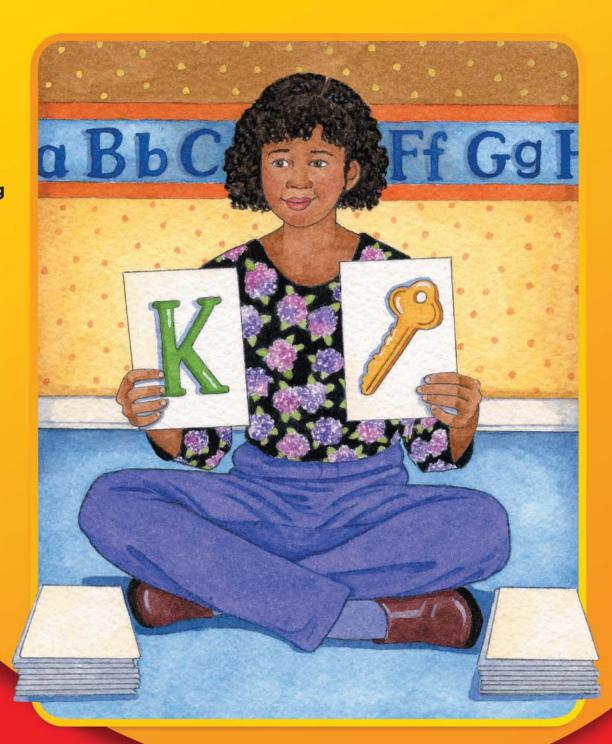


## Reading for Every Child Phonics



- Based on Reading First Research
- Activities to Strengthen Phonemic Awareness and Decoding Skills
- Includes Assessments



# Reading for Every Child Phonics

Grade K

by Linda Armstrong

Published by Instructional Fair an imprint of

Frank Schaffer Publications®



#### **Instructional Fair**

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### Reading First

The Reading First program is part of the No Child Left Behind Act. This program is based on research by the National Reading Panel that identifies five key areas for early reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

#### Phonemic Awareness

A child learns how sounds are put together to make words through phonemic awareness. The focus on sounds that are *heard* makes listening a crucial component.

#### **Phonics**

After students recognize sounds that make up words, they must then connect those sounds to *written* text. An important part of phonics instruction is repeated encounters with letters and letter combinations.

#### Fluency

Fluent readers are able to recognize words quickly. They are able to read aloud with expression and do not stumble over words. The goal of fluency is not to read faster; the goal is to read with *understanding*.

#### Vocabulary

In order to understand what they read, students must first have a solid base of vocabulary words. As students increase their vocabulary knowledge, they also increase their comprehension and fluency.

#### Comprehension

Comprehension is "putting it all together" to understand what has been read. Students should have practice with both fiction and nonfiction texts. Graphic organizers help students as they track ideas and use various comprehension strategies.



#### **About This Book**

Learning to read is a complex process involving many interrelated skills. Supporting current state standards, *Reading for Every Child: Phonics* is designed to help you introduce students to the world of print.

Students will discover that books and magazines can satisfy their curiosity or transport them to lands filled with imagination and adventure. They will learn that books have covers, titles, and authors. As they sit by an older reader and study the page, they will notice that letters make words and words combine to build sentences.

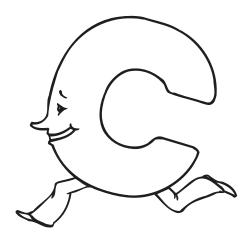
While completing reproducible worksheets, kindergarteners will have opportunities to practice tracking text from left to right and from top to bottom. They will learn to recognize the letters in their own name and the letters of the alphabet in upper case and lower case forms.

The first part of the book focuses on print awareness, while the latter half explores beginning and ending consonants and short vowels. Through oral and written activities, students will have opportunities to engage in language exploration through poetry, rhymes, and chants. This playful repetition will increase your students' fluency and sight-word recognition.

Reading for Every Child: Phonics provides you with a flexible set of tools for your classroom. The skills assessment, letter cards, worksheets, and activities included here may be used in many ways. Feel free to skip around or modify them to meet your students' needs.

Family involvement is also crucial to literacy development. Communicate your lessons and goals to students' families for continuity in learning. Encourage family members to read to and with their children on a regular basis. Cross-age interaction can be as beneficial to an older student as it is for the kindergartener.





#### **Skills Assessment**

Print your name.

Sequence and Print Awareness

**Directions:** Circle the letter that comes next.

I. **A** 

Н	СВ
---	----

2. **S** 

|--|

3. **U** 

E V Y	
-------	--

4. I

ln	ς	M
1.1	U	1 7 1

5. **d** 

е	G	С

6. **m** 

о р	N
-----	---

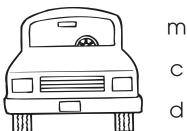
9.

10.

Sound and Letter Association

Directions: Circle the letter of the beginning sound.

7.



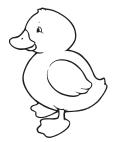


Н

W

F

8.



L

Α

D



b

р

d



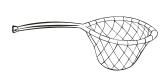
### **Skills Assessment (continued)**

Decoding CVC Words

**Directions:** Underline the word that names each picture.

Initial Consonants





Short Vowels

15. cut cot cat



12. fog log dog



16. pot pet pat



Final Consonants

13. mad man map



17. lop lap lip



14. rag ran rat



18. big bug bag



Sight Word Recognition

**Directions:** Draw a line to match each word with

its picture.

19. boy



21. two

22. house



2







### Learning Letter Names

#### Label the Room

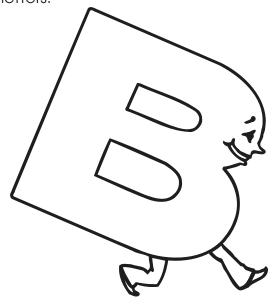
Print capital letters on large index cards. Attach them to items all over the room—tables, boards, doors, walls, rugs, books, aprons, paint, easels, and windows. Avoid items that start with blends such as the flag or chairs. Encourage students to use the labeled items to play I Spy.

#### Alphabet Picture Riddles

Create riddle clues based on the shapes of letters, such as: "I have three straight lines. Two of the lines meet at the top, and I look like a tent. What am I?" (A) or "I have one curved line, and I look like a hook. What am I?" (J)

#### Shouts and Whispers

Make a set of flashcards for capital letters and lower case letters, one letter per card. Hold the cards up one at a time. Encourage students to shout out the letter names of the capitals and whisper the names of the lower case letters.



#### **Beany Letters**

Use a copier to enlarge the letters on page 32 so that one letter fills a page. Encourage students to create letter collages by gluing dried beans or shell macaroni along the lines.

#### Red Rover

Choose four or five "Letters of the Day" and use them in games. One possibility is Red Rover. Assign each student one of the letters, using a name tag. Instead of using names, have the calling team say, "Red Rover, Red Rover, let the B's come over."

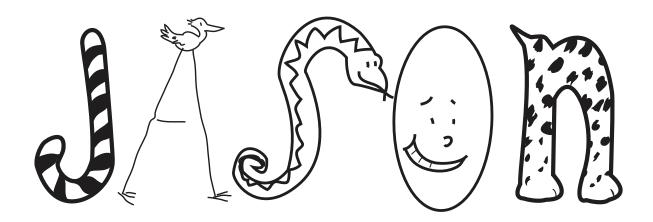
#### Read Alouds

Visit your school or public library to find dozens of delightful alphabet books to share with your students. Display them around the room and spotlight several each week. Be sure to rotate the books regularly to maintain the students' excitement. A few recommendations are below.

A is for Africa by Ifeoma Onyefulu
Alphabet Mystery by Audrey Wood
Eating the Alphabet: Fruits and
Vegetables from A to Z by Lois Ehlert
The Alphabet Book by P. D. Eastman
The Alphabet Room by Sara Pinto
Z Is for Zamboni: A Hockey Alphabet by
Melanie Rose



### **Letters in My Name**



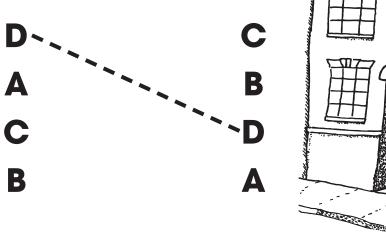
**Directions:** Write your name. Make each letter into a picture.

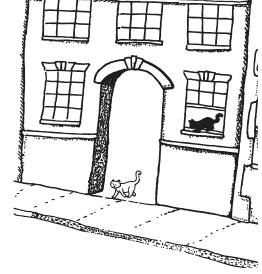


### Same Name: A, B, C, D

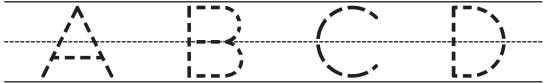
**Directions:** Draw a line to match the letters that

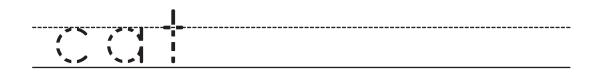
are the same.











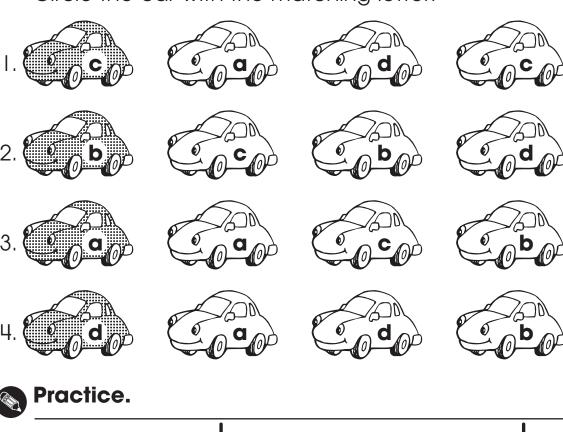
Draw a cat.





### Letter Match: a, b, c, d

**Directions:** Look at the letter in the first car. Circle the car with the matching letter.

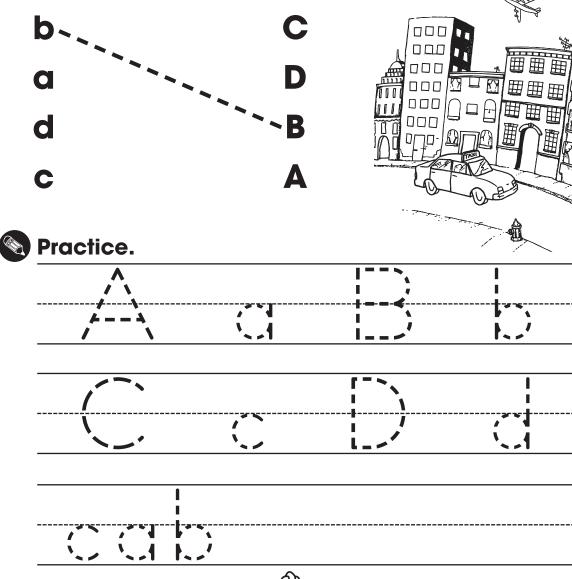




Draw a car.

#### **Letter Pairs**

**Directions:** Draw a line to match each letter.





### Egg Hunt: E, F, G, H

**Directions:** Look at the first egg. Color the egg with the matching letter.



































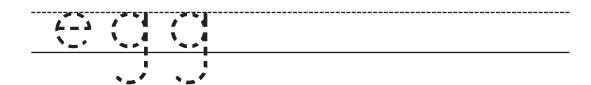








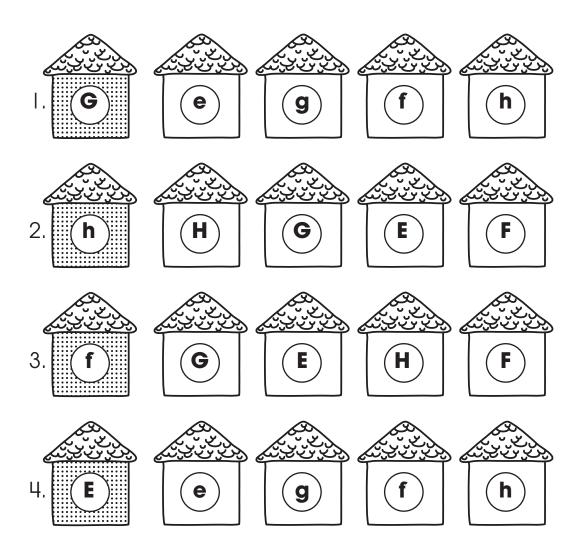


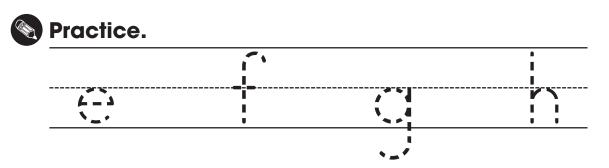




### Same Name: e, f, g, h

**Directions:** Look at the first house. Color the house that has the same letter.

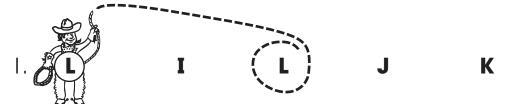






### Lasso the Letter: I, J, K, L

**Directions:** Draw a lasso around each matching letter.



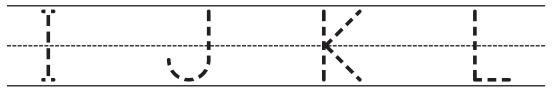








#### Practice.

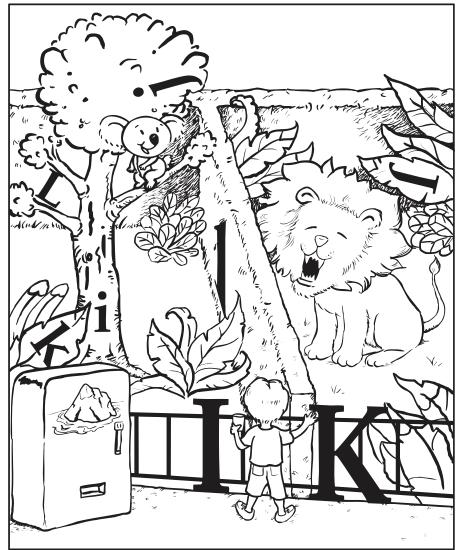


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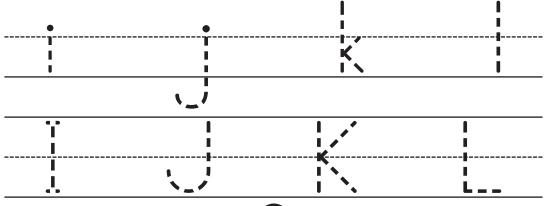


#### **Hidden Letters**

Directions: Circle each hidden letter: I, i, J, j, K, k, L, I.



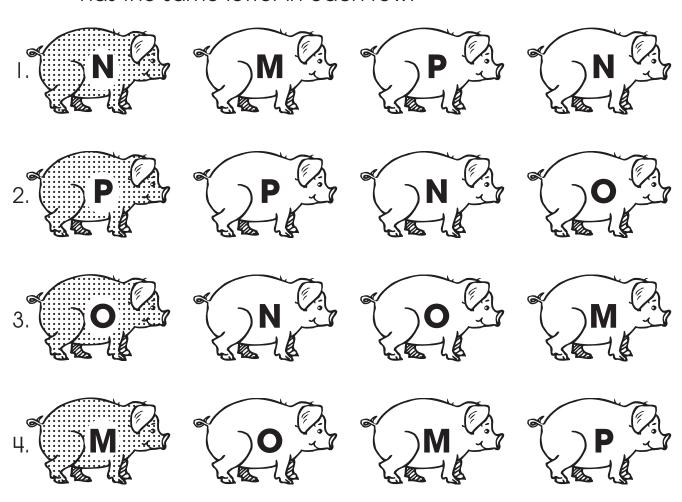






### Same Name: M, N, O, P

**Directions:** Look at the first pig. Color the pig that has the same letter in each row.





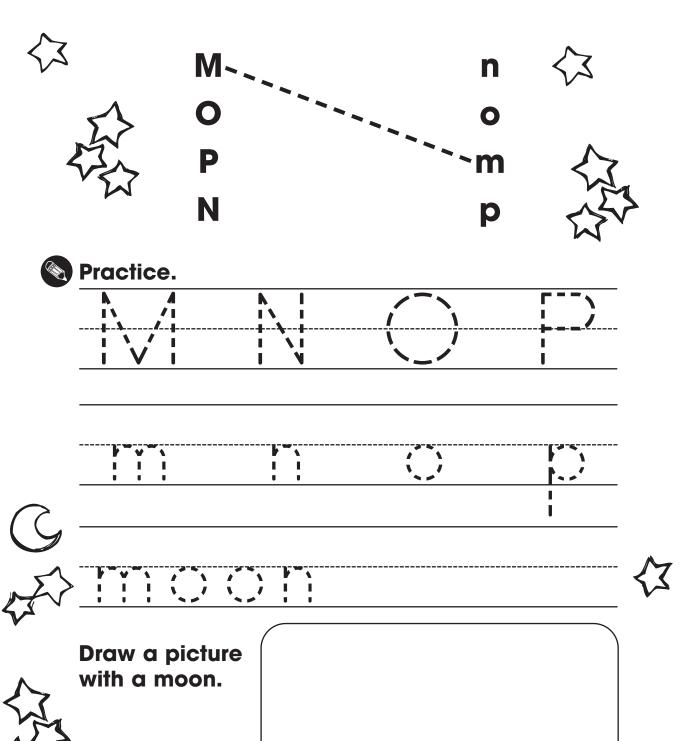




### Letter Match: m, n, o, p



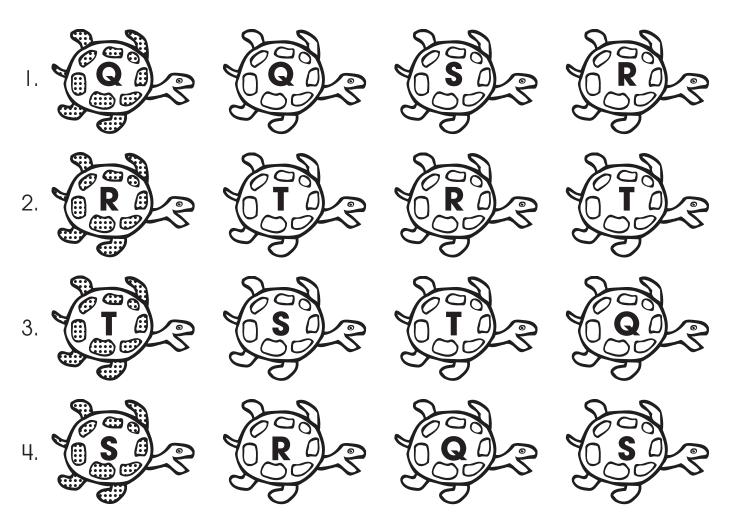
**Directions:** Draw lines to match the letters.



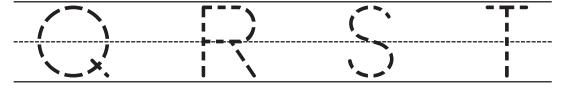


### Same Name: Q, R, S, T

**Directions:** Look at the first turtle. Color the turtle that has the same letter in each row.



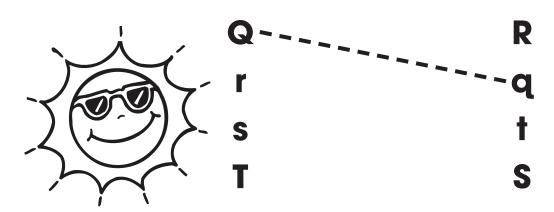




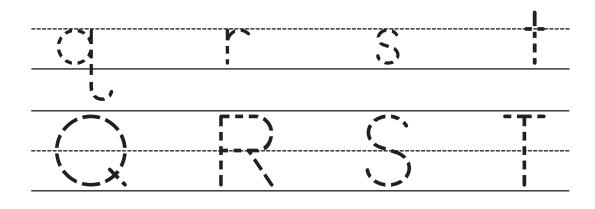


### Letter Match: q, r, s, t

**Directions:** Draw lines to match the letters.

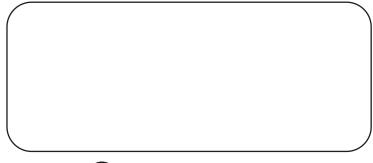








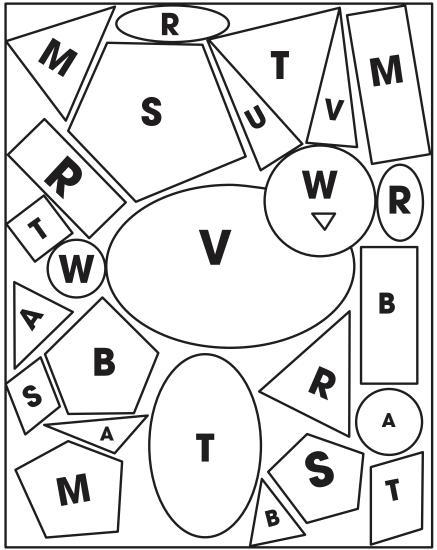
Draw a picture with a sun.

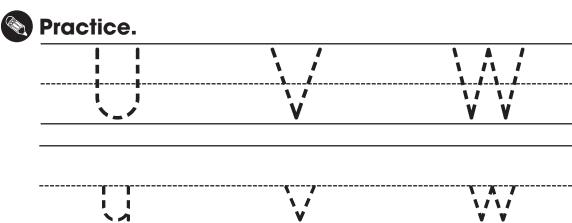




### Hidden Animal: U, V, W

**Directions:** Color the shapes with U, V, or W brown.







#### Same Name: u, v, w

**Directions:** Look at the first vase. Draw a flower in the vase with the matching letter.































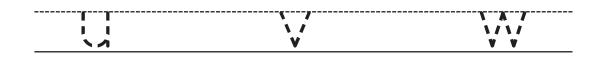








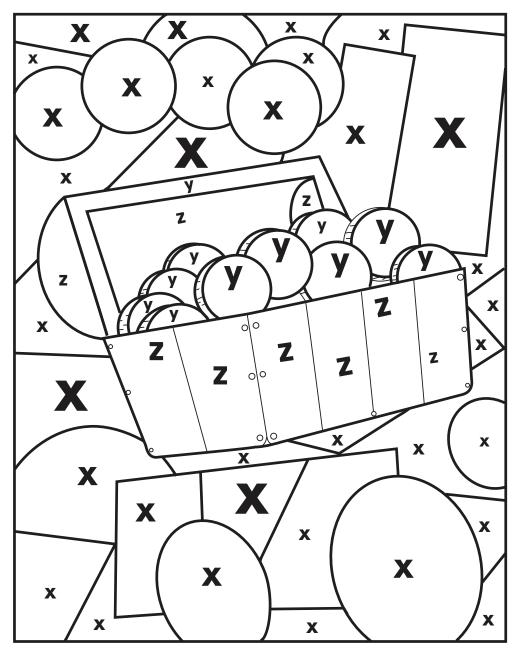
Practice.



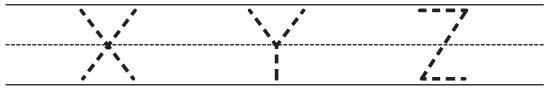


### What Is Hidden in the Cave? X, Y, Z

**Directions:** Color X-green Y-yellow Z-brown









### Letter Match: x, y, z

**Directions:** In each row, color the matching letters yellow.









2. **Y** 







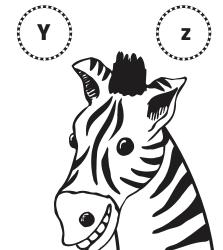
3. **x** 





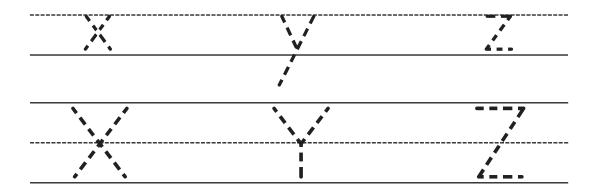


4. **x** 











### Using Letter Cards

#### The Cards

On pages 27–31, the letters of the alphabet have been divided into reproducible flashcards. Make at least two or three copies of each page, on cardstock paper if possible. Cut the cards apart and keep the sets separate. Use these letter cards for a variety of engaging, fun activities with your students. There are four blank cards also included for student names, sight vocabulary, or thematic words.

#### Line Up

A few minutes before recess, distribute a card from one deck to each student. If you have more than twenty-six students, distribute cards from two decks and keep a third deck for yourself. Draw a card from your deck and write that letter pair (S s, for example) on the board. The student(s) with that card may give it to you and then proceed to line up. Encourage the class to name each letter.

#### Make a Friend

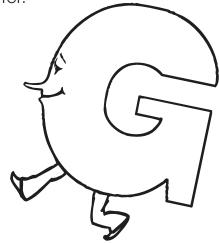
Pass out letter cards to one half of the class. Distribute matching cards to the other half of the class from a second deck. Invite students to find the friend who has a card with the same letter. Scramble the cards and play a few rounds with different letters.

#### Letter Match

At the language arts center, students shuffle two letter-card decks together. One student deals out five cards to each player. The rest of the cards go in a pile, facedown in the center of the table. All players put their cards face up in front of them. The first player may either take a card from another player to make a pair with one he already has, or he may draw from the pile in the center. When a player makes a pair, she puts it in a personal pile, which is out of play. The first player to get rid of all the cards in front of him is the winner.

#### Letter Pictures

Distribute paper, pencils, and crayons to each student. Demonstrate how to fold a piece of paper in half and then in half again to make four squares when opened flat. Place all the letter cards from two to three decks (depending on your class size) into a bag or container. Invite each student to pull out four letter cards from the bag. Have them practice writing each letter in one of their squares and drawing pictures to go with each letter.

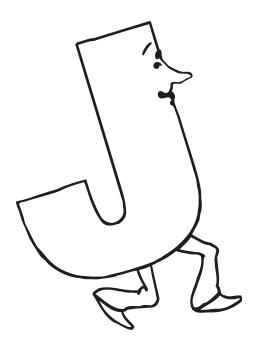




### Using Letter Cards (continued)

#### Letters in the News

Provide paper, markers, paste, and scissors. Cut out headlines or other large font captions from a variety of newspapers and magazines. Divide the class into groups. Put a pile of headlines on each table. Reproduce the letter cards on colored copy paper and cut them apart. Invite each student to paste one letter card in the middle of his paper. Then have students look through the headlines and cut out matching letters. For example, if a student picks the letter card "F f," she will search the headlines for words with "f"s in them to cut out. Have the students paste the headline letters all around the letter card on their papers. Omit relatively rare letters such as X and Z.



#### Search and Sequence

In a small-group setting, have students shuffle one deck of letter cards. Spread them out on a table or on the floor in front of them. Ask students to collect cards in alphabetical order, saying each letter as they search for them. For students who need the extra challenge, ask them to collect them backwards, from Z to A.

#### Memory Stretcher

Use a predetermined set of cards for this game. From two decks of letter cards, pull out two copies of several letters you want your students to practice. With a small group of students, ask one child to place these cards facedown in a grid pattern—for example, four rows of four cards each. Students take turns flipping over two letter cards. If they make a match, they can identify the pair and remove the letters from the grid. If they do not, they turn the letters back over. This will challenge them to remember where the letters are located as they practice identifying.

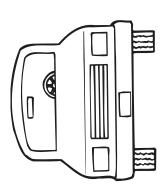
#### Alphabet Cheers

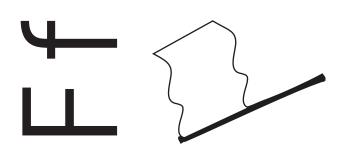
Make large copies of each card. Distribute the smaller cards. Invite each student to lead the class in an athletic-style cheer in ABC order. Keep A for yourself. Hold up the large A card and say: "Give me an A!" The class says "A." Say, "Give me an A-A" (they repeat.), "Give me an A-A-A!" (they repeat). The student with B leads the class in the B cheer and so on.



### Letter Cards A-F

()





<u>Q</u>







Q

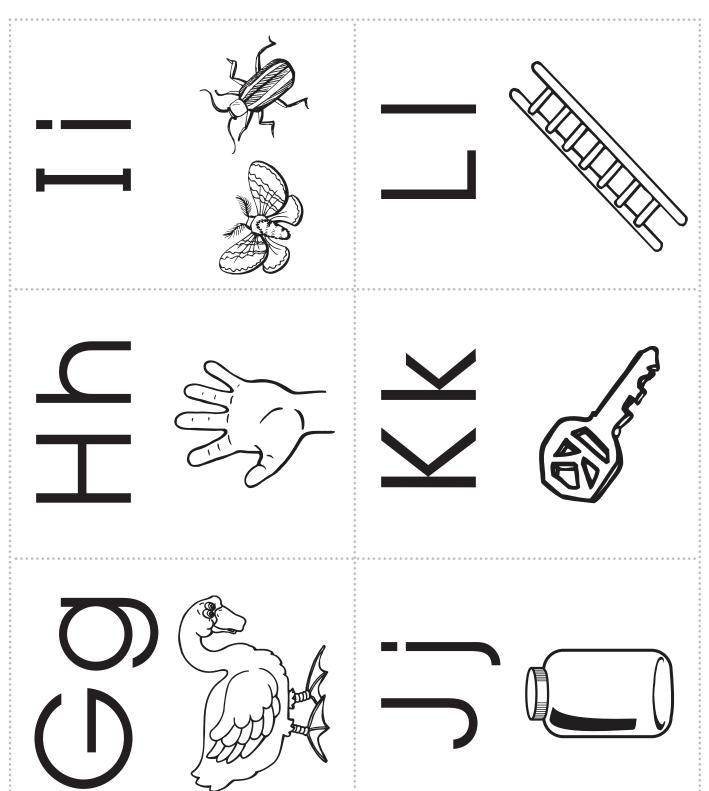






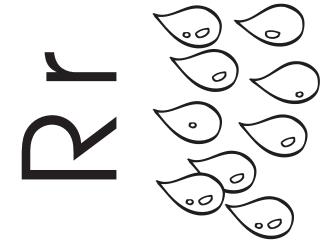


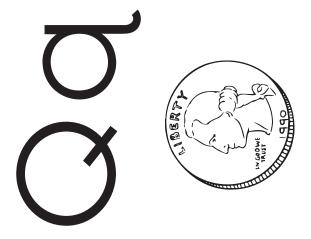
### Letter Cards G-L

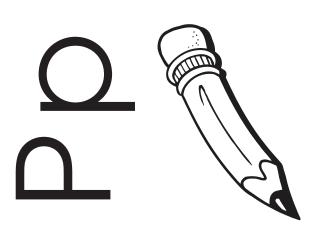




### Letter Cards M-R

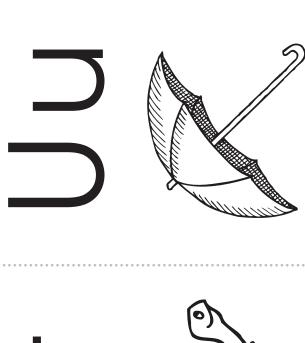


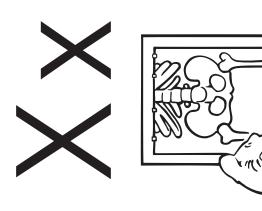


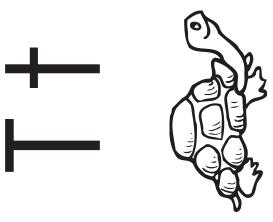


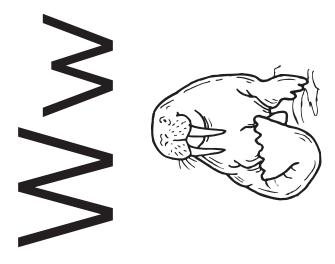


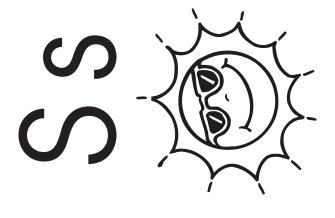
### Letter Cards 5-X

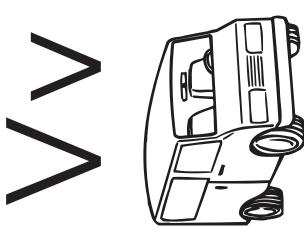






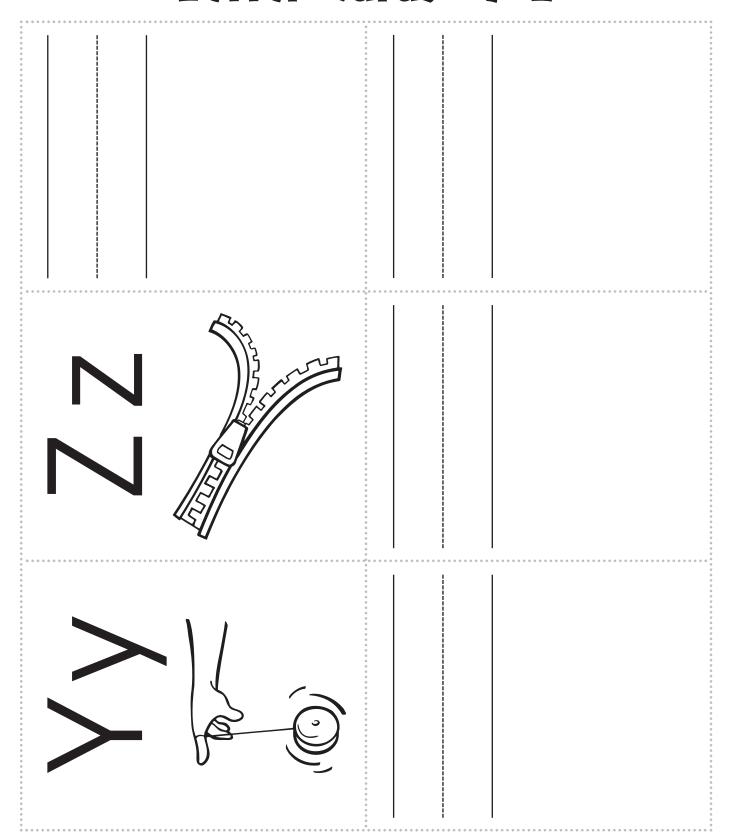








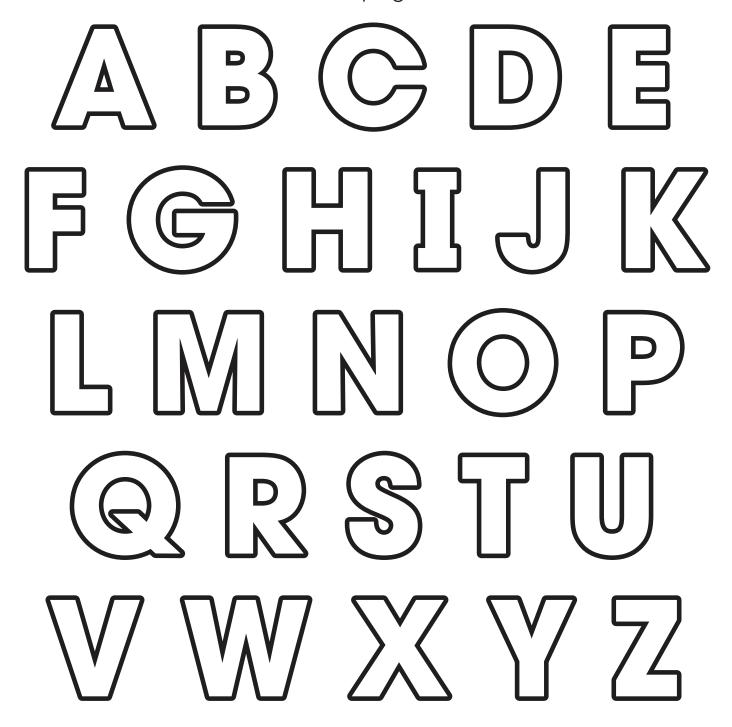
### Letter Cards Y-Z





### **Letter Shape Book Patterns**

Enlarge each letter shape to fill a whole page. Cut out each letter to create a shape book for every student. See activities on page 33 for details.

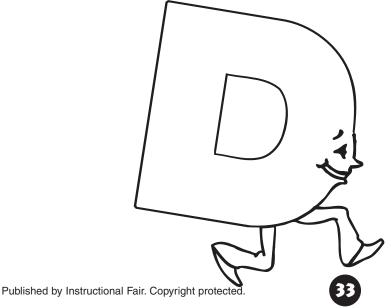




### Recognizing Phonemes

### Sound and Letter Shape Books

Enlarge each capital letter (page 32) to fill a page. Reproduce each letter on one sheet of colored copy paper and two sheets of white copy paper for every student. Distribute scissors, crayons, glue, junk mail, catalogs, newspapers, and old magazines. On the colored copy of their letter, ask students to practice writing their letter inside the outline as many times as will fill up the shape. For one of the white copies, invite students to color and decorate inside the outline any way they wish. Have students cut out all three letter shapes along the lines. For the last white copy, encourage students to find examples of their letter in print by searching through the mail, catalogs, newspapers, and magazines. Cut out items that start with the same sound or contain the same sound. Have them glue their pictures on the second white letter shape. When the glue is dry, staple the three pages together to make a letter shape book.



#### Elimination Songs

Teach students songs that eliminate one letter at a time such as "Bingo." Write the letters on the board or chart paper, large enough for the whole class to see. Cover up each letter as it is eliminated so students know where to clap. Model clapping for each letter that is removed. Practice several rounds using different gestures for each removed letter, such as snapping, tapping, jumping in place, etc.

There was a farmer had a dog And Bingo was his name-o

B-I-N-G-0

B-I-N-G-0

B-I-N-G-O

And Bingo was his name-o.

Repeat the chorus, each time dropping one more letter from the dog's name and replacing it with a clap:

There was a farmer had a dog

And Bingo was his name-o

(clap)—I—N—G—O

(clap)—I—N—G—O

(clap)—I—N—G—O

And Bingo was his name-o.



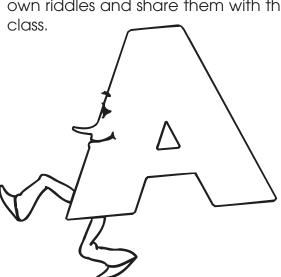
## Recognizing Phonemes (continued)

#### Stretchy Words

Show students something stretchy, such as a piece of elastic. Demonstrate how a consonant-vowel-consonant (CVC) word can be pronounced as individual phonemes and then stretched to become a word. Pull the piece of elastic as you blend the sounds slowly together. For example, say "/h/-/a/-/t/" and invite the students to mimic you. Then stretch the piece of elastic as you blend the sounds slowly together. Repeat with other CVC pattern words such as run, got, or man. Invite students to mimic stretching as they separate the phonemes in a CVC word such as bat or cab.

#### Riddles

Create simple riddles using the meaning of a word, a rhyme, and the initial sound. For example, "What flies in the dark, rhymes with cat, and starts with /b/?" Encourage students to create their own riddles and share them with the class



#### Tongue Twisters

Invite students to repeat familiar tongue twisters that emphasize a particular sound, such as:

Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?

How much wood could a woodchuck chuck if a woodchuck could chuck wood?

Discuss why these little sentences are so hard to say, and give students opportunities to practice them.

#### Read Alouds

Share these alphabet books with your students. Emphasize the sound of each letter and invite students to name things that start with the same sound.

ABC: A Child's First Alphabet Book by Alison Jay

Alphabet City by Stephen T. Johnson

Dr. Seuss's ABC: An Amazing Alphabet Book by Dr. Seuss

The Dinosaur Alphabet Book by Jerry Pallotta

The Ocean Alphabet Book by Jerry Pallotta

The Z Was Zapped by Chris Van Allsburg



### T Is for Two

**Directions:** Color the pictures that start with the same sound as **two**.





What do you like to watch on TV?



# L Is for Light

**Directions:** From the light bulb, draw lines to the pictures that start with the same sound as **light**.



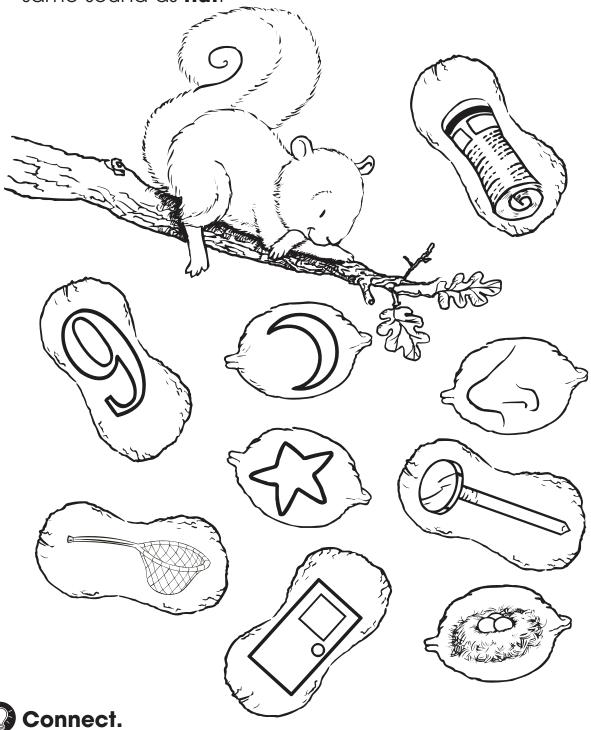


What other words do you know that start with L?



### N Is for Nut

**Directions:** Color the pictures that start with the same sound as **nut**.

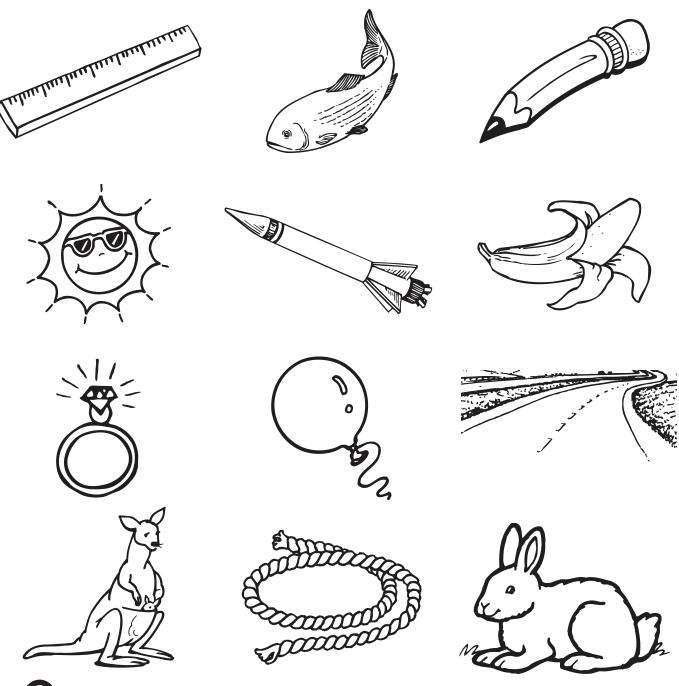


Name several things you can catch with a net.



### **R** Is for Rabbit

**Directions:** Color the items that start with the same sound as **rabbit**.



Connect.

Have you ever pet a rabbit? Share your story with a classmate.



### P Is for Pizza

**Directions:** Color the pictures that start with the same sound as **pizza**.





What do you like to eat on your pizza?



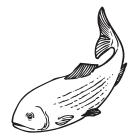
#### **M** Is for Mother

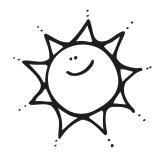
**Directions:** Circle the pictures that begin with the same sound as **mother**.















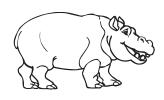




















#### Connect.

Do you know a story about a special mother? Share it with the class.



# **B** Is for Boy

**Directions:** Circle the pictures that begin with the same sound as **boy**.







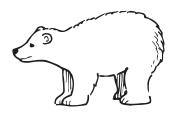


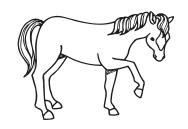






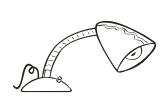


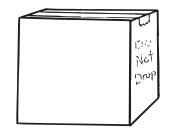
















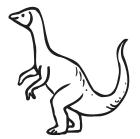


How many boys are in your class? Can you name them all?



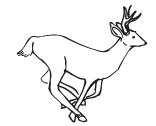
# **D** Is for Dog

**Directions:** Color the pictures that begin with the same sound as **dog**.

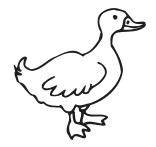


































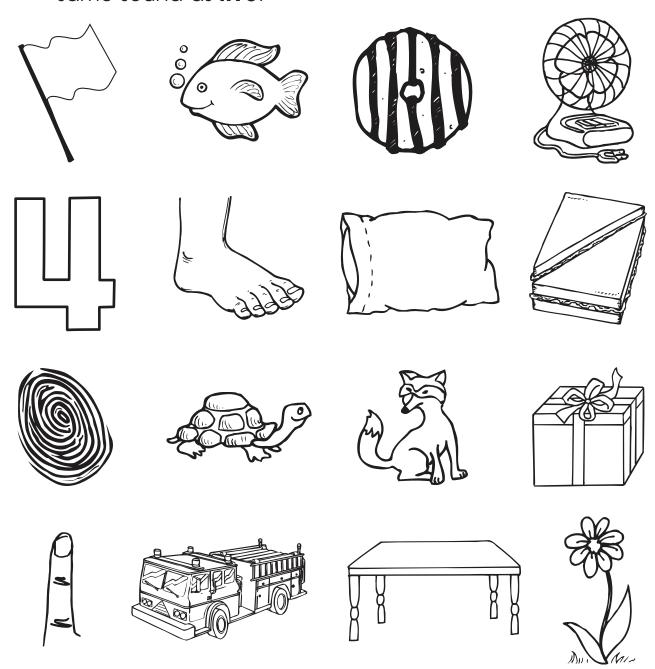
Connect.

What is your favorite kind of dog? Draw a picture of it.



### F Is for Five

**Directions:** Color the pictures that begin with the same sound as **five**.





Trace around your five fingers. Then make your outline into a drawing.



#### S Is for Sun

Directions: Circle the pictures that begin with the



Connect.

Draw a picture of a sunset. What colors did you use?





### V Is for Van

**Directions:** Color the pictures that start with the same sound as **van**.



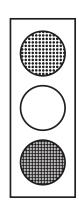
List several things that can fit inside a van.

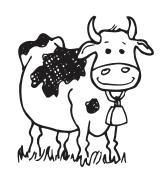


## C Is for Cap

**Directions:** Circle the pictures that start with the same sound as **cap**.





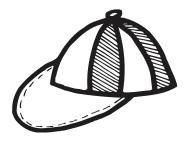


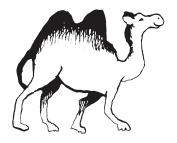




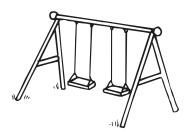
















#### Connect.

A baseball cap is one kind of hat. How many other kinds of hats can you name?



### **G** Is for Garden

**Directions:** Circle the pictures that start with the same sound as **garden**.



Connect.

Draw three things that grow in a garden.

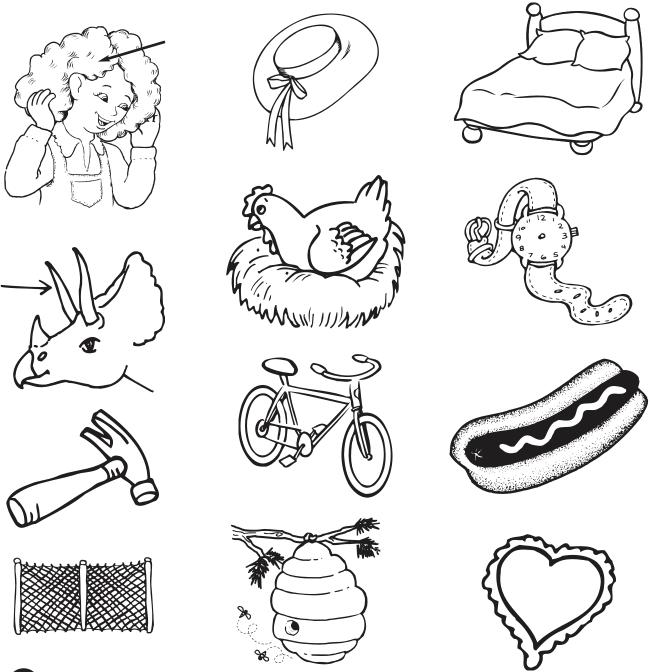




# H Is for Hammer 1



**Directions:** Color the pictures that start with the same sound as hammer.





What kinds of things can a hammer be used to make?



# **K** Is for Key

Directions: Circle the pictures that start with the

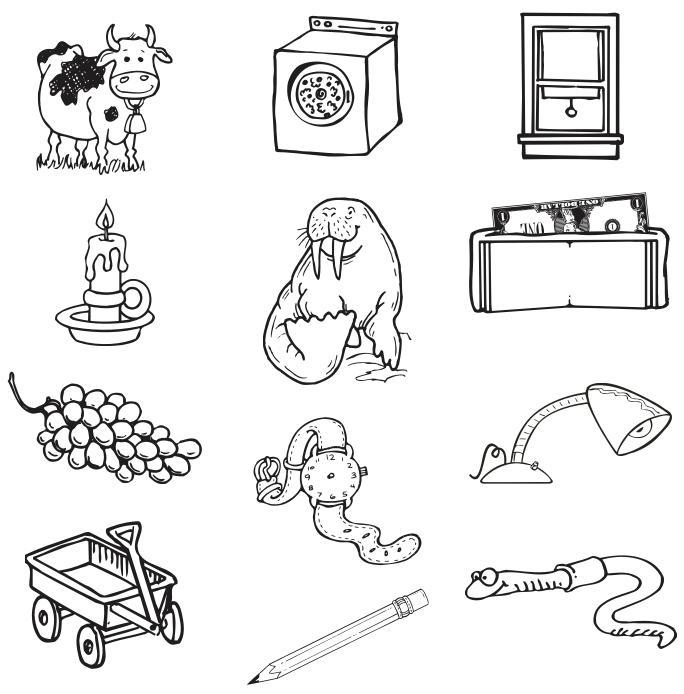


List several things can you open with a key.



# W Is for Wagon

**Directions:** Color the pictures that start with the same sound as **wagon**.





Name three things that you could carry in a wagon.



### J Is for Jet

Directions: Circle the pictures that start with the same sound as jet.



Connect.

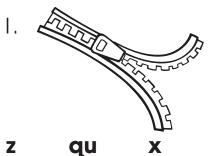
Draw a picture of a place you might go in a jet.



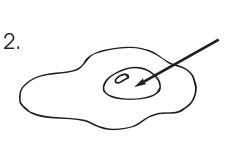
# **Special Consonants**

Directions: Circle the letter of the beginning sound

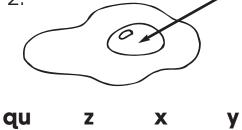
for each picture.

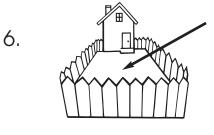






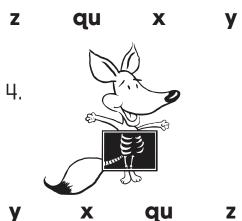




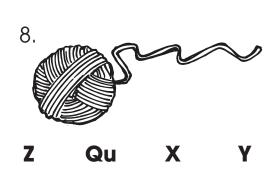














# Silly, Silly Syllables: A Response Chant

Introduce the concept of syllables with this engaging response chant. Explain to your students that syllables are "beats" and create a rhythm to language. Practice breaking down familiar words into syllables and clapping or tapping for each beat.

Alternate slapping knees, and then clapping hands.

Leader: I (slap) can (clap) say (slap)

some (clap) syl (slap) la (clap)

bles (slap, clap).

Group: I (slap) can (clap) say (slap)

some (clap) syl (slap) la (clap)

bles (slap,clap).

Leader: sil (slap) ly (clap) sil (slap) ly

(clap) syl (slap) la (clap) bles

(slap, clap).

Group: sil (slap) ly (clap) sil (slap) ly

(clap) syl (slap) la (clap) bles

(slap, clap).

Leader: /b/ (slap, clap)

Group: /b/ (slap, clap)

Leader: bat (slap, clap)

Group: bat (slap, clap)

**Leader:** bet (slap, clap)

Group: bet (slap, clap)

**Leader:** bit (slap, clap)

Group: bit (slap, clap)

**Leader:** bot (slap, clap)

Group: bot (slap, clap)

**Leader:** but (slap, clap)

Group: but (slap, clap)

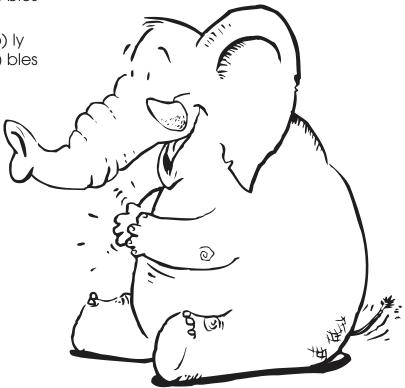
Use the same chant with different initial consonants to practice rimes and word families.

For example, use the same rime but replace the initial letter with any of these:

d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z

You can also use this chant to practice polysyllabic words, like:

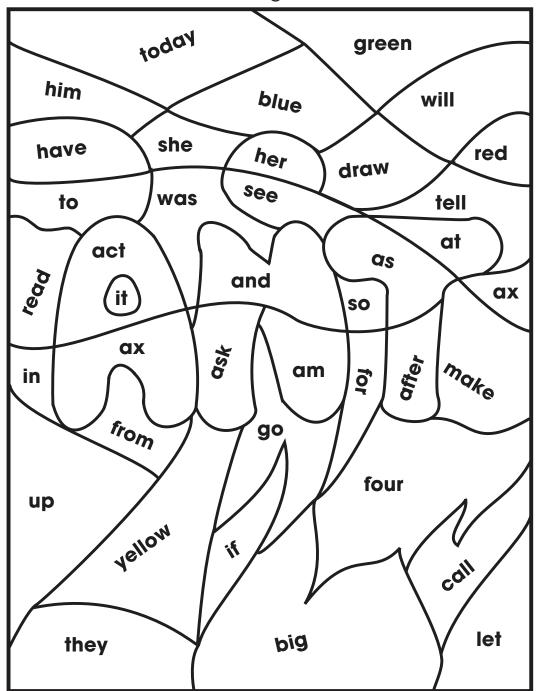
- days of the week
- sight words
- theme words
- students' names
- names of colors
- names of numerals





#### **Hidden Word A**

**Directions:** Color the words that start with **a** blue. Color all other words orange.





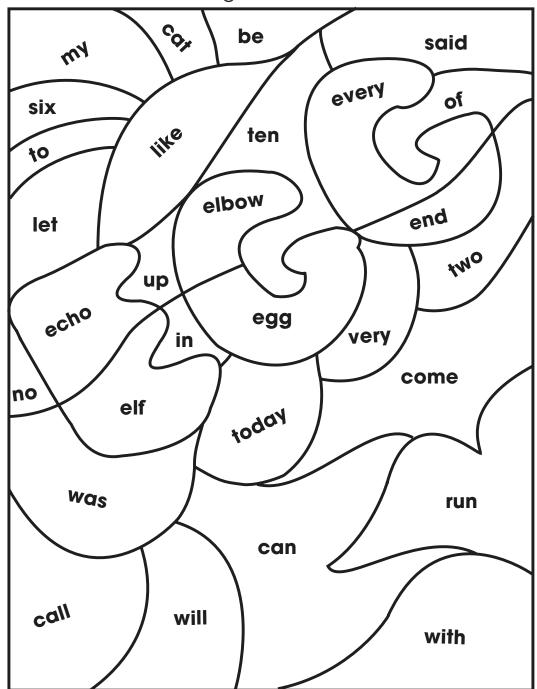
Have you ever watched ants? Do you think they can talk? Give a reason for your answer.





#### **Hidden Word E**

**Directions:** Color the words that start with **e** yellow. Color all other words green.





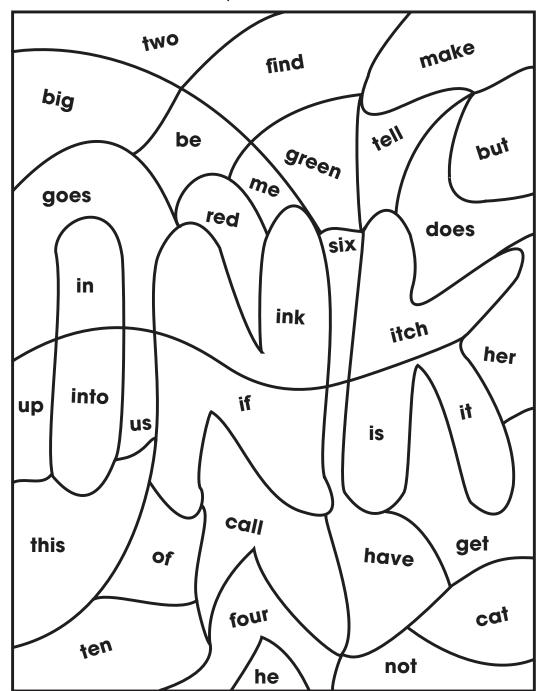
#### Connect.

What are your favorite breakfast foods? Draw a picture of the perfect breakfast.



### **Hidden Word I**

**Directions:** Color the words that start with **i** red. Color all other words yellow.





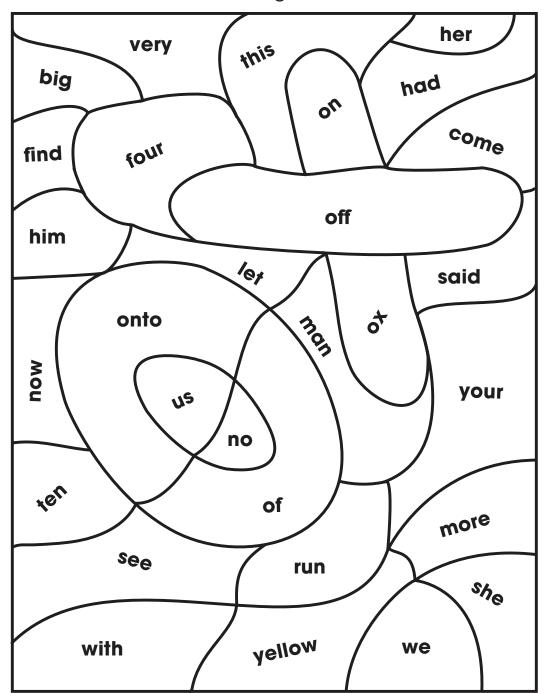
Describe what an insect looks like. Draw a picture of one.





#### **Hidden Word O**

**Directions:** Color the words that start with o purple. Color all other words orange.



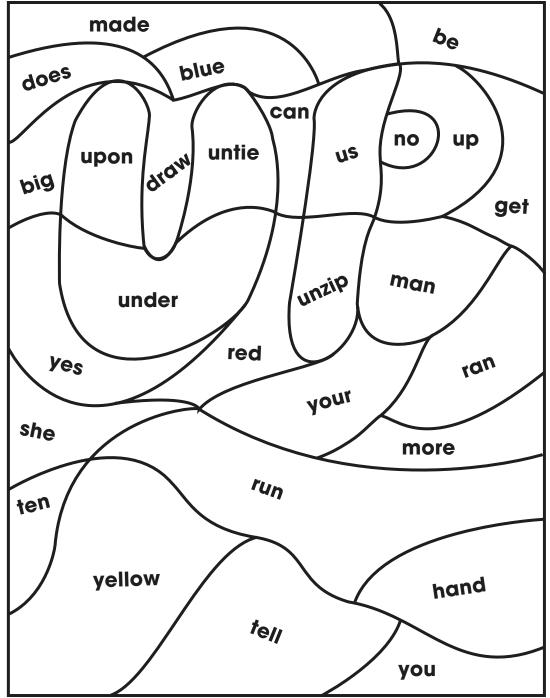


Describe what an octopus looks like. Draw a picture of it.



#### **Hidden Word U**

**Directions:** Color the words that start with  $\ddot{\mathbf{u}}$  yellow. Color all other words blue.





Name all the ways you can use an umbrella.



# Building Rhyming Skills

#### Riddles

Challenge students with riddles that include the meaning, the initial letter or sound, and a rhyming word. For example, "What cleans the floor, starts with an 'm', and rhymes with top?" Start with items in the room such as door, rug, sink, bag, map, and bin.

#### Complete the Rime

Enlarge individual lower case letters so each fills a sheet of copy paper. Put the pages in sheet protectors with thicker cardboard behind them, or laminate the pages. Display them across the front of the room. Say an incomplete rhyming phrase such as,

rub-a-dub-dub, three men in a
dop door, wash the floor; dip dop, sop the
"I can, I can," said the Gingerbread

Select volunteers to get the letter that stands for the beginning sound of the missing word. For *tub* the student would pick the *t*. Invite the class to say the missing word.

#### Nursery Rhyme Fun

Share familiar verses from a book such as *My Very First Mother Goose* edited by Iona Opie. Leave off the last word of each poem and encourage students to supply the rhyme.

# Finger Plays and Action Rhymes

Finger plays reinforce rhyming words with movement. Old favorites include "The Wheels on the Bus," "The Itsy Bitsy Spider," "I'm a Little Teapot," and "This Old Man." If you don't remember the words, you can find these rhymes and more in the following books:

The Book of Finger Plays and Action Songs (First Steps in Music Series) compiled by John M. Feierabend

The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants: Over 700 Selections edited by Pamela Byrne Schiller

For Spanish speakers, try Diez Deditos: Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America translated by Jose-Luis Orozco

#### Read Alouds

Early Readers, a genre pioneered by the beloved Dr. Seuss, are great books for building rhyming skills. In addition to classic Dr. Seuss titles such as *The Cat in the Hat*, also try books by P. D. Eastman:

The Best Nest
A Fish Out of Water
Go, Dog, Go!
Perro grande . . . Perro pequeño
Are You My Mother?
Flap Your Wings
Snow



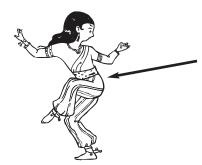
# **Changing Initial Sounds: -ip**

**Directions:** Circle and write the missing letter.

Ι.



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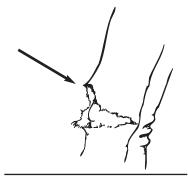


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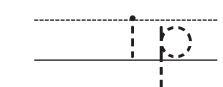


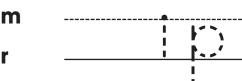
4.



d

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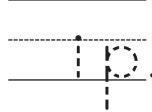


### Rhyme Time.

Listen to the rhyme. Write the correct letter on the line.

I scooped the dip onto the chip

but missed my mouth and hit my





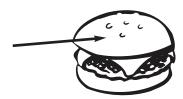
# **Changing Initial Sounds: -un**

**Directions:** Circle and write the missing letter.

Ι.



3.



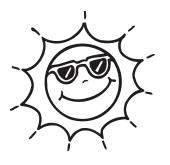
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### Rhyme Time.

Listen to the rhyme. Write the correct letter on the line.

We love to have fun -

in the summer -----





# **Changing Initial Sounds: -ot**

**Directions:** Circle and write the missing letter.

Ι.

3.



b

h

p

2.



4.



d

#### Rhyme Time.

A hink pink is a kind of riddle. A hink pink always has two rhyming words in its answer. Listen to the clue. Circle the answer.

What do you call a very warm pan?

a dot lot

a hot pot

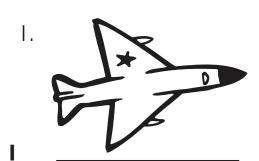
a not tot





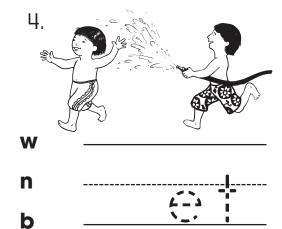
# **Changing Initial Sounds: -et**

**Directions:** Circle and write the missing letter.



3.





0-7424-2830-3 Reading for Every Child: Phonics



Listen to the hink pink. Circle the answer.

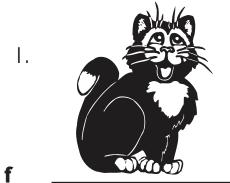
What do you call a special airplane for dogs and cats?

a pet jet a wet net a let set



# **Changing Initial Sounds: -at**

**Directions:** Circle and write the missing letter.



3.



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b ....

r

f \_\_\_\_\_\_

2.



4.



b

c .....

p

b .....<u>l</u>....

### Rhyme Time.

What do you call a kitty that eats too much food?

a mat pat

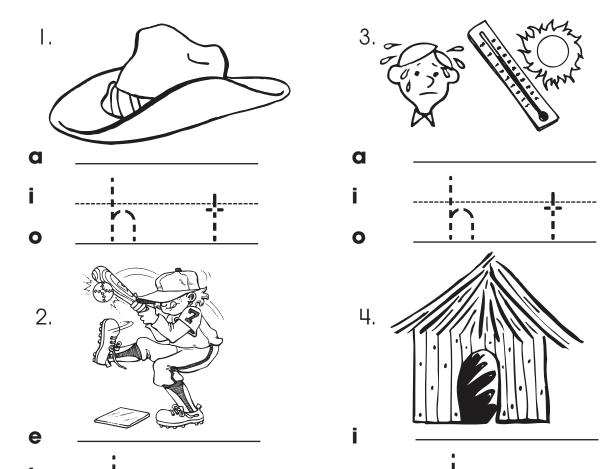
a bat hat

a fat cat



# Changing Vowel Sounds: h-t

**Directions:** Circle and write the missing letter.





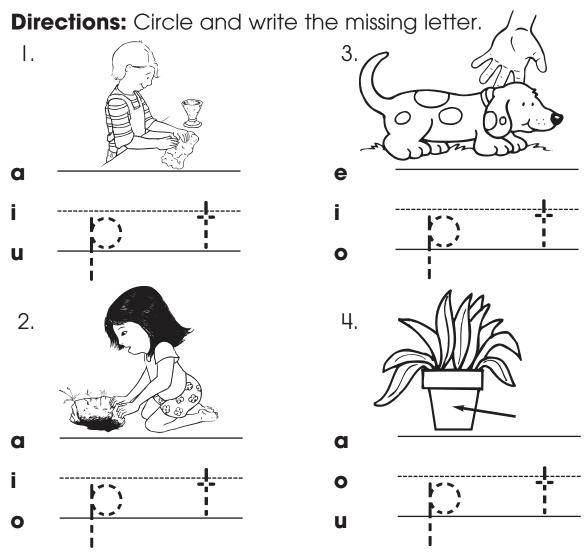
Write a vowel on each line to answer the riddle.

What do you call a very warm little house?

a	ht	ht



# Changing Vowel Sounds: p-t



Rhyme Time.

Listen to this paragraph. Circle the words you know.

Pots are made out of clay. Some people make clay pots hard by firing them in a pit. They put the pots in a pit with burning wood. Make a pet out of salt and flour clay. Pat the clay to make it smooth. Do not put your pet in a pit. Put it in a safe place to dry. Then paint your pet.



# **Changing Final Sounds: bu-**

**Directions:** Circle and write the missing letter.

Ι.



3.



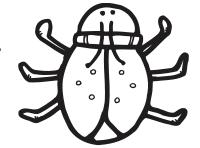
g

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2.



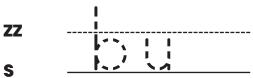
4.



g



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#### Rhyme Time.

Write a vowel on each line to answer the riddle.

What do you call a special van for bees, wasps, and flies?





# Changing Final Sounds: ca-

**Directions:** Circle and write the missing letter.

Ι.



3.



b

p



n



p



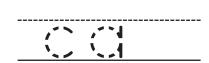
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### Rhyme Time.

Write a vowel on each line to answer the riddle.

What do you call a car that carries kittens around the city?











# Emphasizing Letter Sounds

#### Clap for the Consonant

Encourage students to clap when they hear a certain consonant sound, such as /s/. Make a list of words with and without the target sound. Read each word twice. Students listen the first time and then clap after the second time. If the word doesn't have the sound they shake their heads after the repetition. End the session with a tongue twister, riddle, or poem featuring that sound. For example, words for /s/ might include silly, mess, take, see, go, run, sit, and sad. An /s/ riddle could be, "What rises and sets, and rhymes with fun?" (sun) An /s/ tongue twister could be: "Six snowmen stood still on the side of a hill 'til spring sent all six sliding into the streets."

#### **Consonant Action!**

Select a featured consonant for this activity. Invite students to perform a related action when they hear the consonant sound during a read aloud or story passage review. Make an action word list and review it. Have students perform one of the following actions when they hear the featured sound:

blink for B
duck down for D
fly for F
growl for G
hammer on your hand for H
jump up for J
air kiss (or kick) for K

look left for L
make a face for M
nod for N
pull on your ear for P
raise your hand for R
stamp once for S
touch your nose for T
wink for W
yawn for Y
zoom for Z

#### Read Alouds

Play with consonant sounds—tonguetwister style! Collect several books to read aloud that focus on different sounds using tongue twisters. Children love trying to say these aloud. Encourage students to practice saying them and even create their own twisters.

Busy Buzzing Bumblebees and Other Tongue Twisters by Alvin Schwartz

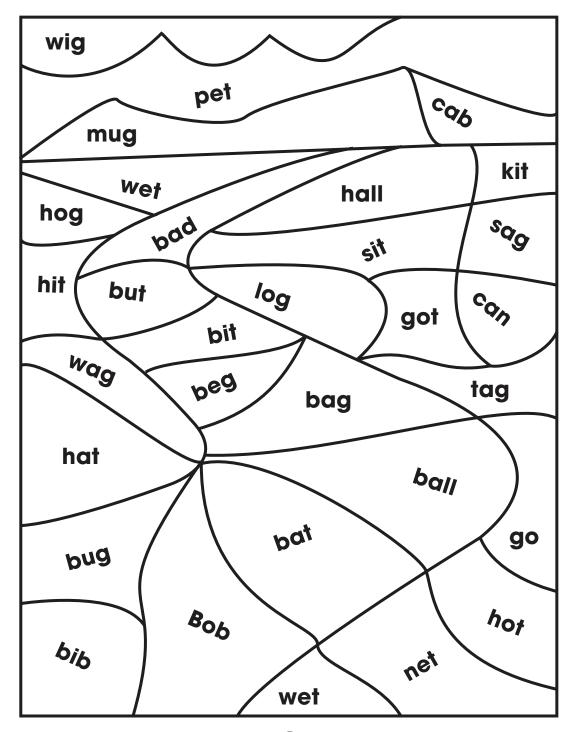
Creepy Crawly Critters and Other Halloween Tongue Twisters by Nola Buck

Oh, Say Can You Say? by Dr. Seuss Ridiculous Tongue Twisters by Chris Tait Fox in Socks by Dr. Seuss Giggle Fit: Zany Tongue Twisters by Mike Artell



# **Help! Our Bus Is Lost**

**Directions:** Find the missing road. If the word starts with the same sound as **bus**, color the space black. If it does not, color the space green.

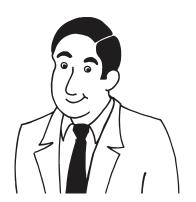




# **Matching Beginning Sounds**

Directions: Look at each picture. Underline the word that **begins** with the same sound.



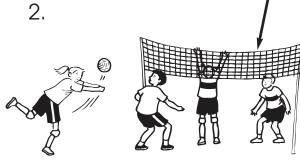


let set bet met

#### 4.

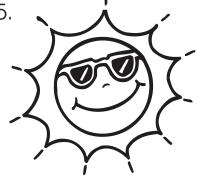


fog dog log hog



but gut nut hut





bad had sad mad

3.



pet wet set get

6.

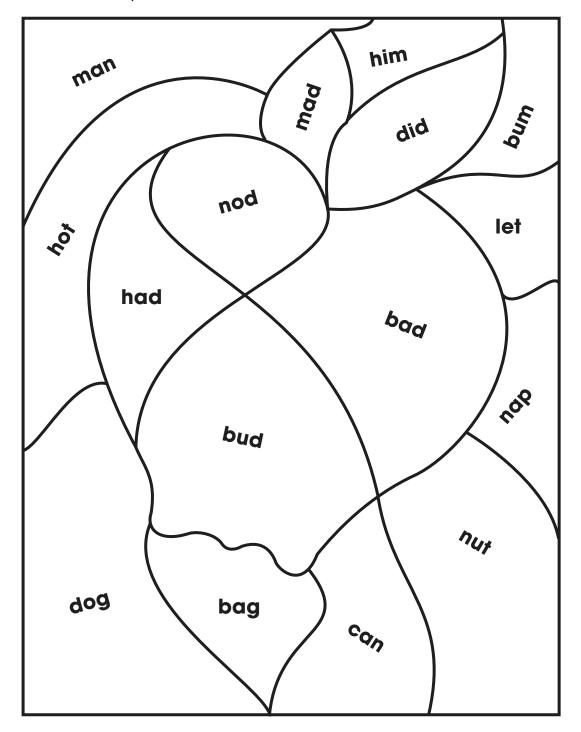


tall ball fall wall



#### **Hidden Picture**

**Directions:** If a word ends with the same consonant sound as **bad**, color the space red. If it does not, color the space brown.





# **Matching Ending Sounds**

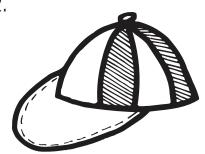
Directions: Look at each picture. Underline the word that ends with the same sound.

١.



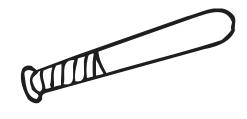
had sat cob men

2.



dog hop bed run

3.

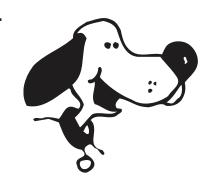


top log sip hat



pin dip rat gas

5.



tag rob sat pop



hot bed rub cap



#### **Short Vowel Sounds**

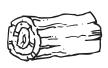
**Directions:** Color the two pictures with the same vowel sound.









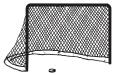


2.





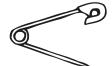




3.









4.









Circle the letter of the vowel sound in each picture.



7.



a

i

u

е

u

6.



8.



a



a



# **Matching Vowel Sounds**

**Directions:** Draw a line to the word that matches each picture.

Ι.



2.



3.



4.



cup



can

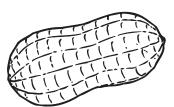


**Directions:** Circle the word that has the same vowel sound.

5.



7.



bit bat but

beg bag bug

6.



pin pan pot

8.



hot hit hat

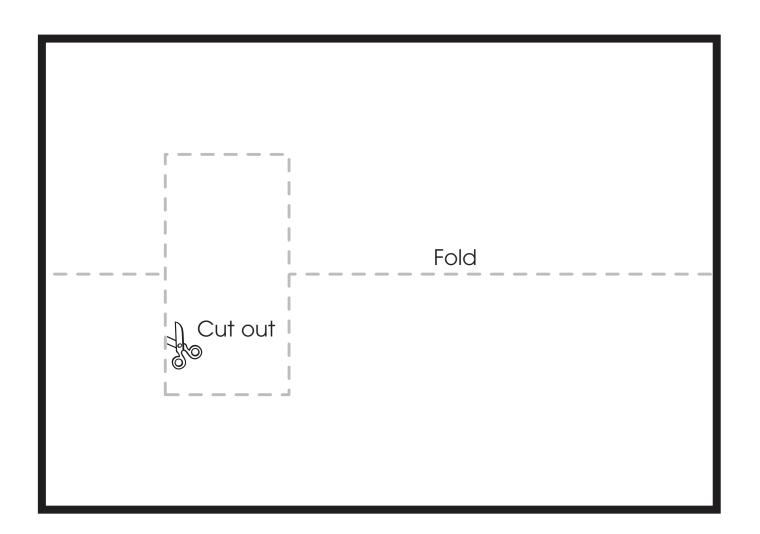


### Letter Slide Pattern: Sleeve

**Directions:** Copy several sleeve patterns on heavy cardstock paper to use for different phonograms. Cut around the outside of the sleeve. Fold the sleeve in half along the dotted line. Cut out the window with the sleeve folded in half. Copy the slider patterns on page 77. Write in the letters on the slides to go with each phonogram. Place each slide between its corresponding sleeve to practice word families.









# Letter Slide Pattern: Sliders

**Directions:** Copy several pages of slider patterns on heavy cardstock paper before cutting them apart. Cut along the dotted lines. Write one initial consonant in each box for a particular phonogram. Place the slider strip between the folds of the sleeve. Holding on to one side of the slider with one hand and the bottom of the sleeve with the other hand, move the strip back and forth to create word families.

Phonogram reference sets:

for -ad sleeve: b, d, h, m, p, s

for -ag sleeve: b, g, n, r, t, w

for -all sleeve: b, c, f, h, t, w

for -an sleeve: c, f, p, r, v

for -ap sleeve: c, g, l, m, n, r, t

for -at sleeve: c, b, f, h, m, p, r, s

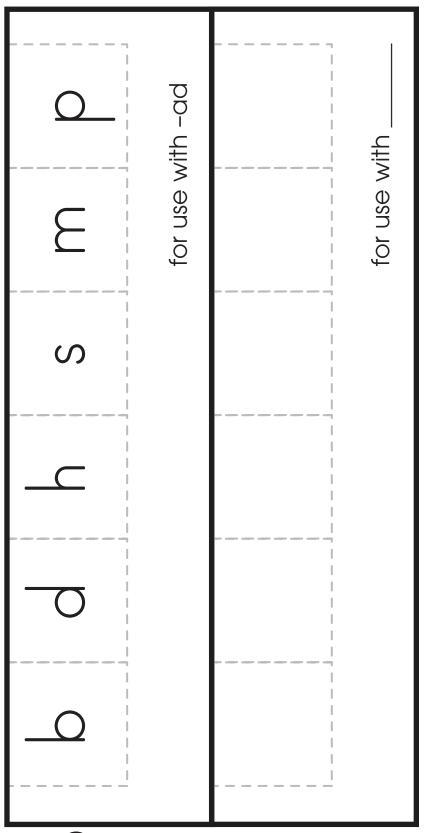
for -ed sleeve: b, f, l, r, w

for -ip sleeve: d, h, l, n, r, s, t, z

for -ot sleeve: c, d, g, h, l, n, p, r

for -op sleeve: c, h, m, p, t

for -ut sleeve: c, b, h, n



Skills Assessment	page 6	Hidden Anima	l: U, V, Wpage 21	
I. B	I2. dog	Colored correctly, the shapes form a		
2. T 3. V	13. man 14. rat	brown rabbit.		
4. M	15. cat		ı, v, wpage 22	
5. e	16. pot	I. W 2. u	3. V 4. w	
6. N	17. lip			
7. c	18. bug		n in the Cave?page 23	
8. D	19. match to boy	treasure chest.	ly, the shapes form a	
9. H	20. match to mother			
10. p 11. net	21. match to two 22. match to house	Colored circles:	k, y, zpage 24	
		I. xX		
i. c	o, c, dpage II	2. Yy		
2. b	4. d	T Is for Two	page 35	
	Hpage 13	Colored picture	<u>-</u>	
1. E	3. F	telephone		
2. H	4. G	tent	tiger	
Same Name: e. f.	g, hpage 14	two		
I. g	3. F	_	page 36	
2. H	4. е	Lines drawn to:	lo of	
Lasso the Letter: 1	i, J, K, L15	leg ladder	lamb	
I. L	4. K	lion	IGITIE	
2. J	5. L		page 37	
3. I		Colored pictures		
	page 16	nine	nest	
•	valk, bottom center	nail	newspaper	
i: on the lower trur J: in the tree above		nose	net	
j: behind the lion,		R Is for Rabbitpage 38		
K: part of the sidew		Colored pictures		
k: on a leaf, bottor		ruler	road	
L: in the tree, midd		rocket ring	rope rabbit	
I: on the wall, cen	. •			
	N, O, Ppage 17	Colored pictures	page 39	
Colored pigs: 1. N	3. O	pillow	pig	
2. P	4. M	, plane	policeman	
		pin	puppy	
Colored turtles:	R, S, Tpage 19	pencil	pie	
I. Q	3. T			
2. R	4. S			



M Is for Motherpage 40		G Is for Gardenpage 47		
Circled pictures:		Circled pictures:		
mouse	map	grass	garden	
moose	money	ghost	glasses	
monkey	moon	gum	gate	
mail carrier	milk	gas pump		
mailbox		H Is for Hamm	erpa	IGA II.8
B Is for Boypage 41		Colored pictures:		
Circled picture	-	hair or head	hammer	
•	bear	hat		
bunny			hot dog hive	
bed	baby	horn		
bee	box	hen		
bird	baseball	K Is for Key	po	ıge 49
bell		Circled pictures	1	
D Is for Dog	page 42	king	kite	
Colored picture	es:	kitten	koala	
dinosaur	duck	kiss	key	
dog	dime	kangaroo	•	
deer	dragonfly		npa	rae 50
doll	dollar	Colored picture	=	ige 30
desk		•		
E Ic for Eivo	page 43	washing machi window	worm	
		walrus	wallet	
Colored picture			wallet	
flag	fingerprint	wagon		
fish	fox	J Is for Jet	po	ıge 5 l
fan	finger	Circled pictures	1	
number four	fire truck	jet	jacket	
foot	flower	juice	jeep	
S Is for Sun	page 44	jar	juggler	
Circled pictures:		Special Consonantspage 52		
sailboat	seven	l. z	5. Qu	90 01
seal	sandwich	2. y	6. Y	
saw	singer	3. qu	7. Z	
V Is for Van	nage U5	4. x	8. Y	
V Is for Vanpage 45 Colored pictures:				
vase	van		Apa	_
vase volcano	violin	Short a words (act, ax, and, at, after, am,		
vacuum	vest	ask, as) are colored blue. The rest are		
	vesi	colored orange. The hidden word is "ant."		
vegetables		Hidden Word Epage 55		
C Is for Cappage 46		Short e words (egg, end, elf, every, echo,		
Circled pictures:		elbow) are colored yellow. The rest are		
cake	cap	colored green. The hidden word is "egg."		
COW	camel	30.0.00 9.00111		~99'
cat	cup			
cookie	_			

# Answer Key

Hidden Word Ipage 56	Changing Final Sounds: bunago 47		
Short i words (in, it, is, if, into, itch, ink) are	Changing Final Sounds: bupage 67  1. d 3. n		
colored red. The rest are colored yellow.	2. g 4. s		
The hidden word is "ink."	Rhyme: a bug bus		
Hidden Word Opage 57	Changing Final Sounds: capage 68		
Short o words (on, of, ox, off, onto) are	1. b 3. p		
colored purple. The rest are colored	2. n 4. r		
orange. The hidden word is "ox."	Rhyme: a cat cab		
Hidden Word Upage 58	Help! Our Bus Is Lostpage 70		
Short u words (up, under, upon, us, untie,	The colored "b" words form a black		
unzip) are colored yellow. The rest are	winding road.		
colored blue. The hidden word is "up."	Matching Beginning Soundspage 71		
Changing Initial Sounds: -ippage 60	I. met 4. dog		
I. I 3. h	2. nut 5. sad		
2. d 4. r	3. pet 6. tall		
Rhyme: I (lip)	Hidden Picturepage 72		
Changing Initial Sounds: -un .page 61	The colored shapes form a red apple.		
l. r 3. b	Matching Ending Soundspage 73		
2. s 4. f Rhyme: s (sun)	I. men 4. gas		
	2. hop 5. tag		
Changing Initial Sounds: -otpage 62	3. hat 6. rub		
1. h 3. p 2. n 4. d	Short Vowel Soundspage 74		
Rhyme: a hot pot	Colored pictures:		
Changing Initial Sounds: -etpage 63	<ul><li>I. hat, fan</li><li>2. nest, net</li><li>8. a</li></ul>		
	3. six, pin 9. o		
l. j 3. n 2. v 4. w	4. nut, cup 10. i		
Rhyme: a pet jet	Matching Vowel Soundspage 75		
Changing Initial Sounds: -atpage 64			
I. c 3. f	2. can 6. pin		
2. b 4. m	3. desk 7. bug		
Rhyme: a fat cat	4. cup 8. hot		
Changing Vowel Sounds: h-t .page 65			
I. a 3. o			
2. i 4. u			
Rhyme: a hot hut			
Changing Vowel Sounds: p-t.page 66			
1. a 3. e 2. i 4. o			
Paragraph: Words that have been			
introduced include pot, pit, put, pet, and			
pat.			