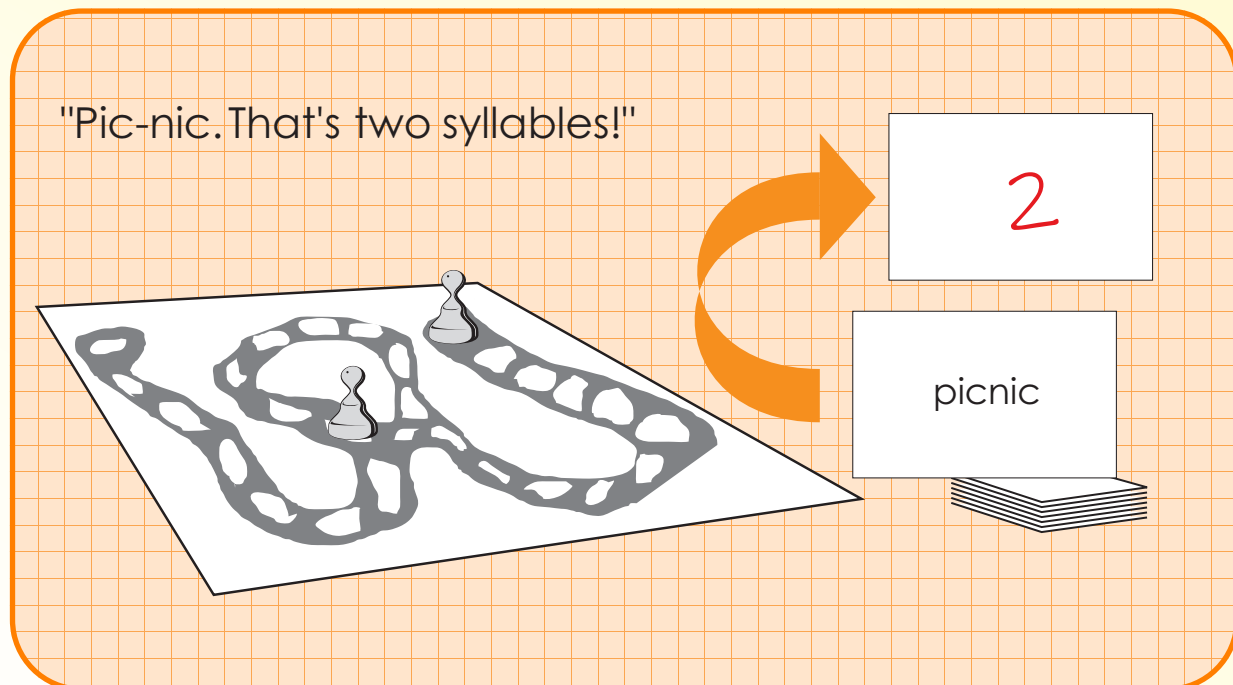
## Materials

- ▶ Syllable game board  
*Copy on card stock, connect, and laminate.*
- ▶ Syllable word cards  
*Write the number of syllables on the back side of the word cards for self-check.*
- ▶ Game pieces (e.g., counters)

## Activity

**Students count the number of syllables in words while playing a board game.**

1. Place the game board and stack of word cards face up on a flat surface. Place game pieces at START on the game board.
2. Taking turns, students select the top card and read the word (e.g., “picnic”).
3. Say the word again segmenting it by syllables (i.e., “pic-nic”). Count the number of syllables (i.e., “2”). Check the back of the card for the number of syllables.
4. If correct, move game piece the same number of spaces on game board. If incorrect, leave game piece where it is.
5. Place word card at bottom of stack.
6. Continue until students reach the end.
7. Peer evaluation



## Extensions and Adaptations

- ▶ Make other word cards to use in game.

# Phonics

Word Syllable Game

P. 056

START

cards



END



# Phonics

Word Syllable Game

P. 056

through

scratch

teach

chicken

happy

chilly

often

people

syllable word cards: through - 1, scratch - 1, teach - 1, chicken - 2,  
happy - 2, chilly - 2, often - 2, people - 2



triangle

hospital

chocolate

Saturday

astronaut

tomorrow

magnetic

escalator

syllable word cards: triangle - 3, hospital - 3, chocolate - 3, Saturday - 3,  
astronaut - 3, tomorrow - 3, magnetic - 3, escalator - 4



# Phonics

Word Syllable Game

P. 056

harmonica

rhinoceros

tarantula

helicopter

caterpillar

watermelon

hippopotamus

encyclopedia

syllable word cards: harmonica - 4, rhinoceros - 4, tarantula - 4, helicopter - 4,  
caterpillar - 4, watermelon - 4, hippopotamus - 5, encyclopedia - 6




blank cards





### Compound Word Puzzle

 **Objective**

The student will form compound words.

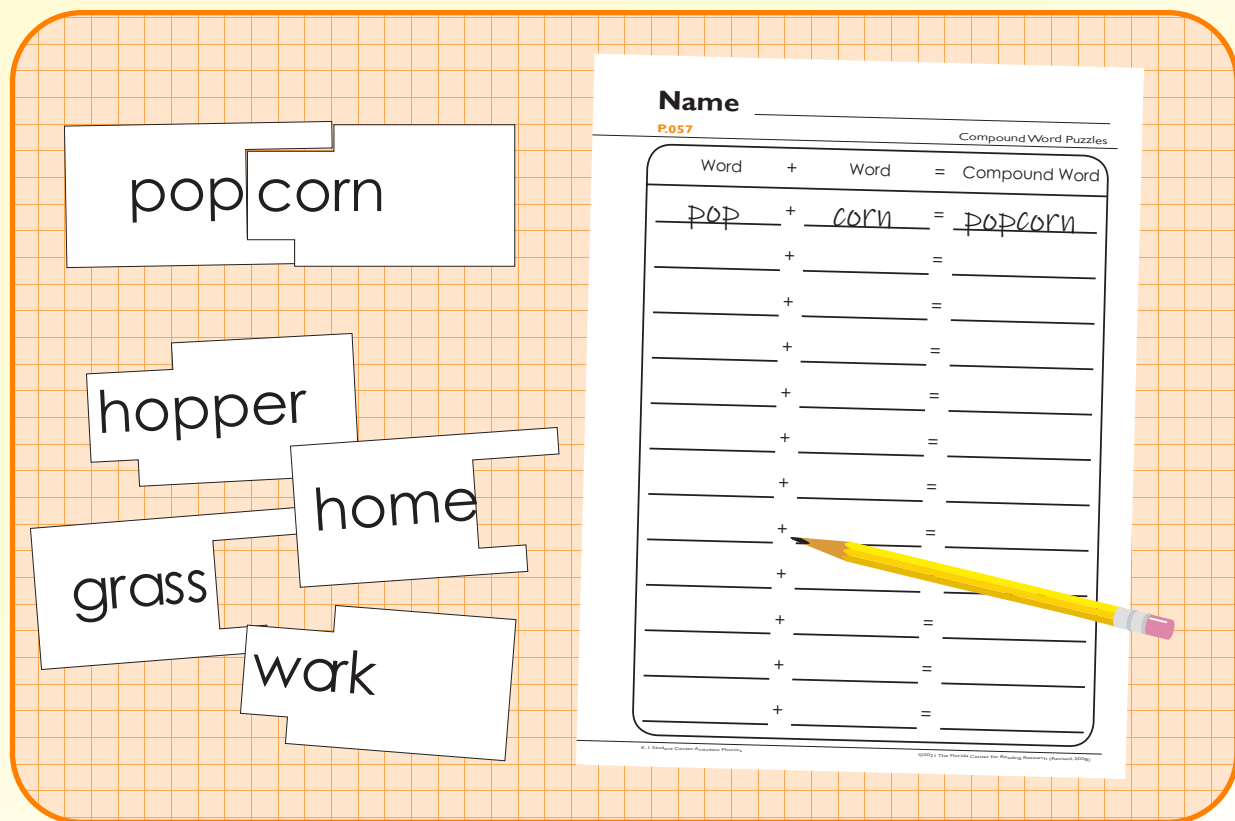
 **Materials**

- ▶ Compound word cards  
*Copy on card stock, laminate, and cut.*
- ▶ Student sheet
- ▶ Pencils

 **Activity**

Students make compound words by putting puzzles pieces together.

1. Place puzzle pieces face up in rows on a flat surface. Provide each student with a student sheet.
2. Taking turns, student one selects a card and reads it orally (e.g., “pop”).
3. Student two selects a word that, when combined with the word student one chose, makes a compound word and reads it orally (i.e., “corn”). Read the compound word (i.e., “popcorn”) and record on student sheet.
4. Continue until all compound words are formed and recorded.
5. Teacher evaluation



**Name** \_\_\_\_\_

**P.057** Compound Word Puzzles

Word	+	Word	=	Compound Word
pop	+	corn	=	popcorn
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____

 **Extensions and Adaptations**

- ▶ Make puzzles using base words, inflections, suffixes, or prefixes.

pop corn

grass hopper

foot ball

apple sauce



black board

earth quake

home work

sun flower



grand mother

play ground

butter fly

fire fighter







The image shows four blank compound word puzzle cards arranged vertically. Each card is a rectangle with a notch on its right side. The top three cards have a notch that is approximately one-third of the way down from the top edge. The bottom card has a notch that is approximately one-third of the way down from the top edge, but it also has a second notch further down, approximately two-thirds of the way down from the top edge. The notches are designed to allow the cards to be interlocked.

blank compound word cards





### Inflection Toss



#### Objective

The student will blend base words and inflections to make words.



#### Materials


- ▶ Base word and inflection grids
- ▶ Shallow boxes (e.g., shoe boxes, small plastic containers)  
*Place each grid in the bottom of a box.*
- ▶ Two small bean bags
- ▶ Paper
- ▶ Pencils




#### Activity

Students make words combining base words and inflections by playing a bean bag game.

1. Place boxes side by side with the base word box on the left and inflection box on the right. Place small bean bags at the center. Provide each student with paper.
2. Taking turns, students toss a small bean bag into each box. Say the base word and inflection on which the bags land (e.g., “walk–ing”). Blend them and read the word (i.e., “walking”).
3. Determine if the word is real or nonsense. If real, write the word on paper.
4. Continue until at least ten real words are listed on paper.
5. Teacher evaluation

Base Words		
toss	short	eat
smart		look

Inflections		
s		ed
est	es	er

tosses  
smartest  
walking



#### Extensions and Adaptations

- ▶ Use other base words.

## Base Words

toss

short

eat

smart

walk

look

base word grid



## Inflections

s

ing

ed

est

es

er

inflection grid



## Base Words

cook

play

sing

fast

fish

tall

base word grid





### Prefix and Suffix Flip Book

#### Objective

The student will blend base words and affixes to make words.

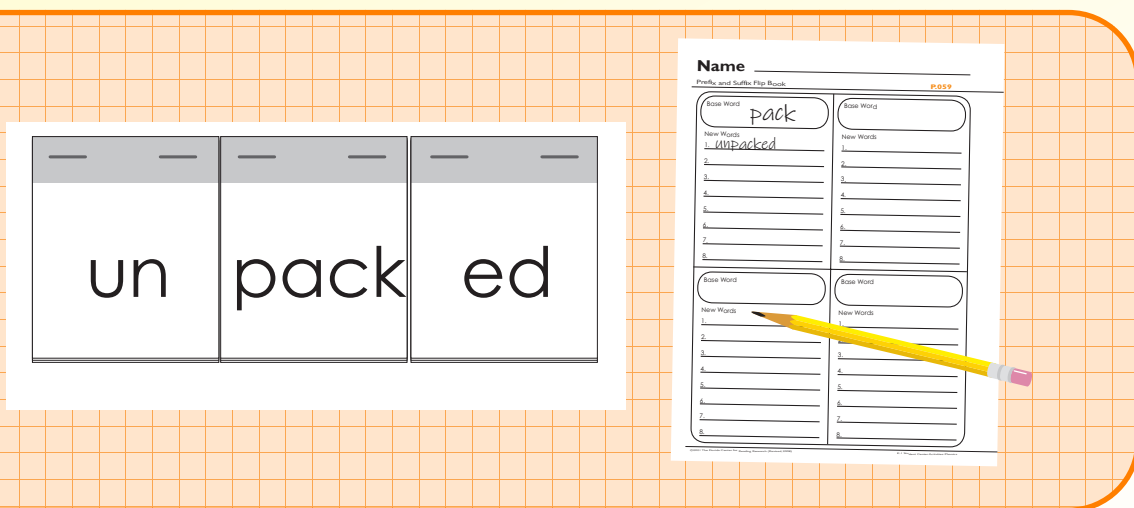
#### Materials

- ▶ Base word and affix flip cards  
*Copy, laminate, and cut around borders. Compile and cut pages up to the gray lines. Staple to card stock or poster board.*
- ▶ Student sheet
- ▶ Pencil

#### Activity

**Students make words using base words, prefixes, and suffixes.**

1. Place flip book at the center. Provide the student with a student sheet.
2. The student flips through the base words in the flip book, selects, and reads the word orally (e.g., “pack”).
3. Flips through the prefixes to form a real word and reads it orally (e.g., “unpack”). Records word on the student sheet. Continues making and recording words by blending prefixes and the base word.
4. Flips through the suffixes to form a real word and reads it orally (e.g., “packs”). Records word on the student sheet. Continues making and recording words by blending suffixes and the base word.
5. Flips both prefixes and suffixes to form a real word using the same base word and reads it orally (e.g., “unpacked”). Records word on the student sheet. Continues making and recording words by blending prefixes and suffixes with the base word.
6. Chooses another base word.
7. Continues until two or more base words are used.
8. Teacher evaluation



The graphic illustrates the materials for the activity. On the left, three flip cards are shown with the words 'un', 'pack', and 'ed' written on them. On the right, a student sheet is shown with a pencil. The student sheet has a 'Name' field, a 'Prefix and Suffix Flip Book' title, and a grid for writing words. The grid has four columns: 'Base Word', 'New Words', 'Base Word', and 'New Words'. The first 'Base Word' column has 'pack' written in it, and the first 'New Words' column has 'unpacked' written in it. A yellow pencil is shown pointing to the grid.

#### Extensions and Adaptations

- ▶ Make and use additional base words.

s

er

like

friend

un

re

base word and affix flip cards





ing

pack

dis

ly

read

mis

base word and affix flip cards



Base Word

New Words

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Base Word

New Words

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Base Word

New Words

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Base Word

New Words

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

# Phonics


blank flip pages





### Objective

The student will identify base words and affixes.



### Materials

- ▶ Word cards
- ▶ Student sheet
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers
- ▶ Pencils



### Activity

**Students segment words by isolating the base word and affixes.**

1. Place word cards face down in a stack on a flat surface. Provide each student with a whiteboard, Vis-à-Vis® marker, and student sheet.
2. Taking turns, students select the top card from the stack, read it orally (e.g., “tallest”), and write the word on their whiteboards.
3. Determine the base word and the affix (i.e., tall - est). Put a line between the base word and affix.
4. Record on student sheet.
5. Continue until all words are recorded.
6. Teacher evaluation

The image shows a whiteboard with the word "tallest" written on it. Below the whiteboard is a stack of several whiteboards. To the right is a student worksheet titled "Prefix and Suffix Word Pins" with a "Name" field. The worksheet contains a table with the following structure:

Word	=	Prefix	+	Base Word	+	Suffix
tallest	=		+	tall	+	est
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	



### Extensions and Adaptations

- ▶ Make and use compound words.

tallest

returning

undo

landed

misuse

discolored



wishes

trainer

unsure

removes

asking

helpful



# Phonics

Break Apart

P. 060

Word	=	Prefix	+	Base Word	+	Suffix
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____



## F. 001

## Letter Recognition

### Speedy Alphabet Arc



### Objective

The student will gain speed and accuracy in letter recognition.



### Materials

- ▶ Alphabet Arc.  
*Enlarge 200 percent.*
- ▶ 12" x 18" construction paper.  
*Glue Alphabet Arc to construction paper.*
- ▶ Set of uppercase letters (e.g., foam or plastic)
- ▶ Timer (e.g., digital)



### Activity

Students match letters of the alphabet to the Alphabet Arc in a timed activity.

1. Place the Alphabet Arc and set of letters on a flat surface. Place the timer at the center.
2. The student sets the timer for one minute. Chooses a letter, names it (e.g., "P"), and places it on the corresponding letter on the Alphabet Arc.
3. Continues until the timer goes off. Repeats the activity attempting to match all letters in less than one minute.
4. Self-check



### Extensions and Adaptations

- ▶ Match lowercase alphabet letters to the Alphabet Arc in three minutes or less.
- ▶ Complete the partial Alphabet Arc in three minutes or less.



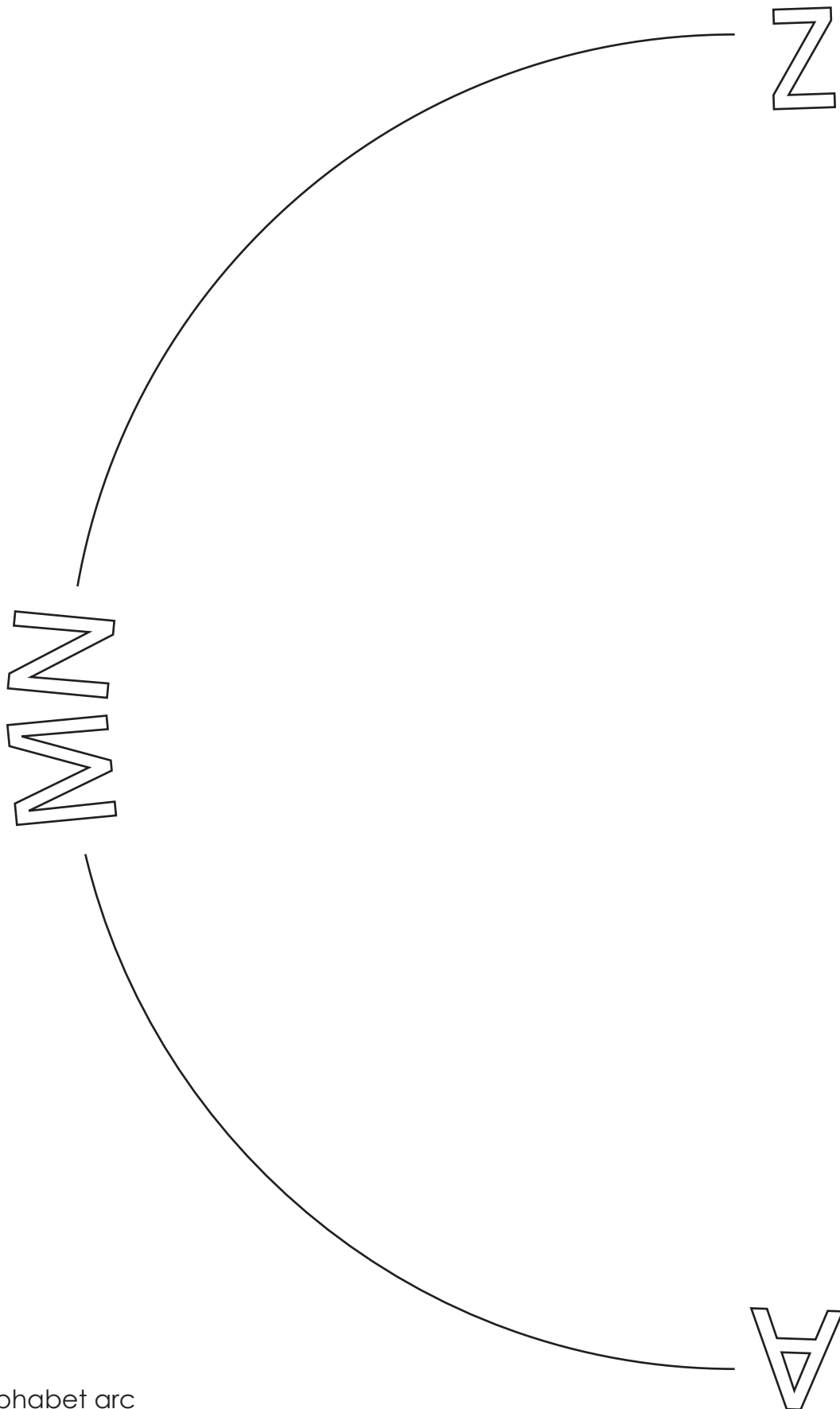
# Fluency

Speedy Alphabet Arc

F. 001



alphabet arc



partial alphabet arc



### Hungry Letter Mouse



#### Objective

The student will gain speed and accuracy in letter recognition.



#### Materials

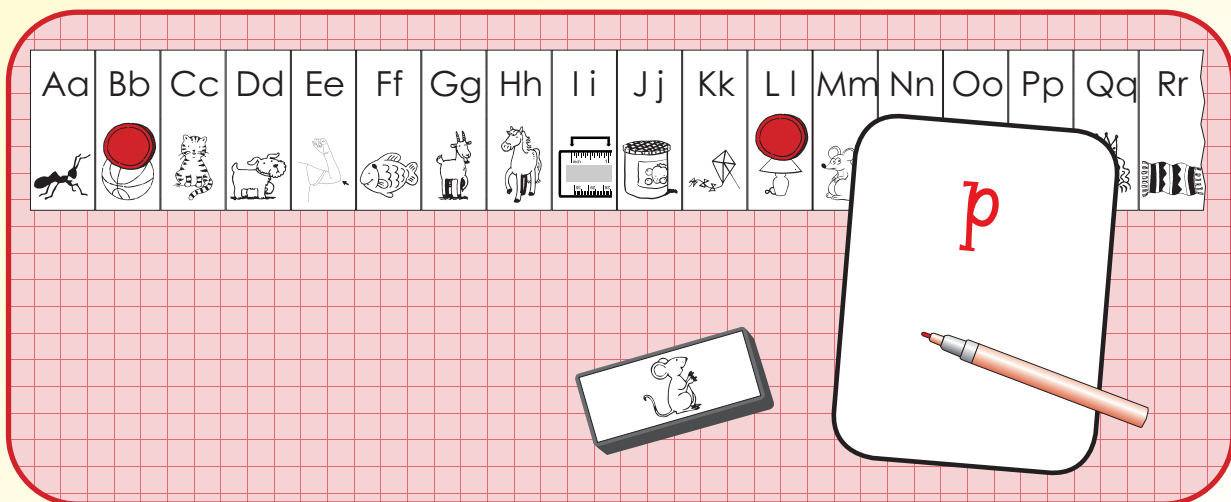
- ▶ Erasers
- ▶ Mouse covers  
*Copy, cut, and tape to erasers.*
- ▶ Alphabet strip.  
*Copy, cut, assemble, and laminate.*
- ▶ Counters
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers



#### Activity

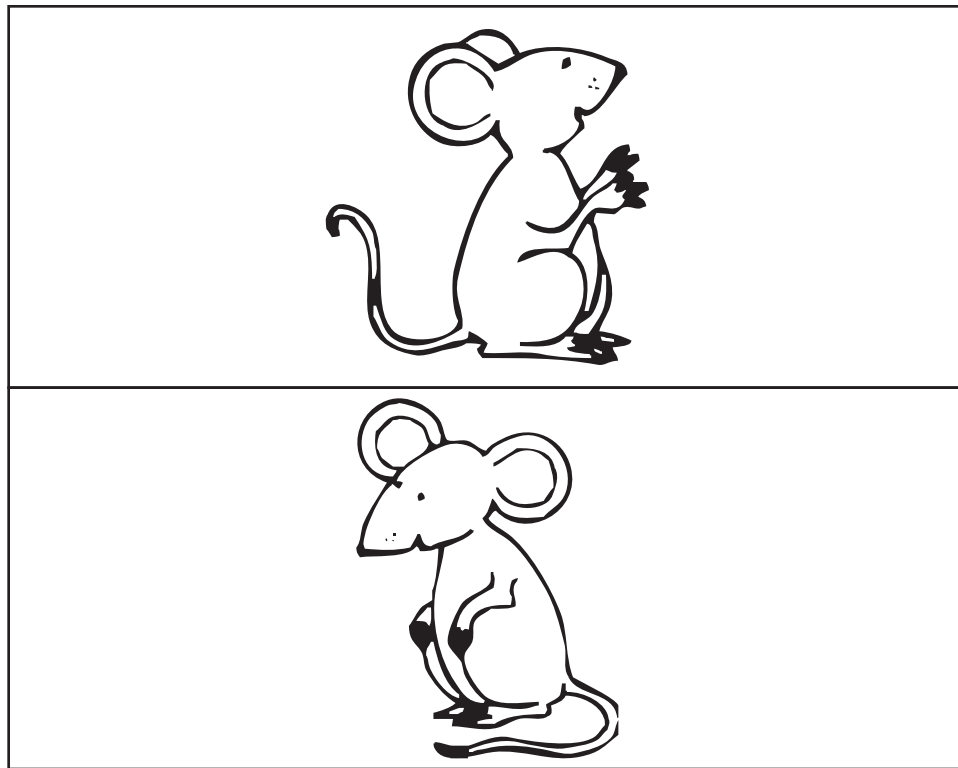
Students quickly write and name letters of the alphabet.

1. Place the alphabet strip and counters at the center. Provide each student with a whiteboard, Vis-à-Vis® marker, and eraser.
2. Taking turns, student one looks at the alphabet strip, selects a letter, writes it on the whiteboard, shows it to student two, and begins counting to three. Student two names the letter.
3. If correct, and named within three seconds, student one places a counter on the corresponding letter on the alphabet strip. If incorrect, or if the letter is not identified within three seconds, student one wipes the letter with the eraser allowing the mouse to “eat” the letter.
4. Continue until all letters on the alphabet strip are covered with counters.
5. Peer evaluation



#### Extensions and Adaptations

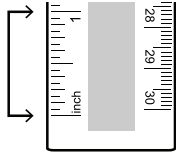


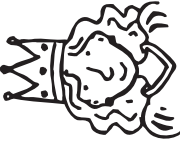






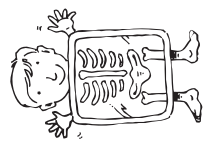
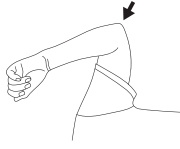
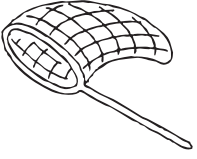
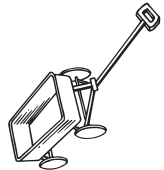


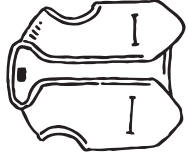

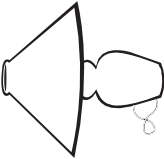
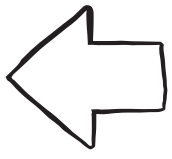




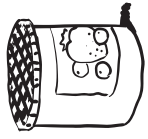
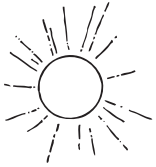
- ▶ Say the sound of each letter.
- ▶ Say a word that begins with the initial sound of each letter.
- ▶ Use high-frequency words.



# Fluency

Hungry Letter Mouse

F. 002

	glue		glue		
Ii		Rr			
Hh		Qq		Zz	
Gg		Pp		Yy	
Ff		Oo		Xx	
Ee		Nn		Ww	
Dd		Mm		Vv	
Cc		Ll		Uu	
Bb		Kk		Tt	
Aa		Jj		Ss	

alphabet strip





## F. 003

## Letter Recognition

Tap Stack

### Objective

The student will gain speed and accuracy in letter recognition.

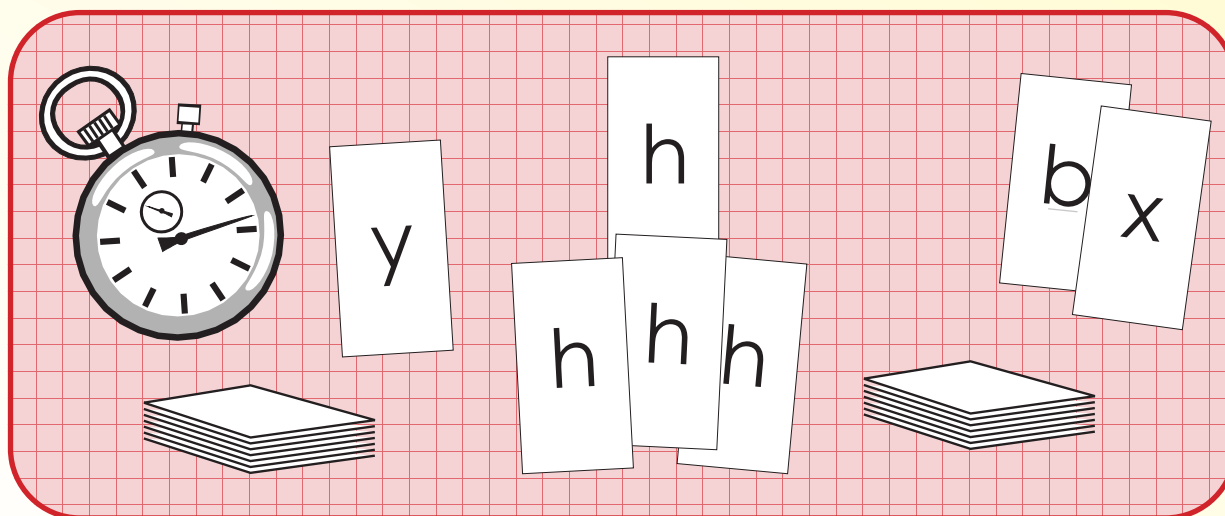
### Materials

- ▶ Letter cards  
*Choose six target letters, copy on card stock six times, and cut into cards.*
- ▶ Time record student sheet
- ▶ Timer (e.g., digital)
- ▶ Pencils

### Activity

**Students identify letters while playing a card game.**

1. Place the letter cards face down in a stack. Place the timer at the center. Provide the students with one time record.
2. Working in pairs, student one selects the top card from the stack as the target letter and places it face up on the table. Student two divides the remaining letter cards into two stacks and each student gets one stack.
3. Student one starts the timer and says “begin.” Each student turns over one card, says the letter as quickly as possible, and taps his card if it matches the target letter.
4. If a match is made, places the card below the target letter. If a match is not made, places the card to the side.
5. Play until each student uses all his cards. Student one stops timer and records time on student sheet.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation



### Extensions and Adaptations

- ▶ Use other target letters.
- ▶ Use target words.

# Fluency

Tap Stack

F. 003

A

B

C

D

E

F

letter cards



F. 003

Tap Stack

G

H

I

J

K

L

letter cards





# Fluency

Tap Stack

F. 003

M

N

O

P

Q

R

letter cards



F. 003

Tap Stack

S

T

U

V

W

X

letter cards



# Fluency

Tap Stack

F. 003

Y

Z

d

b

c

d

letter cards



F. 003

Tap Stack

e

f

g

h

i

j

letter cards



# Fluency

Tap Stack

F. 003

k

l

m

n

o

p

letter cards



F. 003

Tap Stack

q

r

s

t

u

v

letter cards



# Fluency

Tap Stack

F. 003

w

x

y

z

letter cards



## Time Record

	Minutes		Seconds
1 <sup>st</sup> Try	_____	• •	_____
2 <sup>nd</sup> Try	_____	• •	_____
3 <sup>rd</sup> Try	_____	• •	_____
4 <sup>th</sup> Try	_____	• •	_____
5 <sup>th</sup> Try	_____	• •	_____





### Make a Match



#### Objective

The student will gain speed and accuracy in recognizing letter-sounds.



#### Materials

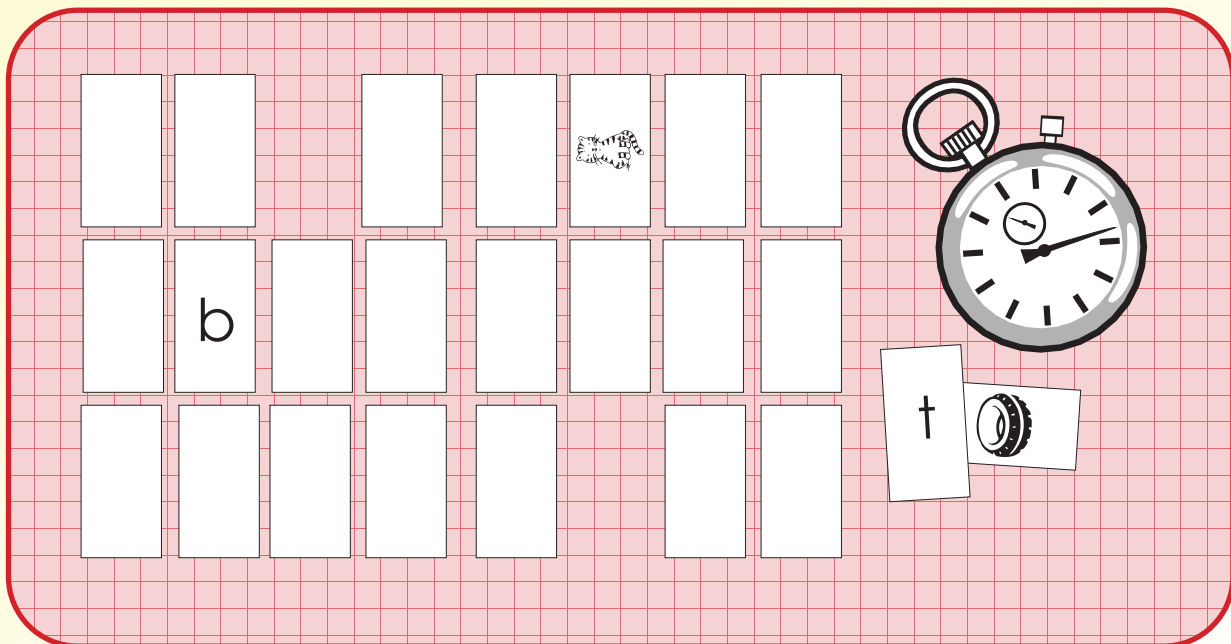
- ▶ Initial sound picture cards  
*Choose eight to 12 target sound picture cards.*
- ▶ Letter cards  
*Choose corresponding target sound letter cards.*
- ▶ Timer (e.g., digital)



#### Activity

**Students match initial sounds of words to letters while playing a timed memory game.**

1. Separate initial sound picture cards and letter cards. Place cards face down in different rows. Place the timer at the center.
2. Students set the timer for one minute. Taking turns, students select a picture card and a letter card. Name the picture and say its initial sound (e.g., “tire, /t/”). Name the letter and say its sound (e.g., “t, /t/”). Determine if the initial sound of the picture matches the selected letter.
3. If there is a match (e.g., tire, “t” letter card), pick up cards, place to the side, and take another turn. If cards do not match (e.g., cat, “b” letter card), return cards to their original positions and allow partner to take a turn.
4. Continue until the timer goes off.
5. Peer evaluation

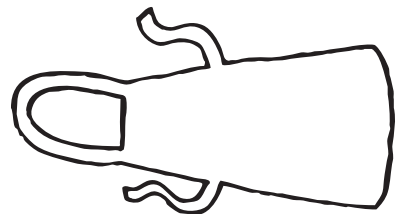
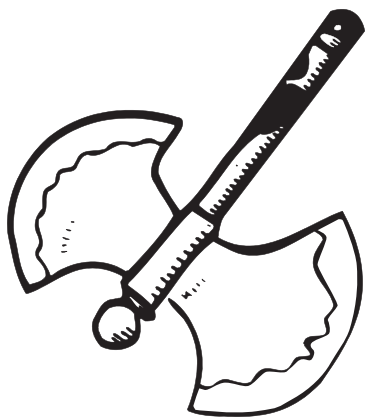
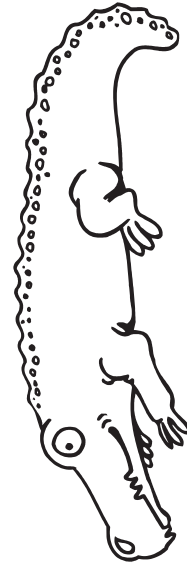
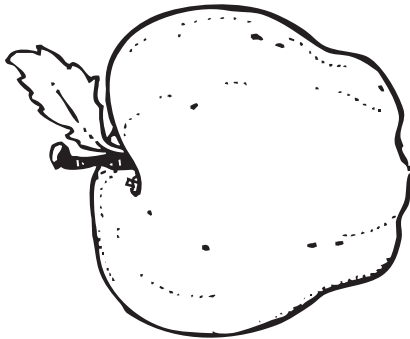
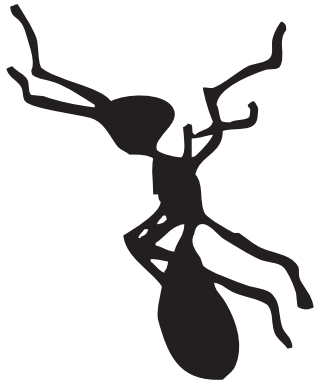


#### Extensions and Adaptations

- ▶ Play using other initial sound picture cards and letter cards.
- ▶ Time how long it takes to make all matches.
- ▶ Use medial or final sound picture cards and corresponding letter cards.

F. 004

Make a Match

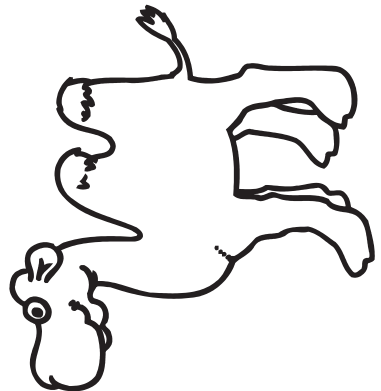
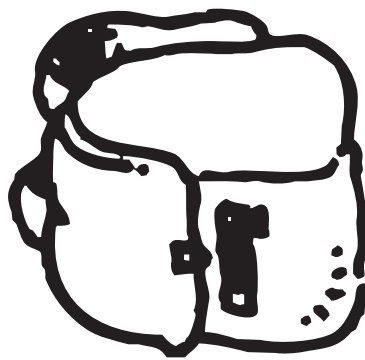
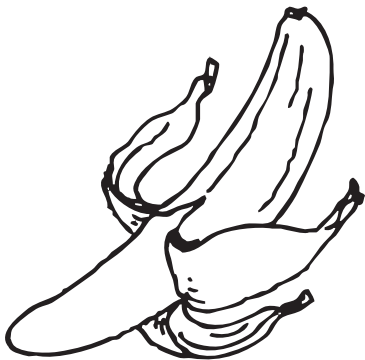
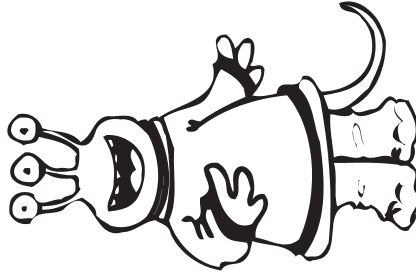
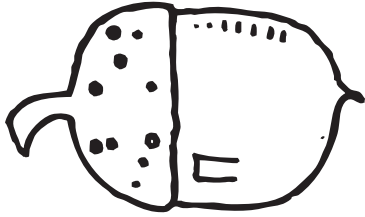


ant, apple, alligator, ax, ape, apron

# Fluency

Make a Match

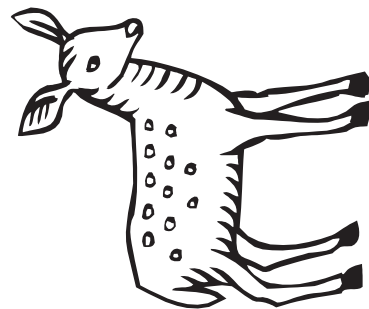
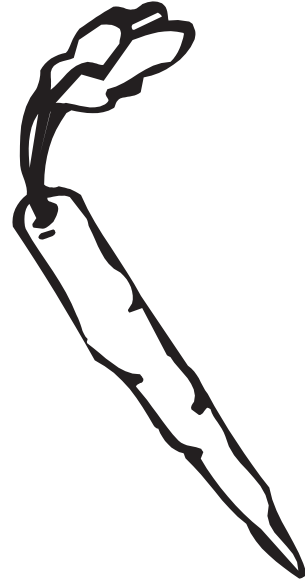
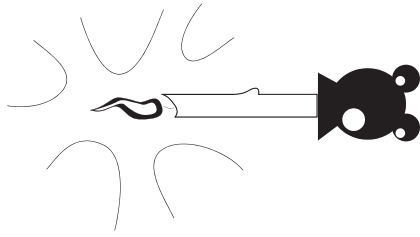
F. 004



acorn, alien, beach, banana, backpack, camel

F. 004

Make a Match



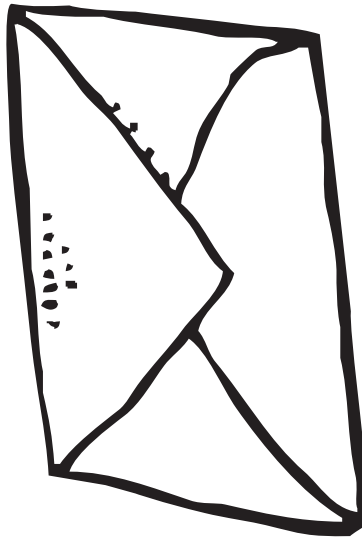
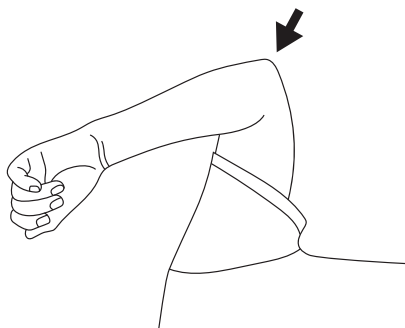
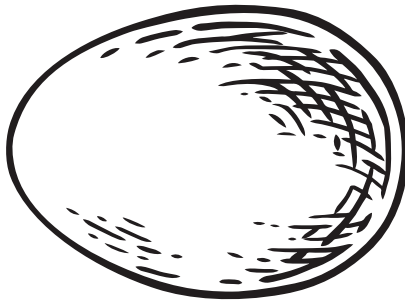
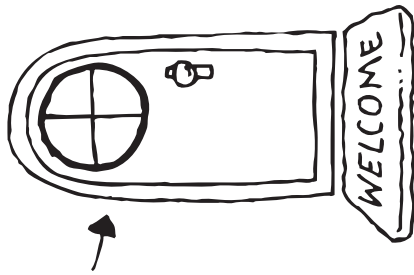
cane, candle, carrot, doughnut, dragon, deer



# Fluency

Make a Match

F. 004



$$2 + 2 = 4$$

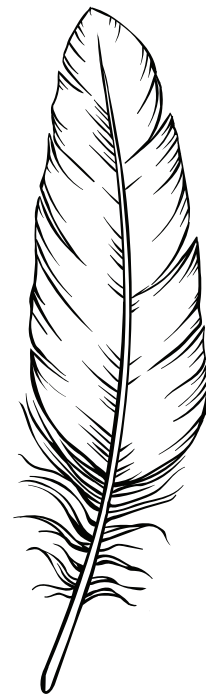
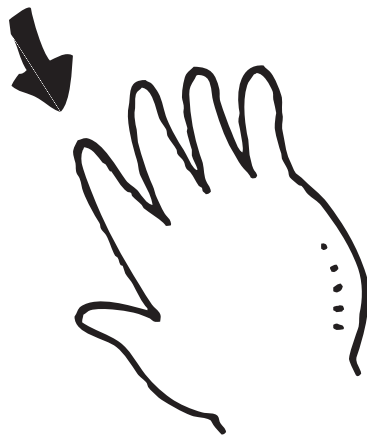
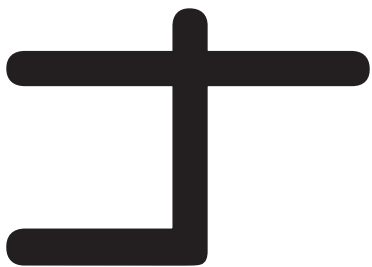
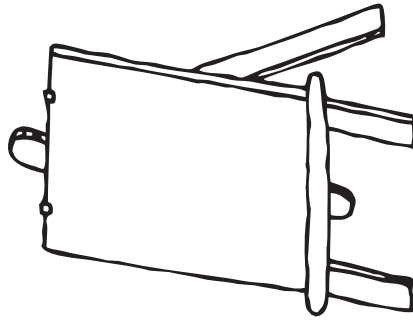
An arrow points to the equals sign in the equation.

door, egg, elf, elbow, envelope, equal



F. 004

Make a Match



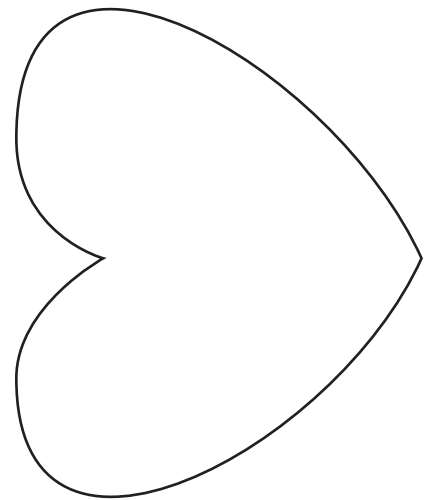
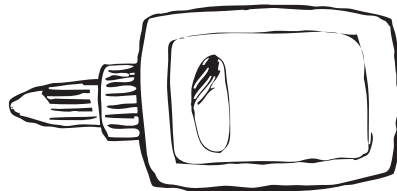
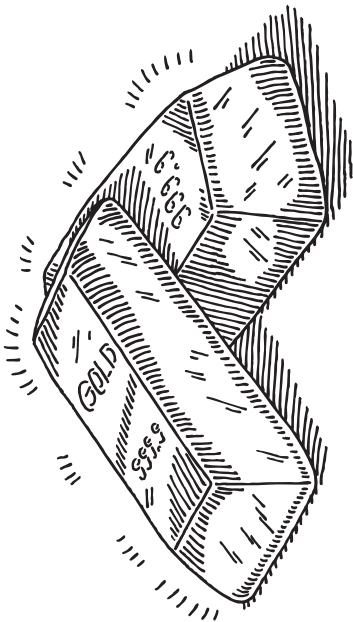
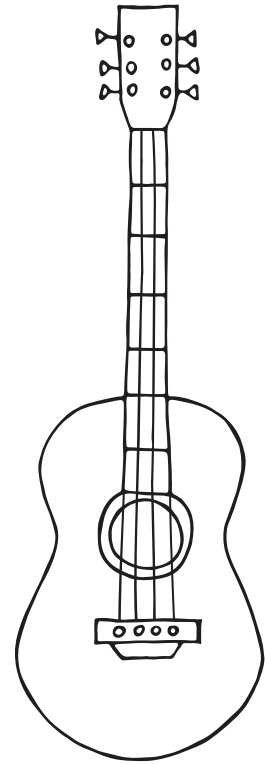
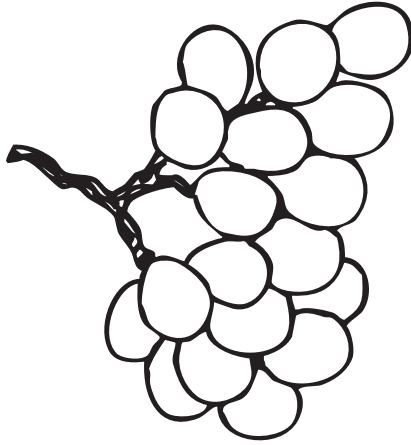
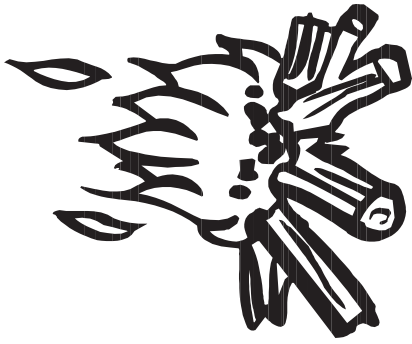
eagle, easel, eat, four, finger, feather



# Fluency

Make a Match

F. 004

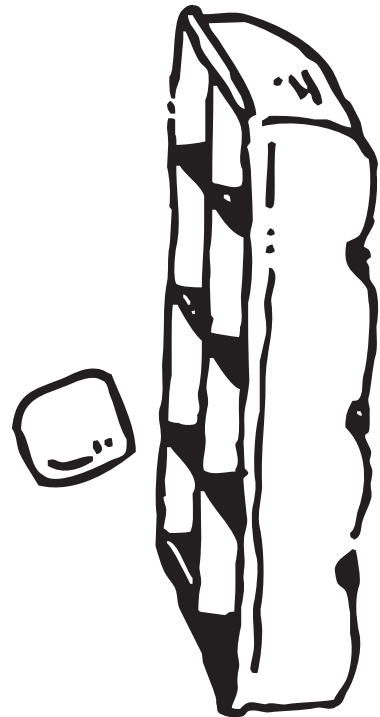
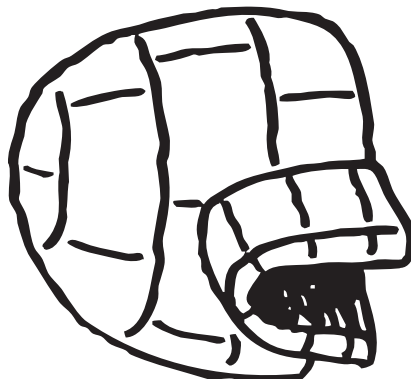
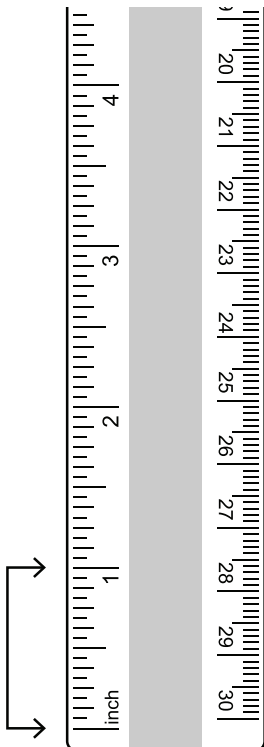
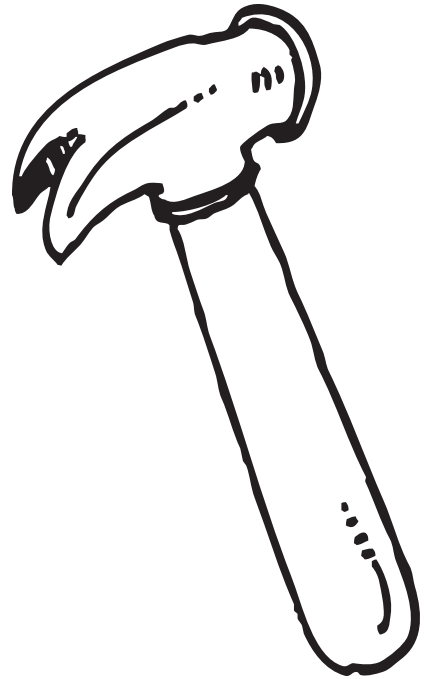
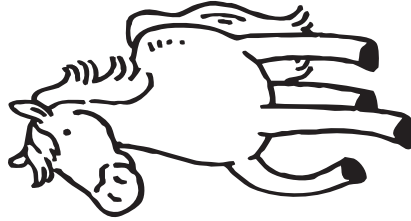


fire, grapes, guitar, gold, glue, heart



F. 004

Make a Match



hippopotamus, horse, hammer, inch, igloo, ice

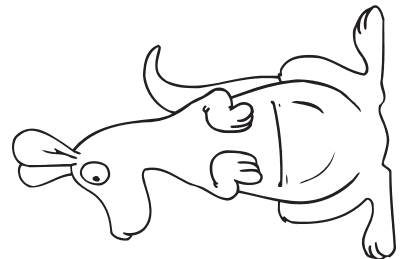
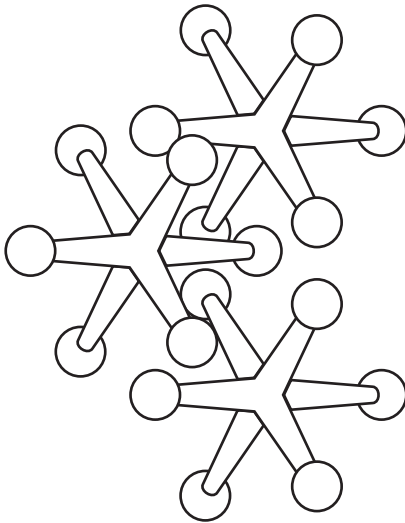
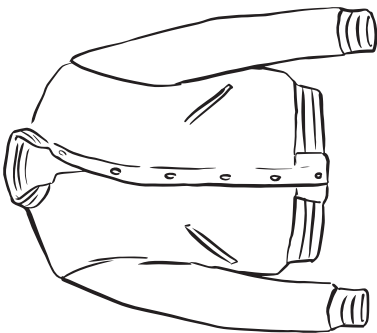
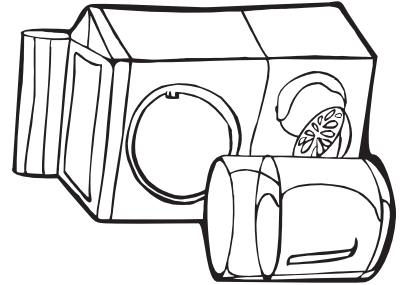
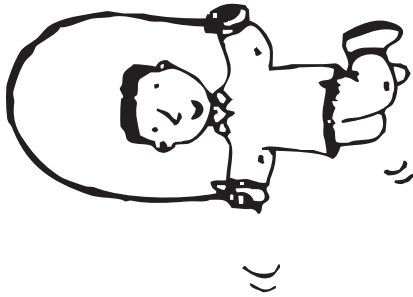
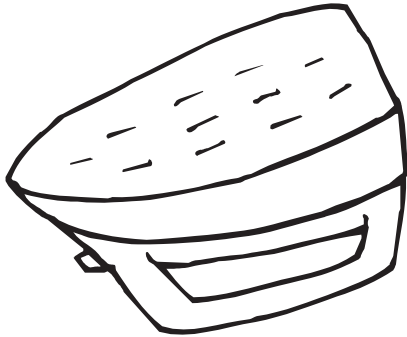




# Fluency

Make a Match

F. 004

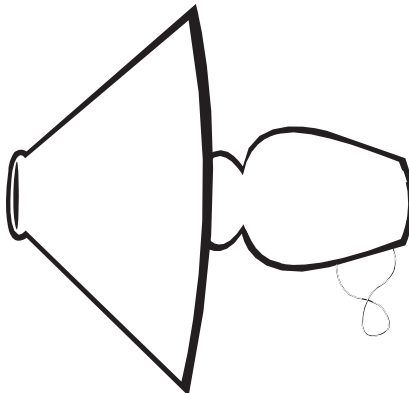
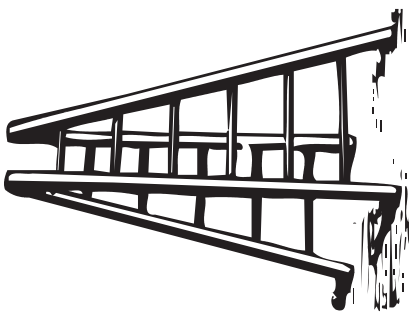
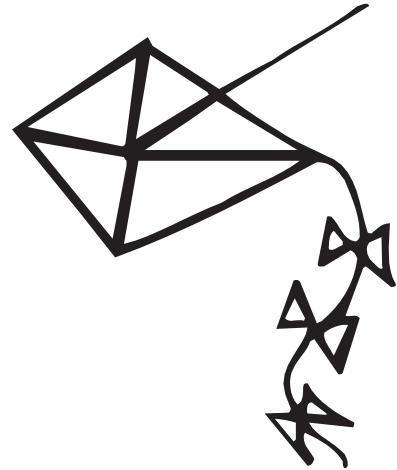
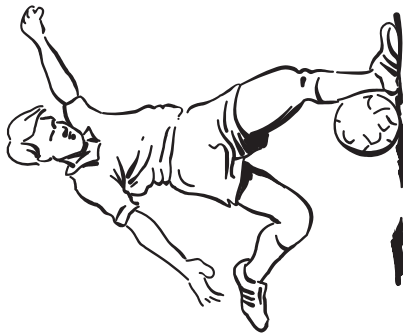


iron, jump, juice, jacket, jacks, kangaroo



F. 004

Make a Match



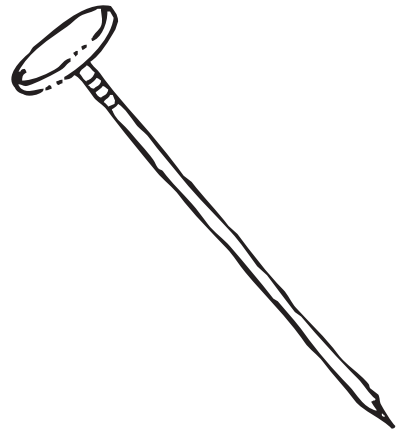
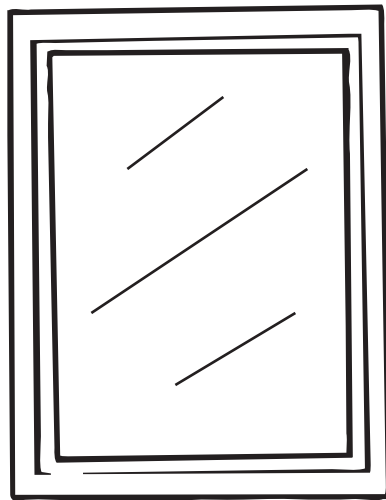
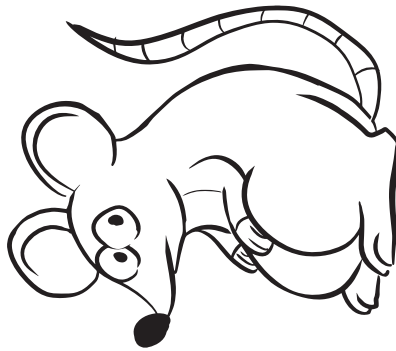
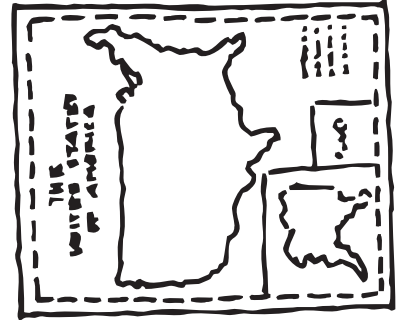
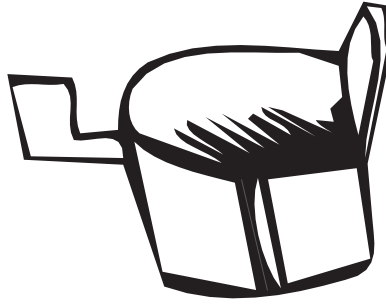
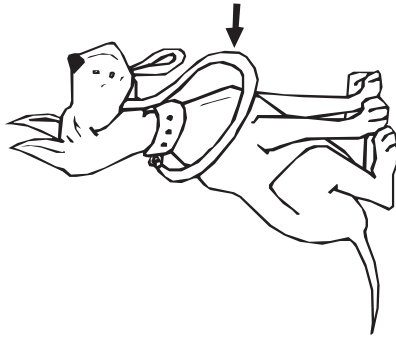
key, kick, kite, ladder, lamp, lion



# Fluency

Make a Match

F. 004

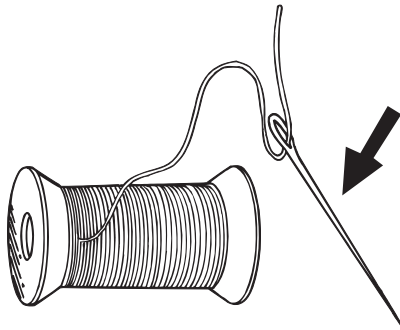
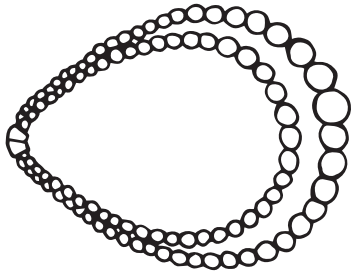


leash, mailbox, map, mouse, mirror, nail



F. 004

Make a Match



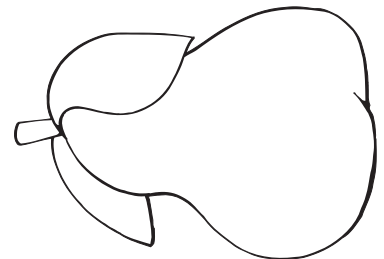
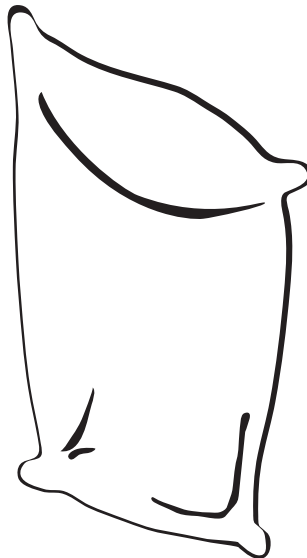
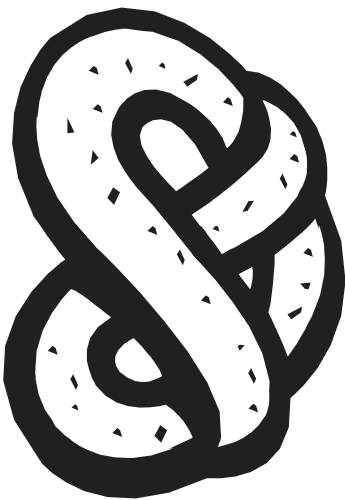
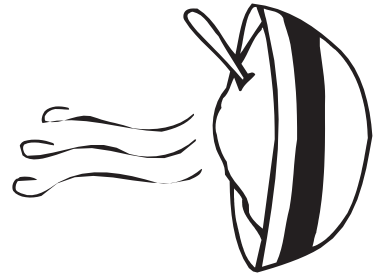
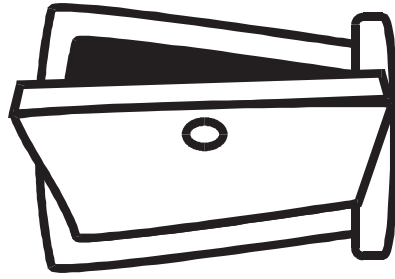
necklace, needle, nurse, octopus, ox, olive



# Fluency

Make a Match

F. 004

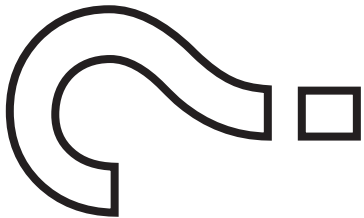
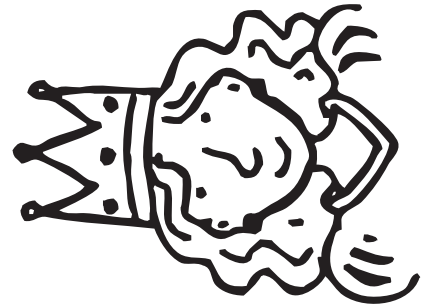
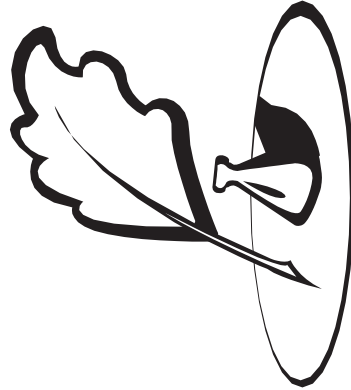
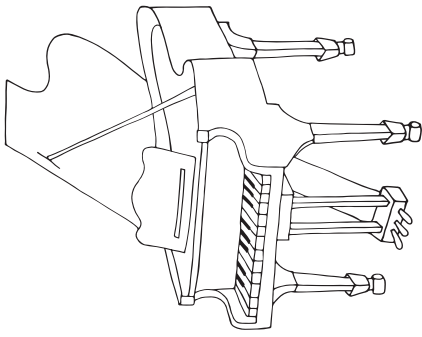


ostrich, open, oatmeal, pretzel, pillow, pear



F. 004

Make a Match



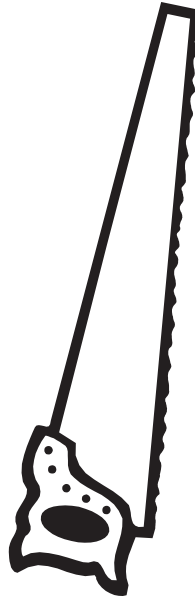
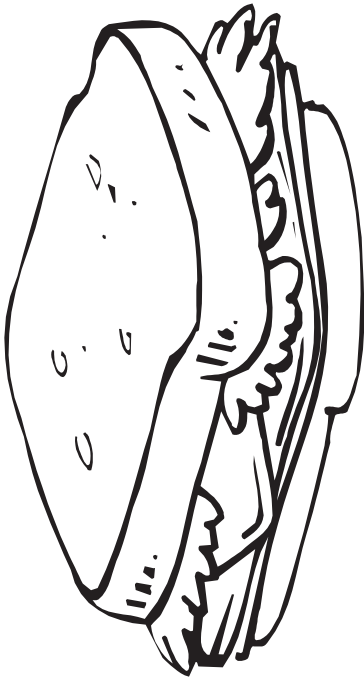
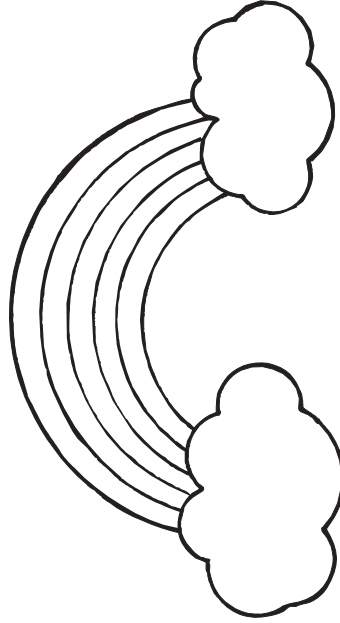
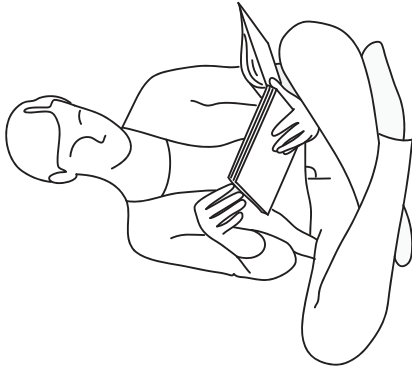
piano, quill, queen, question, quarter, rabbit



# Fluency

Make a Match

F. 004

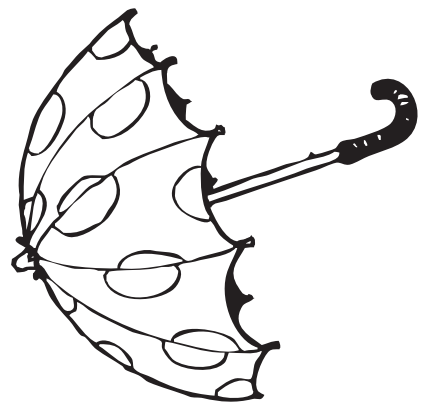
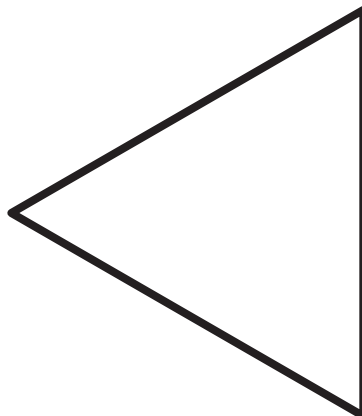
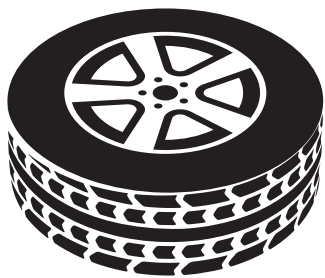
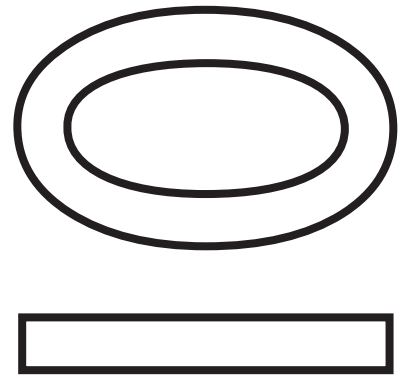
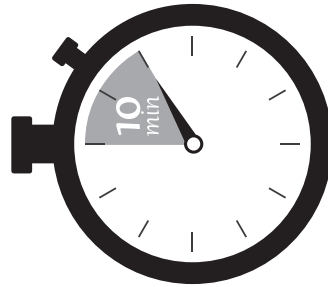


7

read, rainbow, ruler, sandwich, saw, seven

F. 004

Make a Match



snake, timer, ten, tire, triangle, umbrella

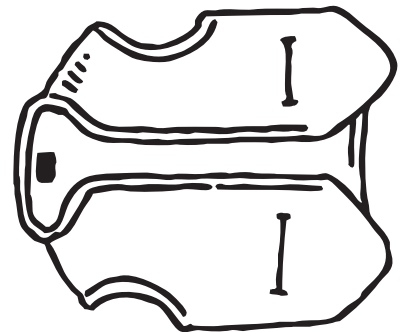
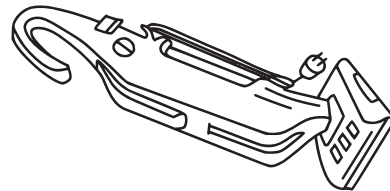
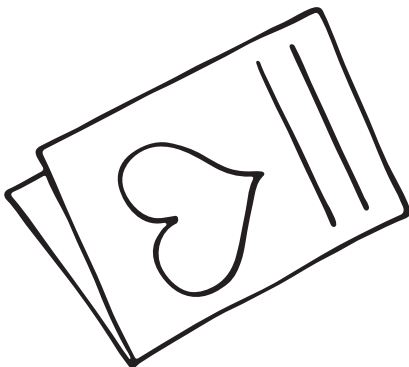
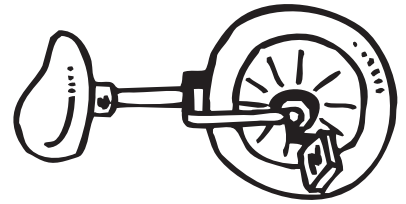
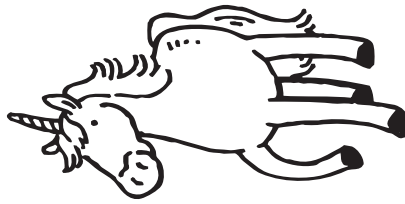




# Fluency

Make a Match

F. 004

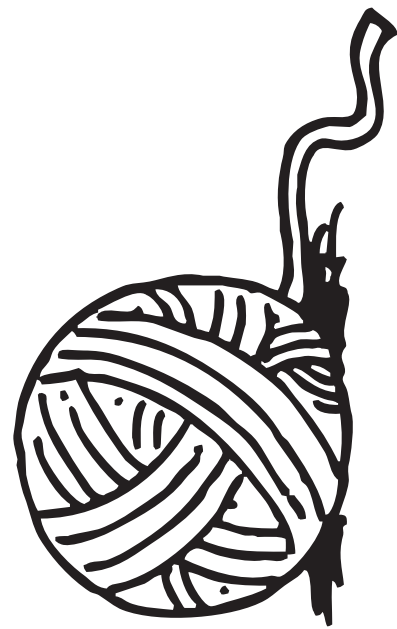
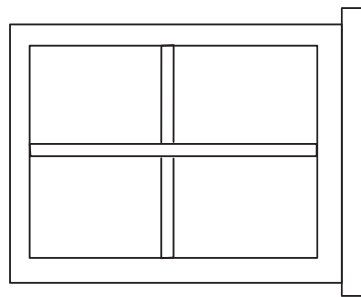
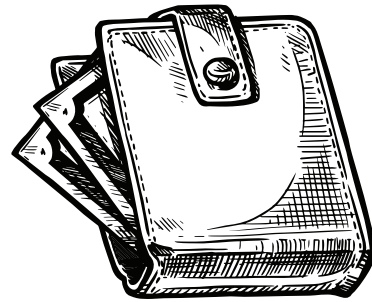
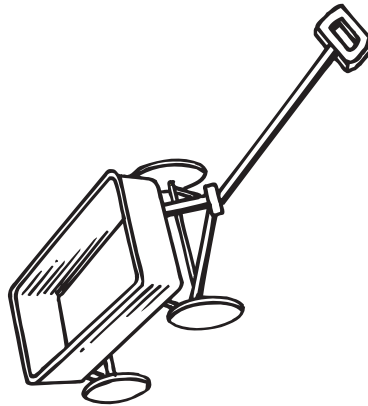
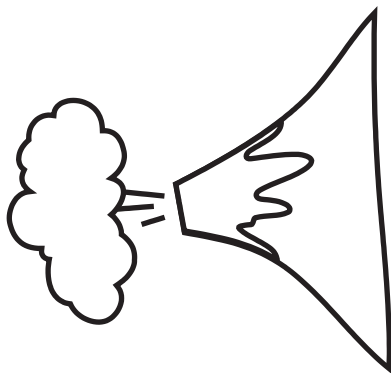


umpire, unicorn, unicycle, valentine, vacuum, vest



F. 004

Make a Match



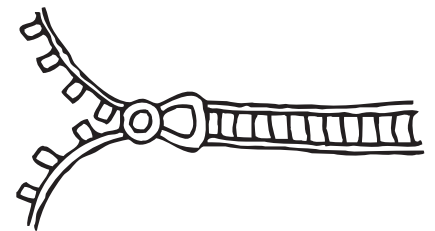
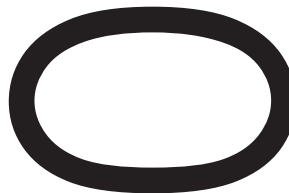
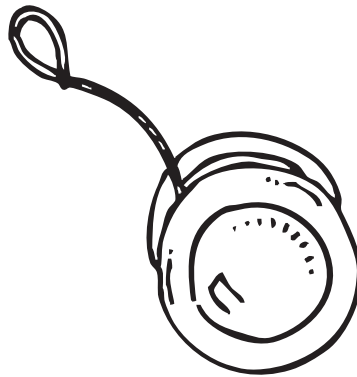
volcano, wagon, wallet, watch, window, yarn



# Fluency

Make a Match

F. 004

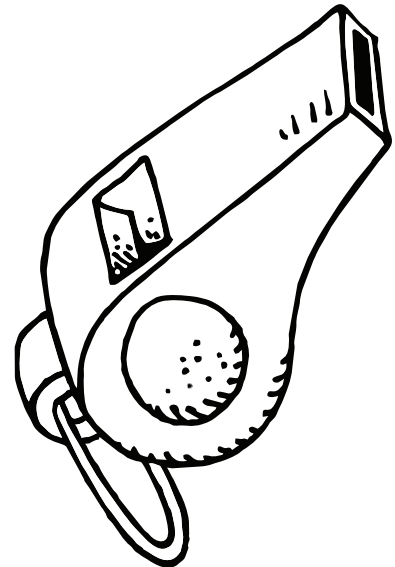
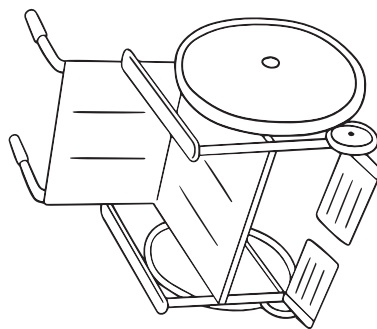
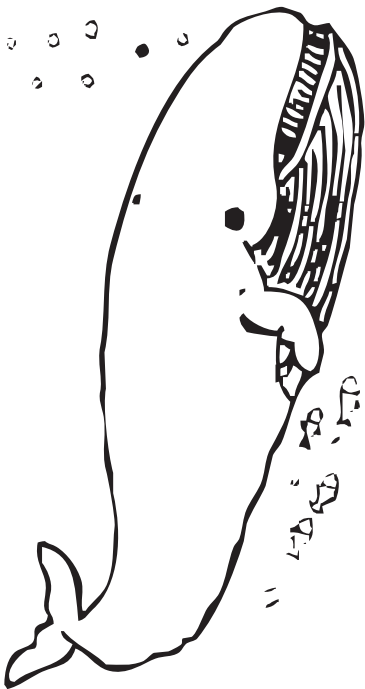
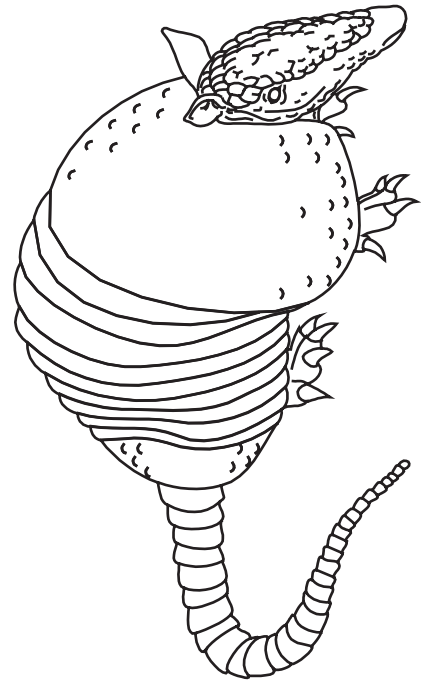
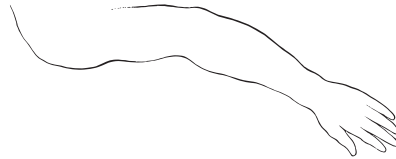
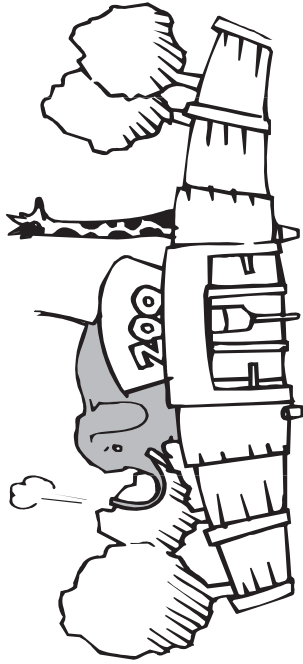


yawn, yo-yo, yak, zebra, zero, zipper



F. 004

Make a Match



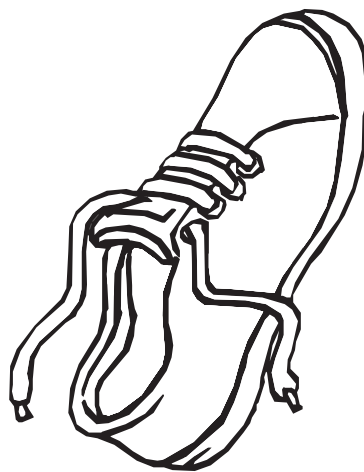
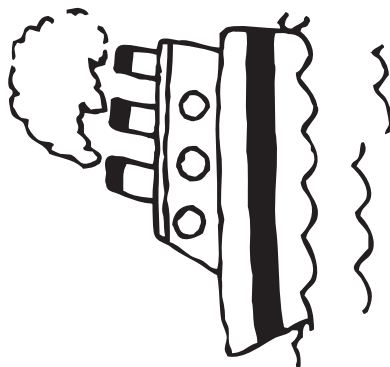
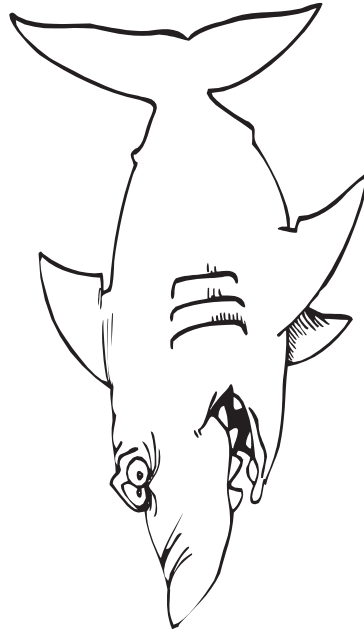
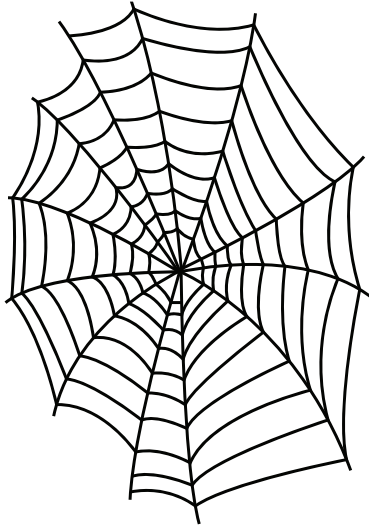
zoo, arm, armadillo, whale, wheelchair, whistle



# Fluency

Make a Match

F. 004

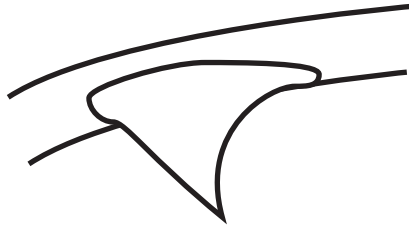
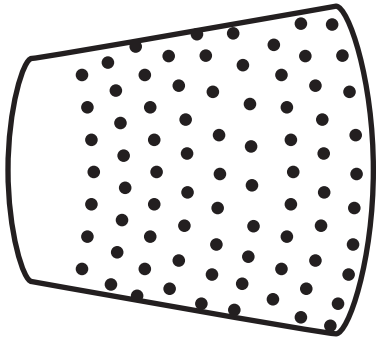


web, shark, shell, ship, shoe, thermometer

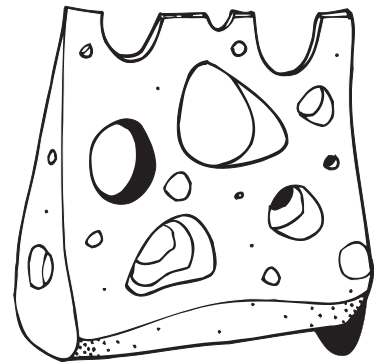
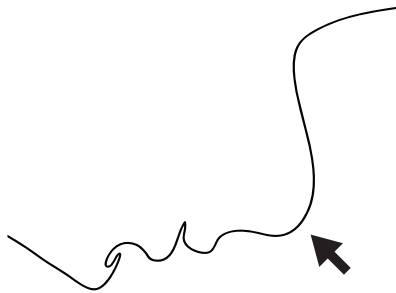
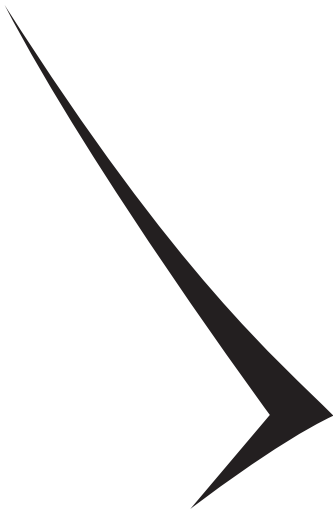


F. 004

Make a Match



30



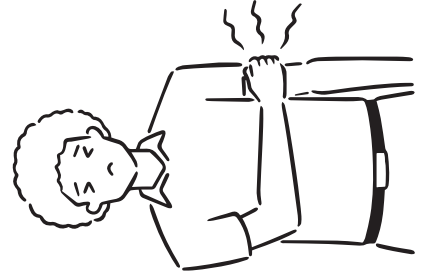
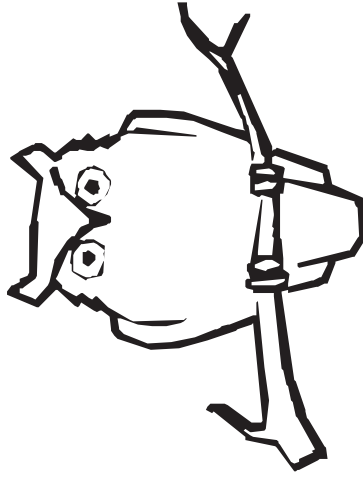
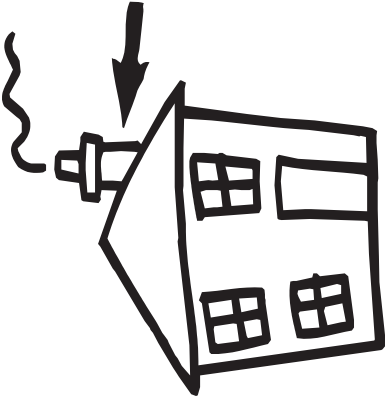
thimble, thorn, thirty, check, chin, cheese



# Fluency

Make a Match

F. 004



chimney, owl, ouch



F. 004

Make a Match

A

B

C

D

E

F

letter cards





# Fluency

Make a Match

**F. 004**

G

H

I

J

K

L

letter cards



F. 004

Make a Match

M

N

O

P

Q

R

letter cards



# Fluency

Make a Match

F. 004

S

T

U

V

W

X

letter cards



F. 004

Make a Match

Y

Z

d

b

C

d

letter cards



# Fluency

Make a Match

F. 004

e

f

g

h

i

j

letter cards



F. 004

Make a Match

k

l

m

n

o

p

letter cards



# Fluency

Make a Match

E. 004

q

r

s

t

u

v

letter cards



F. 004

Make a Match

w

x

y

z

letter cards







## F. 005

## Letter-Sound Correspondence

### Fluency Letter Wheel

#### **Objective**

The student will gain speed and accuracy in recognizing letter-sounds.

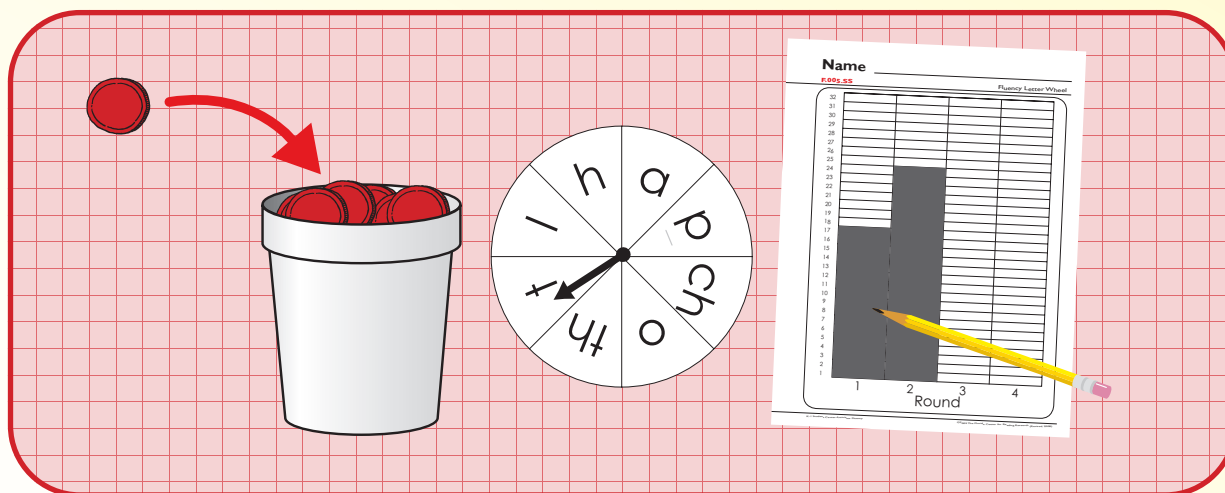
#### **Materials**

- ▶ Letter wheel spinner  
*Copy on card stock and cut.*
- ▶ Brad  
*Attach arrow to the spinner with the brad.*
- ▶ Letter-sound graph student sheet
- ▶ Cup
- ▶ Counters
- ▶ Timer (e.g., digital)
- ▶ Pencils

#### **Activity**

**Students say sounds of letters on a spinner in a timed activity.**

1. Place the letter wheel spinner, cup, counters, and timer at the center. Provide the students with one letter-sound graph.
2. Working in pairs, student one sets the timer for one minute and says “begin.” Student two spins the arrow on the spinner, names the letter, and says its sound (e.g., “t, /t/”).
3. If correct, student one places one counter in the cup. If incorrect, no counter is placed in the cup.
4. Reverse roles and continue until the timer goes off. Count and graph the number of counters in the cup.
5. Repeat the activity attempting to increase speed and accuracy.
6. Continue until student sheet is complete.
7. Teacher evaluation sheet.



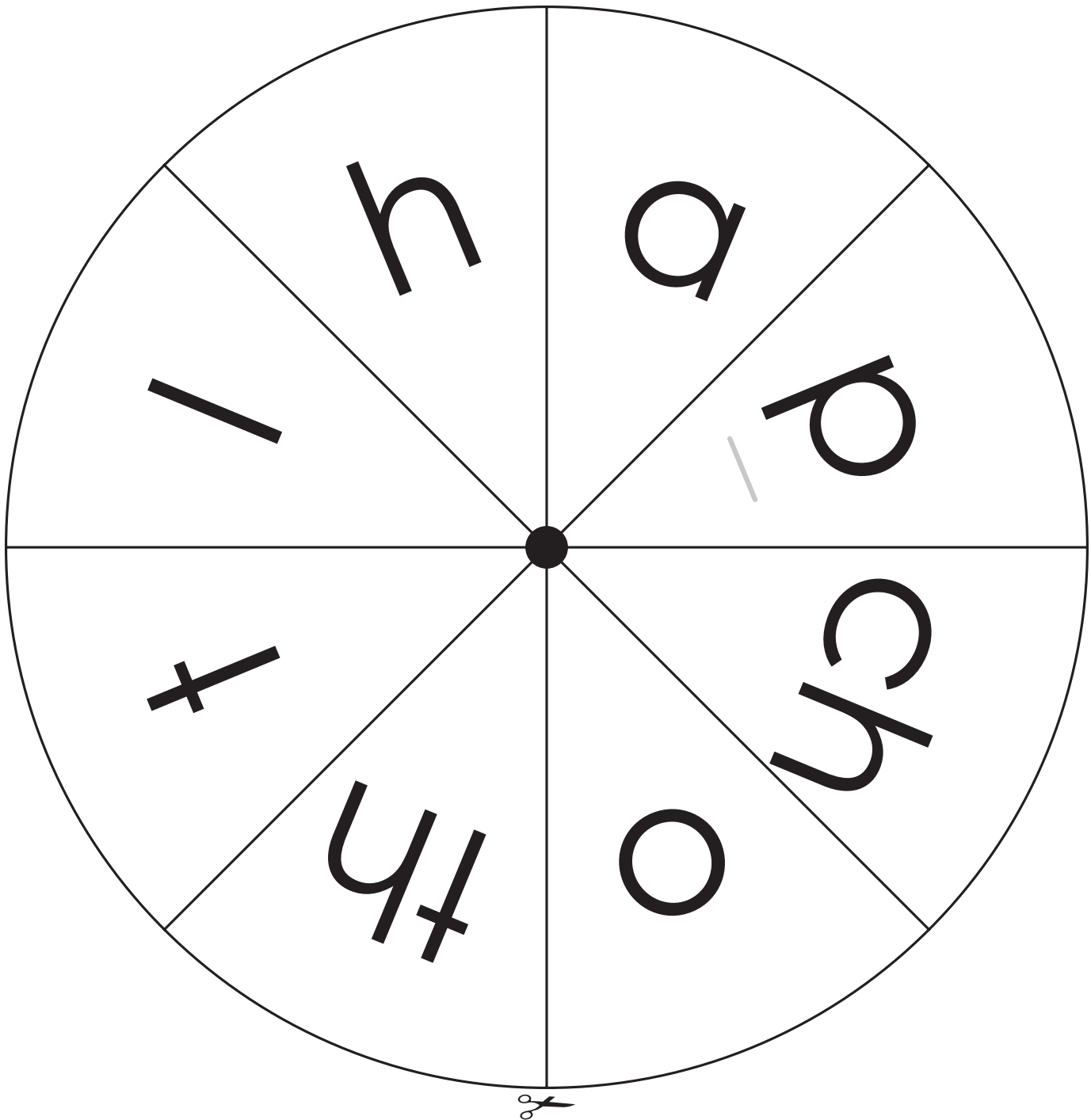
#### **Extensions and Adaptations**

- ▶ Use other letter wheel spinners.
- ▶ Make and use a wheel spinner with other letter combinations.

# Fluency

Fluency Letter Wheel

F. 005



letter wheel spinner

32				
31				
30				
29				
28				
27				
26				
25				
24				
23				
22				
21				
20				
19				
18				
17				
16				
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				

1

2

3

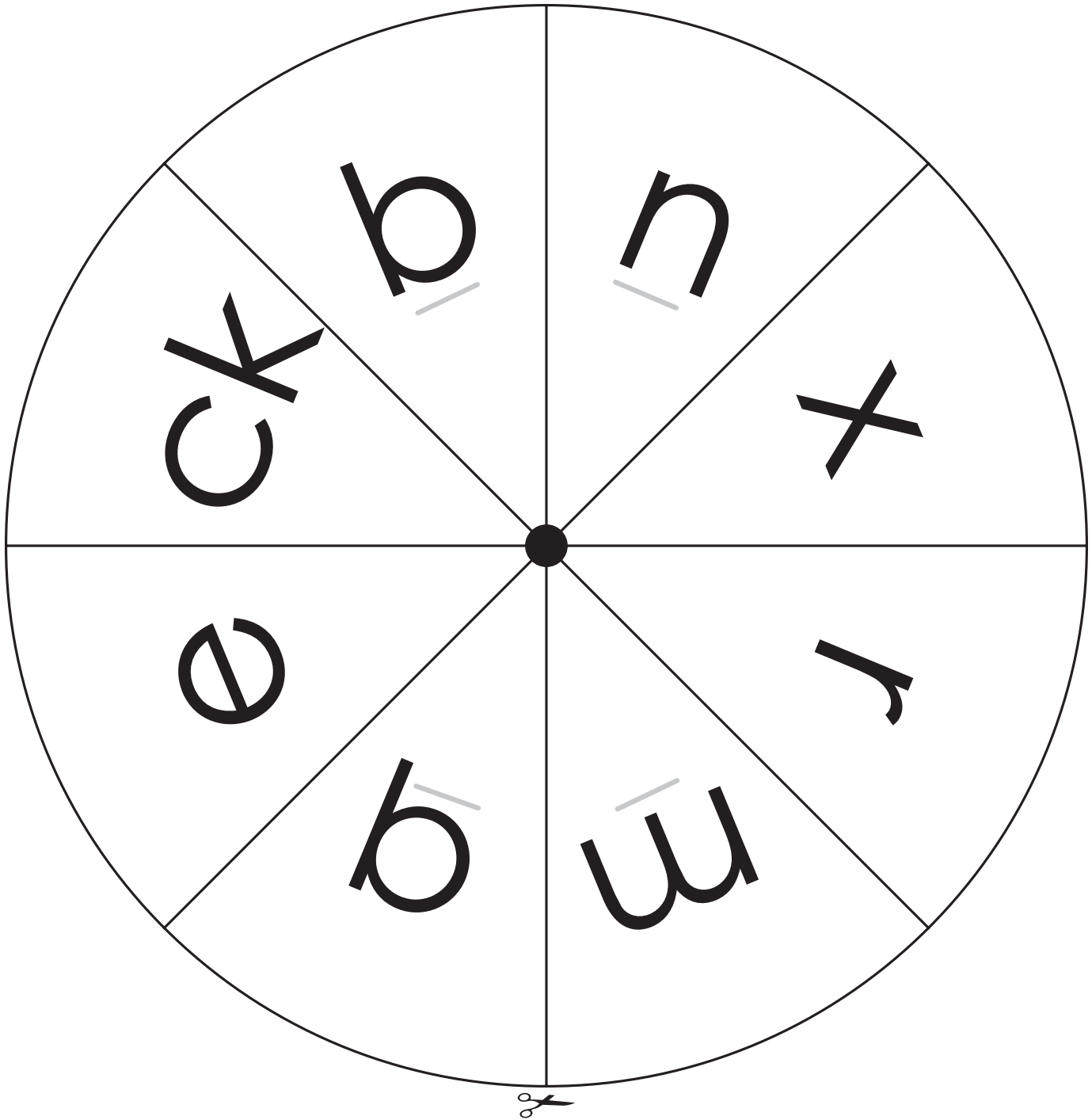
4

Round

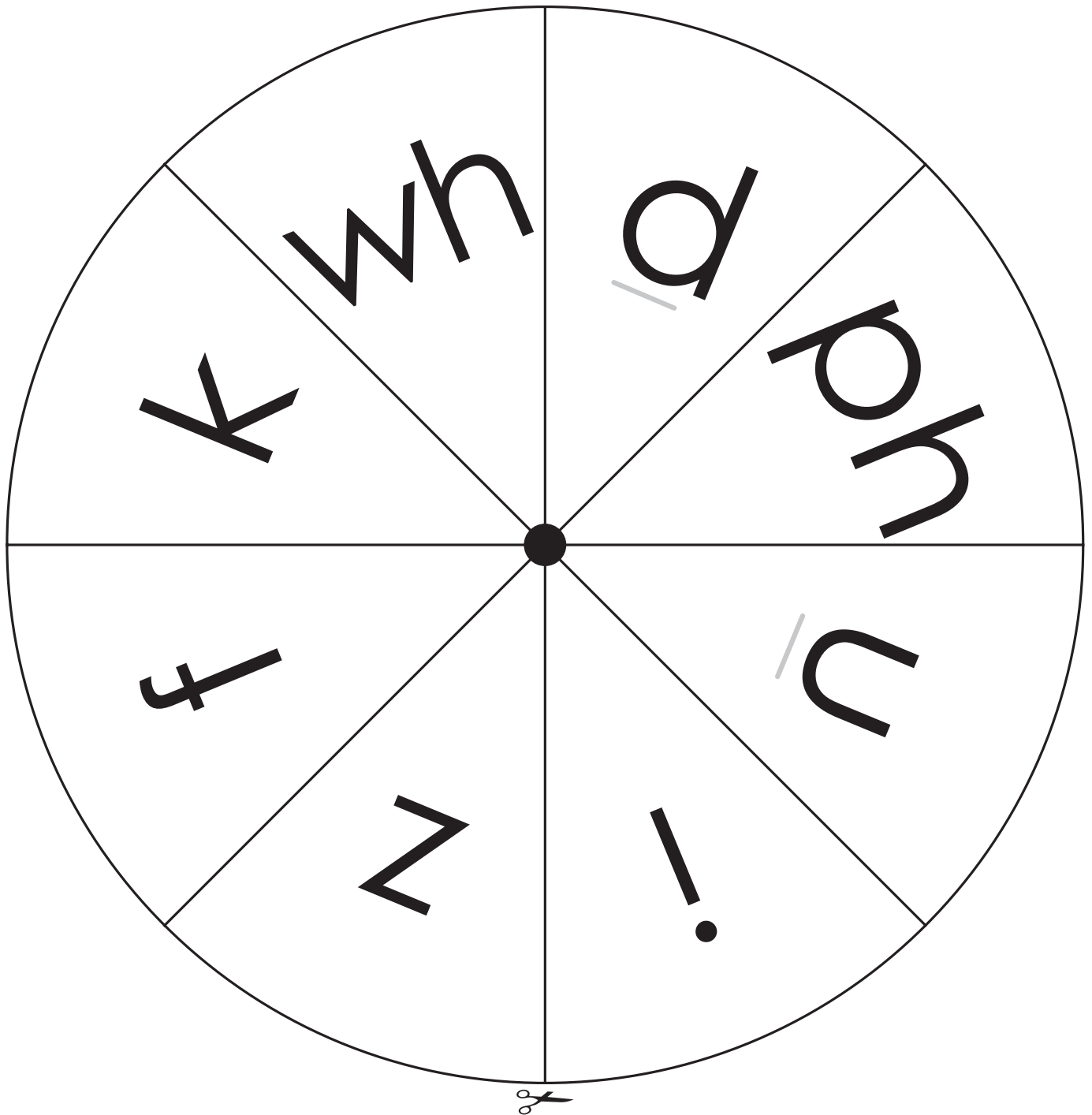
# Fluency

Fluency Letter Wheel

F. 005



letter wheel spinner

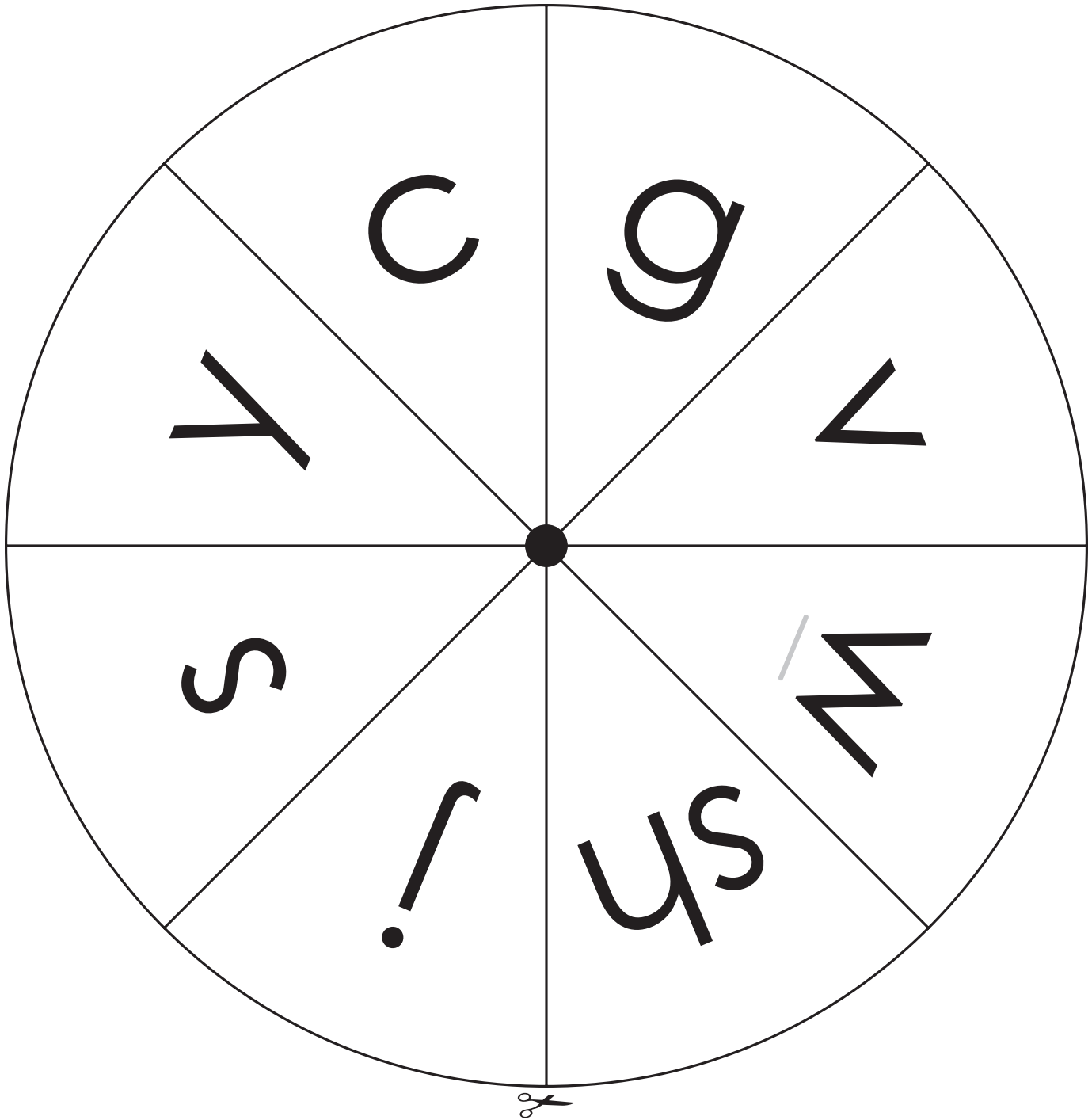


letter wheel spinner

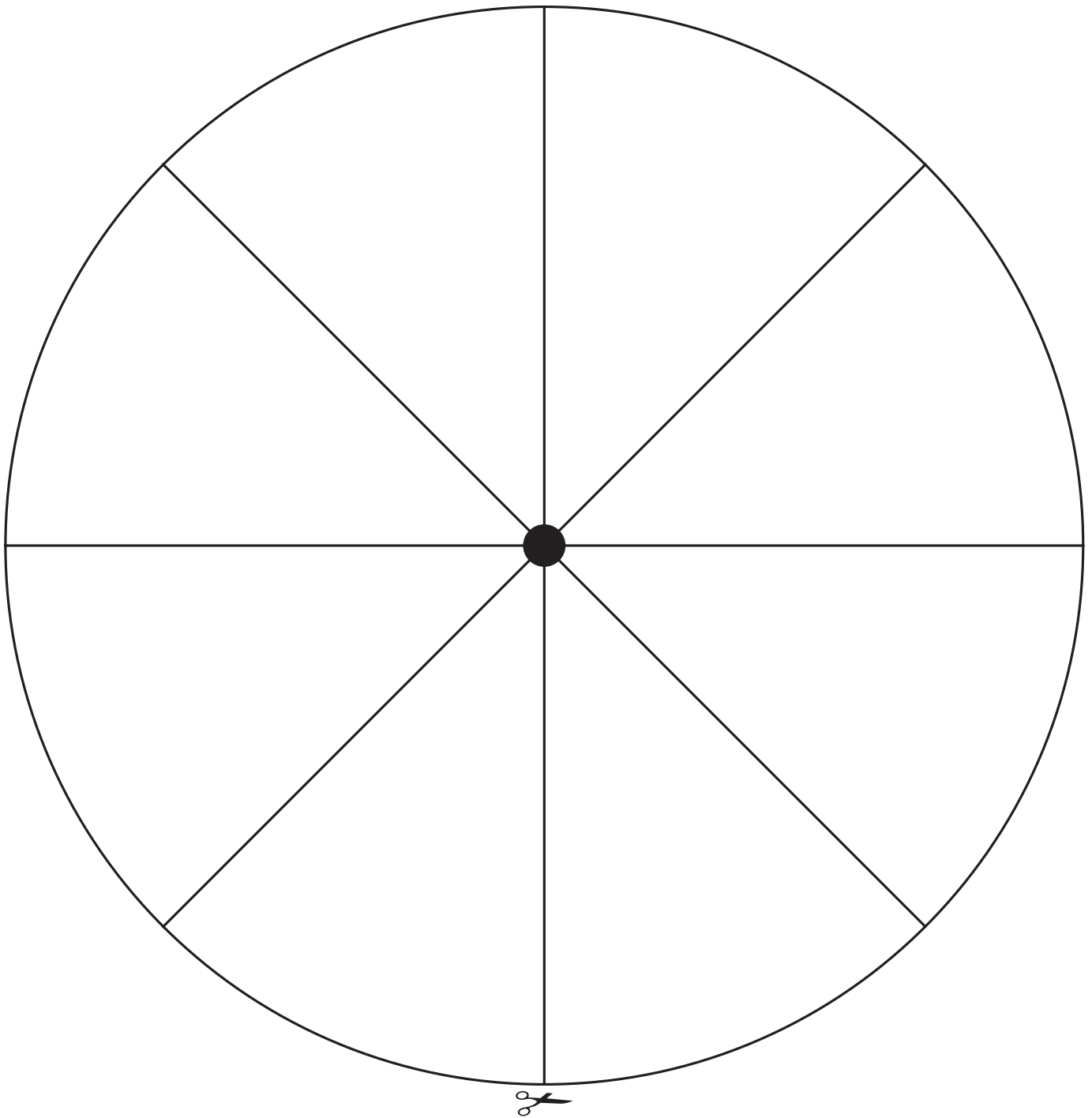
# Fluency

Fluency Letter Wheel

F. 005



letter wheel spinner



blank spinner



### Letter Flash

#### **Objective**

The student will gain speed and accuracy in recognizing letter-sounds.

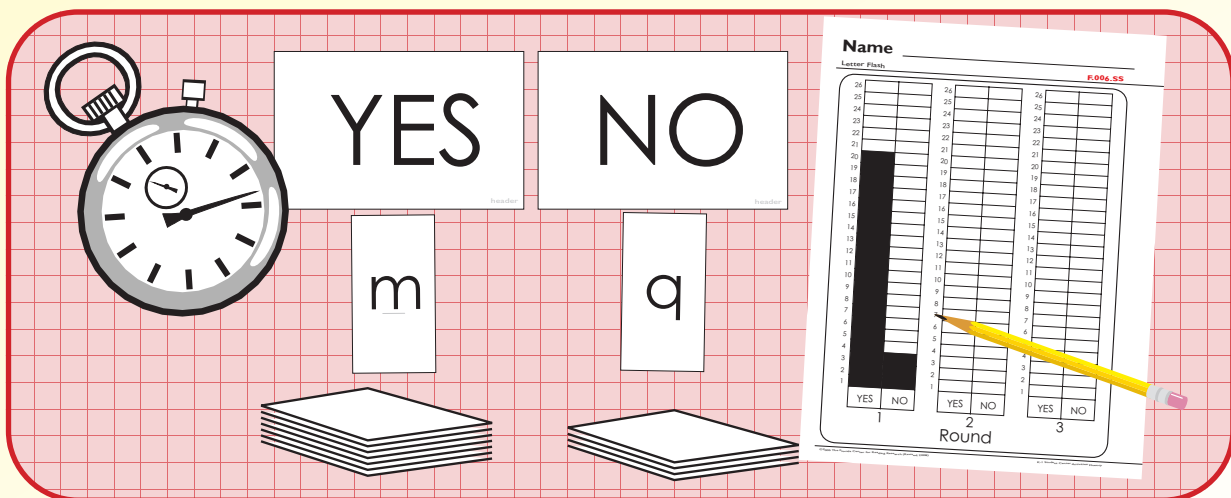
#### **Materials**

- ▶ Letter cards  
*Choose a complete set of uppercase or lowercase letters.*
- ▶ YES and NO header cards
- ▶ YES and NO graph student sheet  
*Choose or make a graph appropriate to students' fluency level.*
- ▶ Timer (e.g., digital)
- ▶ Pencils

#### **Activity**

**Students identify letters and their sounds in a timed activity.**

1. Place the letter cards face down in a stack. Place the YES and NO header cards face up next to each other. Place the timer at the center. Provide each student with a YES and NO graph.
2. Working in pairs, student one sets the timer for one minute and tells student two to “begin.” Student two selects the top card, names the letter, and says its sound (e.g., “p, /p/”).
3. If correct, places the card in a pile under the YES header card. If incorrect, places it in a pile under the NO header card.
4. Continue until the timer goes off. Graph the number of cards in each pile in the corresponding columns on the student sheet.
5. Together, name the letters and say the sounds of the cards in the “NO” pile.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation.



#### **Extensions and Adaptations**

- ▶ Combine uppercase and lowercase letters and repeat activity.



YES

header

NO

header

header cards



# Name \_\_\_\_\_

Letter Flash

**F. 006**

26		
25		
24		
23		
22		
21		
20		
19		
18		
17		
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		
	YES	NO

1

26		
25		
24		
23		
22		
21		
20		
19		
18		
17		
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		
	YES	NO

2

26		
25		
24		
23		
22		
21		
20		
19		
18		
17		
16		
15		
14		
13		
12		
11		
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		
	YES	NO

3

## Round

Name \_\_\_\_\_

F. 006

Letter Flash

52		
51		
50		
49		
48		
47		
46		
45		
44		
43		
42		
41		
40		
39		
38		
37		
36		
35		
34		
33		
32		
31		
30		
29		
28		
27		
	YES	NO

1

52		
51		
50		
49		
48		
47		
46		
45		
44		
43		
42		
41		
40		
39		
38		
37		
36		
35		
34		
33		
32		
31		
30		
29		
28		
27		
	YES	NO

2

52		
51		
50		
49		
48		
47		
46		
45		
44		
43		
42		
41		
40		
39		
38		
37		
36		
35		
34		
33		
32		
31		
30		
29		
28		
27		
	YES	NO

3

Round





### Objective

The student will gain speed and accuracy in reading words.

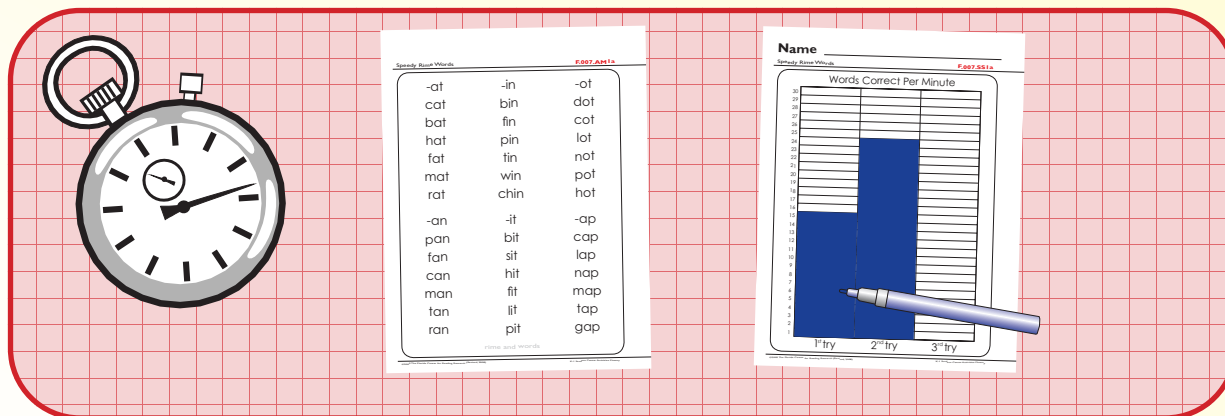
### Materials

- ▶ Rime word practice sheets  
*Select target practice sheet, make two copies, and laminate.*
- ▶ Words correct per minute graph student sheet  
*Choose or make a graph appropriate to students' fluency level.*
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

### Activity

**Students quickly read words with the same rime in a timed activity.**

1. Place two copies of the target rime word practice sheet, timer, and Vis-à-Vis® marker at the center. Provide each student with a words correct per minute graph.
2. Taking turns, students practice reading the rimes and words aloud to each other before beginning the timing.
3. Student one sets the timer for one minute and tells student two to “begin.” Student two reads down the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all the words on the sheet are read, goes back to the top and continues reading.
4. When the timer goes off, student one circles the last word read. Counts the number of rimes and words read correctly.
5. Student two graphs the number of rimes and words read correctly on his words correct per minute graph.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation.



The image shows three items on a red grid background:

- A silver stopwatch with a black dial and a white face.
- A "Speedy Rime Words" practice sheet (F.007.AM1) with a table of words:

Speedy Rime Words F.007.AM1		
-at	-in	-ot
cat	bin	dot
bat	fin	cot
hat	pin	lot
fat	tin	not
mat	win	pot
rat	chin	hot
-an	-it	-ap
pan	bit	cap
fan	sit	lap
can	hit	nep
man	fit	map
tan	lit	tap
ran	pit	gap

- A "Words Correct Per Minute" graph student sheet (F.007.SS1) with a bar graph showing two bars for "1<sup>st</sup> try" and "2<sup>nd</sup> try".

### Extensions and Adaptations

- ▶ Use different words for these rimes.
- ▶ Use other rimes and words.

-at

cat

bat

hat

fat

mat

rat

-in

bin

fin

pin

tin

win

chin

-ot

dot

cot

lot

not

pot

hot

-an

pan

fan

can

man

tan

ran

-it

bit

sit

hit

fit

lit

pit

-ap

cap

lap

nap

map

tap

gap

rime and words

-ake

cake

rake

bake

lake

make

take

-et

bet

wet

set

get

met

let

-ock

sock

rock

lock

dock

clock

block

-op

hop

top

mop

pop

shop

stop

-ug

bug

hug

dug

rug

tug

jug

-ip

sip

rip

tip

hip

lip

dip

rime and words

Name \_\_\_\_\_

Speedy Rime Words

F. 007

### Words Correct Per Minute

30			
29			
28			
27			
26			
25			
24			
23			
22			
21			
20			
19			
18			
17			
16			
15			
14			
13			
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

1<sup>st</sup> try

2<sup>nd</sup> try

3<sup>rd</sup> try



Name \_\_\_\_\_

F. 007

Speedy Rime Words

## Words Correct Per Minute

60			
59			
58			
57			
56			
55			
54			
53			
52			
51			
50			
49			
48			
47			
46			
45			
44			
43			
42			
41			
40			
39			
38			
37			
36			
35			
34			
33			
32			
31			
	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try

Name \_\_\_\_\_

Speedy Rime Words

F. 007

### Words Correct Per Minute

90			
89			
88			
87			
86			
85			
84			
83			
82			
81			
80			
79			
78			
77			
76			
75			
74			
73			
72			
71			
70			
69			
68			
67			
66			
65			
64			
63			
62			
61			

1<sup>st</sup> try

2<sup>nd</sup> try

3<sup>rd</sup> try





### Word Relay

#### **Objective**

The student will gain speed and accuracy in reading words.

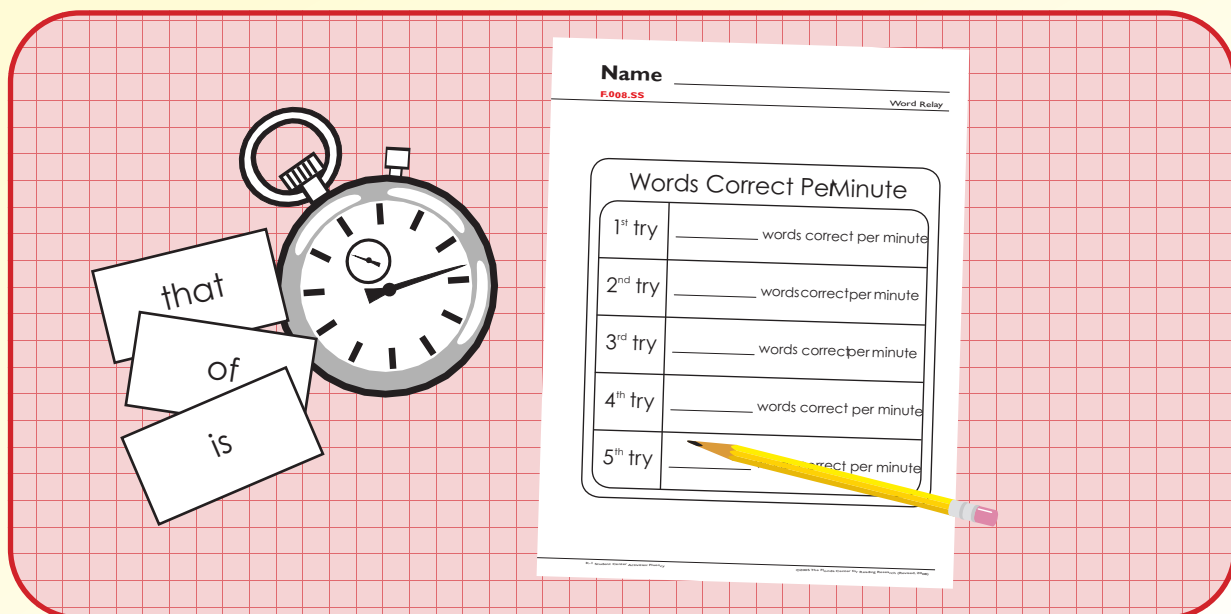
#### **Materials**

- ▶ High frequency word cards  
*Choose 50 target words.*
- ▶ Words correct per minute record student sheet
- ▶ Timer (e.g., digital)
- ▶ Pencils

#### **Activity**

**Students take turns reading high frequency words in a timed activity.**

1. Place the word cards face down in a stack. Place the timer at the center. Provide the students with one words correct per minute record.
2. Students set the timer for one minute. Taking turns, student one selects the top card from the stack and reads the word.
3. If correct, places the card aside. If incorrect, makes attempts while student two counts to three. If still unable to read it, places it at the bottom of the stack.
4. Continue taking turns until the timer goes off. Count and record the number of words read correctly on the words correct per minute record.
5. Reverse roles and repeat the activity attempting to increase speed and accuracy.
6. Continue until student sheet is complete.
7. Teacher evaluation



The illustration shows a stopwatch, three word cards with the words "that", "of", and "is", and a "Words Correct Per Minute" record sheet. The record sheet has a header "Name \_\_\_\_\_" and "F.008.SS Word Relay". Below the header is a table with five rows for "1<sup>st</sup> try", "2<sup>nd</sup> try", "3<sup>rd</sup> try", "4<sup>th</sup> try", and "5<sup>th</sup> try". Each row has a blank line followed by "words correct per minute". A yellow pencil is shown writing on the 5<sup>th</sup> try row.

#### **Extensions and Adaptations**

- ▶ Use other high frequency words.
- ▶ Time how long it takes to read all the cards.

Name \_\_\_\_\_

F. 008

Word Relay

## Words Correct Per Minute

1<sup>st</sup> try \_\_\_\_\_ words correct per minute

2<sup>nd</sup> try \_\_\_\_\_ words correct per minute

3<sup>rd</sup> try \_\_\_\_\_ words correct per minute

4<sup>th</sup> try \_\_\_\_\_ words correct per minute

5<sup>th</sup> try \_\_\_\_\_ words correct per minute

# Fluency

Word Relay

F. 008

is

that

of

the

and

you



F. 008

Word Relay

to

it

he

a

in

was



# Fluency

Word Relay

F. 008

as

his

with

for

on

are





F. 008

Word Relay

this

at

have

they

be

I



# Fluency

Word Relay

F. 008

or

had

word

from

one

by



F. 008

Word Relay

were

what

we

but

not

all



# Fluency

Word Relay

F. 008

your

can

use

when

said

there



F. 008

Word Relay

she

do

how

an

each

which



# Fluency

Word Relay

F. 008

first

water

been

their

if

will



F. 008

Word Relay

oil

about

who

call

up

other



# Fluency

Word Relay

F. 008

made

may

come

its

get

part





F. 008

Word Relay

did

long

final

down

now

day



# Fluency

Word Relay

F. 008

only

sound

little

over

take

new



F. 008

Word Relay

out

year

many

know

work

place



# Fluency

Word Relay

F. 008

her

make

into

like

him

would



F. 008

Word Relay

time

them

then

these

some

so



# Fluency

Word Relay

F. 008

has

write

more

look

two

go



F. 008

Word Relay

number

could

no

see

people

way



# Fluency

Word Relay

F. 008

my

than

live

me

back

give





F. 008

Word Relay

thing

just

our

most

after

very



# Fluency

Word Relay

F. 008

name

good

sentence

man

think

say



F. 008

Word Relay

great

where

help

though

much

before



# Fluency

Word Relay

F. 008

line

right

too

mean

old

any



F. 008

Word Relay

follow

came

want

some

tell

boy



# Fluency

Word Relay

F. 008

show

also

around

farm

three

small



F. 008

Word Relay

well

end

put

does

set

another



# Fluency

Word Relay

F. 008

big

must

because

even

large

such





F. 008

Word Relay

went

men

why

turn

ask

here



# Fluency

Word Relay

F. 008

read

home

different

need

land

us



F. 008

Word Relay

try

hand

picture

move

kind

again



# Fluency

Word Relay

F. 008

spell

air

off

change

away

play



F. 008

Word Relay

letter

mother

page

animal

house

point



# Fluency

Word Relay

F. 008

near

answer

found

every

add

study



F. 008

Word Relay

learn

America

world

still

should

high



# Fluency

Word Relay

F. 008

food

between

own

below

country

plant





F. 008

Word Relay

school

tree

never

last

father

keep



# Fluency

Word Relay

F. 008

city

eye

though

start

earth

light



F. 008

Word Relay

don't

story

left

head

under

saw



# Fluency

Word Relay

F. 008

while

might

something

few

along

close



F. 008

Word Relay

open

next

hard

seem

begin

example



# Fluency

Word Relay

F. 008

always

both

together

life

those

paper



F. 008

Word Relay

got

run

important

group

often

until



# Fluency

Word Relay

F. 008

side

car

night

children

feet

mile





F. 008

Word Relay

white

took

began

walk

grow

sea



# Fluency

Word Relay

F. 008

four

state

book

river

carry

once



F. 008

Word Relay

stop

second

miss

hear

without

later



# Fluency

Word Relay

F. 008

face

watch

far

idea

enough

eat



F. 008

Word Relay

really

let

girl

color

almost

above



# Fluency

Word Relay

F. 008

mountain

talk

young

sometimes

soon

cut



F. 008

Word Relay

song

leave

being

list

family

it's





### Fast Match



#### Objective

The student will gain speed and accuracy in reading words.



#### Materials

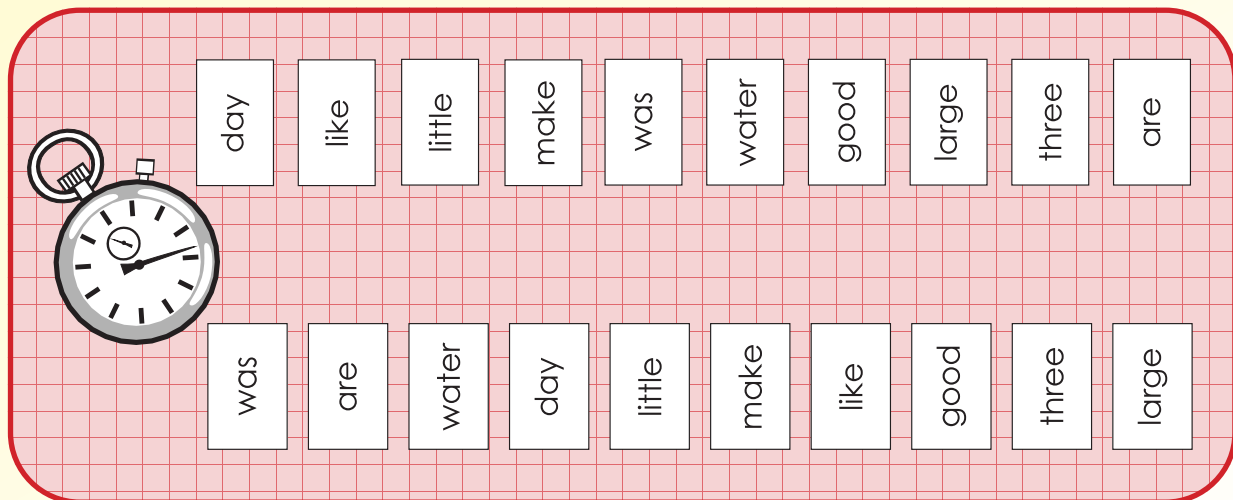
- ▶ High frequency word cards  
*Choose 10-15 target words.*  
*Copy two sets.*
- ▶ Time record student sheet
- ▶ Timer (e.g., digital)
- ▶ Pencils



#### Activity

**Students match initial sounds of words to letters while playing a timed memory game.**

1. Provide each student with a set of word cards. Place the timer at the center. Provide the students with one time record.
2. Working in pairs, students place their word cards face up in a row and start the timer.
3. Student one looks at the cards, says a word (e.g., “water”), and student two quickly finds the matching word in his row.
4. If a match is made, student one picks up both cards, reads them (i.e., “water, water”), and places the matching cards in a shared stack. If a match is not made, student one reads another word.
5. Reverse roles and continue until all cards are matched. Stop the timer and record the time on the student sheet.
6. Repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation



#### Extensions and Adaptations

- ▶ Use other high frequency words.



F. 009

Fast Match

is

that

of

the

and

you



# Fluency

Fast Match

F. 009

to

it

he

a

in

was



F. 009

Fast Match

as

his

with

for

on

are



# Fluency

Fast Match

F. 009

this

at

have

they

be

I



F. 009

Fast Match

or

had

word

from

one

by



# Fluency

Fast Match

F. 009

were

what

we

but

not

all



F. 009

Fast Match

your

can

use

when

said

there



# Fluency

Fast Match

F. 009

she

do

how

an

each

which





F. 009

Fast Match

first

water

been

their

if

will



# Fluency

Fast Match

F. 009

oil

about

who

call

up

other



F. 009

Fast Match

made

may

come

its

get

part



# Fluency

Fast Match

F. 009

did

long

final

down

now

day



F. 009

Fast Match

only

sound

little

over

take

new



# Fluency

Fast Match

F. 009

out

year

many

know

work

place



F. 009

Fast Match

her

make

into

like

him

would



# Fluency

Fast Match

F. 009

time

them

then

these

some

so





F. 009

Fast Match

has

write

more

look

two

go



# Fluency

Fast Match

F. 009

number

could

no

see

people

way



F. 009

Fast Match

my

than

live

me

back

give



# Fluency

Fast Match

F. 009

thing

just

our

most

after

very



F. 009

Fast Match

name

good

sentence

man

think

say



# Fluency

Fast Match

F. 009

great

where

help

though

much

before



F. 009

Fast Match

line

right

too

mean

old

any



# Fluency

Fast Match

F. 009

follow

came

want

some

tell

boy





F. 009

Fast Match

show

also

around

farm

three

small



# Fluency

Fast Match

F. 009

well

end

put

does

set

another



F. 009

Fast Match

big

must

because

even

large

such



# Fluency

Fast Match

F. 009

went

men

why

turn

ask

here



F. 009

Fast Match

read

home

different

need

land

us



# Fluency

Fast Match

F. 009

try

hand

picture

move

kind

again



F. 009

Fast Match

spell

air

off

change

away

play



letter

mother

page

animal

house

point





F. 009

Fast Match

near

answer

found

every

add

study



# Fluency

Fast Match

F. 009

learn

America

world

still

should

high



F. 009

Fast Match

food

between

own

below

country

plant



# Fluency

Fast Match

F. 009

school

tree

never

last

father

keep



F. 009

Fast Match

city

eye

though

start

earth

light



# Fluency

Fast Match

F. 009

don't

story

left

head

under

saw



F. 009

Fast Match

while

might

something

few

along

close



open

next

hard

seem

begin

example





F. 009

Fast Match

always

both

together

life

those

paper



# Fluency

Fast Match

F. 009

got

run

important

group

often

until



F. 009

Fast Match

side

car

night

children

feet

mile



# Fluency

Fast Match

F. 009

white

took

began

walk

grow

sea



F. 009

Fast Match

four

state

book

river

carry

once



# Fluency

Fast Match

F. 009

stop

second

miss

hear

without

later



F. 009

Fast Match

face

watch

far

idea

enough

eat



# Fluency

Fast Match

F. 009

really

let

girl

color

almost

above





F. 009

Fast Match

mountain

talk

young

sometimes

soon

cut



# Fluency

Fast Match

F. 009

song

leave

being

list

family

it's



## Time Record

	Minutes	Seconds
1 <sup>st</sup> Try	_____	_____
2 <sup>nd</sup> Try	_____	_____
3 <sup>rd</sup> Try	_____	_____
4 <sup>th</sup> Try	_____	_____
5 <sup>th</sup> Try	_____	_____



## F. 010

Words  
Fast Words

### Objective

The student will gain speed and accuracy in reading words.

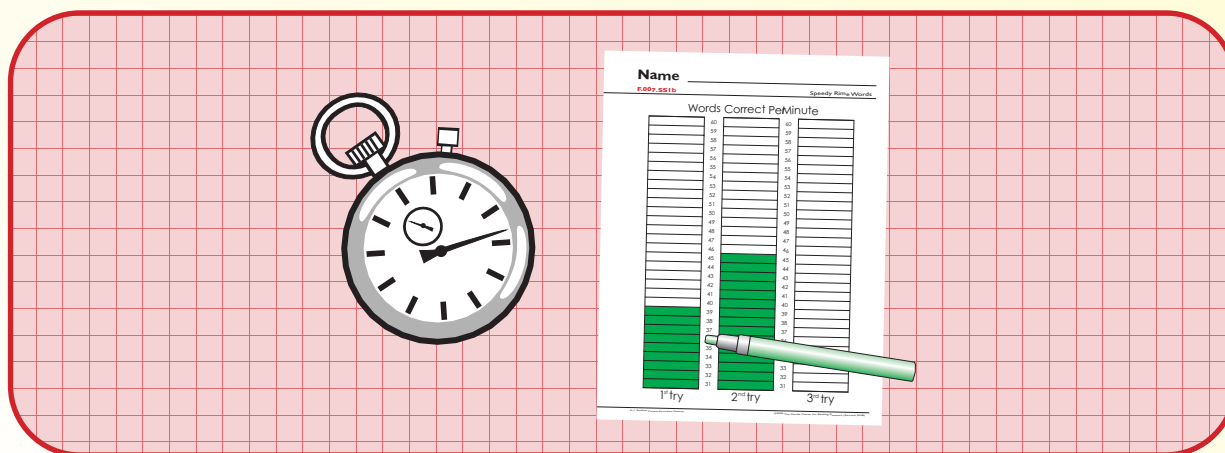
### Materials

- ▶ High frequency word practice sheets  
*Select target practice sheet, make two copies, and laminate.*
- ▶ Words correct per minute graph student sheet  
*Choose or make a graph appropriate to students' fluency level.*
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

### Activity

**Students quickly read words on a practice sheet in a timed activity.**

1. Place two copies of the target word practice sheet, timer, and Vis-a-Vis® markers at the center. Provide each student with a words correct per minute graph.
2. Taking turns, students practice reading the words aloud to each other before beginning the timing.
3. Student one sets the timer for one minute and tells student two to “begin.” Student two reads the words across the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all the words on the sheet are read, goes back to the top and continues reading.
4. When the timer goes off, student one circles the last word read. Counts the number of words read correctly.
5. Student two graphs the number of words read correctly on his words correct per minute graph.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. 8. Teacher evaluation



### Extensions and Adaptations

- ▶ Use other high frequency words.
- ▶ Time and record how long it takes to read all the words.

the

of

and

a

to

in

is

you

that

it

he

was

for

on

are

as

with

his

they

I

at

be

this

have

from

or

one

had

by

word

but

not

high frequency words

what all were we

when your can said

there use and each

which she do how

their if will up

other about out many

then them these so

some her would make

high frequency words





I Read, You Point



### Objective

The student will gain speed and accuracy in reading words.



### Materials

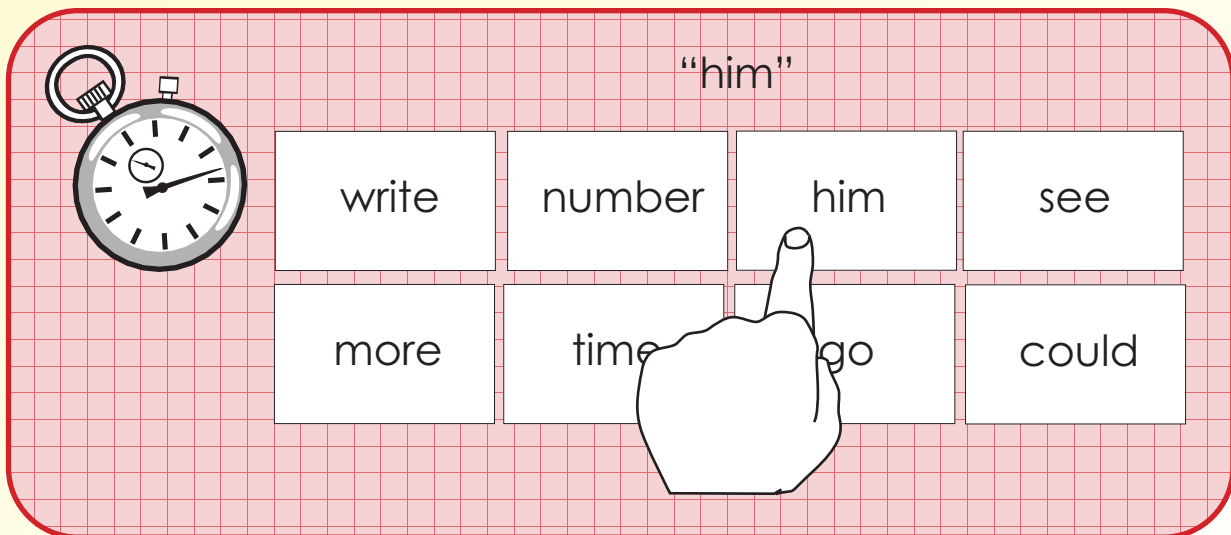
- ▶ High frequency word cards  
*List of words*  
*Note: There are 16 words that are repeated on this sheet.*
- ▶ Time record student sheet
- ▶ Timer (e.g., digital)
- ▶ Pencils



### Activity

Students quickly identify words as they are read to them by a partner.

1. Place high frequency word cards face up in rows on a flat surface. Place the list of words and timer at the center. Provide each student with a time record.
2. Working in pairs, student one picks up the list of words and student two sits in front of the word cards.
3. Student one starts the timer and reads the first word on the list of words. Student two looks for and points quickly to the corresponding word card.
4. If correct, student one reads the next word. If incorrect, student one provides assistance.
5. Continue until all words are read and identified. Student one stops timer and student two records the time on his student sheet.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation



### Extensions and Adaptations

- ▶ Make and use other words.
- ▶ Use word cards as flash cards.



F.011

I Read, You Point

like

him

into

time

has

look

two

more

high frequency word cards



# Fluency

I Read, You Point

F. 011

write

go

see

number

no

way

could

people

high frequency word cards



like

him

into

time

has

look

two

more

write

go

see

number

no

way

could

people

see

time

like

write

him

no

way

number

into

people

look

has

more

two

could

go

# Fluency

I Read, You Point

**F. 011**


blank cards




blank word list

## Time Record

	Minutes		Seconds
1 <sup>st</sup> Try	_____	• •	_____
2 <sup>nd</sup> Try	_____	• •	_____
3 <sup>rd</sup> Try	_____	• •	_____
4 <sup>th</sup> Try	_____	• •	_____
5 <sup>th</sup> Try	_____	• •	_____



### Word Climb

#### **Objective**

The student will gain speed and accuracy in reading words.

#### **Materials**

- ▶ High frequency word cards

- ▶ Game boards

*Note: There are 40 high frequency word cards provided. Only 18 are represented on the game boards.*

- ▶ Time record student sheet

- ▶ Timer (e.g., digital)

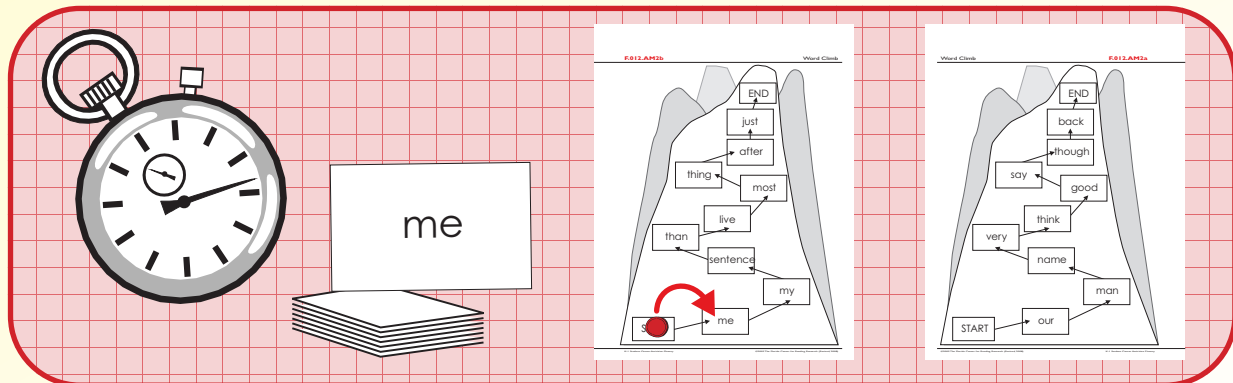
- ▶ Game pieces (e.g., counters)

- ▶ Pencils

#### **Activity**

**Students match initial sounds of words to letters while playing a timed memory game.**

1. Place high frequency word cards face down in a stack. Place the timer and game pieces at the center. Provide each student with a different game board and a time record.
2. Students place game pieces on START on their game boards.
3. Taking turns, student one starts the timer, selects the top card, and holds it up. Student two reads the word with student one providing assistance as needed.
4. If the word on the card matches the word in the first box on the game board (e.g., me, me), moves game piece into that box. If the word on the card does not match the word in the box (e.g., me, too), keep reading cards as they are shown until a match is made. Return the cards to the bottom of the stack.
5. Continues until student reaches the END of the game board. Student one stops the timer and student two records time on his time record.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation



#### **Extensions and Adaptations**

- ▶ Exchange game boards and play again.

- ▶ Make and use other game boards.

- ▶ Use word cards as flash cards.

F. 012

Word Climb

me

my

sentence

than

live

most

thing

after

high frequency word cards





# Fluency

Word Climb

F. 012

just

our

man

name

very

think

good

say

high frequency word cards



F. 012

Word Climb

though

back

give

great

much

where

before

help

high frequency word cards



# Fluency

Word Climb

F. 012

mean

line

old

right

any

too

same

follow

high frequency word cards



F. 012

Word Climb

tell

came

boy

want

farm

show

three

also

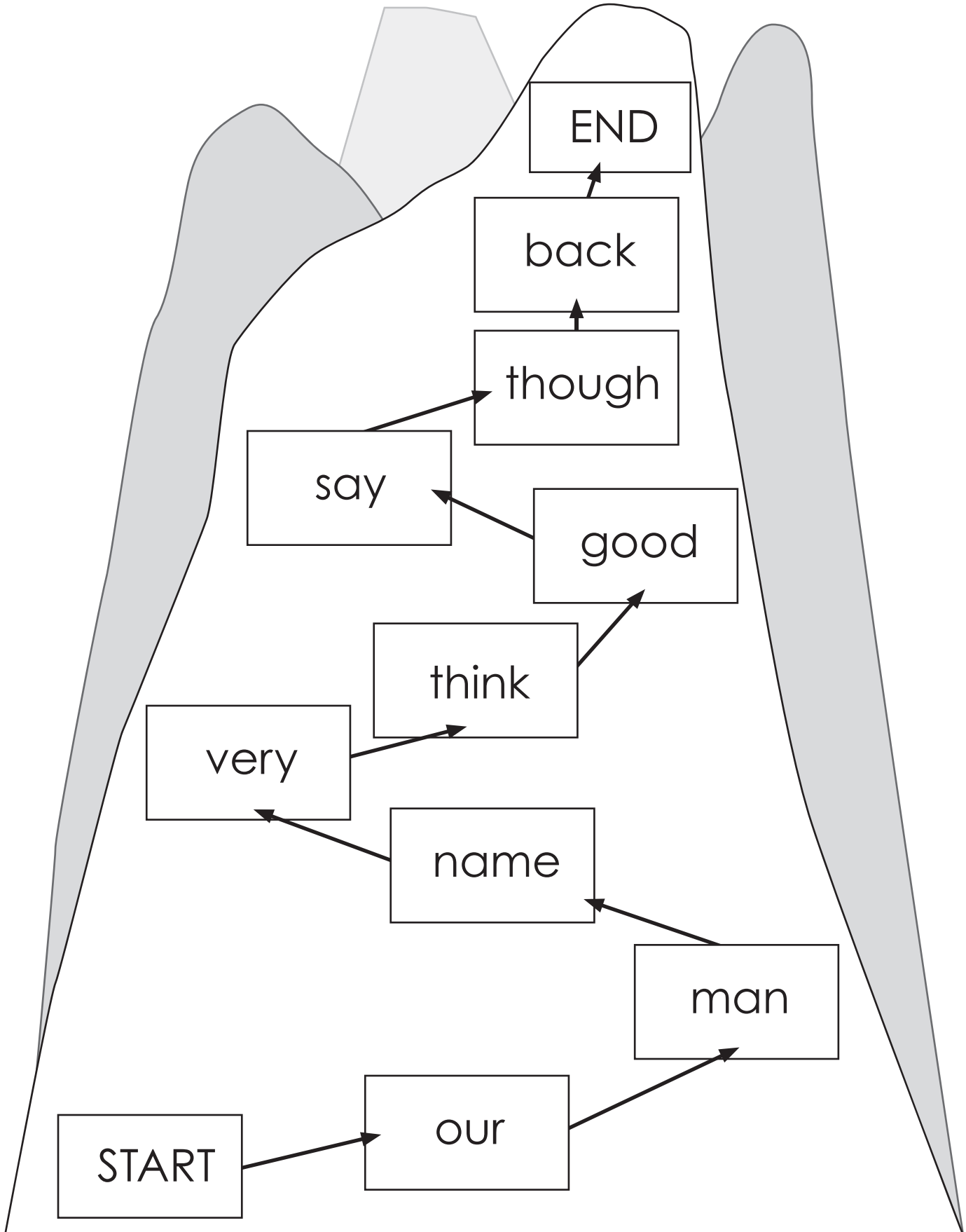
high frequency word cards

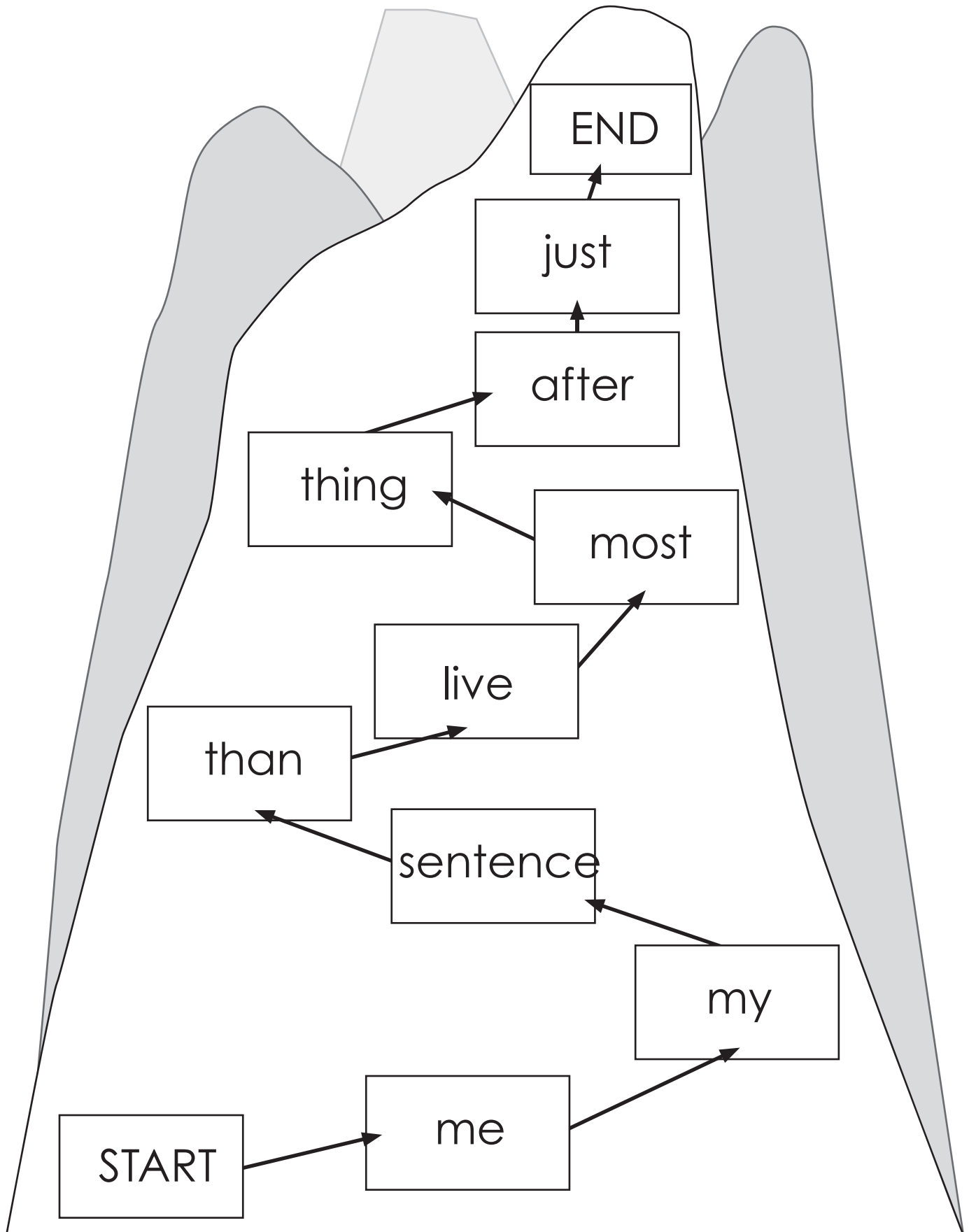


# Fluency

Word Climb

F. 012

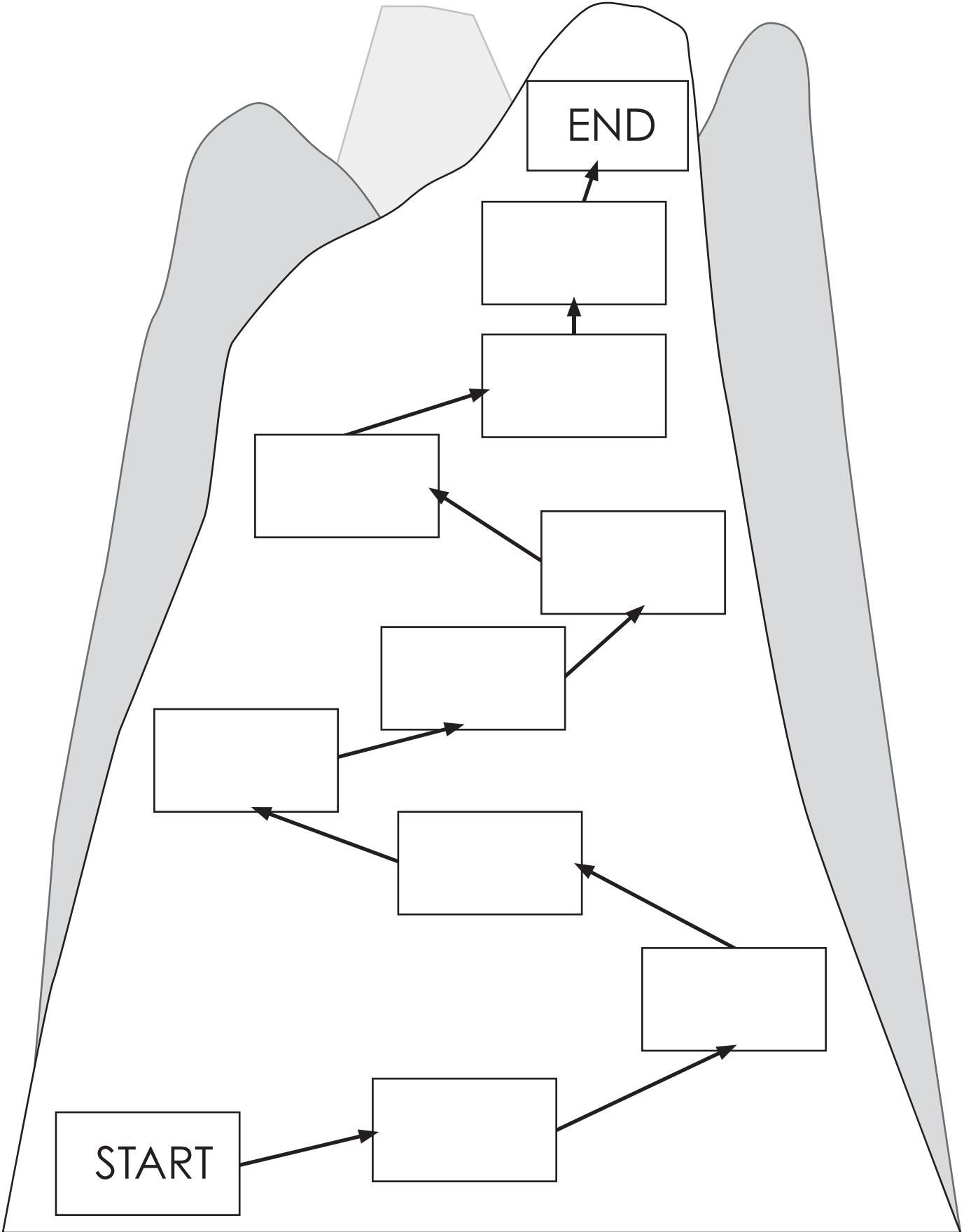




# Fluency

Word Climb

F. 012



Name \_\_\_\_\_

F. 012

Word Climb

# Time Record

	Minutes		Seconds
1 <sup>st</sup> Try	_____	• •	_____
2 <sup>nd</sup> Try	_____	• •	_____
3 <sup>rd</sup> Try	_____	• •	_____
4 <sup>th</sup> Try	_____	• •	_____
5 <sup>th</sup> Try	_____	• •	_____





### Sentence Scramble



#### Objective

The student will gain speed and accuracy in reading words.



#### Materials

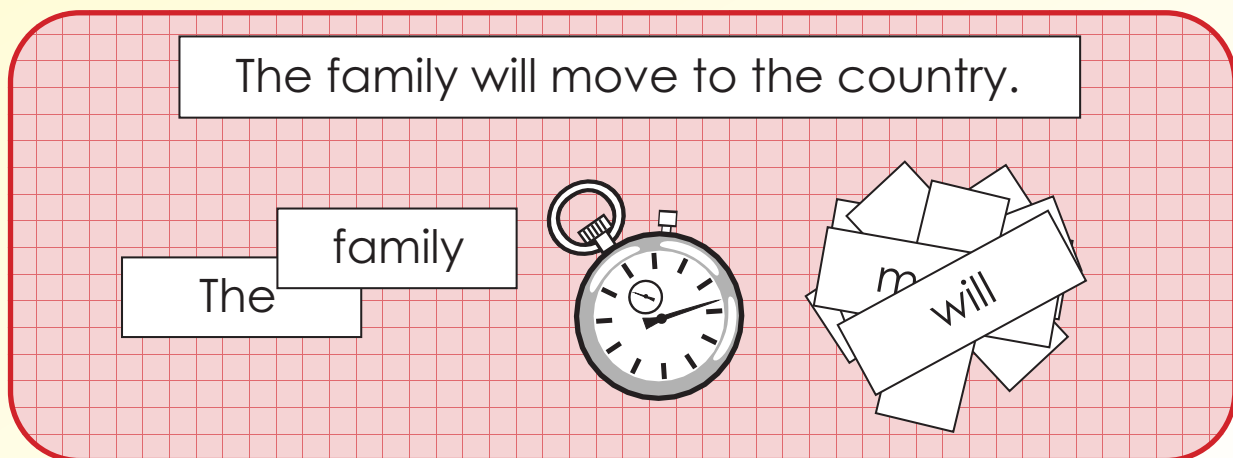
- ▶ Set of decodable books or passages  
*Develop and write 10 sentences based on target words.*  
*Make two sets, cutting one into words.*
- ▶ Student sheet
- ▶ Tray
- ▶ Scatter words face up on the tray.  
*Scatter words face up on the tray.*
- ▶ Timer (e.g., digital)
- ▶ Pencils



#### Activity

Students match words to make sentences in a timed activity.

1. Place sentence strips face down, tray of words, and timer at the center. Provide each student with a student sheet.
2. Working in pairs, student one starts the timer, carefully picks up a sentence strip (concealing it from student two) and reads a random word.
3. Student two finds the word on the tray and places it face up on the table.
4. Student one continues to read and call out the other words in the sentence one at a time.
5. Student two puts the words in sentence order, stops the timer, and records the time.
6. Student one checks the sentence for accuracy. If the sentence is in the correct order, student two checks the “Yes” box on her student sheet. If the sentence is not in the correct order, she checks “No”.
7. Continue the activity until all the sentences are complete and reverse roles.
8. Repeat the activity attempting to increase speed and accuracy.
9. Peer evaluation



#### Extensions and Adaptations

- ▶ Increase word difficulty in sentences.

Name \_\_\_\_\_

F. 013

Sentence Scramble

1	Yes <input type="checkbox"/>	No <input type="checkbox"/>	_____ : _____ Minutes                      Seconds
2	Yes <input type="checkbox"/>	No <input type="checkbox"/>	_____ : _____ Minutes                      Seconds
3	Yes <input type="checkbox"/>	No <input type="checkbox"/>	_____ : _____ Minutes                      Seconds
4	Yes <input type="checkbox"/>	No <input type="checkbox"/>	_____ : _____ Minutes                      Seconds
5	Yes <input type="checkbox"/>	No <input type="checkbox"/>	_____ : _____ Minutes                      Seconds
6	Yes <input type="checkbox"/>	No <input type="checkbox"/>	_____ : _____ Minutes                      Seconds
7	Yes <input type="checkbox"/>	No <input type="checkbox"/>	_____ : _____ Minutes                      Seconds
8	Yes <input type="checkbox"/>	No <input type="checkbox"/>	_____ : _____ Minutes                      Seconds
9	Yes <input type="checkbox"/>	No <input type="checkbox"/>	_____ : _____ Minutes                      Seconds
10	Yes <input type="checkbox"/>	No <input type="checkbox"/>	_____ : _____ Minutes                      Seconds



## F. 014

## Connected Text

### Speedy Phrases

### Objective

The student will gain speed and accuracy in reading phrases.

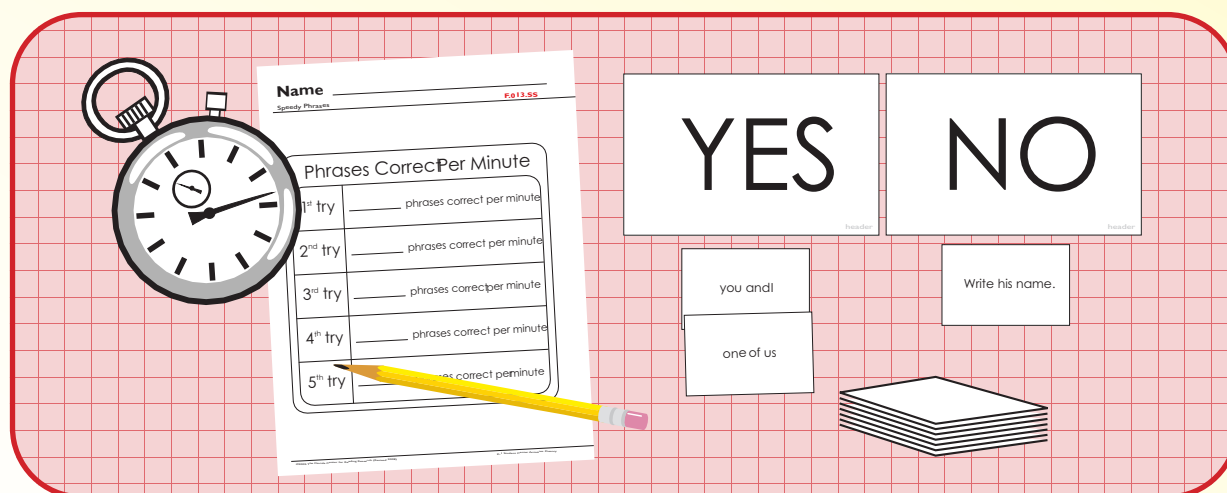
### Materials

- ▶ Phrase cards
- ▶ Phrases correct per minute record student sheet
- ▶ YES and NO header cards
- ▶ Timer (e.g., digital)
- ▶ Pencils

### Activity

**Students read phrases in a timed activity.**

1. Place the set of phrase cards face down in a stack. Place the timer at the center. Place the YES and NO header cards face up next to each other. Provide each student with a phrases correct per minute record.
2. Working in pairs, student one sets the timer for one minute and tells student two to “begin.” Student two selects the top card and reads the phrase aloud while student one follows along silently.
3. If all the words in the phrase are read correctly, student one places the card in a pile under the “YES” header card. If one or more words in the phrase are read incorrectly, places it in a pile under the “NO” header card.
4. Continue activity until the timer goes off. Count the phrase cards in the “YES” pile and record the number on the phrases correct per minute record. Read phrases in the “NO” pile together.
5. Reverse roles and repeat the activity attempting to increase speed and accuracy.
6. Continue until student sheet is complete.
7. Teacher evaluation



### Extensions and Adaptations

- ▶ Write and use other phrases.
- ▶ Graph individual words read correctly per minute.

# Fluency

Speedy Phrases

F. 014

I like them.

you and I

She called me.

We have some.

It is time.

This is my dog.

one of us

these people

phrase cards



**F. 014**

Speedy Phrases

in the water

by the time

How old are you?

Look at me.

You may go.

how many

a long day

my number is

phrase cards



# Fluency

Speedy Phrases

F. 014

it has been

Write her name.

some of you

it could be

The cat is little.

Look for them.

There you are.

She will go.

phrase cards



**F. 014**

Speedy Phrases

one at a time

What are these?

Look at this.

I made some

about the time

You can go.

one or the other

Write his name.

phrase cards



# Fluency

Speedy Phrases

F. 014

some of them

look at each

Call her now.

She said that.

they have been

What time is it?

Write the word.

some may get

phrase cards





he would like

Who said that?

Who are you?

Now we will go.

What could it be?

We will use this.

Write the number.

They are with him.



## Phrases Correct Per Minute

1<sup>st</sup> try \_\_\_\_\_ phrases correct per minute

2<sup>nd</sup> try \_\_\_\_\_ phrases correct per minute

3<sup>rd</sup> try \_\_\_\_\_ phrases correct per minute

4<sup>th</sup> try \_\_\_\_\_ phrases correct per minute

5<sup>th</sup> try \_\_\_\_\_ phrases correct per minute

YES

header

NO

header

header cards





### Rereading Decodable Text

#### **Objective**

The student will gain speed and accuracy in reading connected text.

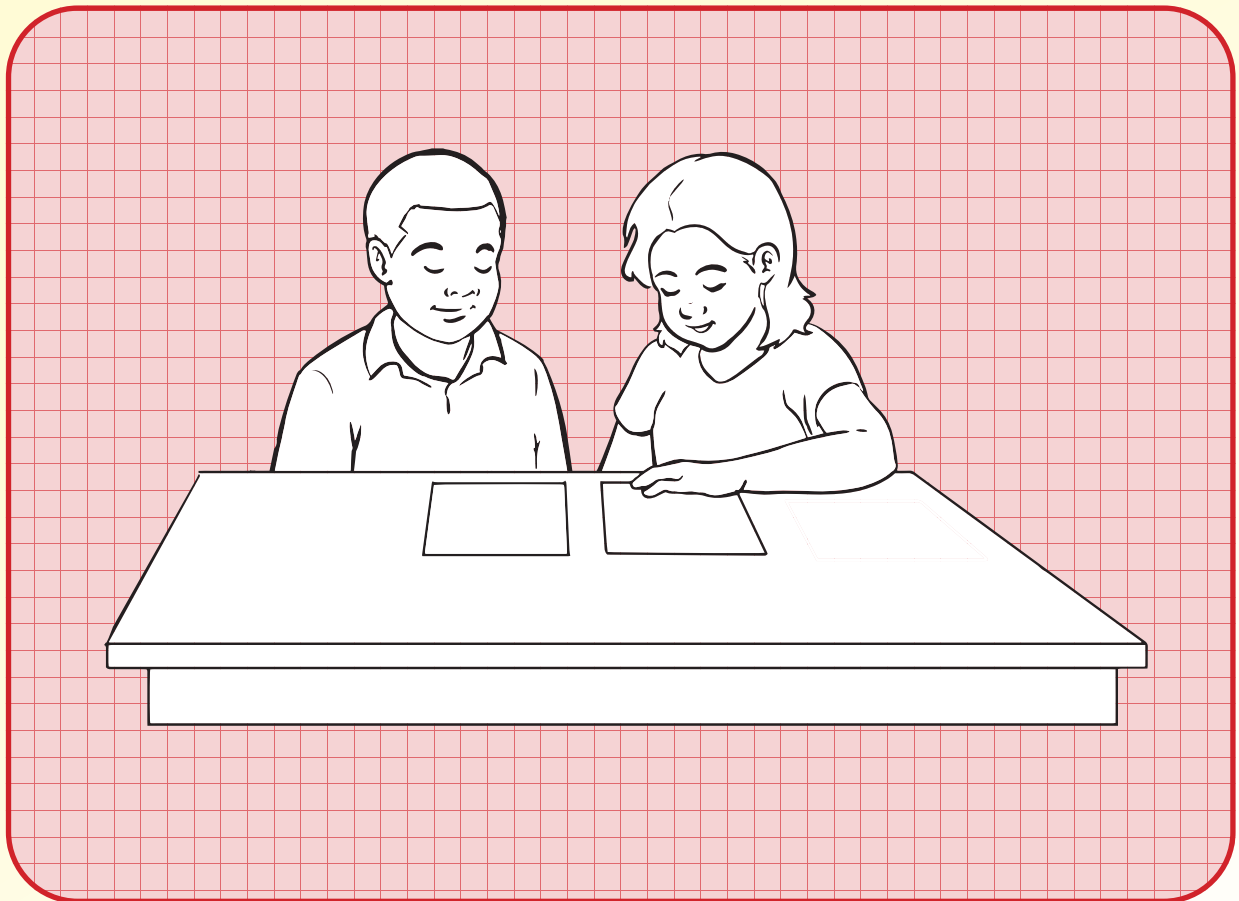
#### **Materials**

- ▶ Set of decodable books or passages  
*Select previously introduced text which focuses on target letter-sound correspondences.*

#### **Activity**

**Students practice rereading decodable text with a partner.**

1. Provide each student with a copy of the text.
2. Taking turns, student one reads the first sentence of the text aloud. Student two reads along silently providing assistance when needed.
3. Continue to read alternating sentences until the entire text is read.
4. Reverse roles and reread the text several times attempting to gain speed and accuracy.
5. Peer evaluation



#### **Extensions and Adaptations**

- ▶ Make copies of the text and circle target letter-sound correspondences.
- ▶ Read other decodable texts with targeted letter-sound correspondences.
- ▶ Use a timer to quicken the pace.



## F. 016

## Connected Text

### Partner Reading

### Objective

The student will gain speed and accuracy in reading connected text.

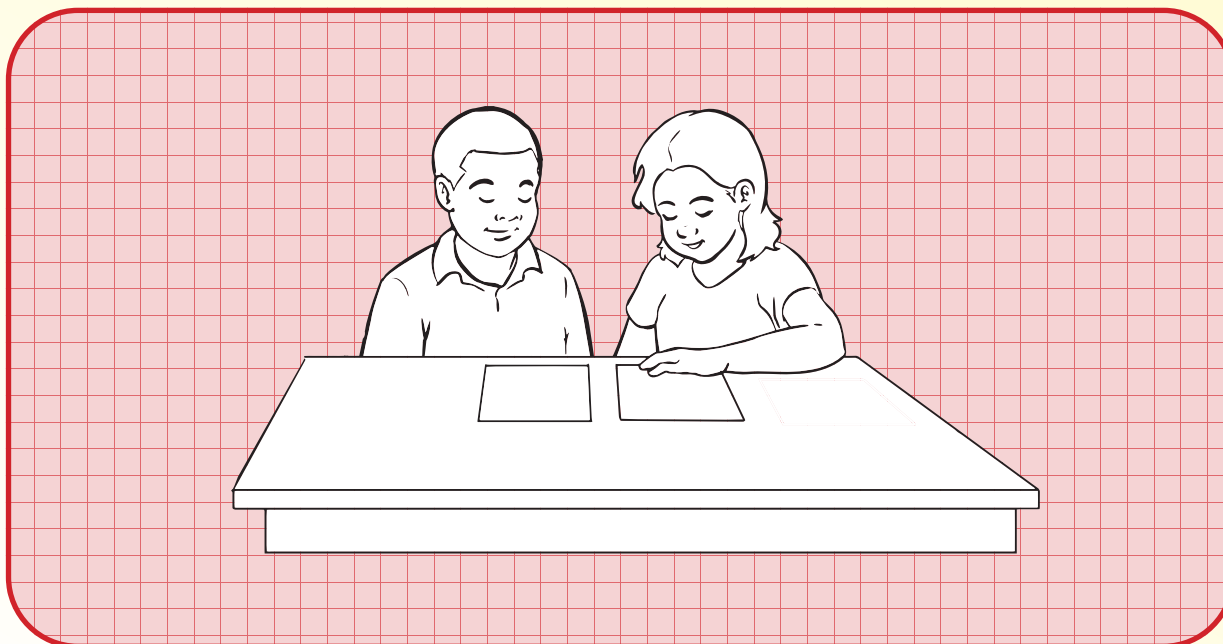
### Materials

- ▶ Passage, book, or text  
*Choose books or passages within students' instructional-independent reading level range.*
- ▶ Sticky notes  
*Divide the text into passages using sticky notes to indicate the length of text to be read.*

### Activity

**Students practice reading fluently by reading text with a partner.**

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the text.
3. Taking turns, student one (the higher-performing student) reads the assigned length of text aloud. Student two (the lower-performing student) reads along silently, providing assistance when needed.
4. Student two rereads the same text while student one assists.
5. Continue until the entire text has been read.
6. Reread the text several times attempting to increase speed and accuracy.
7. Peer evaluation



### Extensions and Adaptations

- ▶ After reading, answer comprehension questions.
- ▶ Retell the story with a partner. For example, student one asks, “What happened first?” Student two answers. Student one asks, “What happened next?” Student two answers. Student one continues questioning until student two has retold the entire story in sequence.



## Connected Text

**F. 017**

### Repeated Timed Readings

#### **Objective**

The student will gain speed and accuracy in reading connected text.

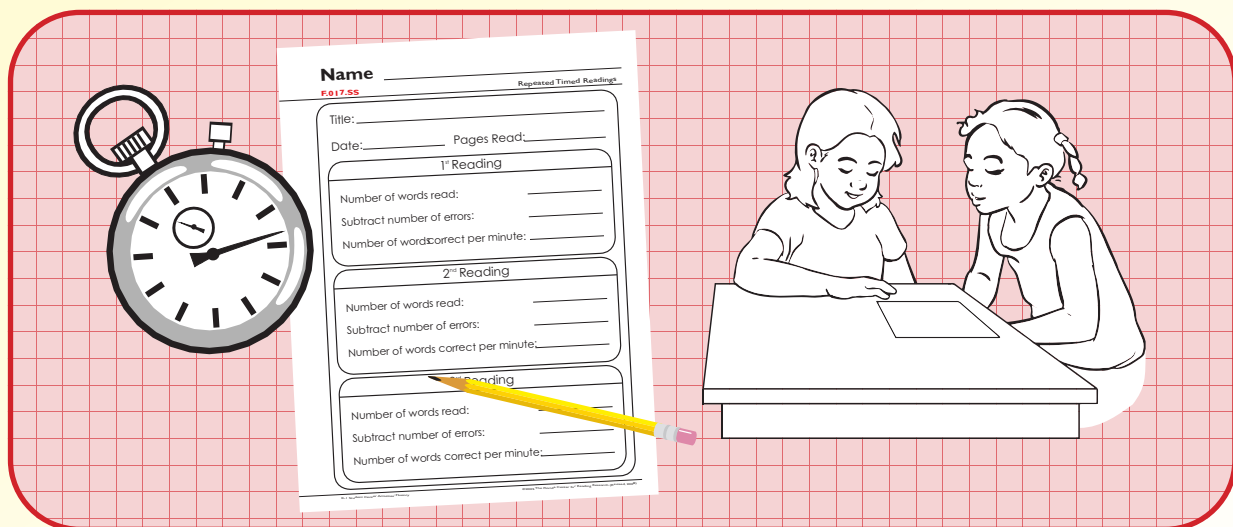
#### **Materials**

- ▶ Books or passages  
*Choose books or passages within students' instructional-independent reading level range. Make two copies and laminate. Indicate the number of words in text.*
- ▶ Reading record student sheet
- ▶ Words correct per minute graph student sheet  
*Choose or make a graph appropriate to the students' fluency level.*
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® marker
- ▶ Pencils

#### **Activity**

**Students time repeated readings and graph words correct per minute.**

1. Provide each student with a copy of the text, reading record, and words correct per minute graph. Place the timer and Vis-à-Vis® marker at the center.
2. Working in pairs, student one sets the timer for one minute and orally reads the text. Student two follows along, using a Vis-à-Vis® marker to mark words read incorrectly.
3. Continues reading until timer goes off. Student two circles the last word read. Student one completes the reading record and words per minute graph with the assistance of student two.
4. Student one rereads the text two more times, attempting to increase speed and accuracy.
5. Reverse roles and continue until student sheet is complete.
6. Teacher evaluation



#### **Extensions and Adaptations**

- ▶ Make copies of the text and circle target letter-sound correspondences.
- ▶ Read other decodable texts with targeted letter-sound correspondences.
- ▶ Use a timer to quicken the pace.

Name \_\_\_\_\_

**F. 017**

Repeated Timed Readings

Title: \_\_\_\_\_

Date: \_\_\_\_\_ Pages Read: \_\_\_\_\_

### 1<sup>st</sup> Reading

Number of words read: \_\_\_\_\_

Subtract number of errors: \_\_\_\_\_

Number of words correct per minute: \_\_\_\_\_

### 2<sup>nd</sup> Reading

Number of words read: \_\_\_\_\_

Subtract number of errors: \_\_\_\_\_

Number of words correct per minute: \_\_\_\_\_

### 3<sup>rd</sup> Reading

Number of words read: \_\_\_\_\_

Subtract number of errors: \_\_\_\_\_

Number of words correct per minute: \_\_\_\_\_



### Recorded Reading

#### **Objective**

The student will read with proper phrasing, intonation, and expression in connected text.

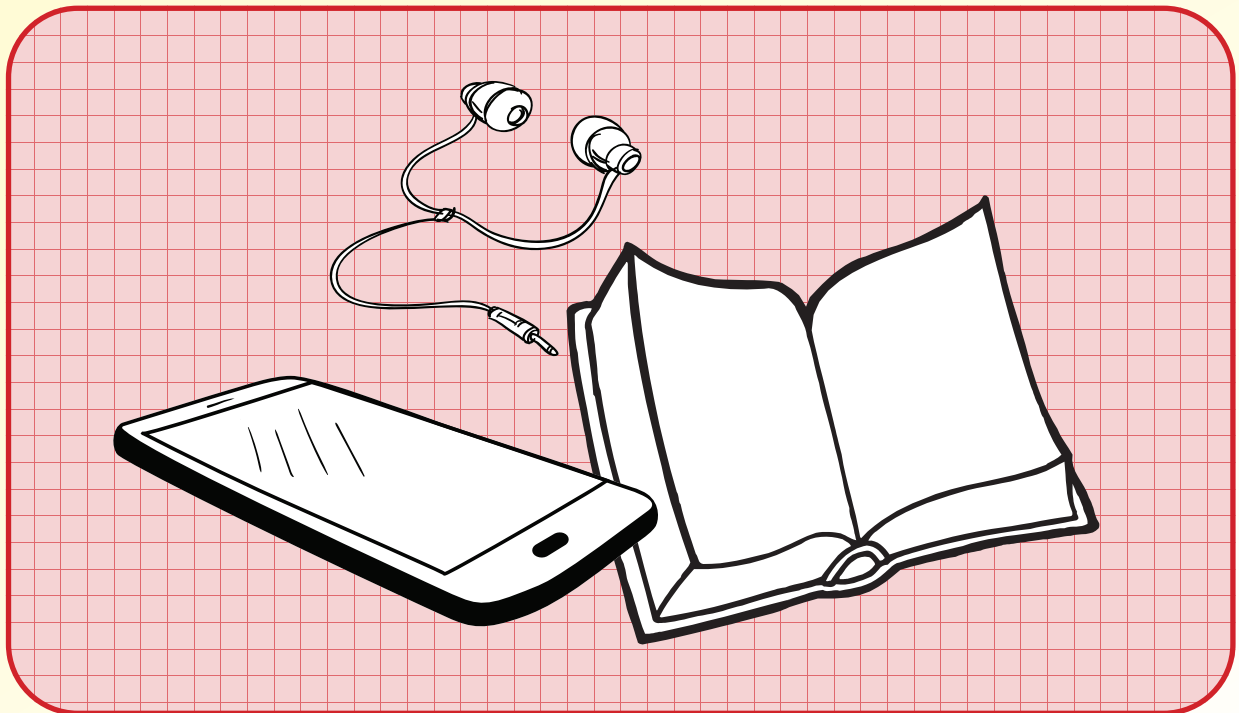
#### **Materials**

- ▶ Book or paper copy of reading passage
- ▶ Media player with books or passages  
*Place a green sticker on play, red sticker on stop, and yellow sticker on rewind.*
- ▶ Headphones  
*Choose or make recordings of a book or passage on students' instructional reading level.*

#### **Activity**

**Students practice reading fluently by reading along with a recorded book.**

1. Place media player and headphones at the center. Provide the student with a copy of the text.
2. The student listens to the book or passage and follows along in the text tracking under the words with a finger.
3. Replays the recording of the book or passage, emphasizing phrasing, intonation, and expression.
4. Practices reading the text without the recording, emphasizing phrasing, intonation, and expression.
5. Continues until able to read the passage fluently.
6. Self-check



#### **Extensions and Adaptations**

- ▶ Read the text or passage to other students at the center.
- ▶ Choral read the text with a partner.
- ▶ Partner read the text.





### Objective

The student will read with proper phrasing, intonation, and expression in connected text.

### Materials

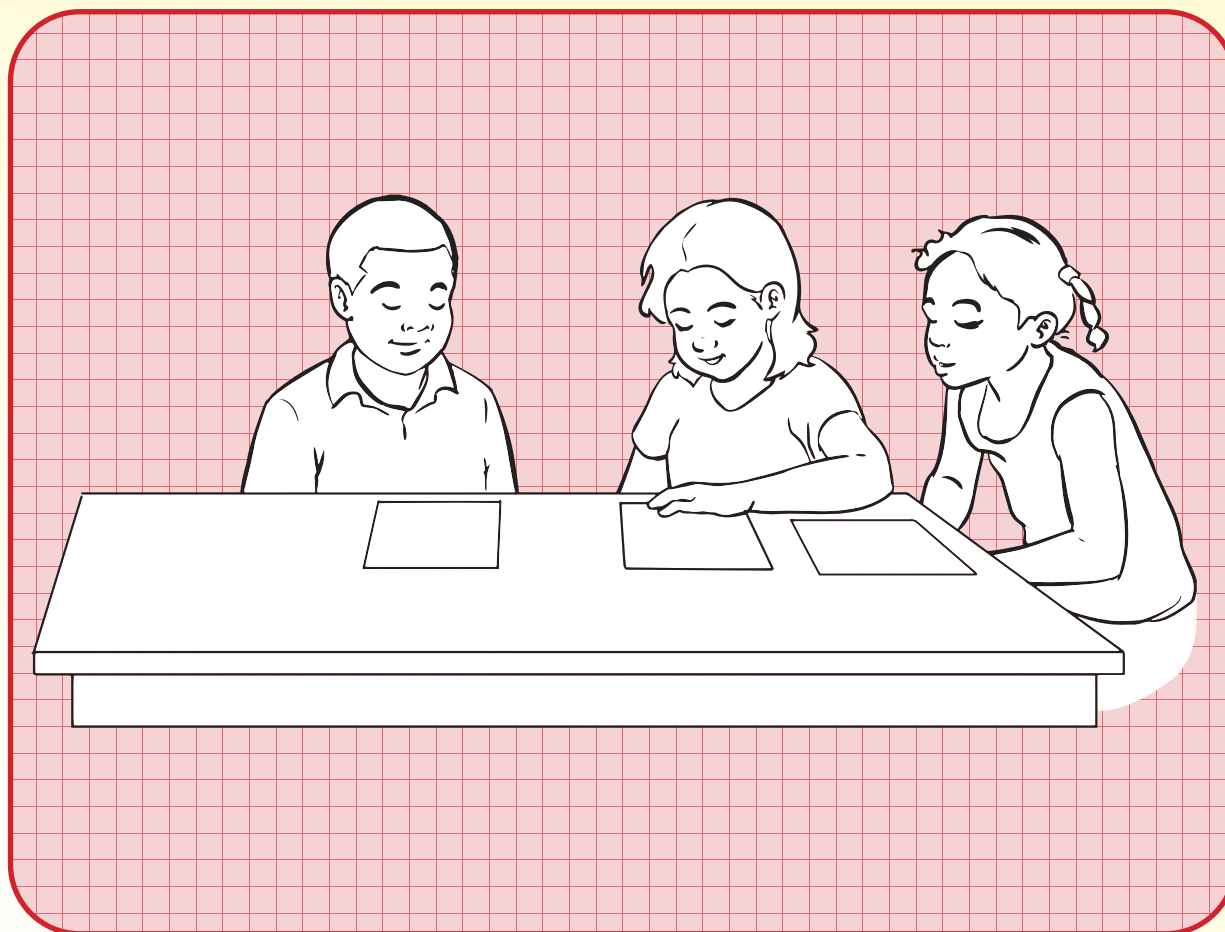
- ▶ Books or passages

*Choose books or passages within students' instructional-independent reading level range.*

### Activity

**Students read text in unison.**

1. Provide each student with a copy of the text.
2. Taking turns, student one begins reading.
3. The other students choral read along with student one.
4. Continue until the text is complete.
5. Change roles, allowing each student to lead the group, and reread.
6. Peer evaluation



### Extensions and Adaptations

- ▶ Copy text and display on media projector. One student leads the choral reading by tracking under the words.
- ▶ Use a big book and students take turns leading the choral reading by tracking under the words.



Express It!



### Objective

The student will read with proper phrasing, intonation, and expression in connected text.



### Materials

- ▶ Sentence strips  
*Copy on card stock, laminate, and cut.*



### Activity

**Students read sentences with expression.**

1. Place the sentence strips face up in a stack at the center.
2. Working in pairs, student one selects the top sentence strip and reads it silently. Reads the sentence(s) again, this time orally, using proper phrasing, intonation, and expression.
3. Student two then reads the same sentence(s) aloud. If the sentence(s) is read with different phrasing, intonation, or expression, students discuss why.
4. Reverse roles and continue until all sentences are read.
5. Peer evaluation

The lion roared loudly, "Mouse, please help me get this thorn out of my paw!"

The lion roared loudly, "Mouse, please help me get this thorn out of my paw!"



### Extensions and Adaptations

- ▶ Read the sentences chorally.
- ▶ Write and read other sentences.
- ▶ Use longer sentences or passages.

Little Red Riding Hood said, "Grandmother, what big eyes you have!" The wolf replied in a high voice, "The better to see you with, my dear."

"This bowl of porridge is too cold! This one is too hot! But this one is just right," said Goldilocks.

"Little pig let me come in or I'll huff and puff and blow your house down!" yelled the wolf.

The lion roared loudly, "Mouse, please help me get this thorn out of my paw!"

TRIP! TRAP! TRIP! TRAP! "Who's that trip-trapping over my bridge?" shouted the troll.



# Fluency

Express It!

F. 020

The mouse was very afraid. "Please let me go," the mouse begged.

"Oh, Turkey-Lurkey, the sky is falling! We are going to tell the king," cried Goosey-Loosey.

"Somebody has been sitting in my chair!" growled Papa Bear.

"Run, run as fast as you can! You can't catch me! I'm the Gingerbread Man!"

"Somebody has been sitting in my chair and they broke it!" whined Baby Bear.

sentence strips



**F. 020**

Express It!

The goose said, "Stop Gingerbread Man! I would like to eat you!"

The first little pig shouted, "Not by the hair on my chinny, chin, chin!"

"Grandmother, what big teeth you have!" said Little Red Riding Hood.

The third goat had a big voice. "IT IS I, THE BIGGEST BILLY GOAT GRUFF!" he bellowed.

sentence strips





### Readers' Theater



#### Objective

The student will read with proper phrasing, intonation, and expression in connected text.



#### Materials

- ▶ Readers' Theater script

*Optional: Choose stories with dialogue-rich text and develop scripts within students' instructional-independent reading level range or locate appropriate scripts on the Internet.*



#### Activity

**Students rehearse and read text using a Readers' Theater format.**

1. Provide scripts for each student with his character highlighted in a specific color.
2. Taking turns, students read assigned parts of the script while providing assistance to one another with unknown words and/or phrasing, intonation, and expression.
3. Change characters and continue until every student has a turn reading each part.
4. Peer evaluation

**Fluency**F.021Readers' Theater

### The Three Bears

**Characters:**  
Narrator  
Baby Bear  
Momma Bear  
Papa Bear  
Goldilocks

**Narrator:** Once upon a time there were three bears who lived in a house in the woods.

**Baby Bear:** One of them was Baby Bear.

**Momma Bear:** One was Momma Bear.

**Papa Bear:** And the other was Papa Bear.

**Narrator:** They each had a bowl for their porridge.

**Baby Bear:** The Baby Bear had a little wee bowl.

**Momma Bear:** The Momma Bear had a medium-sized bowl.

**Papa Bear:** And the Papa Bear had a great big bowl.

**Narrator:** They each had a chair to sit in.

**Baby Bear:** The Baby Bear had a little wee chair.

**Momma Bear:** The Momma Bear had a medium-sized chair.

**Papa Bear:** And the Papa Bear had a great big chair.

**Narrator:** And they each had a bed to sleep in.

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#### Extensions and Adaptations

- ▶ Increase the reading difficulty of the scripts.
- ▶ Students write plays to use for Readers' Theater.

# The Three Bears

## Characters:

**Narrator**  
**Baby Bear**  
**Momma Bear**  
**Papa Bear**  
**Goldilocks**

**Narrator:** Once upon a time there were three bears who lived in a house in the woods.

**Baby Bear:** One of them was Baby Bear.

**Momma Bear:** One was Momma Bear.

**Papa Bear:** And the other was Papa Bear.

**Narrator:** They each had a bowl for their porridge.

**Baby Bear:** The Baby Bear had a little wee bowl.

**Momma Bear:** The Momma Bear had a medium-sized bowl.

**Papa Bear:** And the Papa Bear had a great big bowl.

**Narrator:** They each had a chair to sit in.

**Baby Bear:** The Baby Bear had a little wee chair.

**Momma Bear:** The Momma Bear had a medium-sized chair.

**Papa Bear:** And the Papa Bear had a great big chair.

**Narrator:** And they each had a bed to sleep in.

**Baby Bear:** The Baby Bear had a little wee bed.

**Momma Bear:** The Momma Bear had a medium-sized bed

**Papa Bear:** And the Papa Bear had a great big bed.

**Narrator:** One morning, the three bears made porridge for breakfast, but it was too hot to eat! So they decided to go for a walk in the woods until it cooled.

While the three bears were walking, a little girl named Goldilocks came to their house. First, she looked in at the window, and then she peeked through the keyhole.

Goldilocks turned the handle of the door. The door was not locked, so Goldilocks opened the door and went right in.

There was the porridge on the table. It smelled very, very good! She went straight to it.

First, she tasted the porridge of the Papa Bear.

**Goldilocks:** Um, this is too hot.

**Narrator:** Then she tasted the porridge of the Momma Bear.

**Goldilocks:** Um, this is too cold.

**Narrator:** Then she tasted the porridge of the Baby Bear.

**Goldilocks:** Oh, this is just right. I like it so much I think I'll eat it all up!

**Narrator:** Then Goldilocks went into the living room to see what else she could find. There were the three chairs.

First, she sat down in the chair of the Papa Bear.

**Goldilocks:** Um, this is too hard.



**Narrator:** Then she sat down in the chair of the Momma Bear.

**Goldilocks:** Um, this is too soft.

**Narrator:** Then she sat down in the chair of the Baby Bear.

**Goldilocks:** Oh, this is just right. I like it so much I think I'll rock and rock!

**Narrator:** BUT, the bottom of the chair fell out! Down she went onto the floor with a CRASH!

Goldilocks went into the bedroom where the three bears slept.

First, she lay upon the bed of the Papa Bear.

**Goldilocks:** Um, this bed is too high at the head for me.

**Narrator:** Then she lay upon the bed of the Momma Bear.

**Goldilocks:** Um, this bed is too high at the foot for me.

**Narrator:** Then she lay down upon the bed of the Baby Bear.

**Goldilocks:** Oh, this is just right! I like it so much I think I'll go to sleep!

**Narrator:** By this time, the three bears thought their porridge would be cool enough. So they came home for breakfast.

Goldilocks had left the spoons of the bears in their porridge bowls and they all noticed right away!

**Papa Bear:** Somebody has been eating my porridge!

**Baby Bear:** Somebody has been eating my porridge and it's all gone!

**Narrator:** Goldilocks had left the chair cushions a mess.

**Papa Bear:** Somebody has been sitting in my chair!

**Momma Bear:** Somebody has been sitting in my chair!

**Baby Bear:** Somebody has been sitting in my chair and it is broken!

**Narrator:** The three bears went into the bedroom.

Goldilocks had left all of the bed pillows out of place.

**Papa Bear:** Somebody has been lying in my bed!

**Momma Bear:** Somebody has been lying in my bed!

**Baby Bear:** Somebody has been lying in my bed and here she is!

**Narrator:** All three bears let out a long yell.

**All Three Bears:** Aaaaahhhhhh!

**Narrator:** This woke Goldilocks up. The three bears were all staring at her.

Goldilocks was so frightened that she jumped out of bed and ran away as fast as she could and never came back!



## F. 022

Connected Text  
Computer-Based Reading



### Objective

The student will gain speed and accuracy and read with proper phrasing, intonation, and expression in connected text.



### Materials

- ▶ Computer
- ▶ Headphones
- ▶ Computer software

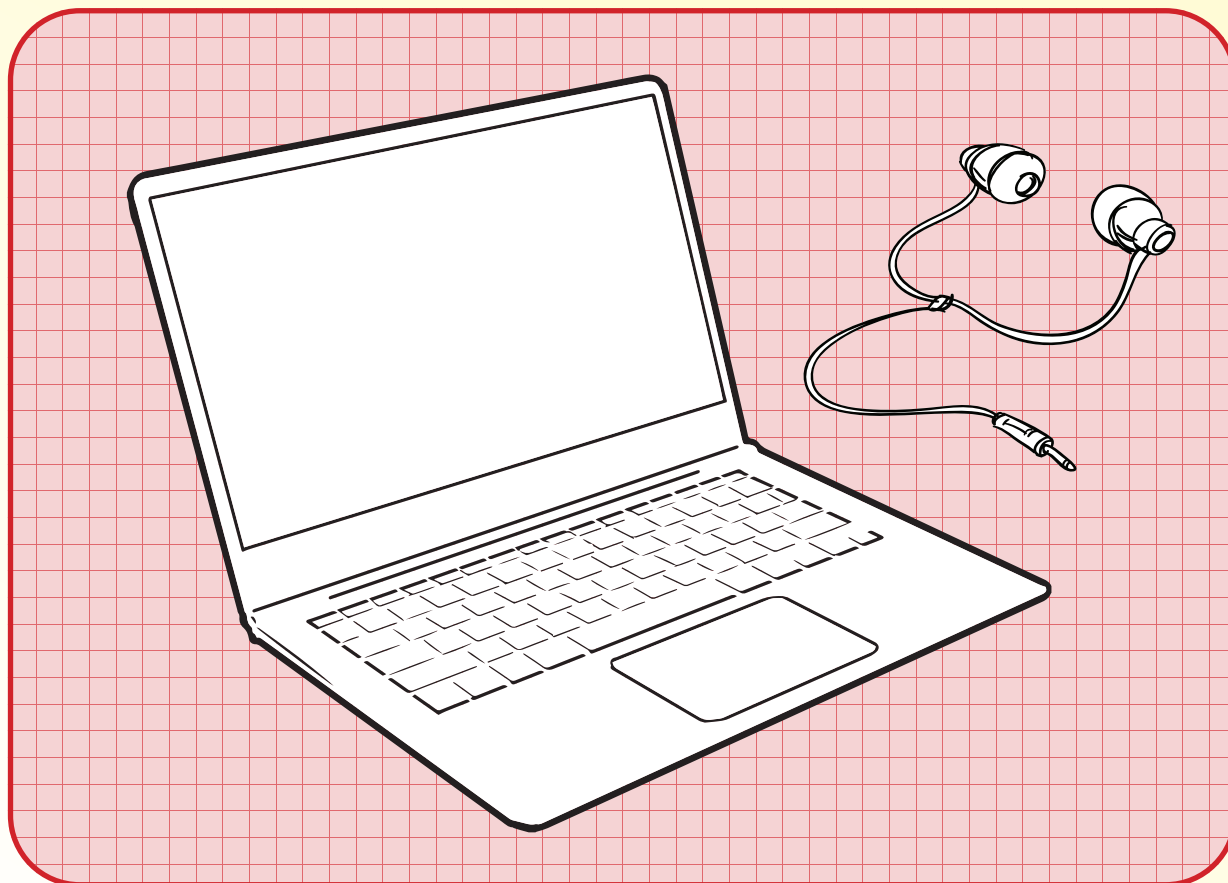
*Choose fluency-based computer software on students' instructional level.*



### Activity

**Students interact with fluency passages at the computer center.**

1. Place the computer software and headphones at the computer center.
2. The student listens to passages and interacts with fluency-based software.
3. Progresses to the next level as directed, and continues to follow instructions.
4. Self-check



### Extensions and Adaptations

- ▶ Use various reading-related computer software programs.



V. 001

Word Knowledge  
Memory Word Match



## Objective

The student will identify the meaning of words.



## Materials

- ▶ Memory Word Match cards

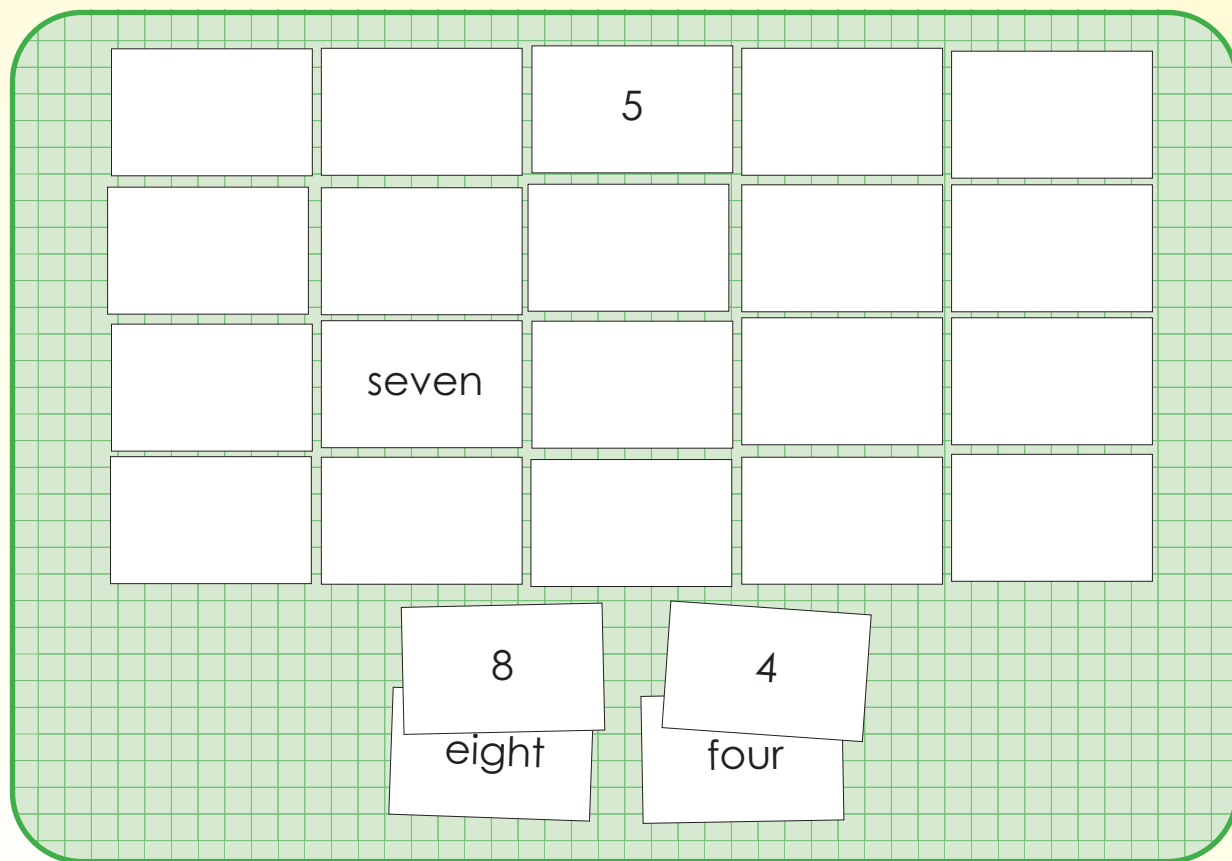
*Choose a target set (i.e., numbers, shapes, contractions, or abbreviations).*



## Activity

**Students match words to corresponding meanings (i.e., symbols, contractions, or abbreviations) while playing a memory game.**

1. Place the Memory Word Match cards face down in rows.
2. Taking turns, students select two cards, read or name them orally, and determine if cards match (e.g., seven, 7).
3. If there is a match, pick up the cards, place to the side, and take another turn. If cards do not match (e.g., seven, 5) return them to their original places.
4. Reverse roles and continue until all matches are made.
5. Peer evaluation



## Extensions and Adaptations

- ▶ Use other sets of target cards

# Vocabulary

Memory Word Match

V. 001

one

1

two

2

three

3

four

4

memory word match cards



# Vocabulary

V. 001

Memory Word Match

five

5

six

6

seven

7

eight

8

memory word match cards



# Vocabulary

Memory Word Match

V. 001

nine

9

ten

10

eleven

11

twelve

12

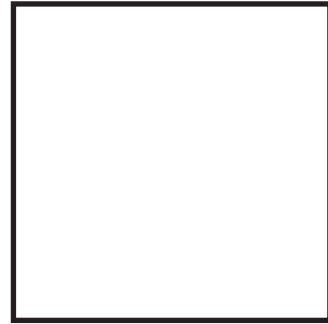
memory word match cards



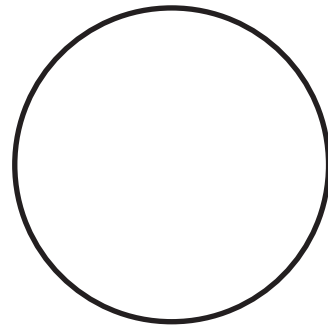
V. 001

Memory Word Match

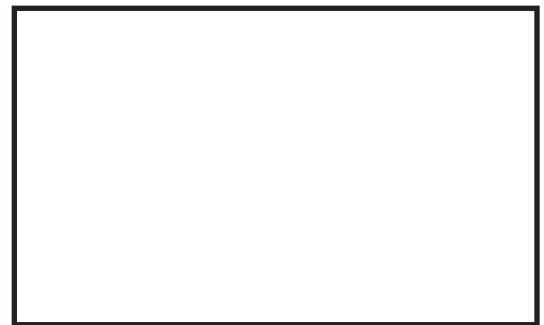
square



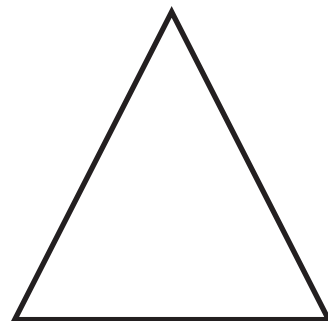
circle



rectangle



triangle



memory word match cards



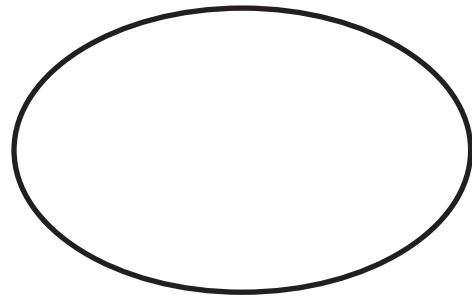


# Vocabulary

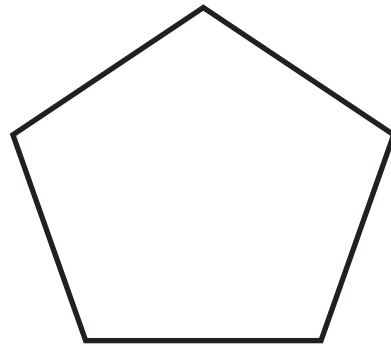
Memory Word Match

V. 001

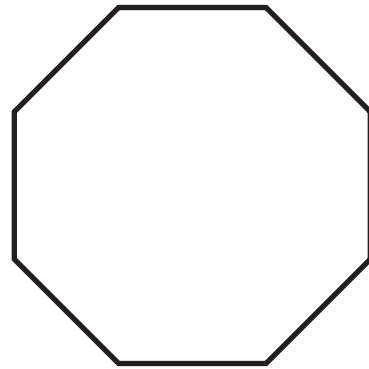
oval



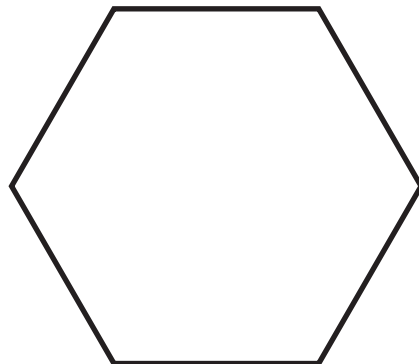
pentagon



octagon



hexagon



memory word match cards



I am

I'm

cannot

can't

was not

wasn't

he will

he'll



# Vocabulary

Memory Word Match

V. 001

she is

she's

are not

aren't

it is

it's

you are

you're

memory word match cards



Sun.

Sunday

Mon.

Monday

Tues.

Tuesday

Wed.

Wednesday



# Vocabulary

Memory Word Match

V. 001

Thur.

Thursday

Fri.

Friday

Sat.

Saturday

memory word match cards





### Objective

The student will identify the meaning of contractions.

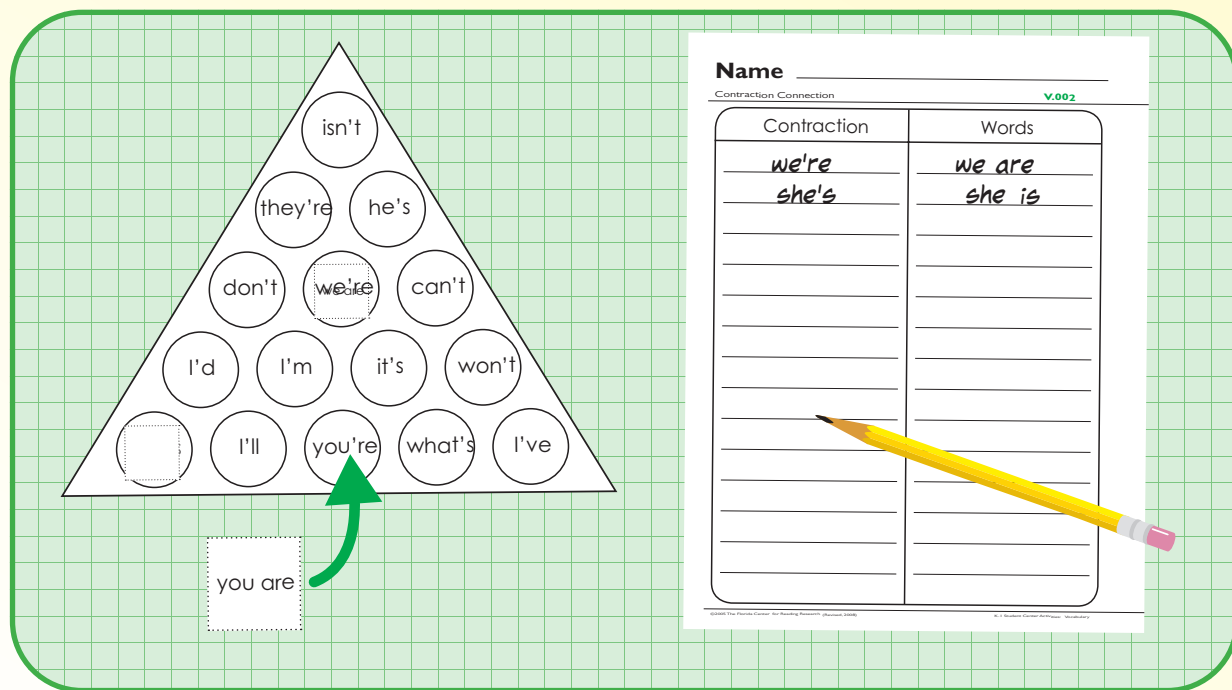
### Materials

- ▶ Contraction Connection game board
- ▶ Contraction word cards
- ▶ Student sheet
- ▶ Pencils

### Activity

Students match words to contractions on a game board.

1. Place the Contraction Connection game board at the center. Scatter contraction word cards with the contractions face down on a flat surface (e.g., “you’re” facing down, “you are” facing up). Provide each student with a student sheet.
2. Taking turns, student one selects a word card, reads the words ( e.g., “you are”), looks at the board, finds the matching contraction (i.e., you’re), and covers it with the word card. Student two turns the word card over to the contraction side and reads it.
3. If correct, each student writes the words and the contraction on the student sheet. If incorrect, return word card to its original position.
4. Reverse roles and continue until all matches are made and student sheet is complete.
5. Teacher evaluation



Name _____	
Contraction Connection <span style="float: right;">V.002</span>	
Contraction	Words
<i>we're</i>	<i>we are</i>
<i>she's</i>	<i>she is</i>

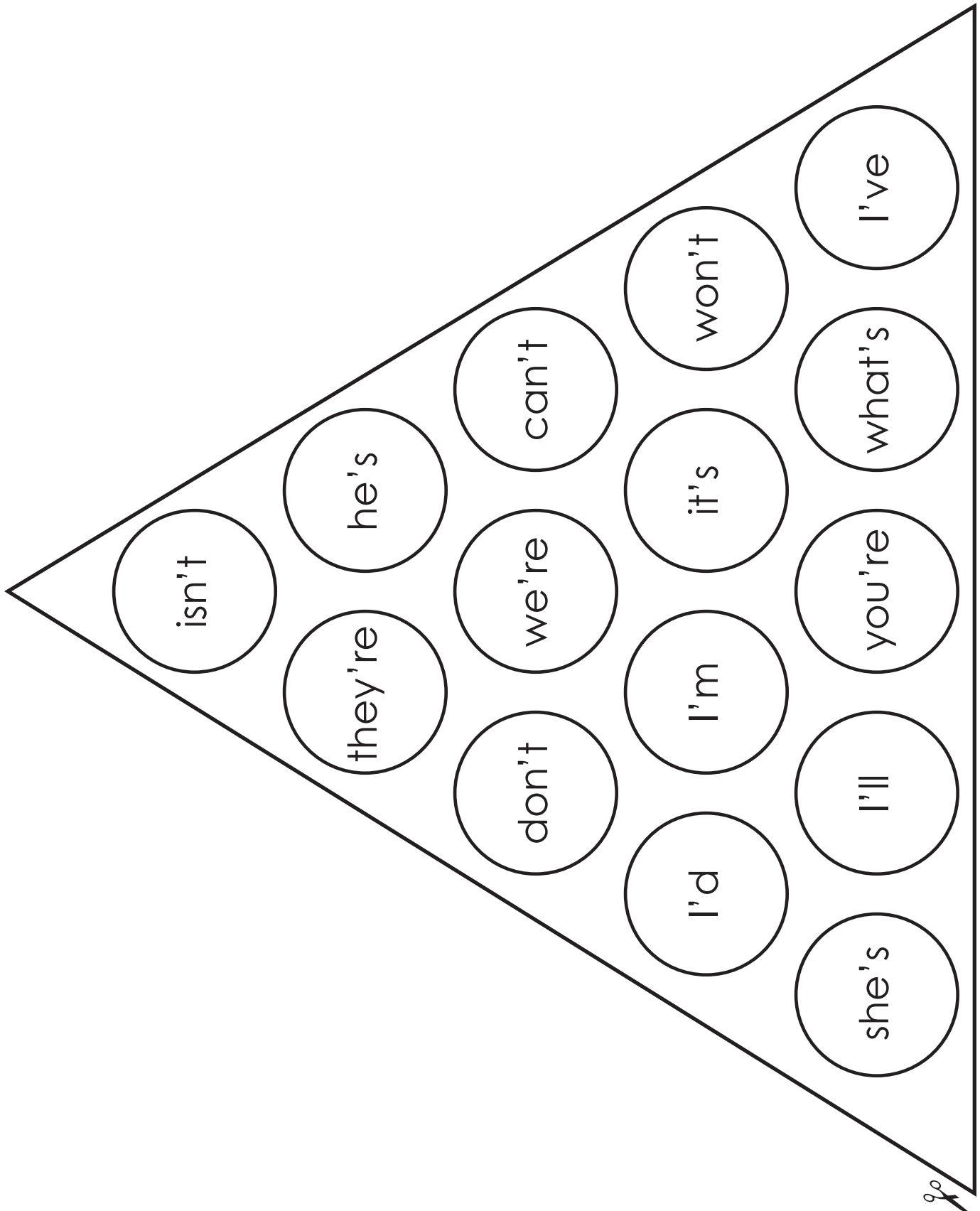
### Extensions and Adaptations

- ▶ Use each contraction to write a sentence.

# Vocabulary

Contraction Connection

V. 002



contraction connection game board

I will	cannot	do not	is not	will not
she is	it is	what is	I would	I have
I am	you are	they are	we are	he is
I'm	you're	they're	we're	he's
she's	it's	what's	I'd	I've
I'll	can't	don't	isn't	won't



1. Copy the activity sheet.
2. Cut out the word grid on the outside dotted line only.
3. Fold the two sets of words on the bold line.
4. Glue pages back-to-back.
5. Laminate
6. Cut the squares apart.



# Vocabulary

Contraction Connection

V. 002

Contraction	Words



### Objective

The student will identify synonyms.



### Materials

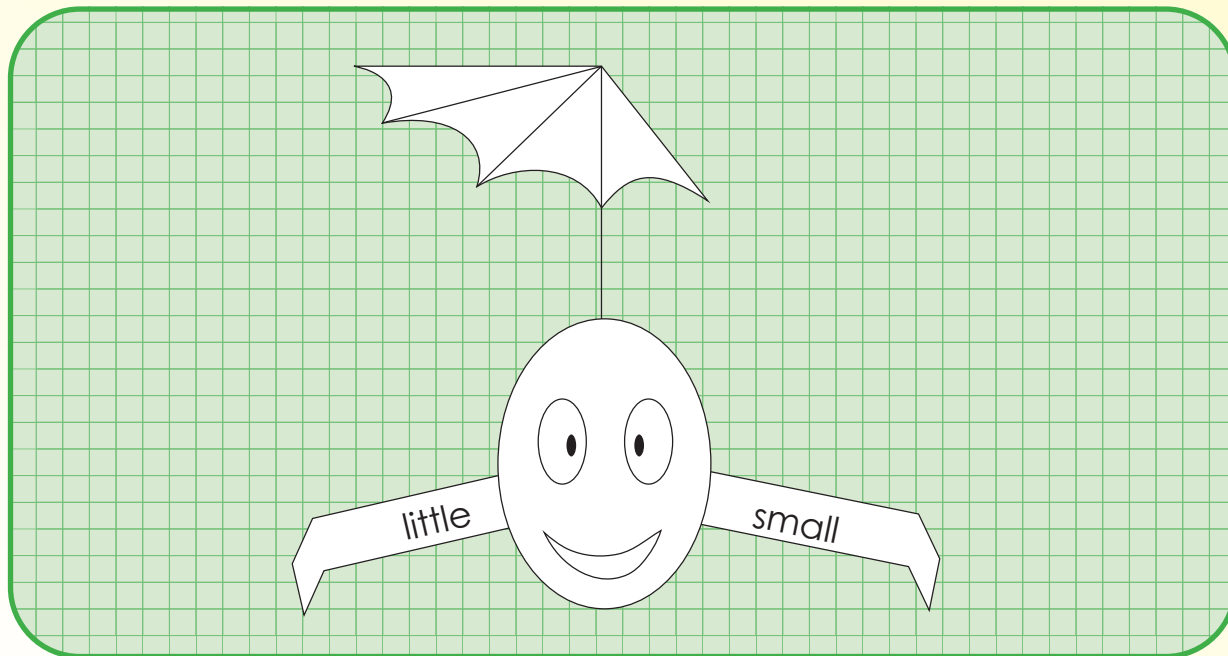
- ▶ Synonym Spider and word legs  
*Copy on card stock, laminate, and cut.*
- ▶ Student sheet
- ▶ Glue
- ▶ Scissors
- ▶ Pencils



### Activity

**Students match synonyms by placing pairs on a spider shape.**

1. Place the Synonym Spider, spider word legs, glue, and scissors at the center. Provide each student with a student sheet.
2. Taking turns, student one selects a spider word leg, reads the word (e.g., “small”), and places it on the right side of the spider.
3. Student two selects the synonym, reads it (i.e., “little”), and places it across from the match on the left side of the spider.
4. Reverse roles and continue until all synonyms are matched. Read each pair of synonyms aloud.
5. Use student sheet to make a spider and record the synonyms on the spider legs.
6. Teacher evaluation



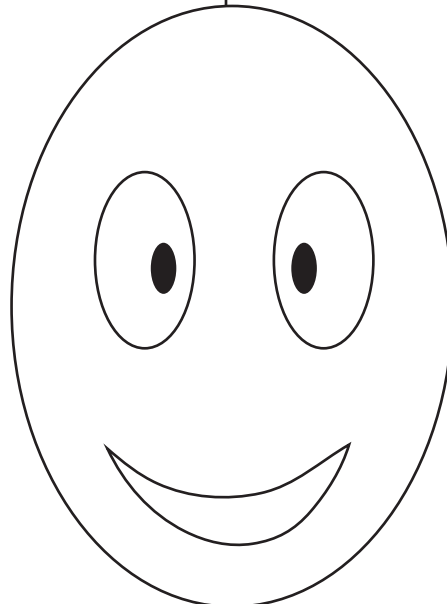
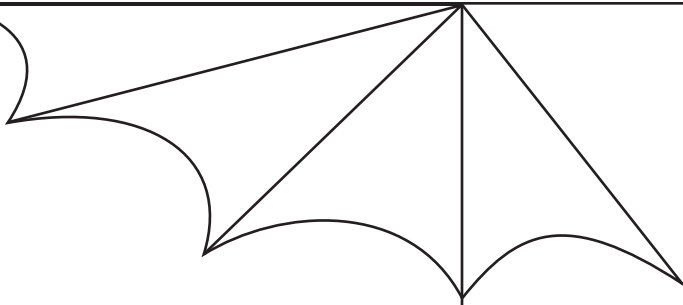
### Extensions and Adaptations

- ▶ Write and use other synonyms or antonyms

# Vocabulary

Synonym Spider

V. 003



big

little

like

happy

large

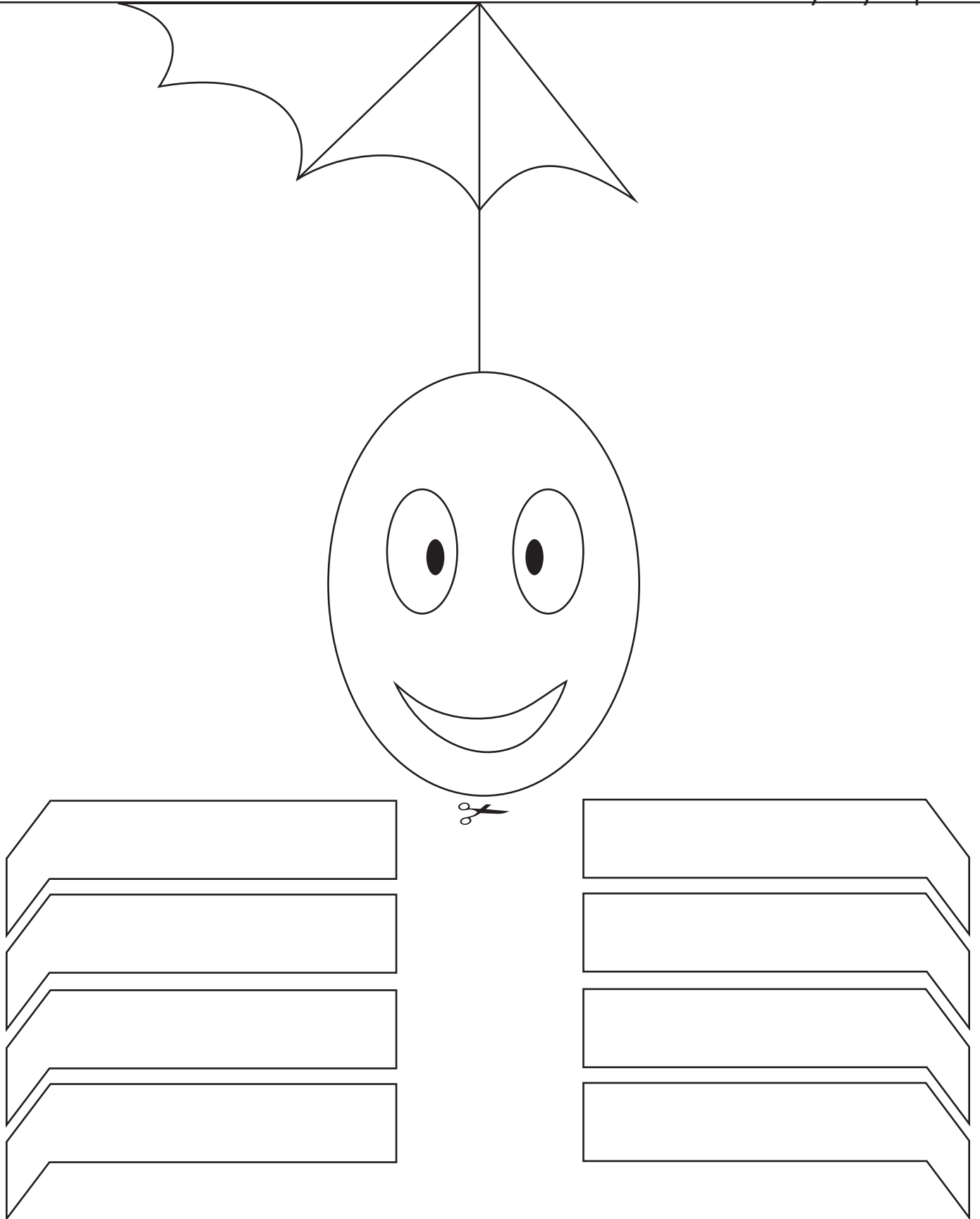
small

enjoy

glad

synonym spider and word legs





blank spider and word legs



### Antonym Match-Up



#### Objective

The student will identify antonyms.



#### Materials

- ▶ Document Camera (if available)
- ▶ Antonym word cards  
*Select eight pairs of antonym word cards.*
- ▶ Student sheet
- ▶ Copy of word cards  
*Copy antonym word cards on cardstock and cut.*
- ▶ Basket  
*Place the word cards in the basket.*
- ▶ Pencils



#### Activity

**Students read, pair, and record antonyms.**

1. Place antonym pairing sheet on document camera (or on a table in front of students if not available) and place basket of antonym word cards at the center. Provide each student with a student sheet.
2. Taking turns, student one selects a card, reads the word (e.g., “hot”), and places it in the top left box on the antonym pairing sheet.
3. Student two selects the antonym, reads it (i.e., “cold”), and places it in the top right box.
4. Reverse roles and continue until all antonyms are matched. Read each pair of antonyms aloud.
5. Record the antonyms on student sheet.
6. Teacher evaluation

The diagram illustrates the activity setup. On the left, a document camera view shows a grid with two columns. The top-left cell contains a smiley face and the word "hot". The top-right cell contains a frowny face and the word "cold". The rest of the grid is empty. On the right, a student's copy of the "Antonym Pairing Sheet" is shown. It has a "Name" field, a "V.022.SS1" code, and the title "Overhead Antonyms Antonym Pairing Sheet". The grid is identical to the one in the document camera view, with "hot" and "cold" in the top row. A yellow pencil is shown pointing to the bottom row of the grid.



#### Extensions and Adaptations

- ▶ Pair Synonyms

hot

cold

back

front

above

below

big

little

laugh

cry

day

night

fast

slow

happy

sad



# Vocabulary

Antonym Match-Up



V. 004

hard	soft
new	old
top	bottom
up	down
short	long
large	small
full	empty
over	under

antonym word cards



## Antonym Pairing Sheet



# Vocabulary

Antonym Match-Up

V. 004

happy	glad
large	big
little	small
all	every
begin	start
below	under
close	shut
go	leave

synonym word cards



thin

slender

sum

total

error

mistake

fix

repair

hard

difficult

right

correct

like



enjoy

shout

yell



## Synonym Pairing Sheet



### Objective

The student will identify homophones.



### Materials

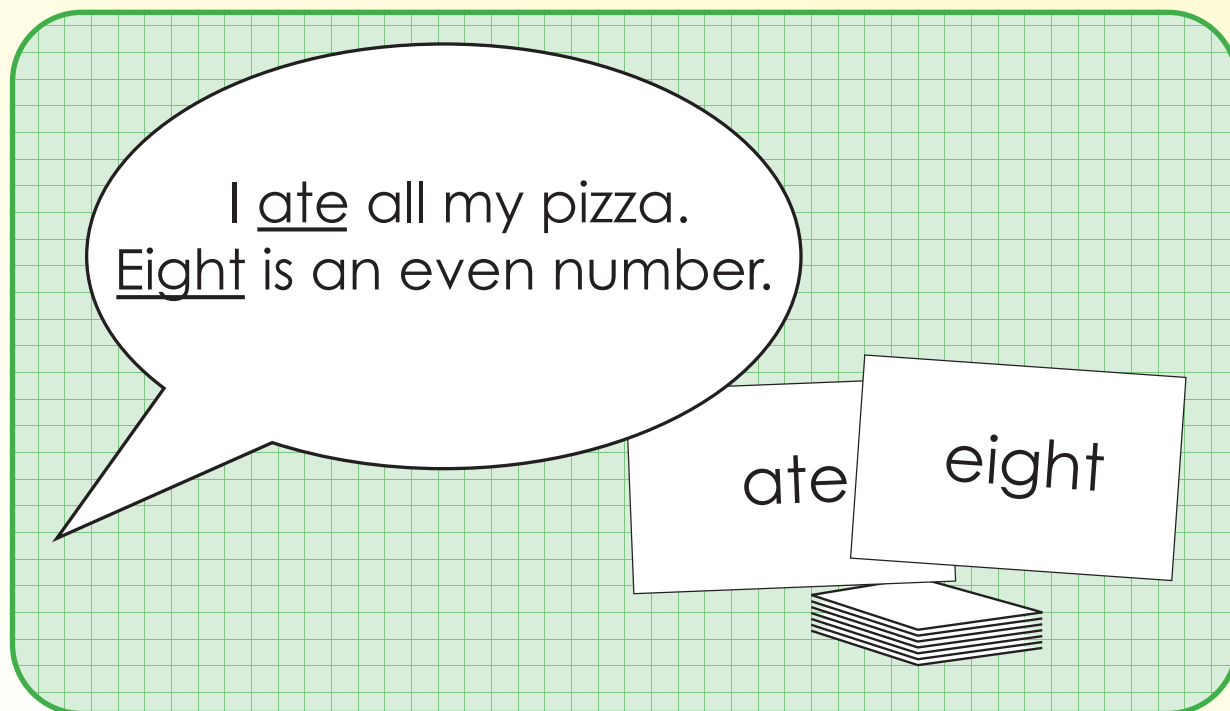
- ▶ Homophone word cards



### Activity

**Students match homophones while playing a “Go Fish” game.**

1. Place the homophone word cards face down in a stack at the center.
2. Student one gives seven cards to each player and places the remaining cards face down in a stack.
3. Students check their cards for matching homophones, read them, and place the matching sets down.
4. Taking turns, student one asks for a specific homophone for one of the cards he is holding (e.g., “Do you have a card that says “eight?”)
5. If yes, the card is given to student one who reads each homophone. Holds each card up separately and uses in a sentence (i.e., “Ate, I ate all my pizza. Eight, eight is an even number”). Takes another turn. If no, student two says, “Go Fish.” Student one selects the top card from the stack.
6. Reverse roles and continue until all cards are matched.
7. Peer evaluation



### Extensions and Adaptations

- ▶ Use cards to play a homophone memory game.

# Vocabulary

Go Fish for Homophones

V. 005

dear

deer

ate

eight

cent

sent

flower

flour

homophone word cards



here

hear

I

eye

meet

meat

no

know



# Vocabulary

Go Fish for Homophones

V. 005

one

won

pair

pear

red

read

sale

sail

homophone word cards



# Vocabulary

V. 005

Go Fish for Homophones

see

sea

so

sew

some

sum

to

two

homophone word cards





# Vocabulary

Go Fish for Homophones

V. 005

tale

tail

wood

would

way

weigh

their

there

homophone word cards



son

sun

here

hear

seem

seam

right

write





### About Me



#### Objective

The student will use adjectives to describe.



#### Materials

- ▶ About Me sentence word board  
*Copy, cut, assemble, and laminate.*
- ▶ Adjective word cards



#### Activity

**Students complete a sentence using descriptive words.**

1. Place the About Me sentence word board and adjective word cards at the center.
2. The student reads all the word cards, selects three that describe himself, and places them on the sentence strip covering the blank spaces. Reads the sentence (e.g., “I am smart, caring, and cheerful.”).
3. Chooses five other students and completes the About Me sentence word board using three adjectives that describe each of them. Reads each sentence.
4. Self check

I am , , and .



#### Extensions and Adaptations

- ▶ Write and use other adjective word cards.
- ▶ Read the sentences to a classmate.
- ▶ Write and use the sentences to make a class big book.

I am \_\_\_\_\_,

about me sentence word board

\_\_\_\_\_ and \_\_\_\_\_

glue



# Vocabulary

About Me

V. 006

cranky

charming

annoyed

pleasant

nice

considerate

good

glad

adjective word cards



happy

calm

cooperative

tall

short

heroic

strong

smart



# Vocabulary

About Me

V. 006

tearful

sad

wonderful

kind

overjoyed

cheerful

hilarious

magnificent

adjective word cards



outstanding

terrified

timid

shy

nervous

fancy

graceful

caring





# Vocabulary

About Me

V. 006


blank cards





### Objective

The student will produce descriptive words.

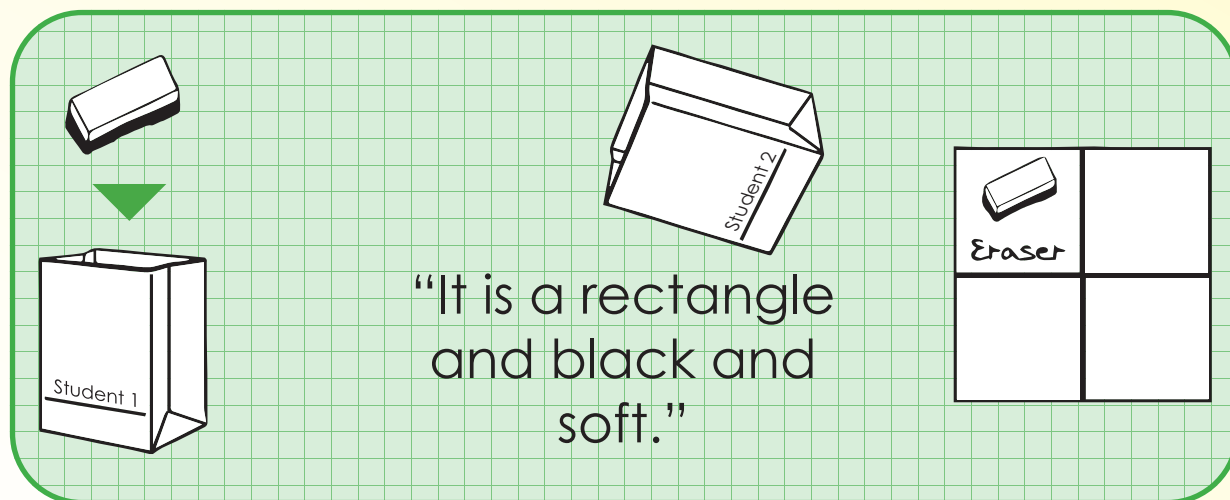
### Materials

- ▶ Eight Objects  
*Use familiar classroom objects and label (e.g., marker board eraser, block, crayon, cube, small book, ball, and watch).*
- ▶ Two bags  
*Place four objects in each bag.*  
*Label bags: "Student One" and "Student Two".*
- ▶ Paper
- ▶ Crayons or markers
- ▶ Pencils

### Activity

**Students use descriptive word clues to identify objects.**

1. Place the bags of objects at the center and provide each student with paper.
2. Working in pairs, student one looks at the objects in the "Student One" bag, and uses descriptive words to give student two clues about one of the objects (e.g., eraser: rectangle, black, and soft).
3. Using the clues, student two attempts to identify the object.
4. If the object is identified, remove it from the bag. Students fold the paper into fourths. Write the name of the object on the paper in one of the sections.
5. If not identified, the object remains in the bag.
6. Reverse roles and continue the activity until all objects are identified.
7. List descriptive words under the object name.
8. Peer evaluation



"It is a rectangle and black and soft."

### Extensions and Adaptations

- ▶ Use as a five senses activity (e.g., describe by saying how objects feel or smell).



V. 008

Word Knowledge  
Action Word Ring Sort



## Objective

The student will identify the meaning of verbs.



## Materials

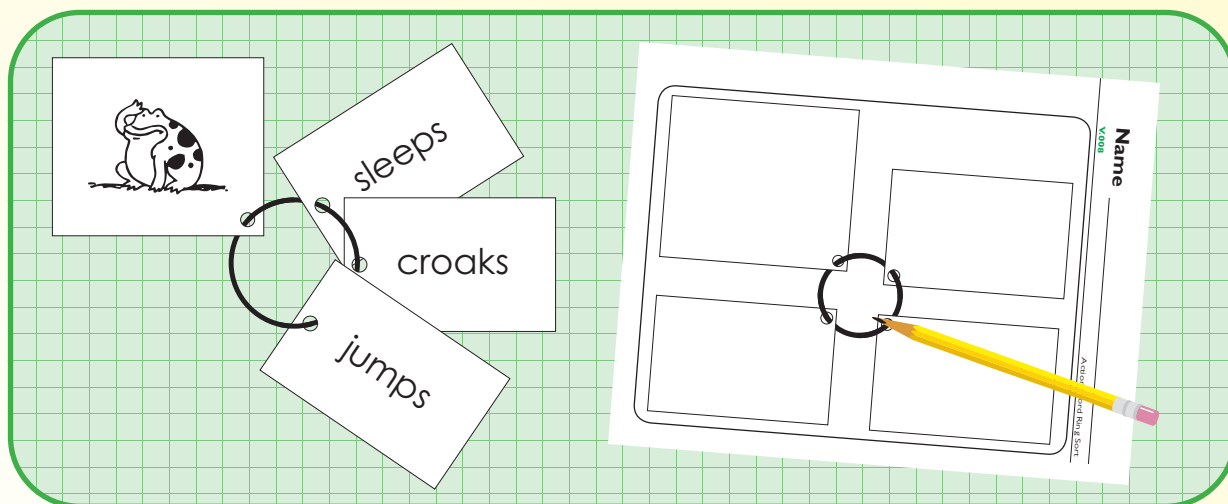
- ▶ Picture cards  
*Laminate and hole punch one corner of the picture cards.*
- ▶ Action word cards  
*Laminate and hole punch one corner of the action word cards.*
- ▶ Student sheet
- ▶ Book rings
- ▶ Crayons or markers
- ▶ Pencil



## Activity

Students identify verbs related to a picture and sort on book rings.

1. Place the picture cards, book rings, and crayons at the center. Place the action word cards face up in rows. Provide the student with a student sheet.
2. The student selects a picture card (e.g., frog) and places it on a book ring.
3. Reads all the word cards, selects two or more that describe the picture (e.g., sleeps, croaks, jumps), and places each word on the book ring.
4. Continues until all picture cards have action word cards describing them.
5. Selects one picture card and corresponding action cards and records words on student sheet.
6. Teacher evaluation



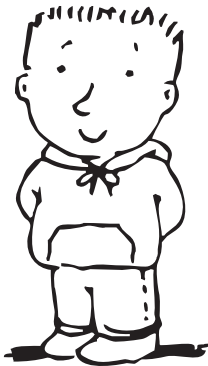
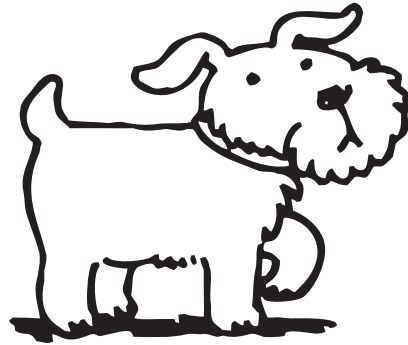
## Extensions and Adaptations

- ▶ Make and use other action word cards.
- ▶ Make a riddle by drawing picture in the middle square, writing action words on the flaps, and folding flaps over picture. Partner opens flaps one at a time and reads the words to solve the riddle.
- ▶ Select one picture card and corresponding action cards and record words on graphic organizer.

# Vocabulary

Action Word Ring Sort

V. 008



picture cards: frog, dog, boy, girl, cat, bird



barks

catches

cries

croaks

dreams

drinks

eats

hops



# Vocabulary

Action Word Ring Sort

V. 008

jumps

laughs

sings

flies

plays

purrs

sleeps

runs

action word cards



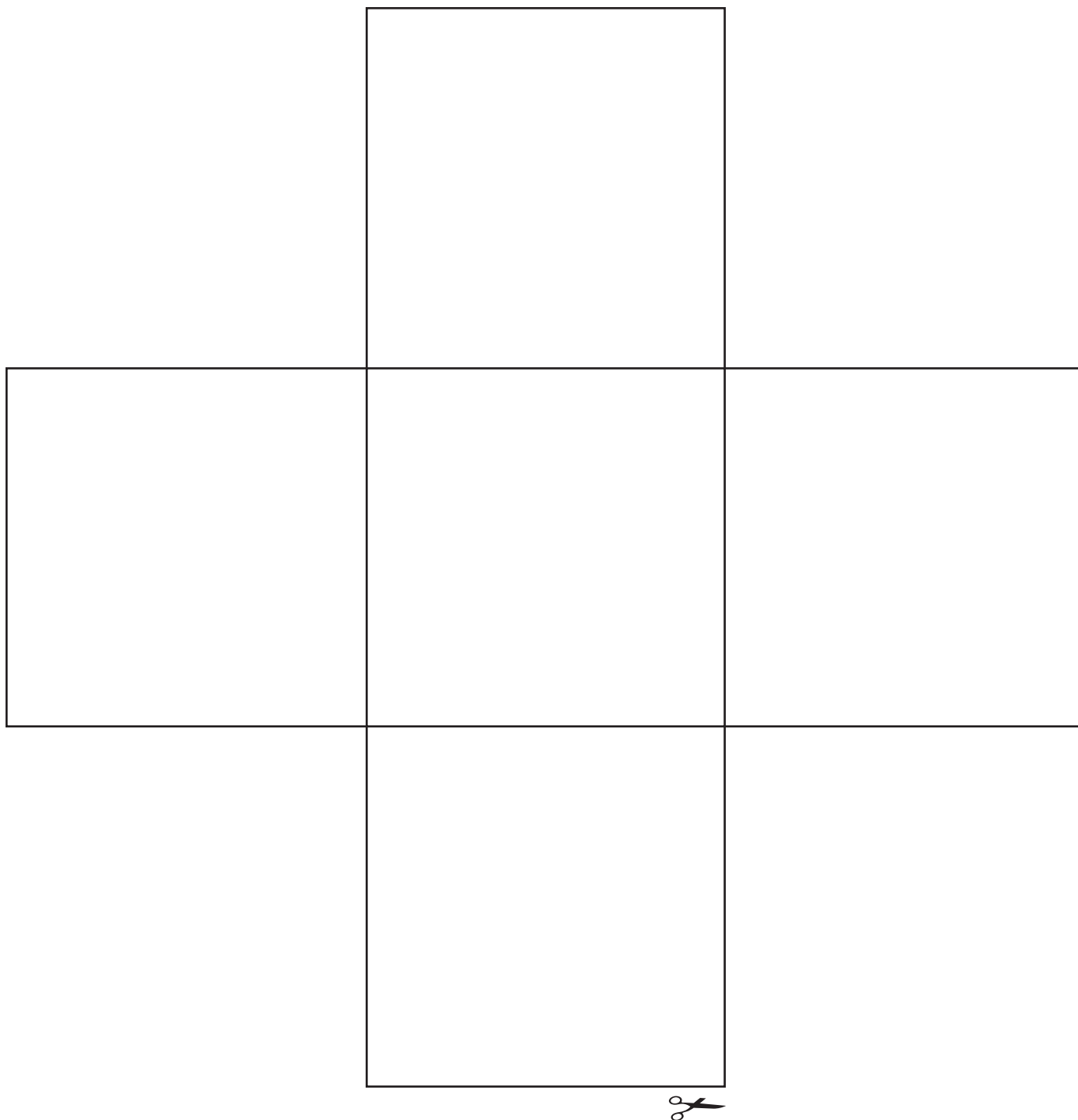
Name \_\_\_\_\_

V. 008

Action Word Ring Sort

The form consists of a large rounded rectangular frame. Inside this frame, there are four smaller, empty rectangular boxes arranged in a 2x2 grid. A thick black ring is centered in the middle of the grid, overlapping all four boxes. Each of the four boxes has a small white circle at its top-right corner, which the ring passes through, indicating that the boxes are designed to be attached to the ring for a ring-sort activity.

# Vocabulary



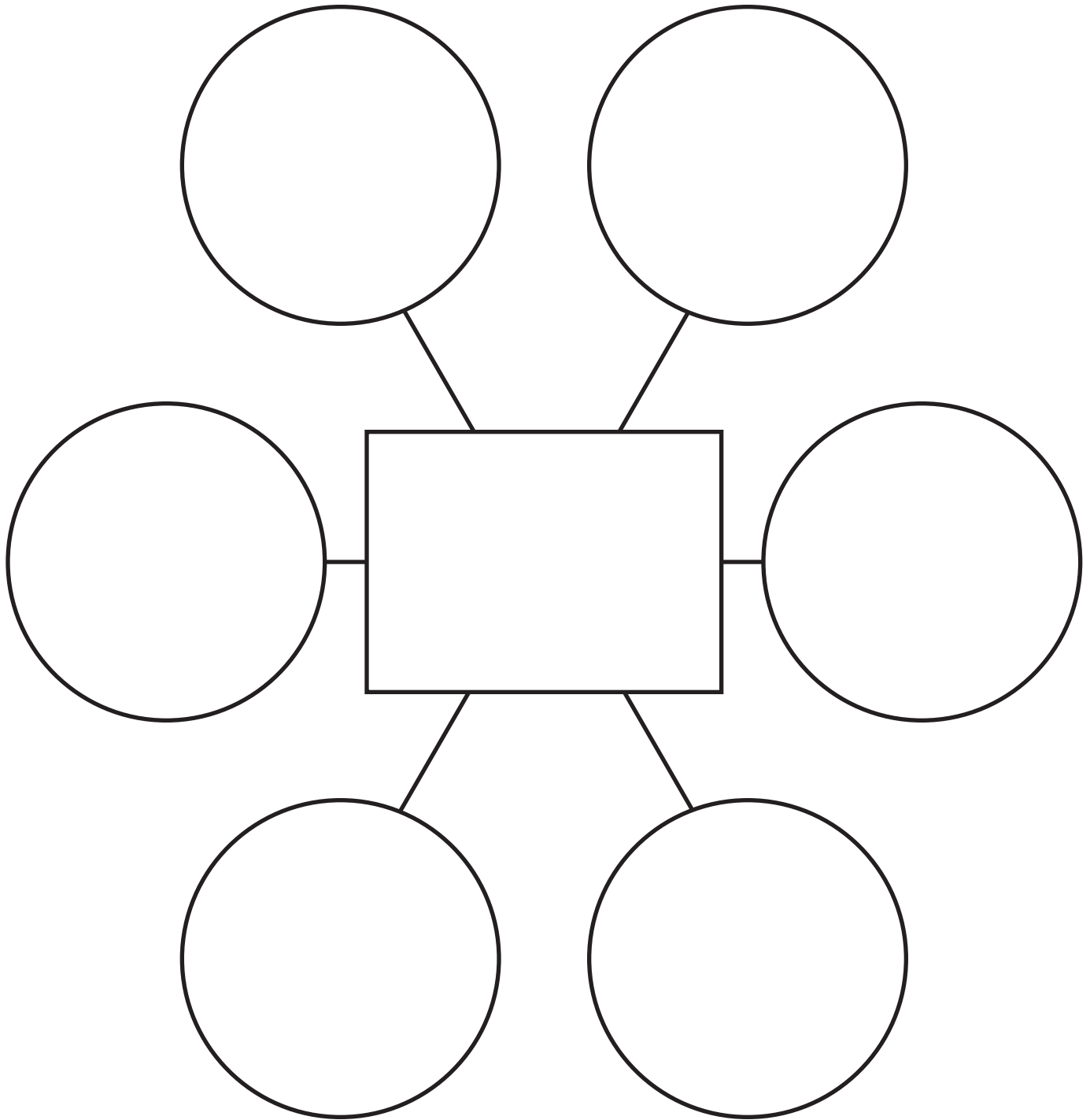
riddle pattern



Name \_\_\_\_\_

V. 008

Action Word Ring Sort



graphic organizer



### Compound Word Hunt

#### Objective

The student will identify the meaning of compound words.

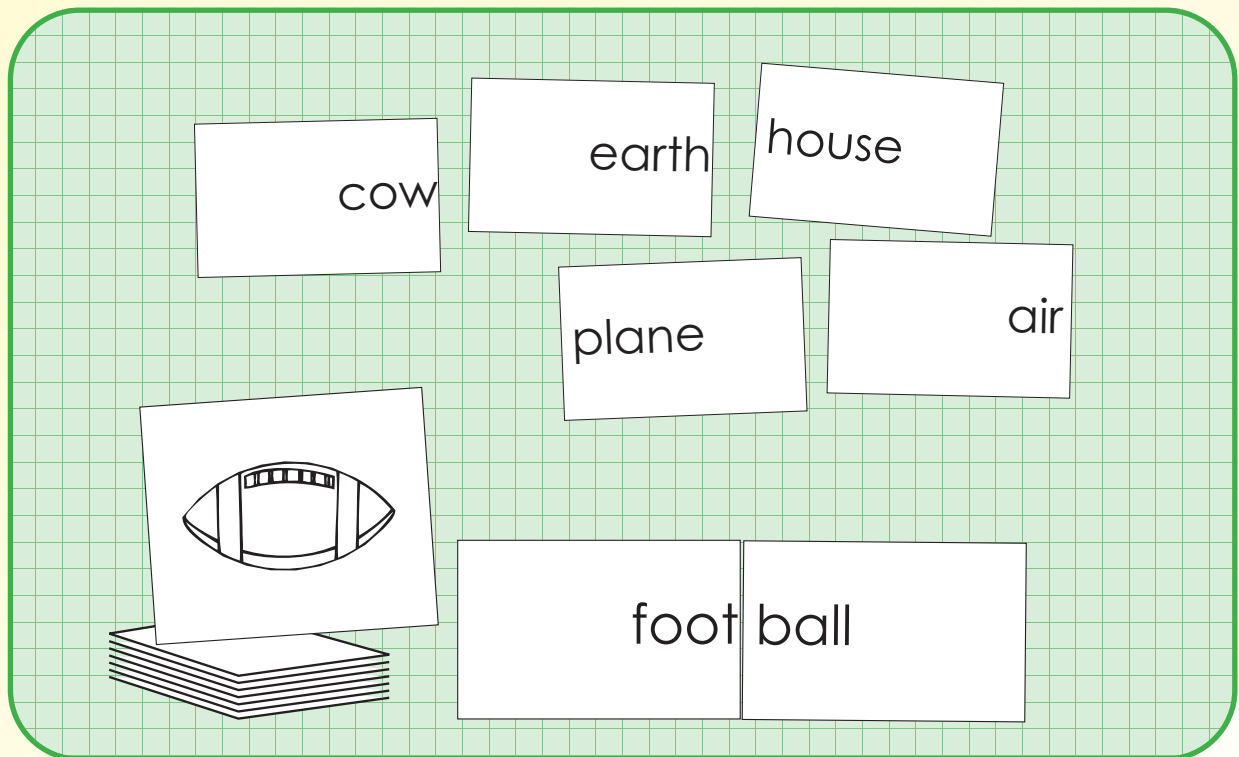
#### Materials

- ▶ Compound word cards
- ▶ Picture cards

#### Activity

**Students make compound words by pairing word cards that name pictures.**

1. Scatter compound word cards face up on a flat surface. Place picture cards face down in a stack.
2. Working in pairs, student one selects a picture card from the stack, names the picture (e.g., “football”), and says to partner, “What two words make this word?”
3. Student two repeats the word, identifies the two separate words (i.e., “football is made up of foot and ball”), and “hunts” for the two words. Places the cards together to make the compound word, and reads the word (i.e., “football”).
4. Reverse roles and continue until all pictures are matched with the words that form compound words.
5. Peer evaluation



#### Extensions and Adaptations

- ▶ Make and match other compound words and matching pictures.

air plane

bird house

cow boy

earth worm



# Vocabulary

Compound Word Hunt

V. 009

finger nail

foot ball

jelly fish

rain bow

compound word cards



rattle snake

sun light

tooth brush

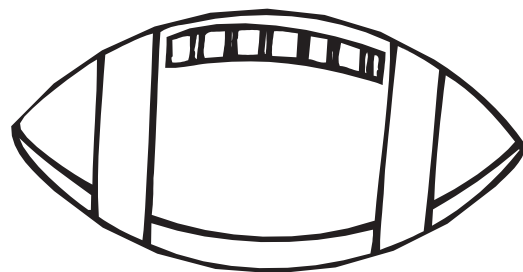
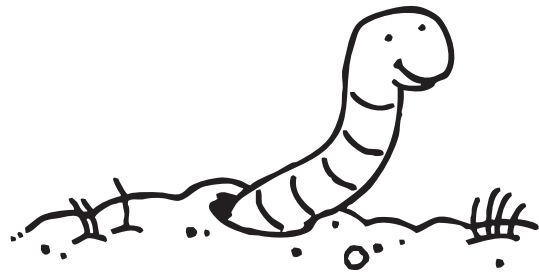
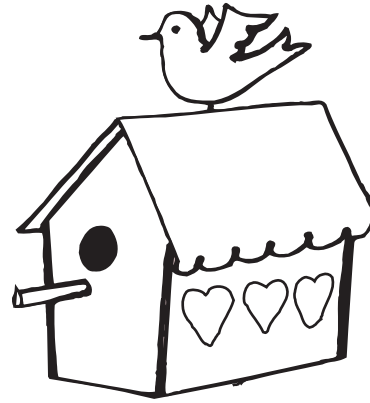
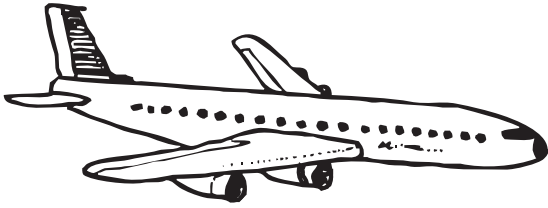
water melon



# Vocabulary

Compound Word Hunt

V. 009



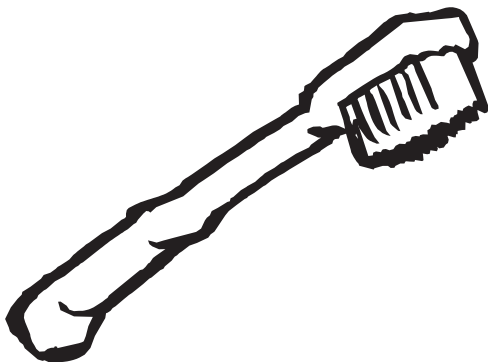
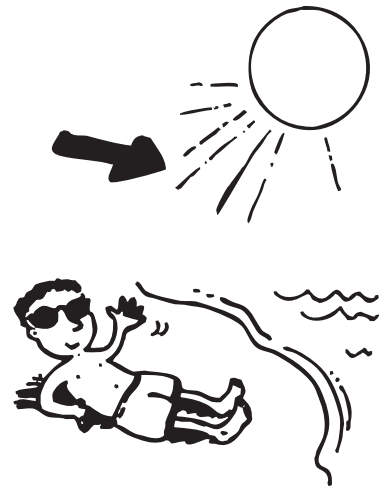
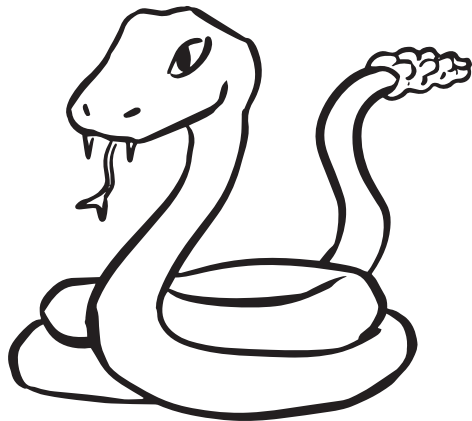
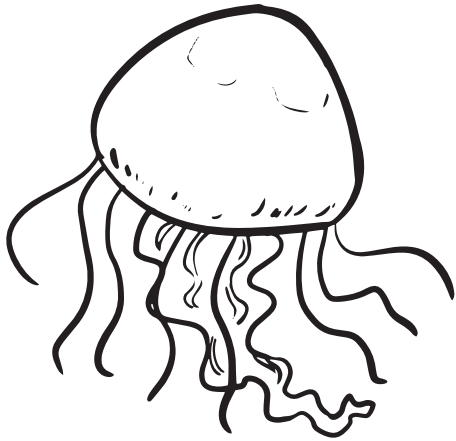
picture cards: airplane, birdhouse, cowboy, earthworm, fingernail, football



# Vocabulary

V. 009

Compound Word Hunt



picture cards: jellyfish, rainbow, rattlesnake, sunlight, toothbrush, watermelon



# Vocabulary

Compound Word Hunt

V. 009


blank cards







## V. 010



### Objective

The student will identify the meaning of compound words.



### Materials

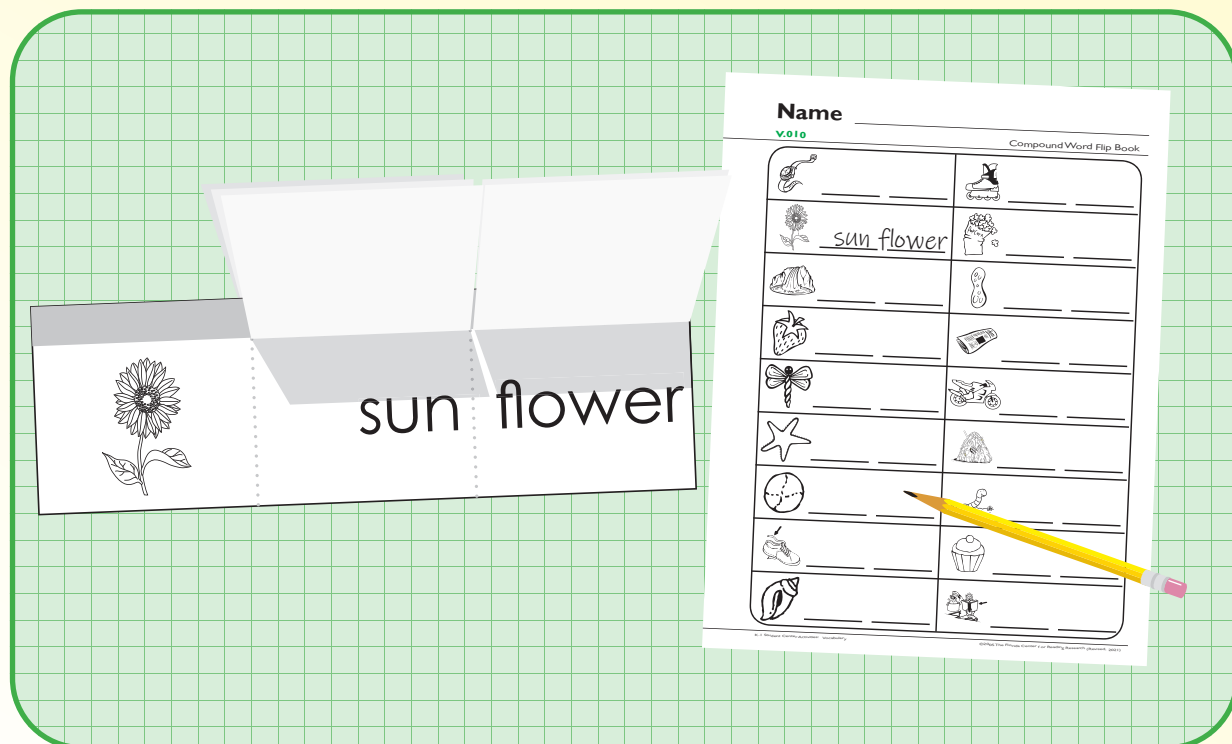
- ▶ Flip pages  
*Copy, laminate, cut, compile book, and staple.*
- ▶ Student sheet
- ▶ Pencil



### Activity

**Students make compound words and match them to corresponding pictures in a flip book.**

1. Place flip book at the center. Provide the student with a student sheet.
2. The student “flips” the pages in the flip book, selects a picture card on the left hand side, and names the picture (e.g., “sunflower”).
3. “Flips” through the middle and right-hand pages to find two words that make the corresponding compound word (i.e., sun, flower). Reads the word (i.e., “sunflower”) and records on student sheet.
4. Continues until student sheet is complete.
5. Teacher evaluation



### Extensions and Adaptations

- ▶ Add pages to the compound word flip book.

# Vocabulary

Compound Word Flip Book

V. 010

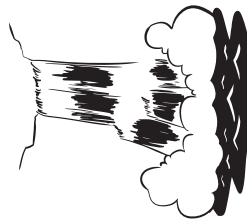
pea stack



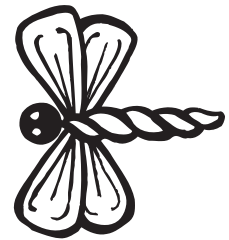
news worm



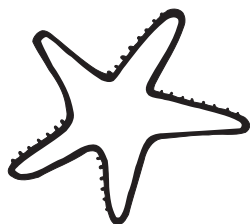
motor cake



hay watch



wrist fly

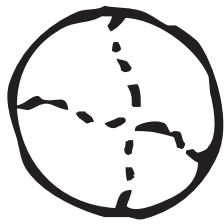


dragon fall

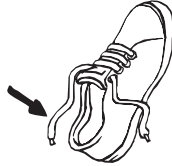
flip pages

V. 010

Compound Word Flip Book



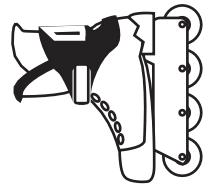
water flower



sun berry



shoe fish



pop book



earth paper



cup ball

flip pages

# Vocabulary

Compound Word Flip Book

V. 010

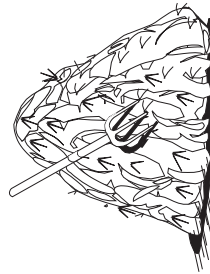
cook cycle



straw lace



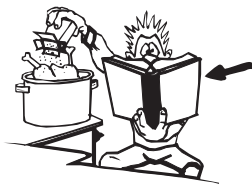
star blade



roller shell



base corn













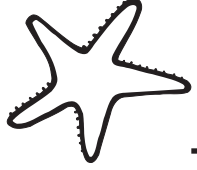







sea nut

flip pages

Name \_\_\_\_\_

V. 010

Compound Word Flip Book

 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____

# Vocabulary

Compound Word Flip Book

V. 010





blank flip pages



### Objective

The student will identify the meaning of prefixes.

### Materials

▶ Prefix-O game boards

▶ Meaning word cards

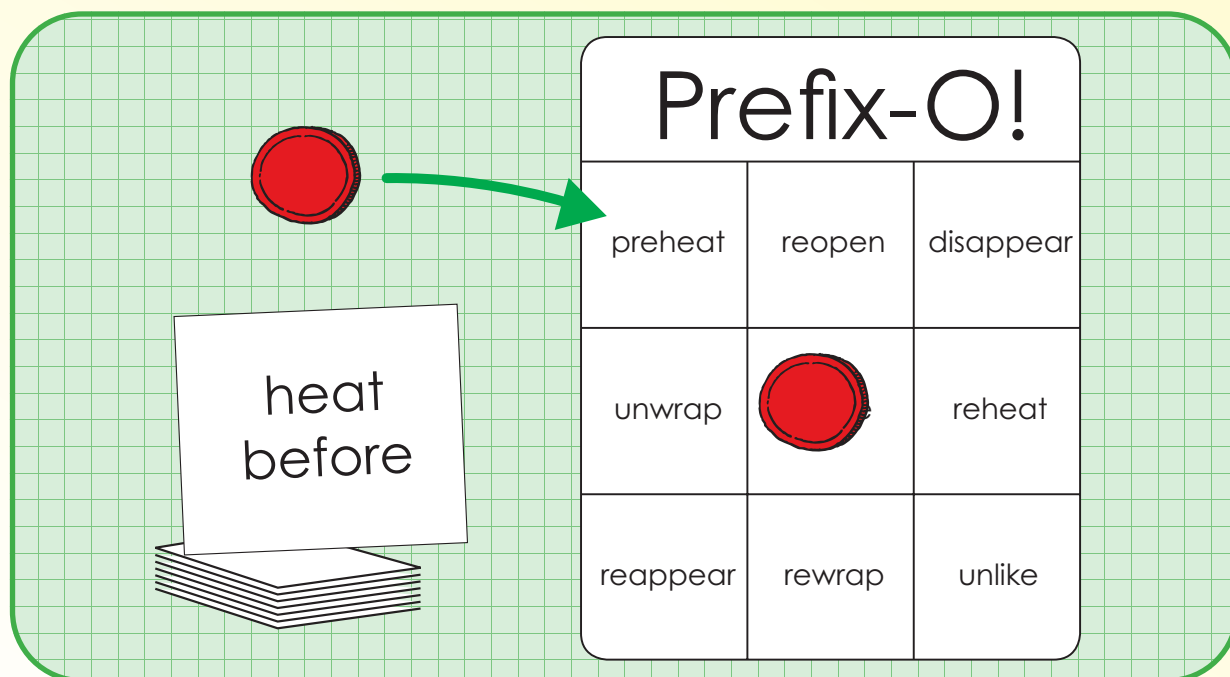
*Note: prefixes used are un = not, re = again, dis = opposite, and pre = before.*

▶ Game pieces

### Activity

**Students match words with prefixes to their meanings while playing a Bingo-type game.**

1. Place the meaning word cards face down in a stack. Provide each student with a different Prefix-O game board and game pieces.
2. Taking turns, student one selects the top card from the stack and reads the phrase (e.g., “heat before”).
3. Each student looks for a word on his Prefix-O game board that corresponds to the phrase (i.e., preheat)
4. If found, places one game piece on that word.
5. Student one places meaning word card in a discard pile.
6. Continue until one student covers his game board and says, “Prefix-O!”
7. Peer evaluation



The diagram illustrates the Prefix-O game setup. On the left, there is a stack of meaning word cards. The top card is visible and reads "heat before". A red circular game piece is positioned above the card, with a green arrow pointing from it to the "reheat" cell of the game board. The game board is a 3x3 grid with the title "Prefix-O!" at the top. The words in the grid are: preheat, reopen, disappear (top row); unwrap, reheat, reheat (middle row); reappear, rewrap, unlike (bottom row). A red circular game piece is placed on the "reheat" cell in the middle row.

Prefix-O!		
preheat	reopen	disappear
unwrap	reheat	reheat
reappear	rewrap	unlike

### Extensions and Adaptations

▶ Make and use other bingo game boards and meaning word cards.

# Prefix-O!

preheat

reopen

disappear

unwrap

dislike

reheat

reappear

rewrap

unlike

game board





# Prefix-O!

disable

replace

undo

rewind

uncut

displace

precut

unable

redo

game board



# Vocabulary

Prefix-O

V. 011

heat  
before

open  
again

opposite  
of appear

not wrap

opposite  
of like

heat  
again

meaning word cards



V. 011

Prefix-O

appear  
again

wrap  
again

not like

opposite  
of able

place  
again

not do



# Vocabulary

Prefix-O

V. 011

wind  
again

not cut

opposite  
of place

cut before

not able

do again

meaning word cards



# Prefix-O!


blank game board





### Multiple Meaning Bugs

#### Objective

The student will identify the multiple meanings of words.

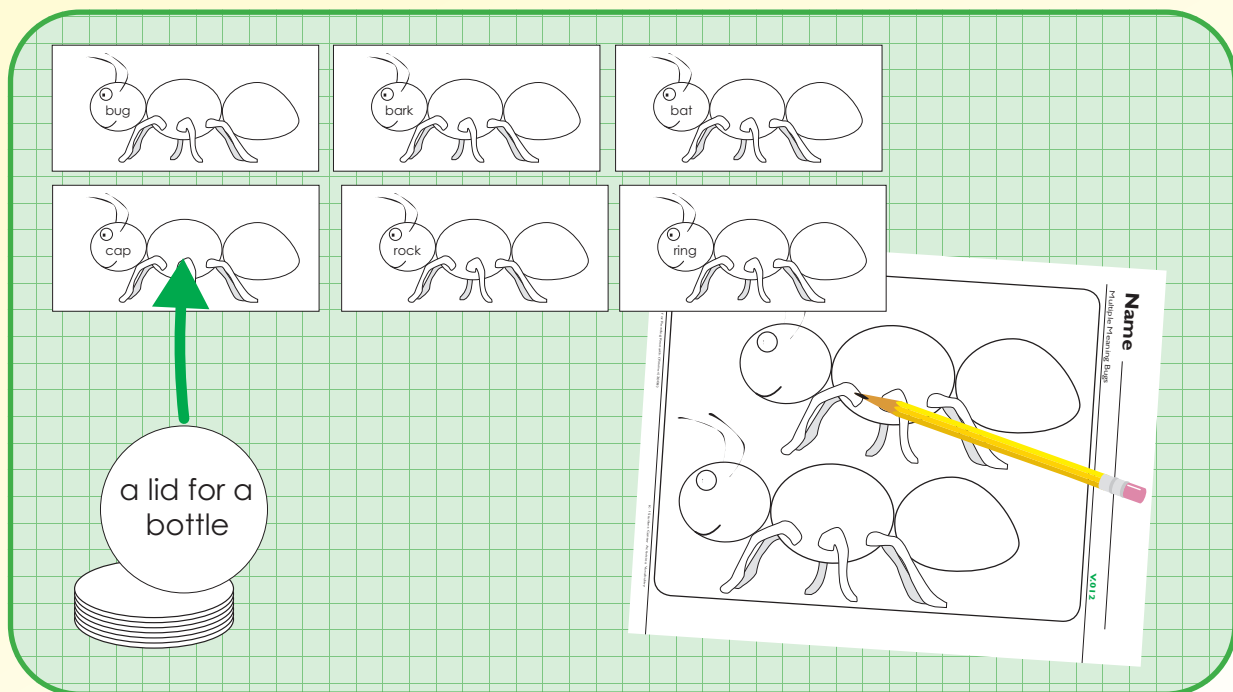
#### Materials

- ▶ Multiple Meaning Bugs work boards  
*Copy on card stock, laminate, and cut.*
- ▶ Meaning word circles  
*Copy on card stock, laminate, and cut.*
- ▶ Student sheet
- ▶ Pencil

#### Activity

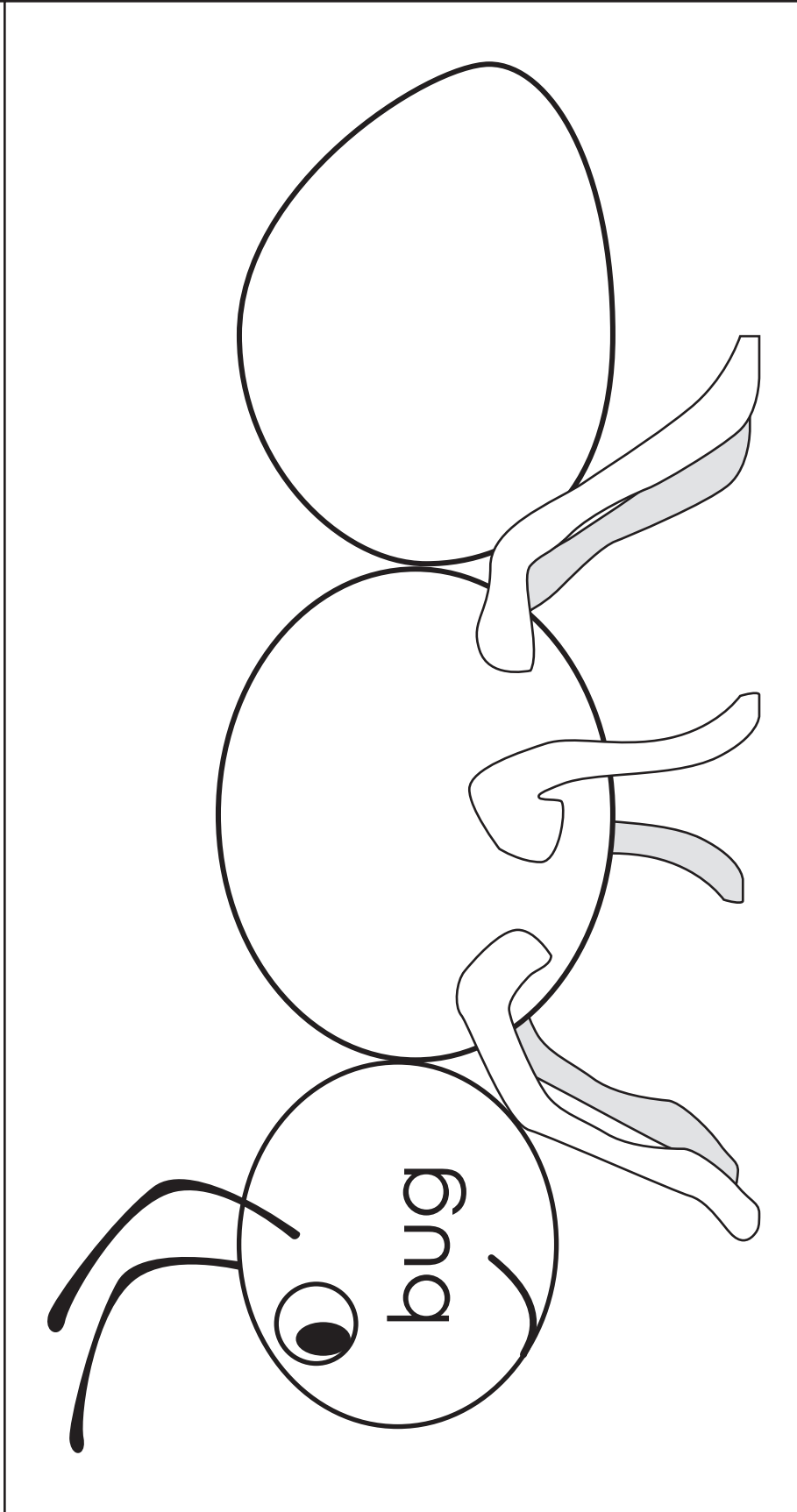
**Students identify multiple meanings of words while making bugs.**

1. Place the Multiple Meaning Bugs work boards face up in rows. Place the meaning word circles face down in a stack. Provide the student with a student sheet.
2. The student reads each word on the head of each bug.
3. Selects a meaning word circle from the stack, reads it, and determines meaning (e.g., “lid for a bottle; that is a cap”). Places on the work board containing the corresponding word.
4. Continues until all bugs have two meaning word circles on them.
5. Selects two words and definitions from the work boards and records on student sheet.
6. Teacher evaluation



#### Extensions and Adaptations

- ▶ Use other words with multiple meanings to record on student sheet.
- ▶ Make and use other multiple meaning bugs and meaning word circles.



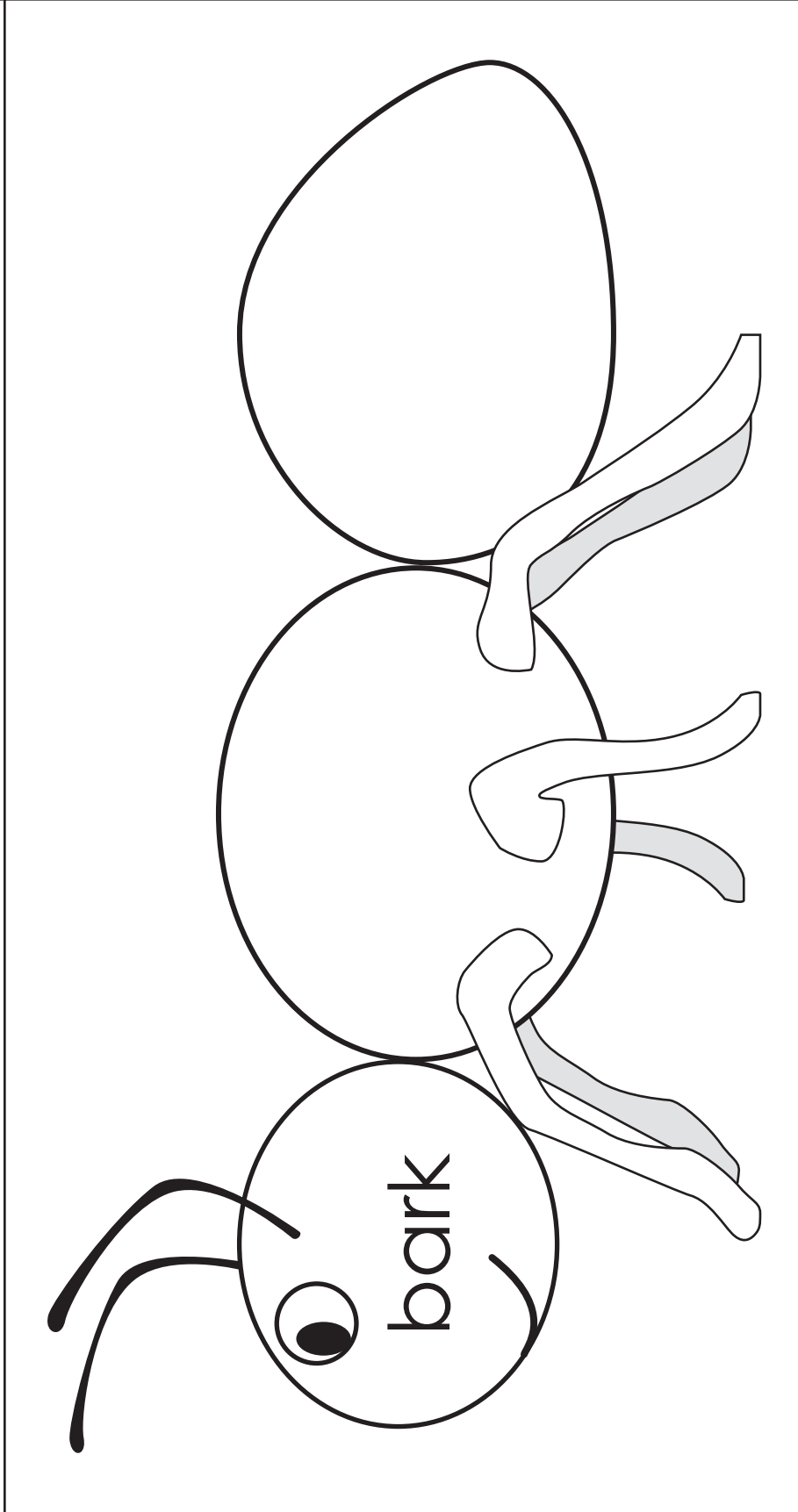
multiple meaning bugs work board



# Vocabulary

Multiple Meaning Bugs

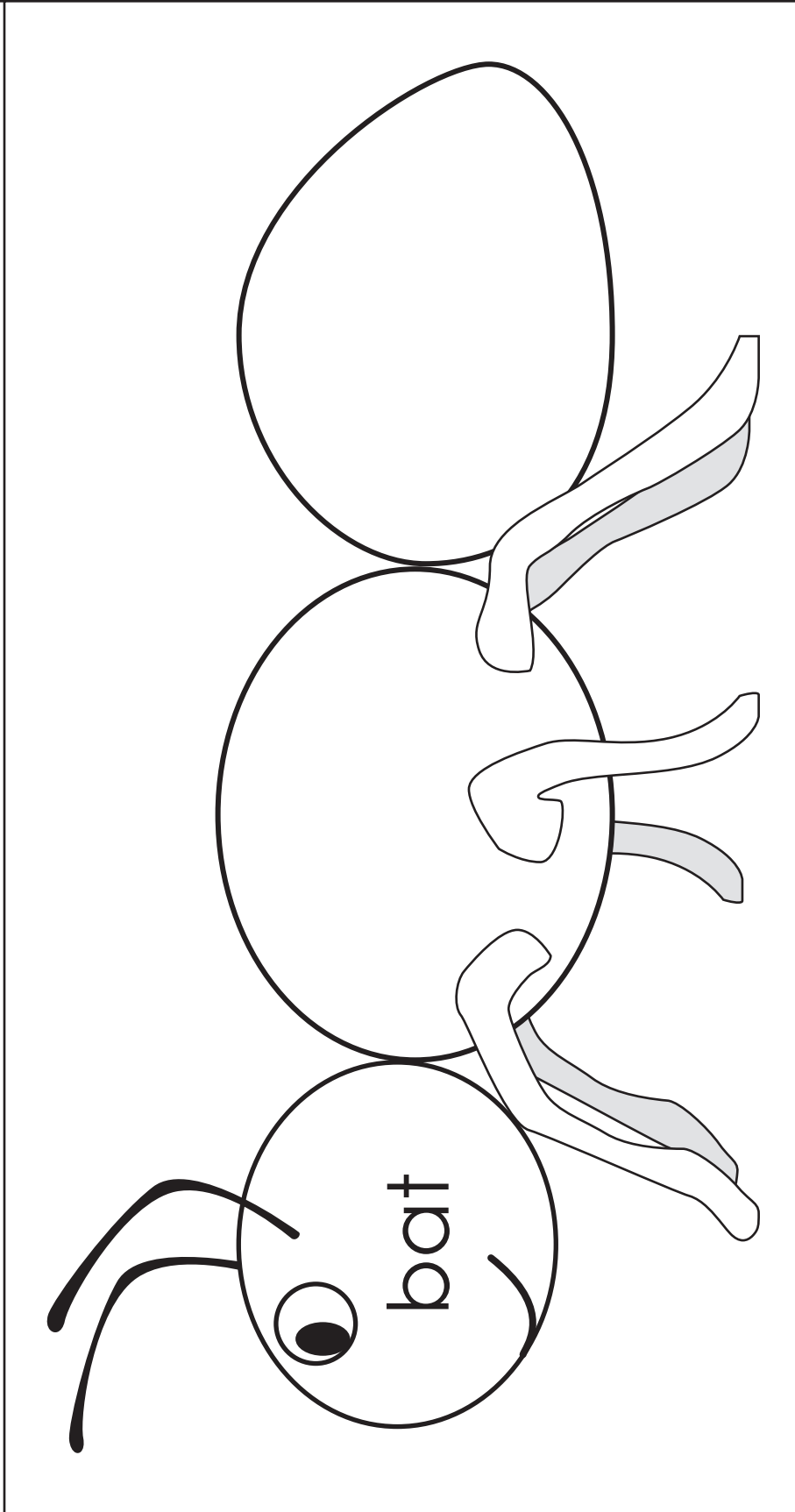
V. 012



multiple meaning bugs work board







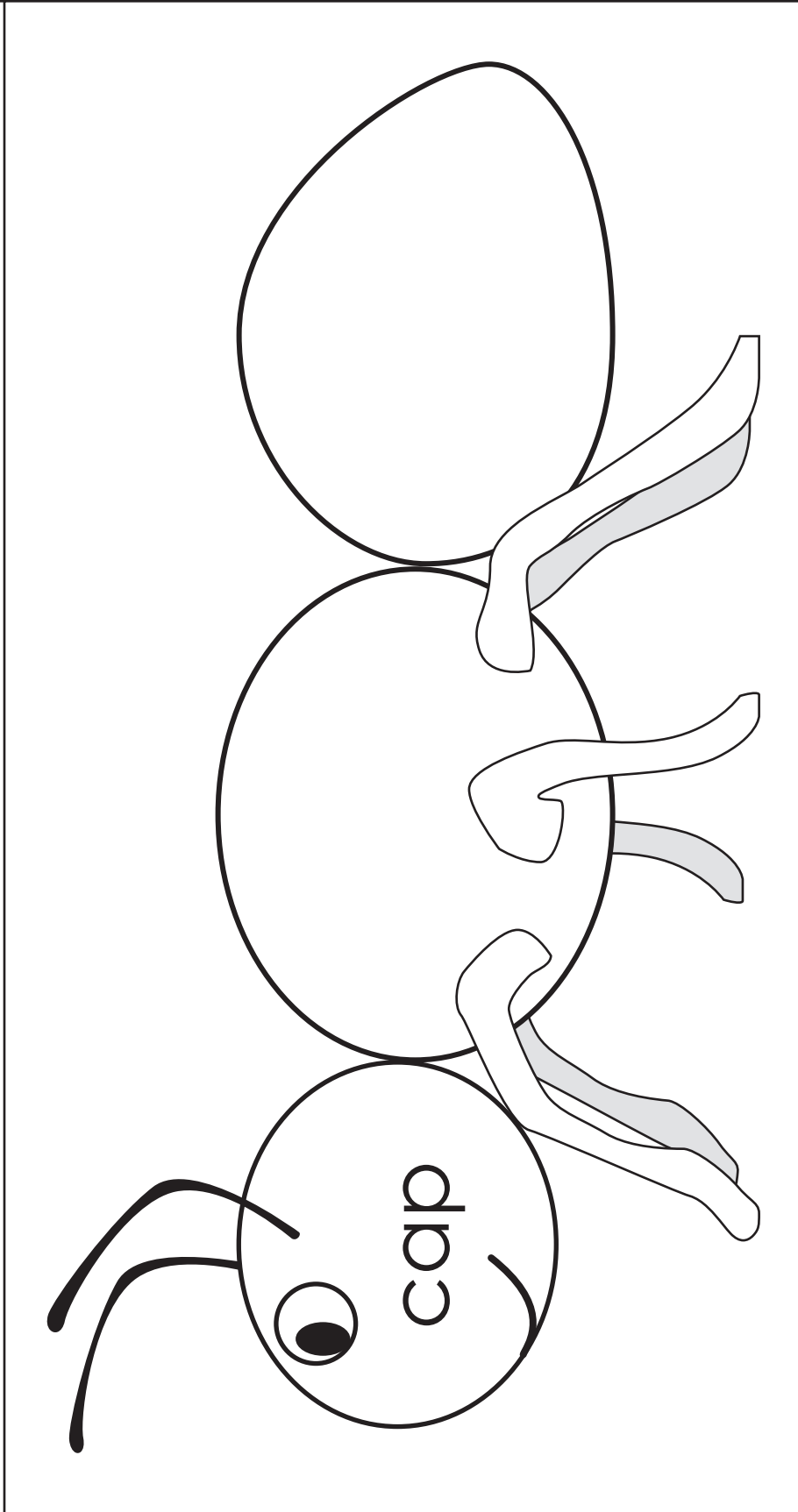
multiple meaning bugs work board



# Vocabulary

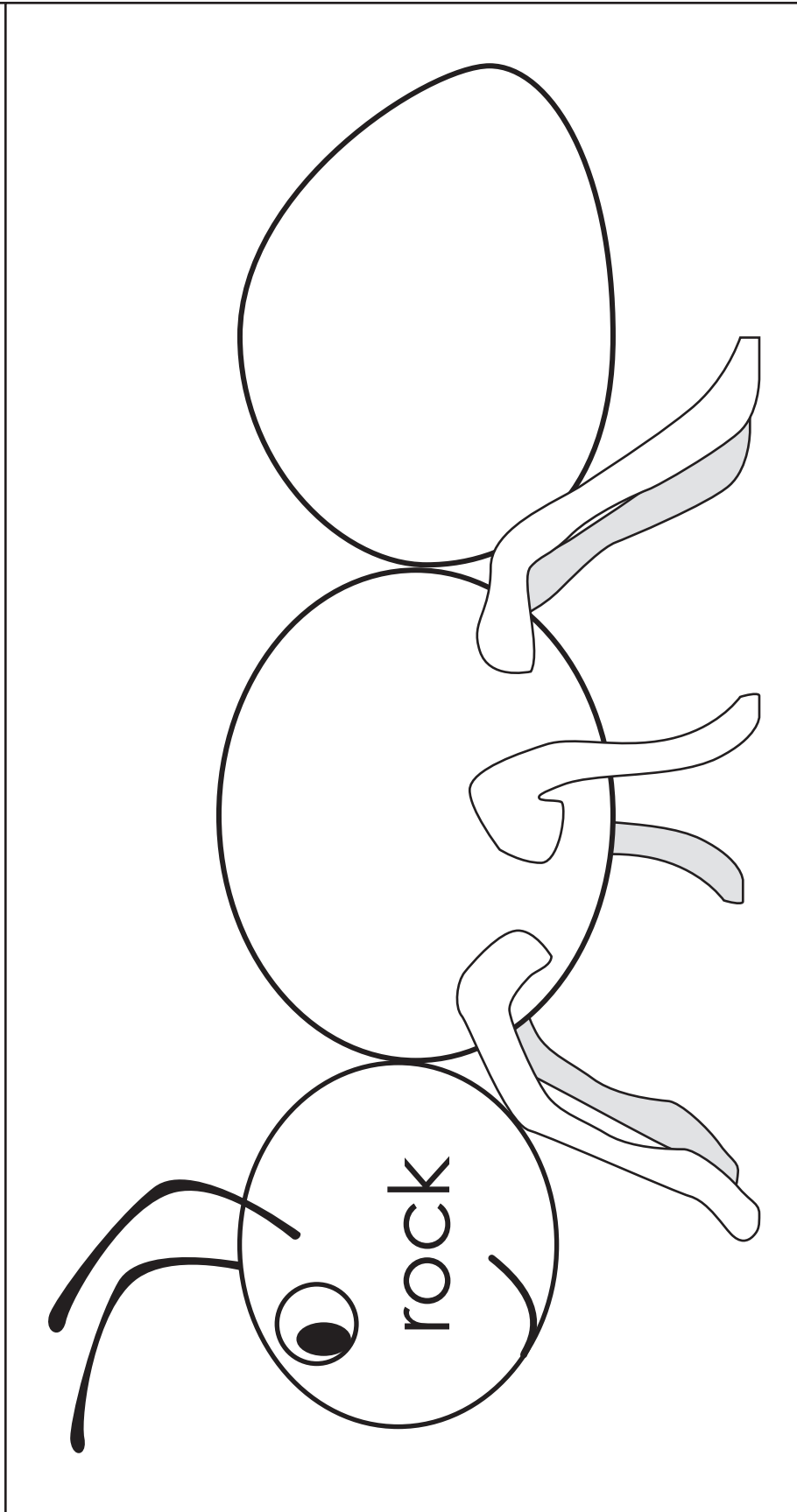
Multiple Meaning Bugs

V. 012



multiple meaning bugs work board





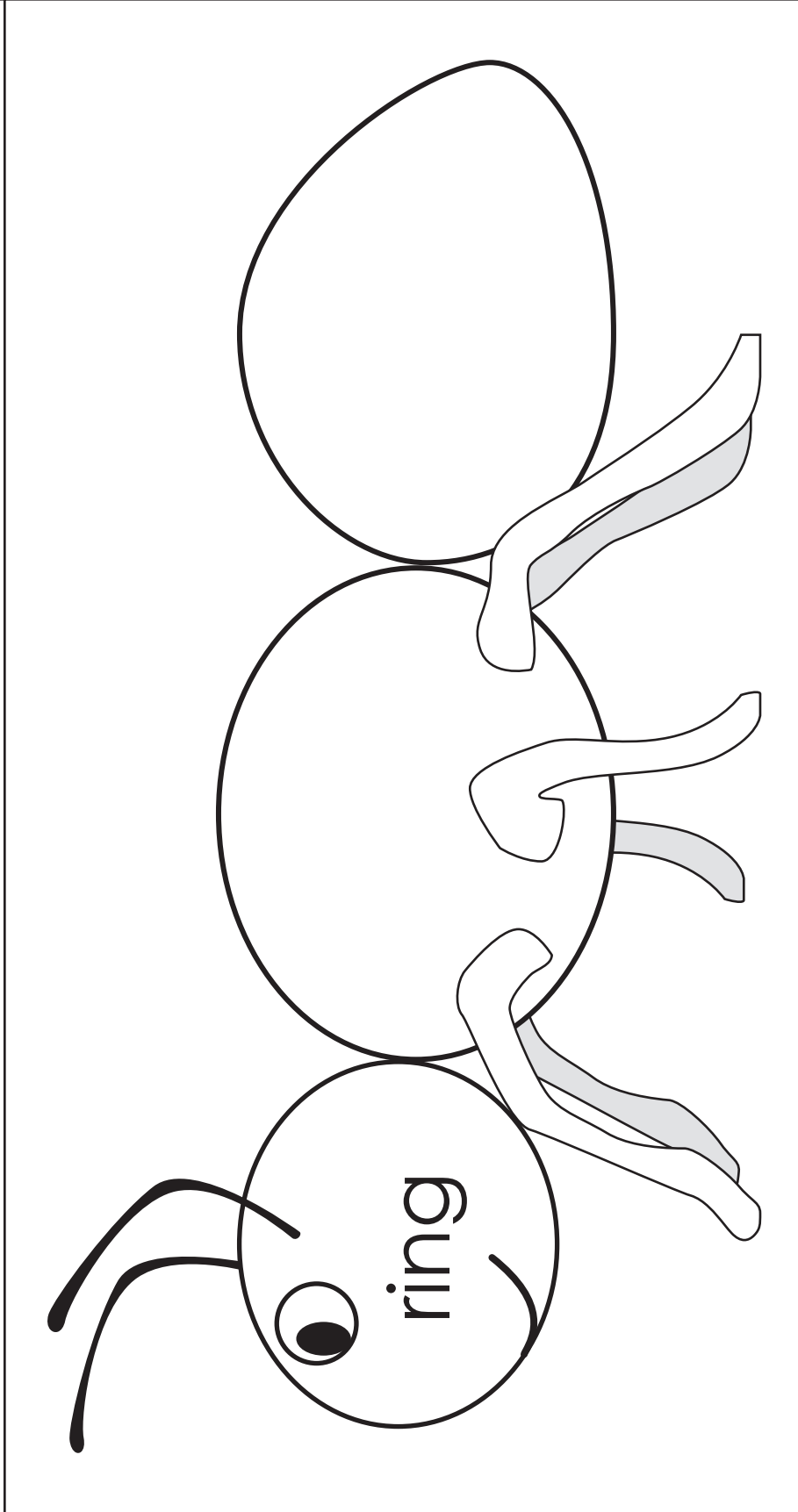
multiple meaning bugs work board



# Vocabulary

Multiple Meaning Bugs

V. 012



multiple meaning bugs work board



insect

to annoy  
someone

sound a  
dog makes

outside  
covering  
of a tree

a flying  
mammal

a big stick  
used to  
hit a ball



# Vocabulary

Multiple Meaning Bugs

V. 012

a covering  
for a head

a lid for a  
bottle

a stone

sway

band  
worn on  
finger

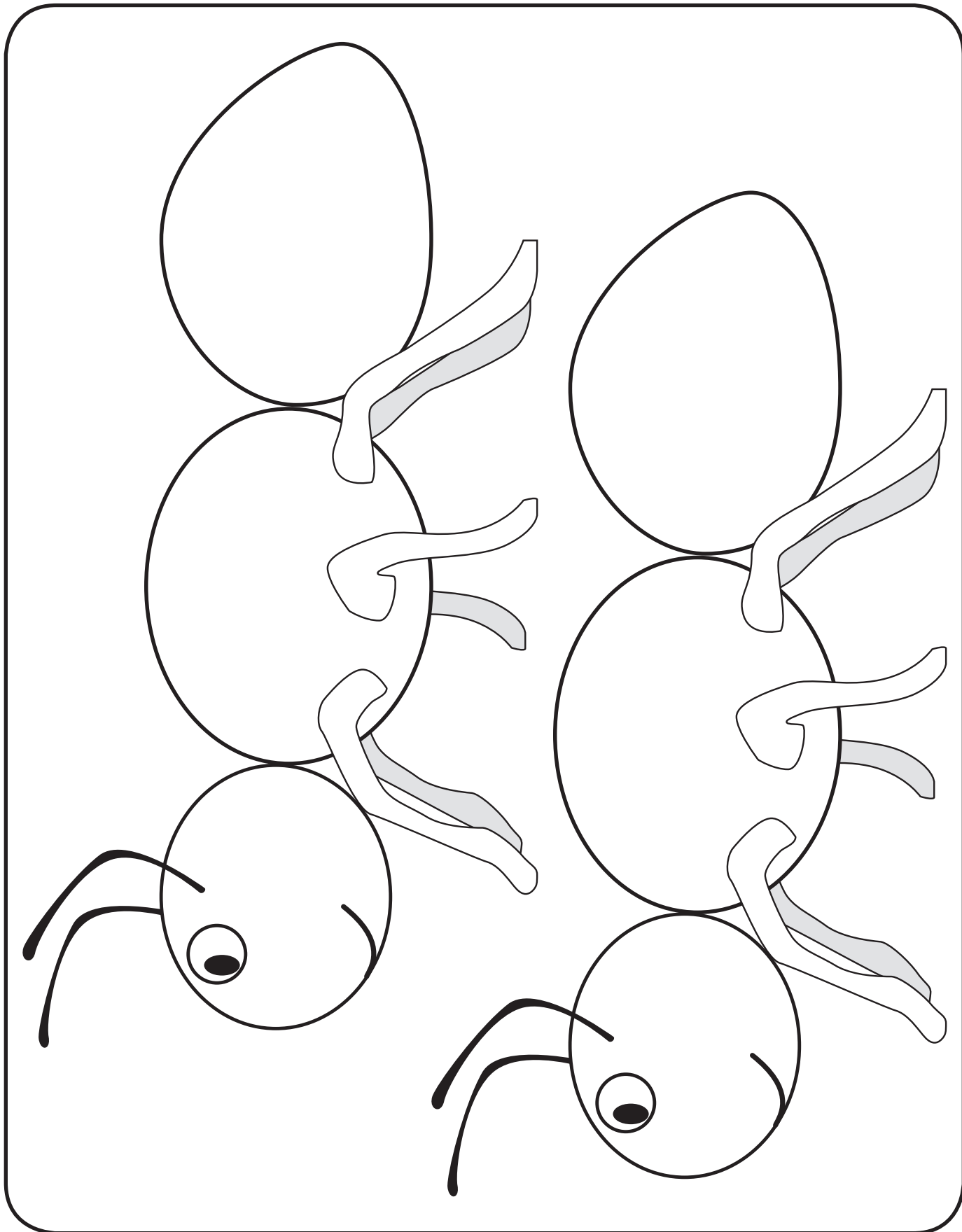
sound  
a bell  
makes



Name \_\_\_\_\_

V. 012

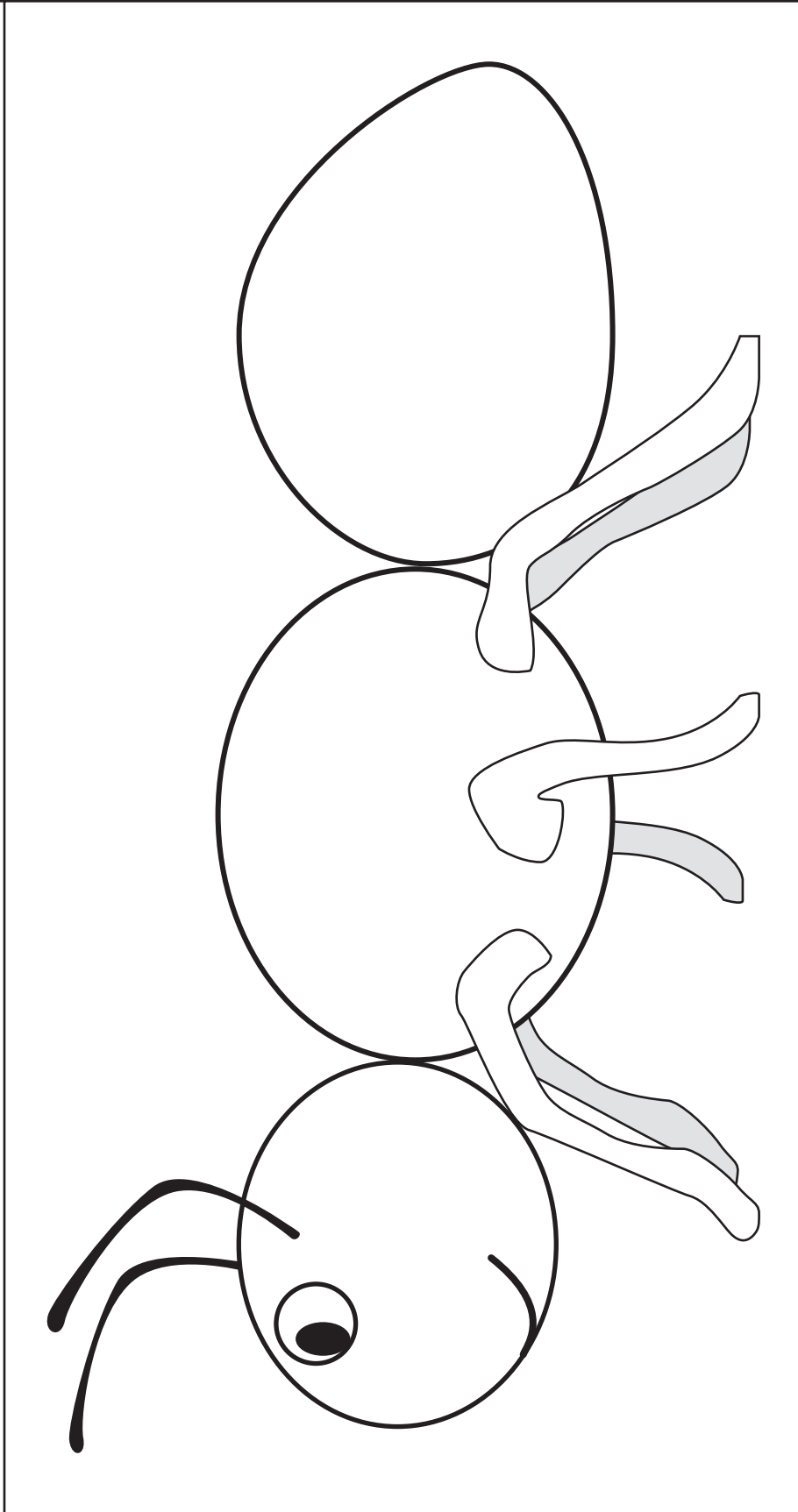
Multiple Meaning Bugs



# Vocabulary

Multiple Meaning Bugs

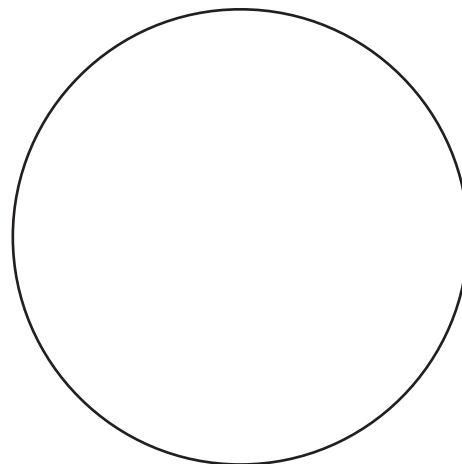
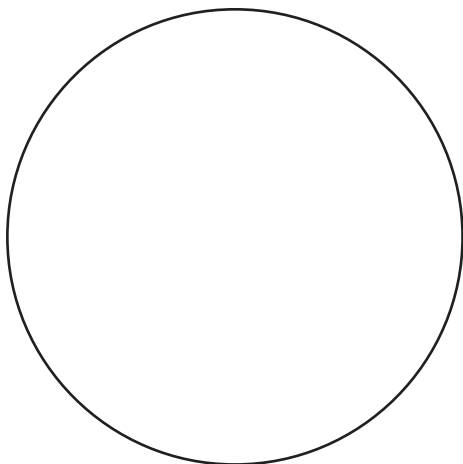
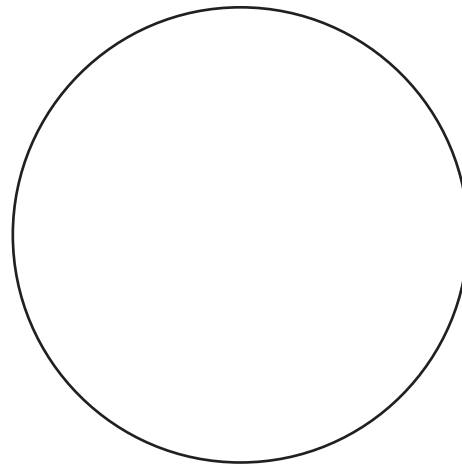
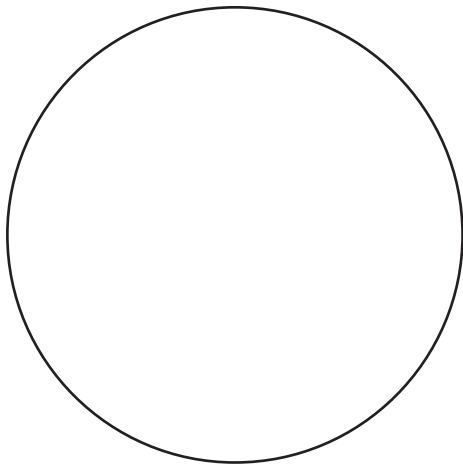
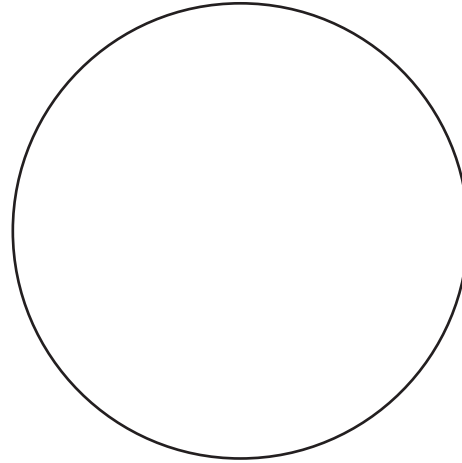
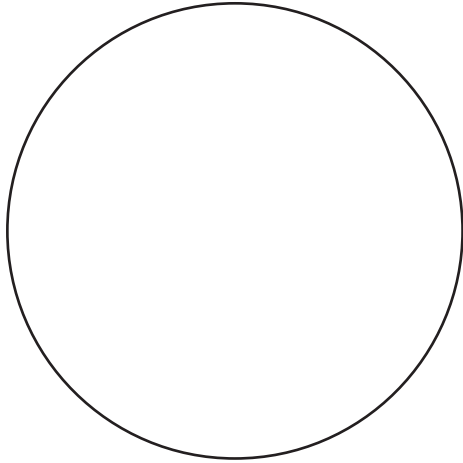
V. 012



blank multiple meaning bugs work board







blank meaning word circles



### Four Square Vocabulary Map



#### Objective

The student will identify antonyms.



#### Materials

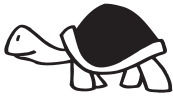
- ▶ Information books about a content topic
- ▶ Index card(s)  
*Select target vocabulary word(s).*  
*Write the target word(s) on the index card(s).*
- ▶ Student sheet
- ▶ Picture dictionary
- ▶ Pencil



#### Activity

Students describe a vocabulary word using a four square map.

1. Place books, index cards, and picture dictionary at the center. Provide the student with a student sheet.
2. The student writes the vocabulary word and draws an illustration depicting the word in the upper left-hand section of the map.
3. Completes the map by answering the questions in each box. Uses books or dictionary, if necessary.
4. Teacher evaluation

<p>Word</p>  <p>turtle</p>	<p>What are some examples?</p> <p>snapping turtle gopher turtle</p>
<p>What is it?</p> <p>A freshwater reptile.</p>	<p>What is it like?</p> <p>It is like a lizard but it has a hard shell on its back.</p>

V.013

Name \_\_\_\_\_

Four-Square Vocabulary Map



#### Extensions and Adaptations

- ▶ Use other vocabulary words.
- ▶ Use other word maps.

Name \_\_\_\_\_

V. 013

Four Square Vocabulary Map

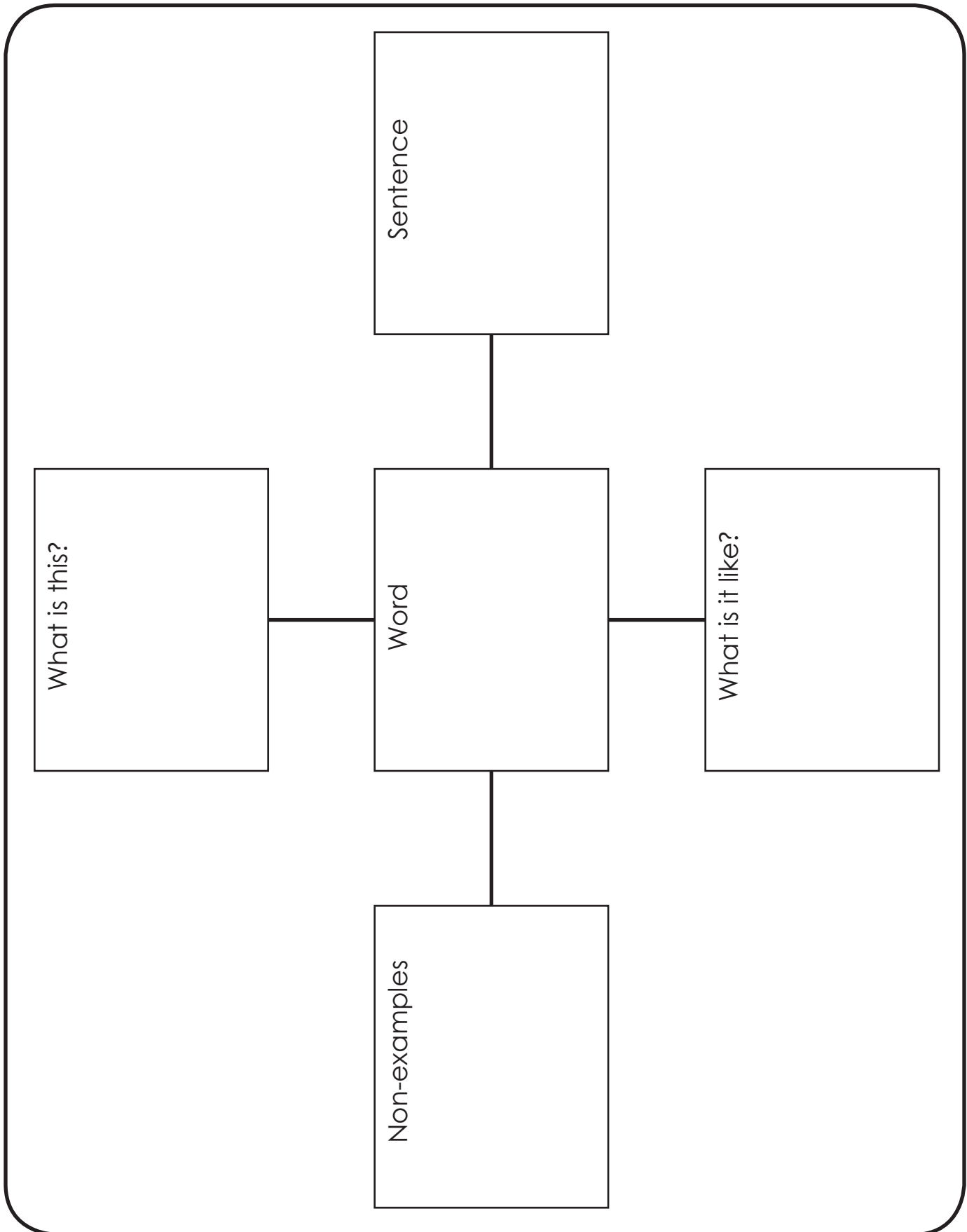
What are some examples?

What is it like?

Word

What is it?

Name \_\_\_\_\_





### Objective

The student will produce the meaning of words.



### Materials

- ▶ Information books about a content topic
- ▶ Student sheet

*Write the target topic or keyword in the center of the map. Write categories or questions in the boxes closest to the center box.*

- ▶ Chart paper
- Select and write words related to the topic on chart paper.*
- ▶ Pencils



### Activity

Students “brainstorm” words related to a topic and record on a semantic map.

1. Place chart paper and books at the center. Provide each student with a student sheet.
2. Students read the keyword and questions on the student sheet. Using the chart paper for ideas, “brainstorm” and write answers to each question.
3. Write descriptive words in boxes extending from question boxes. Use books if necessary.
4. Continue until all boxes are filled.
5. Teacher evaluation

**Name** \_\_\_\_\_  
Semantic Map **V.014**

fur fuzzy swims wet

What does it look like? brown What does it eat? fish

bear

Where does it live? Alaska How does it move?

cold



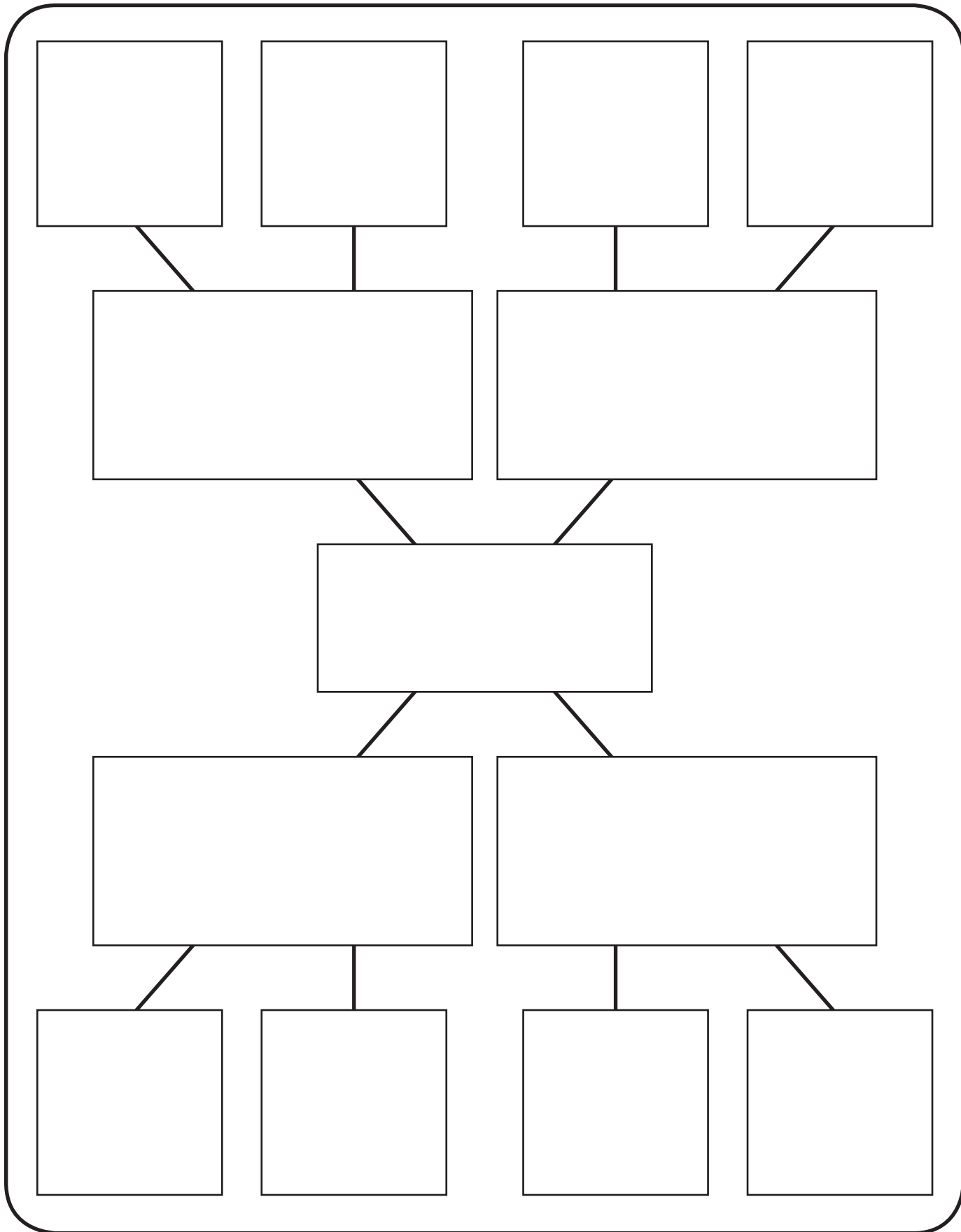
### Extensions and Adaptations

- ▶ Extend boxes on the map to include additional categories and distinguishing features.
- ▶ Make a semantic floor map using index cards as boxes, yarn as lines, and letter tiles as words.

Name \_\_\_\_\_

Semantic Map

V. 014





### Objective

The student will produce the meaning of words.



### Materials

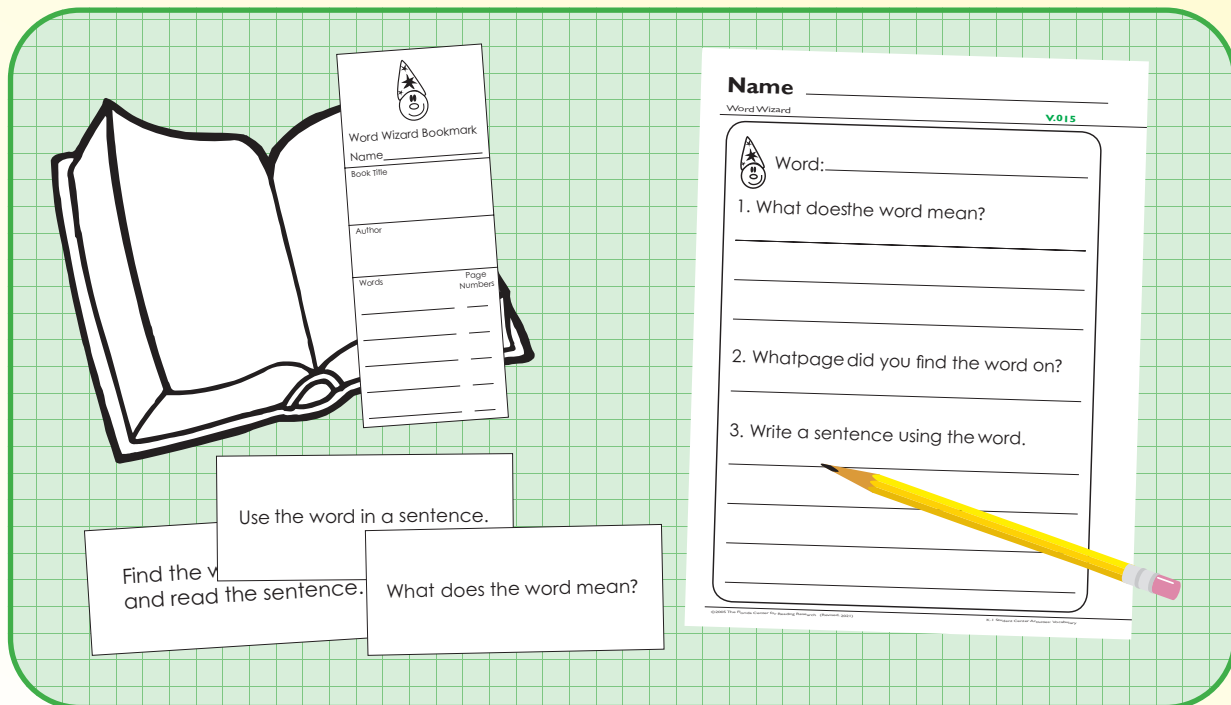
- ▶ Information books about a content topic
- ▶ Word Wizard bookmarks
- ▶ Word Wizard cards
- ▶ Student sheet
- ▶ Pencils



### Activity

**Students find, record, and discuss words of interest in text.**

1. Place books and Word Wizard cards at the center. Provide each student with a Word Wizard bookmark and student sheet.
2. Students write their name, the book title, and author on the Word Wizard bookmark.
3. Read the text, find, and discuss words that are interesting, new, different, unusual, funny, difficult, or important. Record words and page numbers on the Word Wizard bookmark.
4. Taking turns, students read and discuss statements on the Word Wizard cards for each of the words on their bookmarks.
5. Choose one word from the Word Wizard bookmark and complete student sheet.
6. Teacher evaluation



### Extensions and Adaptations

- ▶ Write synonyms and antonyms of selected words.

# Vocabulary

Word Wizard

V. 015



Word Wizard Bookmark  
Name \_\_\_\_\_



Word Wizard Bookmark  
Name \_\_\_\_\_

Book Title

Book Title

Author

Author

Words

Page  
Numbers

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Words

Page  
Numbers

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

word wizard bookmarks





What does the word mean?

Find the word in the text  
and read the sentence.

Use the word in a sentence.



Name \_\_\_\_\_



Word: \_\_\_\_\_

1. What does the word mean?

---

---

---

2. What page did you find the word on?

---

3. Write a sentence using the word.

---

---

---

---



### Objective

The student will produce the meaning of words.

### Materials

▶ Information books about a content topic

▶ Index cards

*Write four-to-six target vocabulary words on cards. Provide page numbers where the word can be found in books.*

▶ Word-O-Nary cards

▶ Picture dictionary

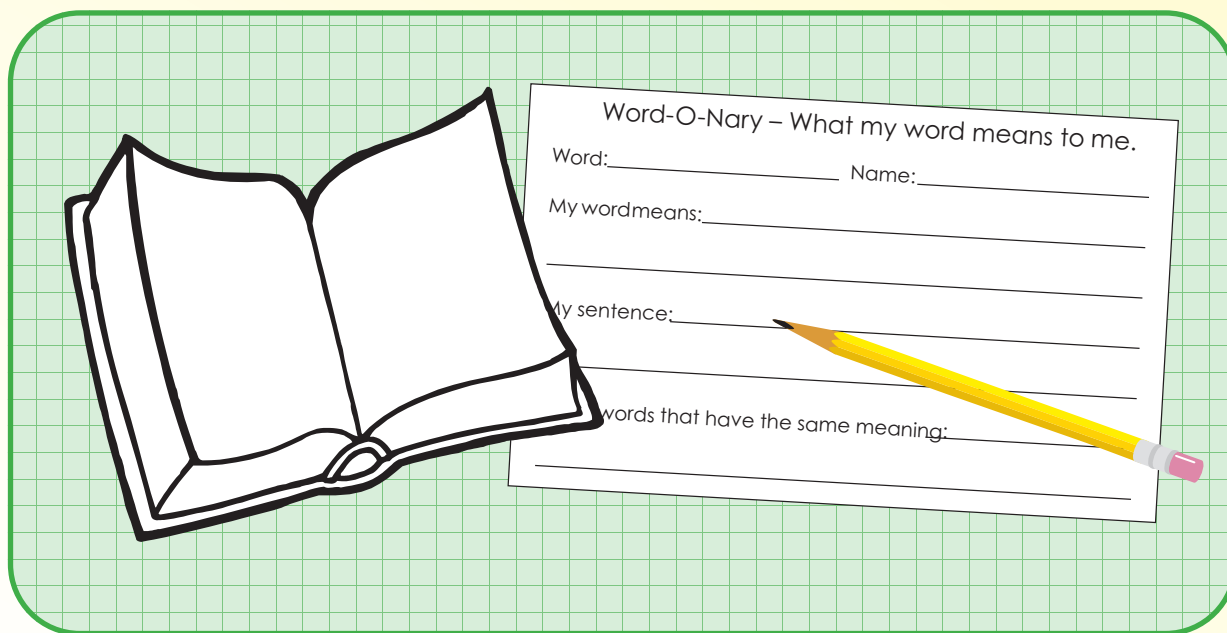
▶ Stapler

▶ Pencils

### Activity

**Students write simple explanations, sentences, and synonyms of words.**

1. Place books, index cards, picture dictionary, and stapler at the center. Provide each student with four-to-six Word-O-Nary cards.
2. Taking turns, students select an index card, read the word, and write it on the Word-O-Nary card.
3. Review the word in the text and dictionary and complete the Word-O-Nary card.
4. Continue until a Word-O-Nary card is completed for each of the vocabulary words.
5. Staple cards together to make a “Word-O-Nary.”
6. Teacher evaluation



### Extensions and Adaptations

- ▶ Make a class “Word-O-Nary.”

# Vocabulary

Word-O-Nary

V. 016

Word-O-Nary – What my word means to me.

Word: \_\_\_\_\_ Name: \_\_\_\_\_

My word means: \_\_\_\_\_

\_\_\_\_\_

My sentence: \_\_\_\_\_

\_\_\_\_\_

Other words that have the same meaning: \_\_\_\_\_

\_\_\_\_\_



Word-O-Nary – What my word means to me.

Word: \_\_\_\_\_ Name: \_\_\_\_\_

My word means: \_\_\_\_\_

\_\_\_\_\_

My sentence: \_\_\_\_\_

\_\_\_\_\_

Other words that have the same meaning: \_\_\_\_\_

\_\_\_\_\_





### Objective

The student will sort words by categories.

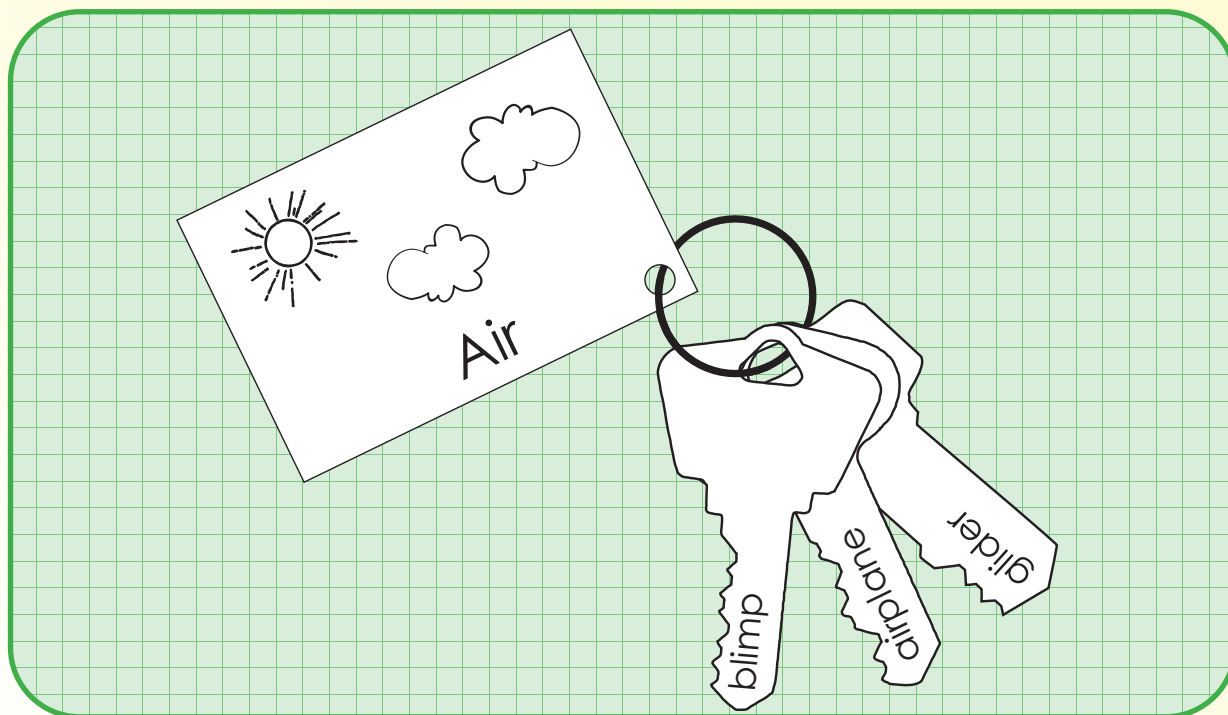
### Materials

- ▶ Transportation category cards  
*Copy on card stock, laminate, hole punch, and cut.*
- ▶ Word keys  
*Copy on card stock, laminate, hole punch, and cut.*
- ▶ Key rings or book rings

### Activity

**Students sort transportation words into categories and group on key rings.**

1. Place the transportation category cards face up in a row and the key rings at the center. Place the word keys face down in a stack.
2. Taking turns, the students select and read the category cards, and place each on a separate key ring.
3. Select a word key, read the word, and place it on the key ring with the corresponding category card (e.g., places the glider key card on the key ring with the air category card).
4. Continue until all word keys are sorted.
5. Peer evaluation



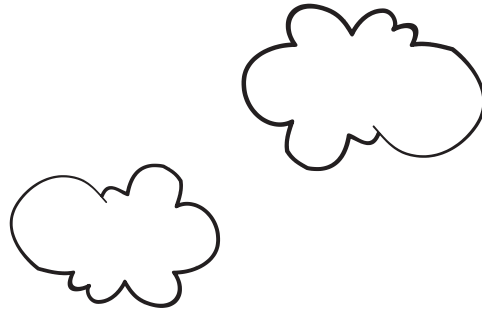
### Extensions and Adaptations

- ▶ Use word keys without category cards and complete an open sort.
- ▶ Use other category cards.

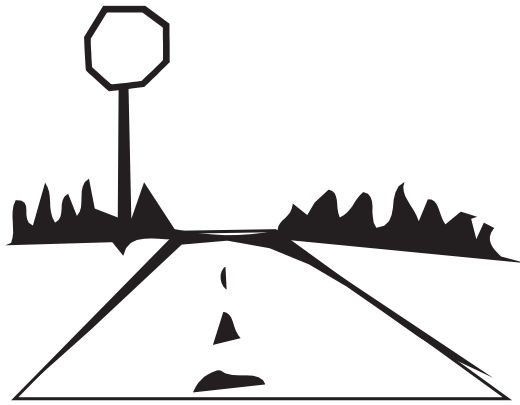
# Vocabulary

Transportation Key Sort

V. 017



Air

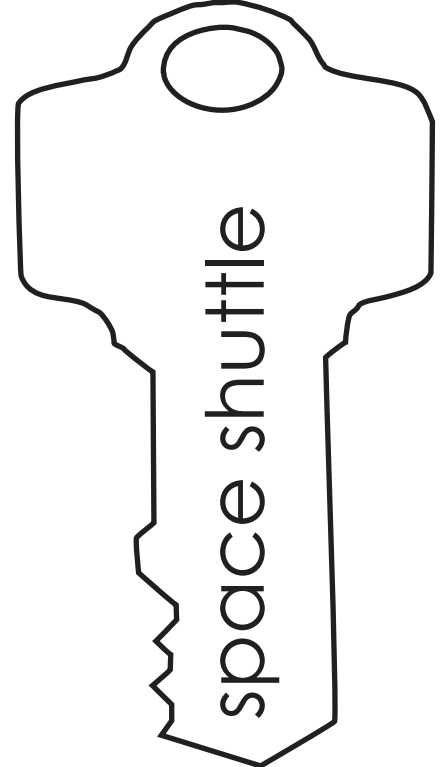
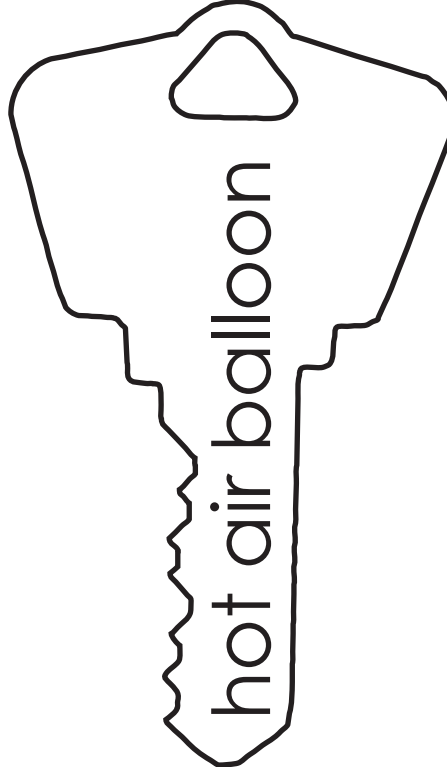
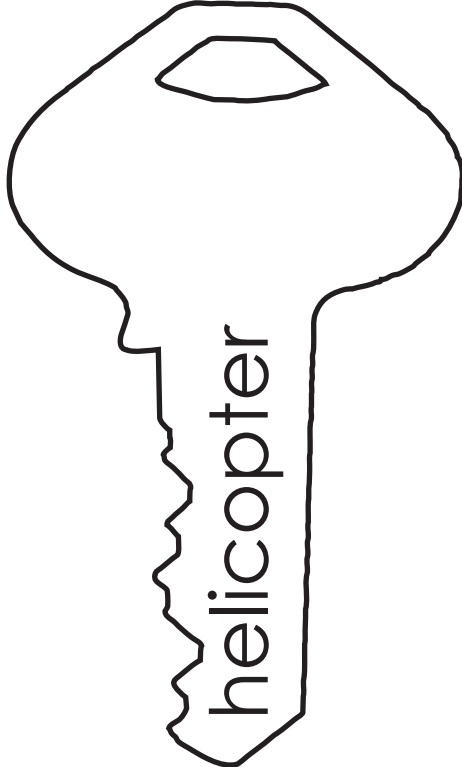
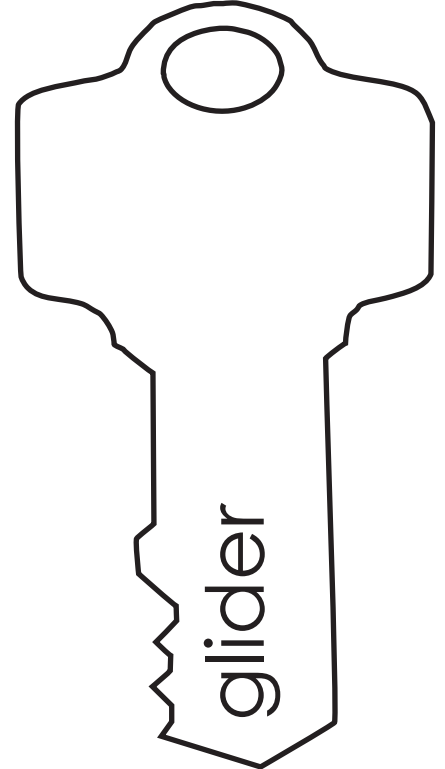
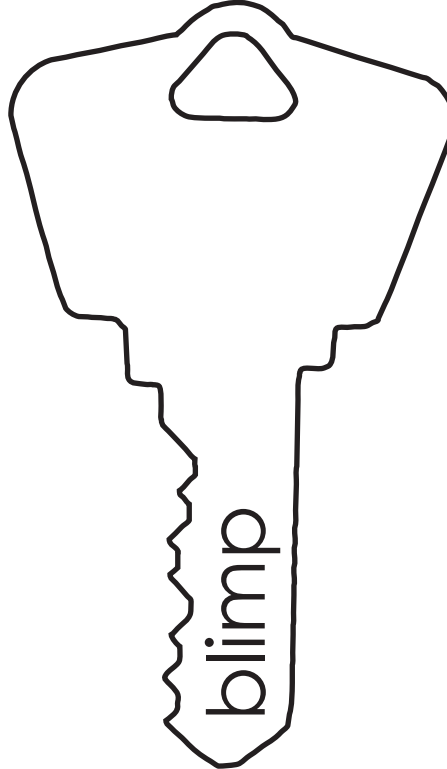
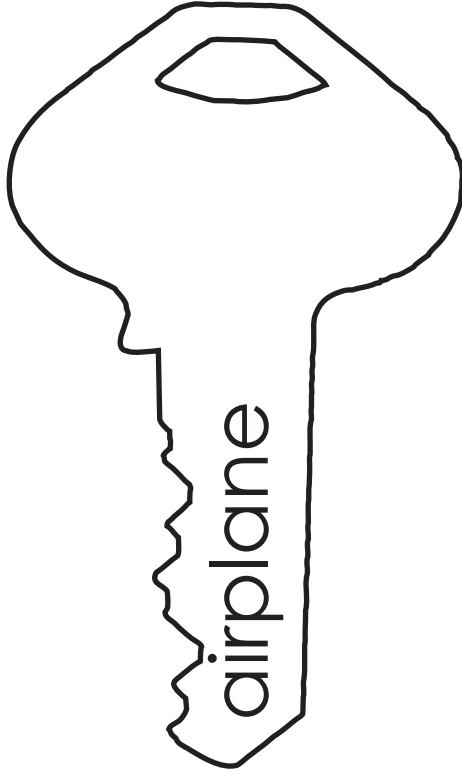


Land



Water

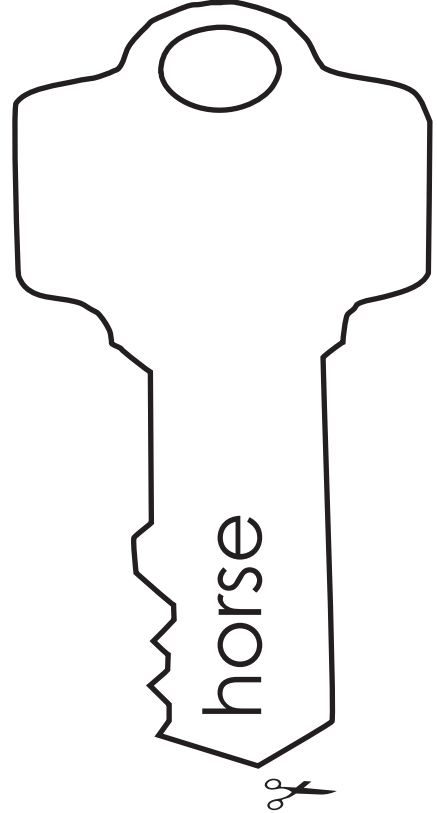
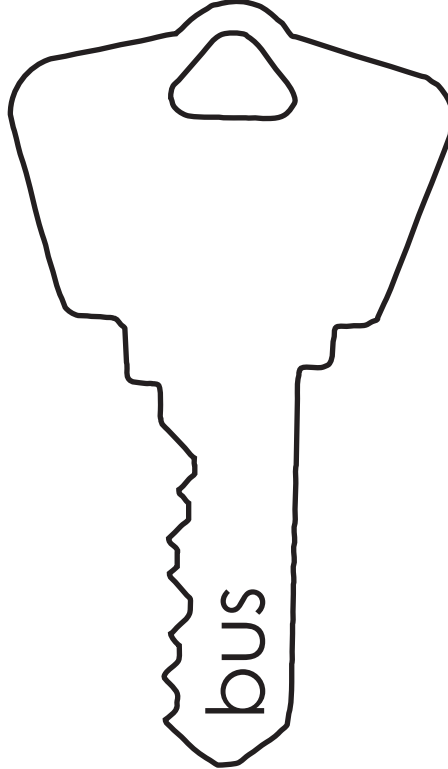
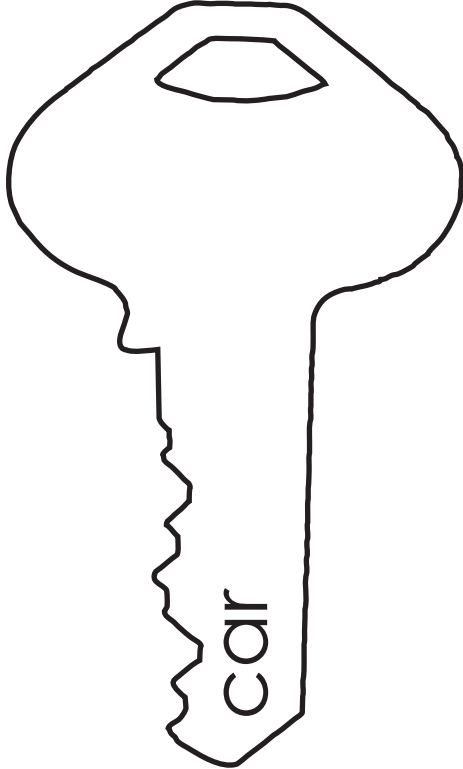
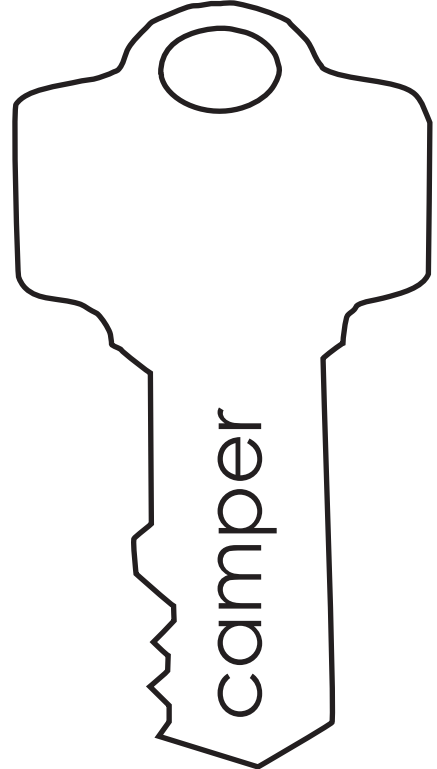
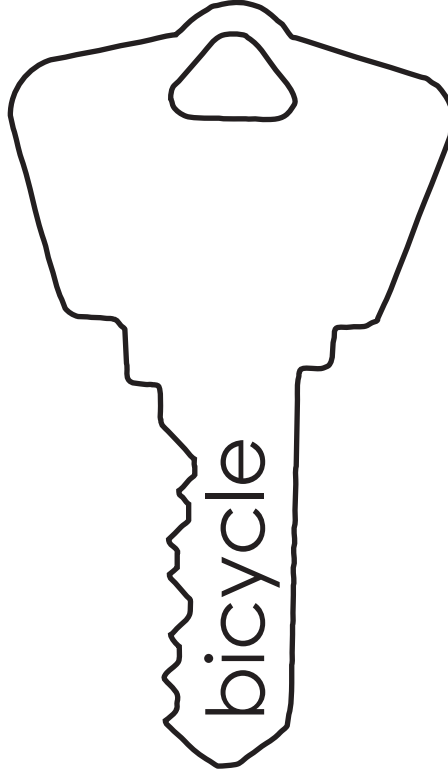
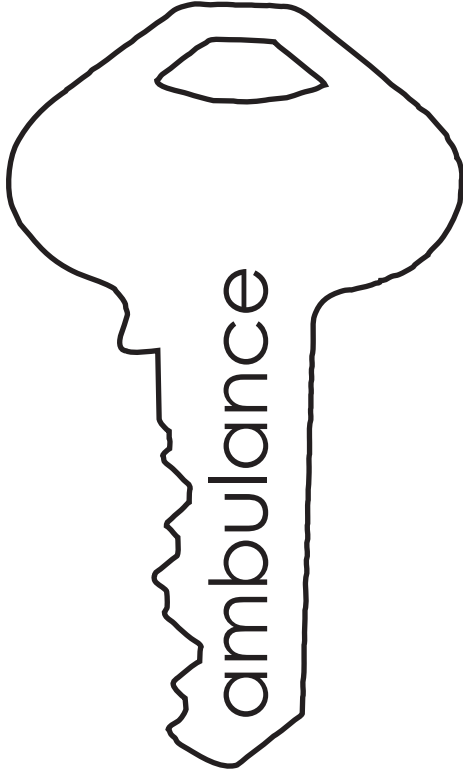
transportation category cards



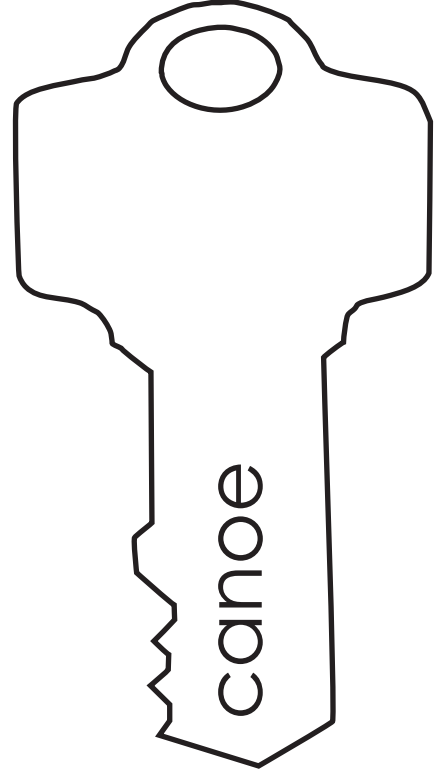
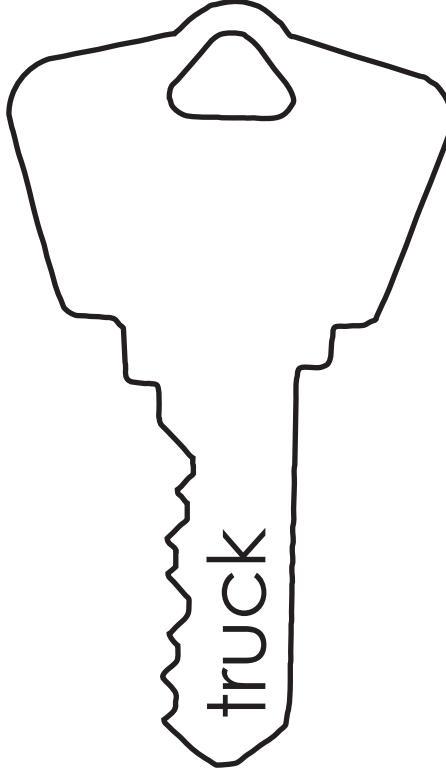
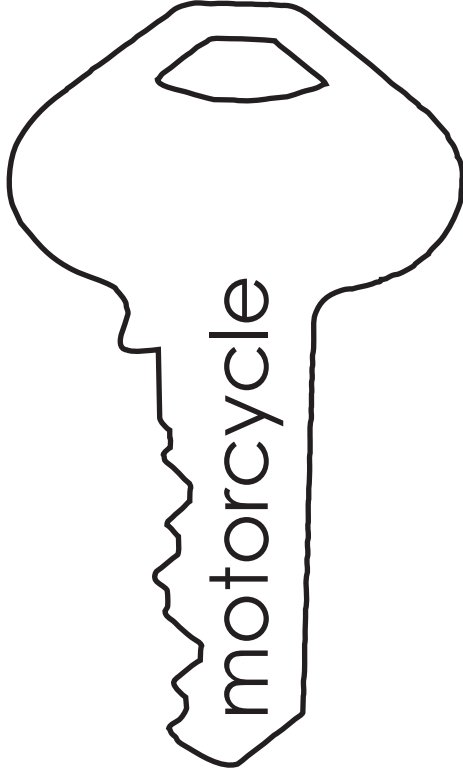
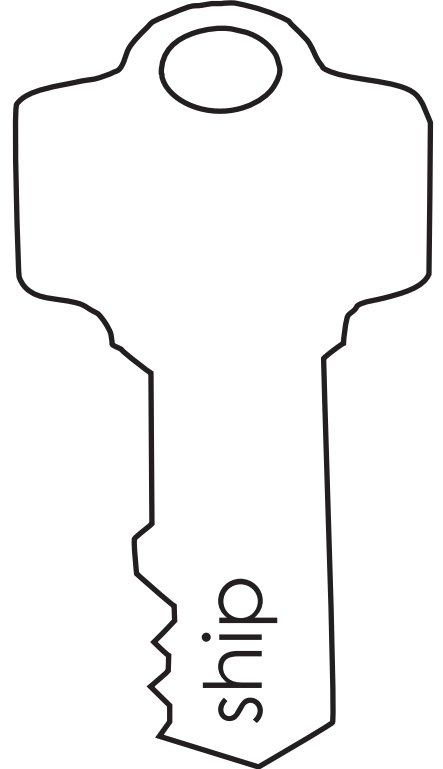
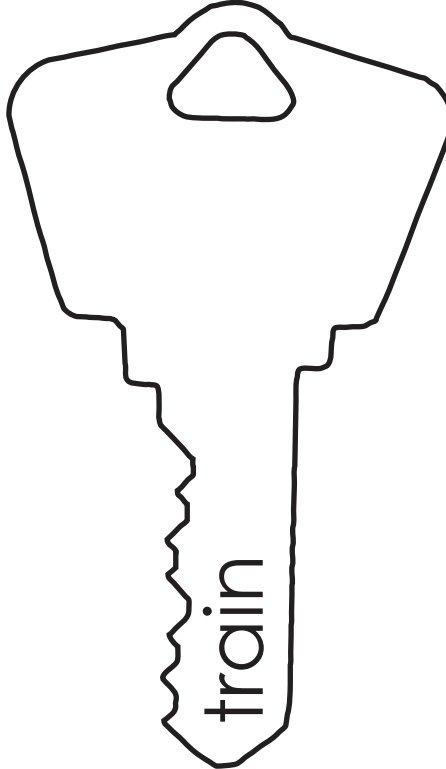
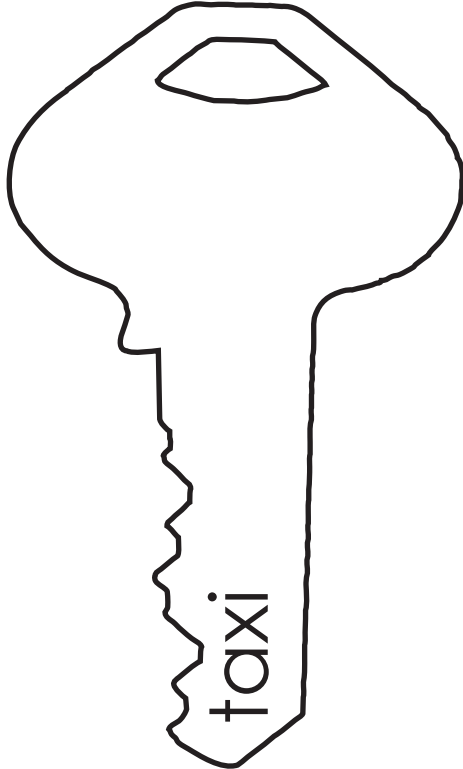
# Vocabulary

Transportation Key Sort

V. 017



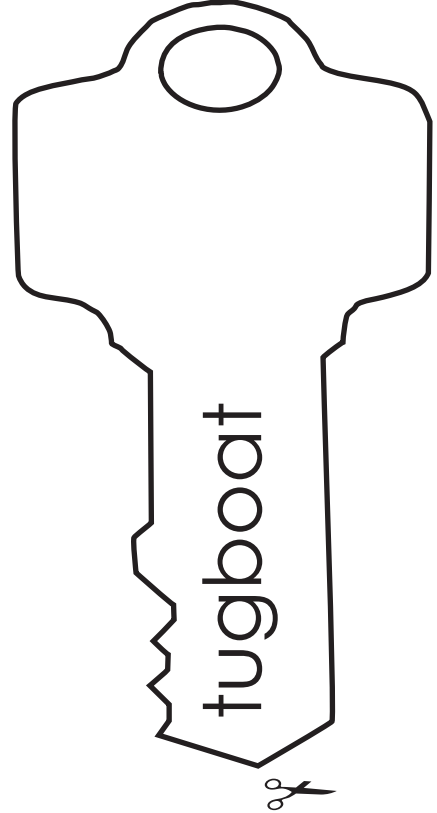
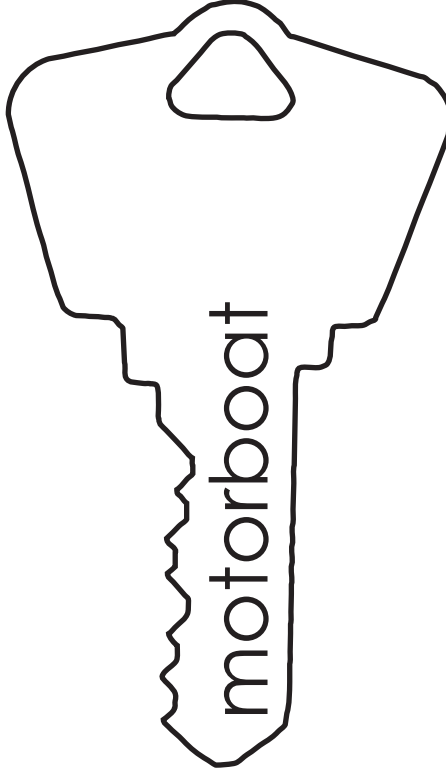
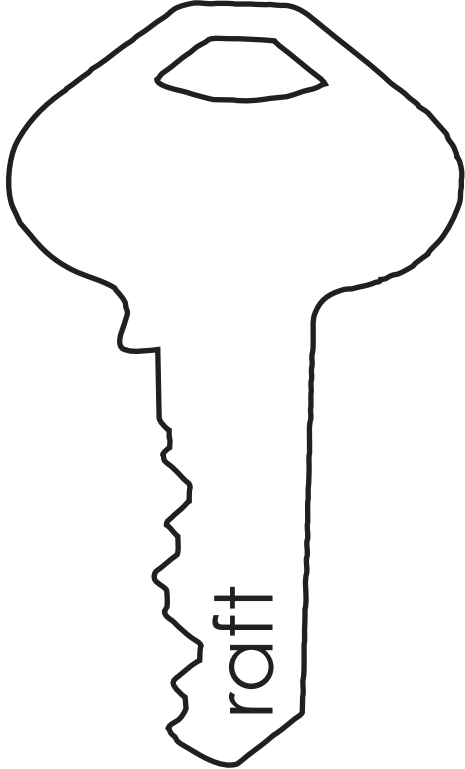
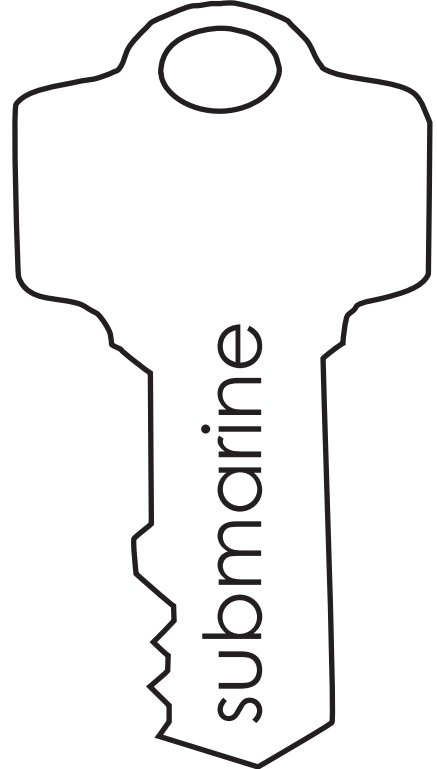
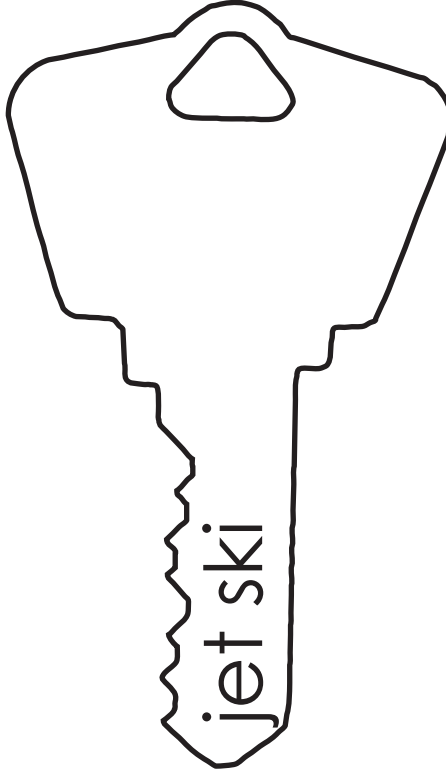
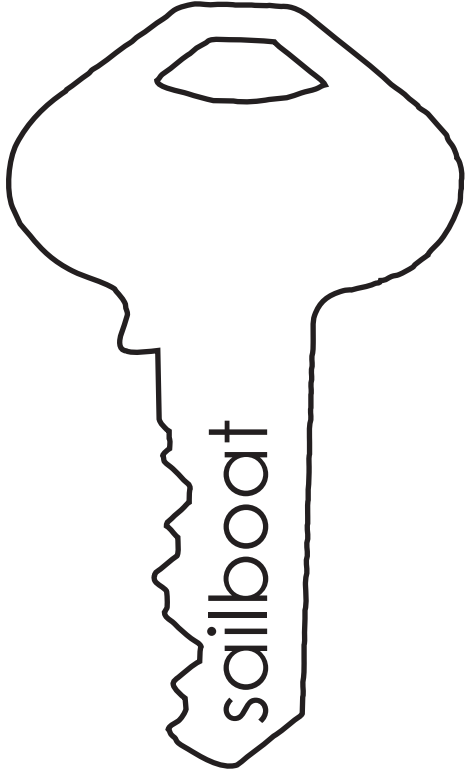




# Vocabulary

Transportation Key Sort

V. 017



word keys

# Vocabulary

V. 017

Transportation Key Sort

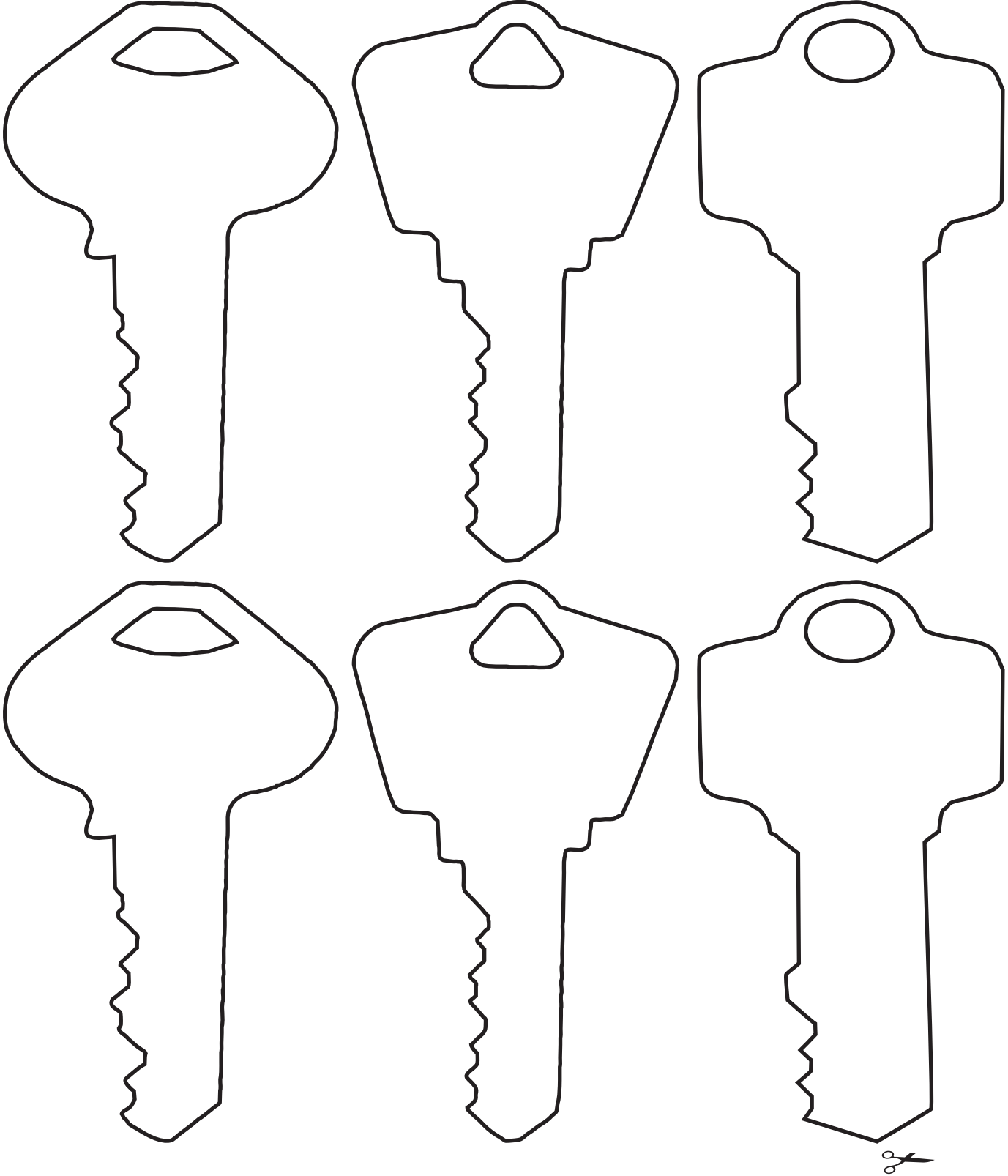

blank category cards



# Vocabulary

Transportation Key Sort

V. 017



blank word keys



#### Objective

The student will sort words by categories.

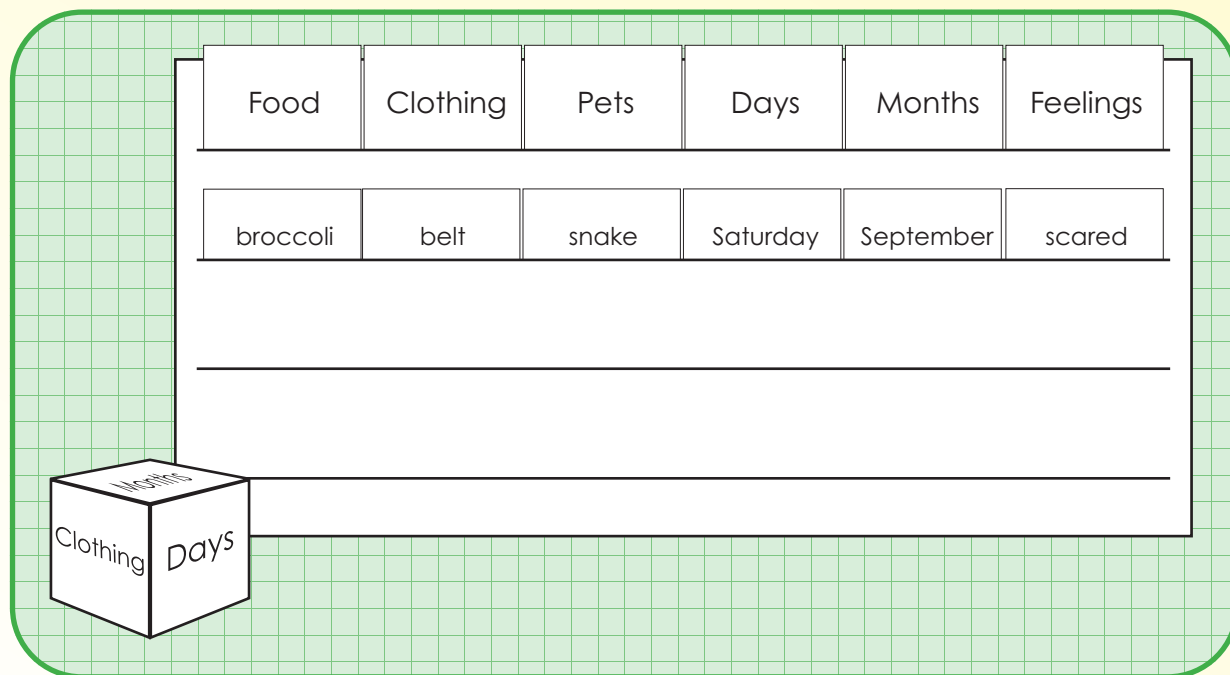
#### Materials

- ▶ Pocket chart
- ▶ Category header cards
- ▶ Category cube
- ▶ *Copy on card stock, laminate, cut, and assemble.*
- ▶ Category word cards

#### Activity

**Students sort words while playing a category cube game.**

1. Place category header cards across the top row of the pocket chart. Place the category word cards face up in rows and the category cube at the center.
2. Taking turns, student one reads the words on the top row of the pocket chart. Student two rolls the category cube, reads the word, selects a word card which belongs in that category, and places it under the corresponding word on the pocket chart (e.g., student two rolls and says the word “food,” then selects the “steak” word card, and places it in the column under “food” on the pocket chart).
3. Continue until all the word cards are sorted.
4. Peer evaluation



#### Extensions and Adaptations

- ▶ Choose a category, draw, and label a picture of each item.
- ▶ Use food category header cards, category spinner, and category word cards to complete another sort.

# Vocabulary

Cube Word Sort

V. 018

Food

header

Clothing

header

Pets

header

Days

header

Months

header

Feelings

header

category header cards





category cube

# Vocabulary

Cube Word Sort

V. 018

bread

steak

peas

corn

potato

lettuce

peaches

broccoli

category word cards





hat

shoes

pants

shirt

socks

belt

dress

coat



# Vocabulary

Cube Word Sort

V. 018

cat

dog

bird

hamster

fish

gerbil

horse

snake

category word cards



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



# Vocabulary

Cube Word Sort

V. 018

January

February

March

April

May

June

July

August

category word cards



September

October

November

December



# Vocabulary

Cube Word Sort

V. 018

happy

sad

angry

scared

excited

proud

shy

delighted

category word cards



Fruits

header

Vegetables

header

Meat and  
Beans

header

Grains

header

Oils

header

Milk

header

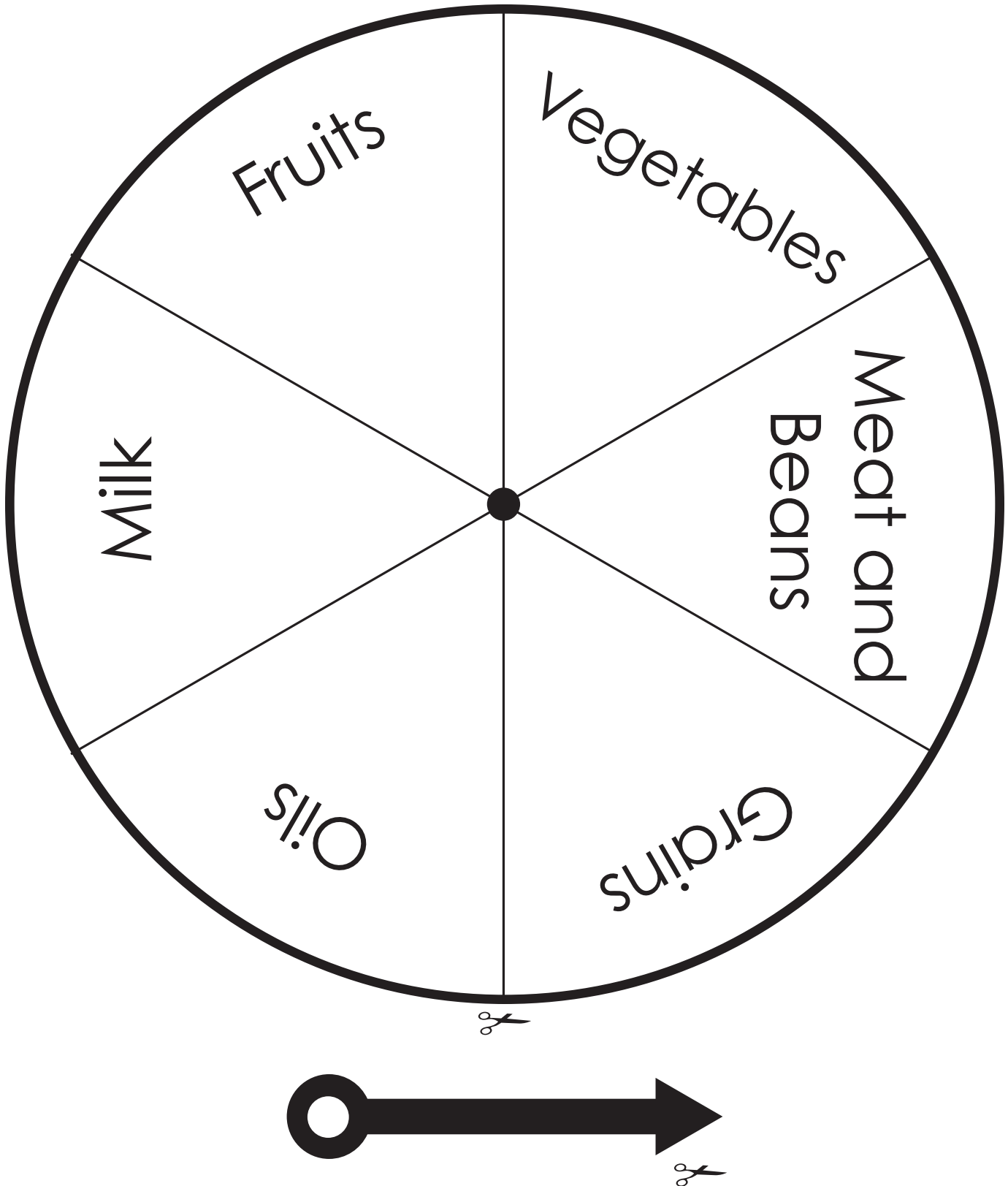
category header cards



# Vocabulary

Cube Word Sort

V. 018



category spinner



sunflower oil

yogurt

cheese

ice cream

soy beans

strawberries

beef

cottonseed  
oil



# Vocabulary

Cube Word Sort

V. 018

fish

chocolate  
milk

bread

lima beans

broccoli

carrots

potatoes

spinach

category word cards



cabbage

oatmeal

apples

bananas

brown rice

grapes





### Category-Ring



#### Objective

The student will identify and sort words by categories.



#### Materials

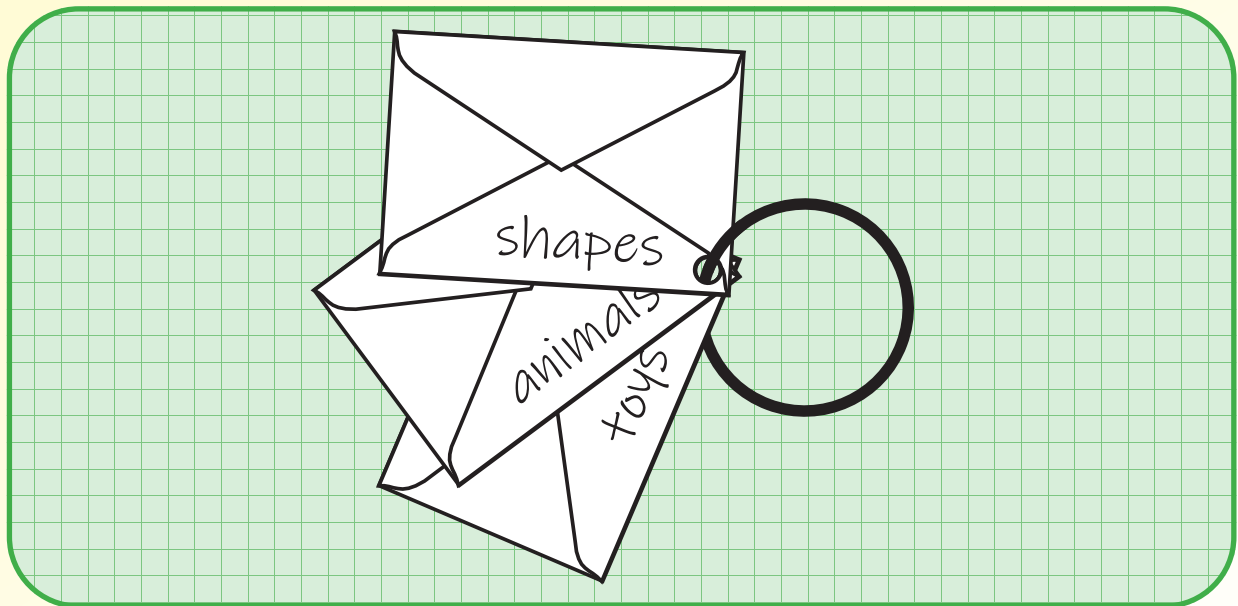
- ▶ Picture dictionary
- ▶ Letter or legal size envelopes  
*Choose categories and label three of the envelopes to use as a model (e.g., shapes, animals, toys).  
Punch holes in one corner of the remaining envelopes.*
- ▶ Index cards
- ▶ Book ring
- ▶ Pencil



#### Activity

**Students sort words found in the dictionary into categories.**

1. Place picture dictionary and model envelopes at the center. Provide the student with three plain envelopes, index cards, and a book ring.
2. The student reads and copies each of the words from the model envelopes onto each of his three plain envelopes (e.g., shapes, animals, toys).
3. Uses the picture dictionary to find words for each category (e.g., square, cat, ball). Writes the selected words on index cards.
4. Continues until there are at least five cards for each category.
5. Sorts each card into the corresponding category envelope. Puts the envelopes on a book ring.
6. Teacher evaluation



#### Extensions and Adaptations

- ▶ Use index cards in an open sort.
- ▶ Draw pictures to use as cues on each card.
- ▶ Use magazines and catalogs to find words for categories.
- ▶ Share with a partner and add new words to the envelopes.



## V. 020



### Objective

The student will identify similarities and differences between the meanings of words.



### Materials

- ▶ Word strips  
*Copy on card stock, laminate, cut, and assemble.*
- ▶ Student sheet
- ▶ Pencil



### Activity

**Students compare similar words, distinguish features, and record shared attributes.**

1. Place word strips in a stack face down at the center. Provide the student with a student sheet.
2. The student selects a strip and reads the three words (e.g., “ballet, soccer, football”).
3. Determines which two words are similar and why (e.g., “soccer and football are both played using a ball”).
4. Writes the two similar words in the boxes on the student sheet (e.g., soccer/football) and writes the shared attribute beside the words (e.g., ball or games played with a ball.).
5. Continues until student sheet is complete.
6. Teacher evaluation

Name _____		V.020
Word Connections		
soccer	football	games played with a ball



### Extensions and Adaptations

- ▶ Write the word that is different on the back of the student sheet along with a word that shares a similar attribute.

# Vocabulary

Word Connections

V. 020

ballet

soccer

football

car

bike

boat

house

yard

building

lion

dog

cat

apple

broccoli

peach

blouse

shirt

shoes

pot

bowl

plate

tree

bush

sidewalk

lamp

flashlight

sun

chair

couch

table

word strips



Name \_\_\_\_\_

V. 020

Word Connections

		_____
		_____
		_____
		_____
		_____
		_____
		_____
		_____
		_____
		_____
		_____



### Same and Different

#### Objective

The student will identify similarities and differences between the meanings of words.

#### Materials

- ▶ Information books about a content topic
- ▶ Vocabulary word cards
- ▶ *Choose a target word pair or use vocabulary from a content topic.*
- ▶ Student sheet
- ▶ Pencil

#### Activity

**Students compare and contrast words using a Venn Diagram.**

1. Place vocabulary word cards and books at the center. Provide the student with a student sheet.
2. The student reads the words and writes them in each of the boxes on the student sheet.
3. Writes attributes that are shared by both words in the overlapping area of the circles on the Venn Diagram. Writes attributes which are unique to just one of the topics in the corresponding circle. Uses books if necessary.
4. Continues until there are at least three attributes in each of the three sections of the Venn Diagram.
5. Teacher evaluation

Topics: alligator shark

lake water ocean

Name \_\_\_\_\_

Same and Different

V.021

#### Extensions and Adaptations

- ▶ Use other target word cards to compare and contrast.
- ▶ Compare and contrast attributes of classroom objects.



alligator	shark
frog	toad
insect	spider
city	farm
home	school
car	bike



Name \_\_\_\_\_

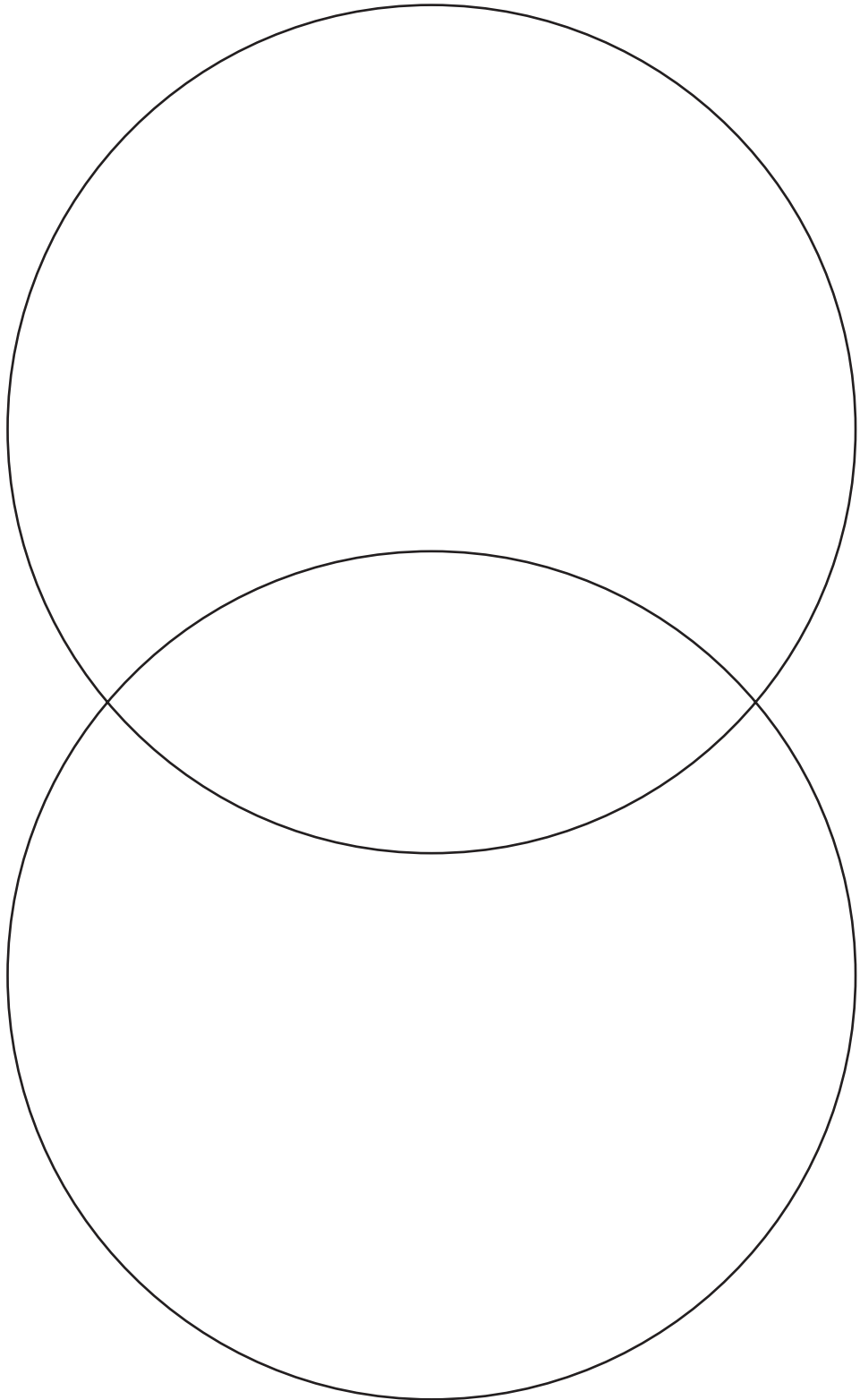
Same and Different

V. 021

Blank rectangular box for writing.

Blank rectangular box for writing.

Topics:





# Vocabulary

V. 022

Word Analysis

Semantic Feature Analysis

## Objective

The student will identify similarities and differences between the meanings of words.







## Materials

- ▶ Information books about a content topic
- ▶ Student sheet
- ▶ Pencil

## Activity

Students identify the features that distinguish one word from another by completing a semantic feature analysis grid.

1. Place books at the center. Provide the student with a student sheet.
2. The student says the name of the first picture in the left column (i.e., “cat”) and reads the words across the top row (attributes). Places a check in each attribute box that applies to the word (i.e., cat: fur, tail eyes). Use books if necessary.
3. Continues down the grid until all categories and attributes are compared and student sheet is complete.
4. Teacher evaluation

	scales	feathers	gills	fur	tail	eyes	shell
				✓	✓	✓	
							
							
							
							
							

Name \_\_\_\_\_

Semantic Feature Analysis

V.022







## Extensions and Adaptations

- ▶ Make a large floor graph using masking tape as lines to compare distinguishing features (attributes) of objects (e.g., mittens, shoes, buttons, or toys).
- ▶ Make and use a semantic feature analysis grid for other words.

# Name \_\_\_\_\_

## Semantic Feature Analysis

V. 022

shell						
eyes						
tail						
fur						
gills						
feathers						
scales						
						

Name \_\_\_\_\_

V. 022

Semantic Feature Analysis




### Another Word

#### **Objective**

The student will identify antonyms in context.

#### **Materials**

- ▶ Sentence strips  
*Copy on card stock, laminate, and cut apart.*
- ▶ Antonym word cards  
*Copy on card stock, laminate, and cut apart.*

#### **Activity**

**Students exchange antonyms for the underlined word in sentences.**

1. Place sentence strips face down in a stack and antonym word cards face up in rows on a flat surface.
2. Working in pairs, student one selects a sentence, reads it, and repeats the underlined word (e.g., “It is cold outside today. Cold”).
3. Student two reads the word cards, finds the antonym for the underlined word, places it over the underlined word, and reads the new sentence (i.e., “It is hot outside today”).
4. Reverse roles and continue until all the antonyms are correctly matched to sentences.
5. Peer evaluation

It is cold outside today.



hot

#### **Extensions and Adaptations**

- ▶ Use synonyms to change words in sentences.
- ▶ Make other sentences, antonym, and synonym word cards.

Sam was happy when he got his new puppy.

My homework was very easy.

I helped my friend carry a heavy package.

It is cold outside today.

Sometimes my classroom is very noisy.



# Vocabulary

Another Word

V. 023

The candy tastes sweet.

My jump rope is too long.

I watched the beautiful sunrise.

I saw a big dog running in the park.

hot

short

sad

sour

little

light

quiet

sunset

hard

sentence strips and antonym word cards





glad

simple

hefty

chilly

loud

sugary

lengthy

dawn

huge





### Word Fill-In



#### Objective

The student will identify and sort words by categories.



#### Materials

- ▶ Sentence strips

*Write sentences using selected target vocabulary with one word missing. For example, Mary brushed her \_\_\_\_\_ before she went to bed.*

- ▶ Index cards or construction paper rectangles

*Write the missing words from the sentences on the cards.*



#### Activity

**Students choose words to complete sentences.**

1. Place sentence strips face down in a stack and index cards face up in rows on a flat surface.
2. Taking turns, student one selects a sentence, and reads it saying “blank” for the missing word.
3. Student two reads the index cards, finds the missing word, places it over the blank, and reads the sentence.
4. Reverse roles and continue until all the words are correctly matched to sentences.
5. Peer evaluation

The diagram shows a green arrow pointing from a rectangular card with the word "truck" written on it to a larger rectangular sentence strip. The sentence strip has the text "The big red" on the top line, a blank space on the bottom line, and "went down the road." on the line below that. The entire scene is set against a green grid background.



#### Extensions and Adaptations

- ▶ Make other word cards that complete the sentences. For example, The big red car went down the road.
- ▶ Use other sentence and word cards.

We must \_\_\_\_\_  
so we don't miss  
the bus.

He was \_\_\_\_\_  
to be in the  
parade.

Mary brushed her \_\_\_\_\_  
before going  
to bed.

All the students  
were in school.  
No one was \_\_\_\_\_.



# Vocabulary

Word Fill-In

V. 024

The jar was \_\_\_\_\_,  
but we filled it  
up quickly with  
cookies.

She \_\_\_\_\_  
at the funny joke.

Everyone makes  
mistakes. No one is  
\_\_\_\_\_.

My brother is \_\_\_\_\_  
than me. I am  
ten and he is  
twelve.

sentence cards



teeth

hurry

absent

excited

perfect

empty

older

laughed





If the Word Fits



### Objective

The student will identify the meaning of words in context.



### Materials

- ▶ Sentence cards

*If words in this activity are not appropriate for your students, make and use sentence cards that are more applicable.*

*Note: The first underlined word is the target word and the second underlined word is the answer.*

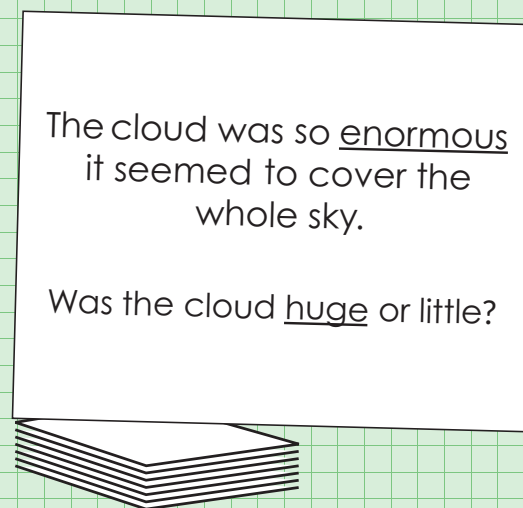


### Activity

**Students identify the meaning of target words by using the context of the sentence.**

1. Place sentence cards face down in a stack at the center.
2. Working in pairs, student one selects the top card from the stack and reads the sentence to student two without showing the card (e.g., “The cloud was so enormous it seemed to cover the whole sky. Was it huge or little?”).
3. Student two states the answer (i.e., “it was huge”). Student one checks to see if the answer is correct by looking at the second underlined word or phrase.
4. If correct, student one gives the card to student two. If incorrect, student one states the correct answer, shows the card to student two, and places it at the bottom of the stack.
5. Reverse roles and continue until all cards are read.
6. Peer evaluation

“The cloud was so enormous that it seemed to cover the whole sky. Was the cloud huge or little?”



### Extensions and Adaptations

- ▶ Make and use other sentence cards.

<p>The cat was very <u>curious</u> and tried to discover what was making the noise.</p> <p>Did the cat <u>want to find out</u> what was making the noise or want to go to sleep?</p>	<p>The cloud was so <u>enormous</u> it seemed to cover the whole sky.</p> <p>Was the cloud <u>huge</u> or little?</p>
<p>The bike <u>gained</u> speed as it went down the hill.</p> <p>Did the bike lose or <u>add</u> speed?</p>	<p>I can't find my dog. He just <u>disappeared</u>.</p> <p>Is the dog eating or <u>unable to be seen</u>?</p>



# Vocabulary

If the Word Fits

V. 025

The girl's reply to the question was right.

Did she repeat or answer the question?

He was eager to go downstairs and open his gifts.

Was he scared or excited?

Autumn is the season before winter when the weather turns cooler.

Is the season fall or spring?

sentence cards





# Vocabulary

V. 025

If the Word Fits


blank cards





## Objective

The student will identify key parts of the text.

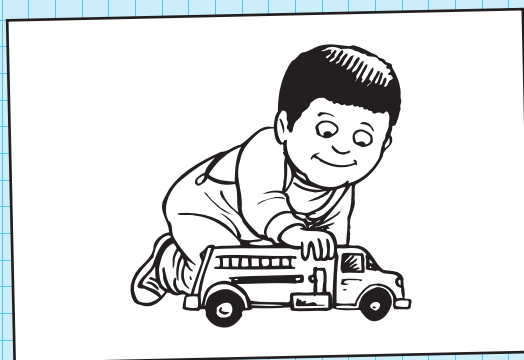
## Materials

- ▶ Pocket chart
- ▶ Picture cards  
*Use picture cards from core curriculum reading program or print media.*
- ▶ Sentence strips  
*Write sentences that describe the pictures.*

## Activity

**Students match sentences which describe pictures on a pocket chart.**

1. Place picture cards vertically down the left side of the pocket chart. Place sentence strips face down in a stack.
2. Taking turns, students select a sentence strip and read it.
3. Determine which picture on the pocket chart corresponds to the sentence and place the sentence strip next to that picture.
4. Continue until all sentences and pictures are matched.
5. Peer evaluation



The boy is playing with a fire truck.

## Extensions and Adaptations

- ▶ Extend the sentences using descriptive words.
- ▶ Write other sentences to match pictures.
- ▶ Make and use other picture cards and sentence strips.



### Name That Rhyme



#### Objective

The student will identify the meaning of a sentence.



#### Materials

- ▶ Nursery rhyme title cards
- ▶ Nursery rhyme event sentence strips



#### Activity

**Students match nursery rhyme sentences to related titles.**

1. Place nursery rhyme title cards face up in rows. Place nursery rhyme event sentence strips face down in a stack.
2. Taking turns, students select a nursery rhyme event sentence strip and read it aloud (e.g., “The cow jumped over the moon.”).
3. Read each nursery rhyme title card and determine which title corresponds to the sentence (i.e., “Hey Diddle, Diddle”). Place the title card next to that sentence strip.
4. Continue until all nursery rhyme sentence strips are matched with corresponding title cards.
5. Peer evaluation

Hey Diddle  
Diddle

The cow jumped over the moon.



#### Extensions and Adaptations

- ▶ Write and match other sentences from the nursery rhymes.
- ▶ Write and match content area topics with factual sentences.

# Comprehension

C. 002

Name That Rhyme

Little Bo Peep	The Eency, Weency Spider
London Bridge	Twinkle, Twinkle Little Star
Five Little Speckled Frogs	Jack and Jill
Jack Be Nimble	Star Light, Star Bright
Hey Diddle Diddle	Little Boy Blue

nursery rhyme title cards



# Comprehension

Name That Rhyme

C. 002

Leave them alone and they'll all come home.

Down came the rain and washed the spider out.

Build it up with wood and clay.

Shining like a diamond in the sky.

Frogs sit on a hollow log.

nursery rhyme event sentence strips



# Comprehension

C. 002

Name That Rhyme

Jill came tumbling after.

Jack jumped over the candlestick.

I wish I might have the wish I wish tonight.

The cow jumped over the moon.

Come blow your horn.

nursery rhyme event sentence strips





### Sentence Pantomime



#### Objective

The student will identify the meaning of a sentence.



#### Materials

- ▶ Sentence strips



#### Activity

**Students read and pantomime (silently act out) sentences.**

1. Place the sentence strips face up in rows at the center.
2. Taking turns, student one selects a sentence without touching it, reads it silently, and pantomimes the sentence.
3. Student two watches the pantomime, finds, and reads the corresponding sentence aloud.
4. If correct, takes sentence strip. If incorrect, makes another attempt.
5. Continue until all sentences are acted out and identified.
6. Peer evaluation

Pet a cat.

Hold a baby.

Jump two times.

Read a book.

Snap your fingers.

Make a sandwich.



#### Extensions and Adaptations

- ▶ Make and pantomime other sentences.

Make a sandwich.

Snap your fingers.

Jump two times.

Read a book.

Pet a cat.

Hold a baby.





# Comprehension

Sentence Pantomime

C. 003

Blow some bubbles.

Sweep the floor.

Pop a balloon.

Make a pizza.

Button a jacket.

sentence strips





## Objective

The student will identify the meaning of a sentence.

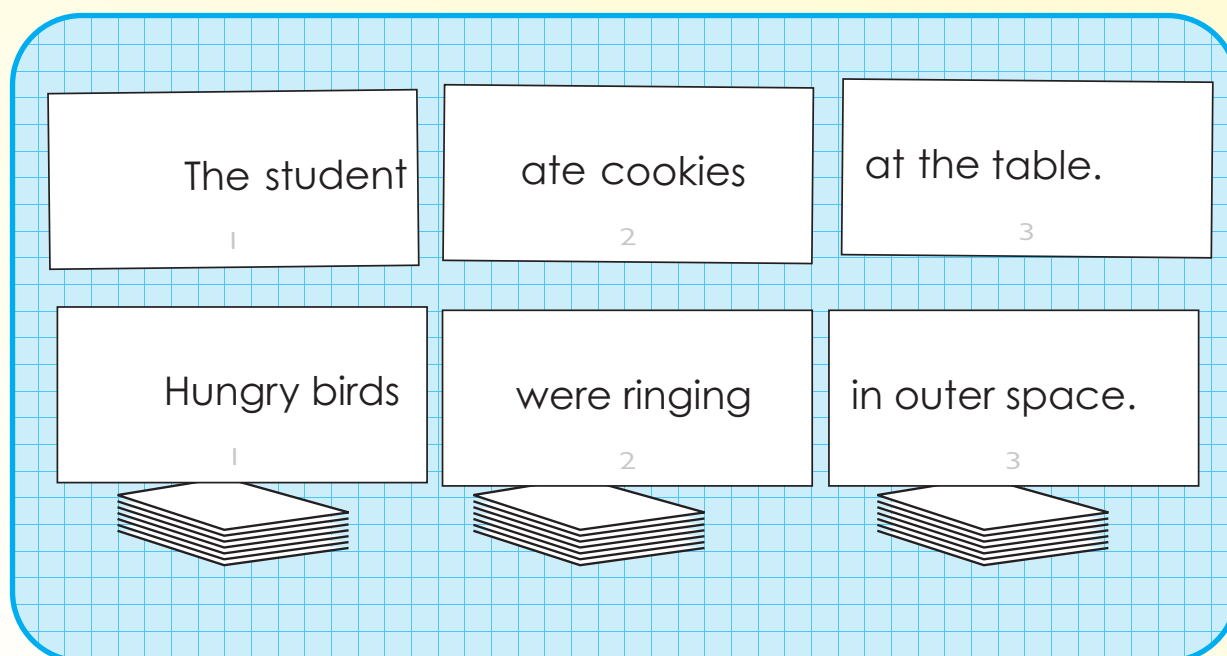
## Materials

- ▶ Sentence strips  
*Cut and sort strips by number.*
- ▶ Student sheet
- ▶ Crayons or markers
- ▶ Pencils

## Activity

**Students arrange groups of words to make a sentence.**

1. Place the sentence strips face down in three separate stacks. Place crayons at the center. Provide each student with a student sheet.
2. Taking turns, students choose one sentence strip from each stack, place the strips in numerical order, read the sentence, and place it aside.
3. Continue making sentences selecting strips from each stack until all strips are used.
4. Select two meaningful and two silly sentences, record, and illustrate on student sheet.  
Place ☺ next to each silly sentence.
5. Teacher evaluation



## Extensions and Adaptations

- ▶ Rearrange strips so that there are no silly sentences.
- ▶ Make other sentence strips and exchange with partner to make sentences.

# Comprehension

Silly Sentence Mix-Up

C. 004

Hungry birds 1	ate worms 2	in the garden. 3
Green frogs 1	hopped softly 2	in the grass. 3
The trains 1	rumble loudly 2	on the tracks. 3
Busy bees 1	buzz loudly 2	on the flowers. 3
The bells 1	were ringing 2	in the tower. 3

sentence strips



# Comprehension

C. 004

Silly Sentence Mix-Up

The boys 1	were swinging 2	at the playground. 3
The student 1	ate cookies 2	at the table. 3
The shuttle 1	flew quickly 2	in outer space. 3
The man 1	rode swiftly 2	on the bike. 3
The girls 1	were jumping 2	in the big puddle. 3

sentence strips



# Name \_\_\_\_\_

Silly Sentence Mix-Up

C. 004

2.	4.
1.	3.



## Objective

The student will produce meaningful sentences.

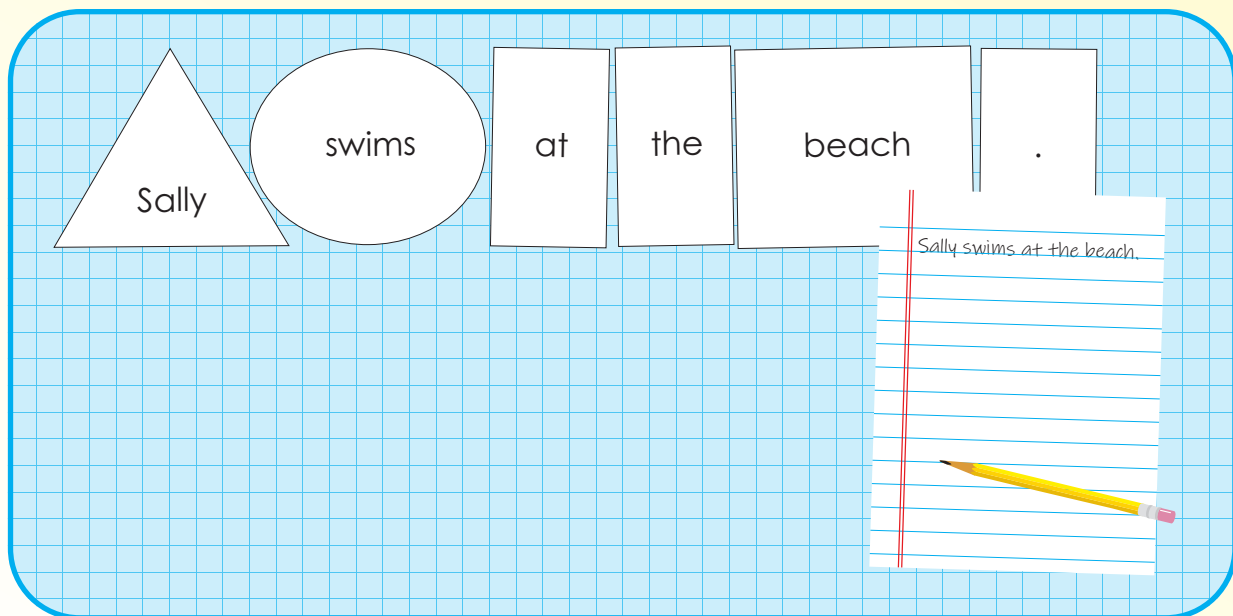
## Materials

- ▶ “Who” word cards
- ▶ “Action” word cards
- ▶ “What” word cards
- ▶ Function word and punctuation cards
- ▶ Paper
- ▶ Pencils

## Activity

**Students make sentences using selected words.**

1. Place the “who,” “action,” and “what” word cards face up in separate stacks. Place the function word and punctuation cards face up in rows. Provide each student with paper.
2. Working in pairs, students select a card from each stack and place them in sentence order (i.e., “who,” “action,” and “what”).
3. Read the words on the cards (e.g., “Sally swims beach”). Identify and insert function words and punctuation cards needed to make a meaningful sentence (e.g., at, the, “.”).
4. Read the sentence (i.e., “Sally swims at the beach.”) and record on paper. If the sentence is silly, put a ☹ next to it.
5. Continue until at least five sentences are recorded.
6. Teacher evaluation



## Extensions and Adaptations

- ▶ Rearrange cards so that there are no silly sentences.
- ▶ Make and use other word cards.

# Comprehension

Build a Sentence

C. 005

Sally

dog

brother

team

dishes

Goldilocks

"who" word cards



swims

chewed

lost

won

fell

broke





# Comprehension

Build a Sentence

C. 005

beach

bone

book

game

shelf

chair

"what" word cards



# Comprehension

C. 005

Build a Sentence

at

a

Her

the

My

his

Our

off

.

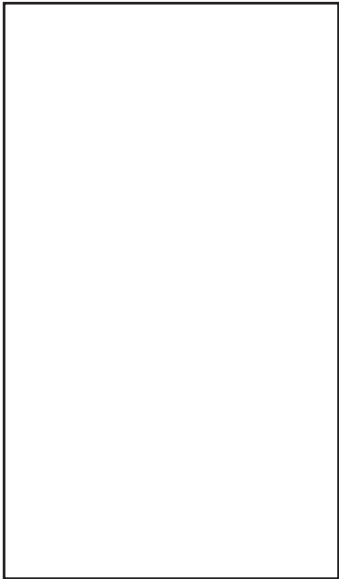
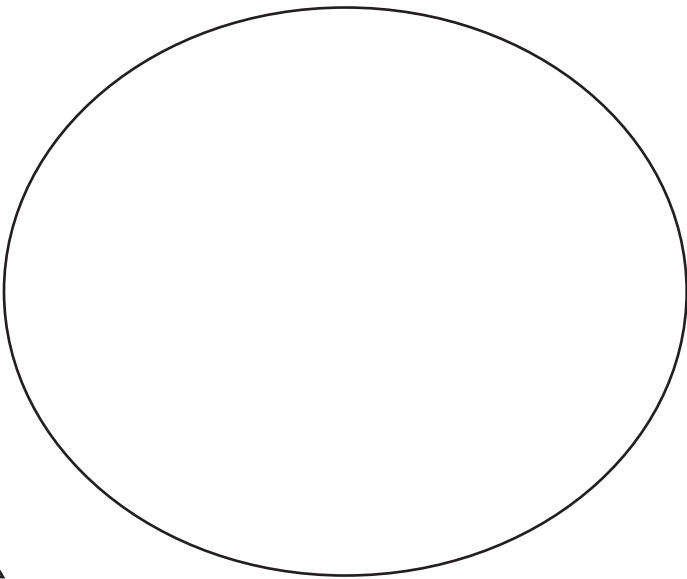
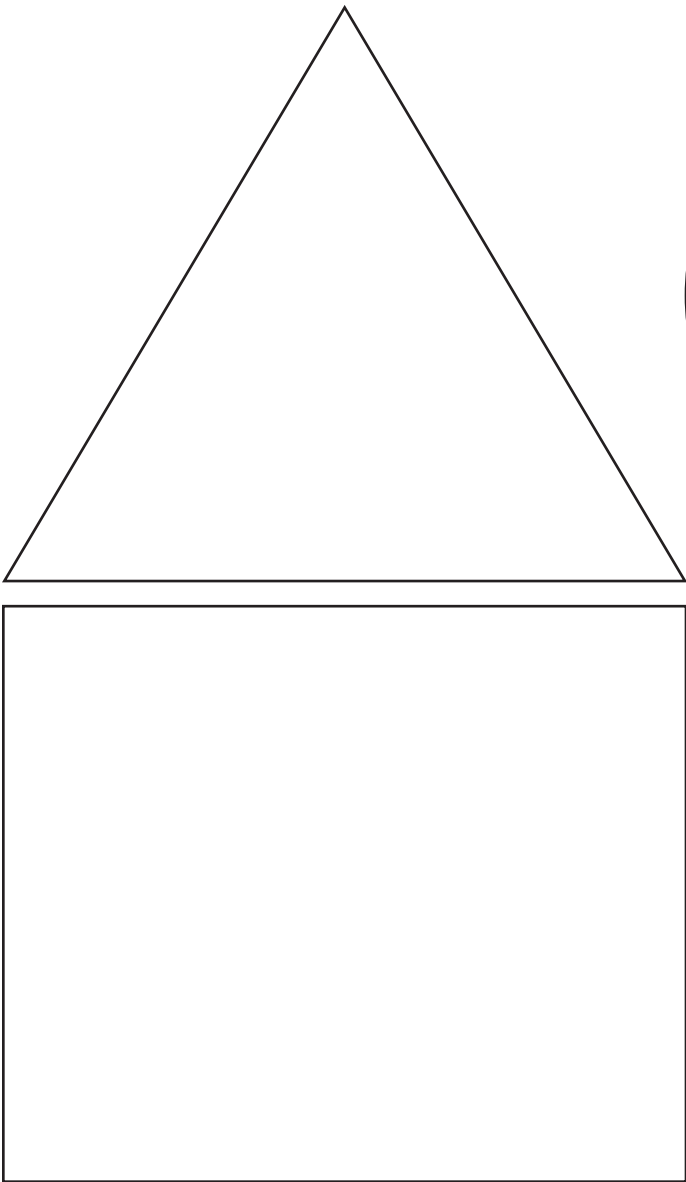
function word and punctuation cards



# Comprehension

Build a Sentence

C. 005



blank word cards



### Objective

The student will produce meaningful sentences.

### Materials

- ▶ Picture cube  
*Copy on card stock, cut, and assemble.*
- ▶ Sentence building word cards
- ▶ Student sheet
- ▶ Pencils

### Activity

**Students arrange word cards into sentences to describe a picture.**

1. Place the picture cube at the center. Place the sentence building word cards face up in rows. Provide each student with a student sheet.
2. Taking turns, students roll the cube and look at the picture.
3. Select the sentence building word cards to make a sentence that describes the picture and arrange them in order (e.g., “The three bears went for a walk.”).
4. Read the sentence and record it next to the corresponding picture on the student sheet.
5. Return the cards to their original positions.
6. Continue until student sheet is complete.
7. Teacher evaluation

The three bears went for a walk .

Name \_\_\_\_\_

C.006 Picture Cube

The three bears went for a walk.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

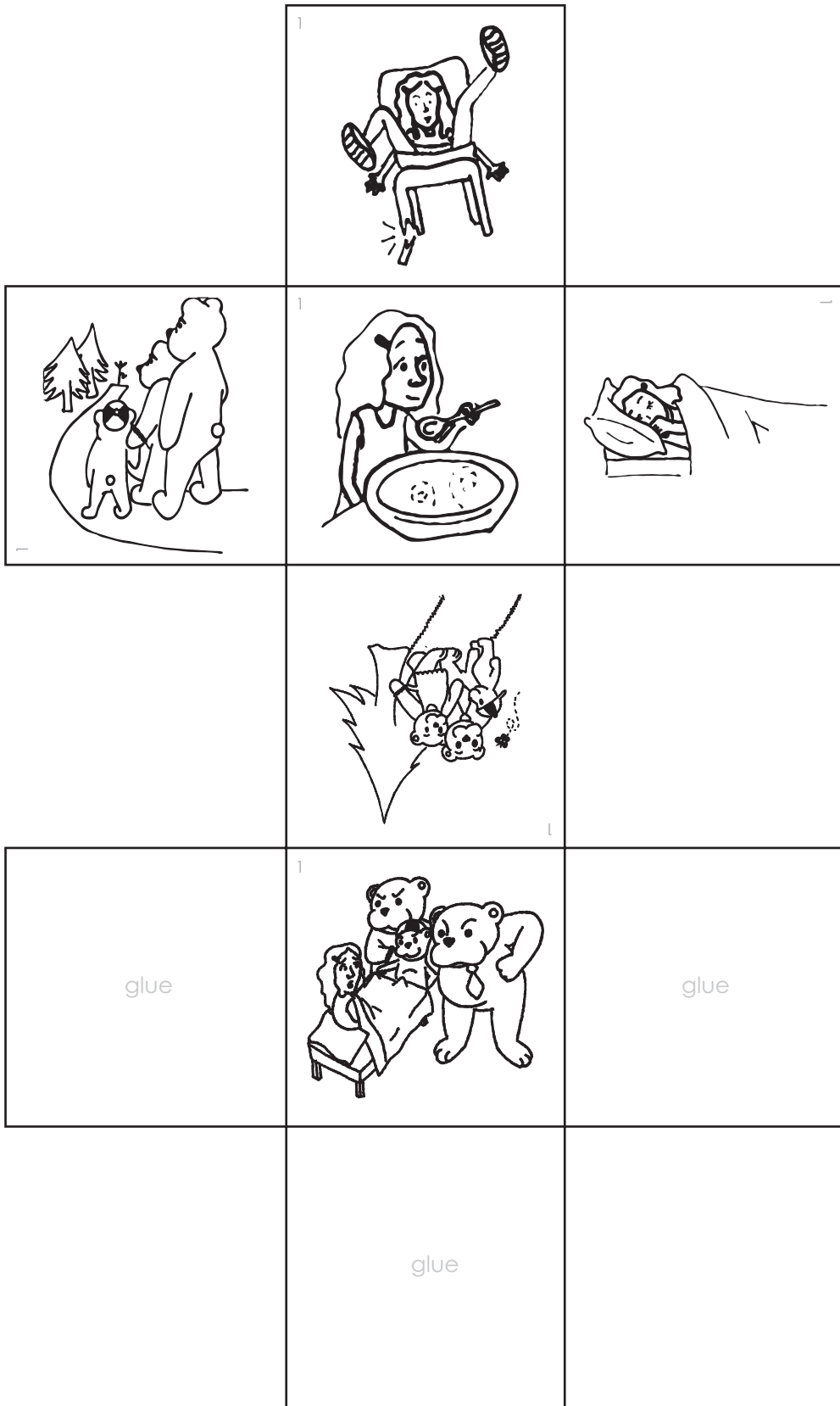
### Extensions and Adaptations

- ▶ Make other sentences using the word cards.
- ▶ Make other word cards to extend the sentences in the story.
- ▶ Make picture cubes using other stories.

# Comprehension

Picture Cube

C. 006



picture cube

# Comprehension

C. 006

Picture Cube

The

three

bears

went

for

a

walk

Goldilocks

ate

porridge

broke

the

sentence building word cards



# Comprehension

Picture Cube

C. 006

chair

fell

asleep

in

bed

found

ran

home

.

sentence building cards and blank cards



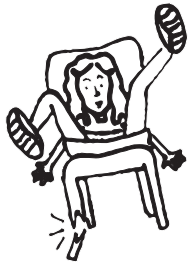
Name \_\_\_\_\_

C. 006

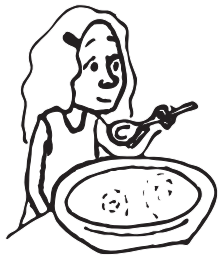
Picture Cube



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



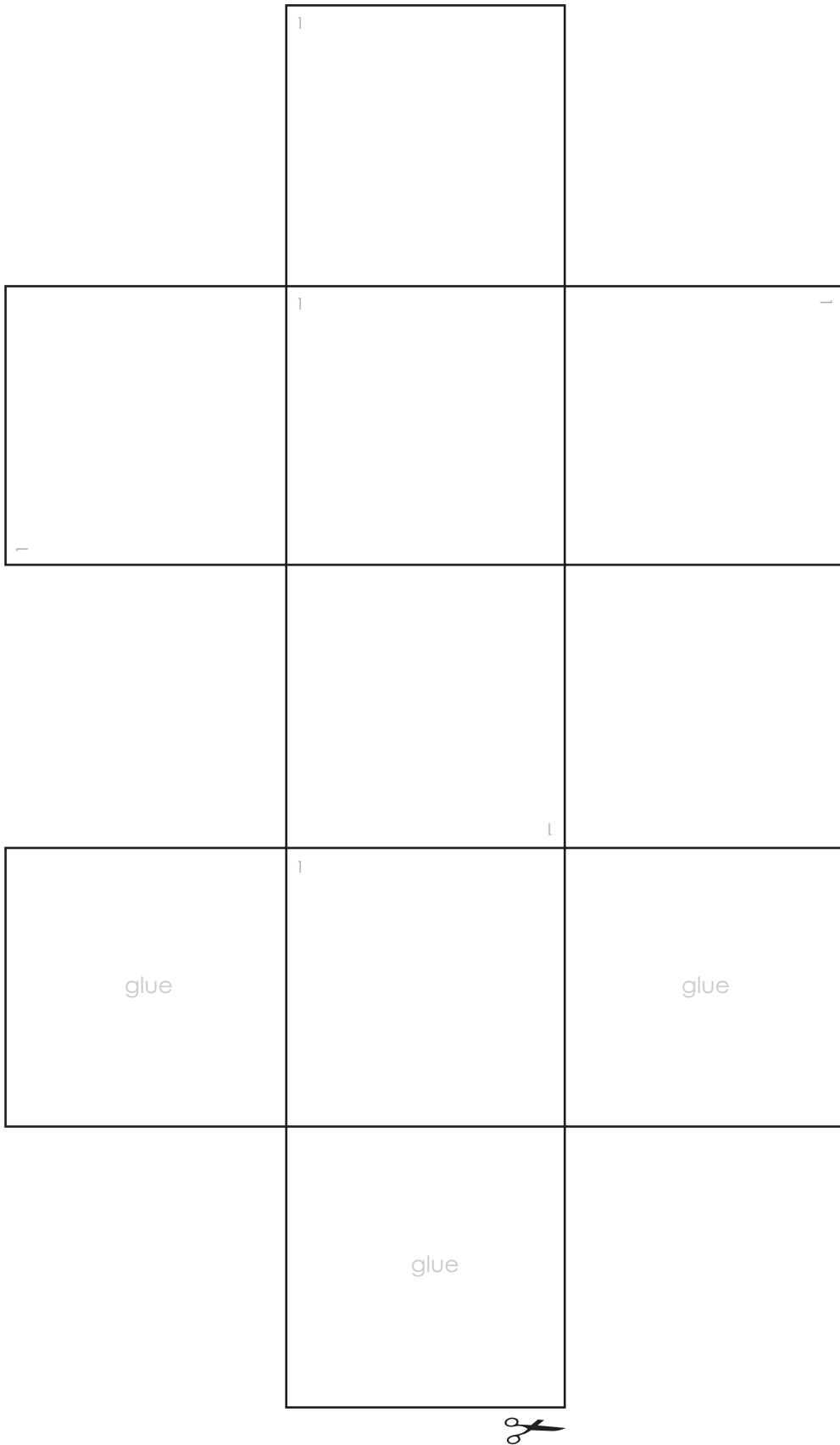
\_\_\_\_\_



# Comprehension

Picture Cube

C. 006



blank cube



# Comprehension

C. 007

Narrative Text Structure

Picture the Character

## Objective

The student will describe characters.

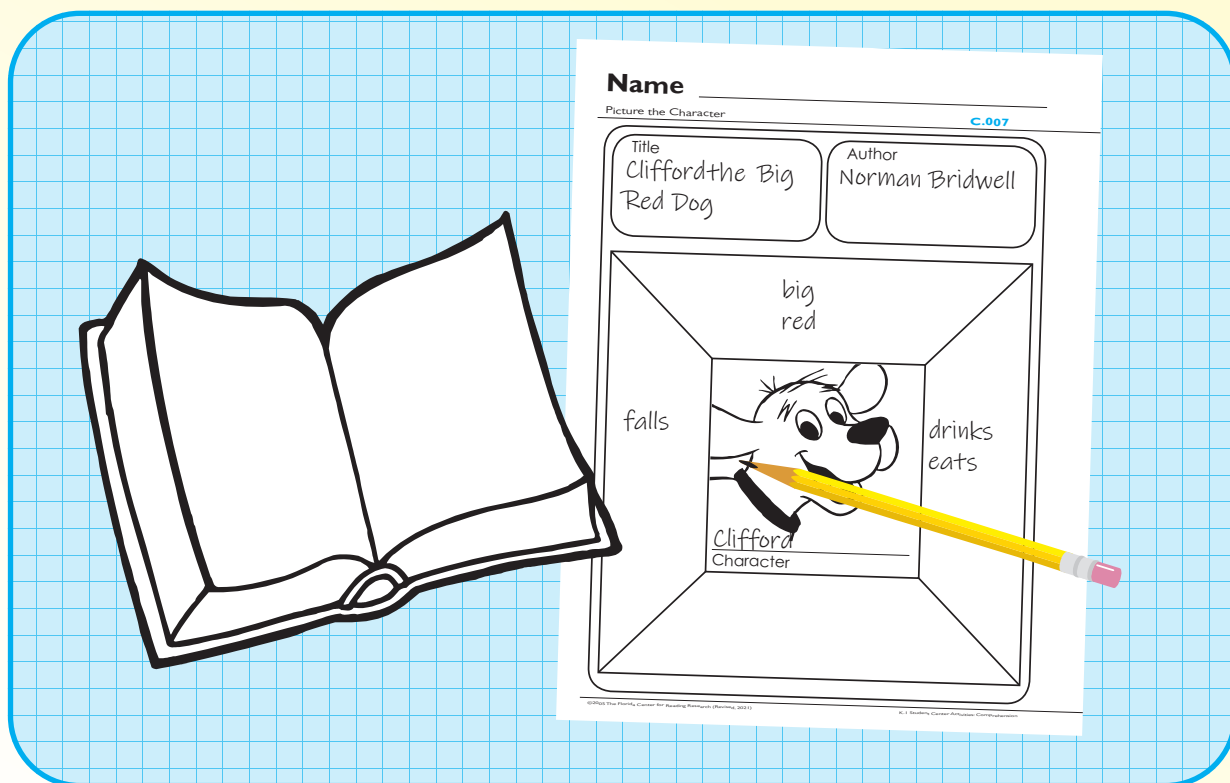
## Materials

- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- ▶ Student sheet
- ▶ Pencil

## Activity

Students describe a character using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Names a character in the story and writes the name in the center square of the student sheet. Illustrates the character above the name.
4. Writes words that describe the character's appearance and actions in the "frame" on the student sheet.
5. Continues until student sheet is complete.
6. Teacher evaluation



**Name** \_\_\_\_\_

Picture the Character **C.007**

Title Clifford the Big Red Dog	Author Norman Bridwell
--------------------------------------	---------------------------

big  
red

falls

drinks  
eats

Clifford  
Character

## Extensions and Adaptations

- ▶ Use another graphic organizer to describe character.
- ▶ Describe other characters in the story.

# Name \_\_\_\_\_

Picture the Character

C. 007

Title

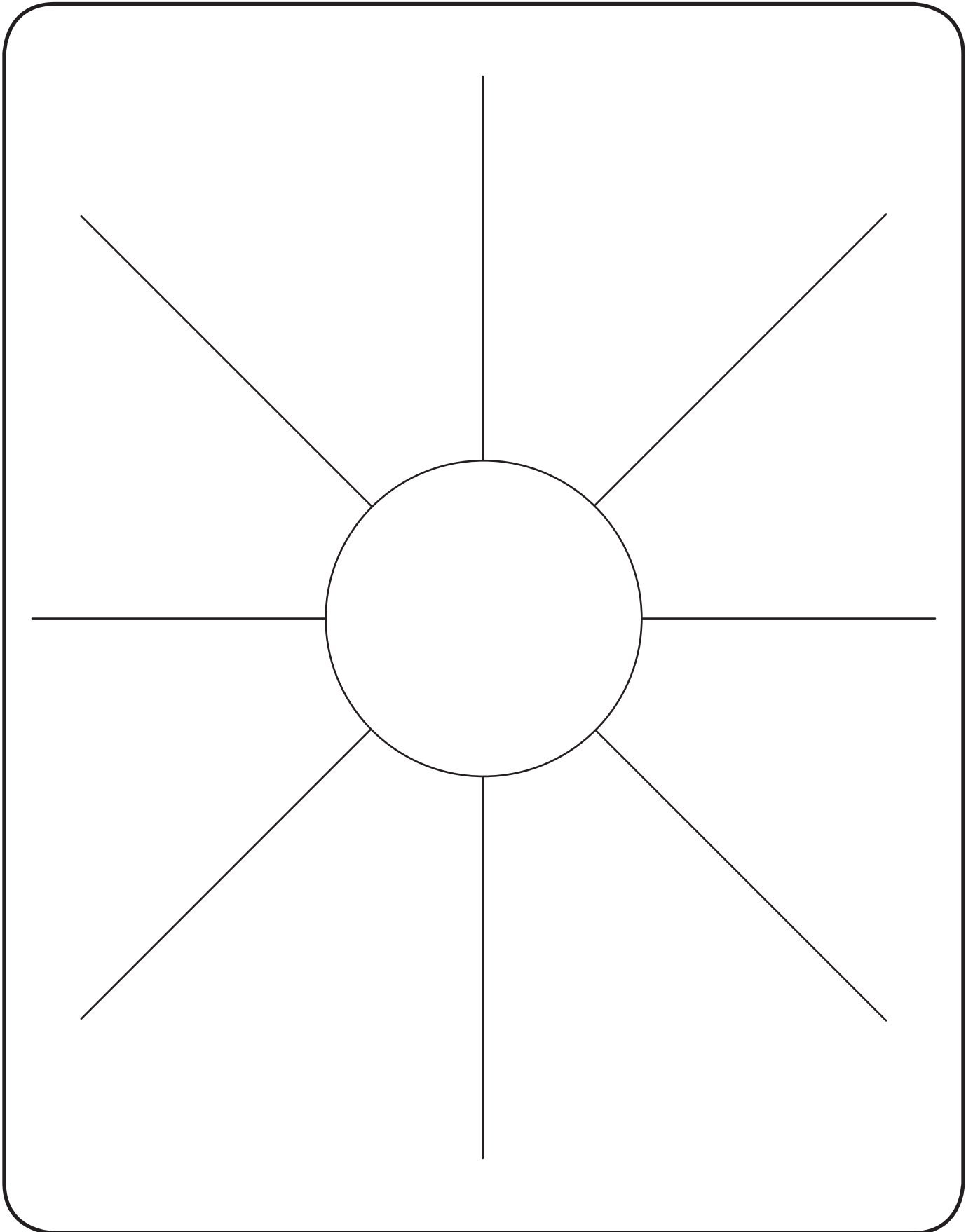
Author

\_\_\_\_\_  
Character

Name \_\_\_\_\_

C. 007

Picture the Character





### Character Compare

#### Objective

The student will identify similarities and differences between characters.

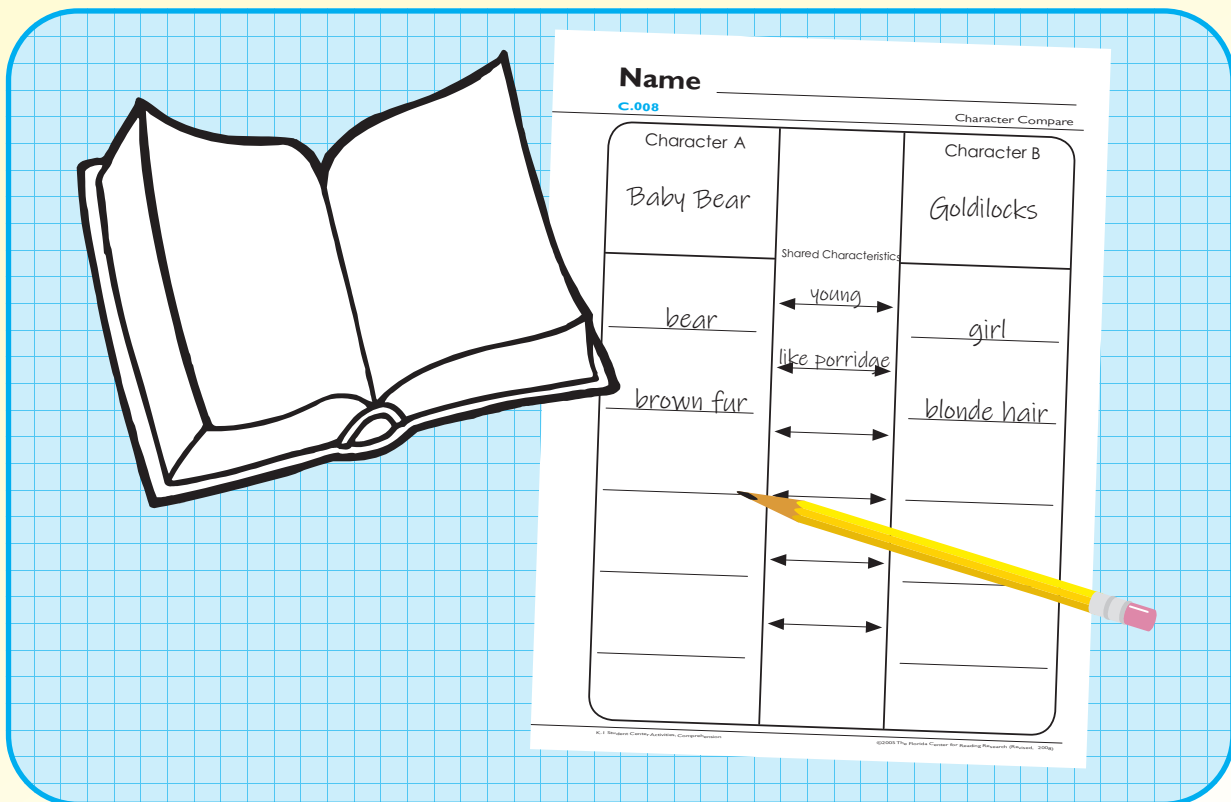
#### Materials

- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- ▶ Student sheet
- ▶ Pencil

#### Activity

Students compare characters using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Names two characters in the story and writes each name on the student sheet.
4. Writes attributes that are shared by both characters on the lines between the boxes. Writes attributes that are unique to just one character on the lines under the corresponding name.
5. Continues until student sheet is complete.
6. Teacher evaluation



Name _____	
C.008	
Character Compare	
Character A	Character B
Baby Bear	Goldilocks
Shared Characteristics	
bear	← young → girl
brown fur	← like porridge → blonde hair
	← →
	← →
	← →
	← →

#### Extensions and Adaptations

- ▶ Use another graphic organizer to compare characters.
- ▶ Compare characters from a different story.

Name \_\_\_\_\_

C. 008

Character Compare

Character A		Character B
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Shared Characteristics <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# Name \_\_\_\_\_

Character Compare

C. 008

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Character #1

Unique Characteristics

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Shared Characteristics

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Character #2

Unique Characteristics

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



 **Objective**

The student will sequence events in a story.

 **Materials**

- ▶ Pocket chart
- ▶ Sentence strips

*Choose a familiar story and write the story title on a sentence strip.*

*Write the story events on sentence strips.*

 **Activity**

**Students order the events of a story by sequencing sentences on a pocket chart.**

1. Place the sentence strip with the title in the top row of the pocket chart. Place the sentence strips with the story events face up in rows beside the pocket chart.
2. Working in pairs, students read the title and the sentences.
3. Select the sentence strip that tells about the first event in the story, reread the sentence, and place it in the row under the title (e.g., “Three billy goats loved to eat green grass.”).
4. Continue until all sentence strips are placed in order.
5. Retell the story by reading the sentence strips in order.
6. Peer evaluation

The Three Billy Goats Gruff

Three billy goats loved to eat green grass.

They needed more green grass.

They trip-trapped across a bridge.

 **Extensions and Adaptations**

- ▶ Write additional sentences from the story and sequence them with the original sentences.
- ▶ Write and sequence sentence strips from other stories.





## Narrative Text Structure

C.010

### Story Sequence Organizer

#### Objective

The student will sequence events in a story.

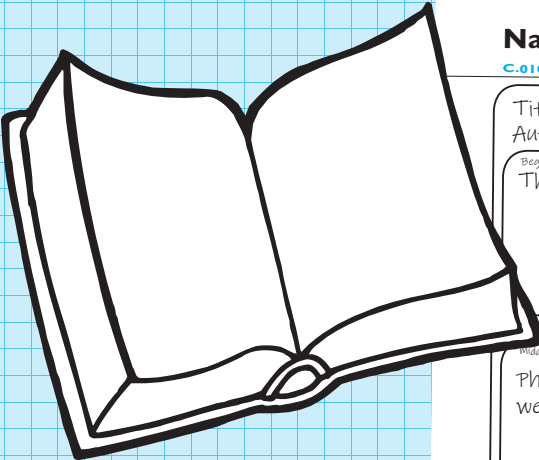
#### Materials

- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- ▶ Student sheet
- ▶ Pencil

#### Activity

Students write the main events of a story in sequential order using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes the title and author on the student sheet.
4. Identifies events which took place in the beginning, middle, and end of the story. Writes descriptive sentences in each of the corresponding sections of the student sheet.
5. Continues until student sheet is complete.
6. Teacher evaluation



**Name** \_\_\_\_\_

**C.010** Story Sequence Organizer

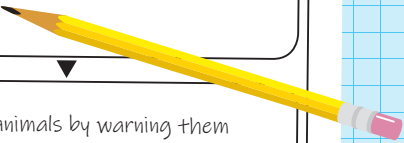
Title: \_\_\_\_\_

Author: \_\_\_\_\_

Beginning (What happened first?)  
There was a ground hog named Phil.

Middle (What happened next?)  
Phil could tell when there would be bad weather.

End (What happened last?)  
Phil saved the animals by warning them about the storm.



#### Extensions and Adaptations

- ▶ Use other graphic organizers to record the events.

**Name** \_\_\_\_\_

**C. 010**

Story Sequence Organizer

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Beginning (What happened first?)



Middle (What happened next?)



End (What happened last?)

# Name \_\_\_\_\_

1. Cut on dotted lines.
2. Hot dog fold on the fold line.
3. Lift each section, write sentence, and draw picture that corresponds to the beginning, middle, and end of the story.

fold

End

Middle

Beginning

Title: \_\_\_\_\_

Author: \_\_\_\_\_



Name \_\_\_\_\_

C. 010

Story Sequence Organizer

Comic Strip Creations

Book Title: \_\_\_\_\_



# Comprehension



## Narrative Text Structure

C.011

### Story Question Cube

#### Objective

The student will identify story elements.

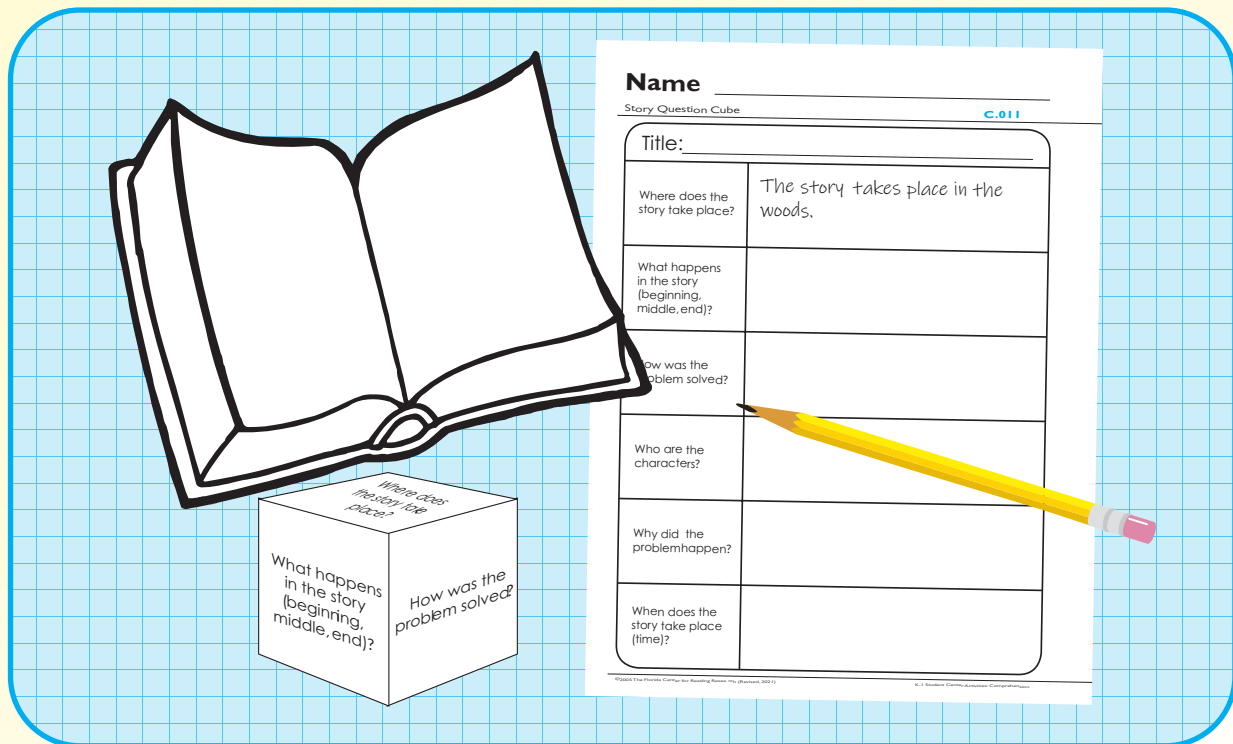
#### Materials

- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- ▶ Question cube  
*Copy on cardstock, cut, and assemble.*
- ▶ Student sheet
- ▶ Pencils

#### Activity

**Students discuss the parts of a story using a question cube.**

1. Place text and question cube at the center. Provide each student with a student sheet.
2. The students read the text or review the teacher read-aloud.
3. Taking turns, roll the question cube, read the question, and answer it in relation to the text.
4. Discuss and write or illustrate the answer on the student sheet.
5. Continue until student sheet is complete.
6. Teacher evaluation



The illustration shows an open book on the left. In the center is a white question cube with three visible faces. The top face asks "Where does the story take place?". The front face asks "What happens in the story (beginning, middle, end)?". The right face asks "How was the problem solved?". To the right is a student sheet titled "Story Question Cube" with a "Name" line and a "C.011" label. The sheet has a table with six rows and two columns. The first row is for the title. The second row has the question "Where does the story take place?" and the answer "The story takes place in the woods." The third row asks "What happens in the story (beginning, middle, end)?". The fourth row asks "How was the problem solved?". The fifth row asks "Who are the characters?". The sixth row asks "Why did the problem happen?". The seventh row asks "When does the story take place (time)?". A yellow pencil is shown pointing to the fourth row.

#### Extensions and Adaptations

- ▶ Discuss story elements from a different text.

	What happens in the story (beginning, middle, end)?	
When does the story take place (time)?	How was the problem solved?	Where does the story take place?
	Who are the characters?	
glue	Why did the problem happen?	glue
	glue	



# Name \_\_\_\_\_

Story Question Cube

C. 011

Title: \_\_\_\_\_

Where does the story take place?

What happens in the story (beginning, middle, end)?

How was the problem solved?

Who are the characters?

Why did the problem happen?

When does the story take place (time)?



### Objective

The student will identify story elements.



### Materials

- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- ▶ Student sheet
- ▶ Pencil



### Activity

Students record story elements using a story grammar graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes the title and author on the student sheet.
4. Identifies the setting, characters, problem, important events, and solution. Writes descriptive sentences in each of the corresponding sections of the student sheet.
5. Continues until student sheet is complete.
6. Teacher evaluation

**Name** \_\_\_\_\_

Story Grammar **C.012**

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Setting  
The story takes place in a house in Florida.

Characters  
Steven  
Mom  
Dad  
Gus the Dog

Problem  
A storm is coming and Gus is lost.

Important Events  
Mom searched in the car and Steven and Dad searched by walking around and knocking on doors.

Solution  
Gus is found in the garage right before the storm arrived.



### Extensions and Adaptations

- ▶ Retell the story to a partner using a felt board and story pieces.
- ▶ Read another story and record the story elements.



Name \_\_\_\_\_

Story Grammar

C. 012

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Setting

Characters

Problem

Important Events

Solution



### Objective

The student will identify similarities and differences between stories.

### Materials

- ▶ Narrative texts  
*Choose two texts within students' instructional-independent reading level range or teacher read-aloud.*
- ▶ Student sheet
- ▶ Pencils

### Activity

Students compare stories using a Venn Diagram.

1. Place texts at the center. Provide the student with a student sheet.
2. The student reads the texts or reviews the teacher read-alouds.
3. Writes the title and author of each text on the student sheet.
4. Writes story elements (e.g., character, character attributes, setting, plot, problem, resolution) that are shared by both texts in the overlapping area of the circles on the Venn Diagram. Writes story elements that are unique to just one of the texts in the corresponding circle.
5. Continues until there are at least three story elements in each of the three sections of the Venn Diagram.
6. Teacher evaluation

The image shows a student worksheet on graph paper. It features a Venn diagram with two overlapping circles. The left circle is labeled 'Title: The Three Little Pigs' and 'Author: \_\_\_\_\_'. Inside this circle are the words 'built three houses' and 'three pigs'. The right circle is labeled 'Title: Little Red Riding Hood' and 'Author: \_\_\_\_\_'. Inside this circle are 'Little Red Riding Hood', 'Grandma', and 'Took goodies to grandina'. The overlapping area in the center contains the words 'bad wolf'. To the right of the Venn diagram is a vertical line with the word 'Name' written vertically, followed by a blank space for a name. Below that is another vertical line with the text 'Hoop-A-Story Venn Diagram' written vertically. A yellow pencil with a pink eraser is drawn across the bottom right of the worksheet.

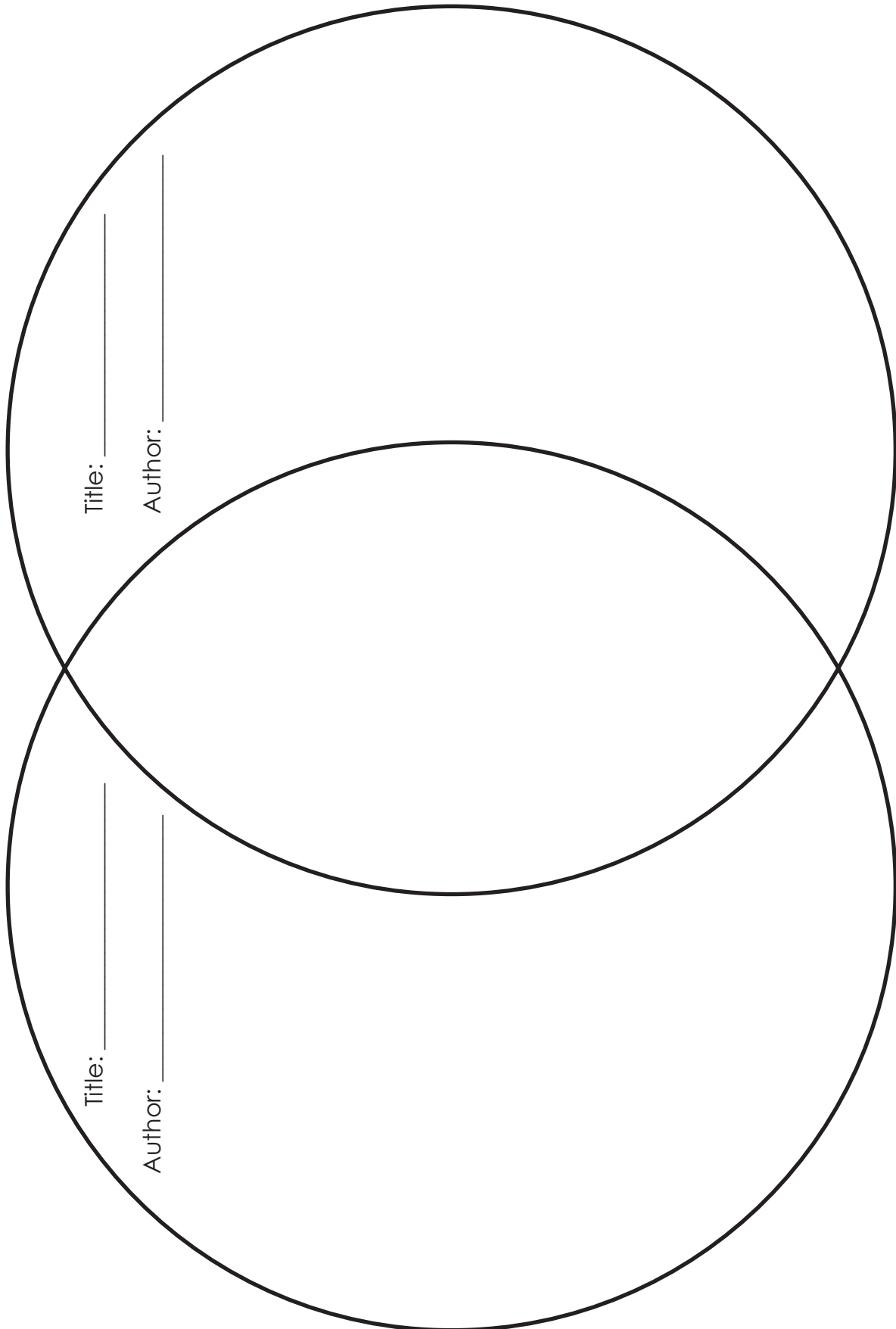
### Extensions and Adaptations

- ▶ Use a Venn Diagram to compare three texts.

# Name \_\_\_\_\_

Hoop-A-Story Venn Diagram

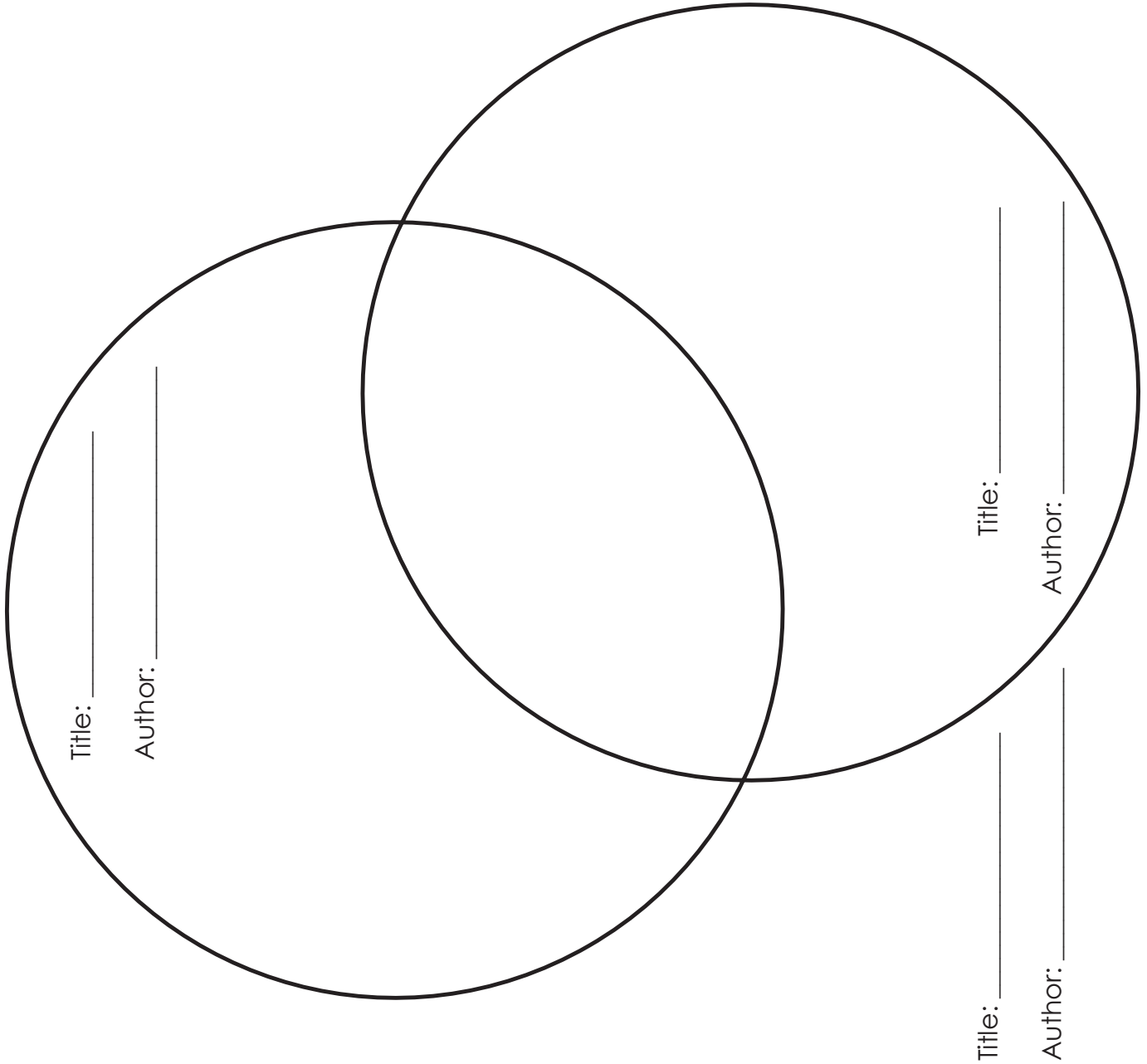
C. 013



Name \_\_\_\_\_

C. 013

Hoop-A-Story Venn Diagram





## Narrative Text Structure

C. 014

### Retell Wheel

#### Objective

The student will retell a story.

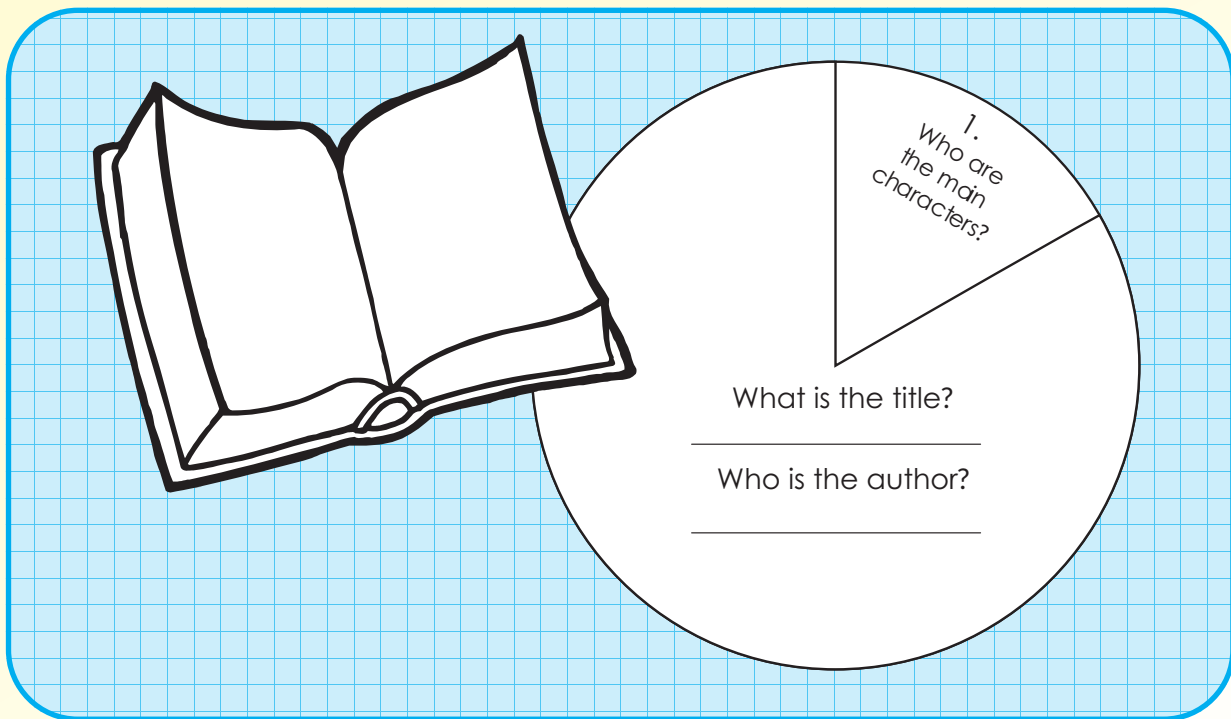
#### Materials

- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- ▶ Retell Wheel
- ▶ Brad  
*Attach wheels using brad.*

#### Activity

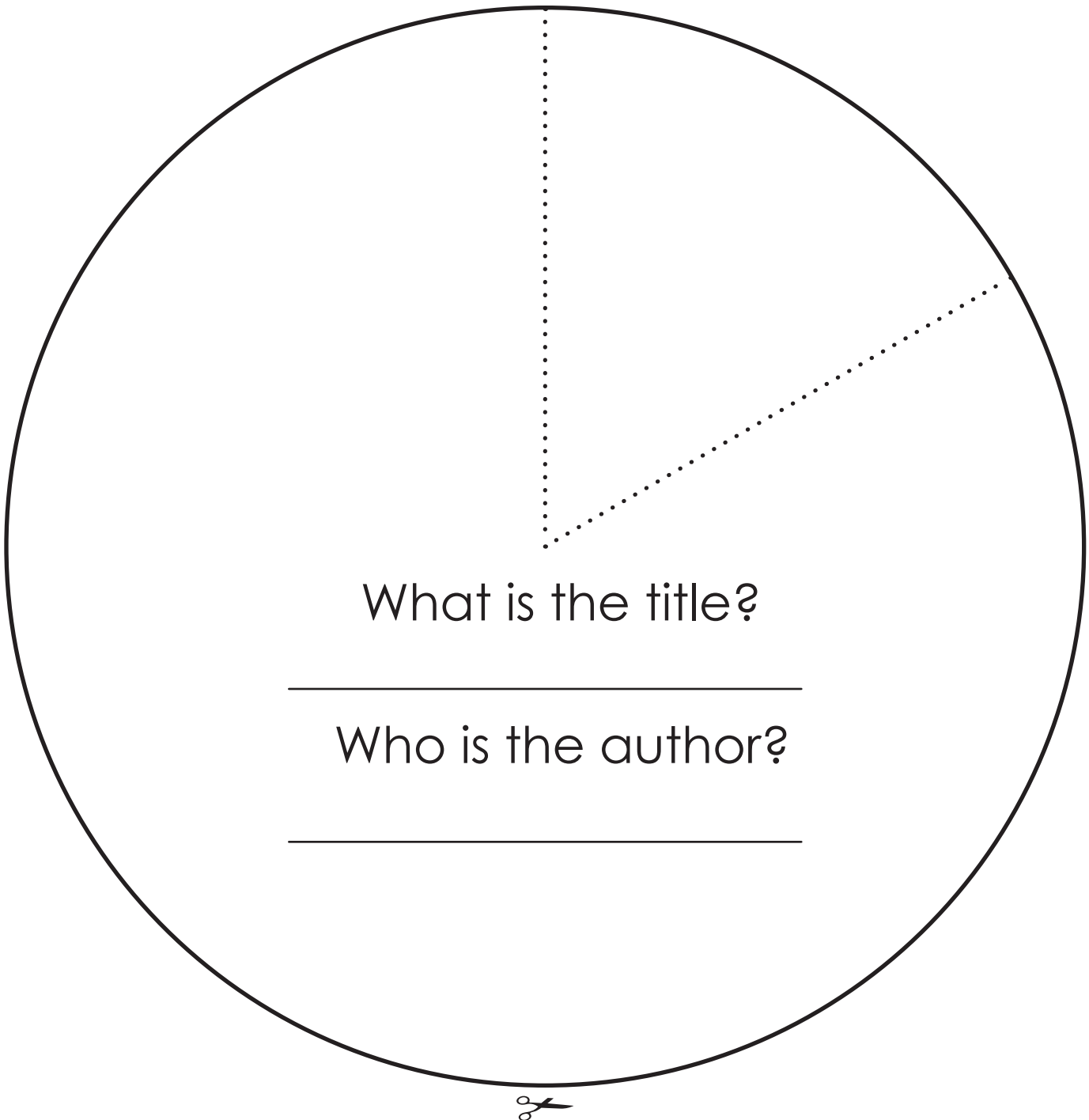
**Students repeat a story using a question retell wheel.**

1. Place text and retell wheel at the center.
2. Students read the text or review the teacher read-aloud.
3. Taking turns, student one holds the retell wheel and asks student two to name the title and author of the story.
4. Hands wheel to student two who positions the wheel opening on question one. Reads question one and student one answers. If unable to answer question, goes back and reviews story for answer.
5. Continue until all questions on wheel are answered.
6. Peer evaluation



#### Extensions and Adaptations

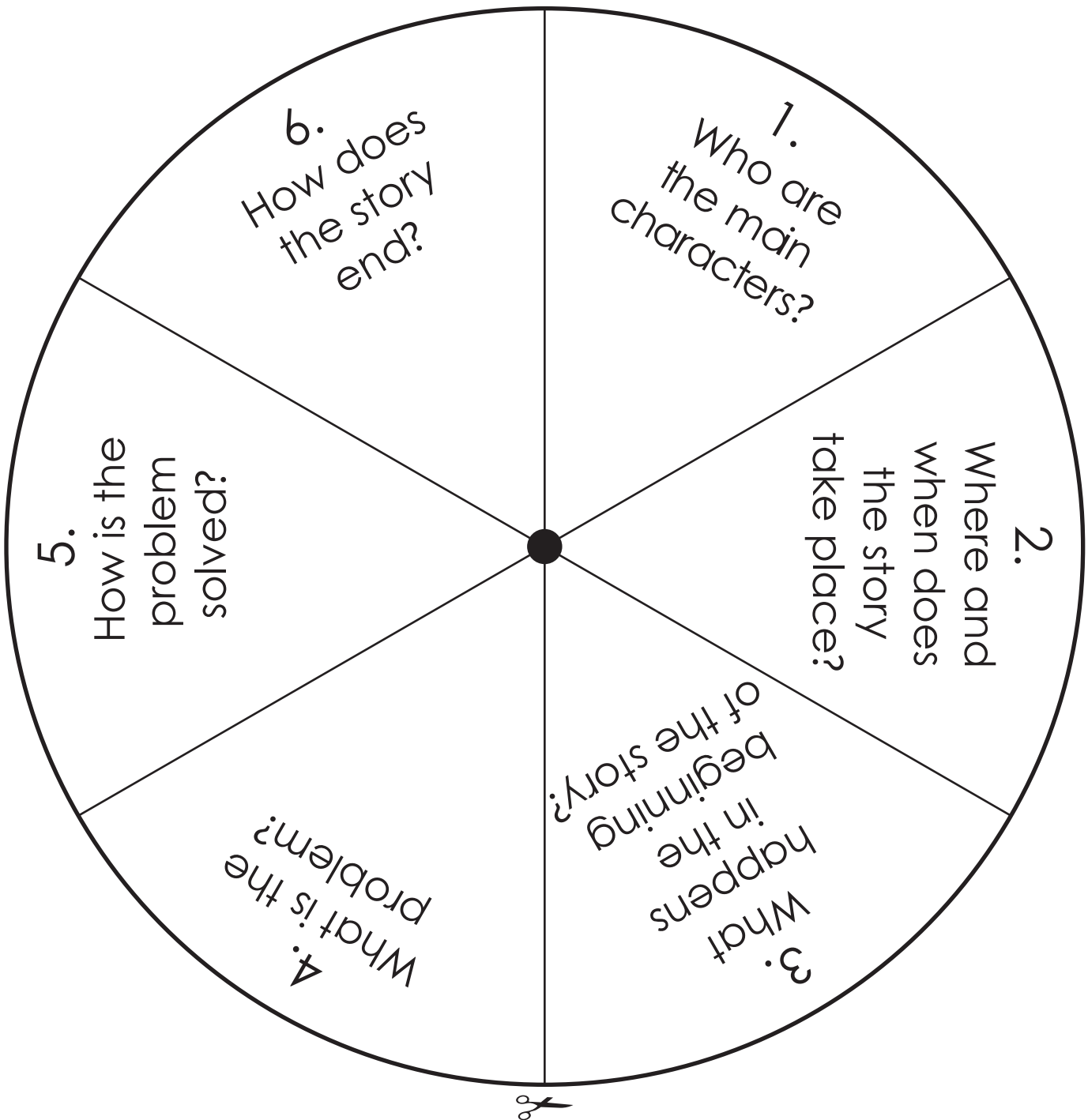
- ▶ Use another retell wheel to record the story.



# Comprehension

Retell Wheel

C. 014

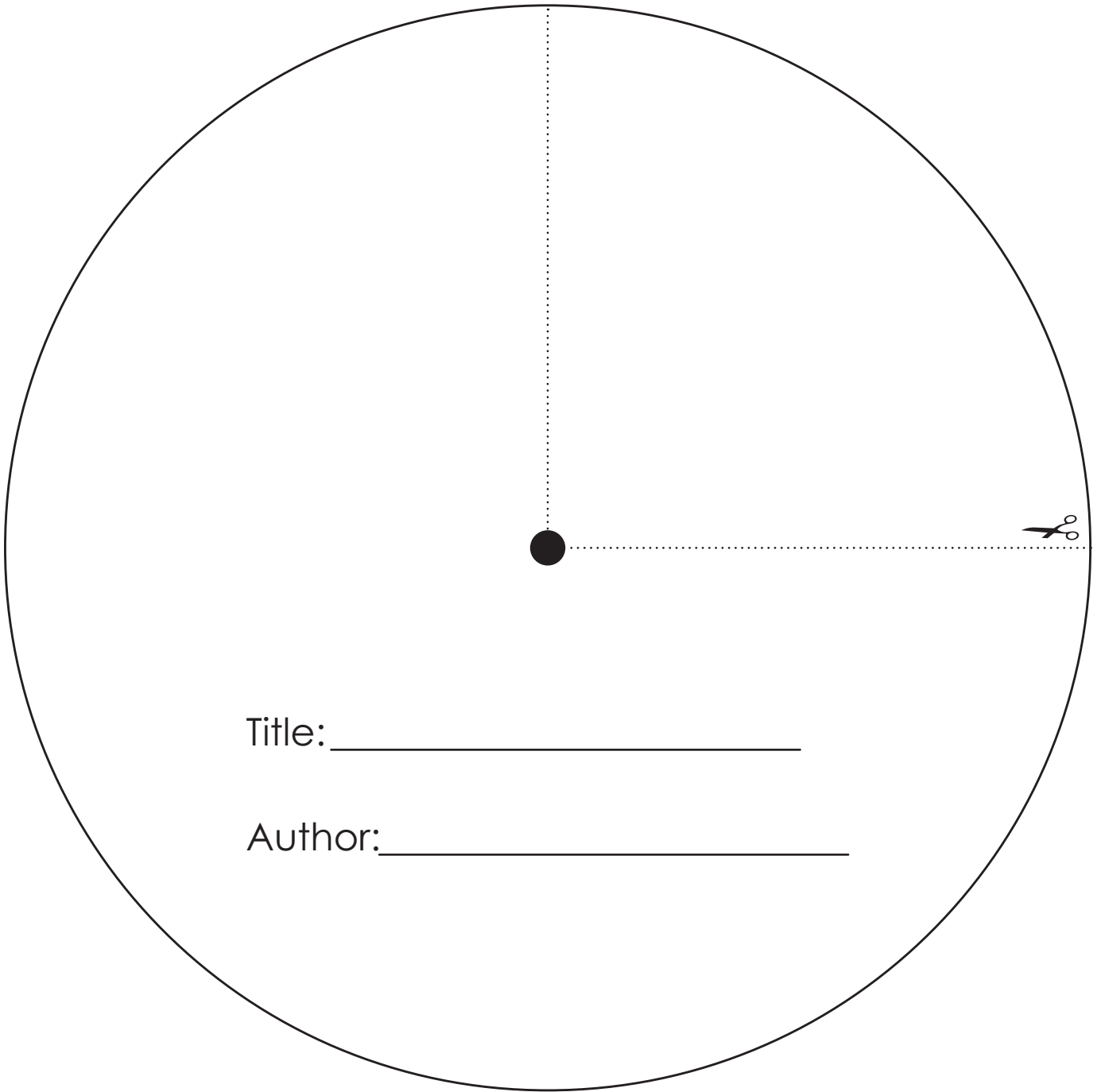


retell wheel

Name \_\_\_\_\_

C. 014

Retell Wheel



Title: \_\_\_\_\_

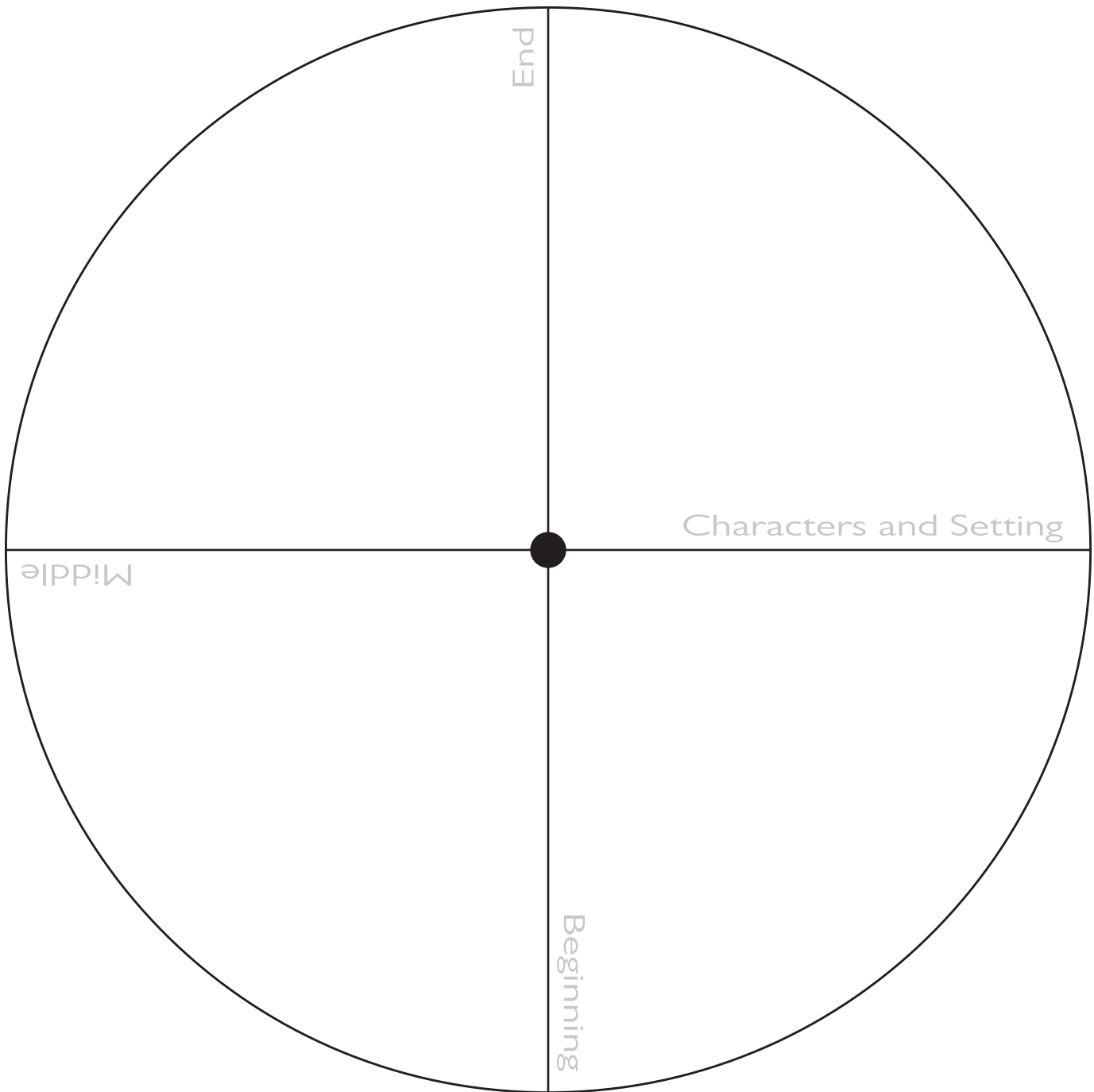
Author: \_\_\_\_\_



# Name \_\_\_\_\_

Retell Wheel

C. 014





### Objective

The student will identify details in text.



### Materials



- ▶ Expository text  
*Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- ▶ 12" x 18" construction paper  
*Cut paper in half lengthwise to make 6" x 18" strips.  
Fold into desired number of sections.*
- ▶ Crayons or markers
- ▶ Pencil



### Activity

Students locate information in expository text and record on a fact strip.

1. Place text and crayons at the center. Provide the student with one construction paper strip.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes or illustrates the topic in the first square.
4. Identifies the important facts in the text and writes or illustrates them in each section.
5. Continues until all sections are complete.
6. Teacher evaluation

 Elephants	Elephants are the largest land animals.	Elephants eat grass, small branches, and tree bark.	 Elephants have trunks.
--	---	---	---



### Extensions and Adaptations

- ▶ Use a graphic organizer to record topic and facts from this story or a different one.

Name \_\_\_\_\_

Expository Fact Strip

C. 015

Topic

FACTS



### Objective

The student will identify main idea and supporting details in text.

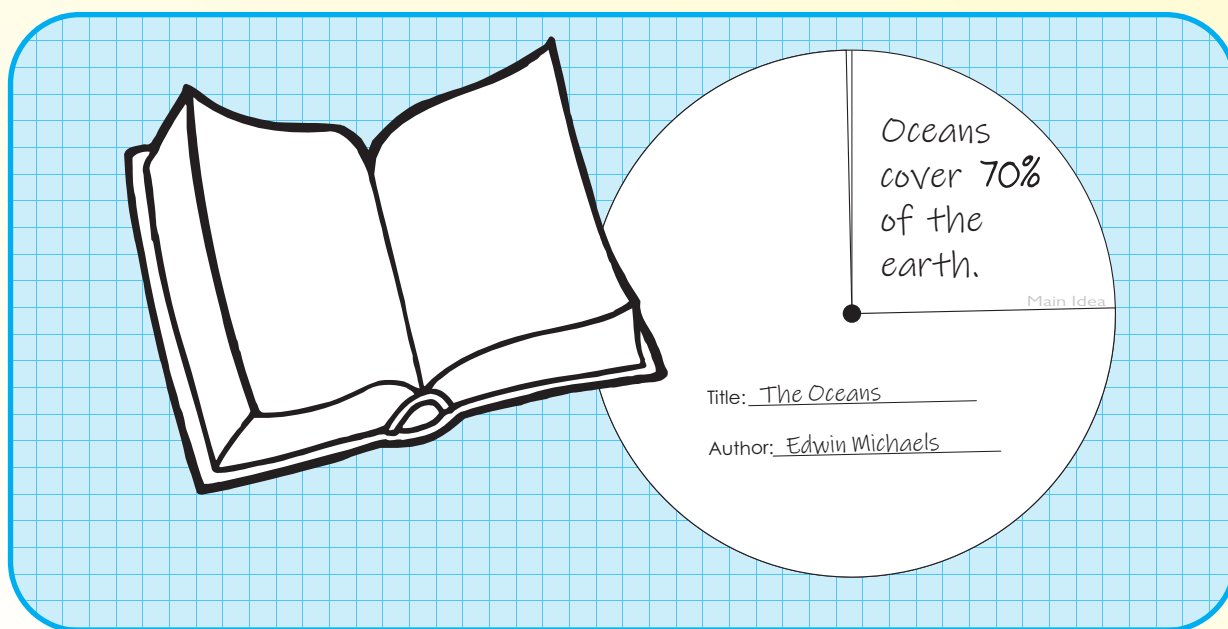
### Materials

- ▶ Expository text  
*Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- ▶ Student sheet
- ▶ Brad  
*Attach wheels with brad.*
- ▶ Crayons or markers
- ▶ Pencil

### Activity

Students write or illustrate the main idea and three supporting details on a text wheel.

1. Place text and crayons on a flat surface. Provide the student with the text wheel.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes the title and author on the front of the wheel.
4. Turns the wheel so that the main idea section is showing. Identifies and writes or illustrates the main idea.
5. Turns the wheel to one of the supporting detail sections. Identifies and writes or illustrates a supporting detail.
6. Continues until each section on wheel is complete.
7. Teacher evaluation



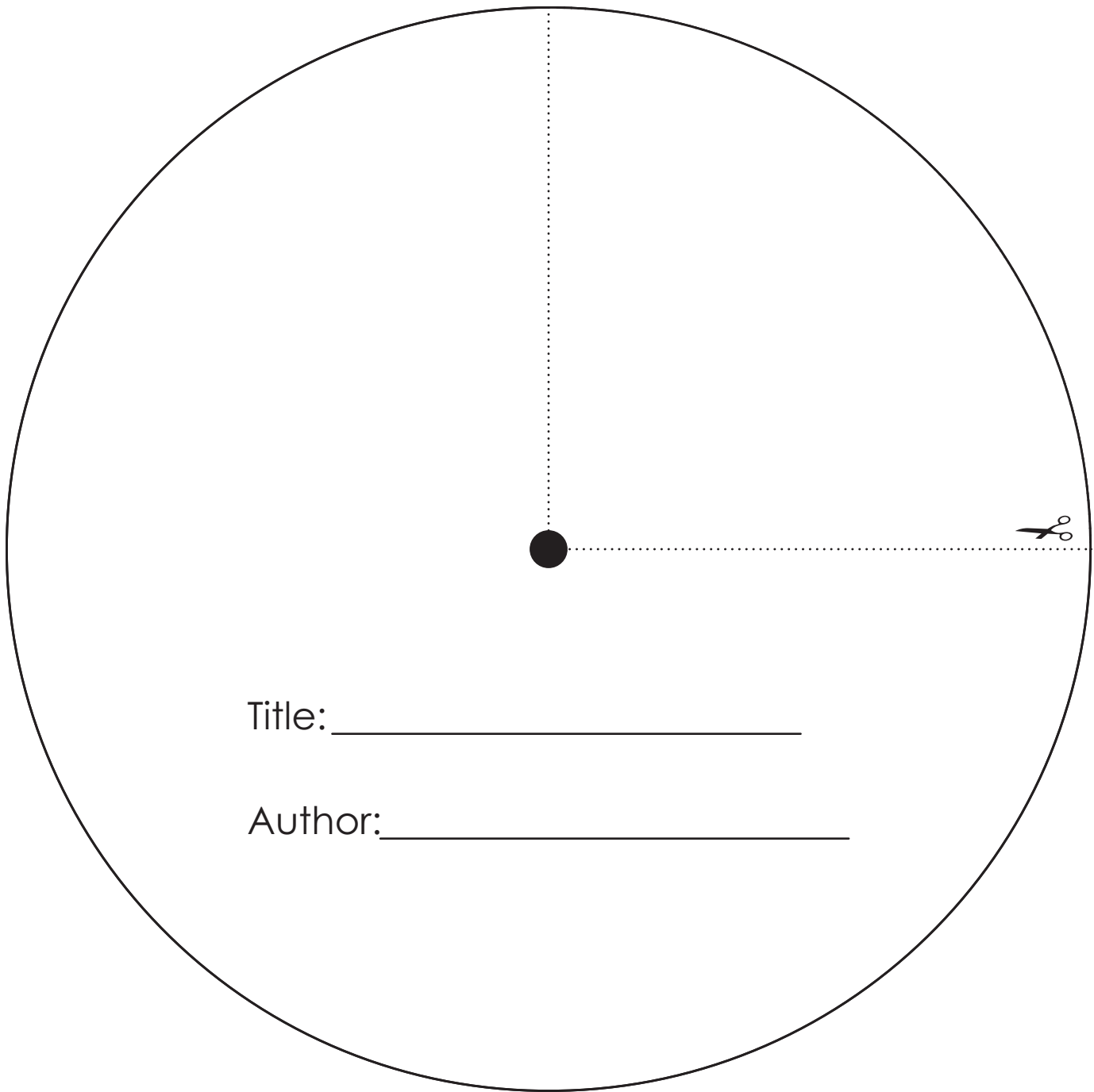
### Extensions and Adaptations

- ▶ Use another graphic organizer to record main idea and details.

# Name \_\_\_\_\_

Expository Text Wheel

C. 016



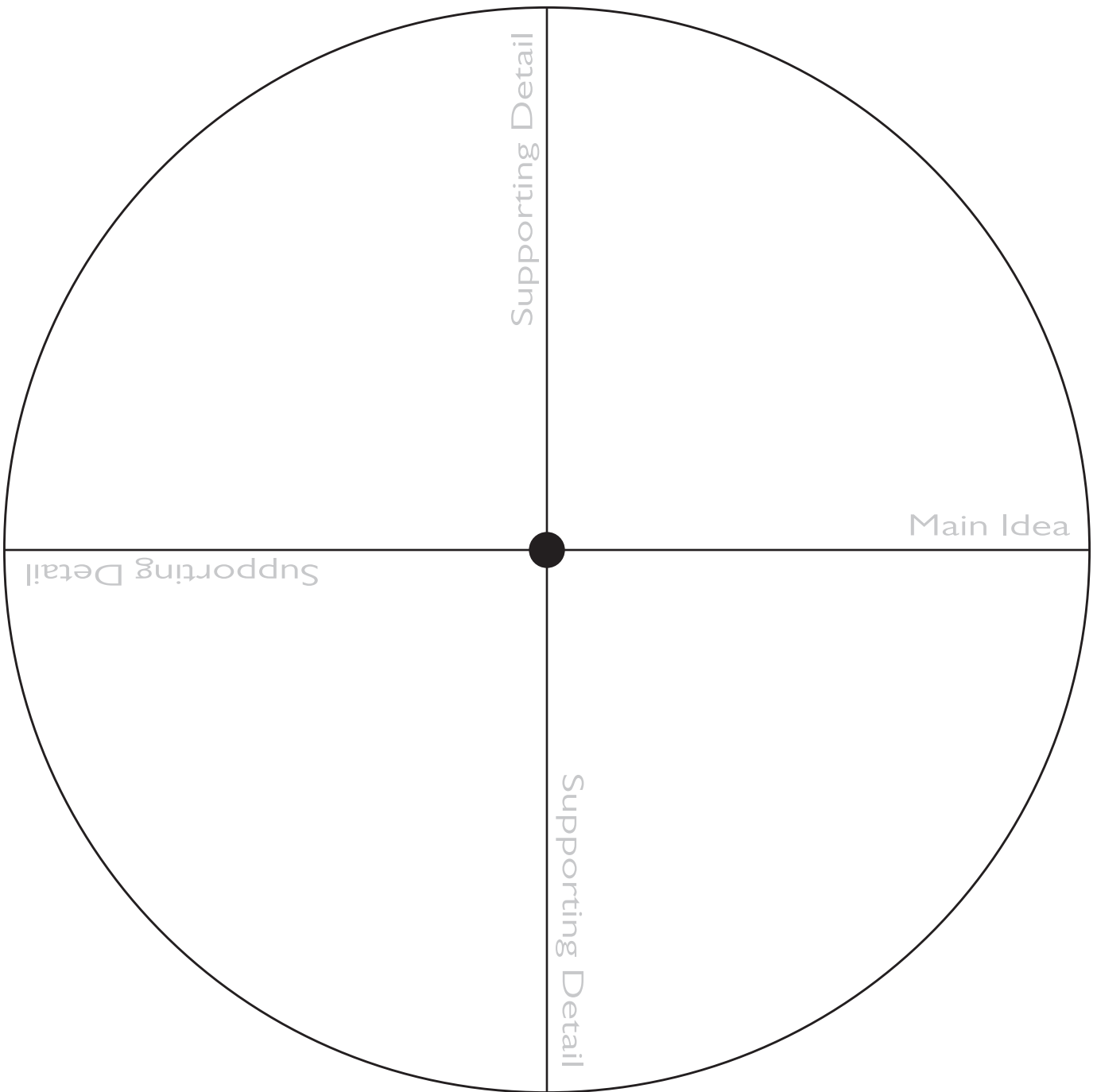
Title: \_\_\_\_\_

Author: \_\_\_\_\_

Name \_\_\_\_\_

C. 016

Expository Text Wheel



Name \_\_\_\_\_

The diagram is a large rounded rectangle containing four smaller rectangular sections. The top-left section is labeled 'Supporting Detail' and has two circles on its right side. The top-right section is also labeled 'Supporting Detail' and has two circles on its right side. The bottom-left section is labeled 'Main Idea' and has two circles on its right side. The bottom-right section is labeled 'Supporting Detail' and has two circles on its right side.



### Objective

The student will identify main idea and supporting details in text.

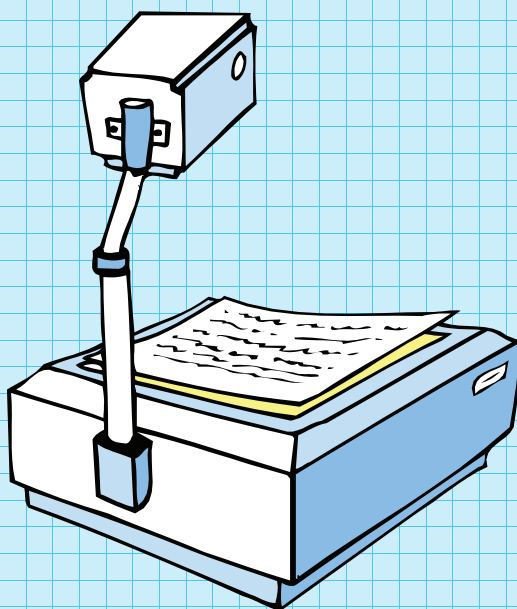
### Materials

- ▶ Expository text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Document camera or other projecting device
- ▶ Vis-à-Vis® markers
- ▶ Paper
- ▶ Pencils

### Activity

**Students identify the main idea and supporting details in paragraphs.**

1. Place Vis-à-Vis® markers near the document camera. Provide each student with paper.
2. Taking turns, students read the paragraph. Use a Vis-à-Vis® marker to circle the main idea and underline supporting details.
3. Continue until all paragraphs are read and marked.
4. Each student chooses one paragraph and records the main idea and supporting details on paper.
5. Teacher evaluation



### Extensions and Adaptations

- ▶ Use narrative text.





### Summarizing

#### **Objective**

The student will summarize expository text.

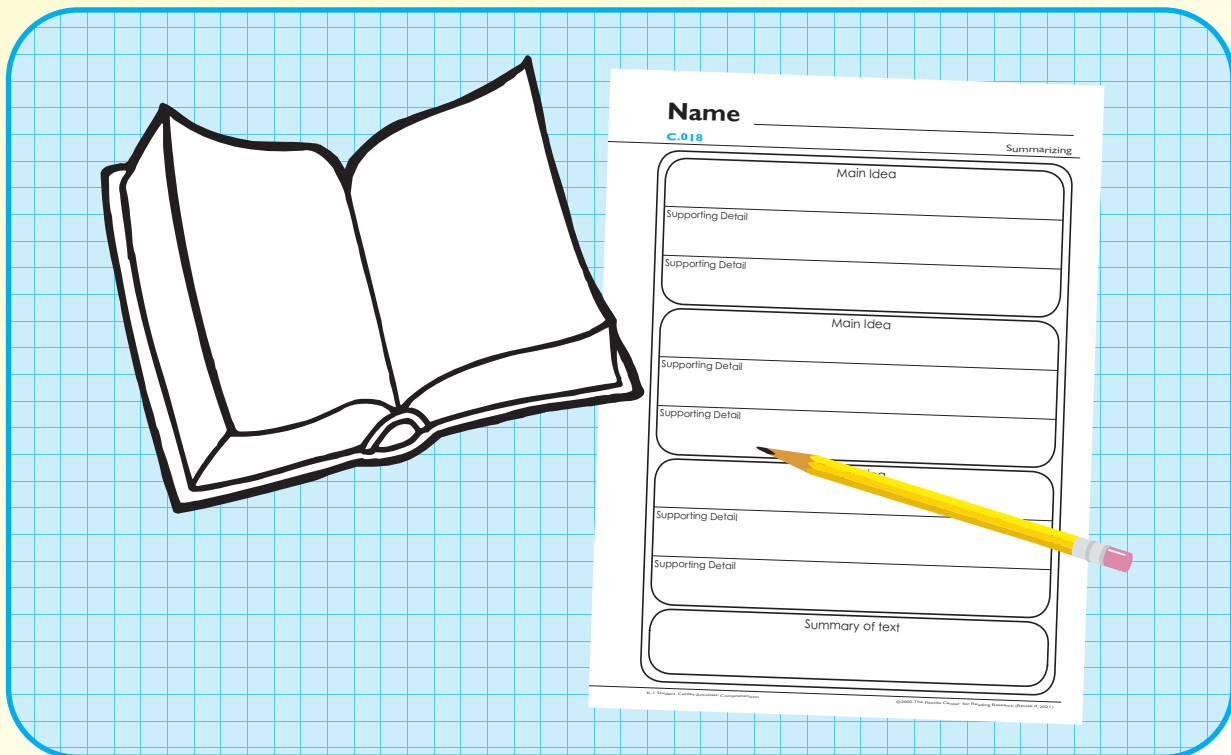
#### **Materials**

- ▶ Expository text  
*Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- ▶ Student sheet
- ▶ Pencil

#### **Activity**

**Students record the main idea and supporting details, then summarize.**

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Rereads the first paragraph of the text and records the main idea and supporting details on the student sheet.
4. Continues rereading each paragraph and recording the main idea and supporting details on the student sheet.
5. Reviews recorded information and writes a summary of the entire text.
6. Teacher evaluation



#### **Extensions and Adaptations**

- ▶ Illustrate the written summary.

Name \_\_\_\_\_

C. 018

Summarizing

Main Idea

Supporting Detail

Supporting Detail

Main Idea

Supporting Detail

Supporting Detail

Main Idea

Supporting Detail

Supporting Detail

Summary of text



## Text Analysis

C. 019

### Fiction and Nonfiction Sort

#### Objective

The student will identify fiction and nonfiction text.

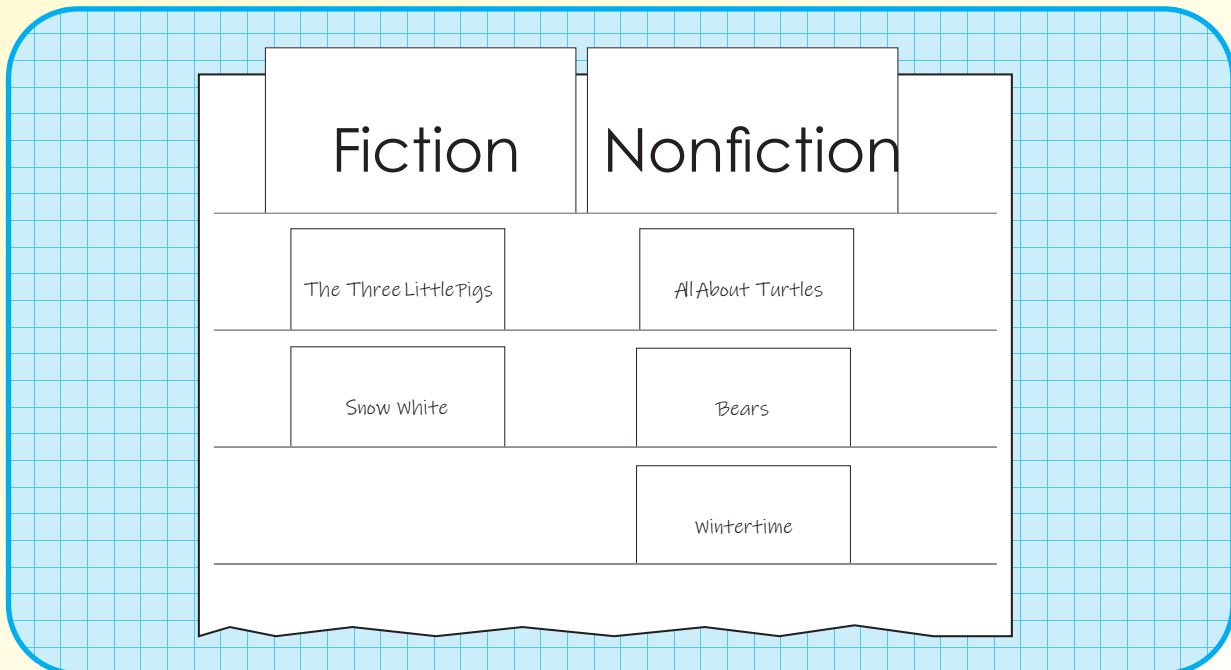
#### Materials

- ▶ Pocket chart
- ▶ Fiction and Nonfiction header cards
- ▶ Books
  - Fiction and nonfiction books within students' independent reading level range.*
- ▶ Index cards
- ▶ Pencils

#### Activity

**Students sort story titles into fiction and nonfiction categories on a pocket chart.**

1. Place the Fiction and Nonfiction header cards across the top row of the pocket chart. Place the index cards and books at the center.
2. Taking turns, the students select a book, read the title, review it, and determine if it is fiction or nonfiction.
3. Write the title of the book on an index card and place it under the corresponding header card on the pocket chart.
4. Continue until all the books are reviewed and title cards are placed on the pocket chart.
5. Peer evaluation



#### Extensions and Adaptations

- ▶ Add more books and sort by genre.

# Fiction

header

# Nonfiction

header





### Fact Versus Opinion



#### Objective

The student will identify facts and opinions.



#### Materials

- ▶ Pocket chart
- ▶ Fact and Opinion header cards
- ▶ Fact and Opinion statement cards



#### Activity

Students sort statements into fact and opinion categories on a pocket chart.

1. Place the Fact and Opinion header cards across the top row of the pocket chart. Place the fact and opinion statement cards face down in a stack.
2. Taking turns, student one selects the top card and reads it.
3. Student two determines if the statement is fact or opinion and places the card under the corresponding header card on the pocket chart.
4. Reverse roles and continue until all cards are placed on the pocket chart.
5. Peer evaluation

A pocket chart template on a light blue grid background. The chart has two columns at the top labeled "Fact" and "Opinion". Below each column are three rows for statements. The first row contains two example statements: "Chocolate is made from cocoa beans." under the "Fact" column and "Chocolate is yummy." under the "Opinion" column. The bottom two rows are empty.



#### Extensions and Adaptations

- ▶ Make other fact and opinion statement cards, read, and sort.

# Fact

header

# Opinion

header



# Comprehension

Fact Versus Opinion

C. 020

Chocolate is made from cocoa beans.

Chocolate is yummy.

Cats are good pets.

Cats have whiskers.

Yogurt is a milk product.

Yogurt is good for breakfast.

Cookies are made with sugar.

Cookies are delicious.

Cities are fun to visit.

Cities have tall buildings.

fact and opinion statement cards



# Comprehension

C. 020

Fact Versus Opinion

Alligators are reptiles.	Alligators are nice.
Whales are mammals.	Whales are lazy.
Crayons are different colors.	Crayons make it easy to draw.
Cars have engines.	Cars are better than trucks.
Water freezes at 32°F.	Water tastes better cold.

fact and opinion statement cards







## Text Analysis

C. 021

### Cause and Effect Roll

#### Objective

The student will identify the relationship between cause and effect.

#### Materials

- ▶ Cause cards
- ▶ Effect cards
- ▶ Small ball

#### Activity

Students read a cause and select an effect while playing a ball game.

1. Place the cause cards face down in a stack and the effect cards face up in rows. Place the ball at the center.
2. Taking turns, student one selects a cause card, reads it (e.g., “When the sun is shining...”), and rolls the ball to another student who chooses and reads the corresponding effect card (e.g., “... we go to the beach.”).
3. Continue the activity until all cards are read and corresponding effect cards are chosen.
4. Peer evaluation

When the sun is shining...

"We go to the beach."

... we go to the beach.

... I like to fly my kite.

... the cat runs and hides.

... so I had to clean it up.

#### Extensions and Adaptations

- ▶ Provide an original effect for each cause card.
- ▶ Write and illustrate some of the causes and effects from a story.

# Comprehension

C. 021

Cause and Effect Roll

Since it is raining outside...

When the dog barks...

When the sun is shining...

When the wind is blowing...

My milk spilled...

Jack fell down...

cause cards



# Comprehension

Cause and Effect Roll

C. 021

Dad forgot to put gas in the car...

Suzy burned the dinner...

The rabbit's cage was left open...

Tommy ate all the candy in the bag...

Kewana was late to soccer practice...

John's boat had a hole in the bottom...

cause cards



... I need my rubber boots.

... the cat runs and hides.

... we go to the beach.

... I like to fly my kite.

... so I had to clean it up.

... and broke his crown.



# Comprehension

Cause and Effect Roll

C. 021

... and it came to a stop.

... so we had to go out to eat.

... and he ran to the garden to find lettuce.

... and then his belly hurt.

... so she had to run laps.

... and it filled up with water.

effect cards





### Objective

The student will identify the relationship between cause and effect.

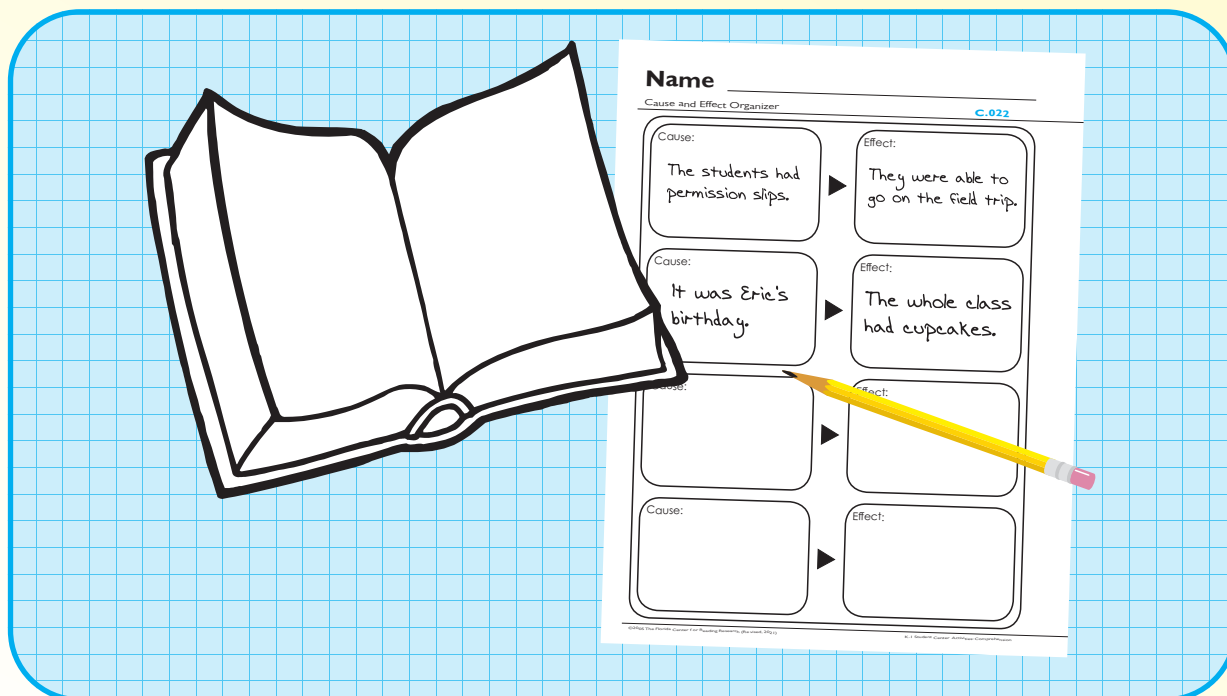
### Materials

- ▶ Expository or narrative text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Sticky notes  
*Divide the text into passages using sticky notes to indicate where students are to stop and identify cause and effect relationships.*
- ▶ Student sheet
- ▶ Crayons or markers
- ▶ Pencil

### Activity

**Students identify cause and effect relationships in text and record on a graphic organizer.**

1. Place text and crayons at the center. Provide the student with a student sheet.
2. The student reads the selected passage up to the first sticky note.
3. Identifies the cause and effect relationships and writes or illustrates them in the corresponding boxes on the student sheet.
4. Continues until student sheet is complete.
5. Teacher evaluation



**Name** \_\_\_\_\_

Cause and Effect Organizer C.022

Cause: The students had permission slips.	Effect: They were able to go on the field trip.
Cause: It was Eric's birthday.	Effect: The whole class had cupcakes.
Cause:	Effect:
Cause:	Effect:

### Extensions and Adaptations

- ▶ Write possible alternative effects.

# Name \_\_\_\_\_

Cause and Effect Organizer

C. 022

Cause:

Effect:



Cause:

Effect:



Cause:

Effect:



Cause:

Effect:





# Comprehension

C. 023

Monitoring for Understanding

K-W-L

## Objective

The student will use background knowledge to comprehend text.

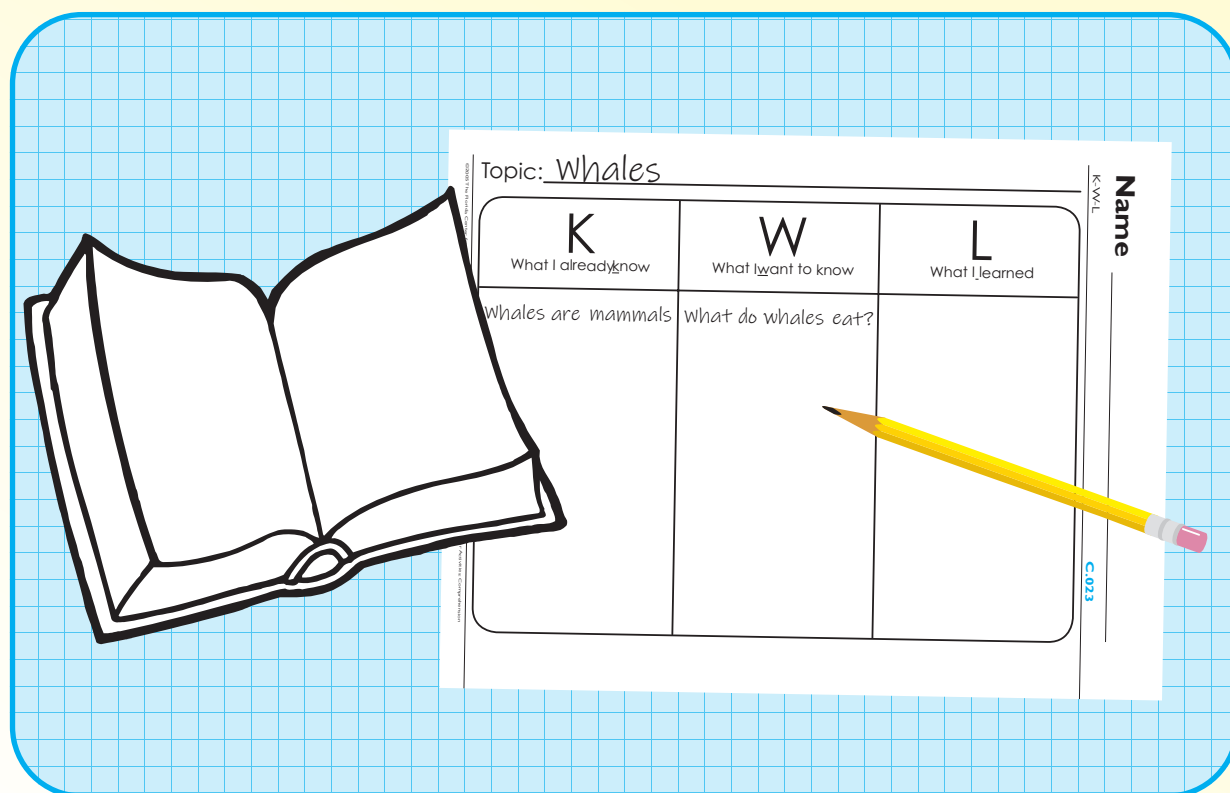
## Materials

- ▶ Expository text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Student sheet
- ▶ Pencil

## Activity

Students monitor comprehension before, during, and after reading text using a K-W-L chart.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text cover and records topic on the student sheet.
3. Writes things that he knows about the topic on the student sheet in the “What I Know” column.
4. Generates questions and records them in the “What I Want to Know” column.
5. Reads the text and records what has been learned in the “What I Have Learned” column.
6. Teacher evaluation



The illustration shows a K-W-L chart on a grid background. To the left is an open book icon, and to the right is a yellow pencil icon pointing towards the chart. The chart is titled "Topic: Whales" and has three columns: "K" (What I already know), "W" (What I want to know), and "L" (What I learned). The "K" column contains the text "Whales are mammals". The "W" column contains the text "What do whales eat?". The "L" column is empty. To the right of the chart is a vertical line labeled "Name" with a blank space for writing. The code "C.023" is printed at the bottom right of the chart area.

K	W	L
What I already know	What I want to know	What I learned
Whales are mammals	What do whales eat?	

## Extensions and Adaptations

- ▶ Write two more things under “What I want to know” after reading text.
- ▶ Use another graphic organizer to monitor comprehension.



Name \_\_\_\_\_

K-W-L

C. 023

Topic: \_\_\_\_\_

<p><b>L</b> What I learned</p>	
<p><b>W</b> What I want to know</p>	
<p><b>K</b> What I already know</p>	

Name \_\_\_\_\_

C. 023

K-W-L

<p><b>L</b> What I learned</p>	
<p><b>H</b> How I can find what I want to know</p>	
<p><b>W</b> What I want to know</p>	
<p><b>K</b> What I already know</p>	



## Monitoring for Understanding

C. 024

### Make-and-Check-A-Prediction

#### Objective

The student will use prediction to comprehend text.

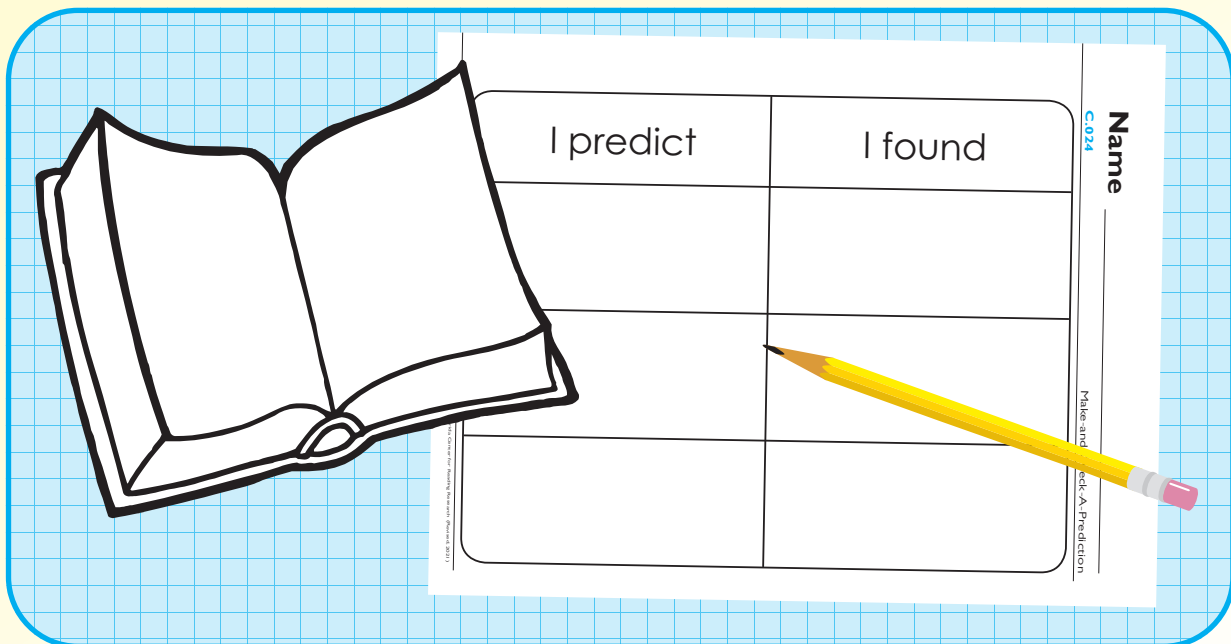
#### Materials

- ▶ Expository or narrative text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Sticky notes  
*Divide the text into passages using sticky notes to indicate where students are to stop and make a prediction.*
- ▶ Student sheet
- ▶ Crayons and markers
- ▶ Pencil

#### Activity

**Students make, write or illustrate, and check story predictions.**

1. Place text and crayons at the center. Provide the student with a student sheet.
2. The student reads the selected passage up to the first sticky note.
3. Makes and writes or illustrates a prediction on the left-hand side of the student sheet.
4. Continues reading the text until prediction is verified. Writes or illustrates what actually happens in the story on the right-hand side of the student sheet.
5. Continues until student sheet is complete.
6. Teacher evaluation



#### Extensions and Adaptations

- ▶ Discuss predictions and results with a partner.

Name \_\_\_\_\_

C. 024

Make-and-Check-A-Prediction

I found

I predict



### Classifying Information

#### Objective

The student will classify information to comprehend text.

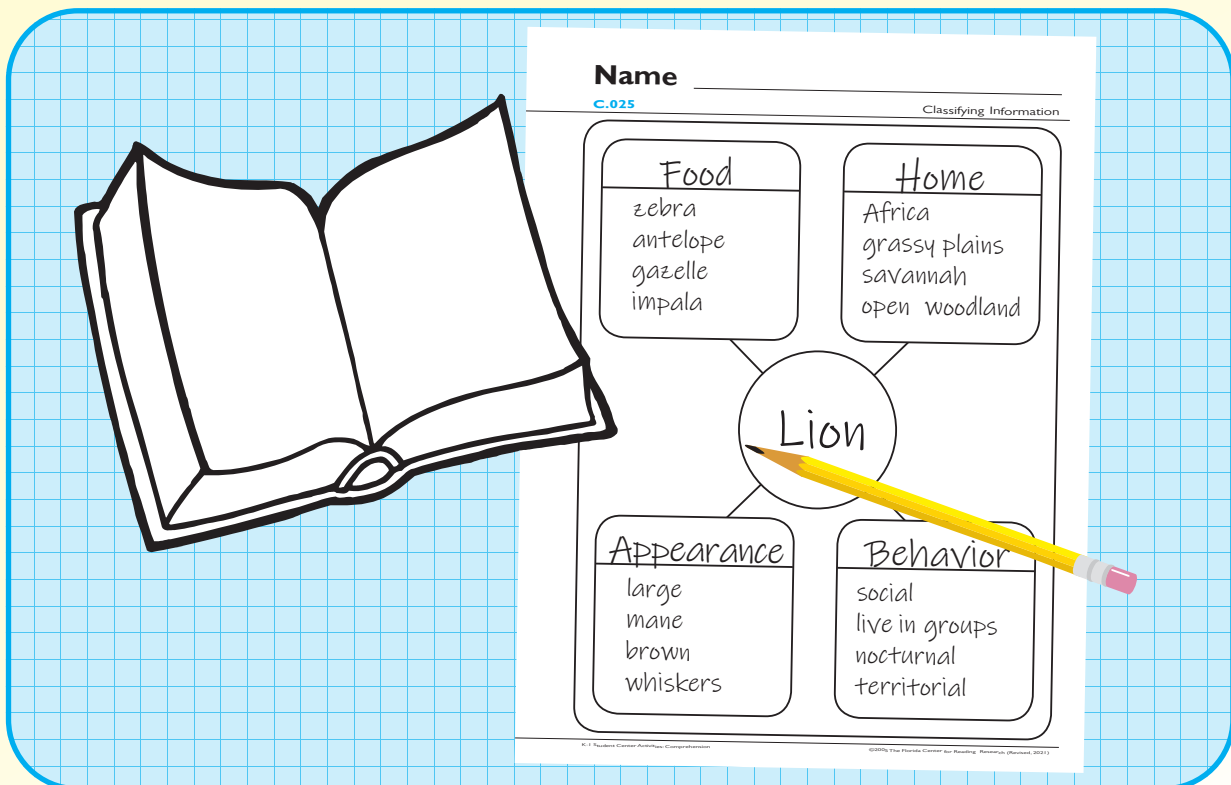
#### Materials

- ▶ Expository text  
*Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- ▶ Student sheet  
*Write the initial topic in the center of the organizer and the categories relating to the topic on the line in each of the four squares.*
- ▶ Pencil

#### Activity

Students write words or phrases that describe and/or relate to a category of a topic.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes words or phrases that describe and/or relate to the categories in each box.
4. Continues until each box has at least four words or phrases.
5. Teacher evaluation



The illustration shows a student sheet on a grid background. At the top left is a drawing of an open book. To its right is a student sheet titled "Name \_\_\_\_\_" and "Classifying Information". The sheet features a central circle labeled "Lion" with a yellow pencil pointing to it. Four boxes are connected to the center circle:

- Food**: zebra, antelope, gazelle, impala
- Home**: Africa, grassy plains, savannah, open woodland
- Appearance**: large mane, brown, whiskers
- Behavior**: social, live in groups, nocturnal, territorial

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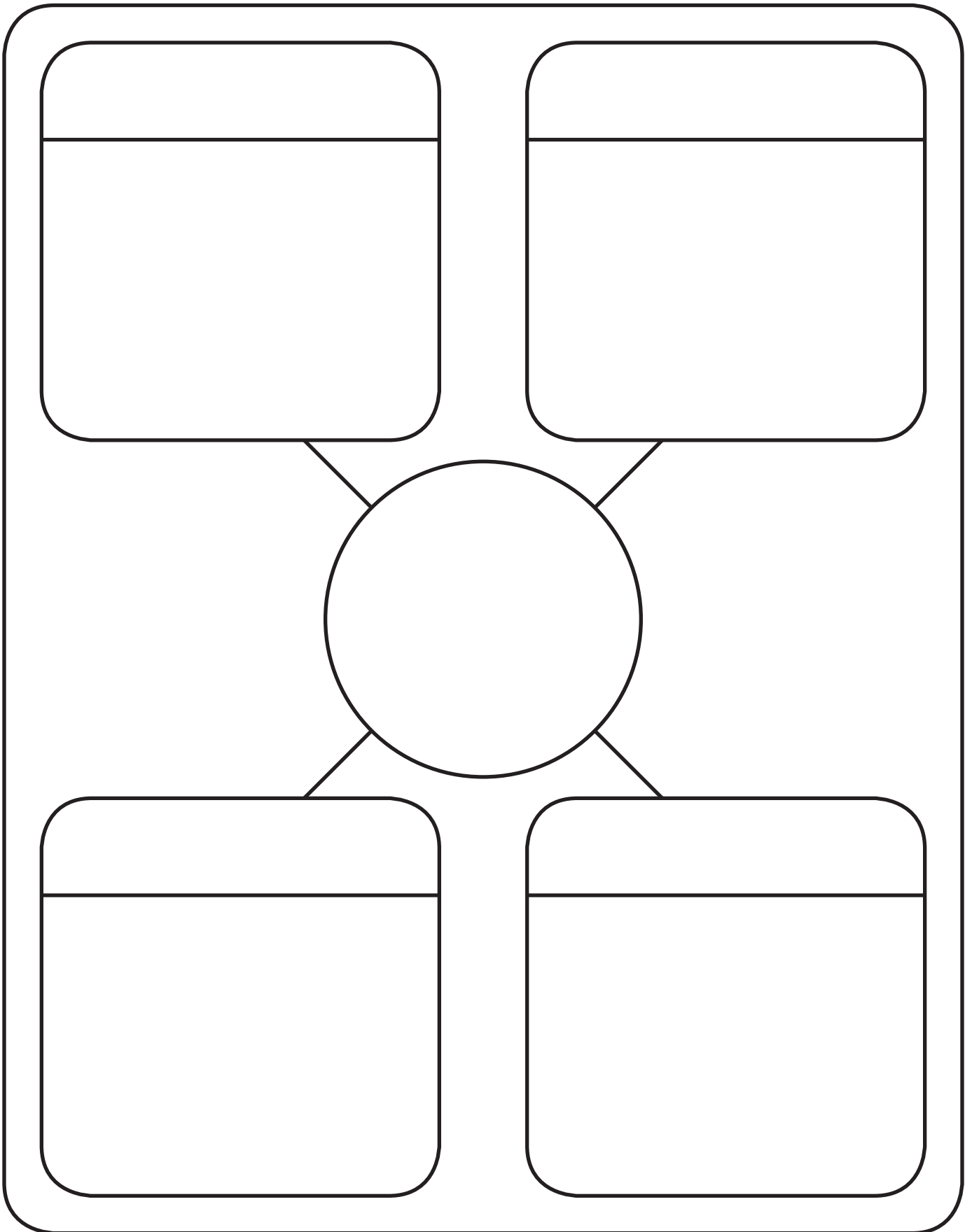
#### Extensions and Adaptations

- ▶ Use to classify narrative text.

Name \_\_\_\_\_

C. 025

Classifying Information





### Sum It Up

#### **Objective**

The student will summarize text.

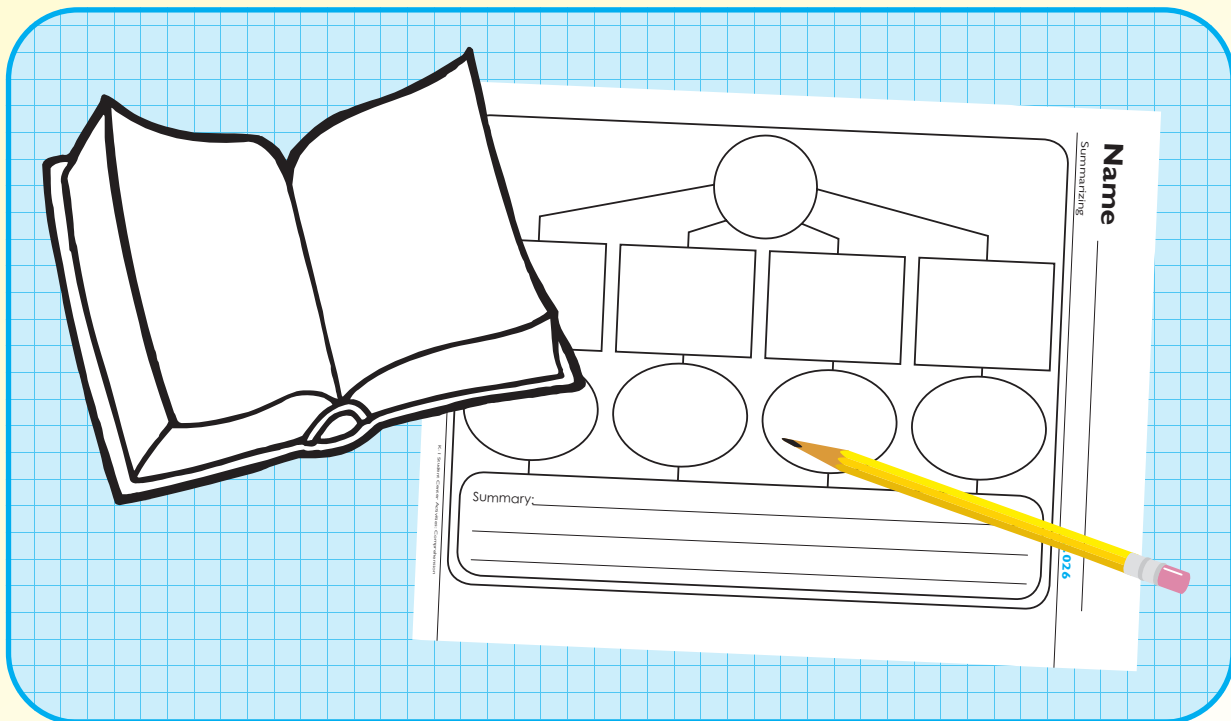
#### **Materials**

- ▶ Expository or narrative text  
*Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- ▶ Student sheet
- ▶ Pencil

#### **Activity**

**Students summarize text using a graphic organizer.**

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes topic or title in top circle. Records information on student sheet based on the type of text. If expository text, writes the main ideas in the boxes and the supporting details in the ovals. If narrative text, writes story elements or story events in the boxes and related information in the ovals.
4. Reviews recorded information and writes a summary on student sheet.
5. Teacher evaluation



#### **Extensions and Adaptations**

- ▶ Discuss details and summary with partner.

Name \_\_\_\_\_

C. 026

Sum It Up

A graphic organizer template for summarizing text. It features a central circle on the left connected to four rectangular boxes in the middle, which are in turn connected to four ovals on the right. A vertical box on the far right is labeled "Summary:" and contains three horizontal lines for writing.