

Phonemic Awareness



Phoneme Matching

PA.008

Vowel Picture Sort



Objective

The student will match vowel sounds in words.



Materials

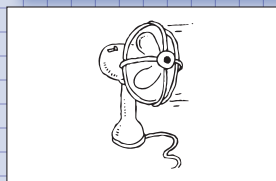
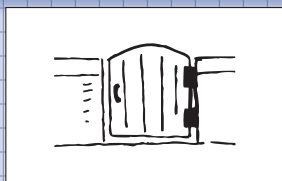
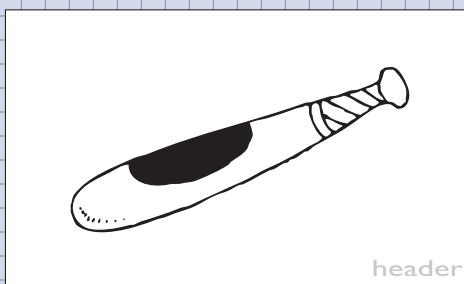
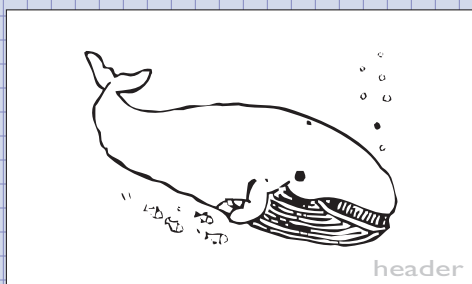
- ▶ Vowel header picture cards (Activity Master PA.008.AM1a - PA.008.AM1e)
- ▶ Vowel picture cards (Activity Master PA.008.AM2a - PA.008.AM2j)
Choose one vowel at a time by selecting header and picture cards for the same vowel (e.g., short and long "a").



Activity

Students match vowel sounds by sorting pictures into columns.

1. Place vowel header picture cards face up on flat surface. Mix and place the vowel picture cards face down in a stack.
2. Taking turns, students select a card from the stack, name the picture, and say the vowel sound (e.g., "fan, /a/").
3. Place in column with matching vowel header picture card (i.e., bat).
4. Point to and name picture cards in entire column starting at top.
5. Continue until all cards are sorted.
6. Peer evaluation



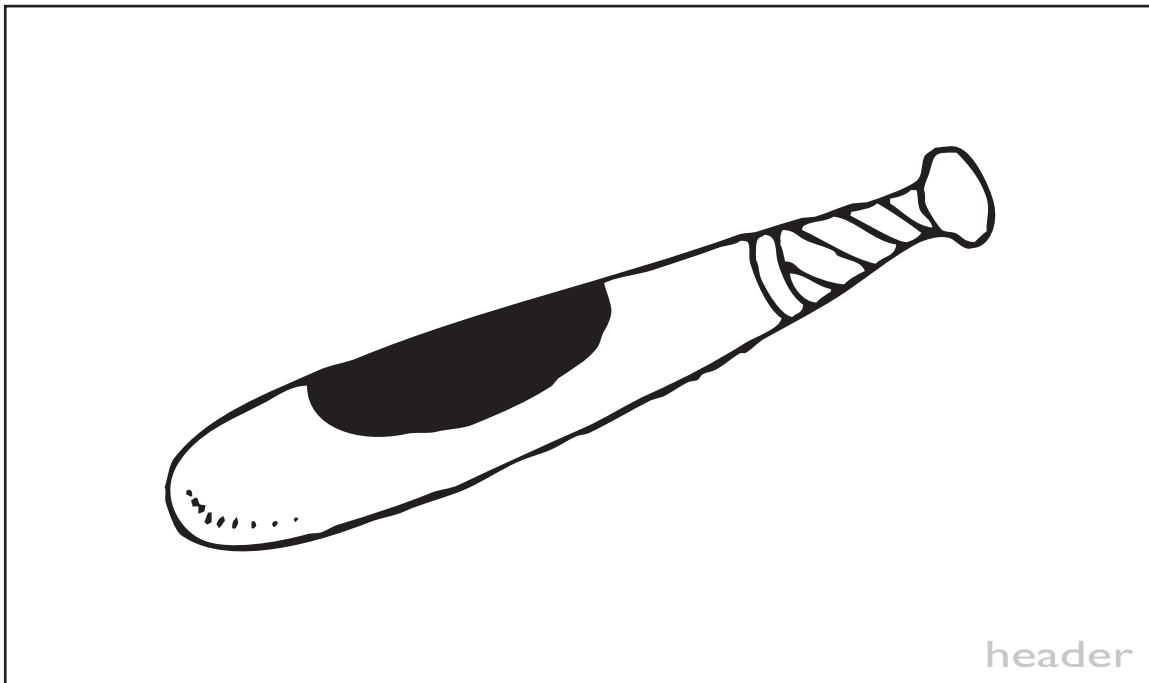
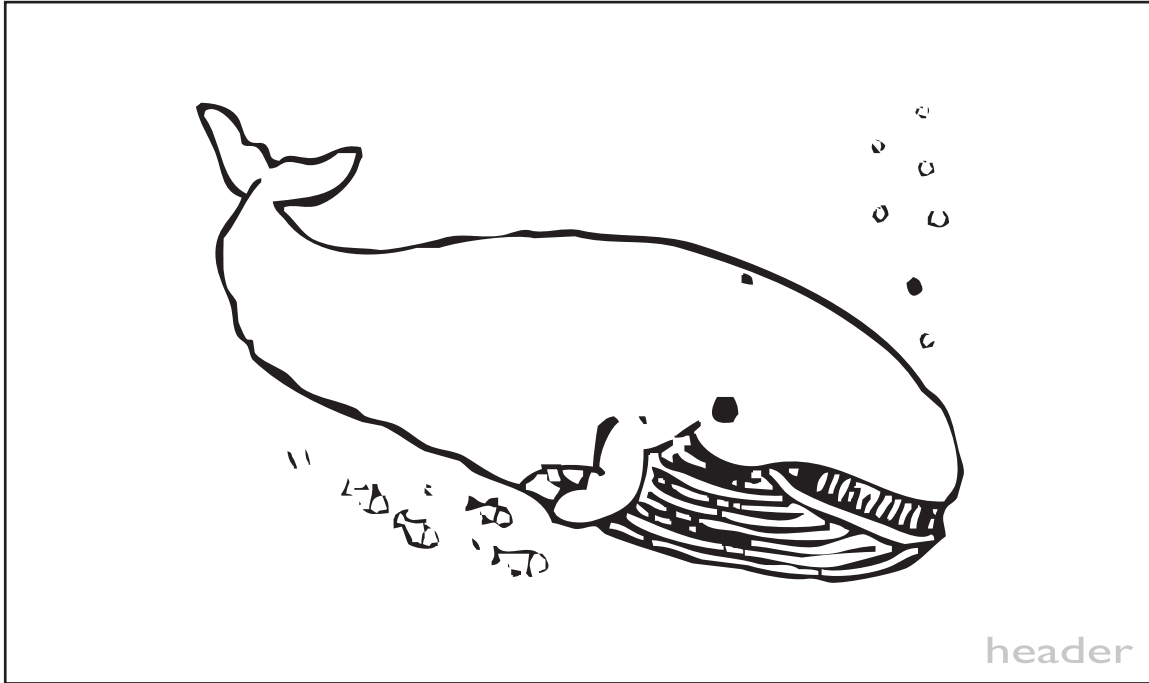
Extensions and Adaptations:

- ▶ Sort several different vowels (long and short) at a time.

Phonemic Awareness

PA.008.AM1a

Vowel Picture Sort

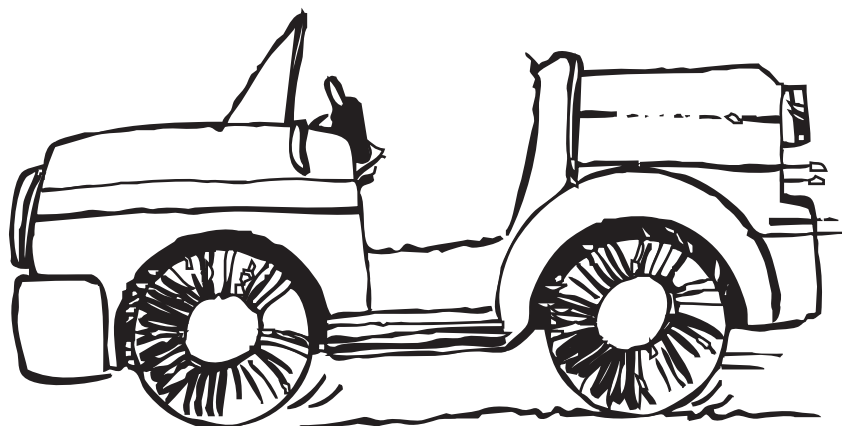


header cards: long "a" - whale, short "a" - bat

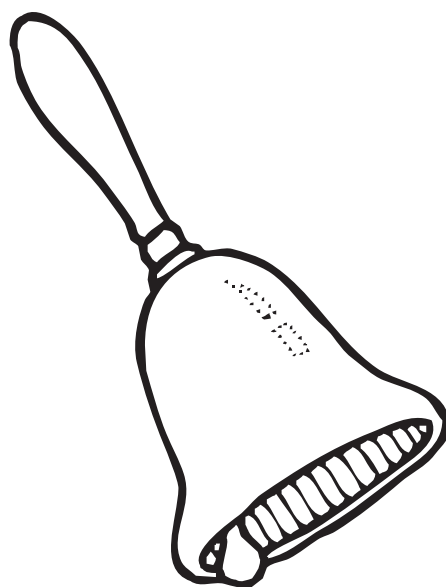
Phonemic Awareness

Vowel Picture Sort

PA.008.AM1b



header



header



header cards: long "e" - jeep, short "e" - bell

Phonemic Awareness

PA.008.AM I c

Vowel Picture Sort



header



header

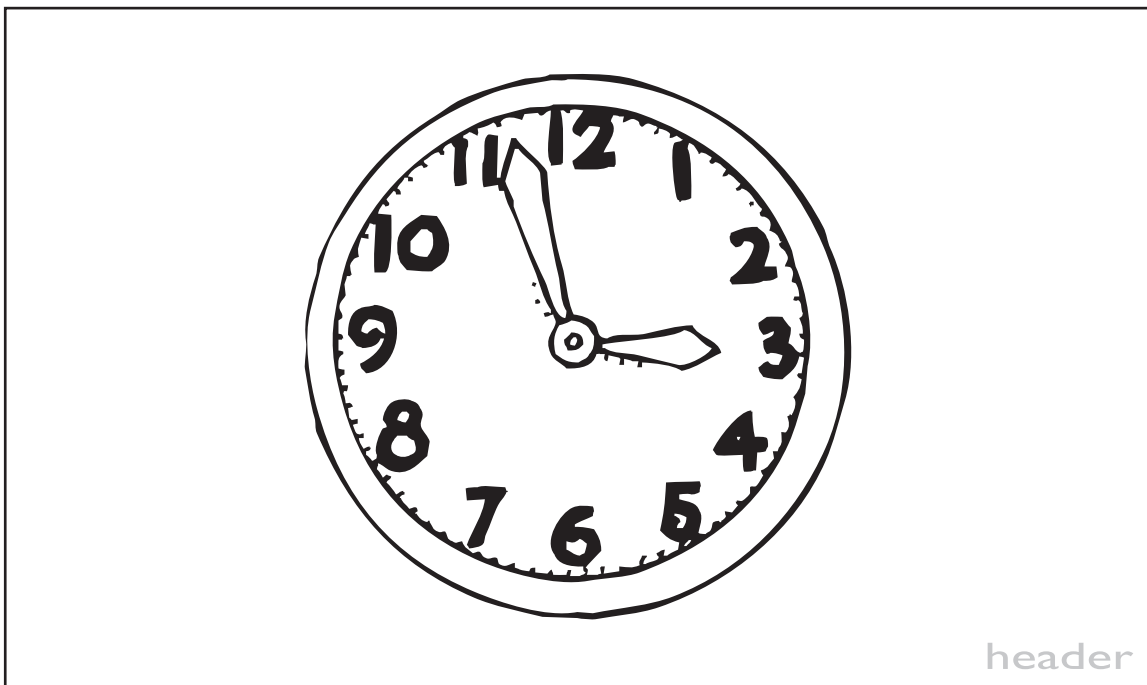
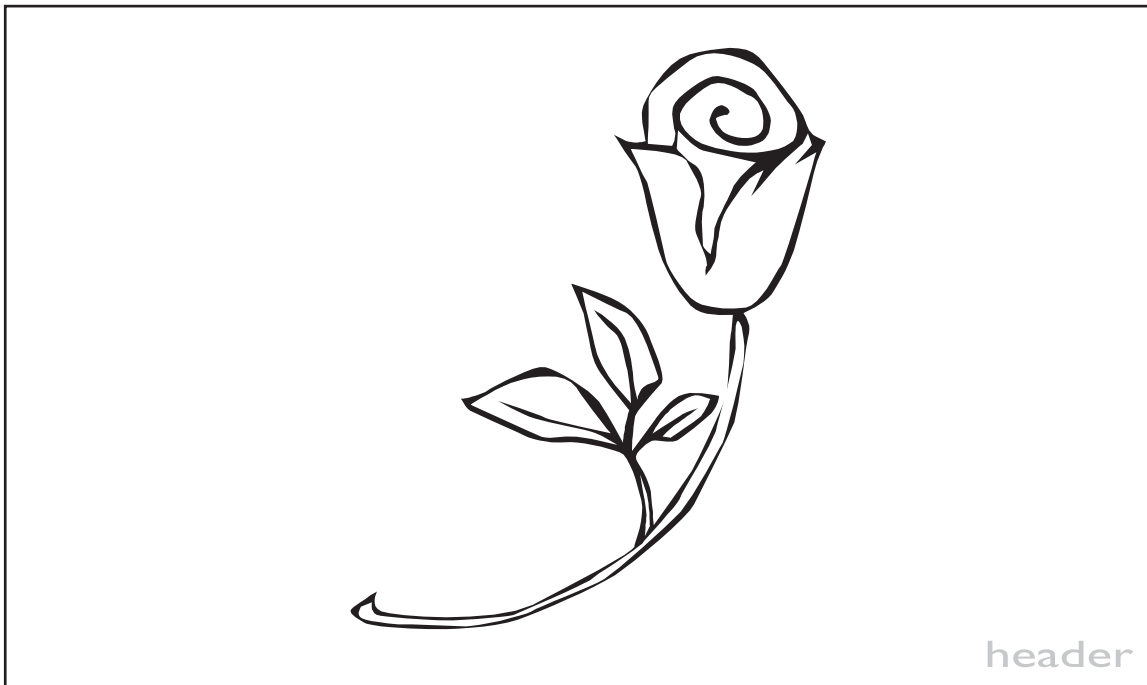


header cards: long "i" - eye, short "i" - chin

Phonemic Awareness

Vowel Picture Sort

PA.008.AMId

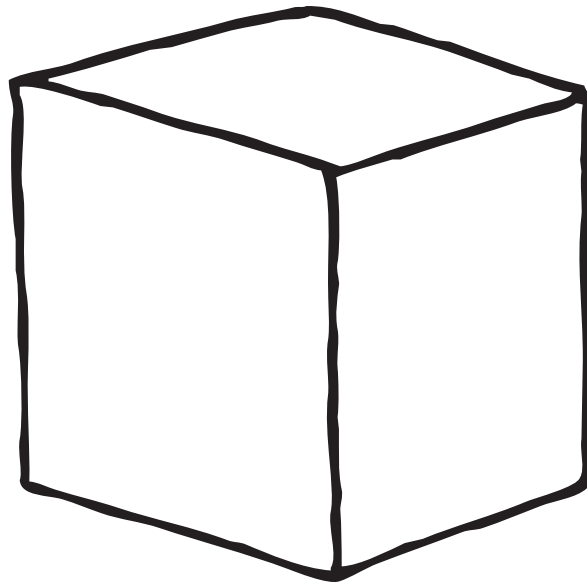


header cards: long "o" - rose, short "o" - clock

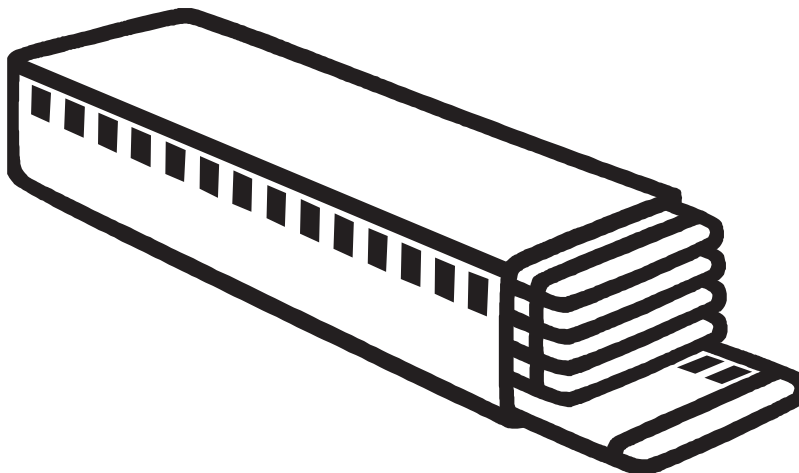
Phonemic Awareness

PA.008.AM1e

Vowel Picture Sort



header



header

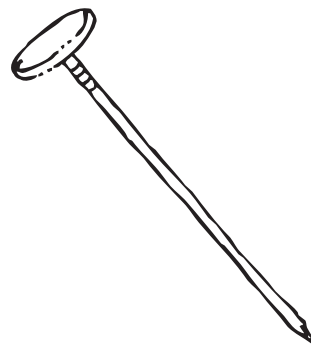
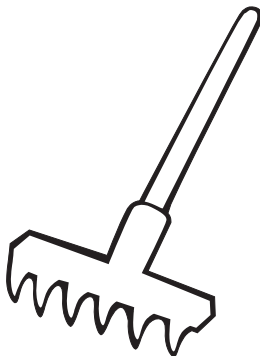
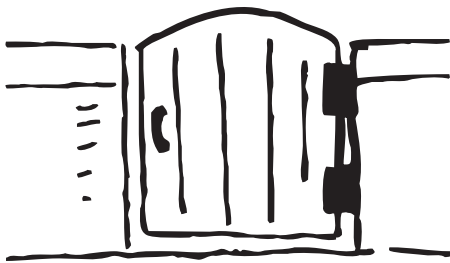
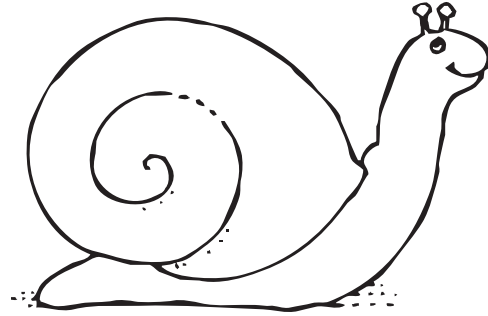


header cards: long "u" - cube, short "u" - gum

Phonemic Awareness

Vowel Picture Sort

PA.008.AM2a



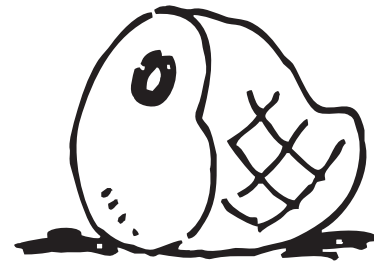
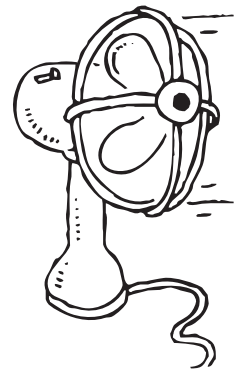
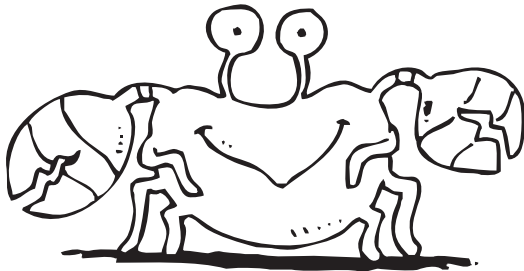
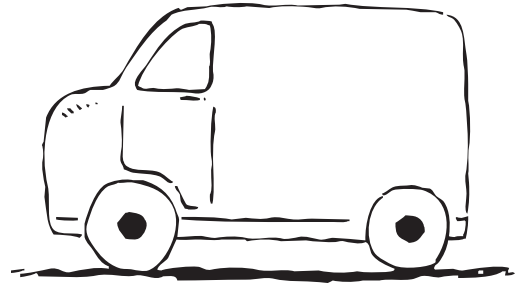
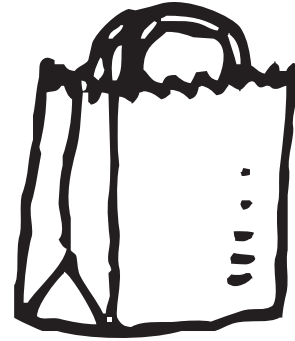
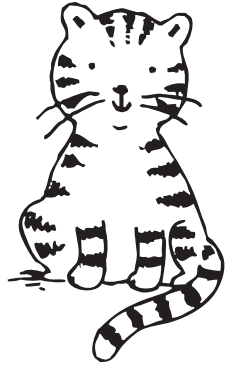
long "a" - vase, snail, pail, lake, gate, rain, rake, nail



Phonemic Awareness

PA.008.AM2b

Vowel Picture Sort



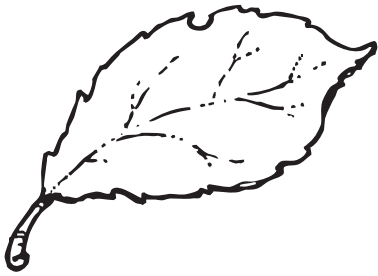
short "a" - cat, bag, plant, van, crab, fan, rat, ham



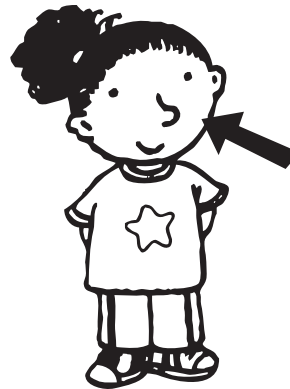
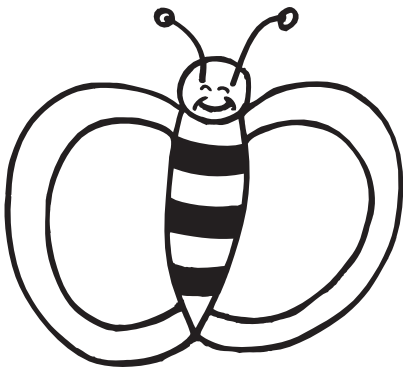
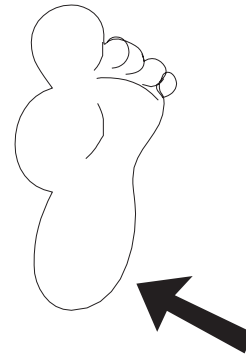
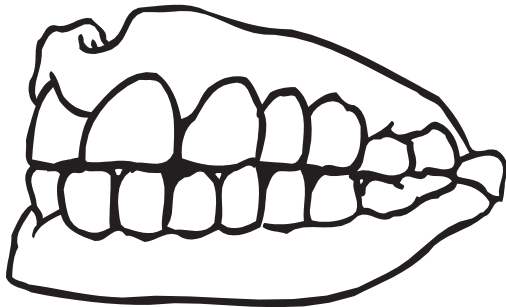
Phonemic Awareness

Vowel Picture Sort

PA.008.AM2c



3



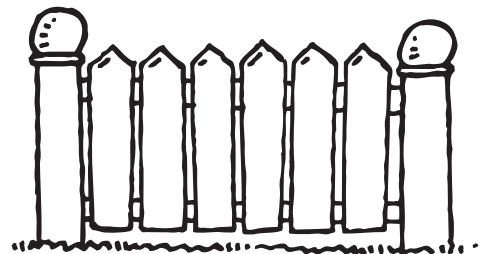
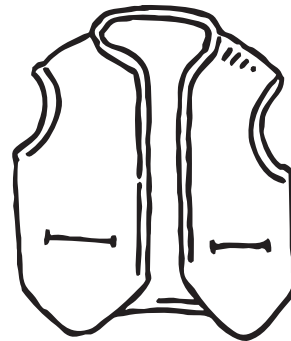
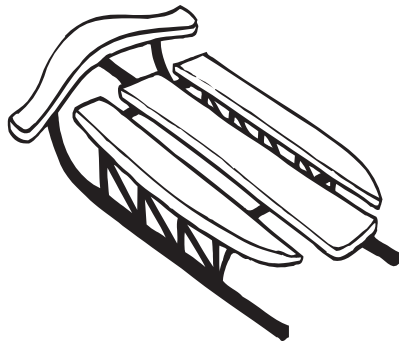
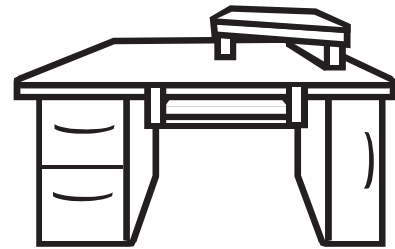
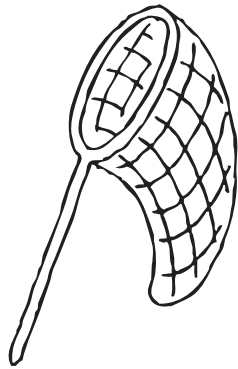
long "e" - leaf, three, teeth, heel, bee, cheek, beach, seal



Phonemic Awareness

PA.008.AM2d

Vowel Picture Sort



short "e" - net, desk, sled, vest, bed, jet, dress, fence



Phonemic Awareness

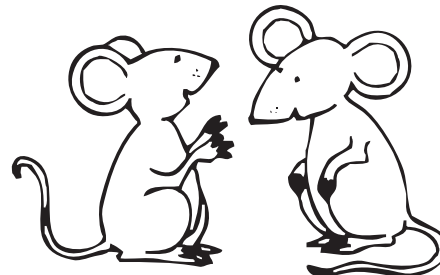
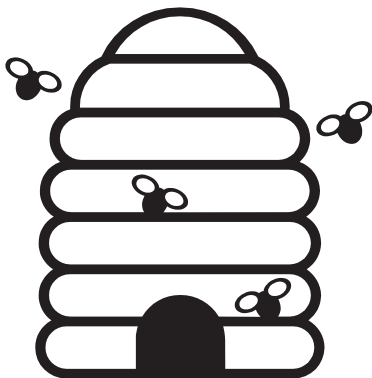
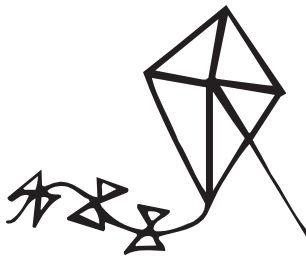
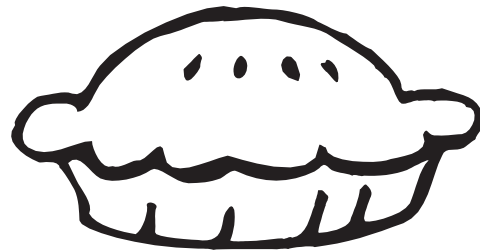
Vowel Picture Sort

PA.008.AM2e



5

9



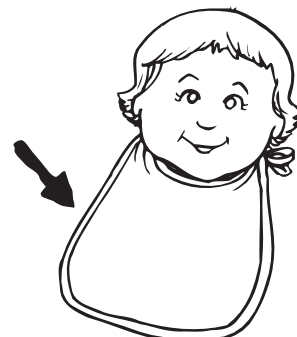
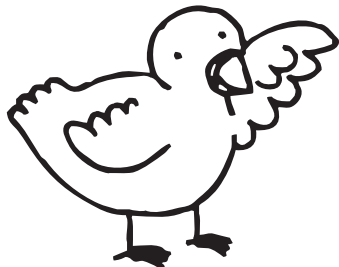
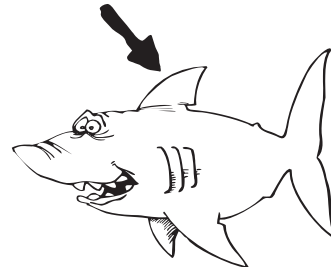
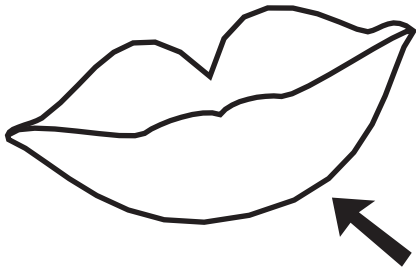
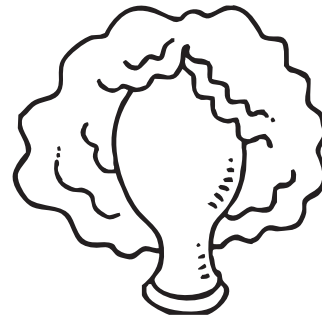
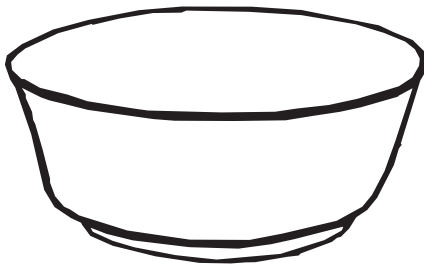
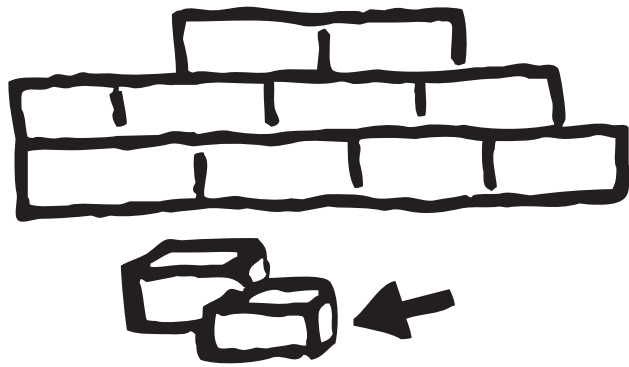
long "i" - dime, five, nine, pie, kite, knight, hive, mice



Phonemic Awareness

PA.008.AM2f

Vowel Picture Sort



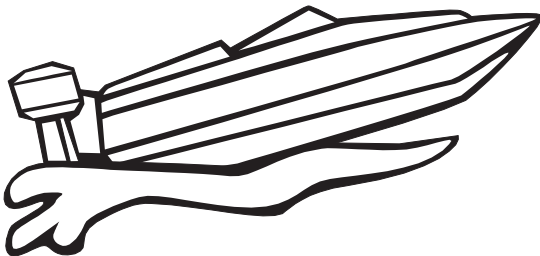
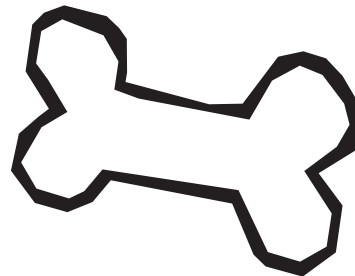
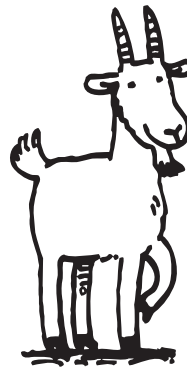
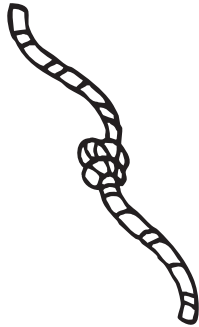
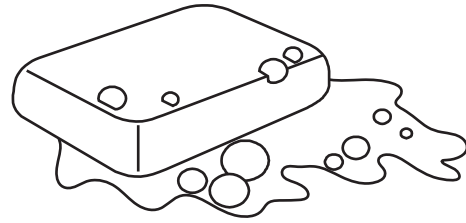
short "i" - brick, six, dish, wig, lip, fin, chick, bib



Phonemic Awareness

Vowel Picture Sort

PA.008.AM2g



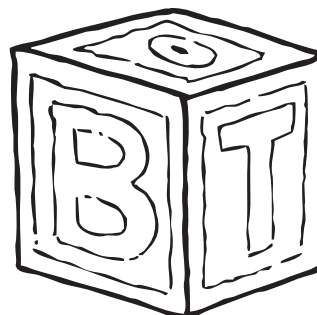
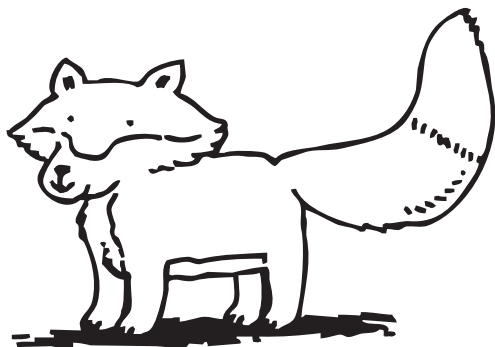
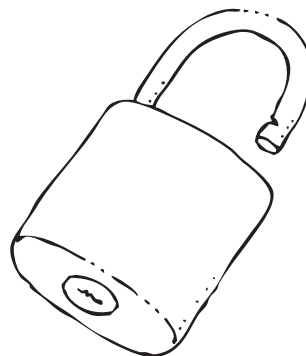
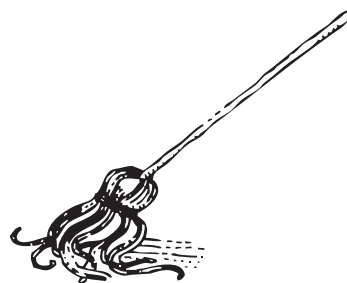
long "o" - cone, soap, rope, goat, toe, bone, boat, coat



Phonemic Awareness

PA.008.AM2h

Vowel Picture Sort



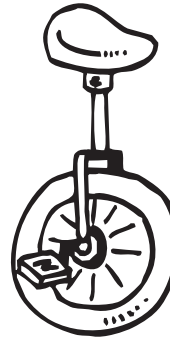
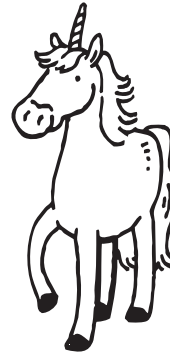
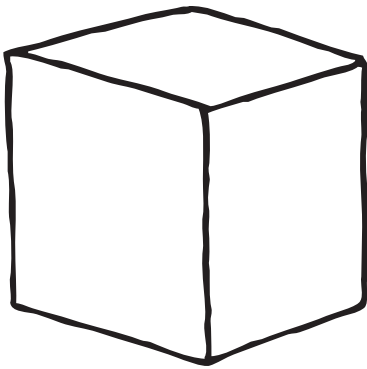
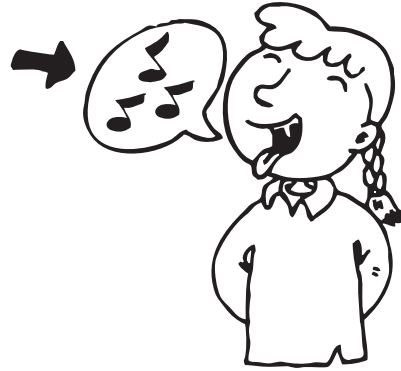
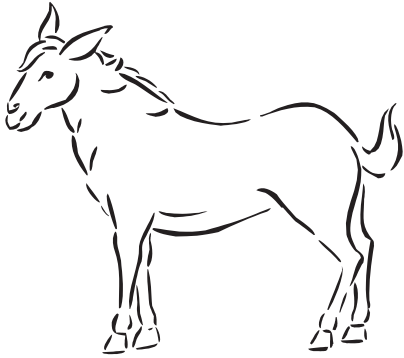
short "o" - rock, mop, hop, lock, fox, sock, log, block



Phonemic Awareness

Vowel Picture Sort

PA.008.AM2i



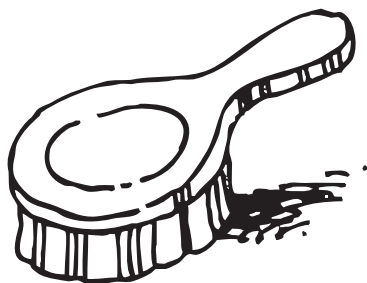
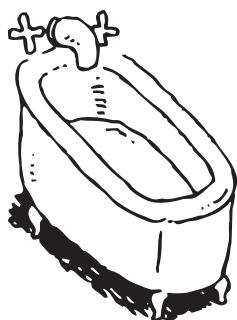
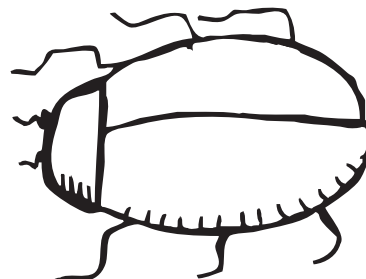
long "u" - mule, music, cube, unicorn, uniform, unicycle



Phonemic Awareness

PA.008.AM2j

Vowel Picture Sort



short "u" - bus, truck, rug, bug, tub, trunk, brush, skunk





Phonemic Awareness

PA.006

Phoneme Matching
Medial Phoneme Dominoes



Objective

The student will match medial phonemes in words.



Materials

- Set of domino picture cards (Activity Master PA.006.AM1a - PA.006.AM1c)

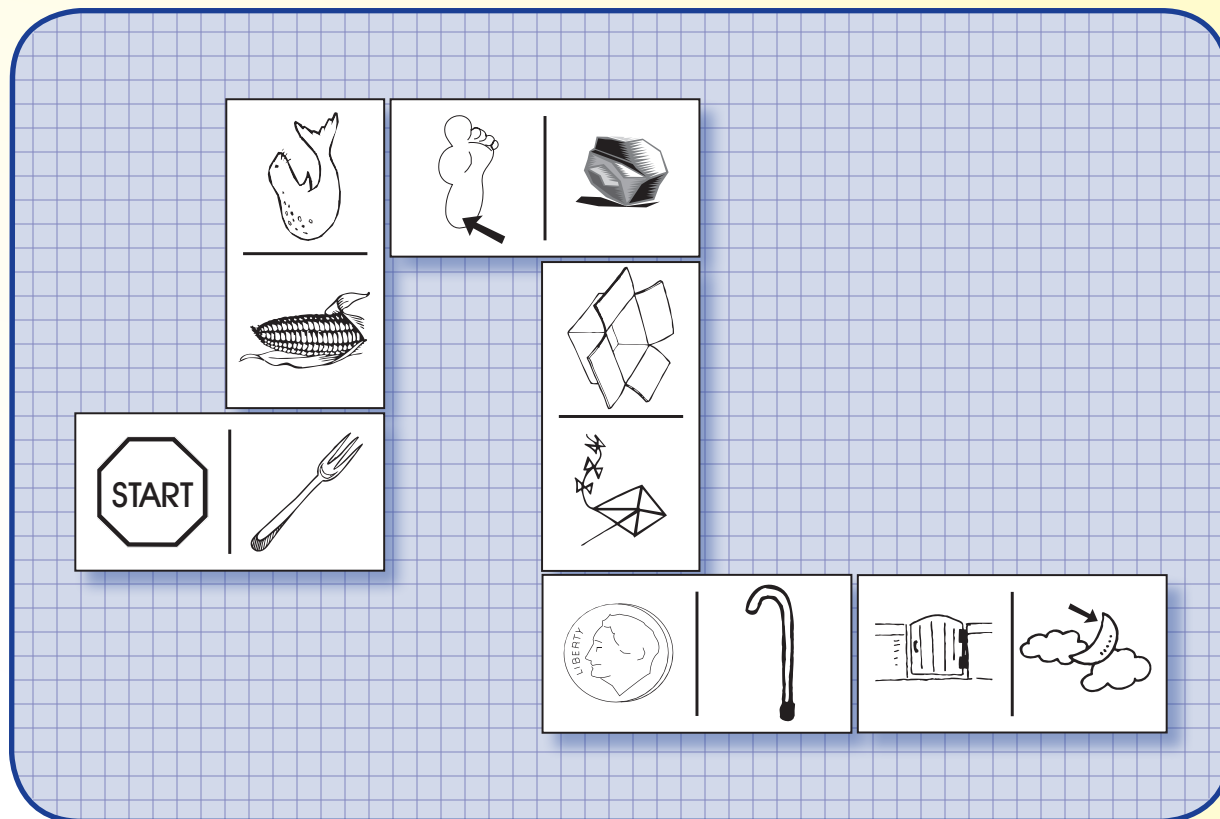
Note: There are six dominoes per page and each one has two pictures (e.g., box/kite).



Activity

Students match medial sounds by playing dominoes.

1. Scatter domino picture cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table and says the name and medial sound of the picture on the end of the domino (e.g., “fork, /or/”).
3. Student two finds the domino with the matching medial phoneme; says name and medial sound of the picture (e.g., “corn, /or/”).
4. Connects it to the original domino.
5. Continue until all the dominoes are connected.
6. Peer evaluation



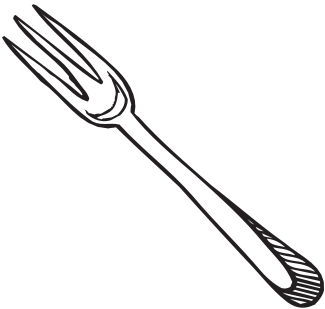

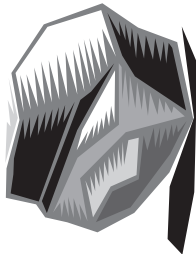
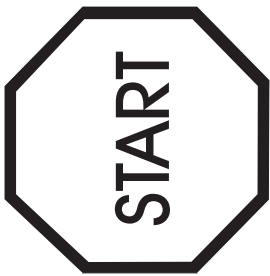
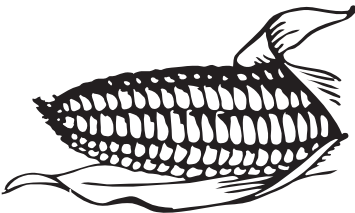
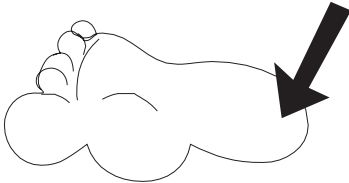
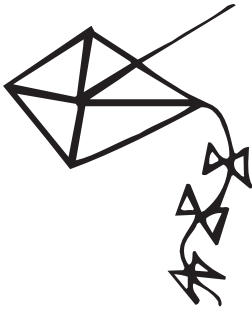

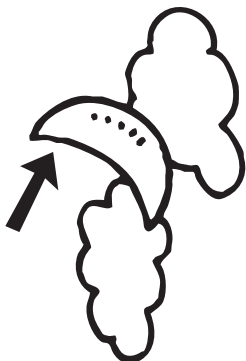
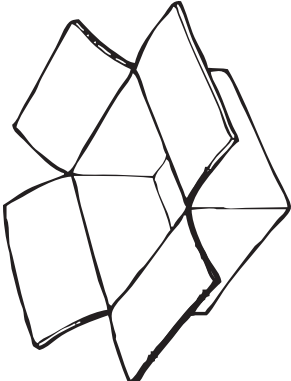


Extensions and Adaptations:

- Use dominoes with initial or final phonemes (Activity Master PA.006.AM2).

Phonemic Awareness

Medial Phoneme Dominoes

PA.006.AM1a

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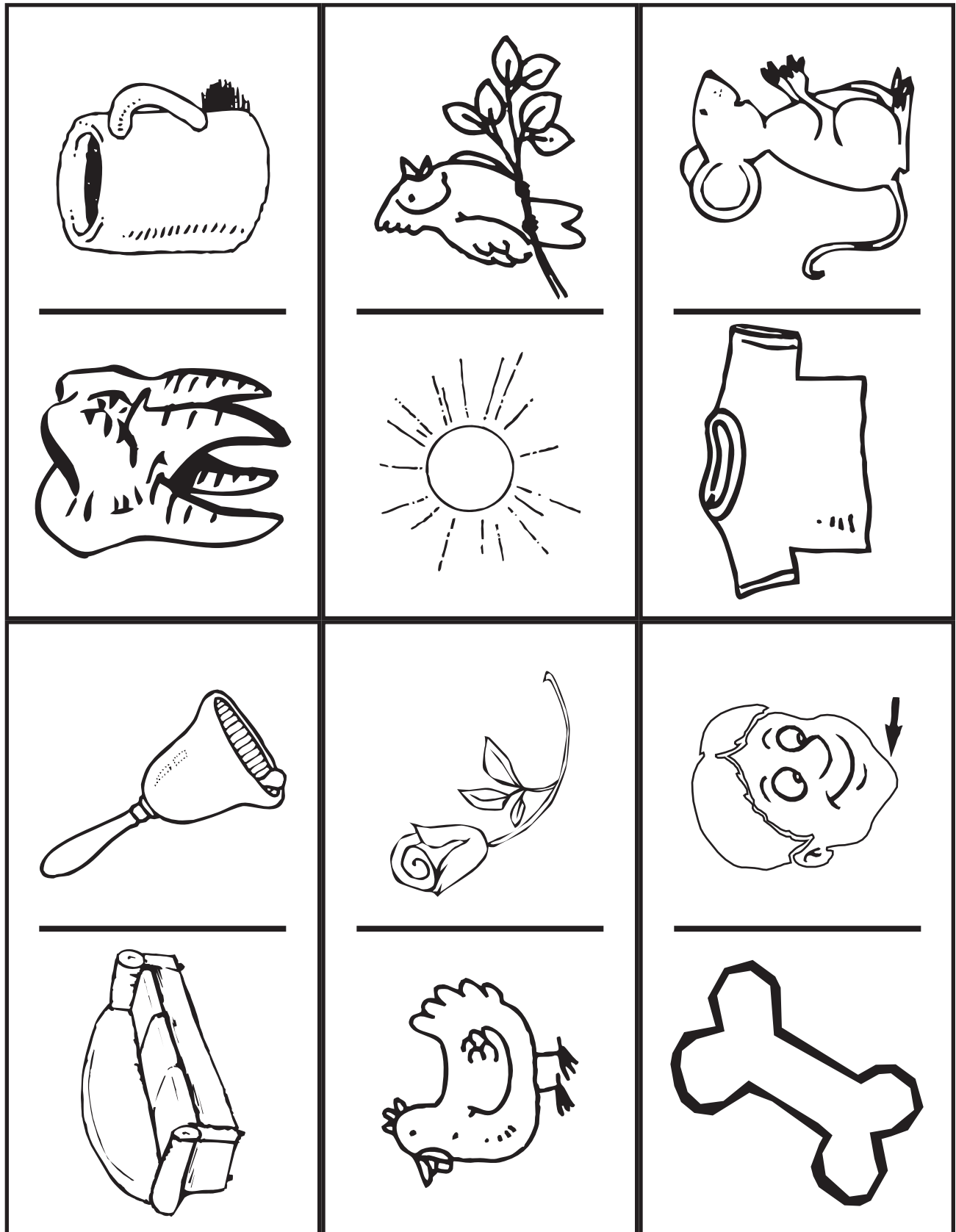
START/fork, corn/seal, heel/rock, box/kite, dime/cane, gate/moon



Phonemic Awareness

PA.006.AM1b

Medial Phoneme Dominoes




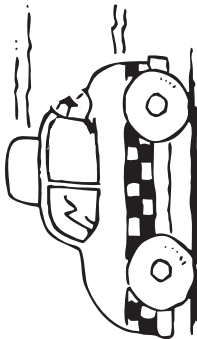
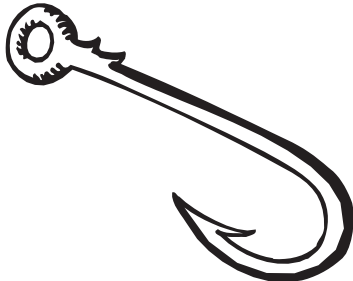

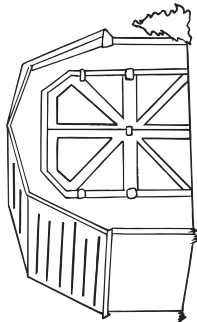
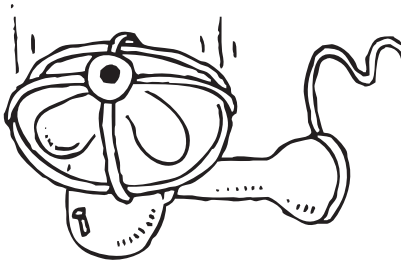

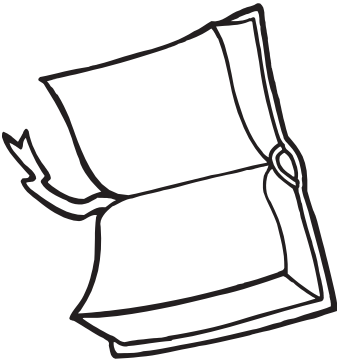
tooth/mug, sun/bird, shirt/mouse, couch/bell, hen/rose, bone/chin



Phonemic Awareness

Medial Phoneme Dominoes

PA.006.AM1c

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

hip/shark, barn/cab, fan/hook, book/STOP



Phonemic Awareness

PA.006.AM2

Medial Phoneme Dominoes

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Phonemic Awareness



Phoneme Matching

PA.007

Medial Match



Objective

The student will match medial phonemes in words.



Materials

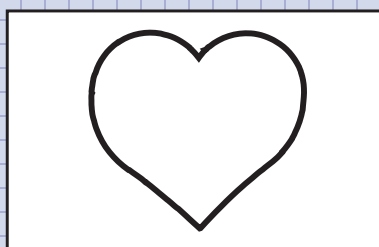
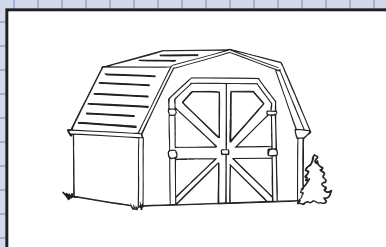
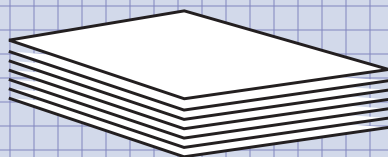
- ▶ Medial phoneme picture cards (Activity Master PA.007.AM1a - PA.007.AM1e)



Activity

Students match medial phonemes by playing a card game.

1. Place medial phoneme picture cards face down in a stack at the center.
2. Students select five cards each off the top of the stack and check their cards for pairs of pictures that have the same medial sound.
3. Taking turns, students read matches and state the medial sound. For example, “I have heart and barn. The medial sound is /ar/.” Place the matched pairs down on the table.
4. Select one card from the deck. Look at the cards in their hands to try to make a match.
5. If a match is made, say the names and the medial sounds of the pictures and place with other matched cards on table.
6. If no match is made, next student takes turn.
7. Continue until all pairs are made.
8. Peer evaluation



“I have barn and heart. The medial sound is /ar/.”



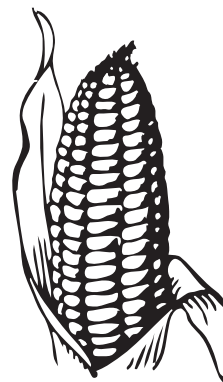
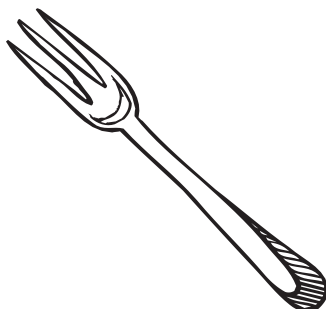
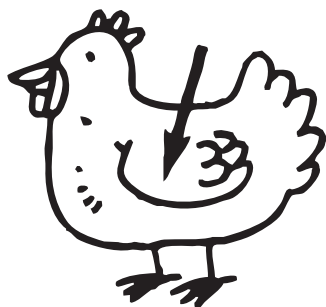
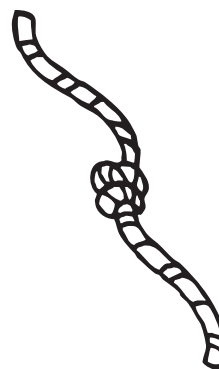
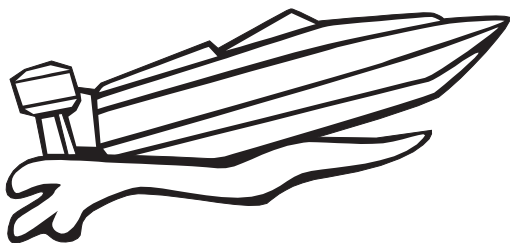
Extensions and Adaptations

- ▶ Use picture cards for a memory game.
- ▶ Use picture cards for an open sort.

Phonemic Awareness

PA.007.AM1a

Medial Match



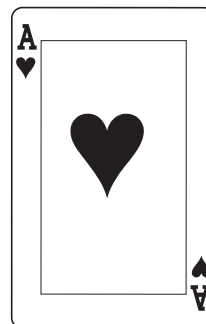
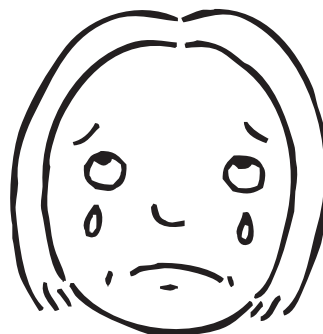
cake, rain, boat, rope, wing, sing, fork, corn



Phonemic Awareness

Medial Match

PA.007.AM1b



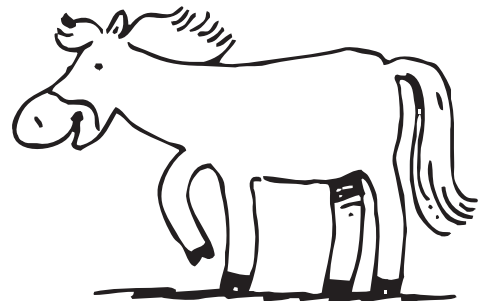
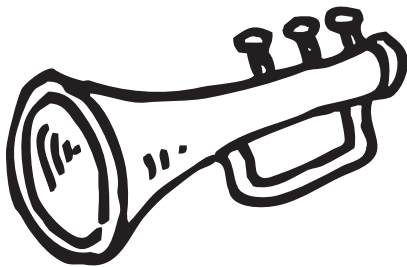
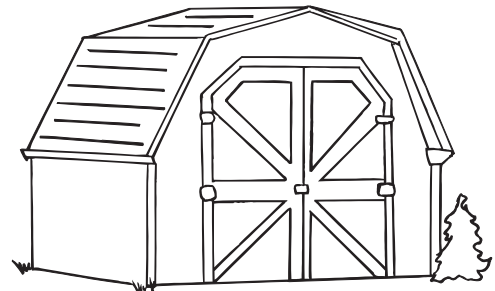
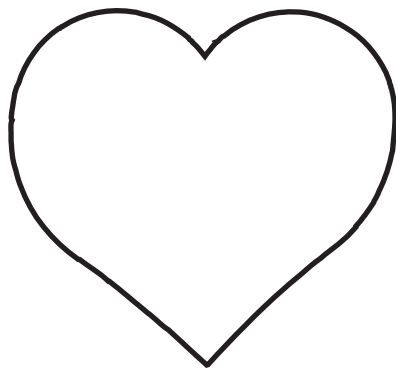
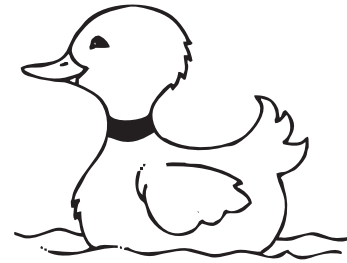
seal, beach, tree, cry, yarn, card, shawl, yawn



Phonemic Awareness

PA.007.AM1c

Medial Match



10

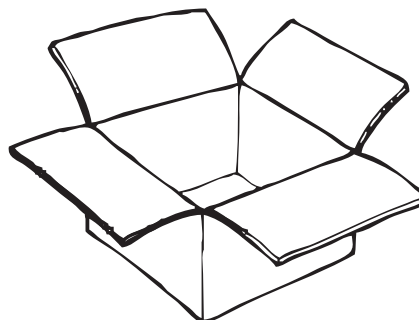
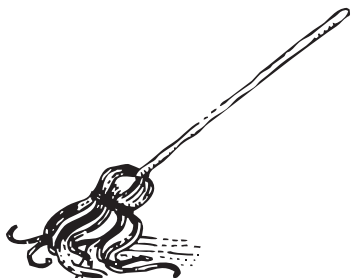
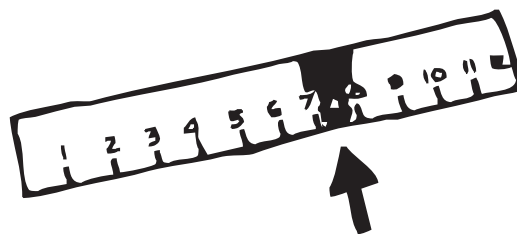
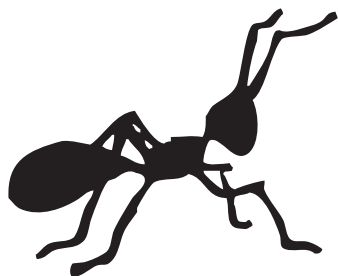
rug, duck, heart, barn, horn, horse, check, ten



Phonemic Awareness

Medial Match

PA.007.AM1d



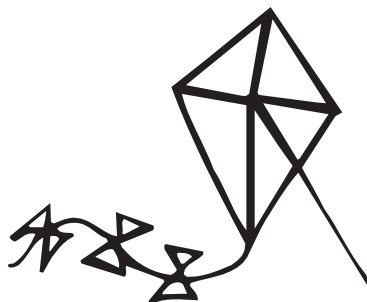
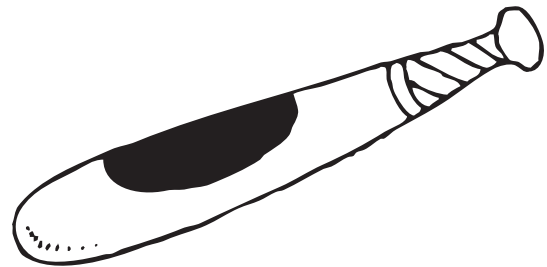
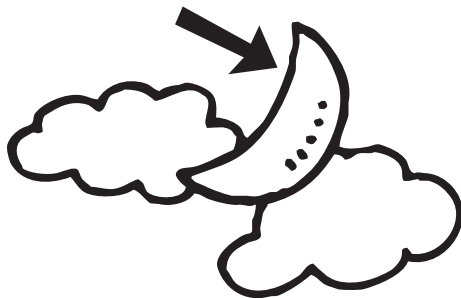
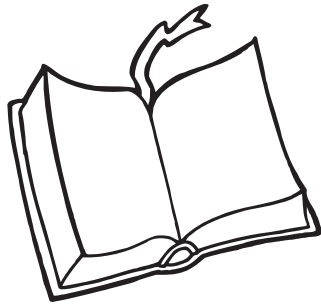
ant, inch, bird, girl, mop, box, mouse, couch



Phonemic Awareness

PA.007.AM1e

Medial Match



5

book, hook, moon, roof, match, bat, kite, five





Objective

The student will identify variant correspondences in words.



Materials

- ▶ Pocket chart
- ▶ Header cards (Activity Master P.015.AM1a - P.015.AM1b)
- ▶ Word cards (Activity Master P.015.AM2a - P.015.AM2j)
Choose one vowel at a time by selecting header and word cards for the same vowel (e.g., short and long "a").
- ▶ Paper
- ▶ Pencils



Activity

Students identify and sort long and short vowels.

1. Place the header cards in the top row of the pocket chart. Shuffle the word cards and place face down in a stack.
2. Taking turns, students select the top card from the stack, read the word, and say the vowel sound (e.g., "past, /a/").
3. Place in column under matching header card.
4. Point to and read words in entire column starting at top.
5. Continue until all cards are sorted.
6. Record words on paper.
7. Peer evaluation

back	snake
wax	shape
past	grade

back	snake
wax	shape
past	grade



Extensions and Adaptations

- ▶ Sort several different vowels (short and long) at a time.

Phonics

Short and Long

P.015.AM1a

back

header

snake

header

slip

header

hide

header

stop

header

joke

header

header cards



luck

header

cute

header

let

header

week

header

header

header



header cards

Phonics

Short and Long

P.015.AM2a

wax

chat

patch

past

crash

last

craft

bass



flame

stale

brake

tame

grade

shape

state

maze



Phonics

Short and Long

P.015.AM2c

ship

lift

spill

drift

trick

shin

hitch

mint



kite

mile

prize

slime

white

shine

wide

drive



Phonics

Short and Long

P.015.AM2e

crop

knob

shock

flop

stomp

cloth

lost

odd



globe

chose

stone

hose

note

broke

shone

dome



Phonics

Short and Long

P.015.AM2g

fuss

plum

crush

much

shrug

hunt

stuff

skunk



huge

fuse

cube

mule

fume

cute

mute

use



Phonics

Short and Long

P.015.AM2i

west

sled

neck

help

shelf

belt

crept

spell



green

street

teeth

creep

queen

bleed

creek

seed





Canned Sort



Objective

The student will identify variant correspondences in words.



Materials

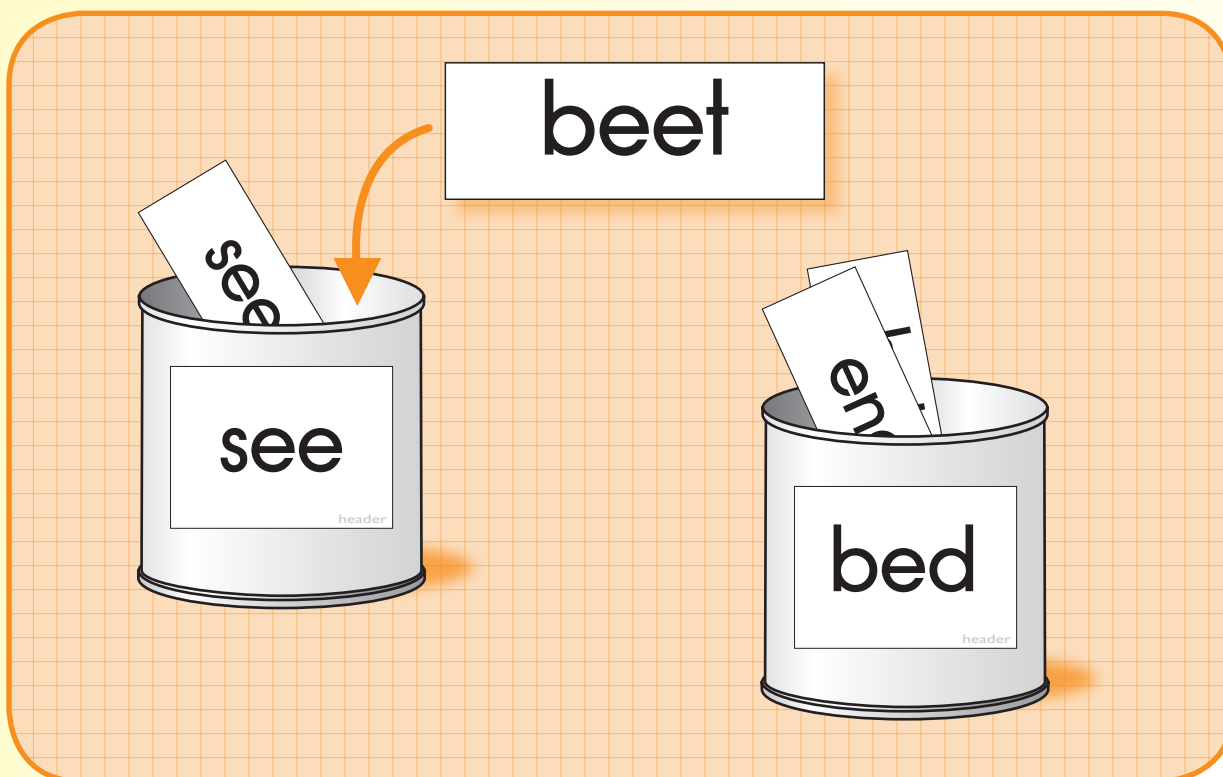
- ▶ Header and word cards (Activity Master P.047.AM1a - P.047.AM1e)
Choose target header and corresponding word cards for the same vowel (e.g., short and long “a”).
- ▶ Cans
Attach the header cards to the cans.



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 (Activity Master P.047.AM2a - P.047.AM2c).
- ▶ Make and use other header and word cards (Activity Master. P.047.AM3).
- ▶ Sort more than one vowel pair at a time.

Phonics

Canned Sort

P.047.AM1b

bed

header

see

header

went

sleep

help

seed

pet

eel

end

queen

them

beet

header and word cards



any

header

cry

header

very

deny

many

dry

easy

July

story

sly

only

fry



Phonics

Canned Sort

P.047.AM2c

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





Vowel Slide

Objective

The student will identify variant correspondences in words.

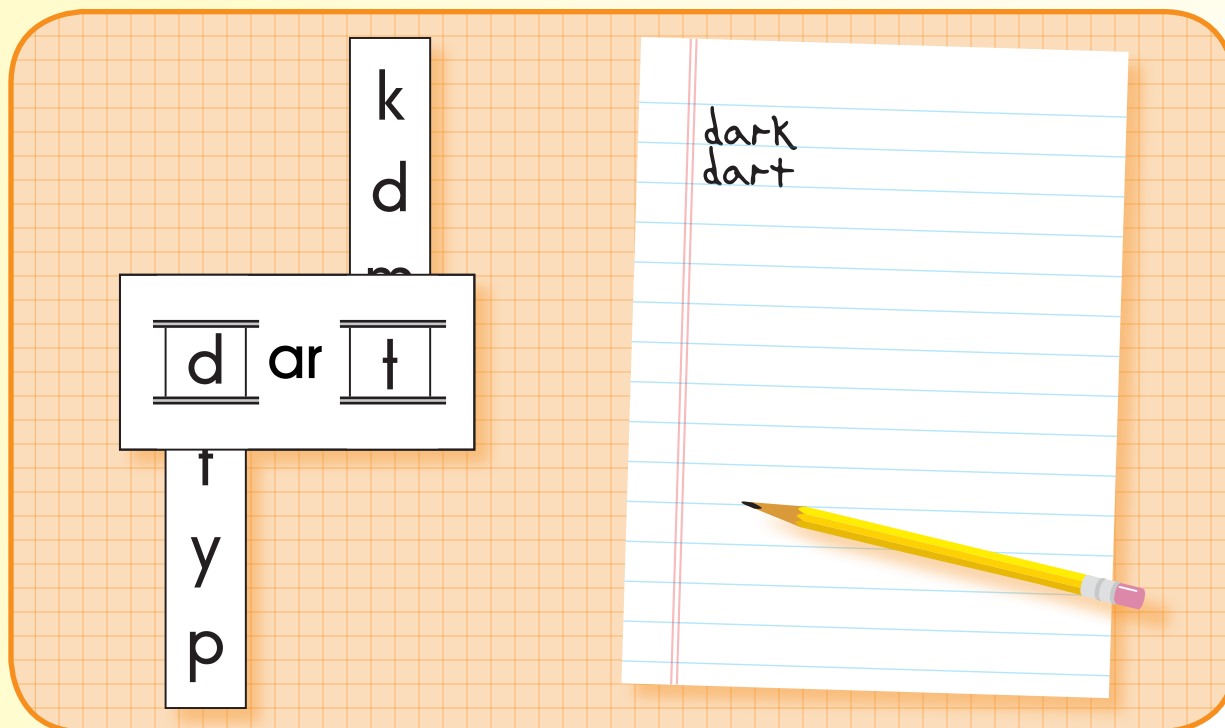
Materials

- ▶ Vowel Slides (Activity Master P.049.AM1a - P.049.AM1d)
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 (Activity Master P.049.AM2a - P.049.AM2c).
- ▶ Make slides with other letters (Activity Master P.049.AM2c).

d	k	<div> <div>_____</div> <div>_____</div> </div> ar	
f	d		
y	m		
p	t		
		r	d
		p	l
		w	n
		ch	t
<div> <div>_____</div> <div>_____</div> </div> ai			

vowel slides



Phonics

Vowel Slide

P.049.AM1b

m

t

ea

s

n

h

m

b

l

s

k

t

l

w

th

f

n

ee

vowel slides



<p>g</p> <p>l</p> <p>s</p> <p>f</p>	<p>t</p> <p>d</p> <p>m</p> <p>p</p>	<p>oo</p>	<p>j</p> <p>c</p> <p>s</p> <p>v</p>	<p>d</p> <p>l</p> <p>ce</p> <p>n</p>
<p>oi</p>				

vowel slides



Phonics

Vowel Slide

P.049.AMId

m

th

oo

r

l

c

f

t

n

h

m

sh

d

f

t

c

n

or

vowel slides





Flip Manipulating Books

Objective

The student will identify variant correspondences in words.

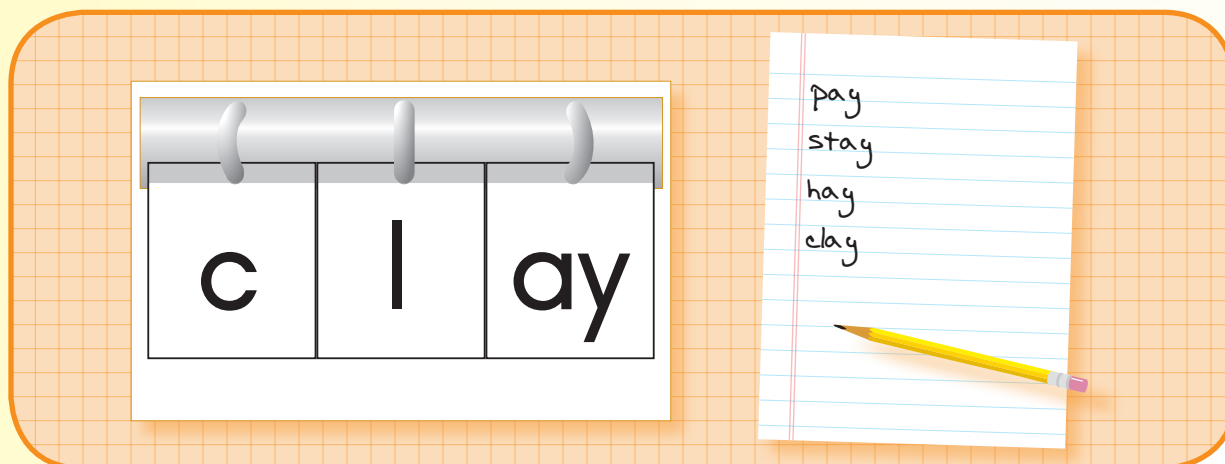
Materials

- ▶ Letter/letter combination flip cards (Activity Master P.050.AM1a - P.050.AM1k)
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 (Activity Master P.050.AM1p).

ar

ay

ai

aw

a

au



Phonics

Flip Manipulating Books

P.050.AM1b

ee

ck

c

i

d

h

letter/letter combination flip cards



e

er

dge

ee

d

de



Phonics

Flip Manipulating Books

P.050.AMId

g

h

f

gi

ew

ge

letter/letter combination flip cards



P.050.AM1e

Flip Manipulating Books

igh

k

ie

j

i

ir

letter/letter combination flip cards



Phonics

Flip Manipulating Books

P.050.AMIf

m

o

l

ng

kn

u

letter/letter combination flip cards



oi

ow

oe

ou

od

oo



Phonics

Flip Manipulating Books

P.050.AM1h

ph

s

p

r

oy

qu

letter/letter combination flip cards



th

en

t

n

sh

th



Phonics

Flip Manipulating Books

P.050.AMIj

v

x

us

wh

ur

w

letter/letter combination flip cards



P.050.AM1k

Flip Manipulating Books

N

Y

letter/letter combination flip cards





R-Controlled Spin



Objective

The student will identify variant correspondences in words.



Materials

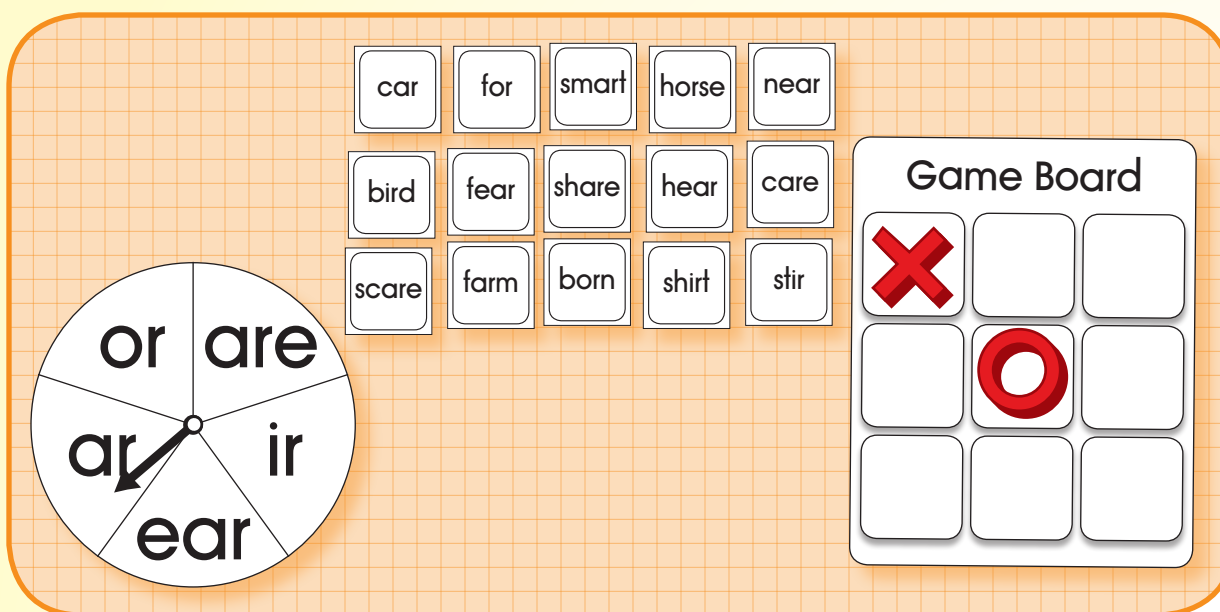
- ▶ Game board (Activity Master P.051.AM1)
- ▶ R-controlled vowel spinner (Activity Master P.051.AM2)
Copy spinner on card stock and cut.
- ▶ Brad
Attach arrow to the spinner with the brad.
- ▶ R-controlled vowel word cards (Activity Master P.051.AM3)
- ▶ Game pieces (e.g., two different colored counters 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



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 (Activity Master P.051.AM4).

Game Board

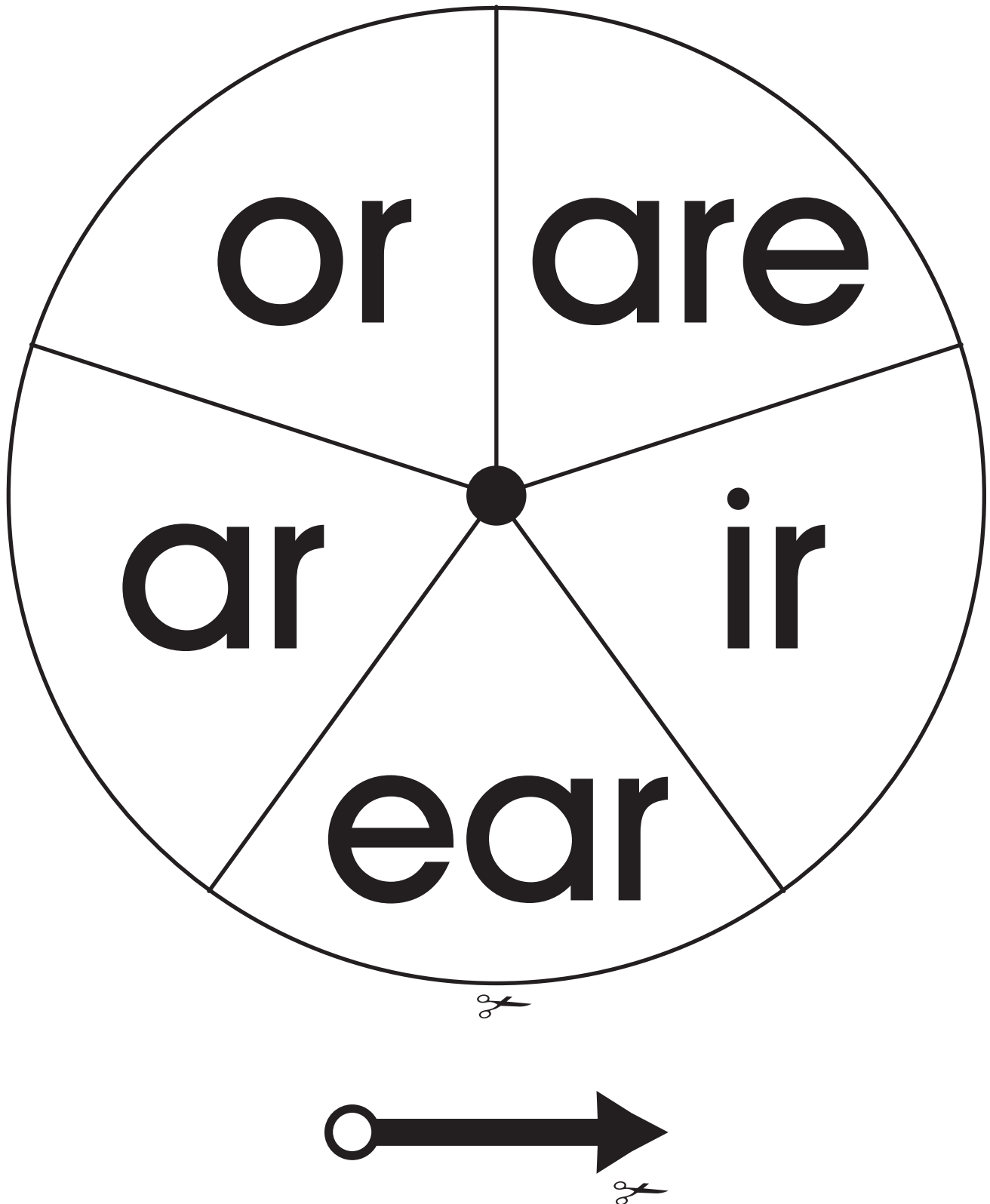
game board



Phonics

R-Controlled Spin

P.05 I.AM2



r-controlled vowel spinner

car

farm

smart

care

hear

share

scare

horse

born

for

bird

shirt

stir

near

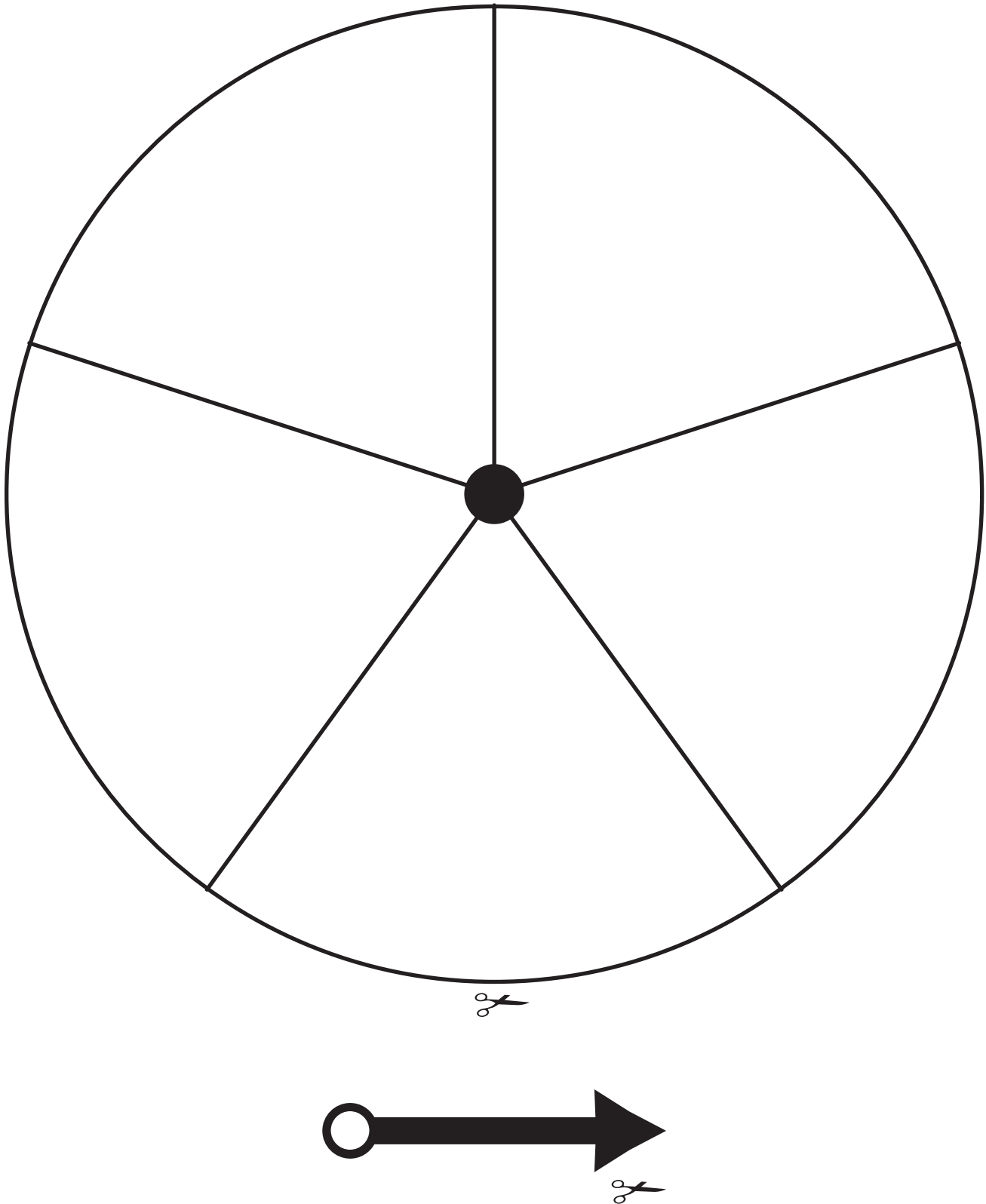
fear



Phonics

R-Controlled Spin

P.05 I.AM4



blank spinner

**Objective**

The student will identify variant correspondences in words.

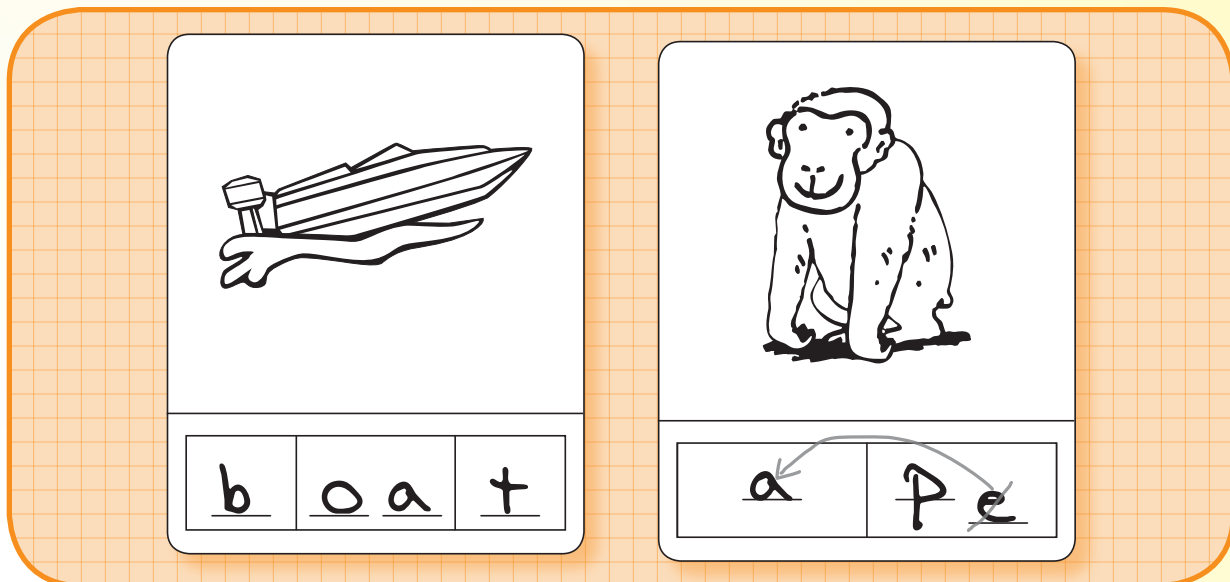
**Materials**

- ▶ Elkonin Box picture cards (Activity Master P.052.AM1a - P.052.AM1l)
Copy, laminate, and cut.
- ▶ Student sheet (Activity Master P.052.SS1a - P.052.SS1b)
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

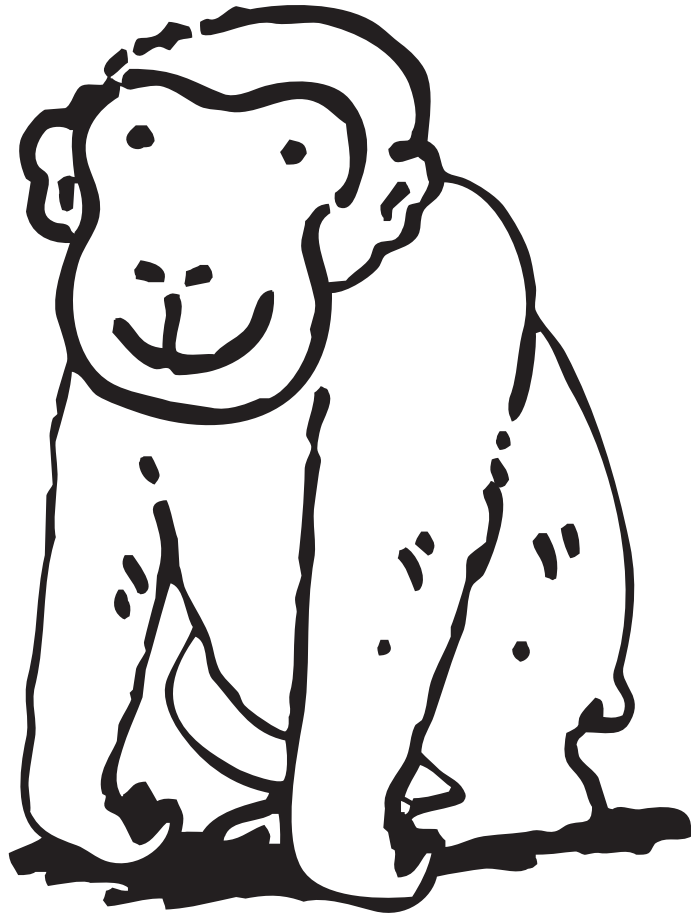
**Extensions and Adaptations**

- ▶ Use other target Elkonin Box picture cards (Activity Master P.052.AM2).

Phonics

Say and Write Letters

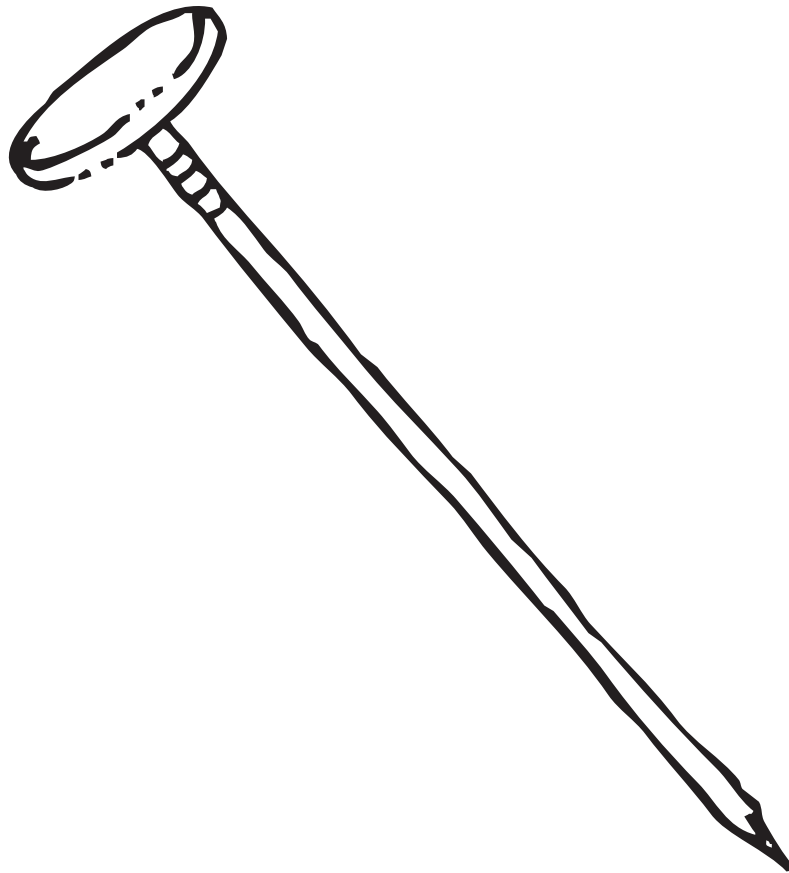
P.052.AM I a



_____	_____
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elkonin box picture card: ape





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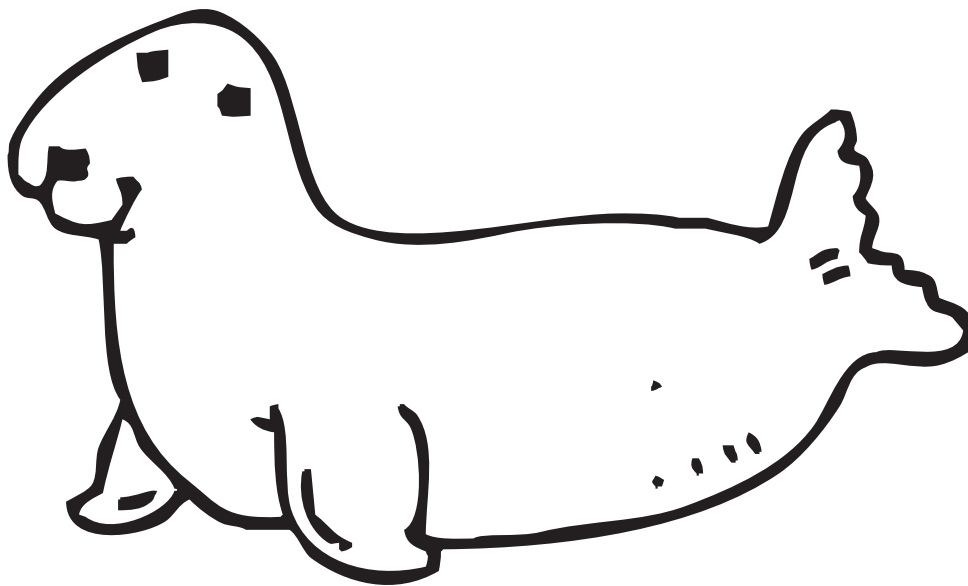
elkonin box picture card: nail



Phonics

Say and Write Letters

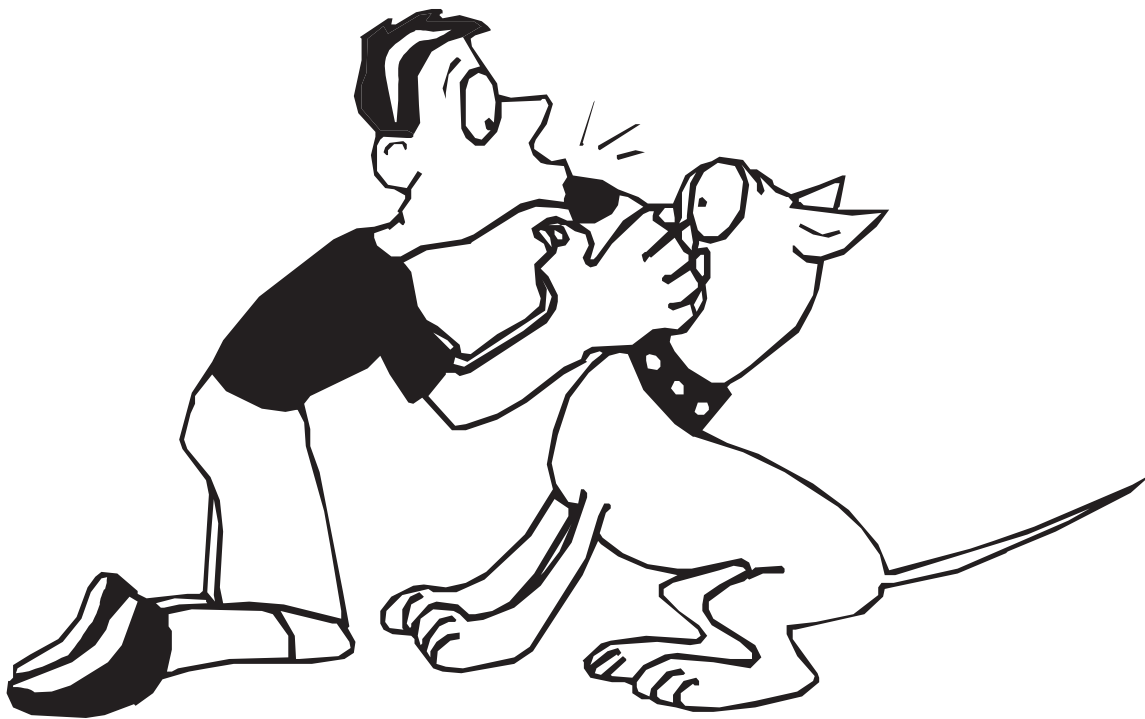
P.052.AM1c



_____	_____	_____
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elkonin box picture card: seal





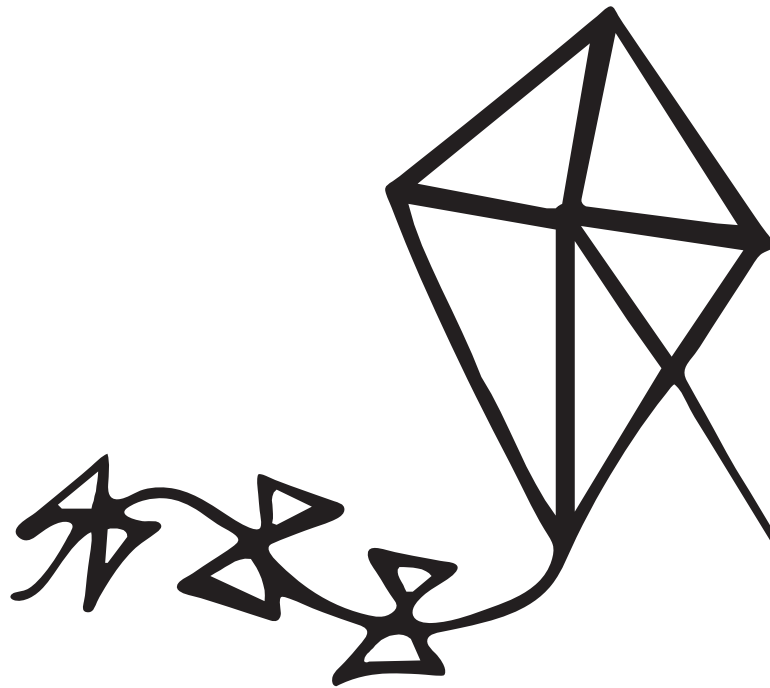
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Phonics

Say and Write Letters

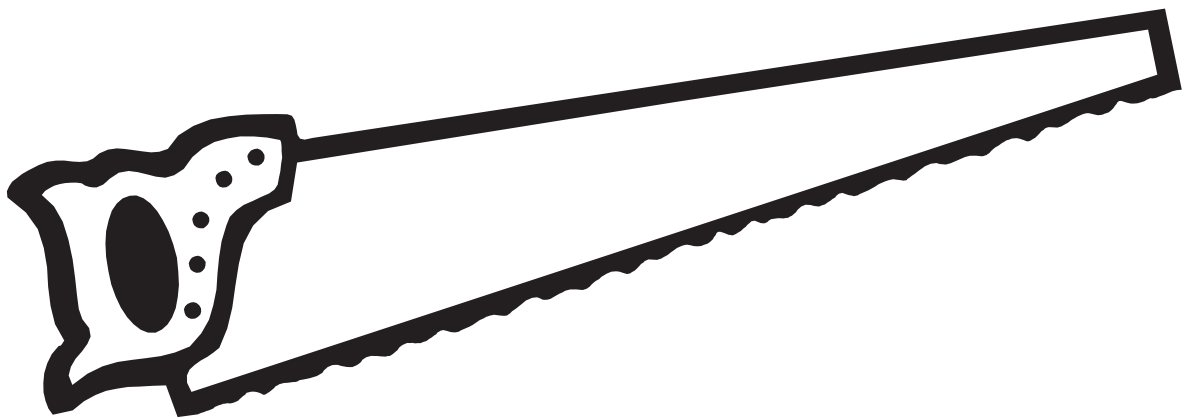
P.052.AM1e



_____	_____	_____	_____
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elkonin box picture card: kite





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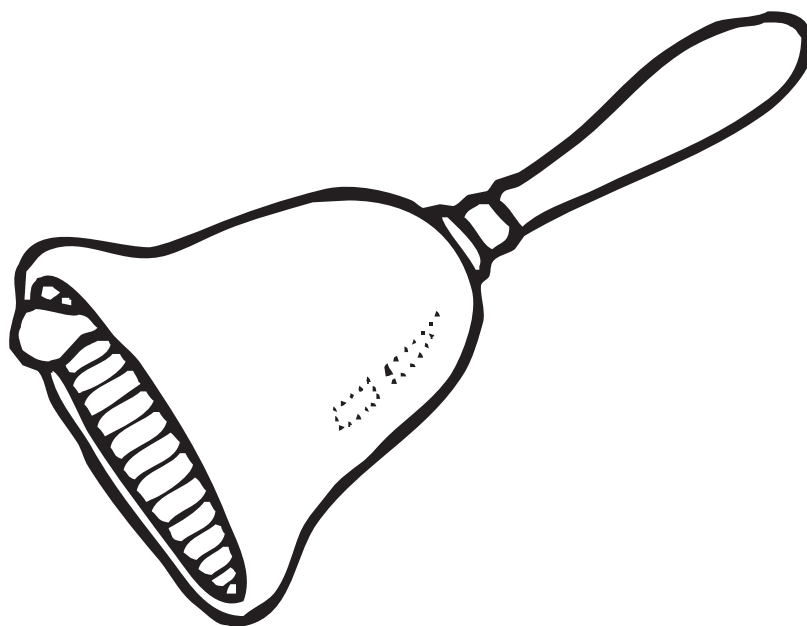
elkonin box picture card: saw



Phonics

Say and Write Letters

P.052.AM Ig



_____	_____	_____	_____
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elkonin box picture card: bell





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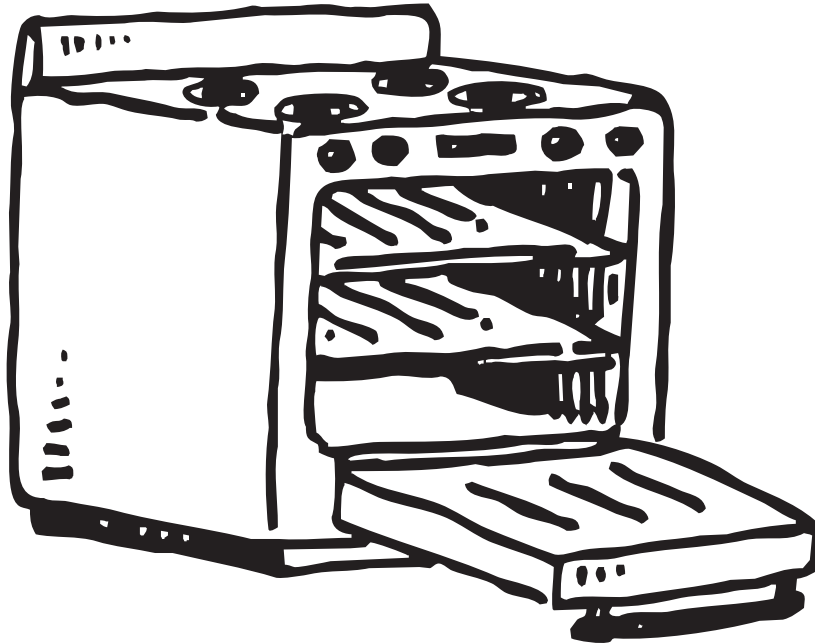
elkonin box picture card: feet



Phonics

Say and Write Letters

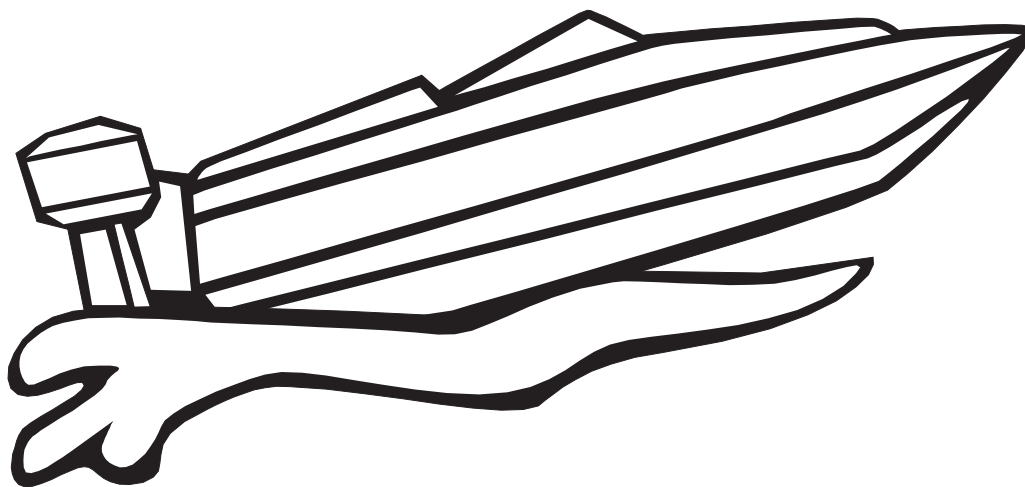
P.052.AM I i



_____	_____	_____	_____
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elkonin box picture card: stove





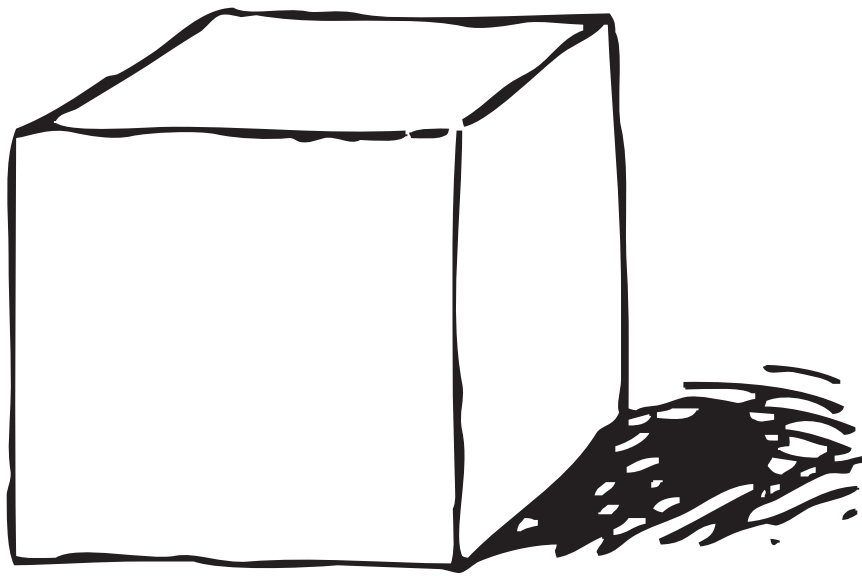
_____	_____	_____



Phonics

Say and Write Letters

P.052.AM Ik



_____	_____	_____
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elkonin box picture card: cube





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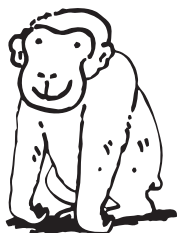
elkonin box picture card: moon



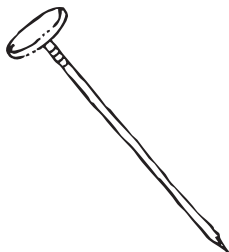
Name _____

Say and Write Letters

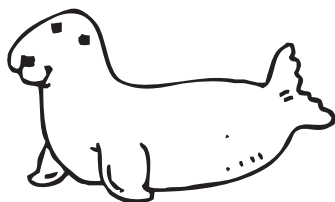
P.052.SS1a



_____	_____
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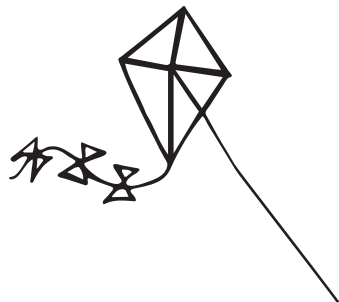
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_____	_____	_____
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_____	_____	_____
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_____	_____	_____
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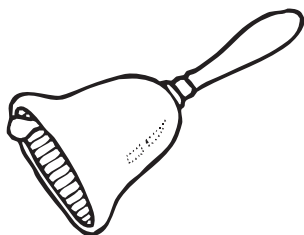


_____	_____
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Name _____

P.052.SS1b

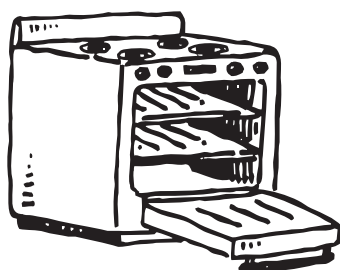
Say and Write Letters



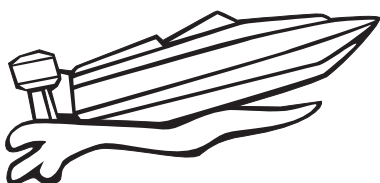
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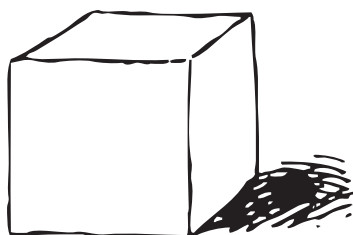
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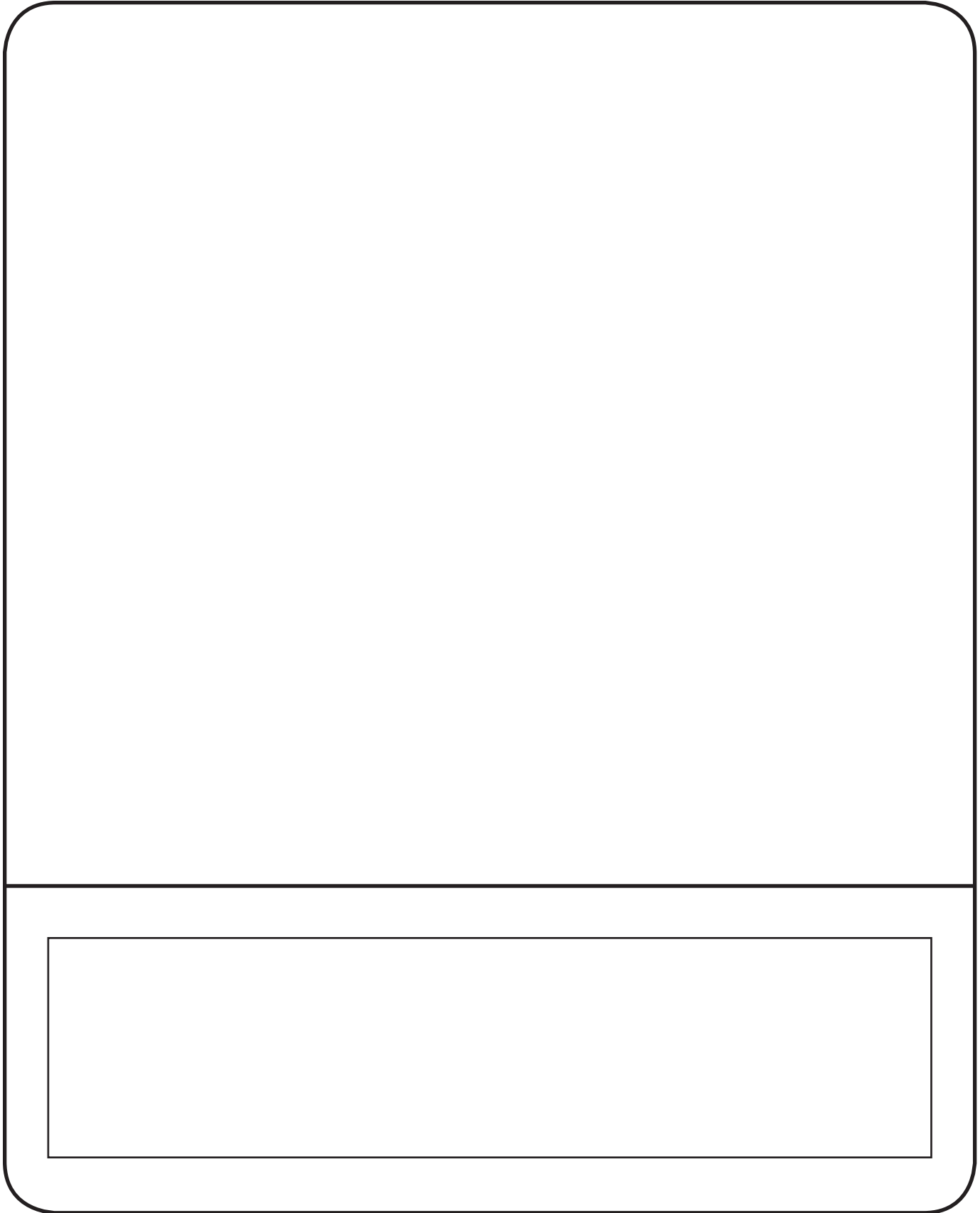


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Phonics

Say and Write Letters

P.052.AM2



blank elkonin box picture card





F.002

Letter-Sound Correspondence

Digraph and Diphthong Dash



Objective

The student will gain speed and accuracy in recognizing letter-sounds.



Materials

- ▶ Digraph-diphthong practice sheets (Activity Master F.002.AM1a - F.002.AM1b)
Digraphs presented are: ay, ea, oa, au, ai, oo, ee, aw, ph, sh, th, ch, wh, kn, ck.
Diphthongs presented are: oy, oi, ow, and ou.
There are two versions of the sheets (i.e., 1 and 2). Students may use either one or both.
Note: Some letter combinations have more than one sound (e.g., “ea” as in eat, head, break; “ow” as in now, row; “ou” as in out, four, you, country; “th” as in think, this; “oo” as in foot, boot, floor; “ch” as in chin, chorus, chivalry; “ai” as in bait and said).
It is suggested that, when timing, students say only one sound per letter combination.
- ▶ Sounds correct per minute record (Activity Master F.001.AM2)
- ▶ Timer (e.g., digital)
- ▶ Pencils



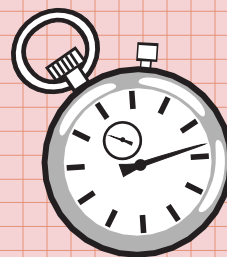
Activity

Students take turns identifying digraphs and diphthongs in a timed activity.

1. Place the digraph-diphthong practice sheets and timer at the center. Provide each student with a sounds correct per minute record.
2. Taking turns, students practice reading the digraphs and diphthongs aloud to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any digraphs and diphthongs that are read incorrectly. If all on the sheet are read, go back to the top and continue reading. Continues until timer goes off.
5. Student one marks the last digraph or diphthong read and counts the number read correctly.
6. Student two records the number of digraphs or diphthongs read correctly on his record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Peer evaluation

Fluency			
Digraph and Diphthong Dash			
ay	ea	oa	wh
au	ou	ch	ai
oi	th	oo	ck
oo	ph	oy	aw
wh	ow	kn	ay
au	ch	ai	ck
ch	oo	ck	ee
kn	aw	ea	oy
ai	ou	ck	th
ea	th	oo	ow
oi	aw	ch	ck
oy	sh	oa	oy

Fluency	
Letter-Sound Mix-Up	
Sounds Per Minute	
1 st try	_____ letter-sounds
2 nd try	_____ letter-sounds
3 rd try	_____ letter-sounds
4 th try	_____ letter-sounds
5 th try	_____ letter-sounds



Extensions and Adaptations

- ▶ Use the mixed letter-sound, digraph, diphthong sheet 3 (Activity Master F.002.AM2).
- ▶ Say all possible sounds during the timing for the digraphs (i.e., ea, ow, ou, th, oo, ch, ai).
- ▶ Use teacher-made practice sheets with repeating words containing target digraphs and diphthongs (e.g., meat, wheat, seal, mean, treat, seal, meat, treat, wheat, mean).

Fluency

Digraph and Diphthong Dash

F.002.AM I a

1.

ay	ea	oa	wh	ow
au	ou	ch	ai	sh
oi	th	oo	ck	ee
oa	ph	oy	aw	ea
wh	ow	kn	ay	sh
au	ch	ai	ck	ou
ch	oo	ck	ee	oi
kn	aw	ea	ay	wh
ai	au	ck	th	ou
ea	sh	oa	ow	ee
oi	aw	ch	ck	ea
ay	sh	oa	oy	ph

2.	au	ou	ch	ai	sh
	oa	ph	oy	aw	ea
	ch	kn	ck	ee	oi
	ph	aw	ea	ay	wh
	ai	au	ck	th	ou
	oi	th	oo	ck	ee
	ay	ea	oa	wh	ow
	au	ou	ch	ai	sh
	wh	ow	oa	kn	ch
	ck	ou	ph	ck	aw
	oo	wh	oi	sh	ay
	ee	ay	au	th	ea

Fluency

Digraph and Diphthong Dash

F.002.AM2

3.	m	oo	aw	o	ay
	ck	b	sh	z	oi
	a	n	ea	ay	w
	au	th	u	ow	wh
	c	f	ou	h	j
	ai	x	th	e	ph
	s	g	i	au	k
	q	t	r	oy	sh
	d	ai	ee	oa	v
	kn	y	oy	ch	ou
	aw	v	d	l	sh
	r	aw	p	ea	h



Variant Correspondences

P.016

How Many Words?

Objective

The student will identify variant correspondences in words.

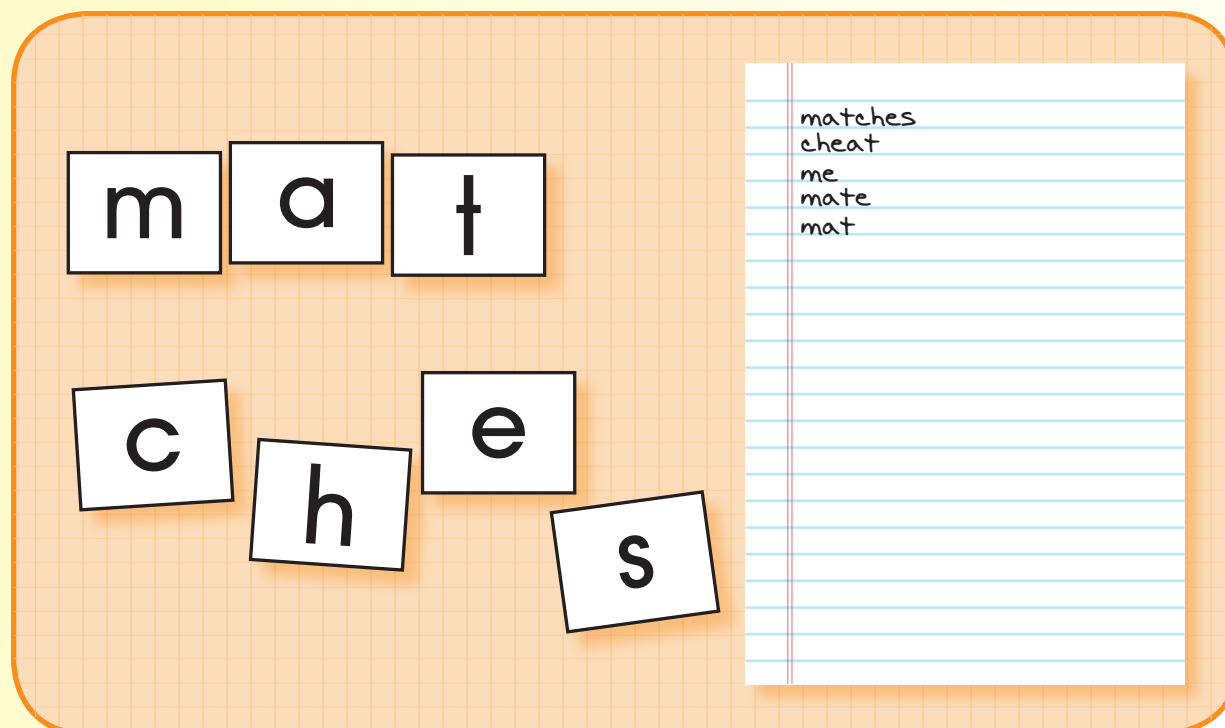
Materials

- ▶ Plastic letter tiles or paper letter tiles (Activity Master P.016.AM1)
Copy on card stock, laminate, and cut.
- ▶ Paper bag
- ▶ Paper
- ▶ Pencils

Activity

Students make words including those with variant correspondences by using letter tiles.

1. Place consonant, digraph, and diphthong tiles in paper bag and vowel tiles face up on table.
2. Taking turns, students choose five tiles from the bag and two vowel tiles from the table (i.e., take the “e” and one other).
3. Use the tiles to make as many words as possible. Read each word and record it on paper as it is made.
4. Place tiles back in the bag and on the table.
5. Select new tiles from the bag and the table and continue to make new words.
6. Teacher evaluation



The illustration shows a collection of letter tiles on a grid background. The tiles are arranged as follows:


- Top row: m, a, t
- Bottom row: c, h, e, s

To the right of the tiles is a piece of lined paper with the following words written on it:

- matches
- cheat
- me
- mate
- mat

Extensions and Adaptations

- ▶ Use two sets of tiles and more letters to make longer words.
- ▶ Use a timer to see how fast words can be made.

j	r	z	ea	th		
h	q	y	oo	ck		
g	p	x	ay	sh	oy	u
f	n	w	ee	ch	ou	o
d	m	v	ow	igh	oi	i
c	l	t	au	aw	ph	e
b	k	s	oa	ai	wh	a



Variant Correspondences

P.017

Same but Different

Objective

The student will identify variant correspondences in words.

Materials

- ▶ Vowel pattern reference cards (Activity Master P.017.AM1a - P.017.AM1c)
This serves as a spelling reference to help in determining which vowel pattern is correct. Choose the target vowel pattern card. Choose one vowel at a time by selecting word header, vowel pattern, and reference cards for the same vowel (e.g., all the words with long vowel “e”).
- ▶ Header cards (Activity Master P.017.AM2a - P.017.AM2e)
- ▶ Word cards (Activity Master P.017.AM3a - P.017.AM3n)
Laminate.
Note: Some word cards may use more than one pattern; either can be used (e.g., weigh, way).
- ▶ Vis-à-Vis® markers

Activity

Students identify and sort different spelling patterns for long vowels.

1. Place header cards in a row face up along with the corresponding vowel pattern reference card. Place word cards face down in a stack at the center.
2. Taking turns, students select the top card from the stack, read the word using the targeted long vowel sound (e.g., m__l, “/m/ /ē/ /l/, meal”).
3. Using the vowel pattern reference card, write the different vowel patterns in the blanks with the Vis-à-Vis® marker until the correct pattern is determined (e.g., “meal, /ē/, ea”).
4. Place word card in column under matching header card.
5. Point to and read words in entire column starting with header card.
6. Continue until all cards are sorted.
7. Peer evaluation

/e/ patterns
ee
ea
y
ie

Extensions and Adaptations

- ▶ Add other words with the same spelling pattern to the list.
- ▶ Use a combination of different vowels to sort.

/ā/ patterns

a_e

ai

ay

eigh

ey



/ē/ patterns

ee

ea

y

ie



Phonics

Same but Different

P.017.AM1b

/ī/ patterns

i _ e

igh

y

ie

i _



/ō/ patterns

o _ e

oa

ow

o _

oe



vowel pattern reference cards

/ū/ patterns

u _ e

ue

ew



Phonics

Same but Different

P.017.AM2a

tame

header

bait

header

day

header

eight

header

prey

header

header

long "a" header cards



feet

header

beam

header

baby

header

brief

header

header

header

long "e" header cards



Phonics

Same but Different

P.017.AM2c

smile

header

high

header

sky

header

pie

header

i _ _

header

header

long "i" header cards



home

header

boat

header

show

header

o _ _

header

toe

header

header

long "o" header cards



Phonics

Same but Different

P.017.AM2e

muse

header

fuel

header

few

header

header

header

header

long "u" header cards



c _ k _

/ā/

tr _ d _

/ā/

cr _ n _

/ā/

sk _ t _

/ā/

t _ l _

/ā/

r _ n

/ā/

br _ d

/ā/

cl _ m

/ā/



Phonics

Same but Different

P.017.AM3b

m _ l
/ā/

st _ n
/ā/

cl _
/ā/

str _
/ā/

pl _
/ā/

fr _
/ā/

m _
/ā/

sl _
/ā/

long "a" word cards



<p>_____t</p> <p>/ā/</p>	<p>fr_____t</p> <p>/ā/</p>
<p>w_____</p> <p>/ā/</p>	<p>ob_____</p> <p>/ā/</p>
<p>h_____</p> <p>/ā/</p>	<p>th_____</p> <p>/ā/</p>
<p>gr_____</p> <p>/ā/</p>	<p>wh_____</p> <p>/ā/</p>



Phonics

Same but Different

P.017.AM3d

j _ _ p

/ē/

f _ _ d

/ē/

cr _ _ p

/ē/

ch _ _ k

/ē/

gr _ _ t

/ē/

m _ _ l

/ē/

b _ _ n

/ē/

p _ _ ch

/ē/

long "e" word cards



l _ _ d

/ē/

sp _ _ k

/ē/

an _

/ē/

dirt _

/ē/

jell _

/ē/

dut _

/ē/

cand _

/ē/

ch _ f

/ē/



Phonics

Same but Different

P.017.AM3f

th _____ f

/ē/

bel _____ f

/ē/

gr _____ f

/ē/

y _____ ld

/ē/

long "e" word cards



tw _ c _
/i/

wr _ t _
/i/

sp _ c _
/i/

gl _ d _
/i/

str _ k _
/i/

br _ t _
/i/

s _
/i/

fr _ t _
/i/



Phonics

Same but Different

P.017.AM3h

kn _____ t
/i/

r _____ t
/i/

sh _____
/i/

fr _____
/i/

wh _____
/i/

b _____
/i/

tr _____
/i/

t _____
/i/

long "i" word cards



d _____

/i/

dr _____ s

/i/

fl _____ s

/i/

fr _____ d

/i/

ch _____ ld

/i/

bl _____ nd

/i/

w _____ ld

/i/

k _____ nd

/i/



Phonics

Same but Different

P.017.AM3j

wh _ l _

/ō/

sp _ k _

/ō/

c _ d _

/ō/

r _ b _

/ō/

c _ v _

/ō/

r _ st

/ō/

c _ ch

/ō/

g _ l

/ō/

long "o" word cards



f _____ m

/ō/

fl _____

/ō/

cr _____

/ō/

sh _____

/ō/

gr _____

/ō/

kn _____

/ō/

gh _____ st

/ō/

c _____ lt

/ō/



Phonics

Same but Different

P.017.AM3I

fl _ wn

/ō/

sc _ ld

/ō/

r _ ll

/ō/

d _

/ō/

j _

/ō/

t _

/ō/

w _

/ō/

f _

/ō/

long "o" word cards



__ s __

/ū/

m _ t _

/ū/

c _ t _

/ū/

f _ m _

/ū/

f _ s _

/ū/

cl _

/ū/

resc _

/ū/

val _

/ū/



Phonics

Same but Different

P.017.AM3n

contin_____

/ū/

arg_____

/ū/

p_____

/ū/

m_____

/ū/

h_____

/ū/

ch_____

/ū/

st_____

/ū/

long "u" word cards



**Objective**

The student will identify variant correspondences in words.

**Materials**

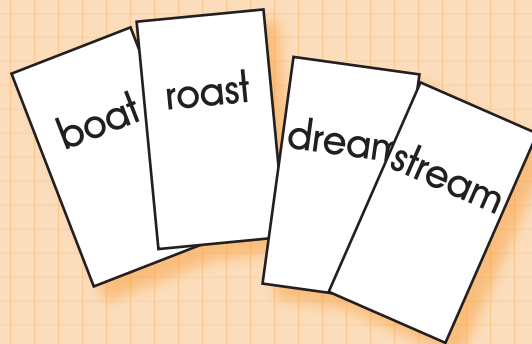
- ▶ Word cards (Activity Master P.018.AM1a - P.018.AM1j)

The digraphs used: ea, au, aw, ow, oa, ai, ay, ee.

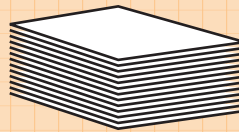
**Activity**

Students identify and match vowel digraphs by playing a card game.

1. Place the word cards face down in a stack. Each student takes five cards from the stack. The remaining cards in the stack are the “lake.”
2. Students check their cards for pairs of vowel digraphs. Read the words, identify the vowel sound and vowel digraph, and place the matching pairs down. For example, “I have peek and seed, they have the /ē/ vowel sound that is spelled with ‘ee’.”
3. Student one asks for a word card that contains the same vowel digraph as one of the cards he is holding. For example, “Do you have a card that has an /ā/ sound and is spelled with ‘ai’?”
4. If yes, student two gives it to student one who reads both words and target sounds. Places match down. If no, student two says, “Go fishing for a digraph!” Whether or not a match is made, student selects enough cards from the stack so that he is holding a total of five cards.
5. Student two takes a turn.
6. Continue game until all cards are matched.
7. Peer evaluation



“I have peek and seed, they have the /ē/ vowel sound that is spelled with ‘ee’.”

**Extensions and Adaptations**

- ▶ Do an open sort with the word cards.

Phonics

Fishing for Vowel Digraphs

P.018.AM1a

bail

brain

waist

trail

wait

maintain



faint

grain

tray

clay

stay

bay



Phonics

Fishing for Vowel Digraphs

P.018.AM1c

gray

jay

fray

may

sweep

speech



screen

weep

seed

peek

steel

teepee



Phonics

Fishing for Vowel Digraphs

P.018.AM1e

beam	stream	dream
cream	lean	bead



steal

real

vault

haunt

taught

cause



Phonics

Fishing for Vowel Digraphs

P.018.AM1g

caught	Paul	maul
daunt	shawl	thaw



flaw

crawl

jaw

saw

grown

stow



Phonics

Fishing for Vowel Digraphs

P.018.AMIi

shown

mow

glow

tow

sow

blow



roast

moat

coat

goat

boat

float





Vowel Digraph Baseball

Objective

The student will identify variant correspondences in words.

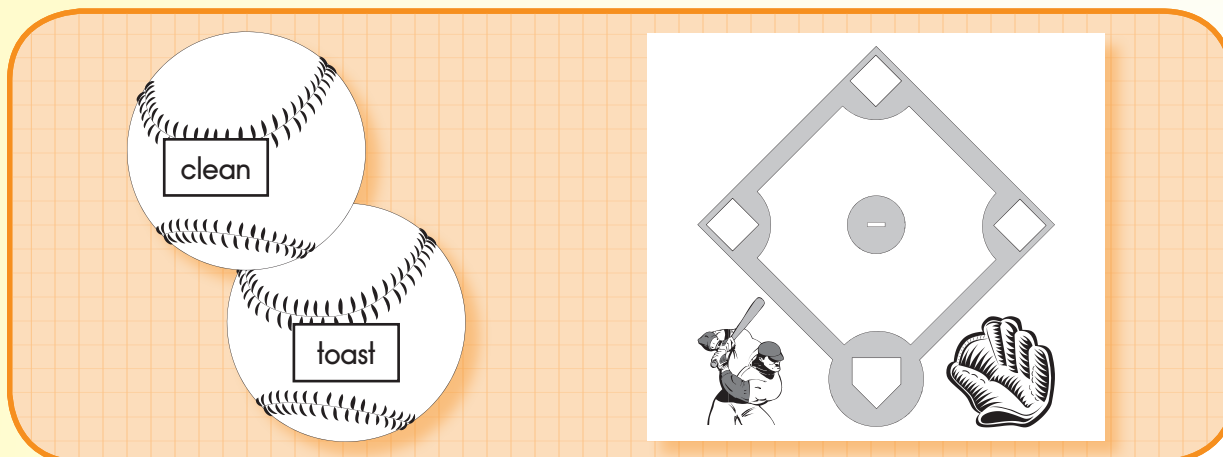
Materials

- ▶ Vowel digraph reference baseball bat (Activity Master P.019.AM1)
- ▶ Word baseball game board (Activity Master P.019.AM2)
- ▶ Baseball pattern (Activity Master P.019.AM3)
Copy enough baseballs for all target words. Write target words or glue selected word cards to baseballs.
- ▶ Word cards (Activity Master P.019.AM4a - P.019.AM4d)
- ▶ Game pieces (e.g., counters)

Activity

Students identify vowel digraphs in words by playing a baseball game.

1. Place game board, vowel digraph reference baseball bat, baseball word cards face down, and game pieces at the center.
2. Student one, the pitcher, selects the top baseball word card and reads the word aloud (concealing it from student two).
3. Student two, the batter, repeats the word, identifies the vowel sound, and vowel digraph (using the vowel digraph baseball bat if needed). For example, student repeats “toast, /ō/, oa”).
4. If correct, advances to base. If incorrect, pitcher states correct vowel digraph and the batter receives an out.
5. Continues to move around the bases as vowel digraphs are correctly identified.
6. After three outs or two runs, switch roles. Depending on time, innings may be limited.
7. Peer evaluation



Extensions and Adaptations

- ▶ Play using other word cards (P.HFW.005 - P.HFW.064).
- ▶ Sort the baseball word cards (e.g., by digraphs, phonemes, blends, final sounds).

Digraphs

ea

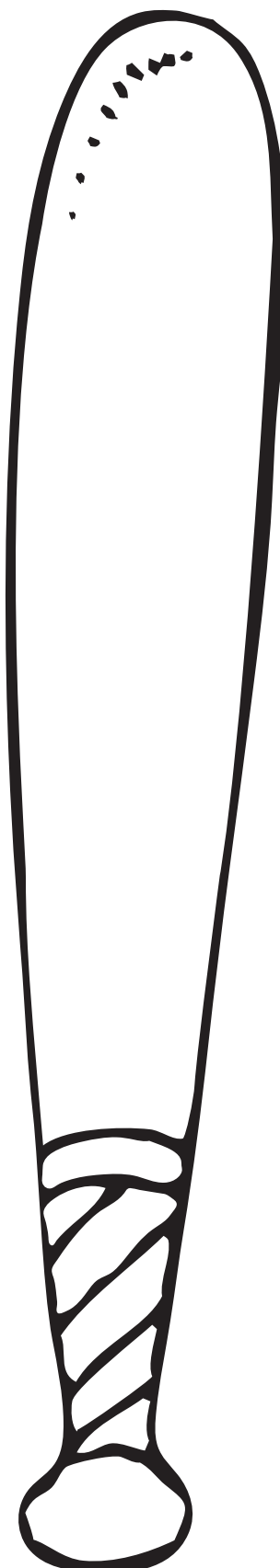
oa

ai

ay

oo

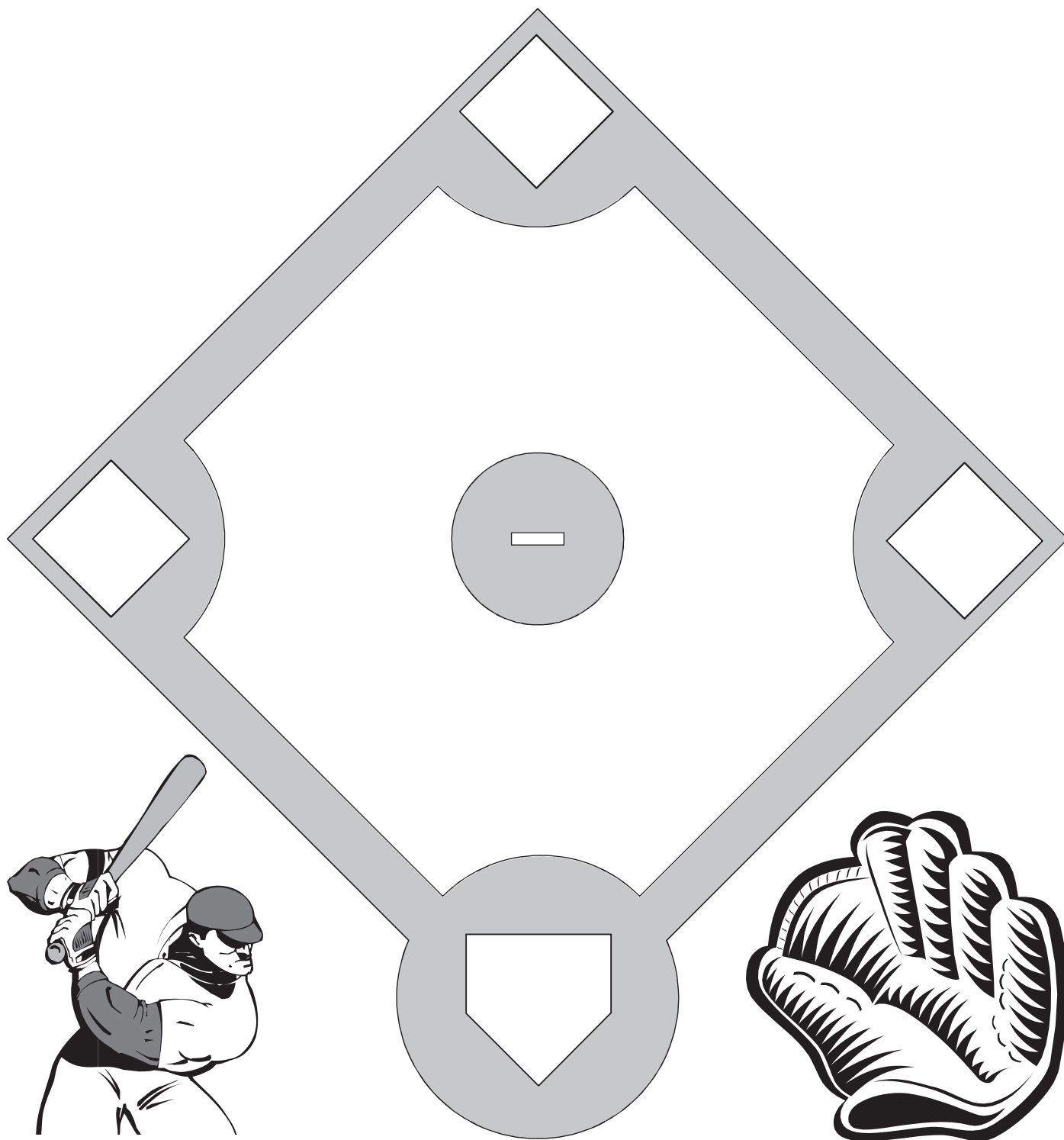
fold

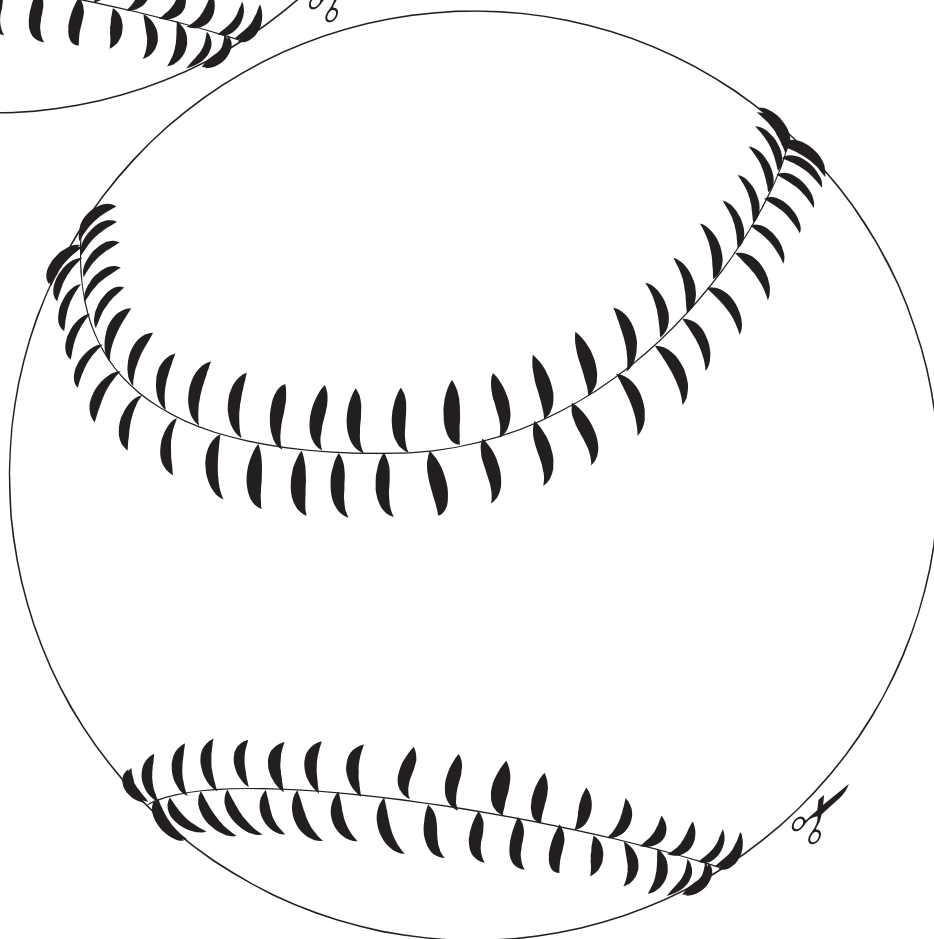
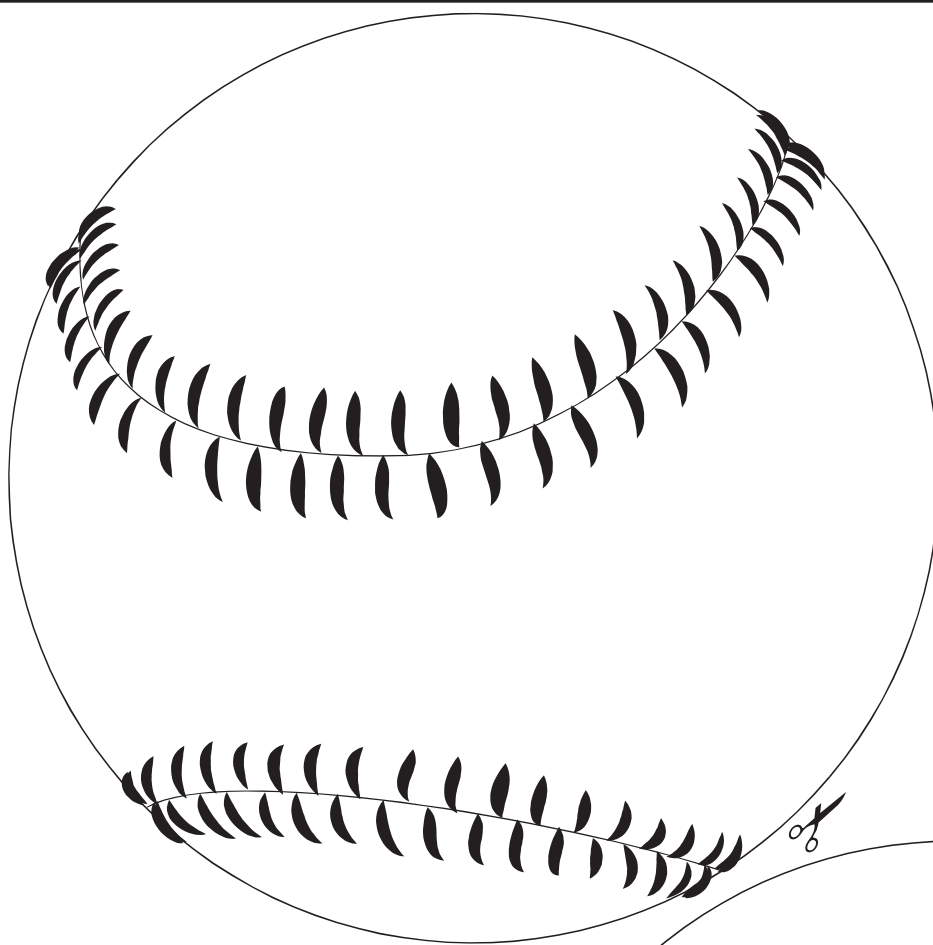


Phonics

Vowel Digraph Baseball

P.019.AM2





Phonics

Vowel Digraph Baseball

P.019.AM4a

sneak

cheap

clean

mean

deal

bleach

feast

float



toast

foam

load

groan

roach

throat

aim

bait



Phonics

Vowel Digraph Baseball

P.019.AM4c

plain

fail

braid

strain

stay

ray

gray

tray



hay

hoop

tool

smooth

zoom

noon

scoot

loom





Spell and Sort

Objective

The student will identify variant correspondences in words.

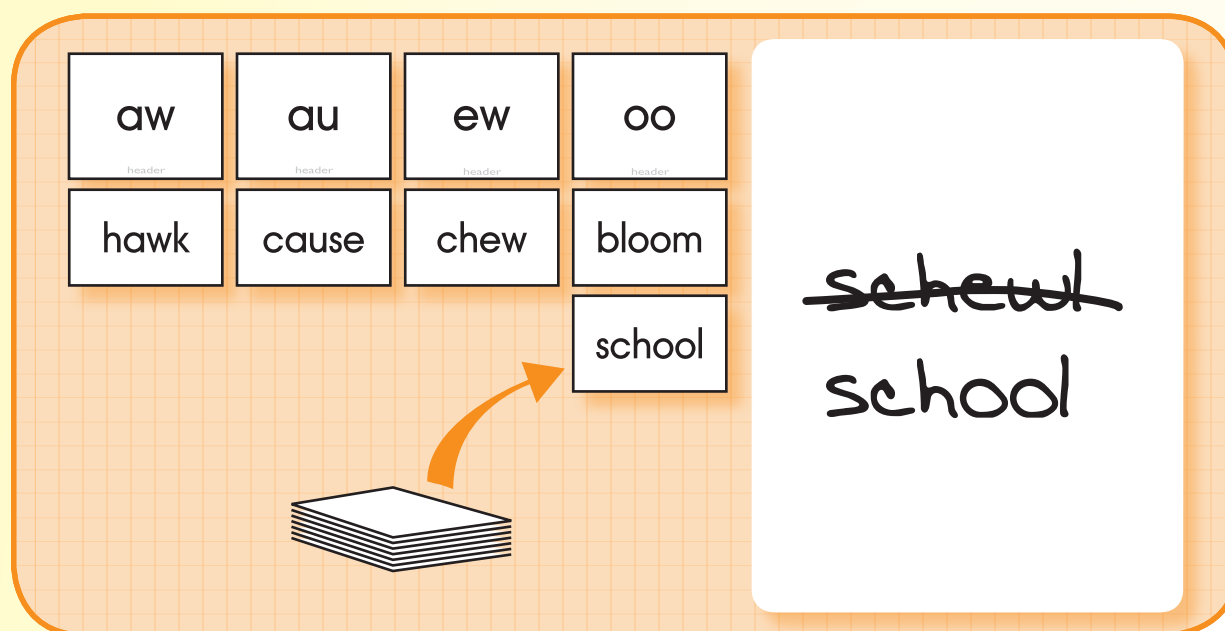
Materials

- ▶ Header cards (Activity Master P.020.AM1)
- ▶ Word cards (Activity Master P.020.AM2a - P.020.AM2b)
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers


Activity

Students identify vowel digraphs by playing a spell and sort game.

1. Place header cards face up in a row. Place word cards face down in a stack at the center. Provide each student with a whiteboard and a Vis-à-Vis® marker.
2. Working in pairs, student one selects top card (without revealing it) and reads the word aloud to student two.
3. Student two repeats word and identifies the vowel sound (e.g., “school, /ōō/”). Spells word on whiteboard using header cards as a guide for correct vowel digraph.
4. Student one confirms if spelling is correct. If incorrect, tells student two to try again.
5. After word is spelled correctly, student one places word card under appropriate vowel digraph.
6. Reverse roles and continue until all words are spelled and sorted.
7. Peer evaluation



aw <small>header</small>	au <small>header</small>	ew <small>header</small>	oo <small>header</small>
hawk	cause	chew	bloom
			school



~~sehewl~~
 school

Extensions and Adaptations

- ▶ Make other word cards using other vowel digraphs (e.g., ai, ay, ea, ee, oa, ow, ui).

au

header

aw

header

oo

header

ew

header

header

header

header cards



Phonics

Spell and Sort

P.020.AM2a

cause

saw

haul

flaw

author

hawk

autumn

shawl



balloon

school

proof

bloom

few

chew

stew

blew



**Objective**

The student will identify variant correspondences in words.

**Materials**

- ▶ Diphthong bingo cards (Activity Master P.024.AM1a - P.024.AM1b)
- ▶ Word cards (Activity Master P.024.AM2a - P.024.AM2d)
- ▶ Counters

**Activity**



Students identify diphthongs by playing a bingo-type game.

1. Put counters at center and place the word cards face down in a stack.
Provide each student with a Diphthong-O card.
2. Taking turns, student one selects the top card from the stack and reads the word to student two.
3. Student two repeats word and identifies the diphthong sound and spelling (e.g., “plow, /ow/, ow”).
4. Looks for the correct diphthong on the Diphthong-O card that makes the vowel sound for that word.
5. If found, places counter on the square with the matching diphthong.
6. Reverse roles and continue until one student gets four counters in a row, column, diagonal, or covers all spaces.
7. Peer evaluation

pout

boil

plow

Diphthong-O			
oi	oy	ow	
ou		oy	oi
ow		ou	oy
oy	ou	oi	ow

**Extensions and Adaptations**

- ▶ Sort word cards by diphthongs.

Diphthong-O			
oy	oi	ou	ow
oi	ou	ow	oy
ow	oy	oi	ou
oi	oy	ou	ow



Diphthong-O

oi

oy

ow

ou

ou

ow

oy

oi

ow

oi

ou

oy

oy

ou

oi

ow



Phonics

Diphthong-O

P.024.AM2a

join

oil

coin

boil

moist

point

joint

spoil



coy

Roy

soy

boy

toy

joy

play

Troy



Phonics

Diphthong-O

P.024.AM2c

sprout

couch

sour

pout

round

proud

scout

flour



cow

plow

now

bow

prowl

town

scowl

gown



Variant Correspondences

P.025

Sight and Sound Scout

Objective

The student will identify variant correspondences in words.

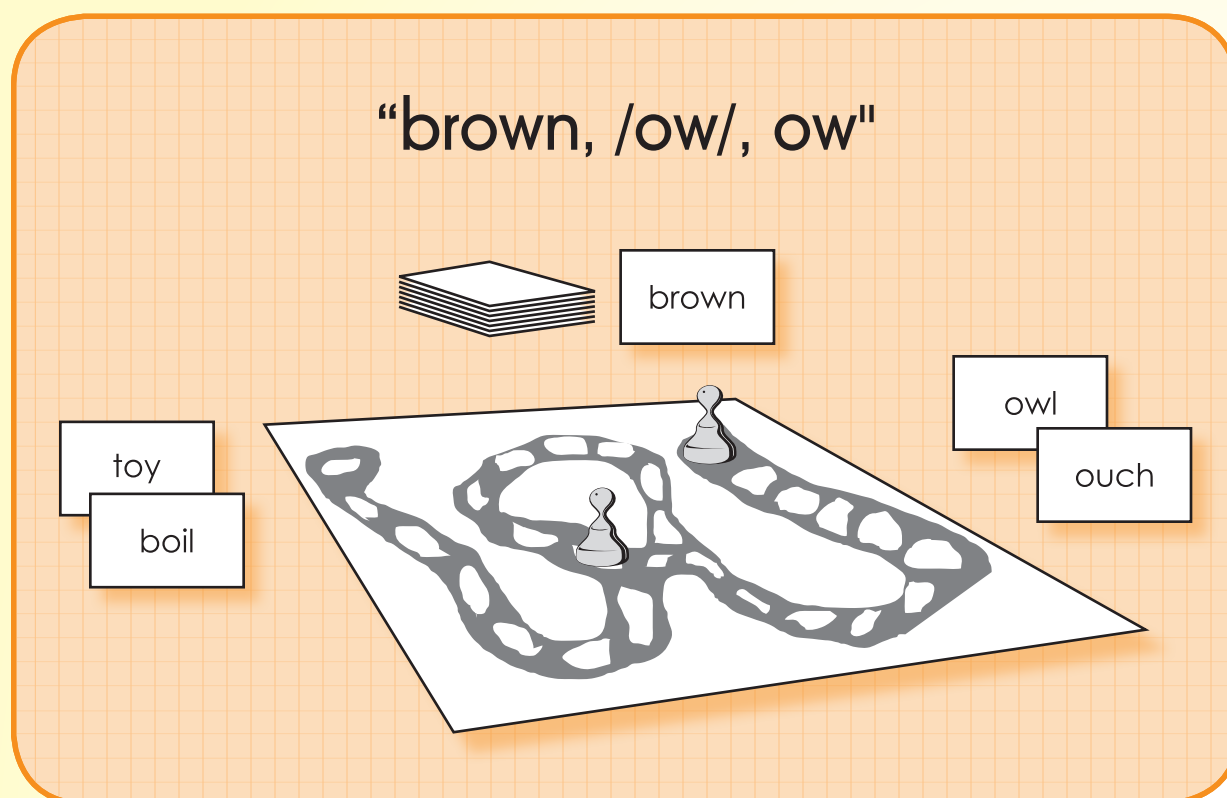
Materials

- ▶ Word cards (Activity Master P.025.AM1a - P.025.AM1e)
- ▶ Sight and Sound Scout game board (Activity Master P.025.AM2a - P.025.AM2b)
- ▶ Game pieces (e.g., counters)

Activity

Students match diphthong patterns (i.e., **ou**, **ow**, **oi**, **oy**) by playing a board game.

1. Place the game board and counters at the center. Place the word cards face down in a stack on the game board.
2. Taking turns, student one selects the top card from the stack. Reads word, identifies sound and letters of diphthong (e.g., “brown, /ow/, ow”).
3. Finds the next nearest word on the board containing that diphthong.
4. Moves counter to that word, reads the word on the space, and identifies the diphthong.
5. Return card to the bottom of the stack and continue until both students reach the end.
6. Peer evaluation



Extensions and Adaptations

- ▶ Use the words on the game board to make word cards to sort.
- ▶ Play new game by using other target words on index cards and game board (Activity Master P.025.AM3a - P.025.AM3b).

oil

foil

hoist

point

coil

toil

soil

boil



Phonics

Sight and Sound Scout

P.025.AM1b

noise

void

joy

boy

soy

loyal

Troy

Roy



decoy

toy

destroy

employ

loud

flour

south

trout



Phonics

Sight and Sound Scout

P.025.AMId

bound

scout

mouth

pouch

house

chow

clown

owl



howl

vow

brow

brown

growl

gown

frown

scowl



Phonics

Sight and Sound Scout

P.025.AM2a

START

spoil

enjoy

snout

wow

voice

vow

cowboy

doubt

choice

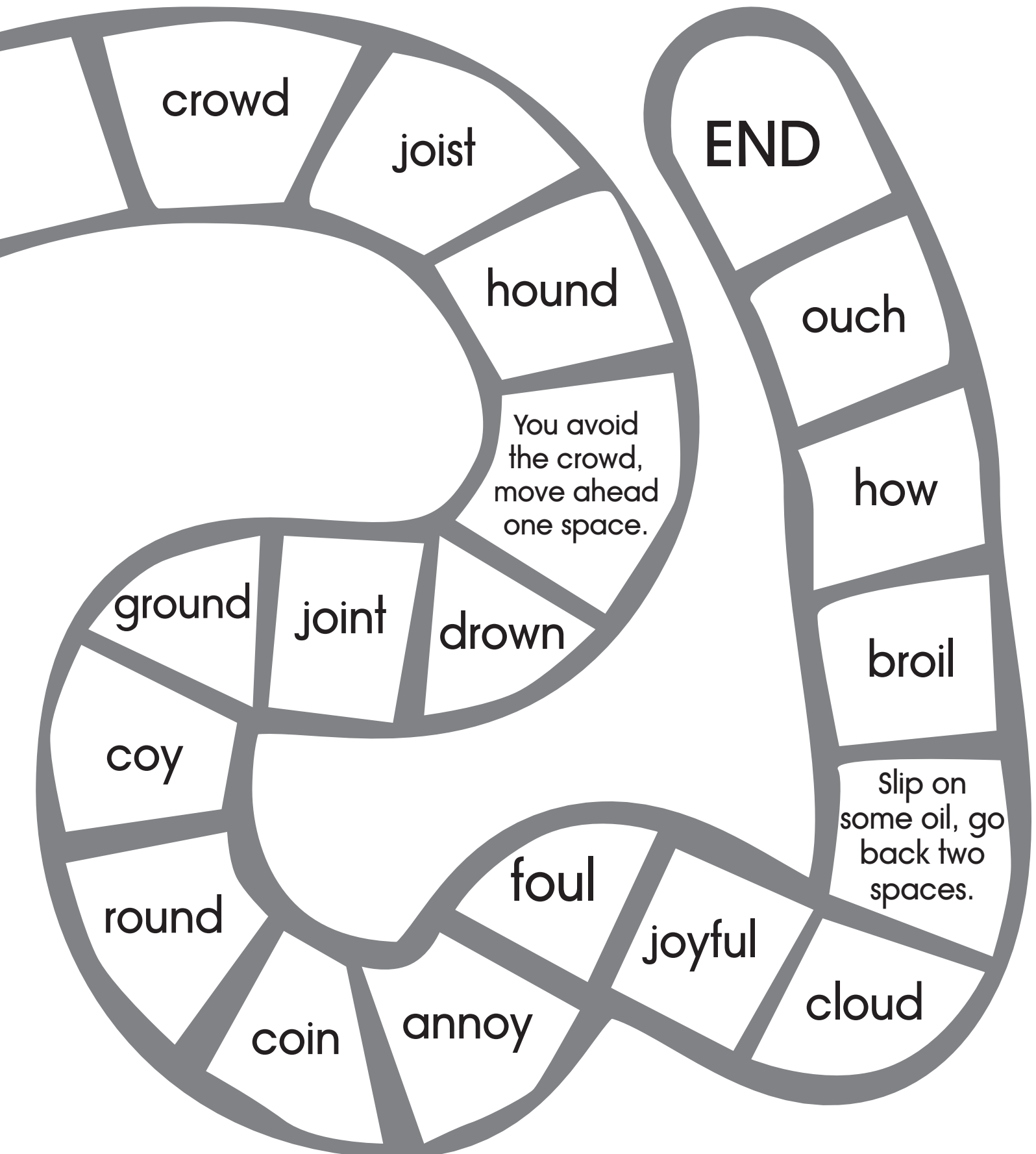
cards

Ouch!
Move back
one space.

found

ploy

Don't be
so coy, go
two spaces
ahead



Phonics

Sight and Sound Scout

P.025.AM3a

START

cards



END

Sound Choice



Objective

The student will identify variant correspondences in words.



Materials

- ▶ Word cards (Activity Master AP.003.AM1a - AP.003.AM1c)
- ▶ Game board (Activity Master AP.003.AM2a - AP.003.AM2b)
- ▶ Whiteboards
- ▶ Game pieces (e.g., counters)
- ▶ Vis-à-Vis® markers

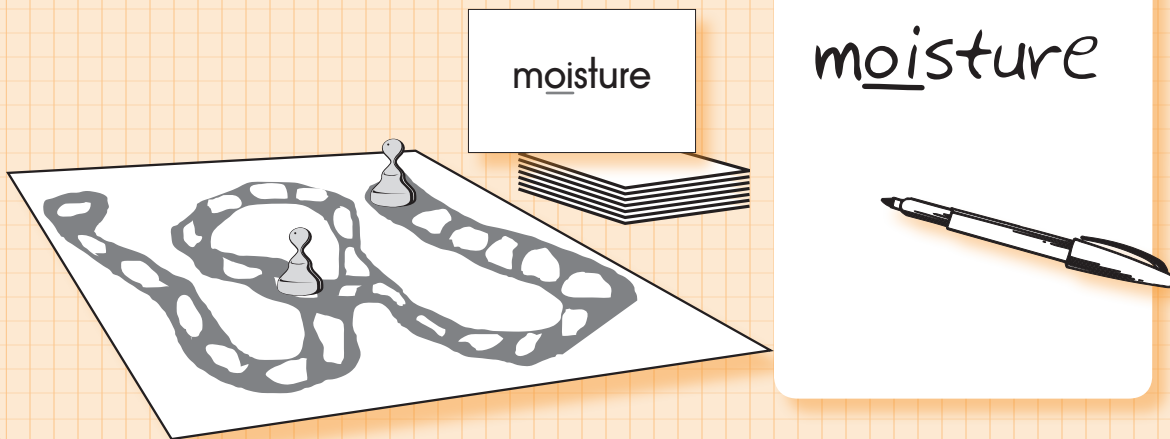


Activity

Students spell words and state diphthongs (i.e., ou, ow, oi, oy) by playing a board game.

1. Place the game board and game pieces on a flat surface. Place the word cards face down in a stack on the game board. Provide each student with a whiteboard and Vis-à-Vis® marker.
2. Taking turns, student one selects the top card from the stack (without revealing it). Reads word aloud to student two (e.g., “moisture”).
3. Student two writes the word on the whiteboard and underlines the diphthong (i.e., oi). Student one verifies the spelling.
4. If correct, student two places game piece on the next space that has the same diphthong on the game board. If incorrect, game piece remains on original spot. Return card to the bottom of the stack.
5. Reverse roles and continue until both students reach the end.
6. Peer evaluation

“The word is ‘moisture’ and the diphthong is spelled o-i.”



Extensions and Adaptations

- ▶ Make other word cards to play game (Activity Master AP.003.AM3).
- ▶ Use selected diphthong to make words (Activity Master AP.003.AM4). Record on paper.
- ▶ Play new game by using other target words and variant correspondences on game board (Activity Master AP.003.AM5a - AP.003.AM5b).

Advanced Phonics

AP.003.AM1a

Sound Choice

disappoint

moisture

turmoil

sirloin

poison

appoint

destroy

employ

word cards



Advanced Phonics

Sound Choice

AP.003.AM1b

joyful

voyage

pronounce

discount

doghouse

background

announce

surround

word cards



Advanced Phonics

AP.003.AMIc

Sound Choice

chowder

hometown

crowded

allow

royal

disloyal

downhill

powder

word cards



Advanced Phonics

Sound Choice

AP.003.AM2a

START

cards

oi

oy

ou

ow

oi

oy

ou

ow

oi

oi

ou

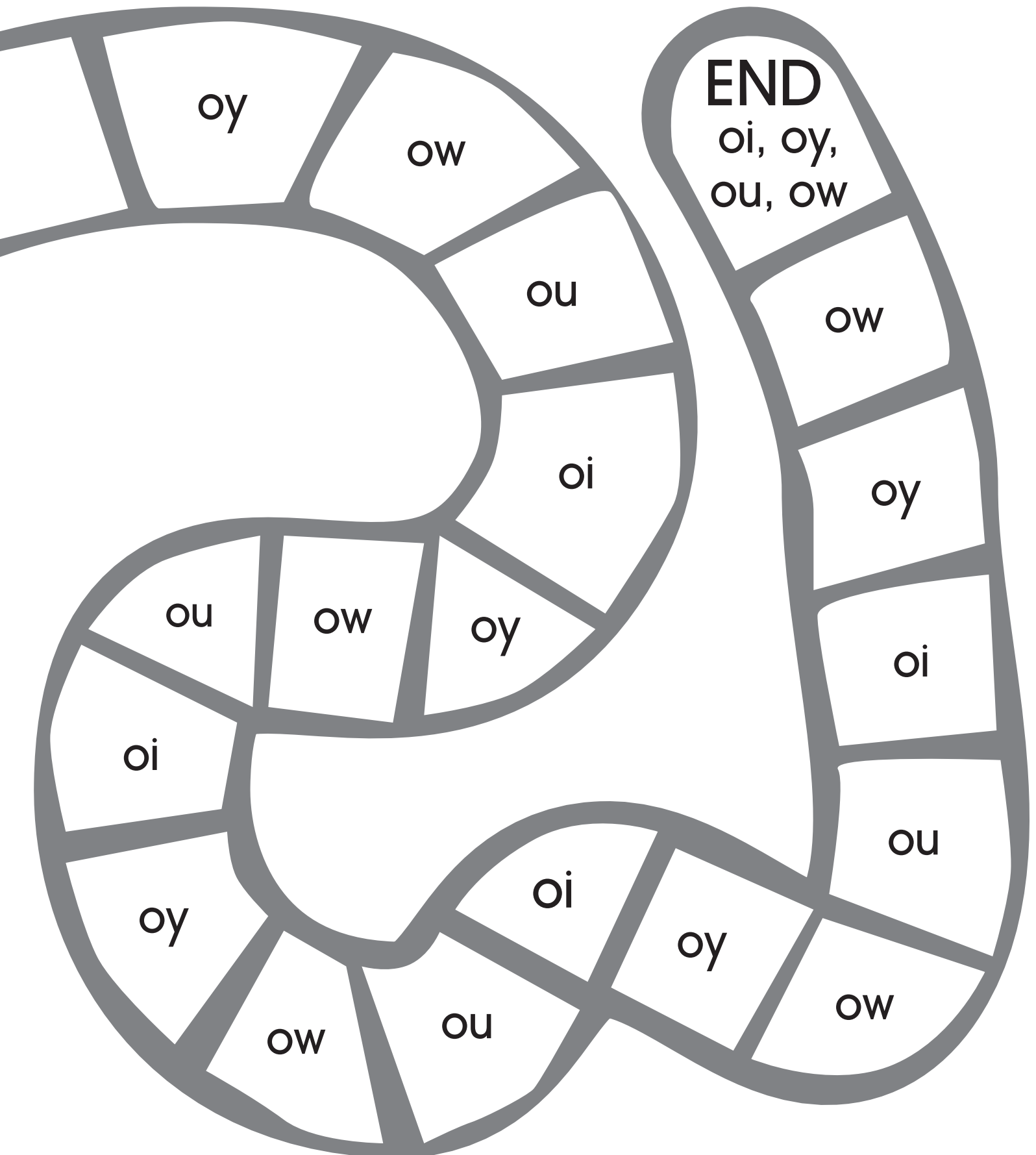
ow

oy

Advanced Phonics

AP.003.AM2b Sound Choice

AP.003.AM2b Sound Choice



Advanced Phonics

Sound Choice

AP.003.AM3

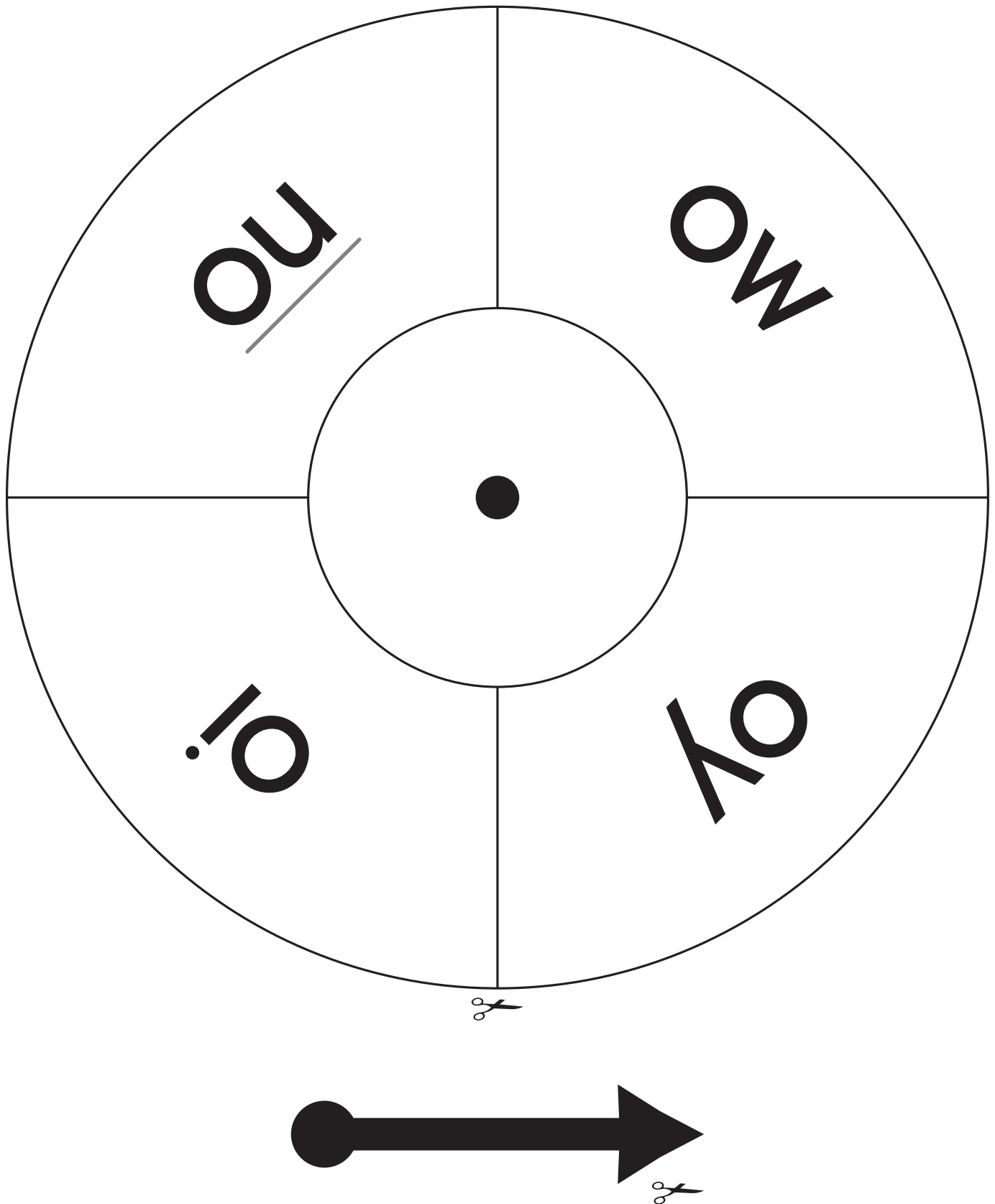
blank word cards



Advanced Phonics

AP.003.AM4

Sound Choice



Advanced Phonics

Sound Choice

AP.003.AM5a

START

cards

Advanced Phonics

AP.003.AM5b

Sound Choice



END



Double Time

Objective

The student will identify variant correspondences in words.

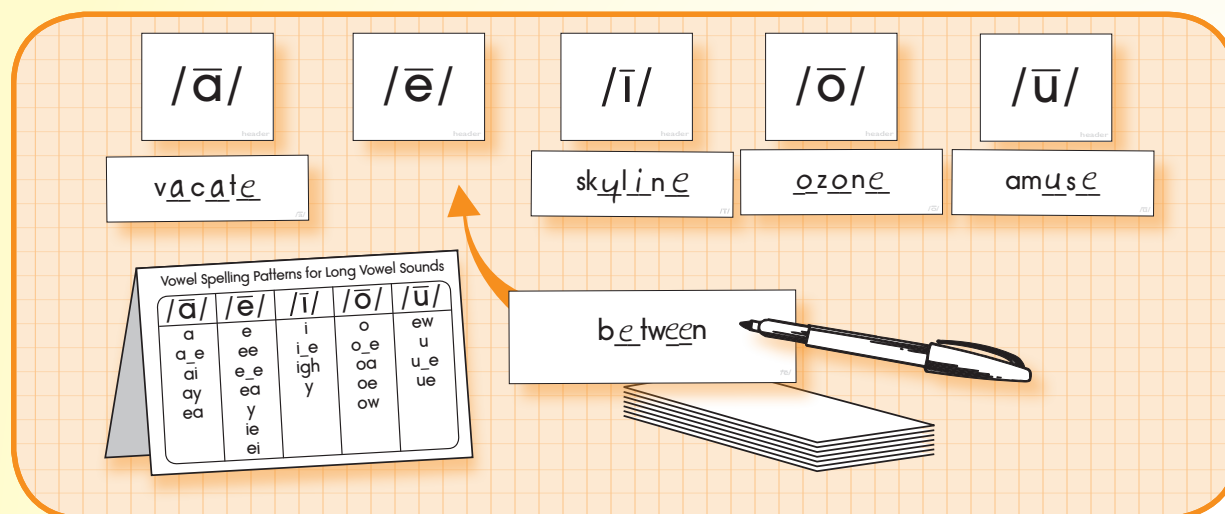
Materials

- ▶ Vowel spelling patterns for long vowel sounds tent card (Activity Master AP.004.AM1)
Note: This is not a comprehensive listing of long vowel spelling patterns. These are the spelling patterns used in this activity.
Copy on card stock, cut out, and fold in half.
- ▶ Header cards (Activity Master AP.004.AM2)
- ▶ Word cards (Activity Master AP.004.AM3a - AP.004.AM3e)
Laminate.
- ▶ Vis-à-Vis® markers

Activity

Students write corresponding spelling patterns for long vowels in multisyllabic words.

1. Place header cards face up in a row. Place word cards face down in a stack. Place the tent card so each student can see it. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, students select the top card from the stack and read the word using the long vowel sound found at the bottom of the card (e.g., /ē/, b__tw__n, between).
3. Write the different vowel patterns in the blanks with the Vis-à-Vis® marker until the correct spelling patterns are determined (e.g., between). Note: Some words have three blanks, but only two spelling patterns. Refer to vowel spelling pattern tent card, as needed.
4. Place word card in column under matching header card.
5. Continue until all cards are sorted.
6. Point to and read words in entire column starting with header card.
7. Peer evaluation



/ā/	/ē/	/ī/	/ō/	/ū/
a	e	i	o	ew
a_e	ee	i_e	o_e	u_e
ai	e_e	igh	oa	ue
ay	ea	y	oe	
ea	y		ow	
	ie			
	ei			

Extensions and Adaptations

- ▶ Record words and circle the vowel spelling patterns (Activity Master AP.004.SS1).
- ▶ Identify vowel sound, write pattern, and sort (Activity Master AP.004.AM4a - AP.004.AM4c).
- ▶ Write the correct vowel for the schwa sound (/ə/) (Activity Master AP.004.SS2).
- ▶ Make other word cards (Activity Master AP.004.AM5).

Advanced Phonics

AP.004.AMI

Double Time

en e_n n wə	wo oe oa o_e o	y igh i_e !	ie ie y ea e_e ee e	ea ay ai a_e a
/n/	/o/	/i/	/e/	/a/

Vowel Spelling Patterns for Long Vowel Sounds

Vowel Spelling Patterns for Long Vowel Sounds

/ā/	/ē/	/ī/	/ō/	/ū/
a a_e ai ay ea	e ee e_e ea y ie ei	i i_e igh y	o o_e oa oe ow	ew u u_e ue



Advanced Phonics

Double Time

AP.004.AM2

/ā/

header

/ē/

header

/ī/

header

/ō/

header

/ū/

header

header

header cards



Advanced Phonics

AP.004.AM3a

Double Time

pl _ m _ t _

/ā/

d _ br _ k

/ā/

r _ lw _

/ā/

tr _ l bl _ z _

/ā/

v _ c _ t _

/ā/

word cards - playmate, daybreak, railway, trailblaze, vacate



Advanced Phonics

Double Time

AP.004.AM3b

c _ ling

/ē/

d _ l _ t _

/ē/

l _ f _

/ē/

b _ l _ f

/ē/

b _ tw _ n

/ē/

word cards - ceiling, delete, leafy, belief, between



Advanced Phonics

AP.004.AM3c

Double Time

tw _ l _ t

/t/

sk _ l _ n _

/t/

n _ tt _ m _

/t/

f _ n _ t _

/t/

h _ l _ t

/t/

word cards - twilight, skyline, nighttime, finite, highlight



Advanced Phonics

Double Time

AP.004.AM3d

__ z __ n __

/ō/

r __ b __ t

/ō/

h __ m __ gr __ n

/ō/

__ b __

/ō/

sl __ p __ k __

/ō/

word cards - ozone, rowboat, homegrown, oboe, slowpoke



Advanced Phonics

AP.004.AM3e

Double Time

__tility

/u/

curf__

/u/

contin__

/u/

am__s__

/u/

b__gle

/u/

word cards - utility, curfew, continue, amuse, bugle



Name _____

Double Time

AP.004.SS I

/ā/	/ē/	/ī/	/ō/	/ū/
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.

Advanced Phonics

AP.004.AM4a

Double Time

rec__pt

term__t__

upr__t

g__gantic

envel__p__

word cards - answers: receipt, termite, upright, gigantic, envelope



Advanced Phonics

Double Time

AP.004.AM4b

maint__n

estim__t__

n__ture

breez__

s__weed

word cards - answers: maintain, estimate, nature, breezy, seaweed



pr__ton

sh__lders

__niform

parach__t__

j__el

word cards - proton, shoulders, uniform, parachute, jewel



Name _____

Double Time

AP.004.SS2

banan
 /ə/

arithm tic
 /ə/

penc l
 /ə/

radi m
 /ə/

cal ndar
 /ə/

 riginal
 /ə/

sens tive
 /ə/

probl m
 /ə/

 nother
 /ə/

cany n
 /ə/

magnesi m
 /ə/

f miliar
 /ə/

Advanced Phonics

AP.004.AM5

Double Time

blank word cards





Star Search

Objective

The student will identify variant correspondences in words.

Materials

- ▶ R-controlled vowel spelling patterns tent card (Activity Master AP.005.AM1)
Copy on card stock, cut out, and fold in half.
- ▶ Word cards (Activity Master AP.005.AM2a - AP.005.AM2b)
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers

Activity

Students write words with r-controlled vowel sounds using the correct spelling pattern.

1. Place the word cards face down in a stack. Place the tent card so each student can see it. Provide each student with a whiteboard and Vis-à-Vis® marker.
2. Taking turns, student one selects top card (without revealing it) and reads the word to student two (e.g., pearl).
3. Student two repeats the word and identifies the r-controlled vowel sound (i.e., /er/).
4. Uses the whiteboard to try various r-controlled patterns, if necessary. Spells the word orally to student one.
5. Student one checks the spelling. If incorrect, student one prompts student two to try again.
6. Reverse roles until all word cards are used.
7. Peer evaluation

Extensions and Adaptations

- ▶ Record words or write other words with same spelling patterns (Activity Master AP.005.SS1)
- ▶ Use multisyllabic word cards (Activity Master AP.005.AM3a - AP.005.AM3b). Record using student sheet (Activity Master AP.005.SS1).
- ▶ Write various words with r-controlled vowels (e.g., her, mother) (Activity Master AP.005.SS2).
- ▶ Make other word cards and identify r-controlled vowel sounds (Activity Master AP.003.AM3).

Advanced Phonics

AP.005.AMI

Star Search

 err ear are air	 our ore or oar ar	 ur or ir er ear ar	 ar
example: chair /air/	example: for /or/	example: her /er/	example: car /ar/

R-controlled Vowel Spelling Patterns

/ar/ example: car	/er/ example: her	/or/ example: for	/air/ example: chair
ar	ar ear er ir or ur	ar oar or ore our	air are ear err

Advanced Phonics

Star Search

AP.005.AM2a

march

cellar

stern

pearl

third

work

churn

warm

word cards



Advanced Phonics

AP.005.AM2b

Star Search

porch

chore

coarse

pour

repair

compare

raspberry

bear

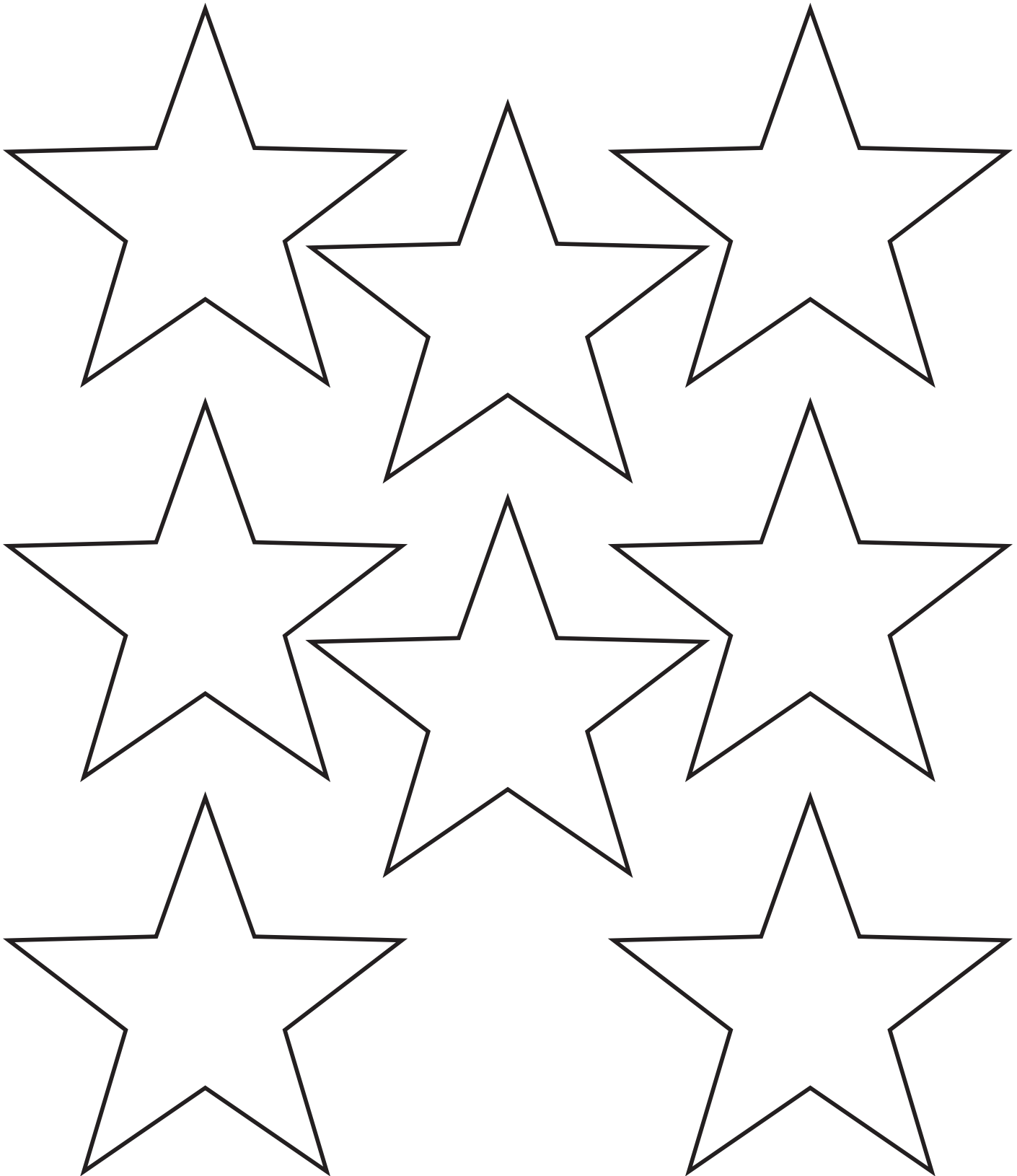
word cards



Name _____

Star Search

AP.005.SSI



Advanced Phonics

AP.005.AM3a

Star Search

porter

harbor

cardboard

farmer

border

murmur

forward

barnyard

word cards



Advanced Phonics

Star Search

AP.005.AM3b

armchair

terror

courtyard

airport

perturb

scorecard

further

perform

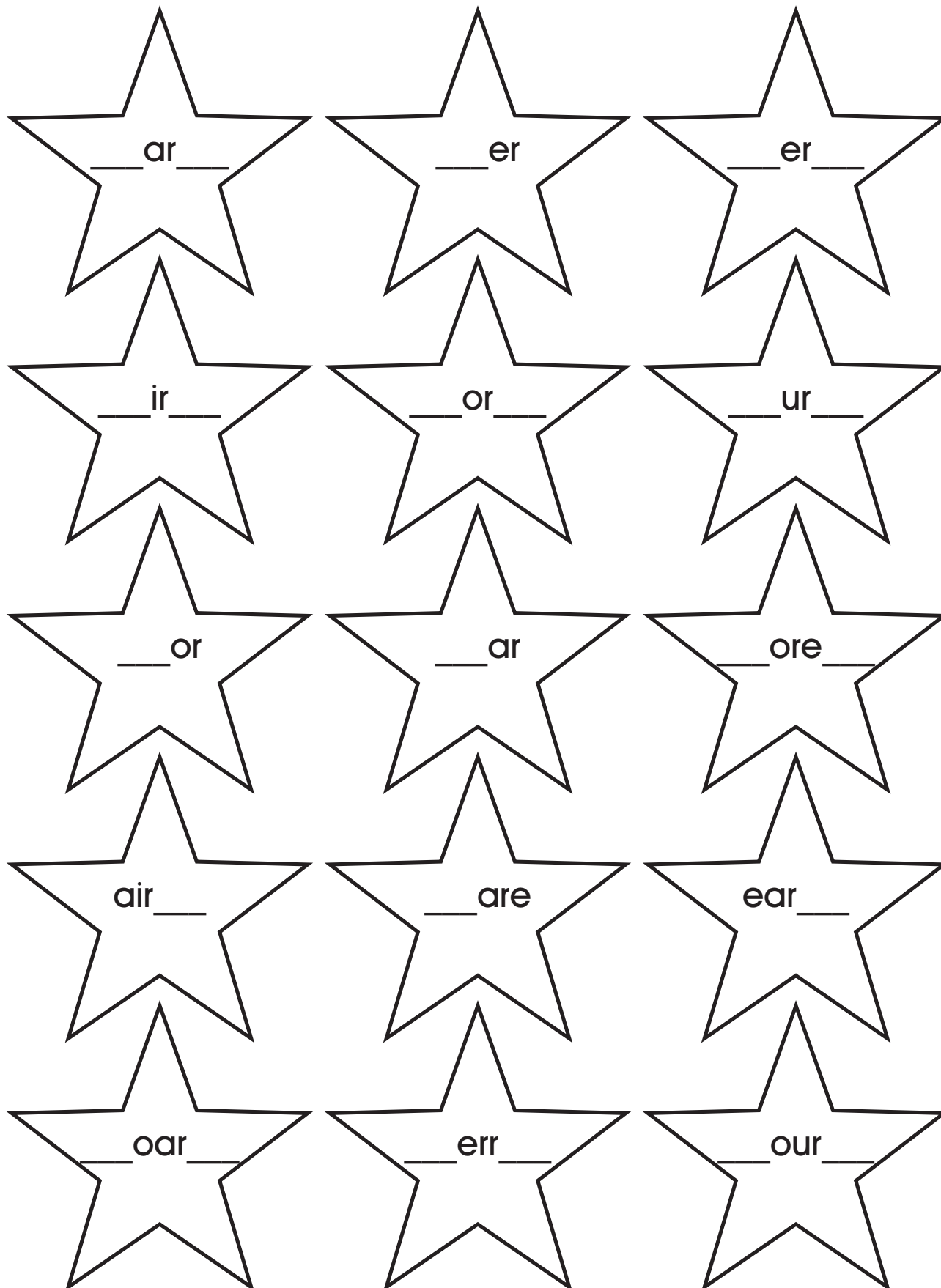
word cards



Name _____

AP.005.SS2

Star Search



Advanced Phonics



Variant Correspondences

AP.006

Word-O-Matic

Objective

The student will produce words with variant correspondences.

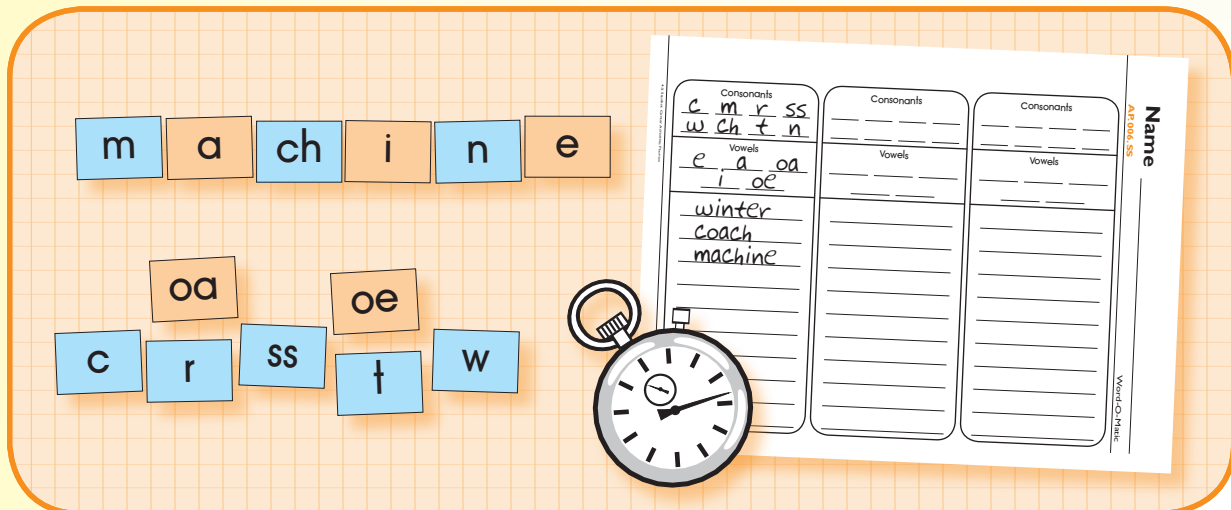
Materials

- ▶ Letter cards (Activity Master AP.006.AM1a - AP.006.AM1b)
Consonants and vowels are printed on different pages. Copy on card stock, laminate, and cut. Use different colored paper to distinguish consonants from vowels. Optional: Use plastic letter tiles.
- ▶ Student sheet (Activity Master AP.006.SS).
- ▶ Paper bags
Label bags (i.e., consonants and vowels).
- ▶ Timer
- ▶ Pencils

Activity

Students make words, including those with variant correspondences, by using letter cards.

1. Place consonants, consonant digraphs, and other consonant combinations in the bag labelled *consonants*. Place vowels, diphthongs, and vowel digraphs in the bag labelled *vowels*. Provide students with a timer. Provide each student with a student sheet.
2. Students each choose eight tiles from the *consonants* bag and five vowels from the *vowels* bag. Record selected letters on the student sheet.
3. Set the timer for three minutes.
4. Use the cards to make as many words as possible. Record words as they are made on the student sheet. Read words aloud after timer rings.
5. Place cards back in the bag and select new cards from the bags and continue to make new words.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Add r-controlled vowels to other letters to make words (Activity Master AP.006.AM2).
- ▶ Write target letters on spinners or cubes and use to make words (Activity Masters AP.006.AM3 and AP.006.AM4).
- ▶ Use the same letters as partner and compare words that are made. Record words on paper.

Advanced Phonics

AP.006.AMIa

Word-O-Matic

	b	c	d	d	f
	g	h	k	j	l
	m	n	n	n	p
	q	r	r	r	s
	t	t	t	v	w
	x	y	z	ch	sh
	ck	th	wh	ph	gh
	ff	ll	ss	tt	zz
		kn	mb	wr	
letter cards – consonants					



Advanced Phonics

Word-O-Matic

AP.006.AM1b

a	a	a	a	a
e	e	e	e	e
i	i	i	i	o
o	o	o	u	u
ai	au	aw	ay	ea
ee	ei	eigh	ey	ie
igh	oa	oe	oi	oo
ou	ow	oy	ui	y

letter cards –
vowels



Word-O-Matic

[illegible]

Advanced Phonics

Word-O-Matic

AP.006.AM2

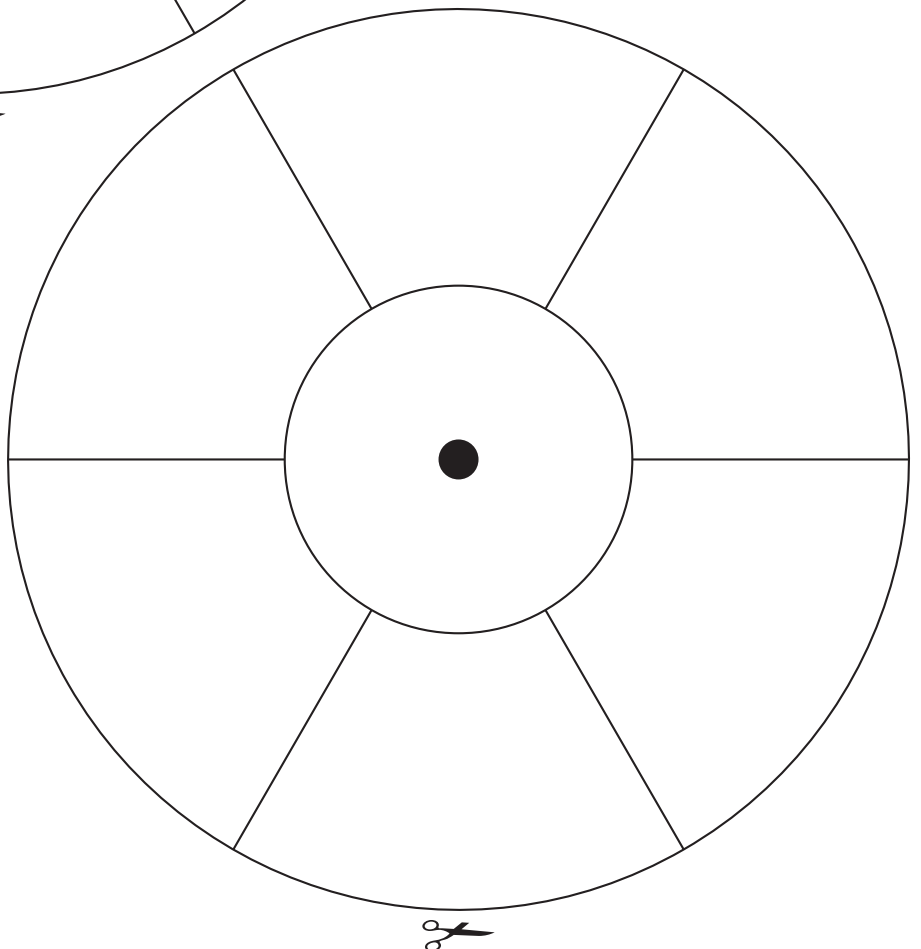
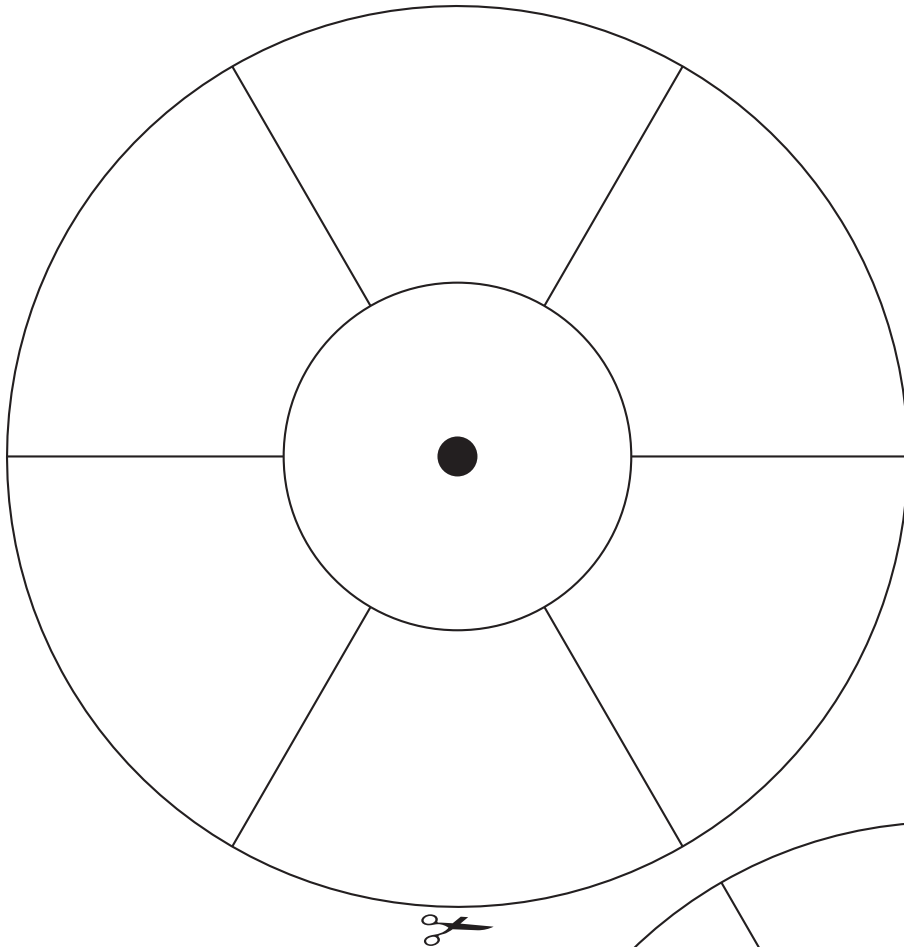
ar	er	ir	or	ur
air	are	ear	ore	err
oar	our			



Advanced Phonics

AP.006.AM3

Word-O-Matic

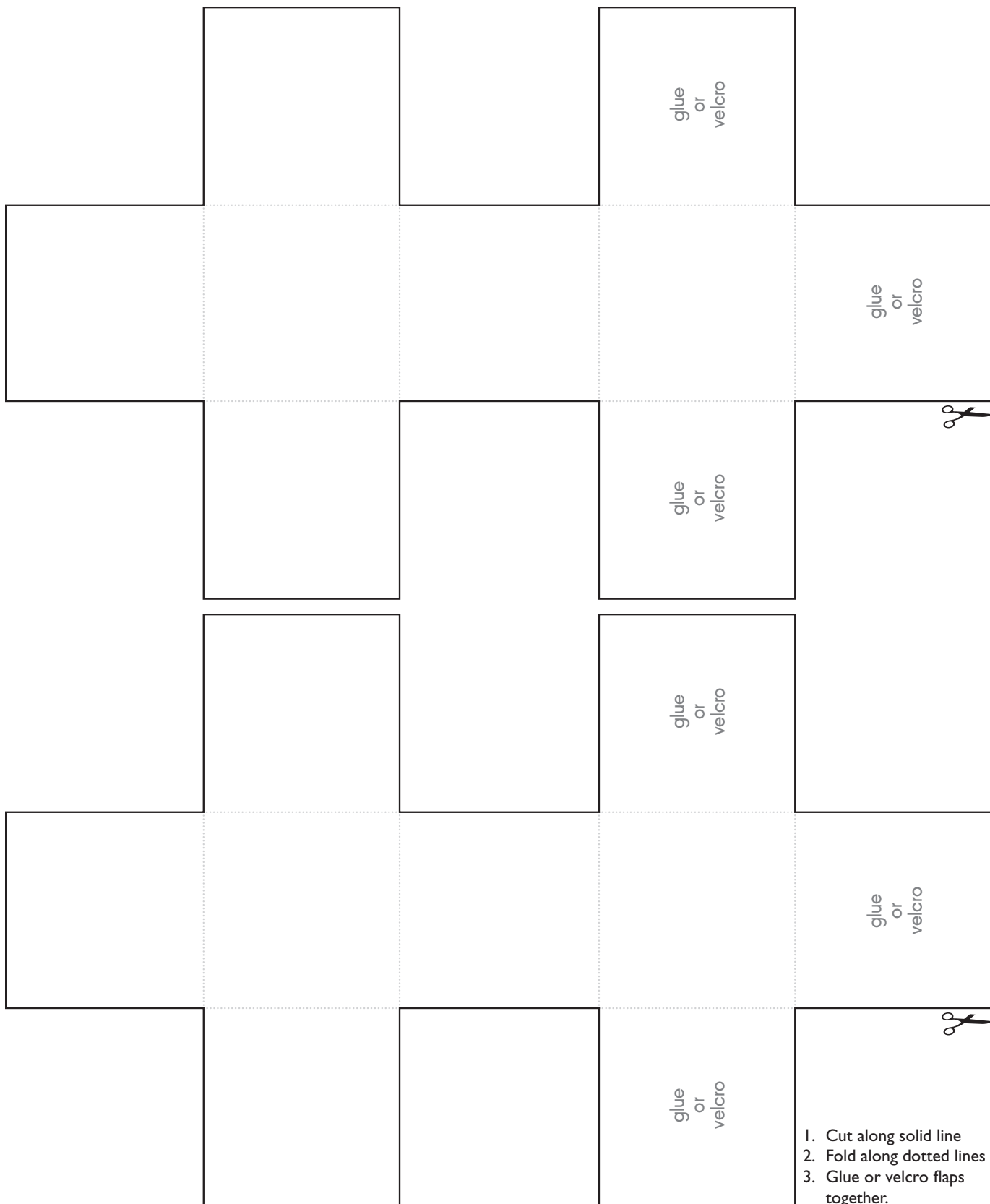


blank spinners

Advanced Phonics

Word-O-Matic

AP.006.AM4



1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.

blank cubes



AP.007

Advanced Phonics

Variant Correspondences

The Write Word



Objective

The student will produce words with variant correspondences.



Materials

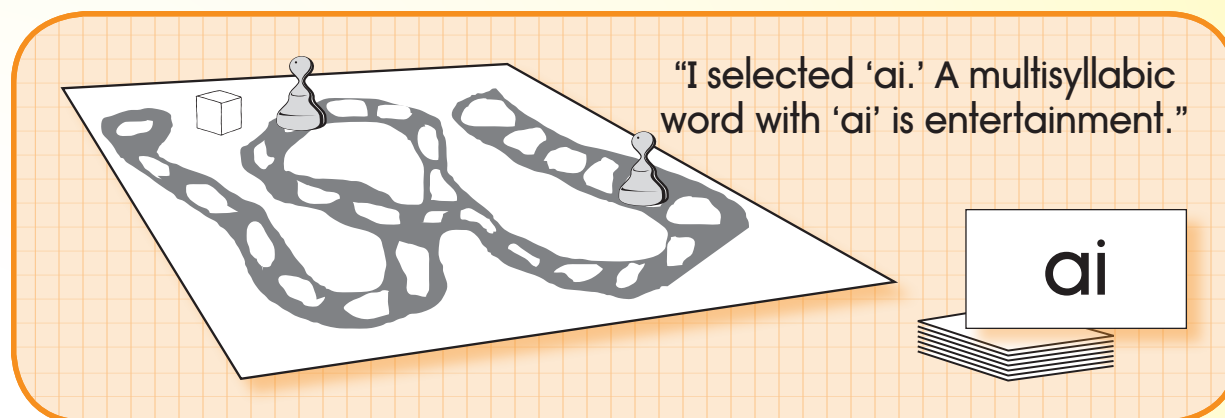
- ▶ Game board (Activity Master AP.007.AM1a - AP.007.AM1b)
- ▶ Spelling pattern cards (Activity Master AP.007.AM2)
- ▶ Number cube (Activity Master AP.007.AM3)
- ▶ Student sheet (Activity Master AP.007.SS)
- ▶ Whiteboards
- ▶ Dictionary
- ▶ Game pieces (e.g., counters)
- ▶ Vis-à-Vis® markers
- ▶ Pencils



Activity

Students make words by using various spelling patterns.

1. Place spelling pattern cards face down in a stack. Place game board, number cube, game pieces, and dictionary 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. Read variant correspondence (e.g., ai) and state a multisyllabic word that contains that spelling pattern (e.g., entertainment). Use the whiteboard to try various spellings. Use dictionary to verify words, if necessary.
3. If able to make a word, record spelling pattern and word on student sheet. Roll the number cube, and move game piece the number of spaces shown.
4. If unable to make a word, leave game piece on the original space.
5. Place card at the bottom of the stack.
6. Continue until all students reach the end.
7. Teacher evaluation



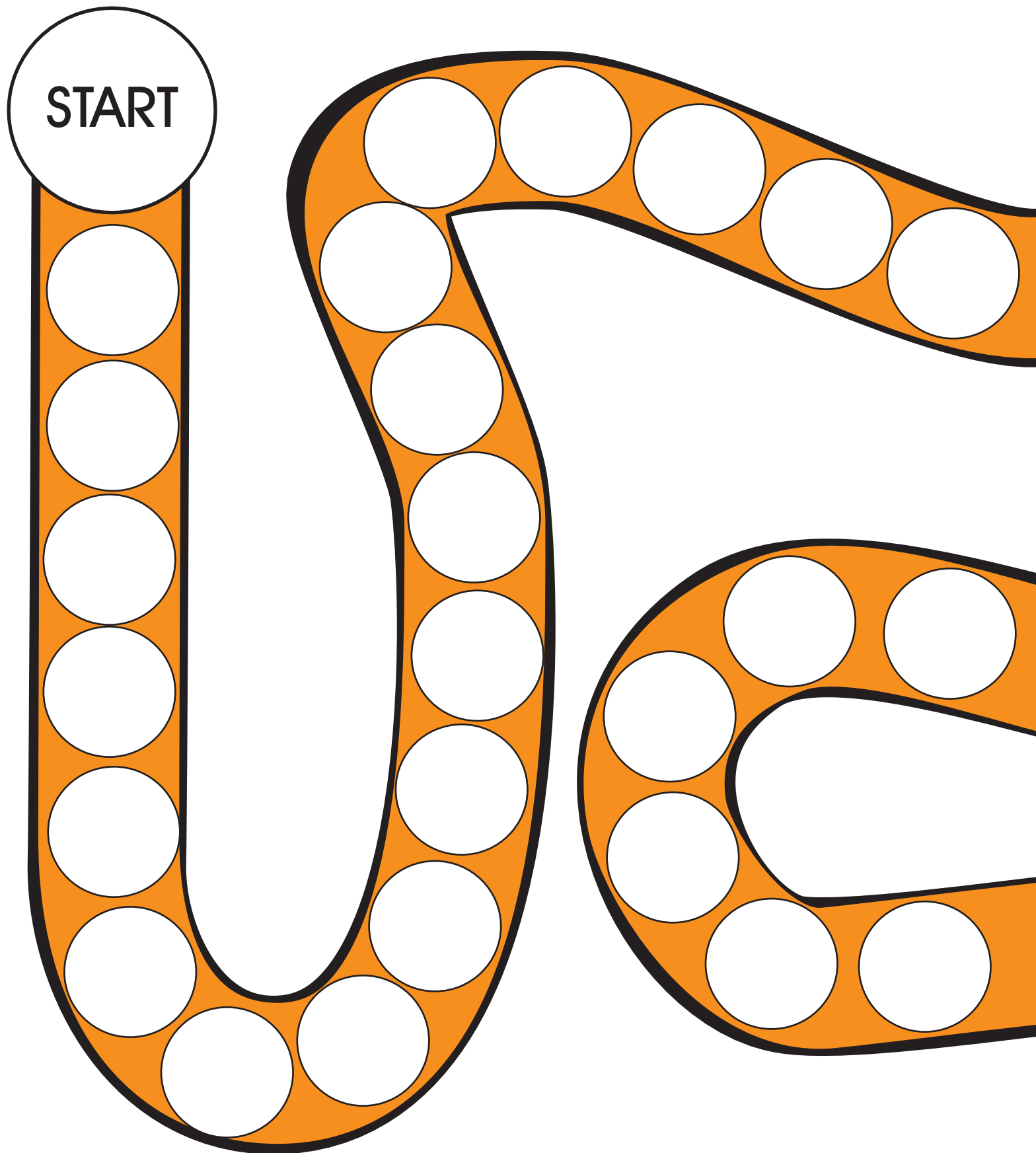
Extensions and Adaptations

- ▶ Use other spelling pattern cards (Activity Master AP.007.AM4).
- ▶ Make other cards to play game. For example, use target prefixes, suffixes, roots, and other spelling patterns (Activity Master AP.007.AM5).
- ▶ Count and record the number of syllables in words.

Advanced Phonics

The Write Word

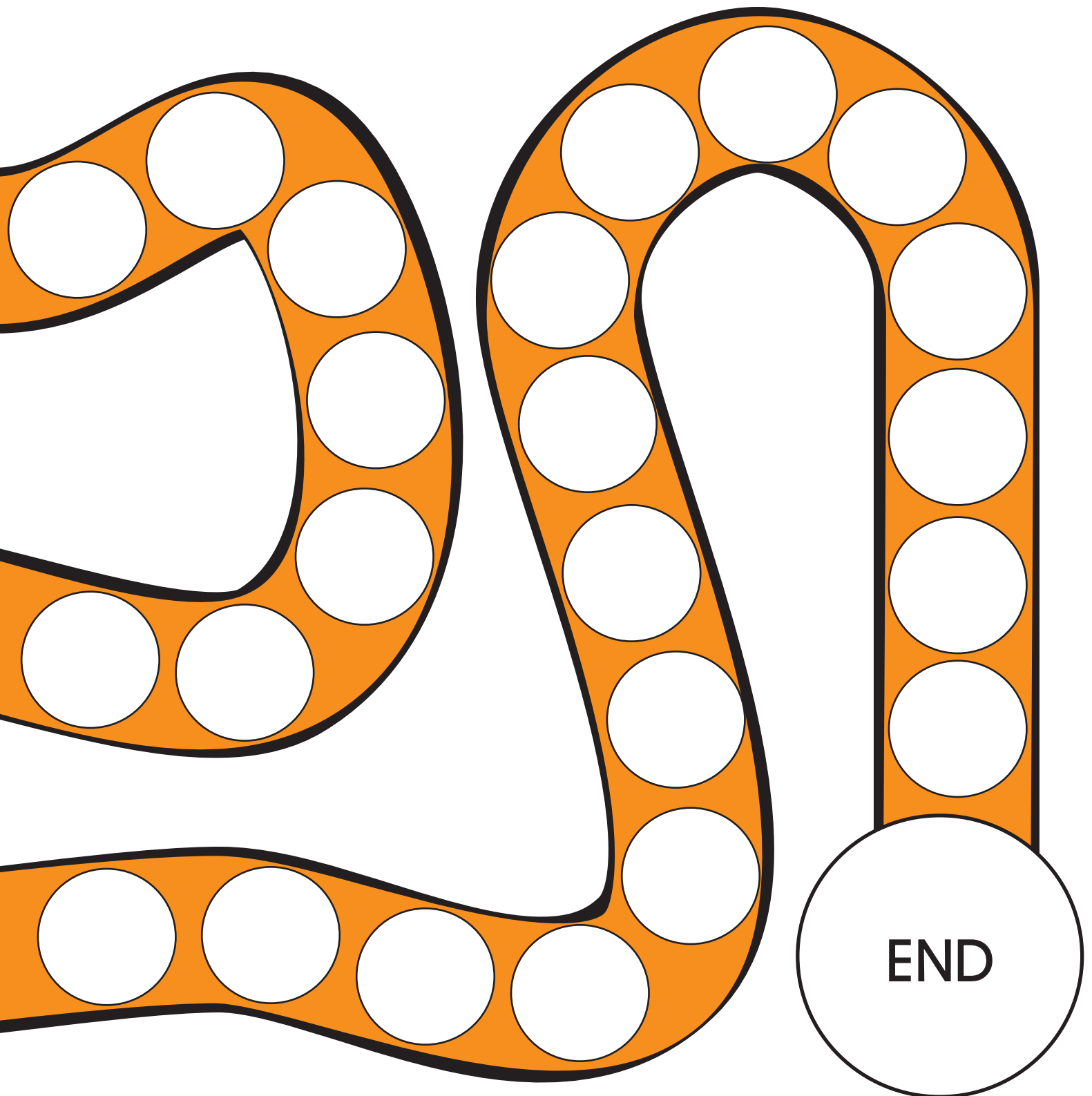
AP.007.AM1a



Advanced Phonics

AP.007.AM1b

The Write Word



Advanced Phonics

The Write Word

AP.007.AM2

a_e

e_e

i_e

o_e

u_e

ai

ay

ea

ee

ei

ew

ey

ie

igh

oa

oe

oo

oi

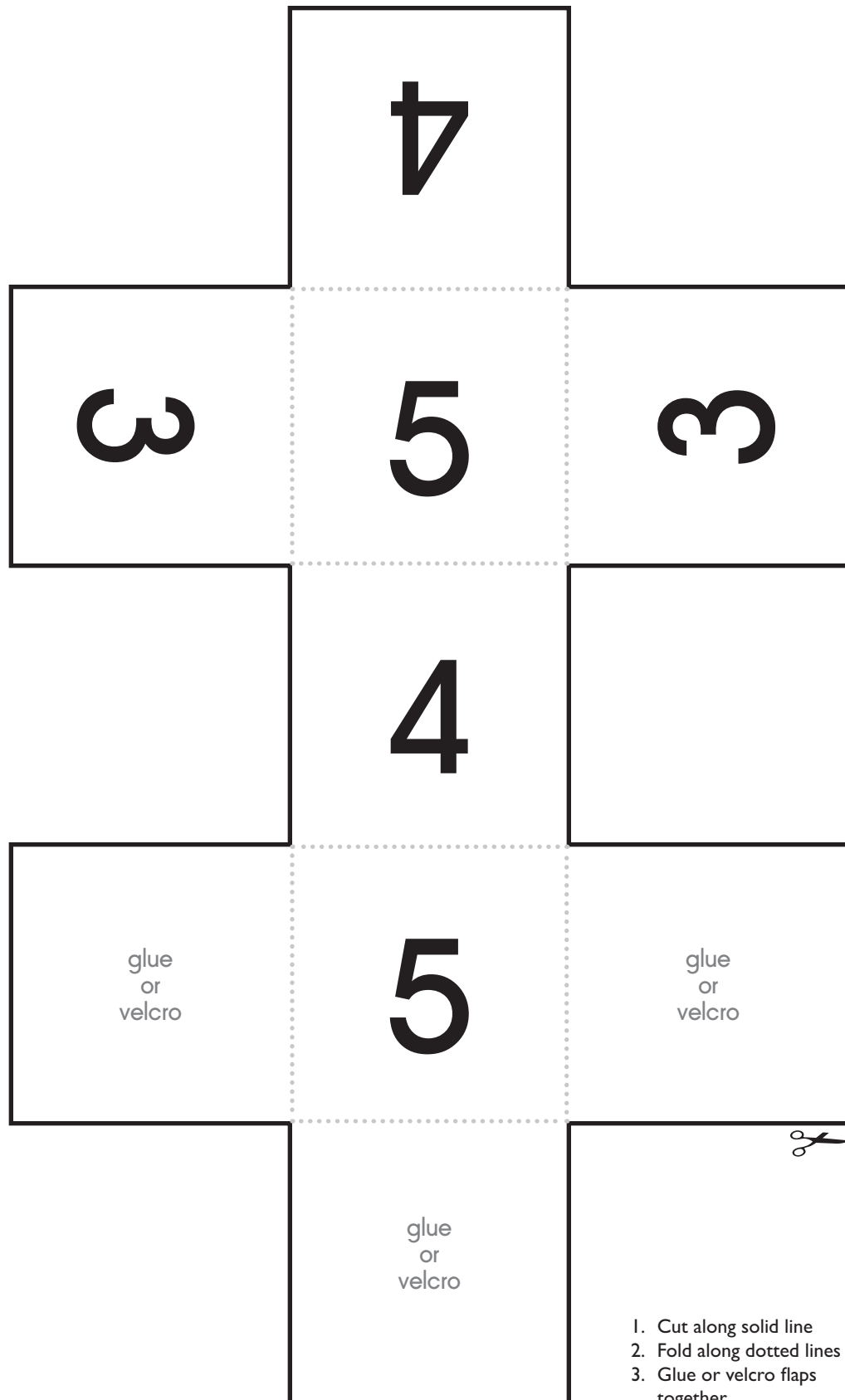
ou

ow

oy

spelling pattern cards (long vowels and diphthongs)





1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.

Name _____

The Write Word

AP.007.SS

spelling pattern	word

Advanced Phonics

AP.007.AM4

The Write Word

aw

au

th

sh

ch

wh

ph

gh

ng

ar

er

ir

or

ur

air

are

ear

err

oar

ore

our

spelling pattern cards (consonant and vowel digraphs, r-controlled vowels)



Advanced Phonics

The Write Word

AP.007.AM5

blank cards

