



### Picture the Word

#### Objective

The student will blend onsets and rimes to make words.

#### Materials

- ▶ Onset and rime work boards (Activity Master P.027.AM1a - P.027.AM1e)
- ▶ Student sheet (Activity Master P.027.SS)
- ▶ 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 from the stack, 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

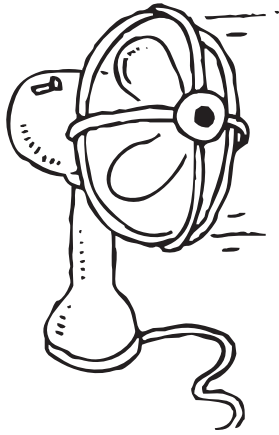
The image shows the materials for the activity. On the left is a card with a drawing of a jug and the word 'jug' in a three-letter grid, with the 'j' highlighted in red. Below this are several small letters: 'm', 'h', 't', 'd', 'r'. To the right is a student sheet titled 'Name \_\_\_\_\_' and 'Picture the Word'. It has a grid of 10 rows, each with a picture and a blank space for writing. The pictures include a person, a person, a person, a person, a person, a person, a person, a person, a person, and a person. A yellow pencil is shown pointing to the first row of the grid.

#### Extensions and Adaptations

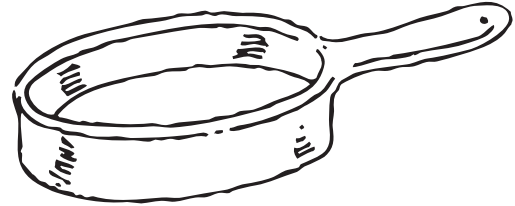
- ▶ Make other rime work boards using short or long vowel rimes (Activity Master P.027.AM2).

P.027.AM1a

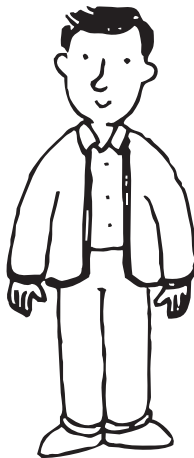
Picture the Word



	a	n
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	a	n
--	---	---



	a	n
--	---	---



	a	n
--	---	---

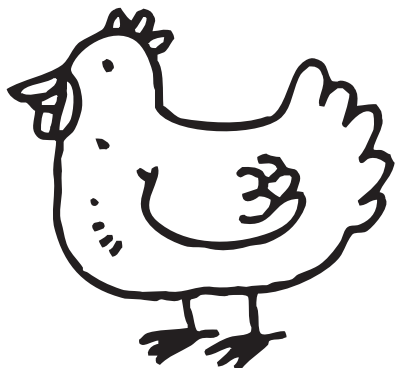
onset and rime work boards: fan, pan, man, ran



# Phonics

Picture the Word

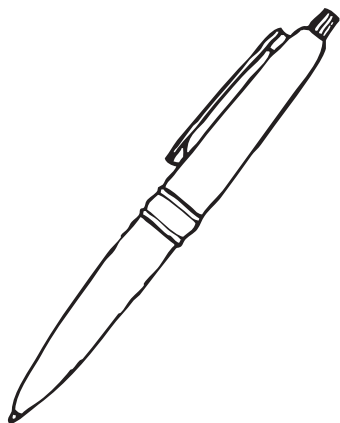
P.027.AM1b



	e	n
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	e	n
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	e	n
--	---	---

10

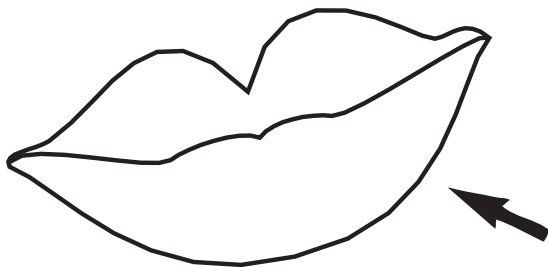
	e	n
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onset and rime work boards: hen, men, pen, ten

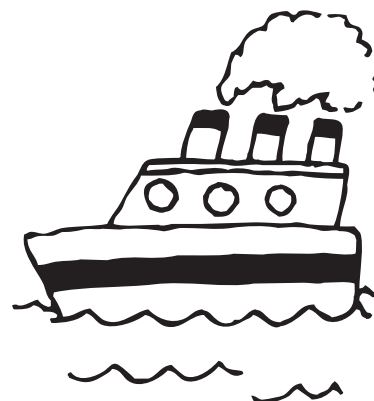


P.027.AM1c

Picture the Word



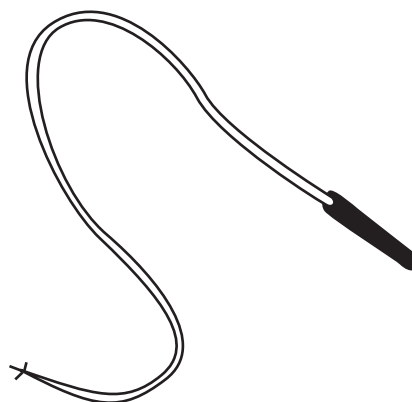
	i	p
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	i	p
--	---	---



	i	p
--	---	---



	i	p
--	---	---

onset and rime work boards lip, ship, rip, whip



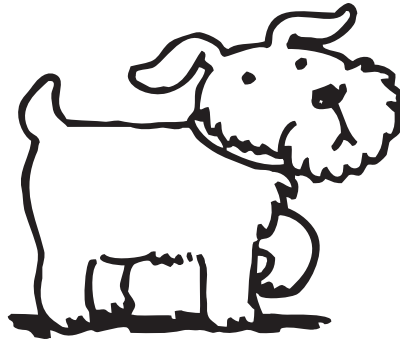
# Phonics

Picture the Word

P.027.AMId



	o	g
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	o	g
--	---	---



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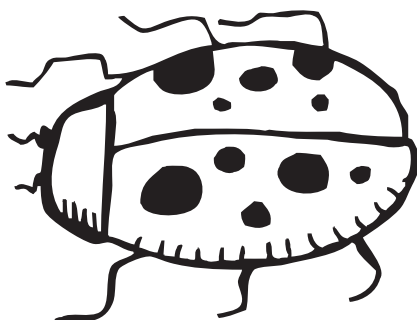
	o	g
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onset and rime work boards: fog, dog, log, jog

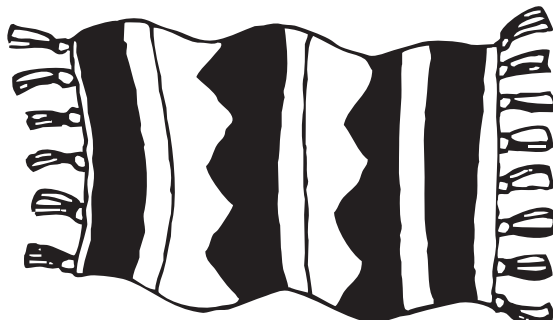


P.027.AM1e

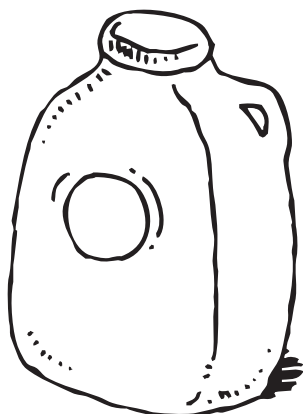
Picture the Word



	u	g
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	u	g
--	---	---



	u	g
--	---	---



	u	g
--	---	---

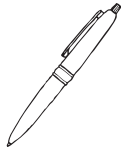
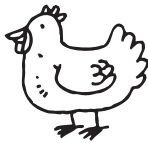
onset and rime work boards



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

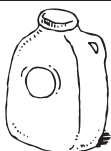
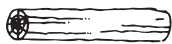
Picture the Word

P.027.SS



10

\_\_\_\_\_



P.027.AM2

Picture the Word

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blank onset and rime work boards







### Say It Now



#### Objective

The student will blend onsets and rimes to make words.



#### Materials

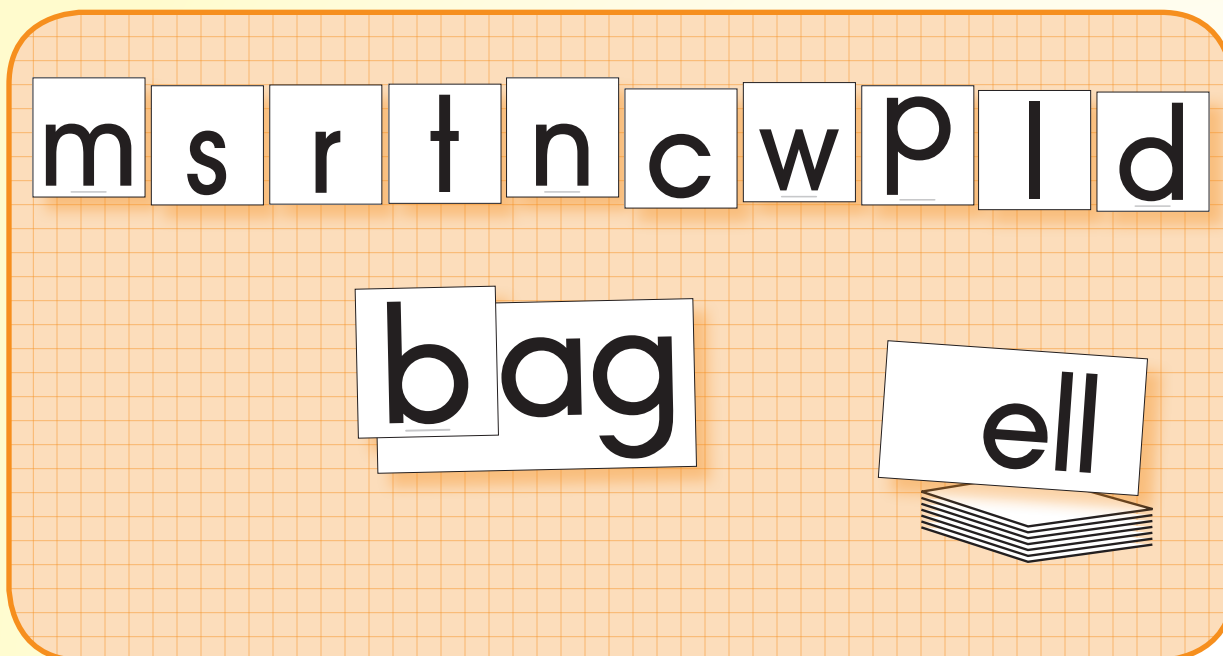
- ▶ Rime cards (Activity Master P.028.AM1)
- ▶ Onset cards (Activity Master P.028.AM2)
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers



#### 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



#### Extensions and Adaptations

- ▶ Record both real and nonsense words (Activity Master P.026.SS).
- ▶ Use magnetic boards (e.g., cookie sheet) and magnetic letters to make words.

un

re

ri

ee

ro

to



# Phonics

Say It Now

P.028.AM2

b	w	p
r	c	l
s	n	q
m	t	u



onset cards



### Vowel Stars

#### **Objective**

The student will blend sounds of letters to make words.

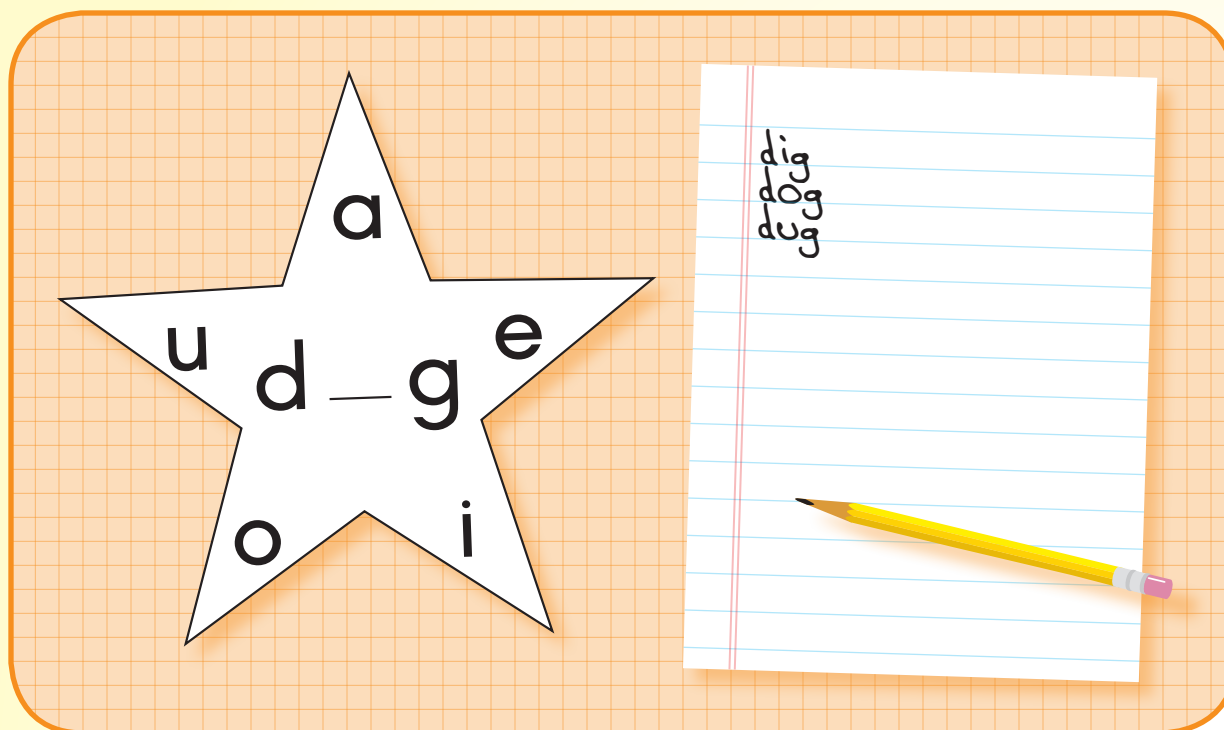
#### **Materials**

- ▶ Vowel Stars (Activity Master P.034.AM1a - P.034.AM1d)  
*Copy on card stock, laminate, and cut.*
- ▶ Vis-à-Vis® marker
- ▶ Paper
- ▶ Pencil

#### **Activity**

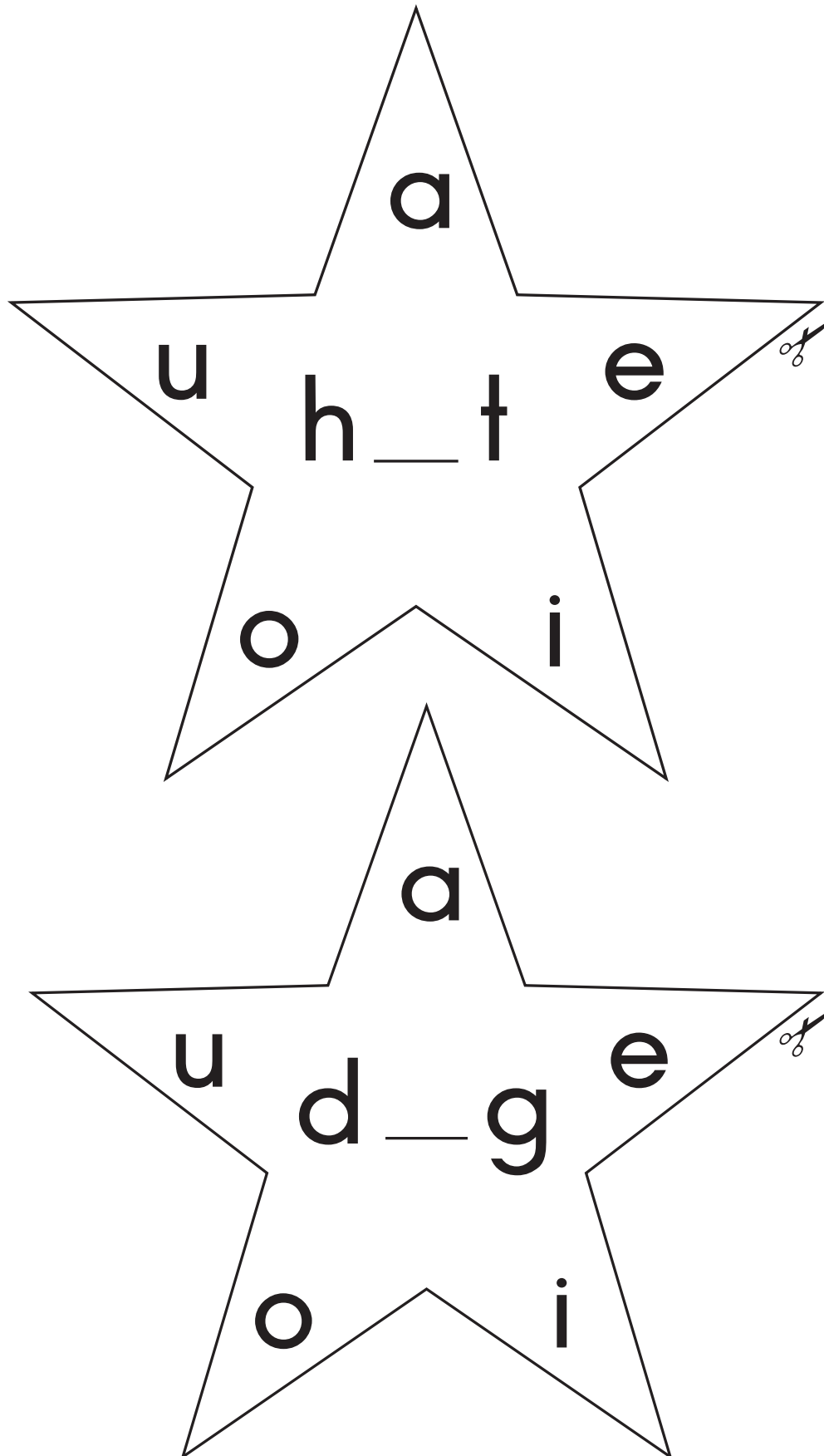
Students combine vowels with consonant combinations to make words.

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-à-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**

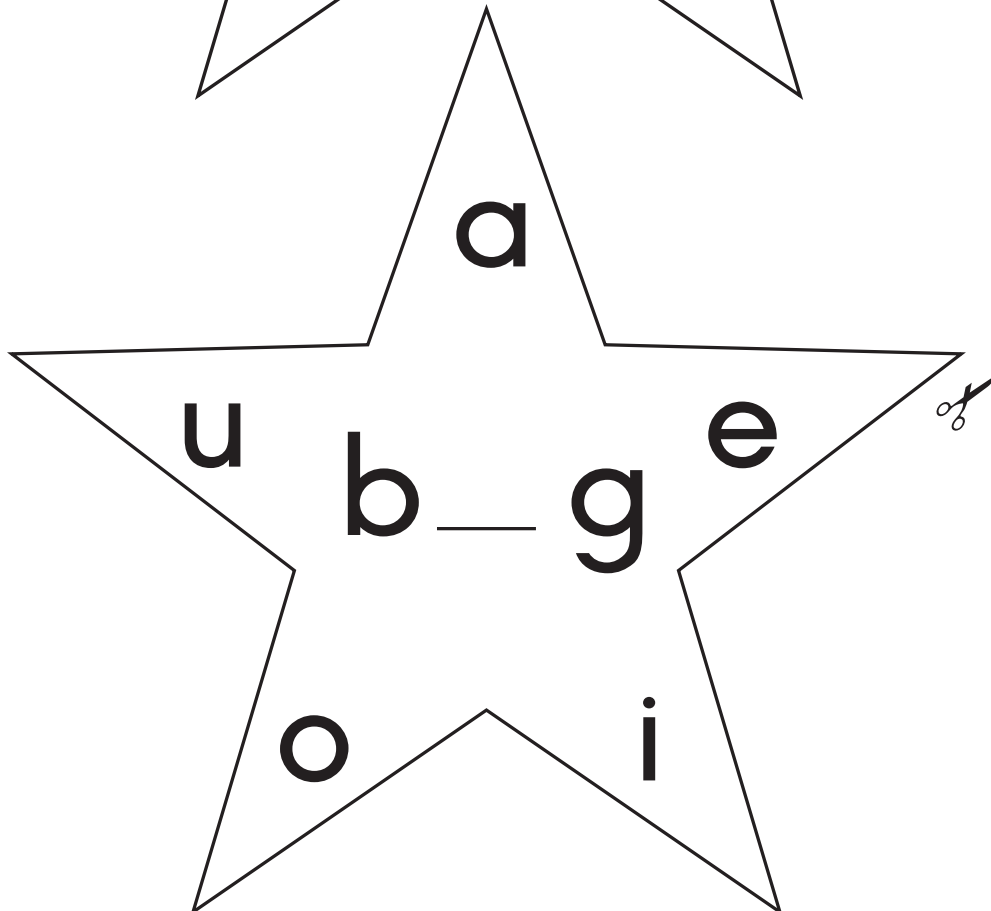
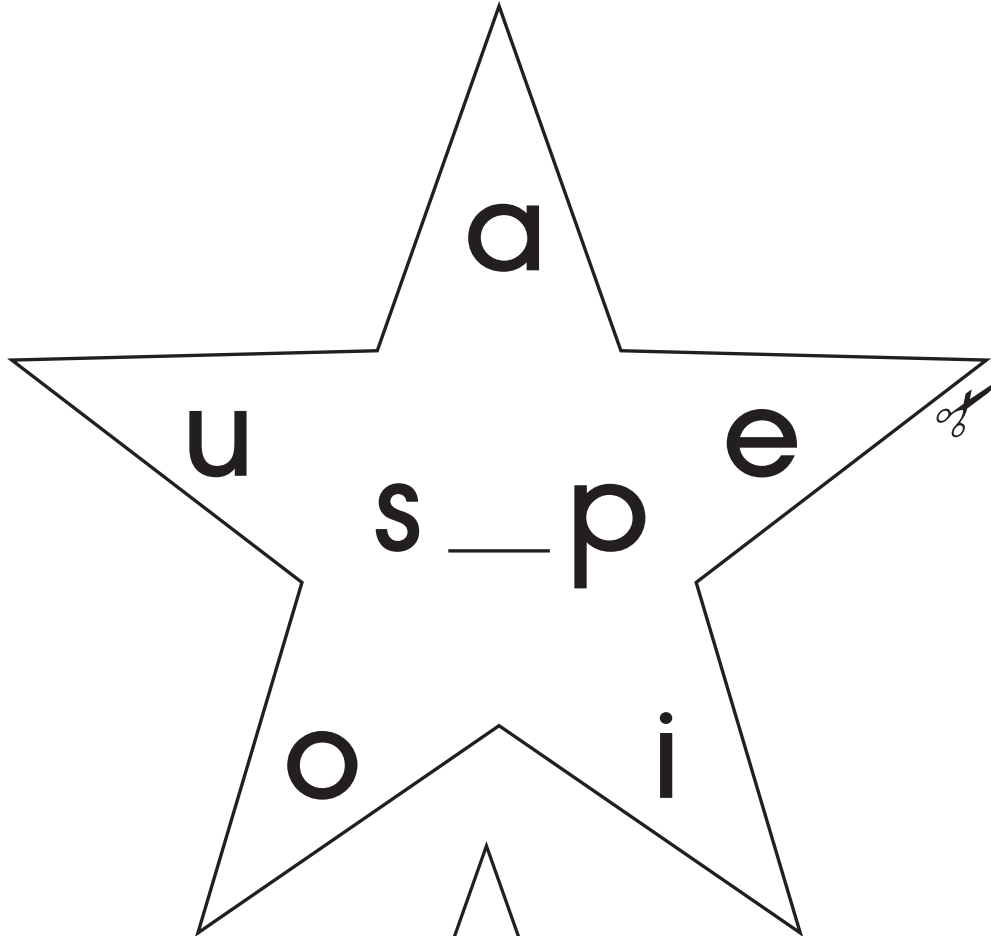
- ▶ Make stars with other consonants (Activity Master P.034.AM2).
- ▶ Exchange sheets with another student and compare words.



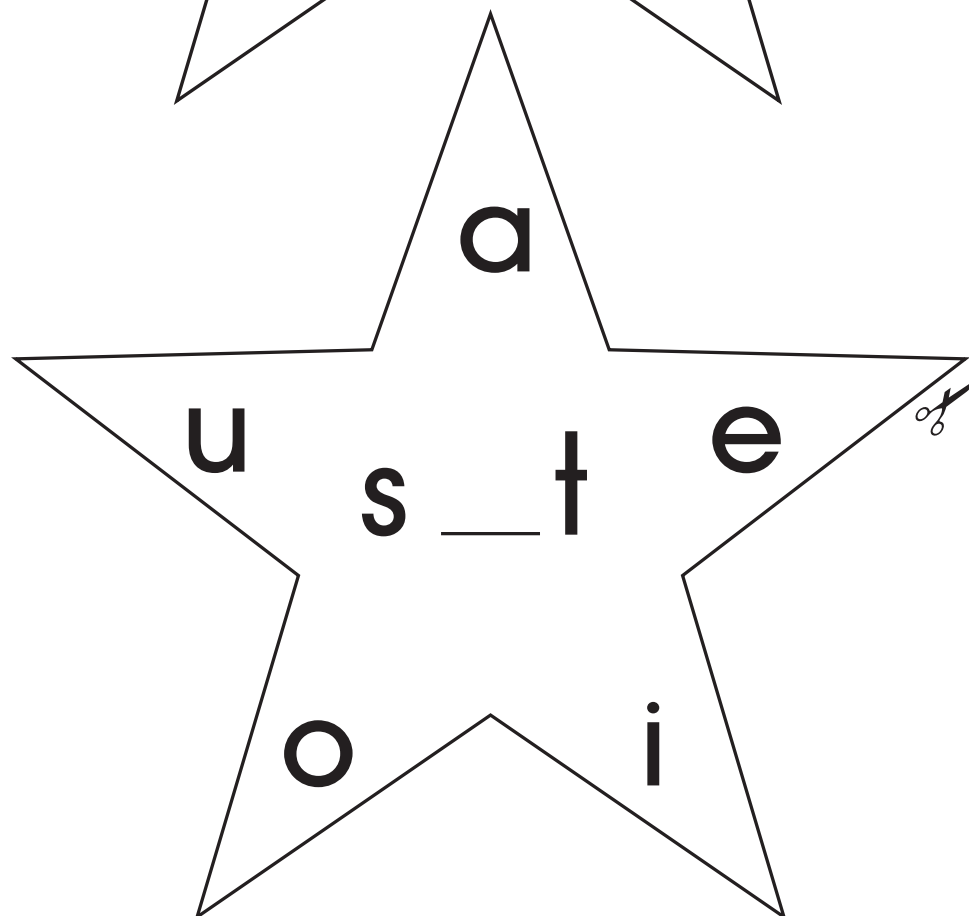
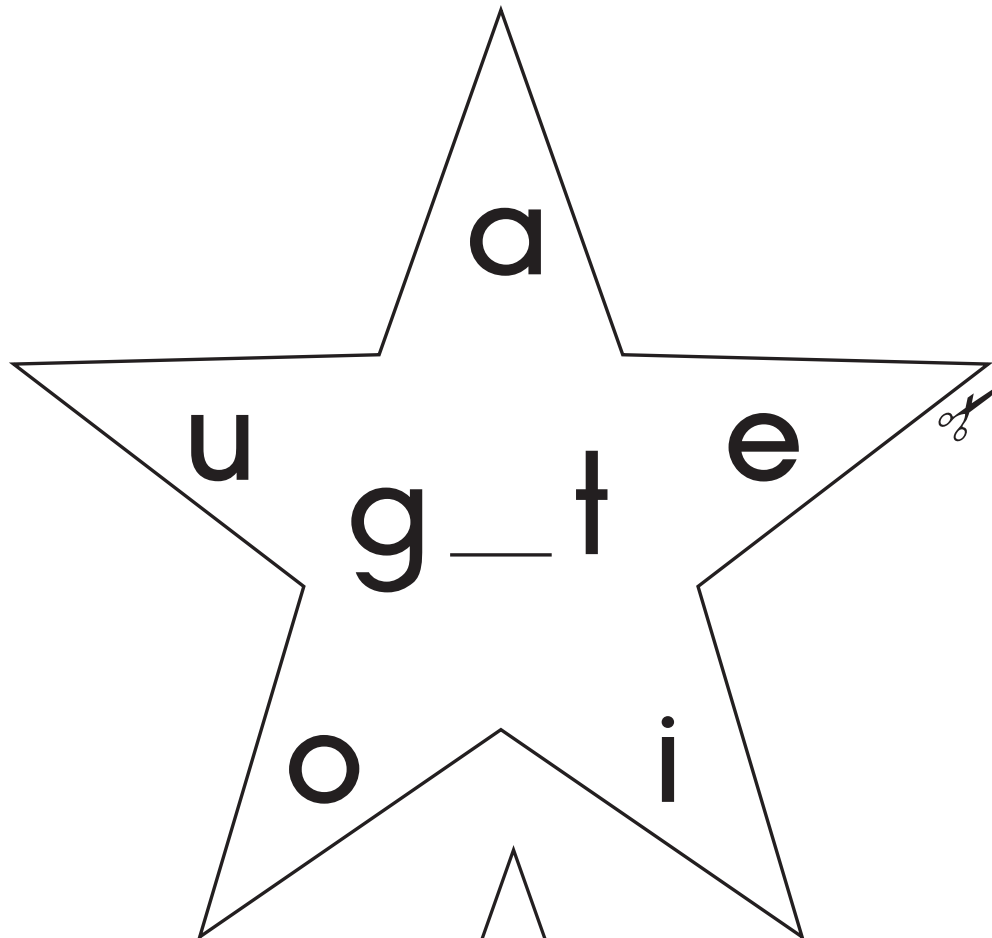
# Phonics

Vowel Stars

P.034.AM1b



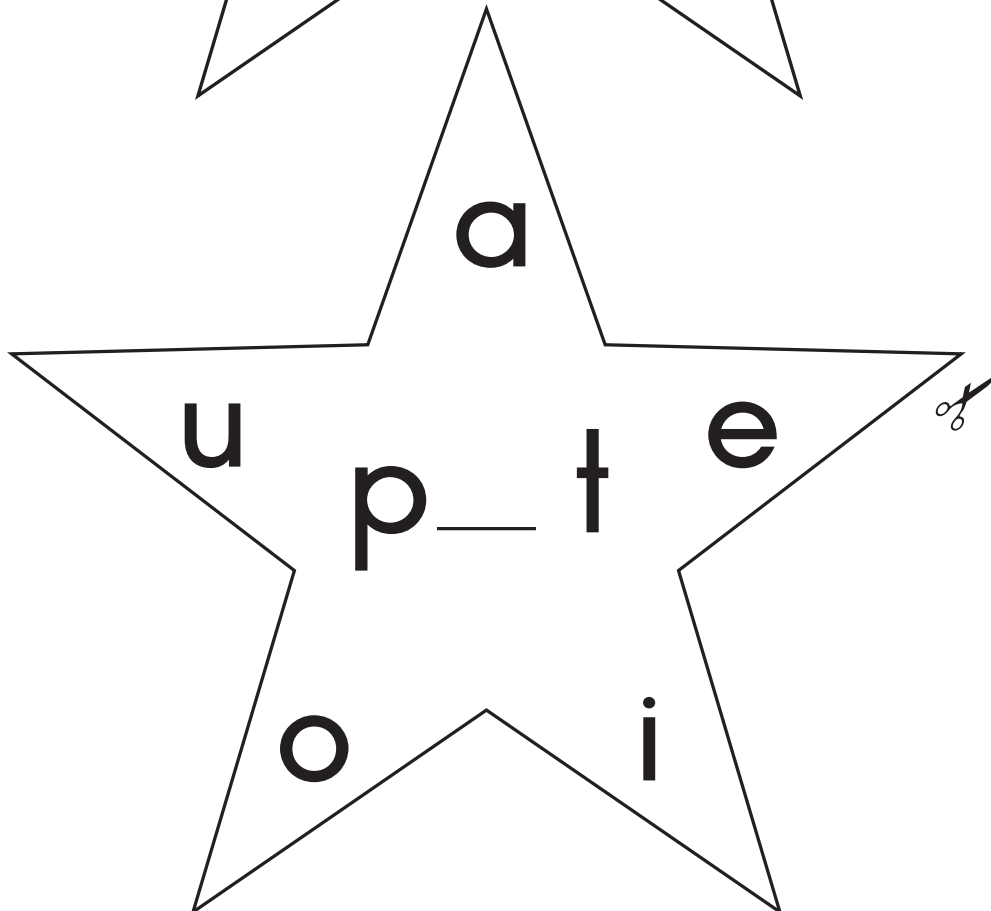
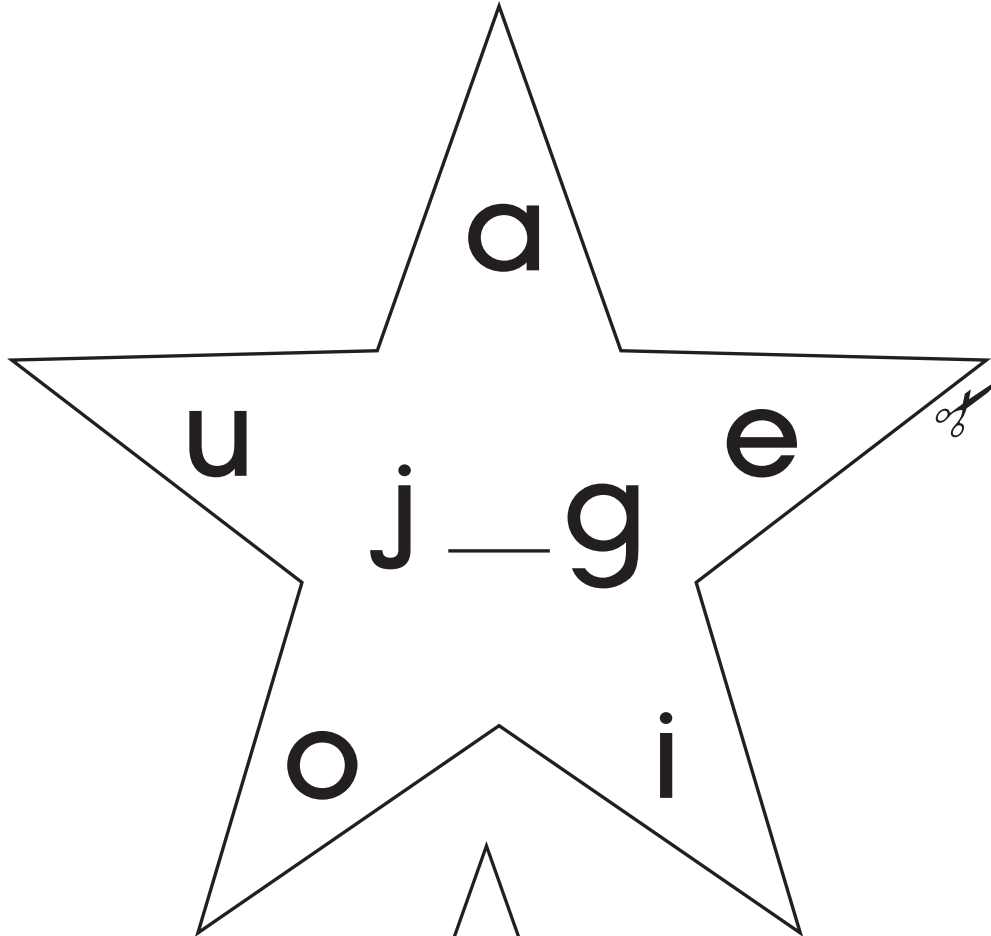
vowel stars



# Phonics

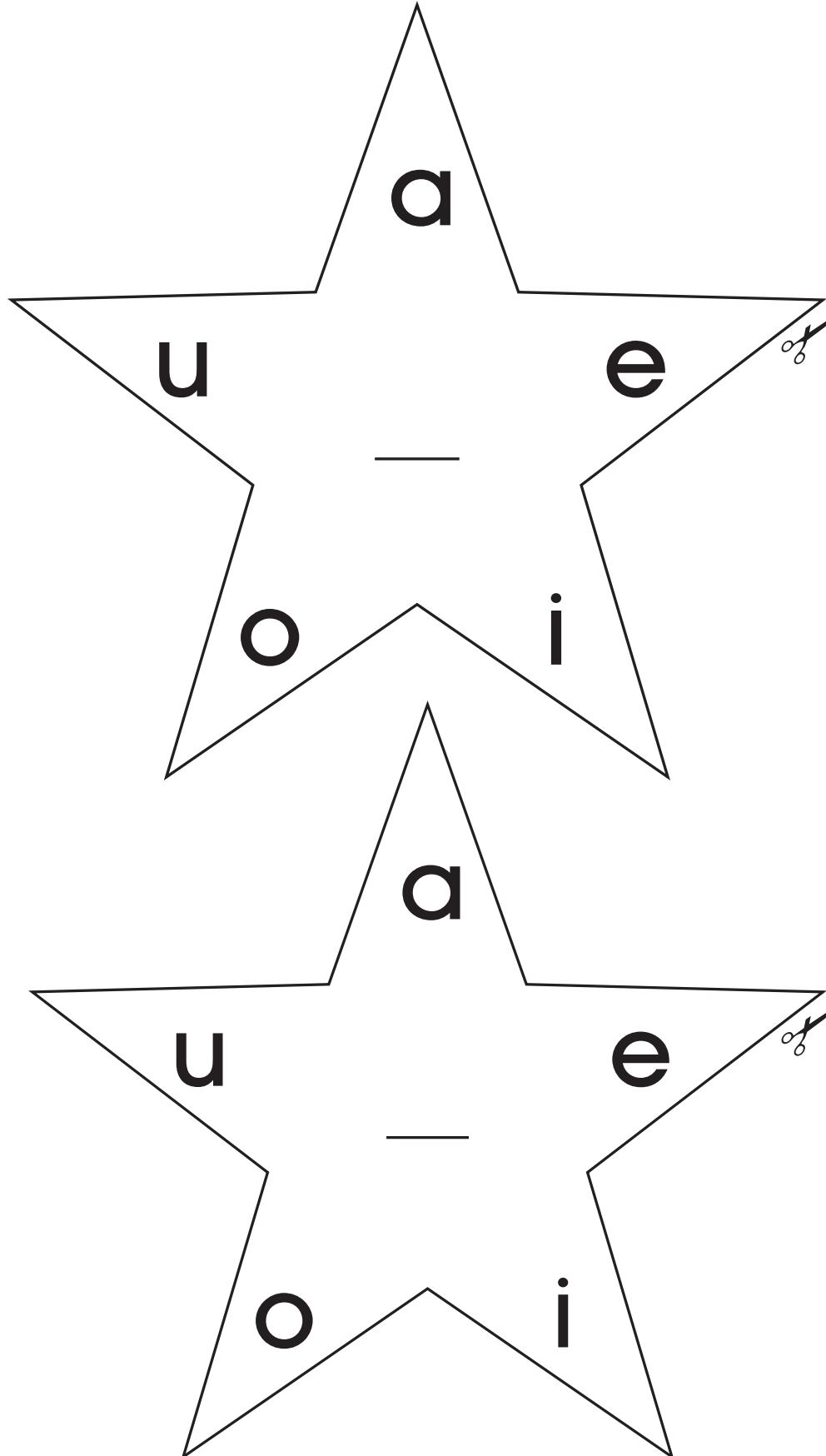
Vowel Stars

P.034.AMId



vowel stars







### Word Steps

#### Objective

The student will blend sounds of letters to make words.

#### Materials

- ▶ Student sheets (Activity Master P.035.SS1a - P.035.SS1d)

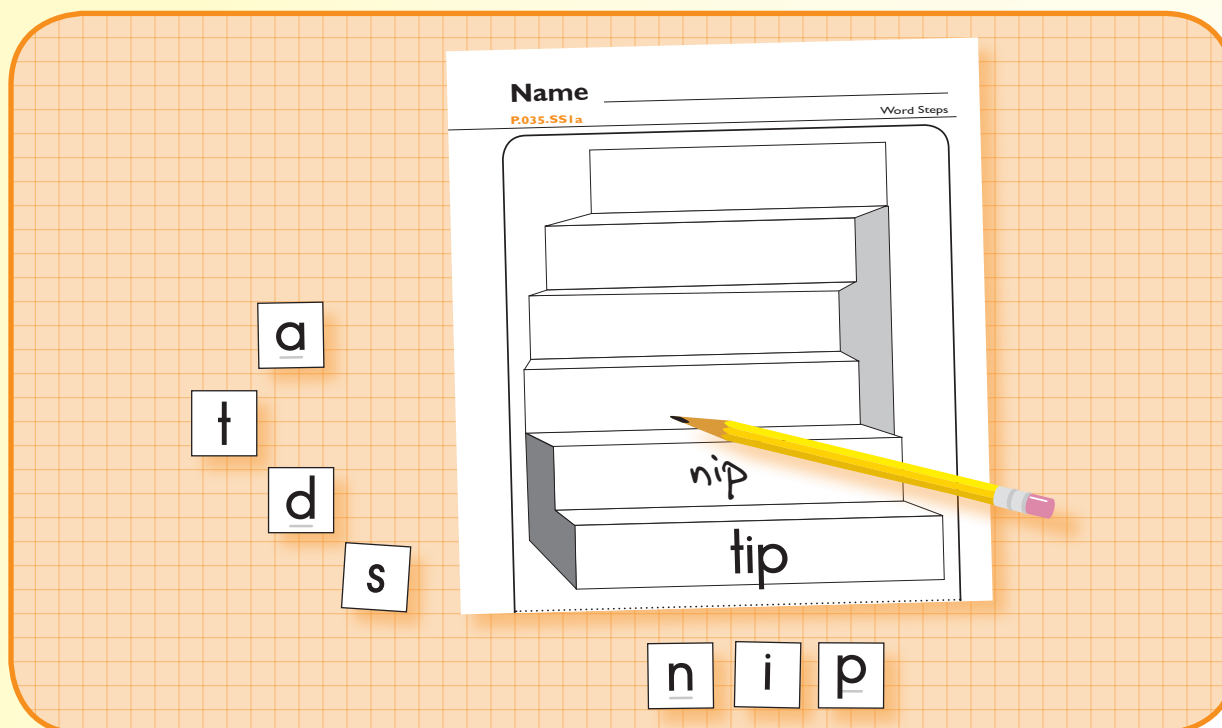
*Choose a target word student sheet.*

- ▶ Pencil
- ▶ Scissors

#### Activity

Students make new words by manipulating one letter at a time.

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



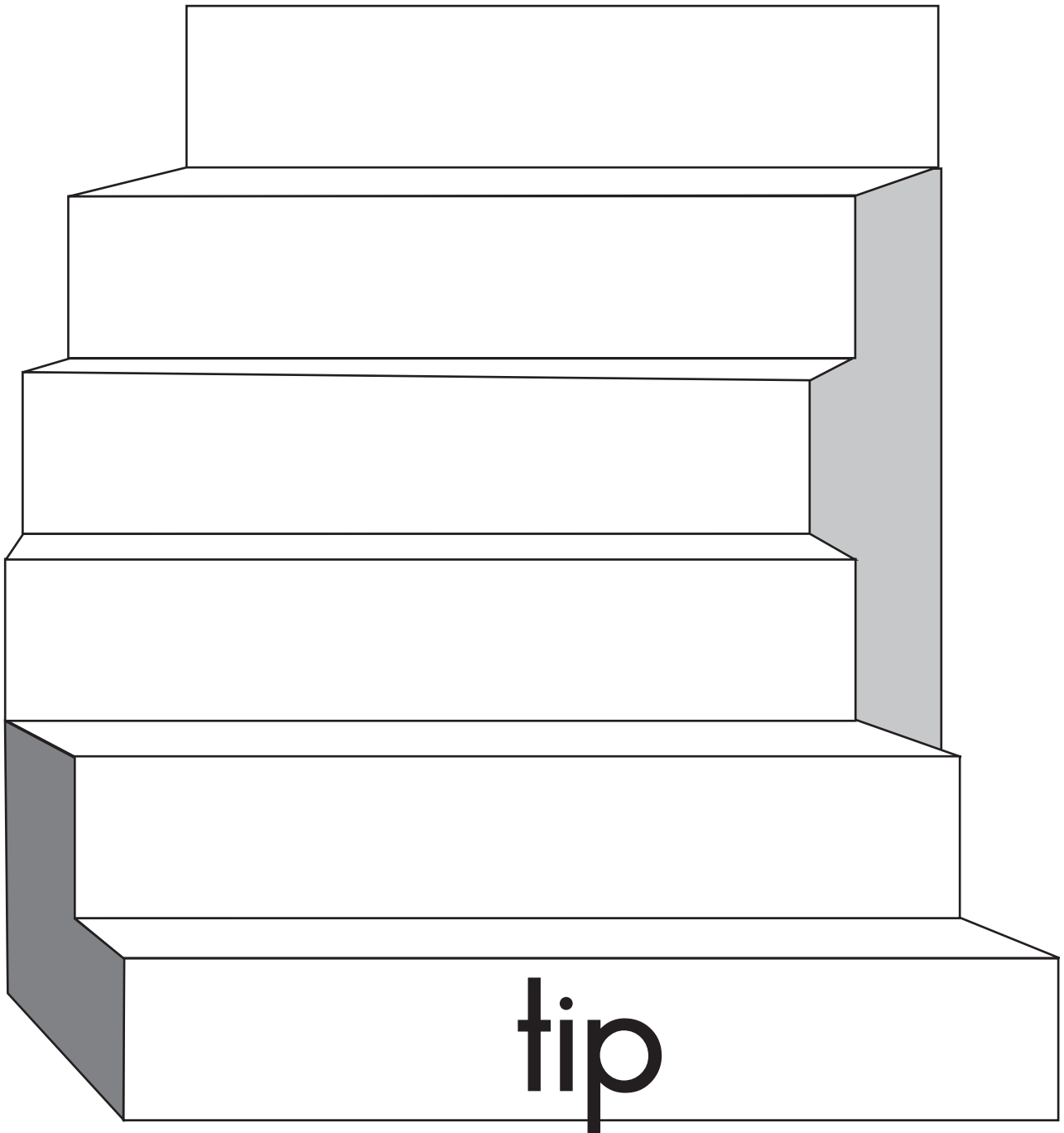
#### Extensions and Adaptations

- ▶ Add letters and/or steps.
- ▶ Use other target word steps (Activity Master P.035.SS1a - P.035.SS1d)
- ▶ Make word steps with other words (Activity Master P.035.SS2).

Name \_\_\_\_\_

P.035.SS1a

Word Steps



t i p d n s a

Name \_\_\_\_\_

Word Steps

P.035.SS1b



mop



m

o

p

u

h

i

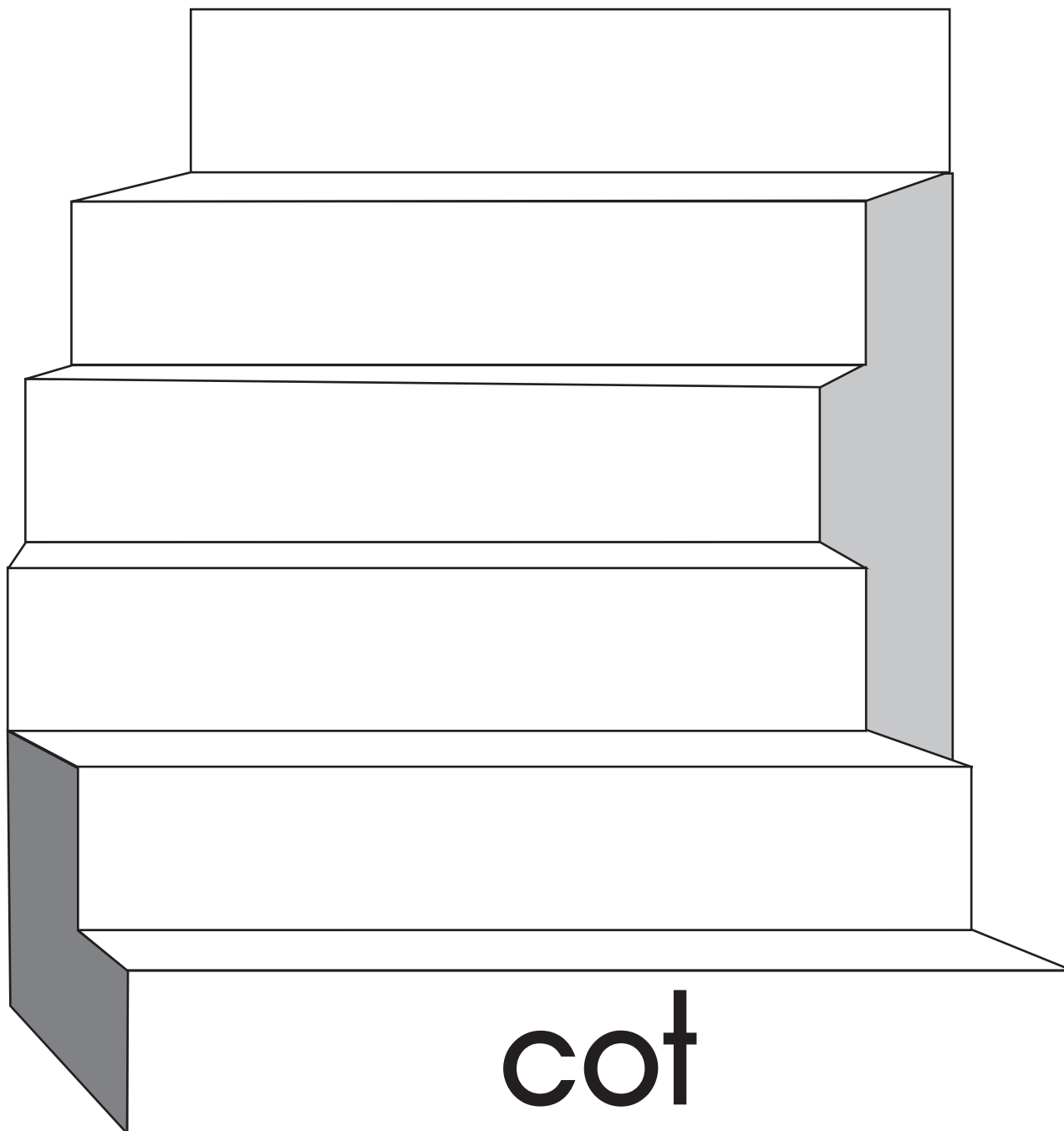
t

g

Name \_\_\_\_\_

P.035.SS1c

Word Steps



c o t d g l u h

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

Word Steps

P.035.SSId



cat

c

a

t

s

e

p

m

b

i



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## Word Steps





### Letter Cube Blending



#### Objective

The student will blend sounds of letters to make words.



#### Materials

- ▶ Letter cubes (Activity Master P.036.AM1a - P.036.AM1c)  
*Copy on card stock, laminate, cut, and assemble.*
- ▶ Student sheet (Activity Master P.036.SS)
- ▶ 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** \_\_\_\_\_

P.036.SS

Letter Cube Blending

Cubes

c

o

b

Real words	Nonsense words
cot	
cob	

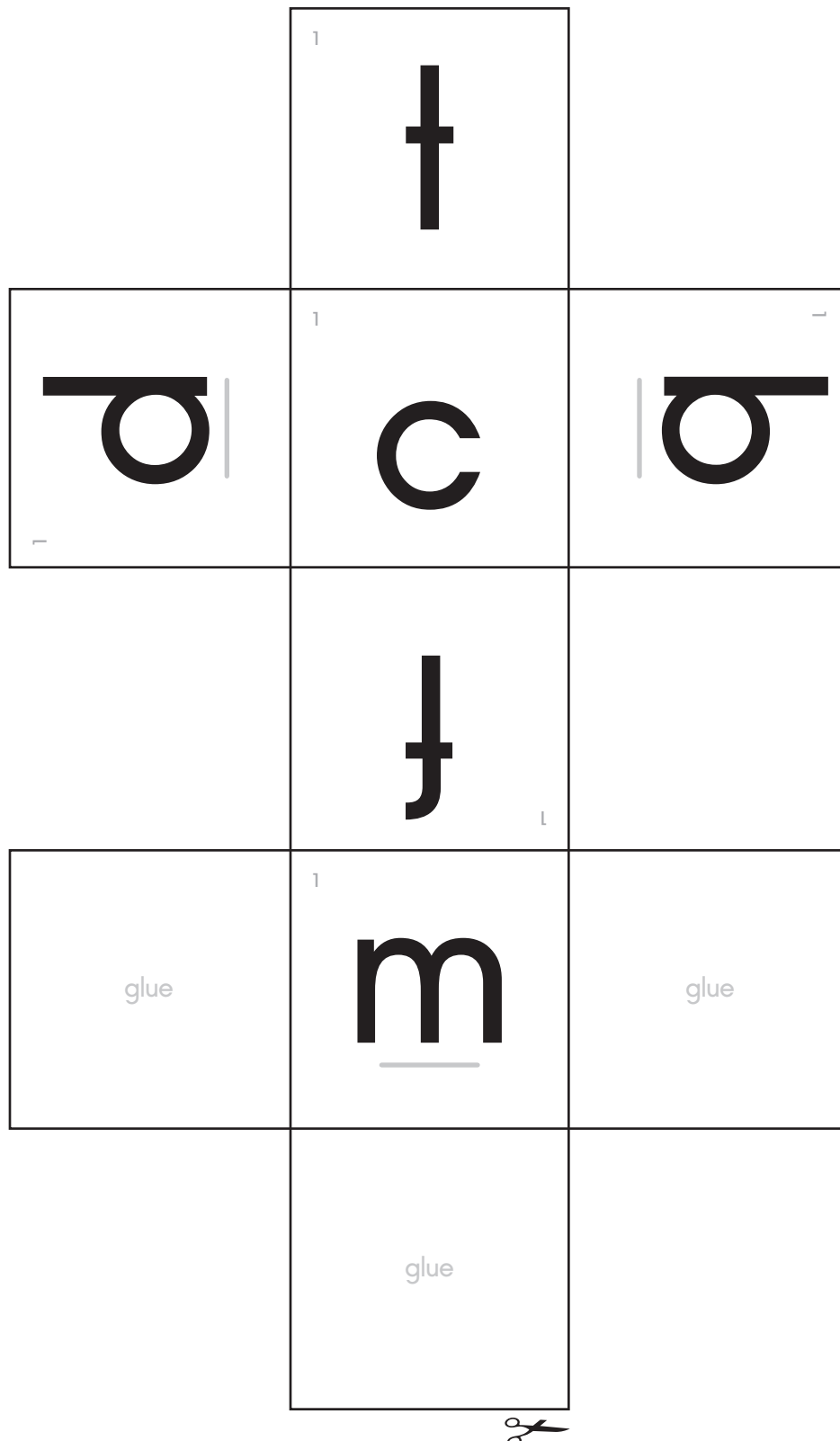
©2005 The Florida Center for Reading Research (Revised, 2008) K-1 Student Center Activities: Phonics



#### 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.

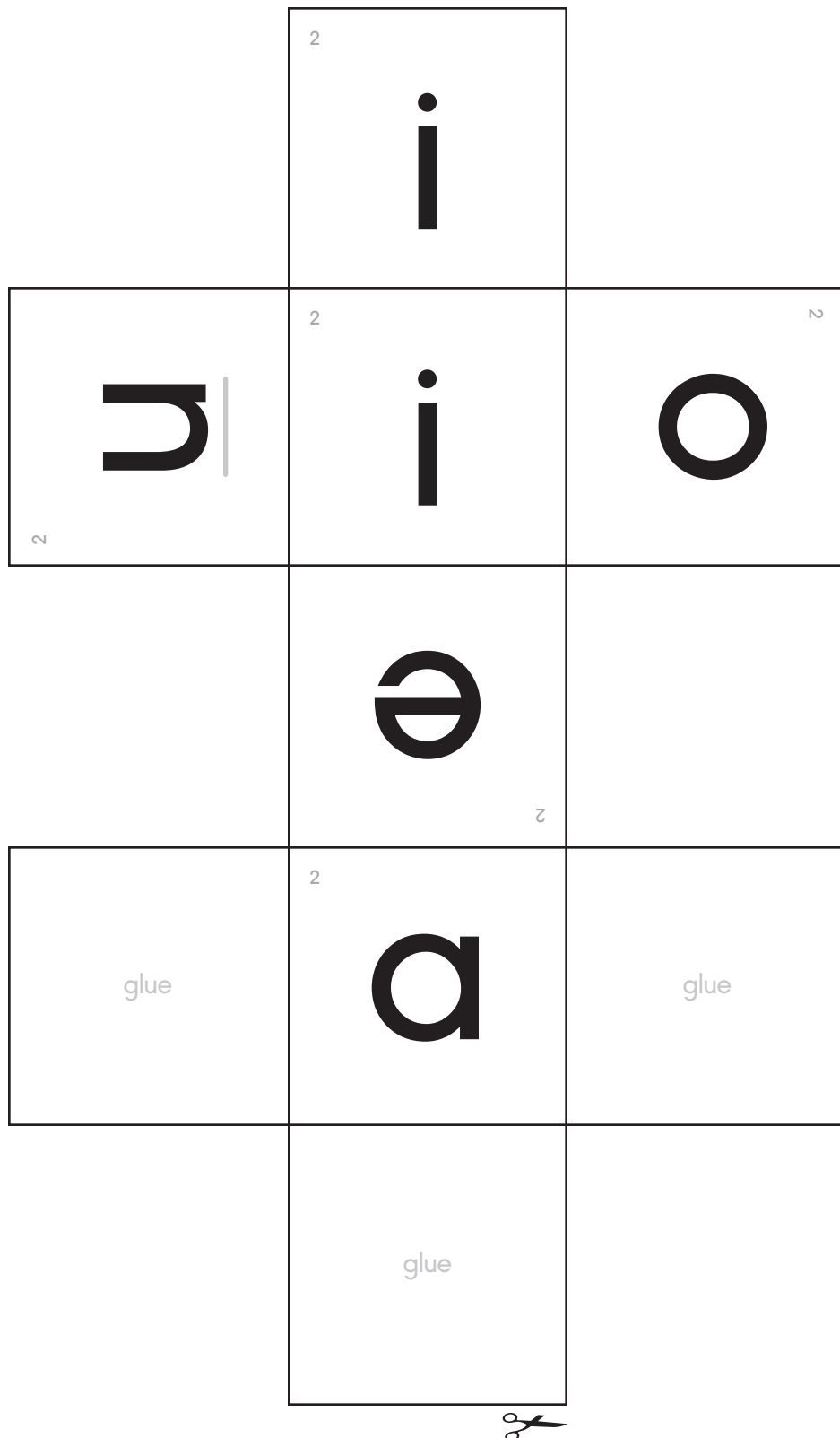


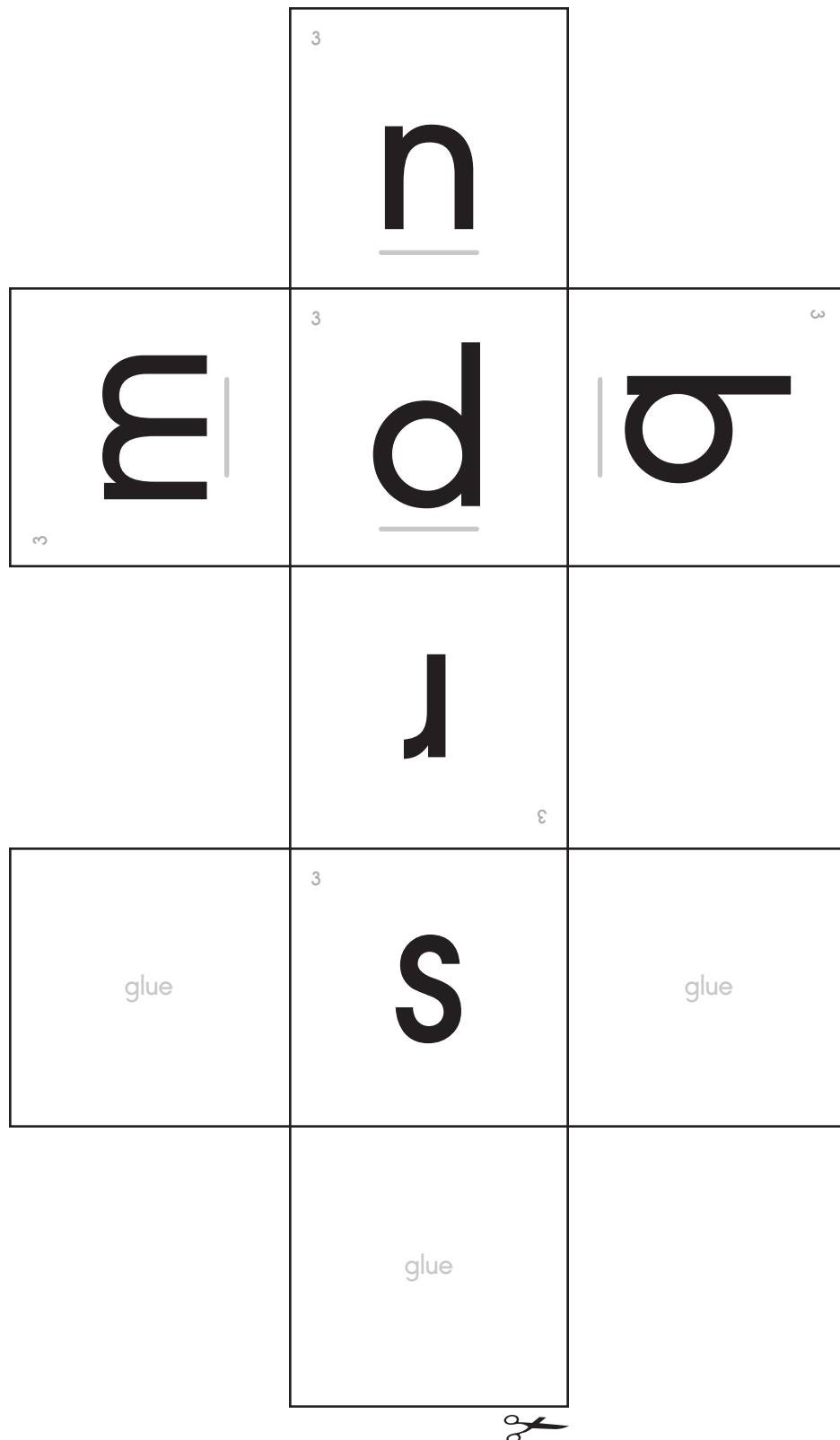


# Phonics

## Letter Cube Blending

P.036.AM1b





**Name** \_\_\_\_\_

Letter Cube Blending

**P.036.SS**

## Cubes

1

2

3

Real words

Nonsense words

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Objective**

The student will blend sounds of letters to make words.

**Materials**

- ▶ Letter cards (Activity Master P.037.AM1a - P.037.AM1c)
- ▶ Student sheet (Activity Master P.037.SS)
- ▶ Pencils

**Activity**

Students use consonant and vowel cards to make words.

1. Place the consonant cards face down in one stack and vowel cards face down in another stack. Provide each student with a student sheet.
2. Taking turns, students select two cards from the consonant stack and one card from the vowel stack.
3. Place the vowel card between the two consonant cards. Say the sound of each letter, blend them, and read the word orally (e.g., “/b//u//g/, bug”).
4. Determine if the word is real or nonsense and record it in the corresponding column on the student sheet. Return the cards to the bottom of the appropriate stacks. Select two more consonant cards and one more vowel card.
5. Continue until at least ten words are recorded.
6. Teacher evaluation

The illustration shows a student sheet titled 'Name \_\_\_\_\_' and 'P.037.SS Three-In-One'. The sheet has two columns: 'Real Words' and 'Nonsense Words'. Under 'Real Words', the words 'pot', 'can', 'dog', and 'bug' are written. Under 'Nonsense Words', the words 'taz' and 'mig' are written. To the right of the sheet are three letter cards: 'b', 'u', and 'g'. Below the cards are two stacks of cards and a yellow pencil.

**Extensions and Adaptations**

- ▶ Switch letters with other students to change nonsense words to real words.
- ▶ Sort the words by vowel.

# Phonics

Three-In-One

P.037.AM1a

a

b

c

d

e

f

g

h

i

letter cards



j

k

l

m

n

o

p

q

r



# Phonics

Three-In-One

P.037.AM1c

s

t

u

v

w

x

y

z

letter cards





# Name

**P.037.SS**

## Three-In-One

[illegible]



### Change-A-Word



#### Objective

The student will blend onsets and rimes to make words.



#### Materials

- ▶ Double rime picture cards (Activity Master P.031.AM1a - P.031.AM1b)
- ▶ Onset and rime cards (Activity Master P.031.AM2)

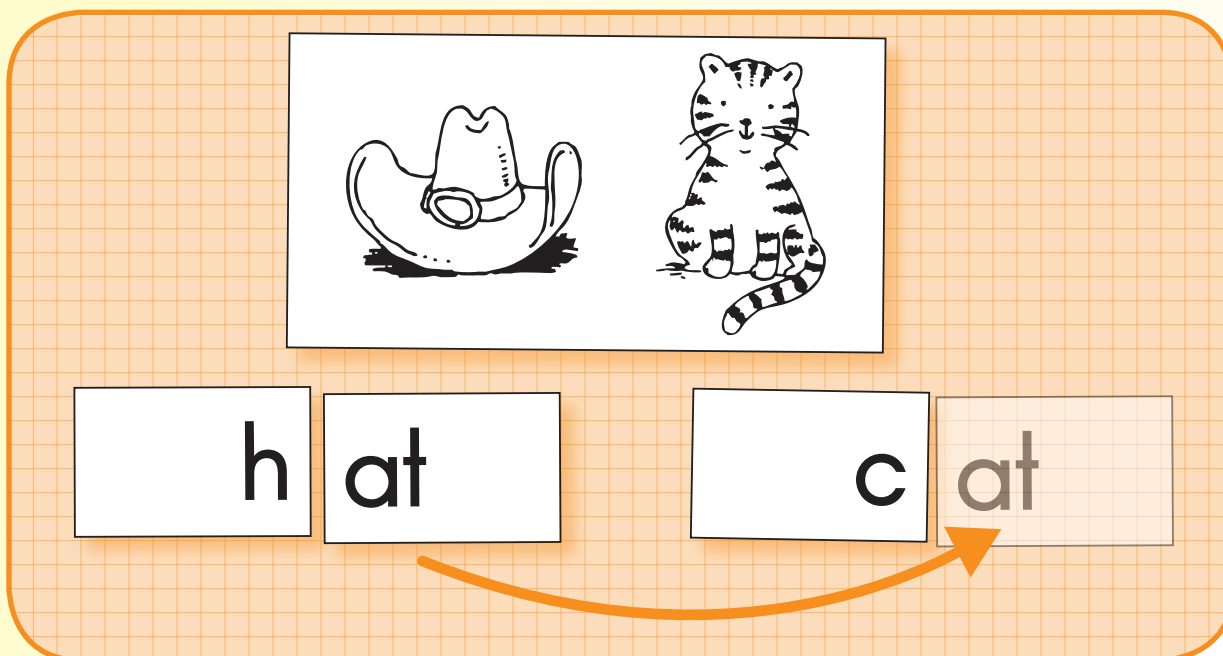
*Note: Some onsets will be used more than once.*



#### Activity

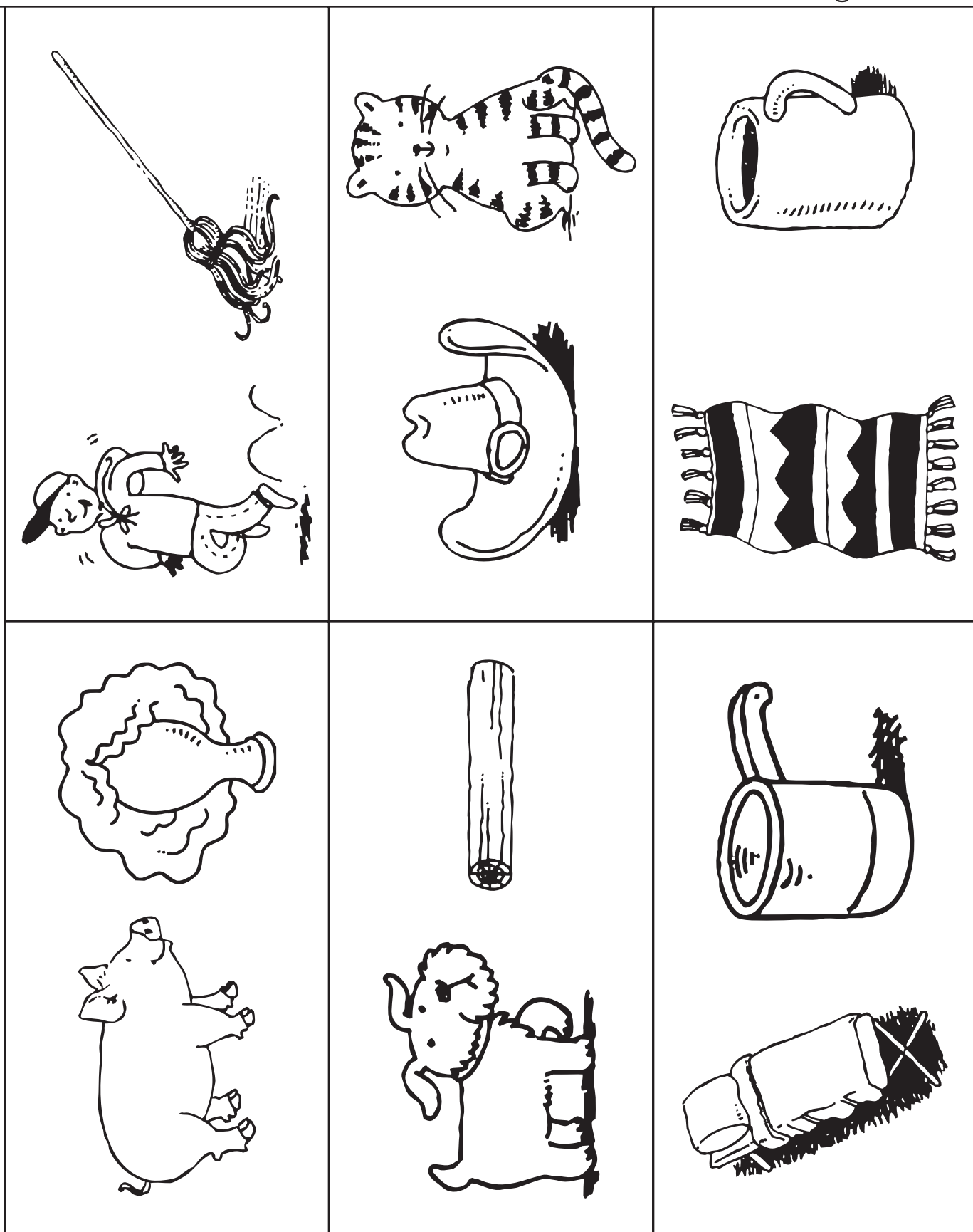
Students make words using one rime and different onsets.

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



#### Extensions and Adaptations

- ▶ Record words on paper.
- ▶ Use other double rime picture cards (Activity Master P.031.AM3a - P.031.AM3b) and onset and rime cards (Activity Master P.031.AM4). Note: Some onsets will be used more than once.



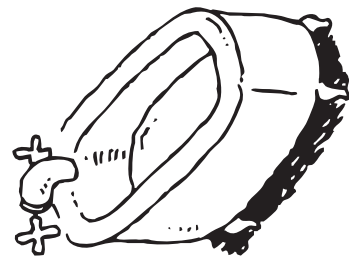
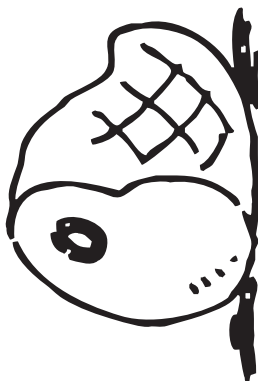
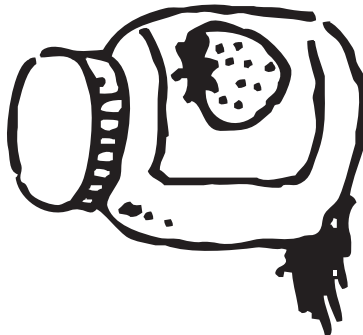
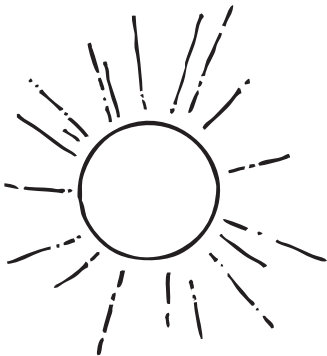
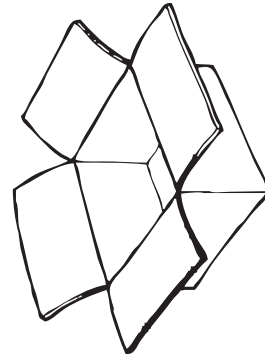
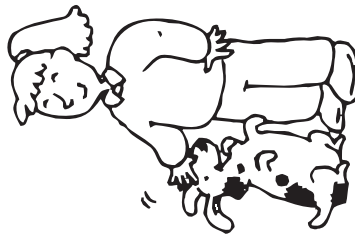
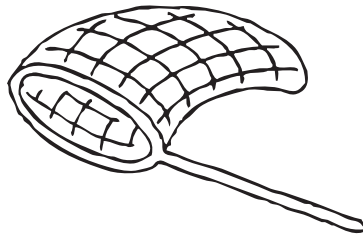
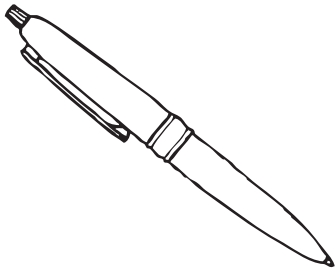
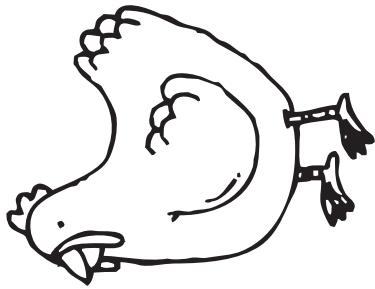
double rime picture cards: hop/mop, hat/cat, rug/mug, pig/wig, dog/log, cot/pot



# Phonics

Change-A-Word

P.031.AM1b



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

