



### Vowel Slide

#### Objective

The student will identify variant correspondences in words.

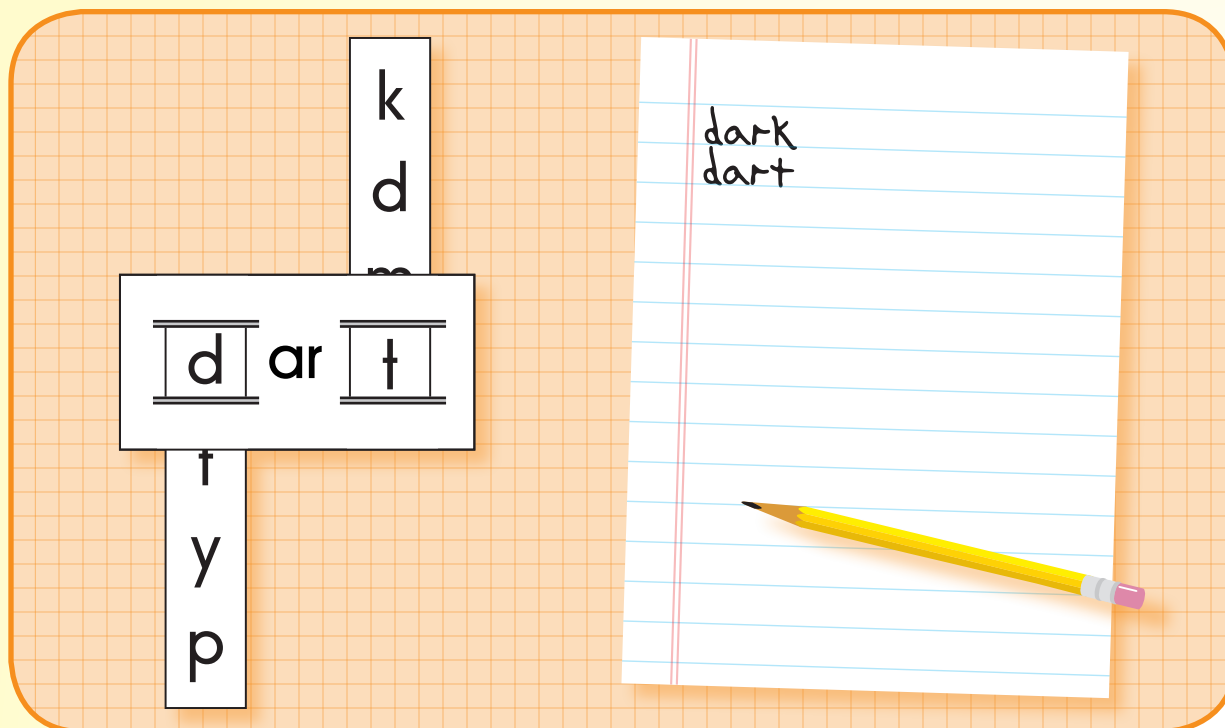
#### Materials

- ▶ 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).

h	t		
m	s		
th	ck		
b	n		
		g	t
		r	ll
		wh	d
		t	n
			


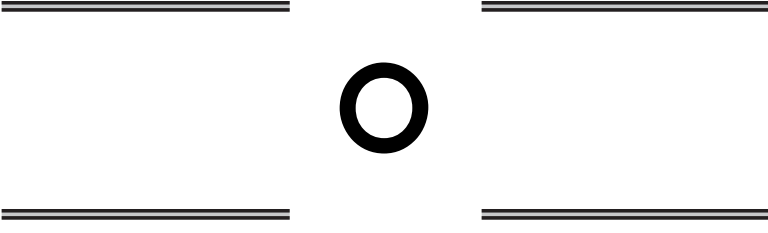
vowel slides



# Phonics

Vowel Slide

P.049.AM2b

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

vowel slides



<p>b</p> <p>r</p> <p>s</p> <p>c</p>	<p>p</p> <p>t</p> <p>b</p> <p>n</p>	<p>_____</p> <p>_____</p> <p>u</p> <p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p></p> <p></p>

vowel and blank word slides





### Digraph Delight



#### Objective

The student will blend sounds of letters to make words.



#### Materials

- ▶ Letter spinners (Activity Master P.038.AM1a - P.038.AM1c)  
*Copy spinners on card stock and cut.*
- ▶ Brads  
*Attach arrows to the spinners with the brads.*
- ▶ Paper
- ▶ Pencil



#### Activity

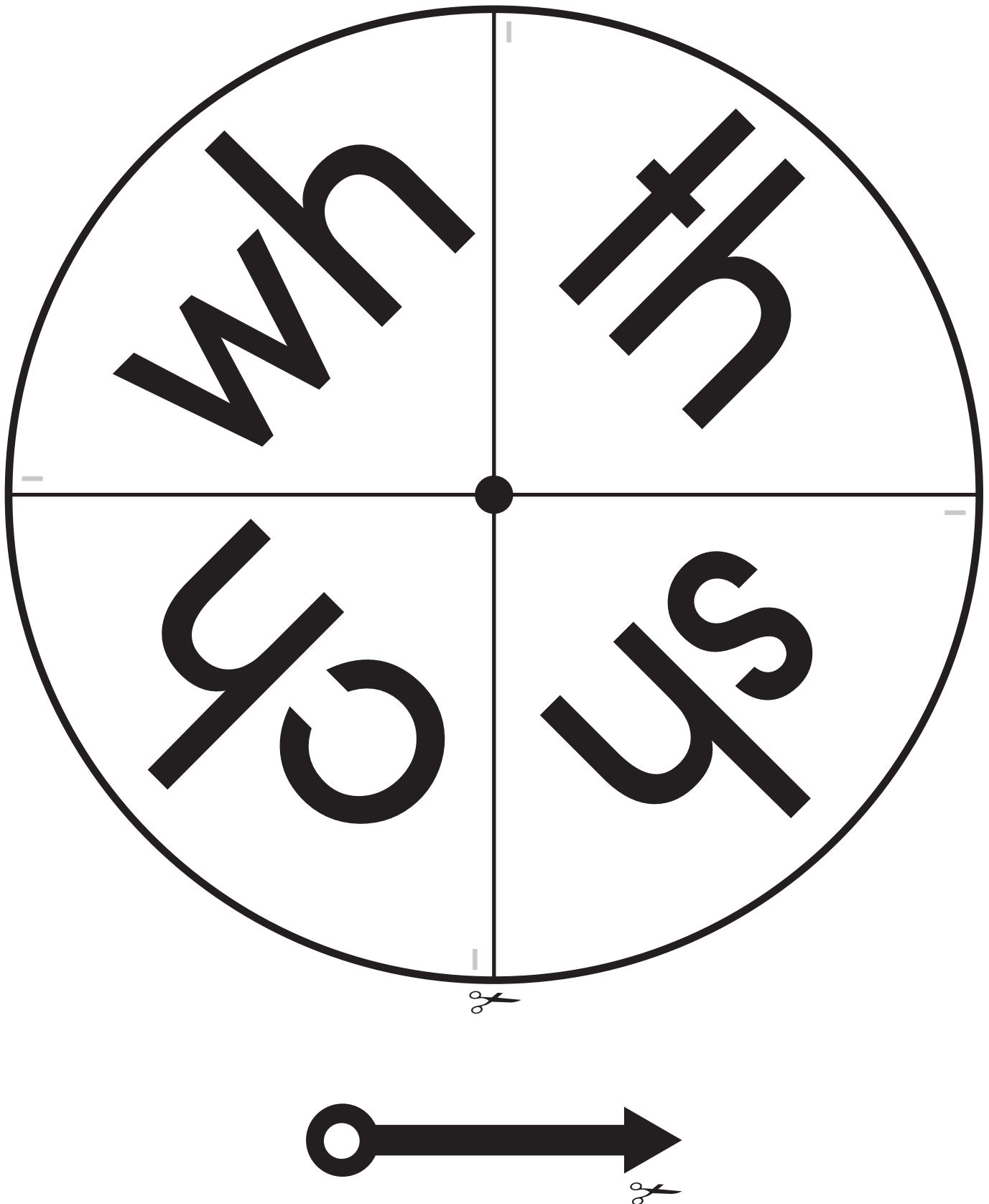
Students make words using digraph and letter spinners.

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



#### Extensions and Adaptations

- ▶ Make spinners with other letters (Activity Master P.038.AM2).

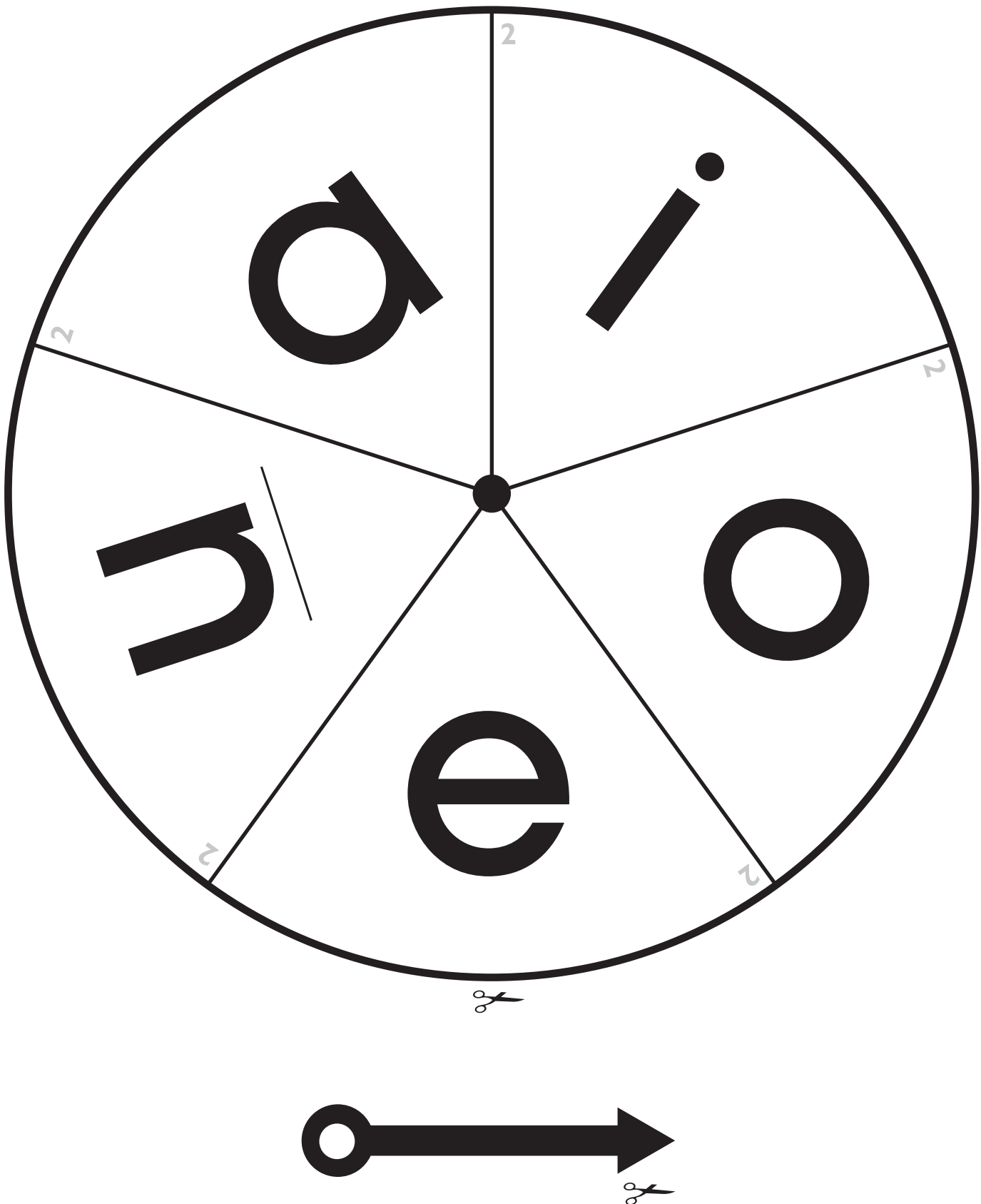


letter spinner 1

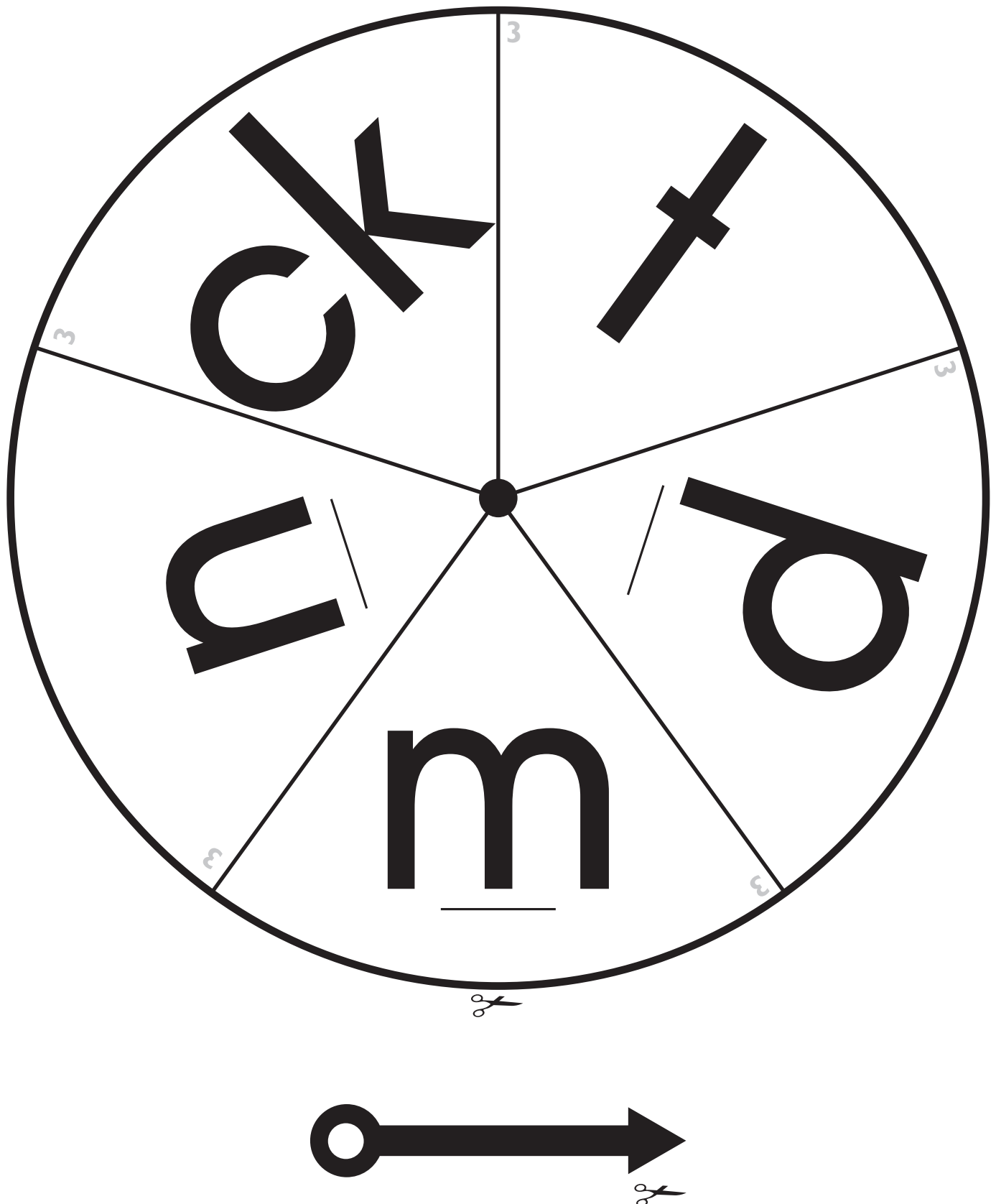
# Phonics

Digraph Delight

P.038.AM1b

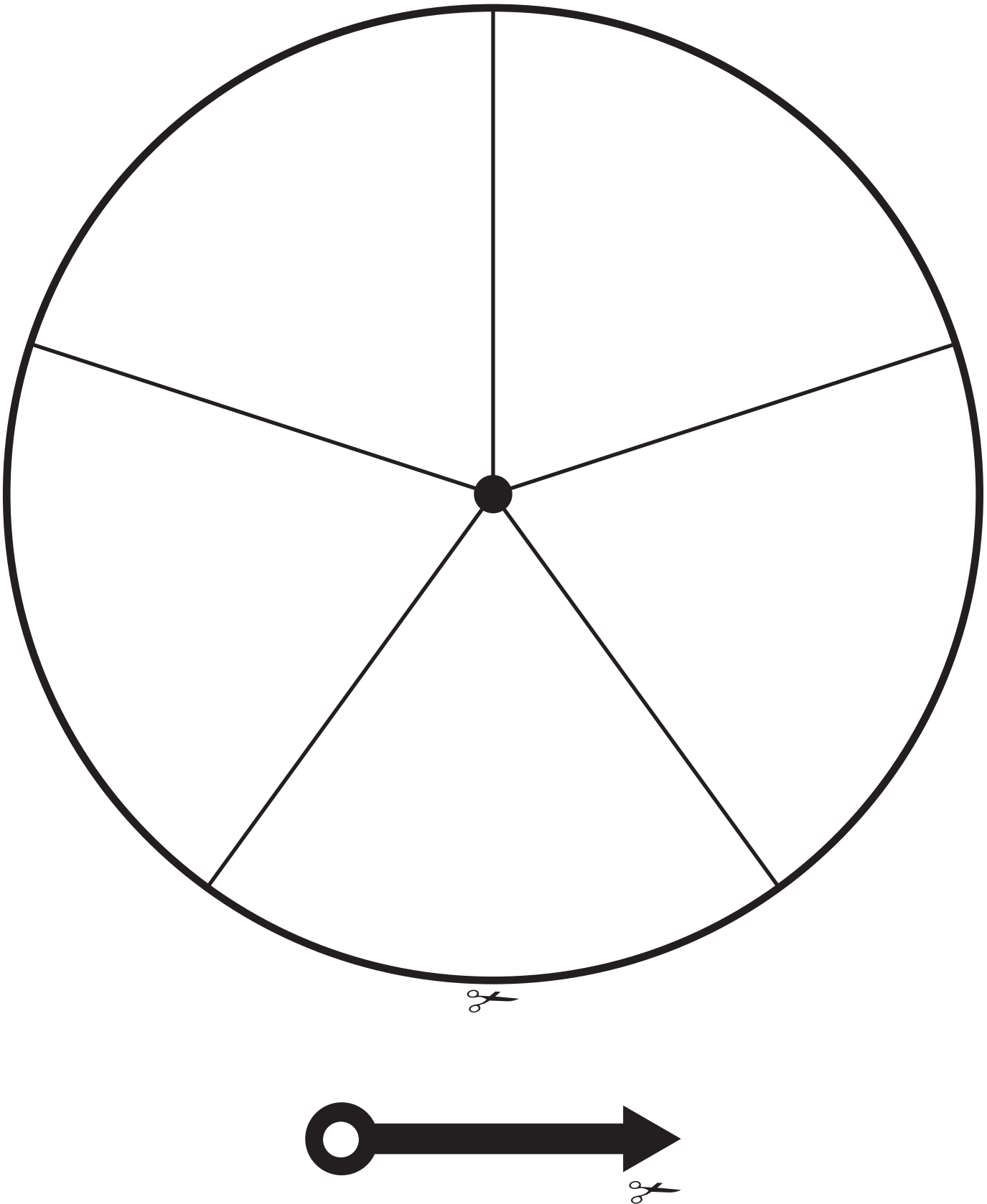


letter spinner 2



letter spinner 3





blank spinner

**Objective**

The student will blend sounds of letters to make words.

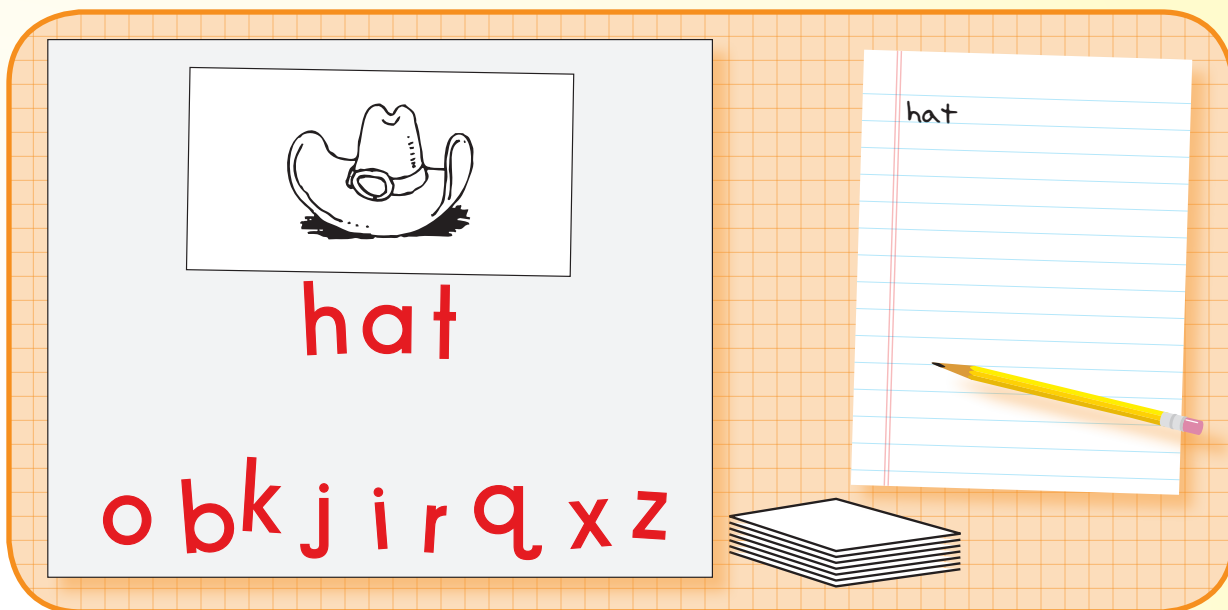
**Materials**

- ▶ Picture cards (Activity Master P.039AM1a - P.039.AM1d)
- ▶ Magnetic letters
- ▶ Magnetic board
- ▶ Paper
- ▶ Pencil

**Activity**

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

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

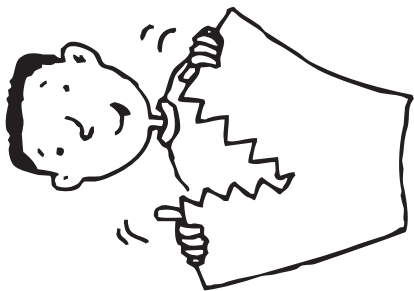
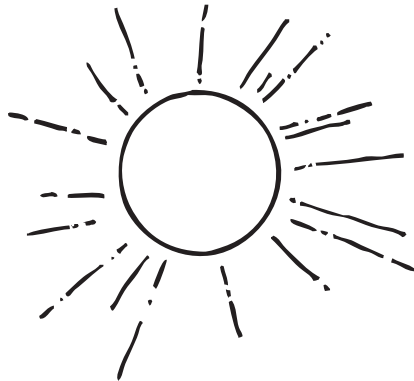
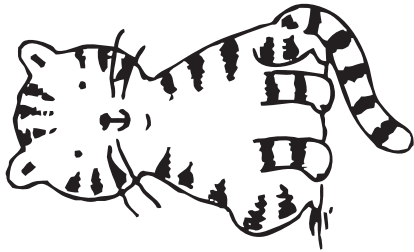
**Extensions and Adaptations**

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

# Phonics

Make-A-Word

P.039.AM1a

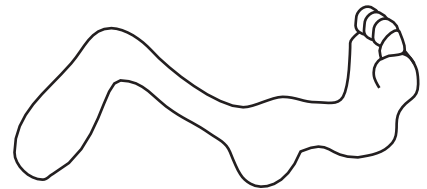
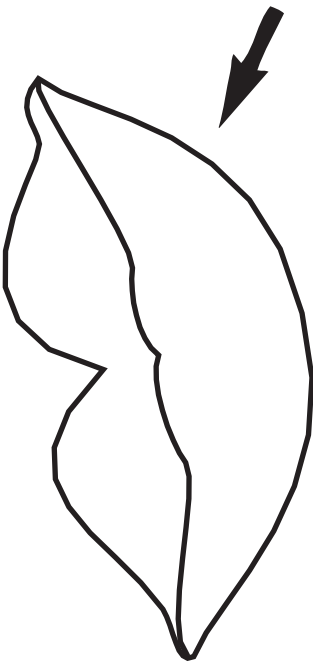
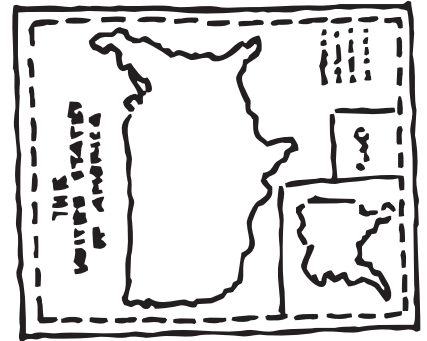
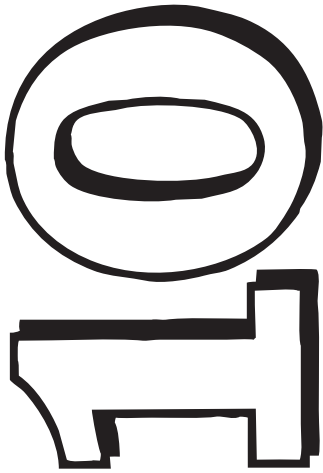


picture cards: cat, sun, tub, rip, hat, rug



P.039.AM1b

Make-A-Word



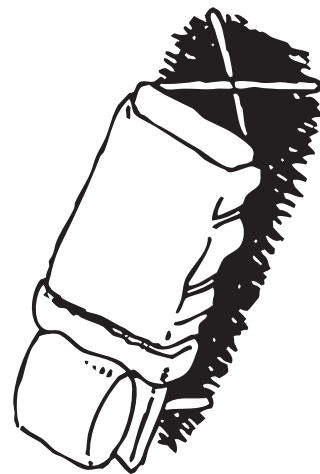
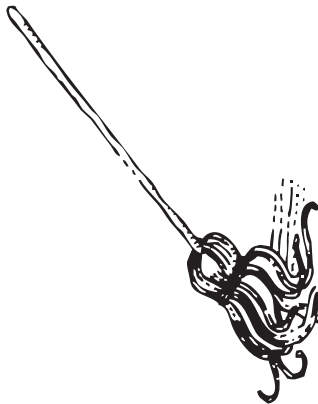
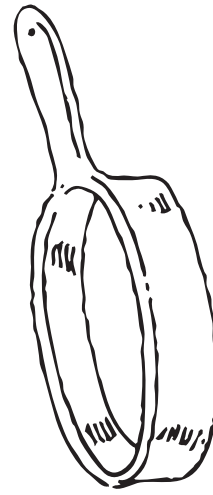
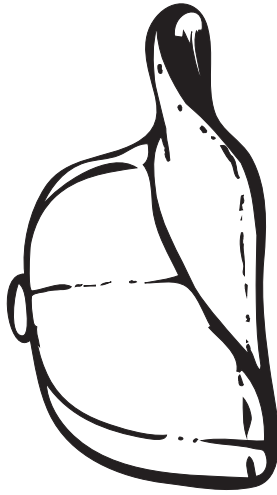
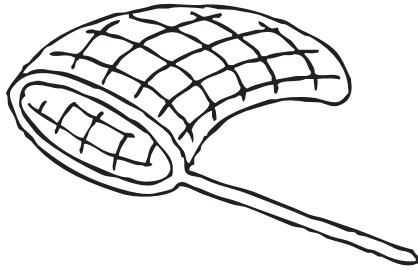
picture cards: ten, hop, map, lip, run, leg



# Phonics

Make-A-Word

P.039.AM1c

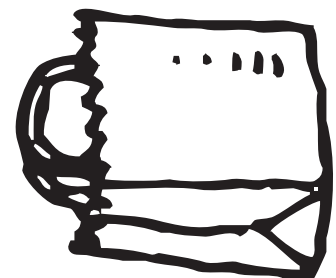
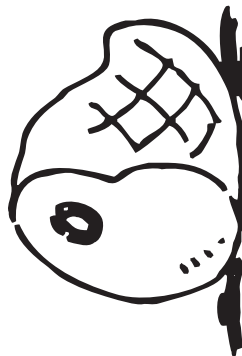
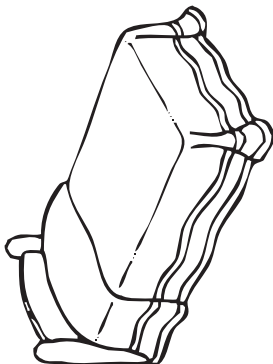
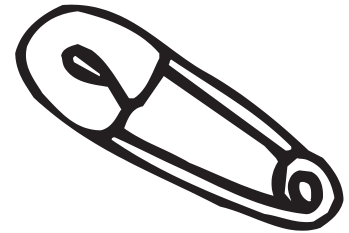
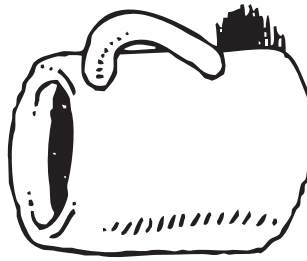
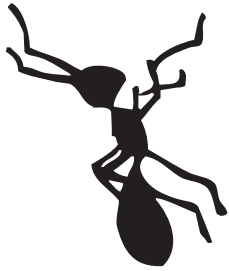


picture cards: net, cap, pan, hug, mop, cot



P.039.AMId

Make-A-Word



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





### A Digraph A Word

#### Objective

The student will blend sounds of letters to make words.

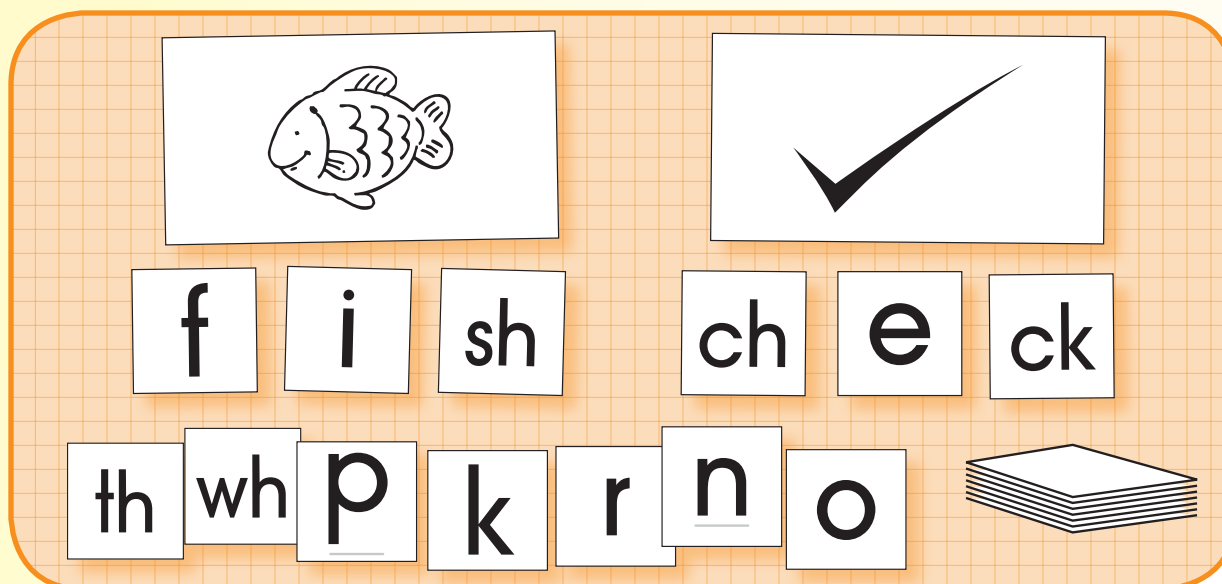
#### Materials

- ▶ Picture cards (Activity Master P.040.AM1a - P.040.AM1c)
- ▶ Letter tile cards (Activity Master P.009.AM1a - P.009.AM1b)
- ▶ Digraph tile cards (Activity Master P.040.AM2)
- ▶ Paper
- ▶ Pencils

#### Activity

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

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

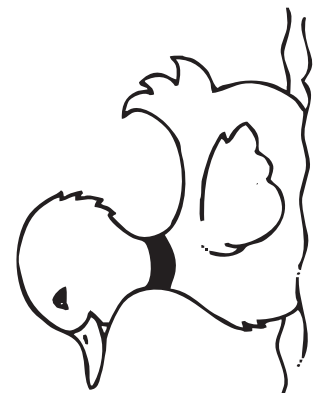
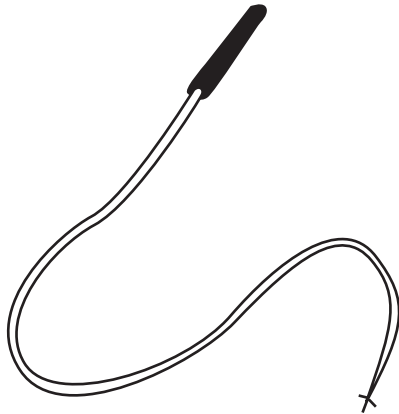


#### Extensions and Adaptations

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

P.040.AM1a

A Digraph A Word



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

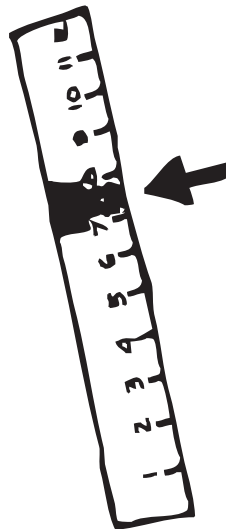
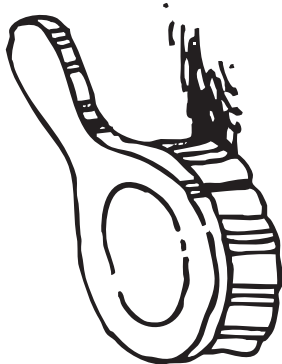
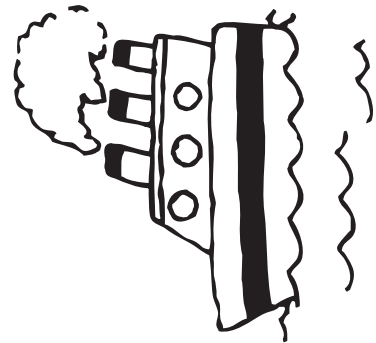
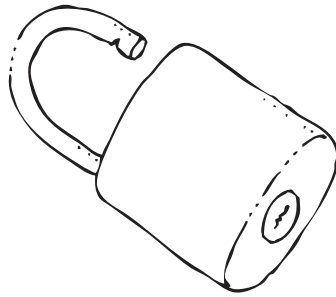
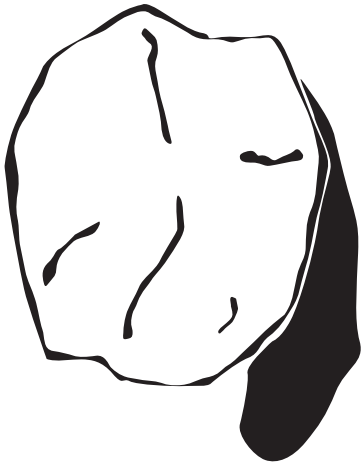




# Phonics

A Digraph A Word

P.040.AM1b

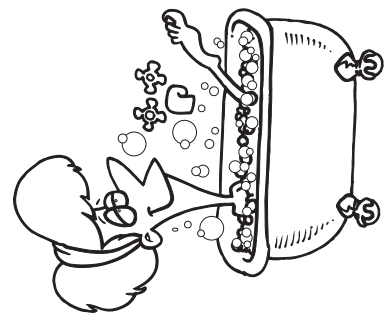
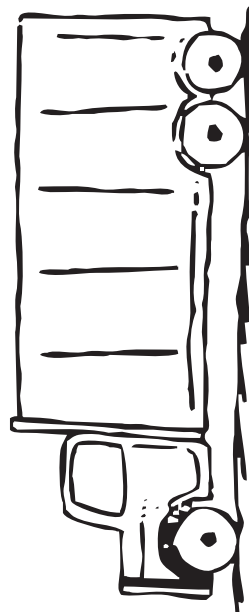
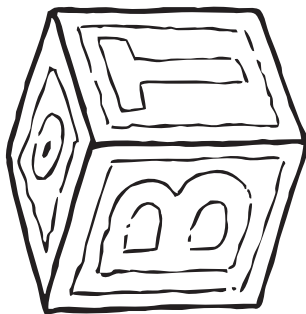
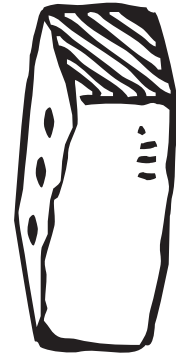
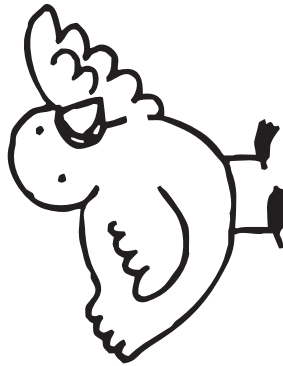


picture cards: rock, lock, ship, brush, inch, clock



P.040.AM1c

A Digraph A Word



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



# Phonics

A Digraph A Word

P.040.AM2

sh	th	wh	ch	ck
SH	TH	WH	CH	CK





### Objective

The student will blend onsets and rimes to make words.



### Materials

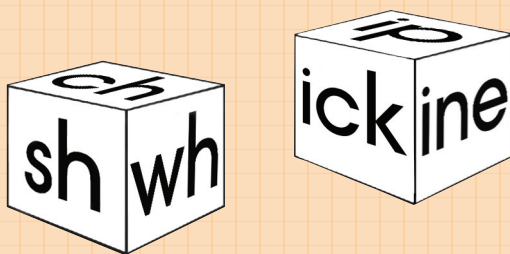
- ▶ Onset cube (Activity Master P.003.AM1)  
*Labeled with the digraphs: ch, sh, th, wh, th, ch.*
- ▶ Rime cube (Activity Master P.003.AM2)  
*Labeled with the rimes: at, op, in, ip, ine, ick.*
- ▶ Student sheet (Activity Master P.003.SS)
- ▶ Pencils



### Activity

Students make words using digraph onset and rime letter cubes.

1. Place the cubes on a flat surface. Provide each student with a student sheet.
2. Taking turns, students roll each cube. Arrange cubes so the onset (digraph) cube is placed to the left of the rime cube.
3. Blend the onset and rime, and say the word (e.g., /ch/ /ip/, "chip").
4. Write the word (nonsense or real) under the appropriate onset column. Underline the real words and put an "X" through the nonsense words.
5. Continue the activity until all possible words are made.
6. Point to and read the real words in each column.
7. Teacher evaluation



"chip"

Name \_\_\_\_\_

Digraph Roll-A-Word

P.003.SS

ch	sh	wh	th
<u>chip</u>			<del>thop</del>



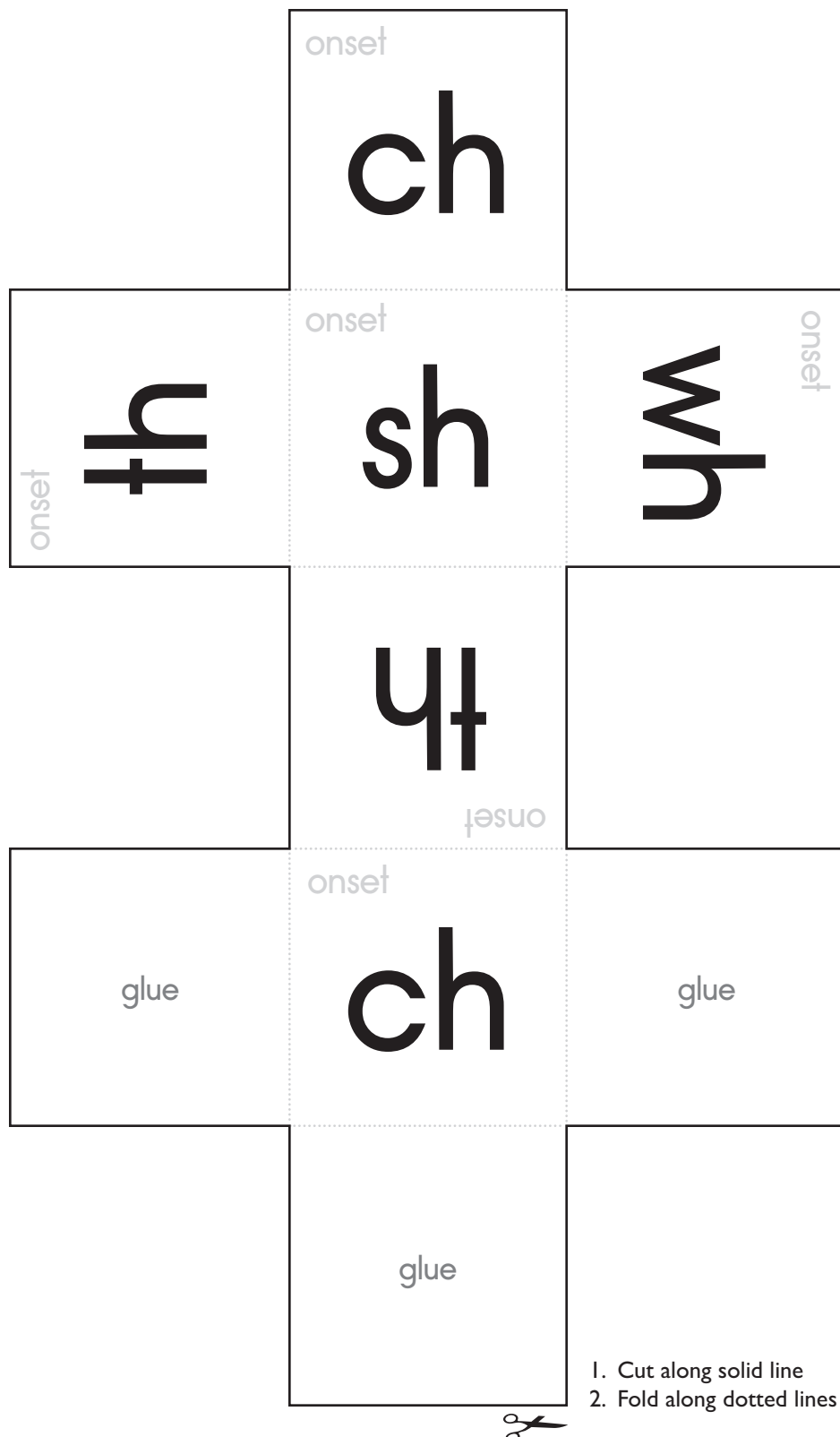
### Extensions and Adaptations

- ▶ Make other cubes with blends to make words (Activity Master P.003.AM3a - P.003.AM3b).

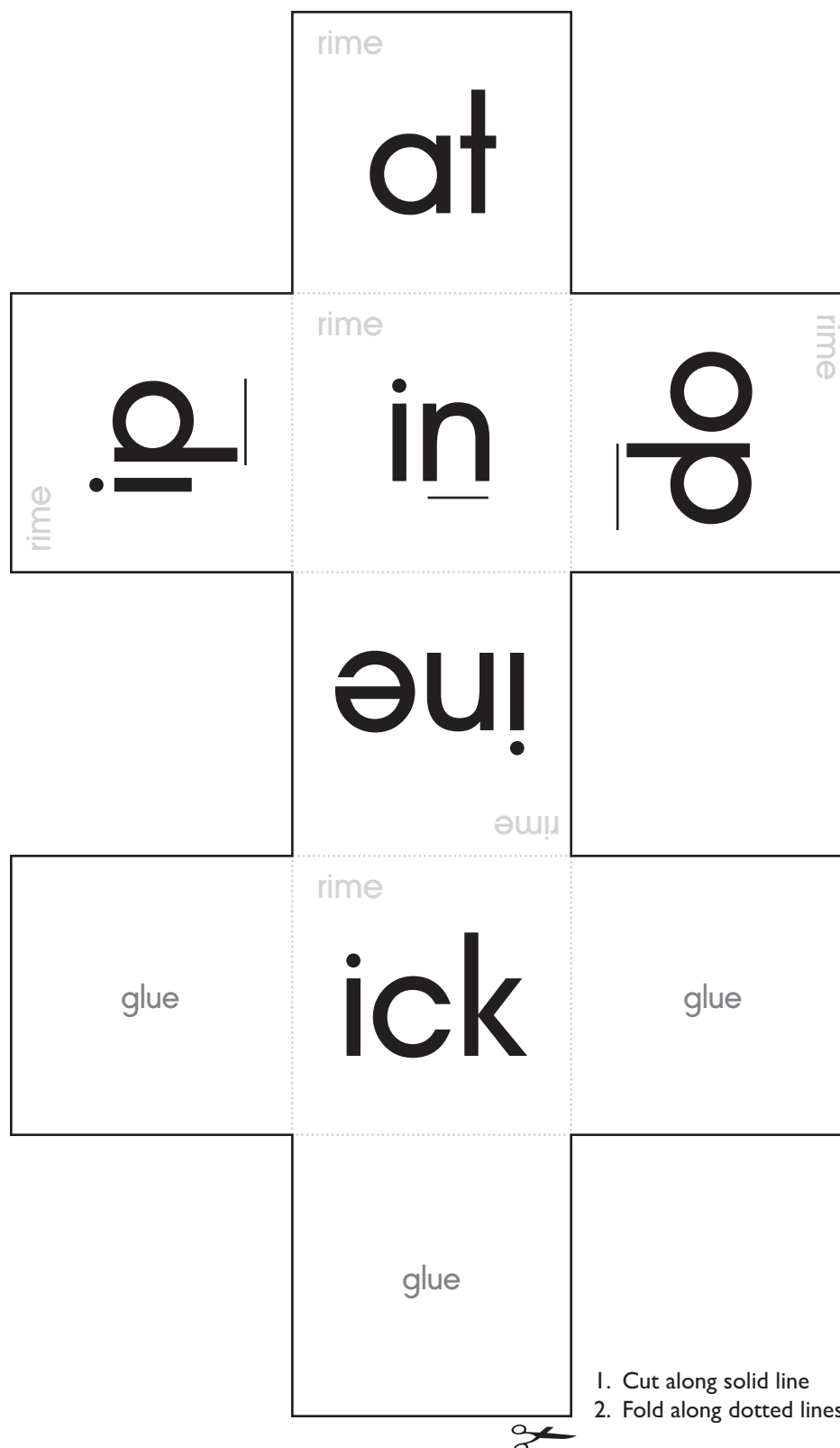
# Phonics

Digraph Roll-A-Word

P.003.AM I



onset cube



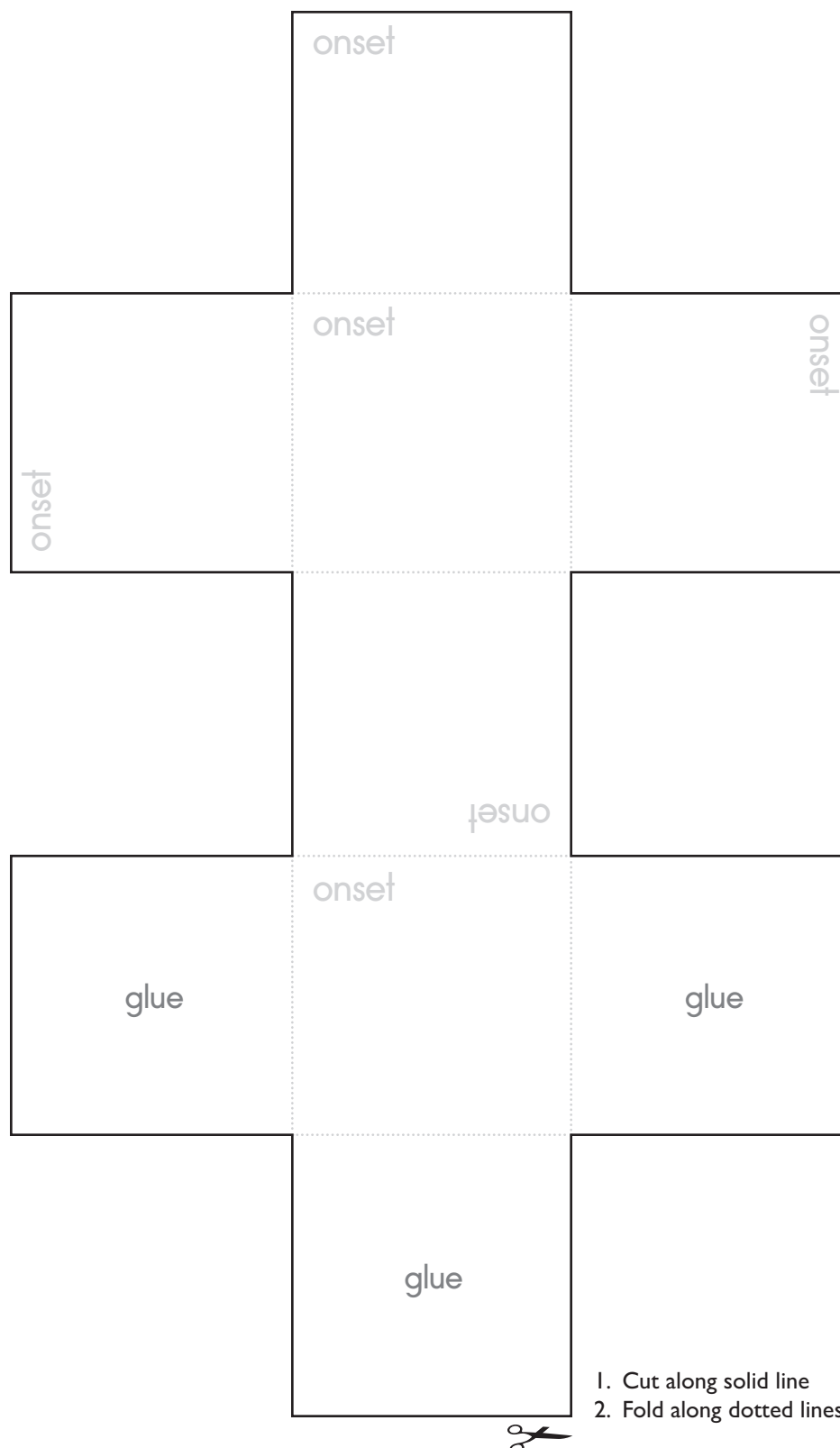
1. Cut along solid line
2. Fold along dotted lines

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

## Digraph Roll-A-Word

## P.003.SS

ch	sh	wh	th



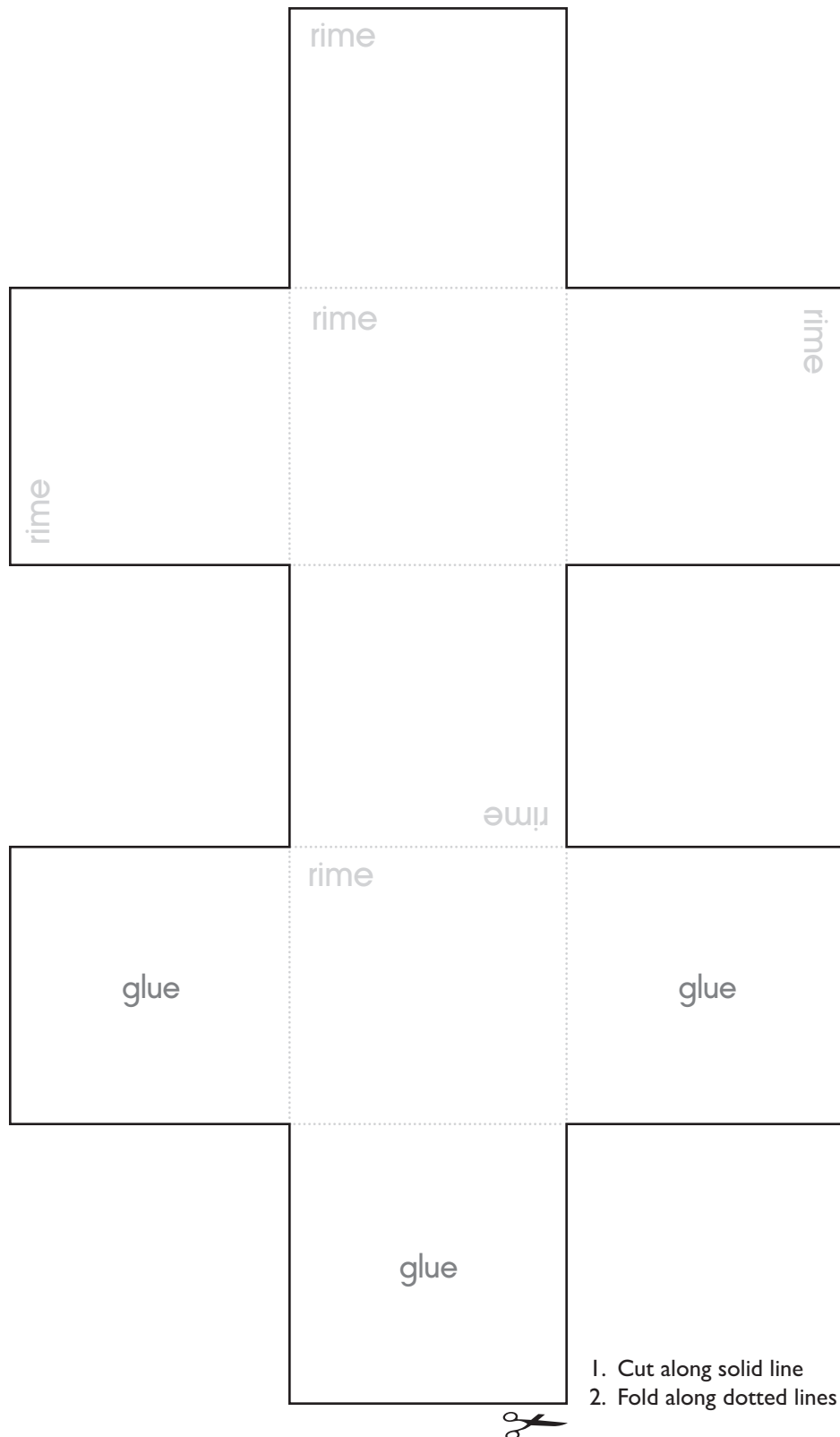
blank onset cube



# Phonics

## Digraph Roll-A-Word

P.003.AM3b



blank rime cube



P.004

# Phonics

## Letter-Sound Correspondence

### Digraph Bingo!



#### Objective

The student will match final consonant digraph sounds to letters.



#### Materials

- ▶ Bingo cards (Activity Master P.004.AM1a - P.004.AM1d)  
*Each card has different arrangement of digraphs.*
- ▶ Final consonant digraph picture cards (Activity Master P.004.AM2a - P.004.AM2c)
- ▶ Counters



#### Activity

Students identify final consonant digraphs by playing a bingo-type game.

1. Place the picture cards face down in a stack. Provide a bingo card and counters for each student.
2. Taking turns, students select the top card, name the picture, and identify the final consonant digraph.
3. Look for the same consonant digraph on the bingo card. If there is a match, place a counter on that digraph. Return card to the bottom of the stack.
4. The game is finished when one card is covered with counters and a student says "Digraph Bingo!"
5. Peer evaluation

#### Digraph Bingo!

th	●	●	ch
sh	●	th	●
●	ck	sh	ch
sh	th	●	ng



#### Extensions and Adaptations

- ▶ Sort pictures according to final consonant digraphs.
- ▶ Use other picture and bingo cards with different letter-sound correspondences (Activity Master P.004.AM3).

Digraph Bingo!			
sh	ch	ck	ng
th	ck	sh	ch
ng	th	ch	ck
sh	ck	ng	th



Digraph Bingo!			
th	ng	ck	ch
sh	ch	th	ck
ng	ck	sh	ch
sh	th	ck	ng



Digraph Bingo!			
ng	th	ch	ck
sh	ch	ck	ng
th	ck	ng	sh
ng	th	ch	ck



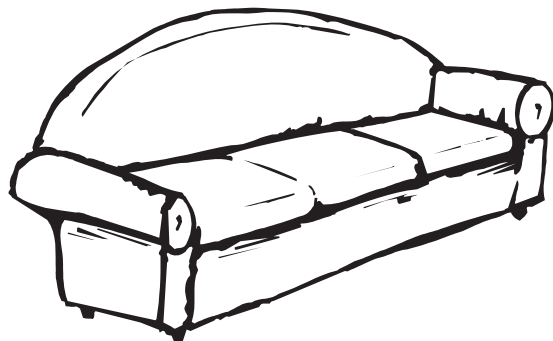
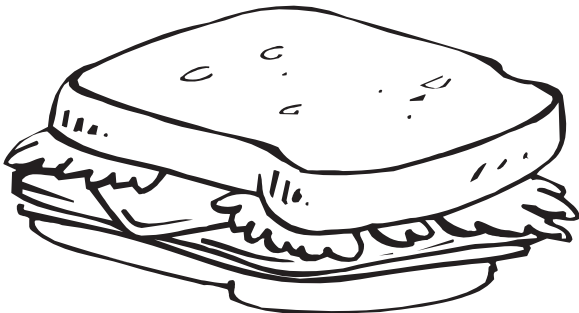
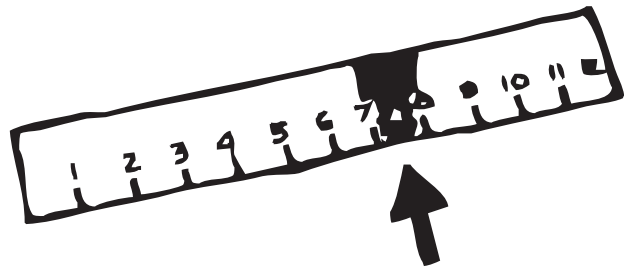
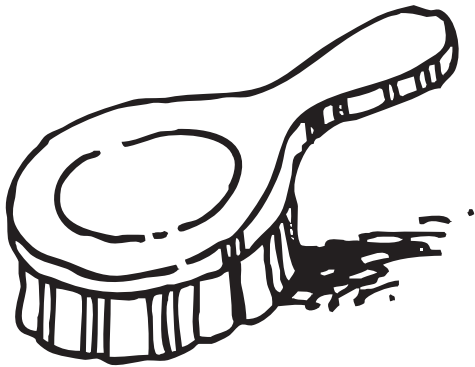
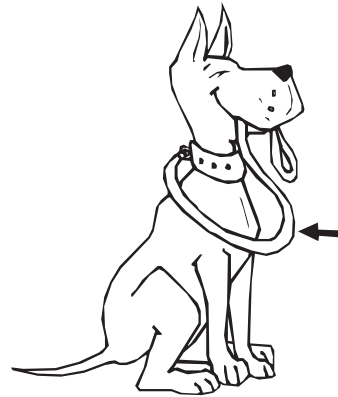
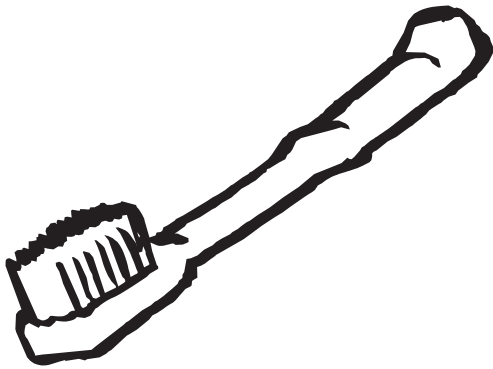
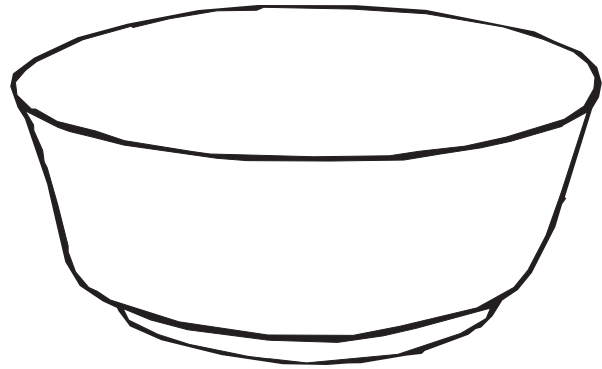
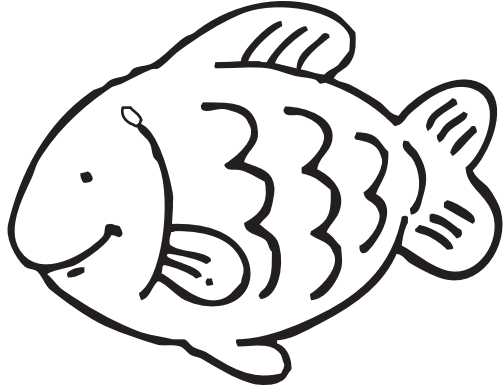
Digraph Bingo!			
ch	sh	ng	th
ng	ck	sh	ch
th	sh	ch	ck
ck	ng	th	sh



# Phonics

Digraph Bingo!

P.004.AM2a

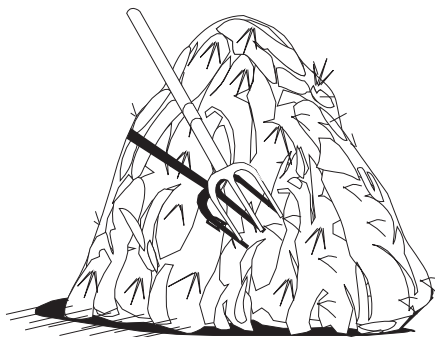
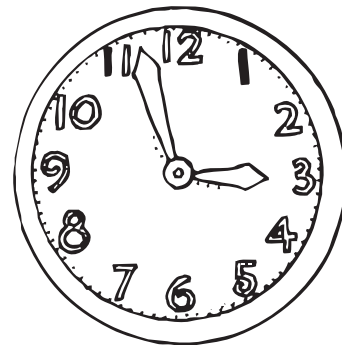
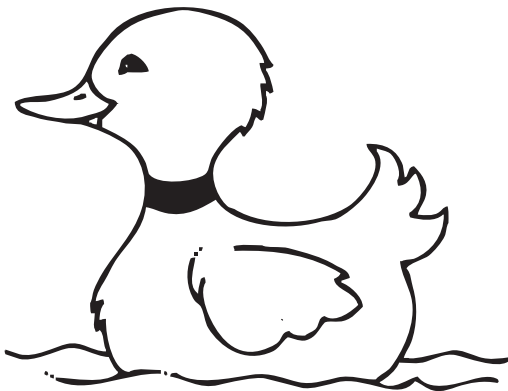
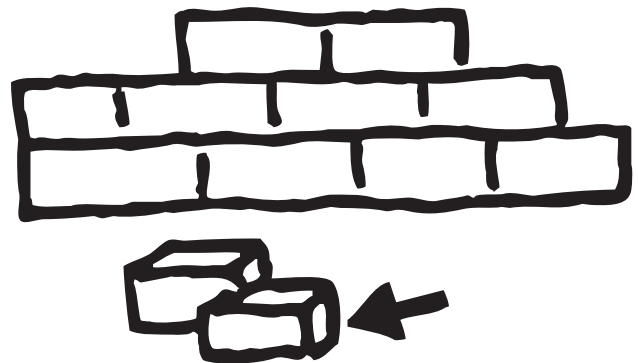
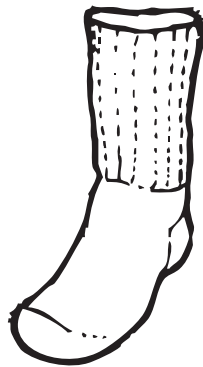


fish, dish, toothbrush, leash, brush, inch, sandwich, couch



P.004.AM2b

Digraph Bingo!



ostrich, match, sock, brick, duck, clock, haystack, ring

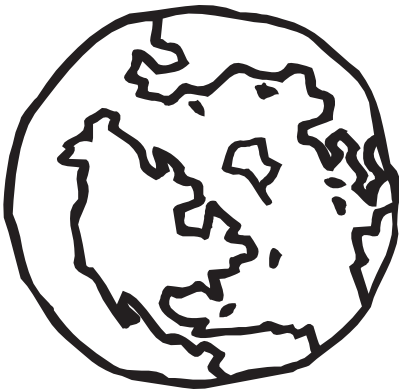
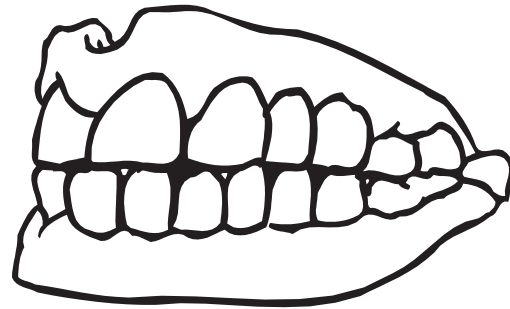
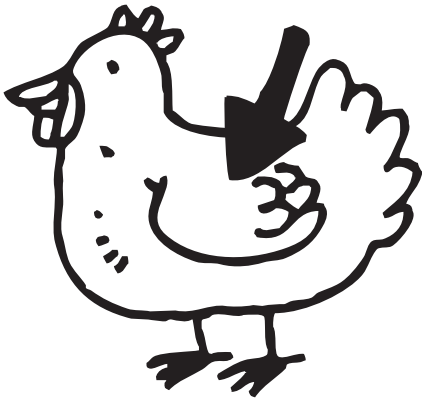




# Phonics

Digraph Bingo!

P.004.AM2c



5<sup>th</sup>

wing, king, sing, teeth, earth, wreath, bath, fifth



## Bingo!






## Objective

The student will gain speed and accuracy in reading words.



## Materials

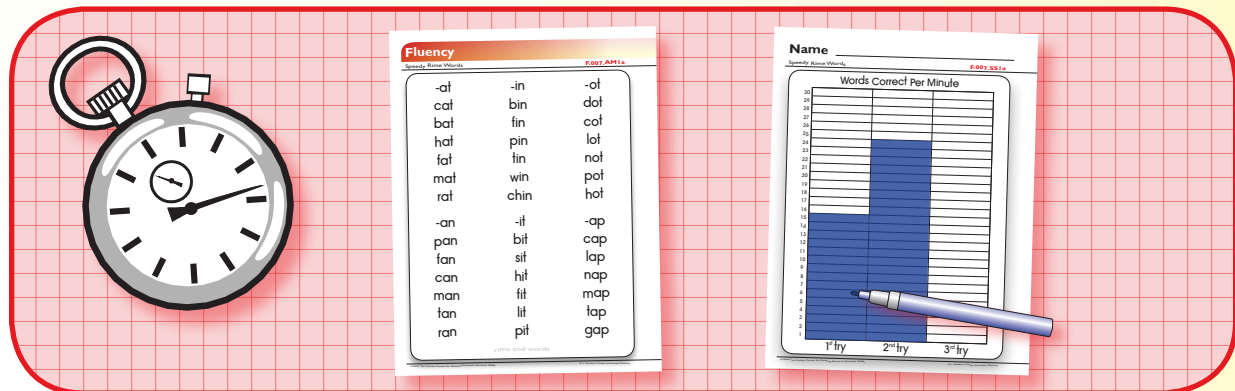
- ▶ Rime word practice sheets (Activity Master F.007.AM1a - F.007.AM1b)  
*Select target practice sheet, make two copies, and laminate.*
- ▶ Words correct per minute graph student sheet (Activity Master F.007.SS1a - F.007.SS1d)  
*Choose or make a graph appropriate to students' fluency level.*
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers
- ▶ Pencils



## Activity

Students quickly read words with the same rime in a timed activity.

1. Place two copies of the target rime word practice sheet, timer, and Vis-à-Vis® marker at the center. Provide each student with a words correct per minute graph.
2. Taking turns, students practice reading the rimes and words aloud to each other before beginning the timing.
3. Student one sets the timer for one minute and tells student two to "begin." Student two reads down the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all the words on the sheet are read, goes back to the top and continues reading.
4. When the timer goes off, student one circles the last word read. Counts the number of rimes and words read correctly.
5. Student two graphs the number of rimes and words read correctly on his words correct per minute graph.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation



## Extensions and Adaptations

- ▶ Use different words for these rimes.
- ▶ Use other rimes and words.

# Fluency

Speedy Rime Words

**F.007.AM1a**

-at

cat

bat

hat

fat

mat

rat

-in

bin

fin

pin

tin

win

chin

-ot

dot

cot

lot

not

pot

hot

-an

pan

fan

can

man

tan

ran

-it

bit

sit

hit

fit

lit

pit

-ap

cap

lap

nap

map

tap

gap

rime and words

-ake

cake

rake

bake

lake

make

take

-et

bet

wet

set

get

met

let

-ock

sock

rock

lock

dock

clock

block

-op

hop

top

mop

pop

shop

stop

-ug

bug

hug

dug

rug

tug

jug

-ip

sip

rip

tip

hip

lip

dip

rime and words

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

Speedy Rime Words

**F.007.SS1a**

## Words Correct Per Minute

30			
29			
28			
27			
26			
25			
24			
23			
22			
21			
20			
19			
18			
17			
16			
15			
14			
13			
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

1<sup>st</sup> try

2<sup>nd</sup> try

3<sup>rd</sup> try

Name \_\_\_\_\_

**F.007.SS1b**

Speedy Rime Words

## Words Correct Per Minute

60			
59			
58			
57			
56			
55			
54			
53			
52			
51			
50			
49			
48			
47			
46			
45			
44			
43			
42			
41			
40			
39			
38			
37			
36			
35			
34			
33			
32			
31			
	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try

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

Speedy Rime Words

**F.007.SS1c**

## Words Correct Per Minute

90			
89			
88			
87			
86			
85			
84			
83			
82			
81			
80			
79			
78			
77			
76			
75			
74			
73			
72			
71			
70			
69			
68			
67			
66			
65			
64			
63			
62			
61			

1<sup>st</sup> try

2<sup>nd</sup> try

3<sup>rd</sup> try



## Speedy Rime Words

[illegible]

3<sup>rd</sup> try