



# Advanced Phonics

AP.001

Variant Correspondences

Homophone Bingo!

## Objective

The student will identify variant correspondences in words.

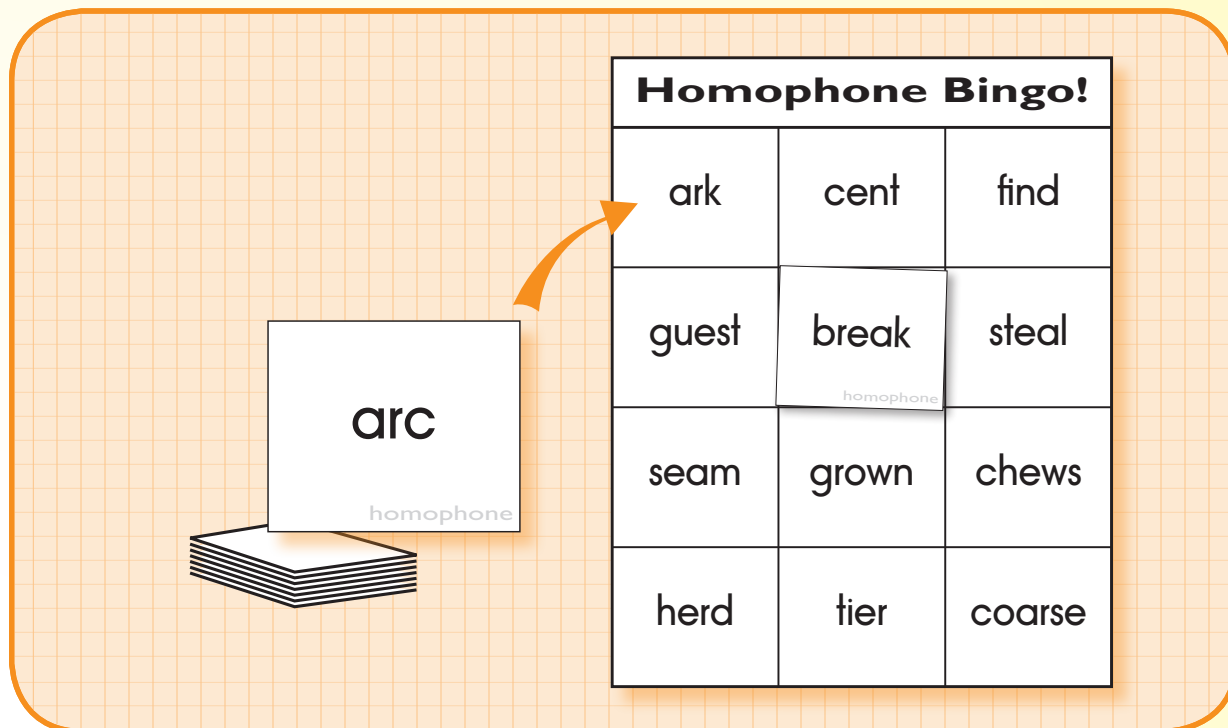
## Materials

- ▶ Bingo cards (Activity Master AP.001.AM1a - AP.001.AM1b)  
*Each card has different words.*
- ▶ Homophone word cards (Activity Master AP.001.AM2a - AP.001.AM2b)

## Activity

Students match homophones by playing a bingo-type game.

1. Place the word cards face down in a stack. Provide each student with a different bingo card.
2. Taking turns, students select the top card and read the word (e.g., arc).
3. Look for the matching homophone on the bingo card. If there is a match, spell each word and state the difference in the spelling pattern. For example, “*Arc* is spelled a-r-c and *ark* is spelled a-r-k. The /k/ sound is spelled with a ‘c’ in one word and a ‘k’ in the other.” Place the word card on the corresponding word on the bingo card (e.g., ark).
4. If no match, return card to the bottom of the stack.
5. The game is finished when one bingo card is covered with word cards and a student says “Homophone Bingo!”
6. Peer evaluation



Homophone Bingo!		
ark	cent	find
guest	break	steal
seam	grown	chews
herd	tier	coarse

## Extensions and Adaptations

- ▶ Record the homophones and circle the spelling differences (Activity Master AP.001.SS1a - AP.001.SS1b).
- ▶ Make other bingo and corresponding word cards (Activity Masters AP.001.AM3, AP.001.AM4).
- ▶ Write sentences to demonstrate the meanings of the homophones.

# Advanced Phonics

Homophone Bingo!

AP.001.AM1a

## Homophone Bingo!

ark

cent

find

guest

brake

steal

seam

grown

chews

herd

tier

coarse



## Homophone Bingo!

locks

cymbal

chord

knows

rain

piece

higher

doe

chute

hanger

hear

soar



# Advanced Phonics

Homophone Bingo!

AP.001.AM2a

<p>arc</p> <p>homophone</p>	<p>scent</p> <p>homophone</p>	<p>finned</p> <p>homophone</p>
<p>guessed</p> <p>homophone</p>	<p>break</p> <p>homophone</p>	<p>steel</p> <p>homophone</p>
<p>seem</p> <p>homophone</p>	<p>groan</p> <p>homophone</p>	<p>choose</p> <p>homophone</p>
<p>heard</p> <p>homophone</p>	<p>tear</p> <p>homophone</p>	<p>course</p> <p>homophone</p>



homophone word cards

# Advanced Phonics

AP.001.AM2b

Homophone Bingo!

<p>lox</p> <p>homophone</p>	<p>symbol</p> <p>homophone</p>	<p>cord</p> <p>homophone</p>
<p>nose</p> <p>homophone</p>	<p>rein</p> <p>homophone</p>	<p>peace</p> <p>homophone</p>
<p>hire</p> <p>homophone</p>	<p>dough</p> <p>homophone</p>	<p>shoot</p> <p>homophone</p>
<p>hangar</p> <p>homophone</p>	<p>here</p> <p>homophone</p>	<p>sore</p> <p>homophone</p>



homophone word cards

Name \_\_\_\_\_

Homophone Bingo!

AP.001.SS1a

# Homophone Bingo!

ark

cent

find

guest

brake

steal

seam

grown

chews

herd

tier

coarse

Name \_\_\_\_\_

AP.001.SS1b

Homophone Bingo!

# Homophone Bingo!

locks

\_\_\_\_\_

cymbal

\_\_\_\_\_

chord

\_\_\_\_\_

knows

\_\_\_\_\_

rain

\_\_\_\_\_

piece

\_\_\_\_\_

higher

\_\_\_\_\_

doe

\_\_\_\_\_

chute

\_\_\_\_\_

hanger

\_\_\_\_\_

hear

\_\_\_\_\_

soar

\_\_\_\_\_

## Homophone Bingo!




# Advanced Phonics

AP.001.AM4

Homophone Bingo!




blank word cards



### Domino Duo

#### Objective

The student will identify variant correspondences in words.

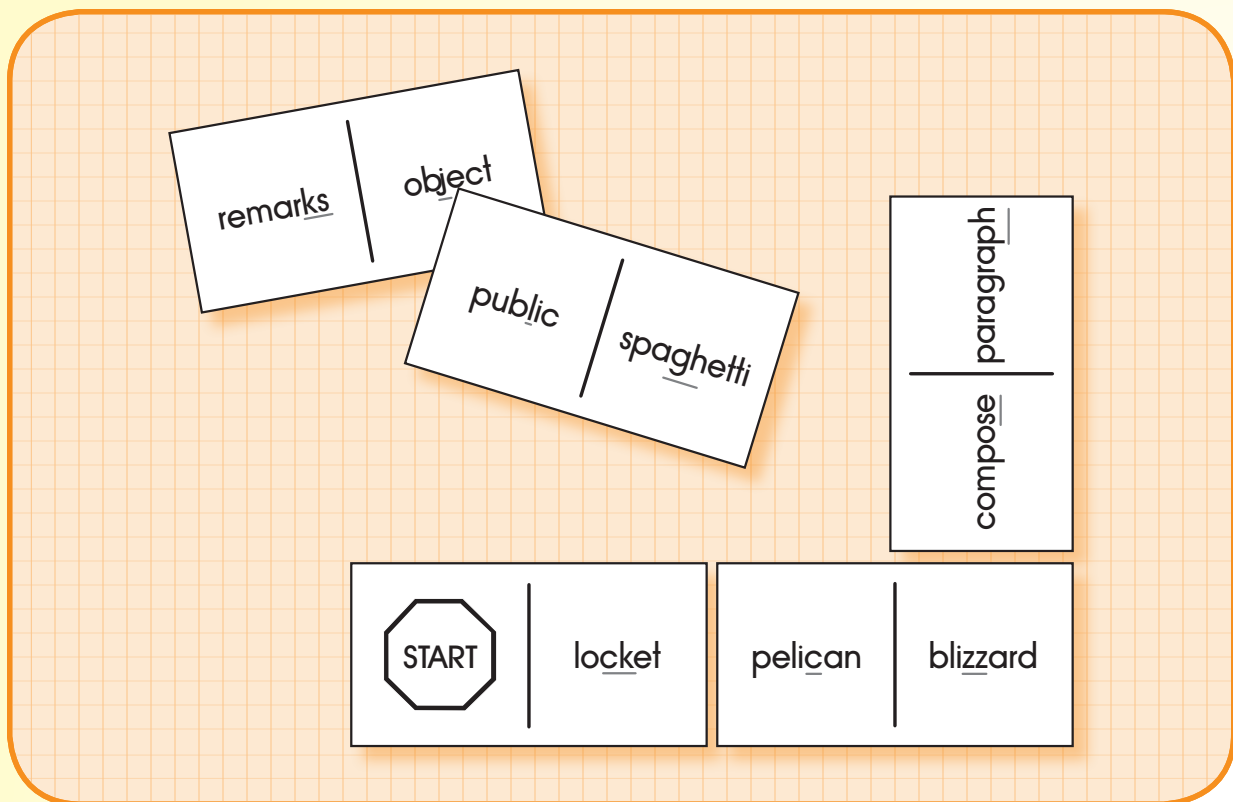
#### Materials

- ▶ Domino cards (Activity Master AP.002.AM1a - AP.002.AM1b)

#### Activity

Students match same consonant sounds that are spelled differently by playing a domino game.

1. Scatter domino cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table and reads the word on the other end of the domino (i.e., locket).
3. Looks at underlined letters and states consonant sound (i.e., /k/). Selects domino with the same underlined consonant sound and reads word (i.e., pelican). Connects it to the domino.
4. Student two reads the word on the other side of the domino (i.e., blizard), identifies the sound for the underlined letter or letters (i.e., /z/), finds the domino with a matching consonant sound, and reads word (i.e., compose). Connects it to the domino.
5. Continue until all the dominoes are connected.
6. Peer evaluation



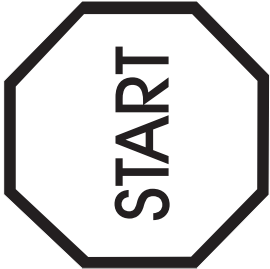
#### Extensions and Adaptations

- ▶ Fill in the variant correspondences to complete the word (Activity Master AP.002.SS).
- ▶ Make other dominoes (Activity Master AP.002.AM2a - AP.002.AM2b).

# Advanced Phonics

AP.002.AMIa

Domino Duo

 START	lo <u>ck</u> et
gr <u>uff</u>	ess <u>ay</u>
pel <u>ic</u> an	bl <u>izz</u> ard
com <u>po</u> se	par <u>agr</u> aph
cent <u>er</u>	kn <u>uck</u> le
sign <u> </u>	w <u>ax</u>




START/locket, pelican/blizzard, compose/paragraph, gruff/essay, center/knuckle, sign /wax

# Advanced Phonics

Domino Duo

AP.002.AM1b

public	spagh <u>etti</u>	remarks	obj <u>ect</u>
guide	w <u>reath</u>	postag <u>e</u>	kett <u>le</u>
rap <u>id</u>		hik <u>ed</u>	poll <u>ute</u>

remarks/object, postage/kettle, hiked/pollute, public/spaghetti, guide/wreath, rapid/STOP

Name \_\_\_\_\_

AP.002.SS

Domino Duo

sna        e  
          /k/

turn         
          /d/

bri         
          /j/

       ong  
          /r/

crack         
          /t/

       ife  
          /n/

       ertain  
          /s/

choo         
          /z/

       aw  
          /n/

villa         
          /j/

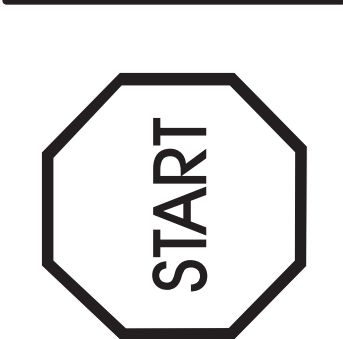





cli         
          /m/

publi         
          /k/

# Advanced Phonics

Domino Duo

AP.002.AM2a

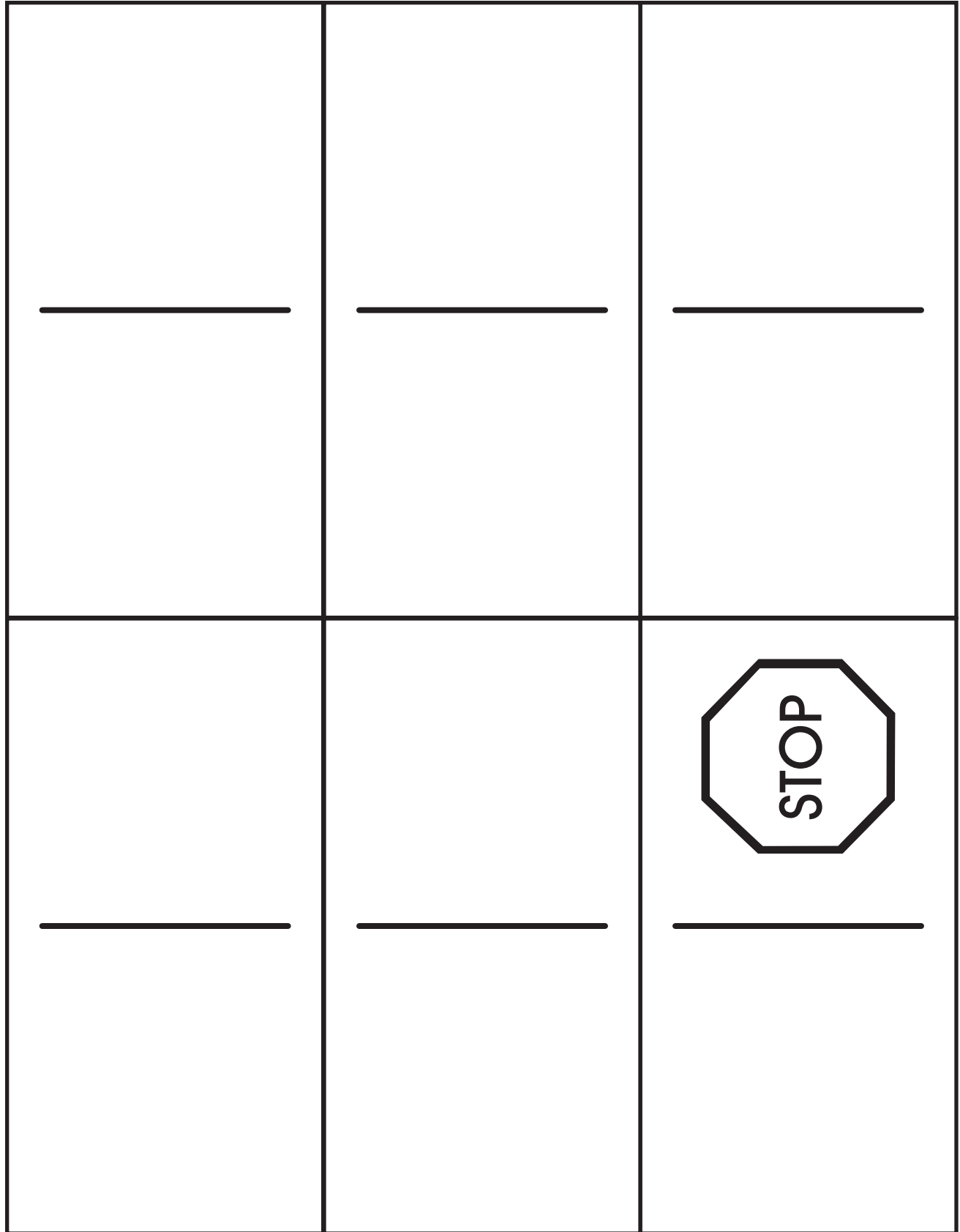


blank dominoes

# Advanced Phonics

AP.002.AM2b

Domino Duo



blank dominoes

### Sound Choice

#### **Objective**

The student will identify variant correspondences in words.

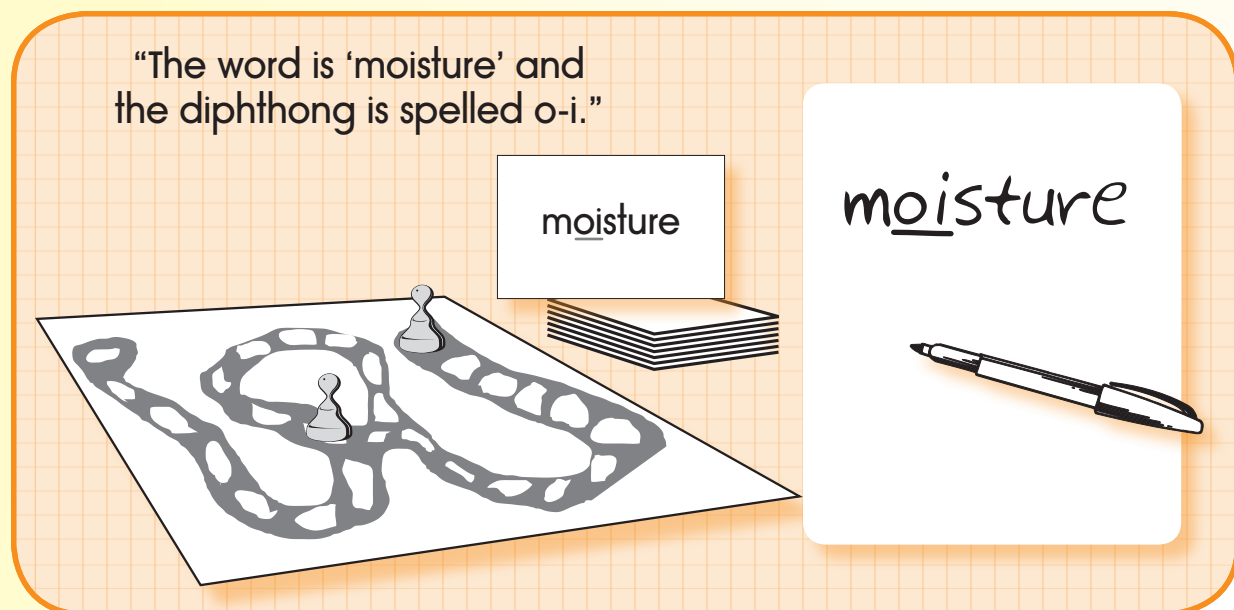
#### **Materials**

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

#### **Activity**

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

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



#### **Extensions and Adaptations**

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

# Advanced Phonics

AP.003.AM1a

Sound Choice

disappoint

moisture

turmoil

sirloin

poison

appoint

destroy

employ

word cards



# Advanced Phonics

Sound Choice

AP.003.AMIb

joyful

voyage

prounce

discount

doghouse

background

announce

surround

word cards



# Advanced Phonics

AP.003.AMIc

Sound Choice

chowder

hometown

crowded

allow

royal

disloyal

downhill

powder

word cards



# Advanced Phonics

Sound Choice

AP.003.AM2a

START

oi

oy

ou

ow

oi

oy

ou

ow

cards

oi

ou

ow

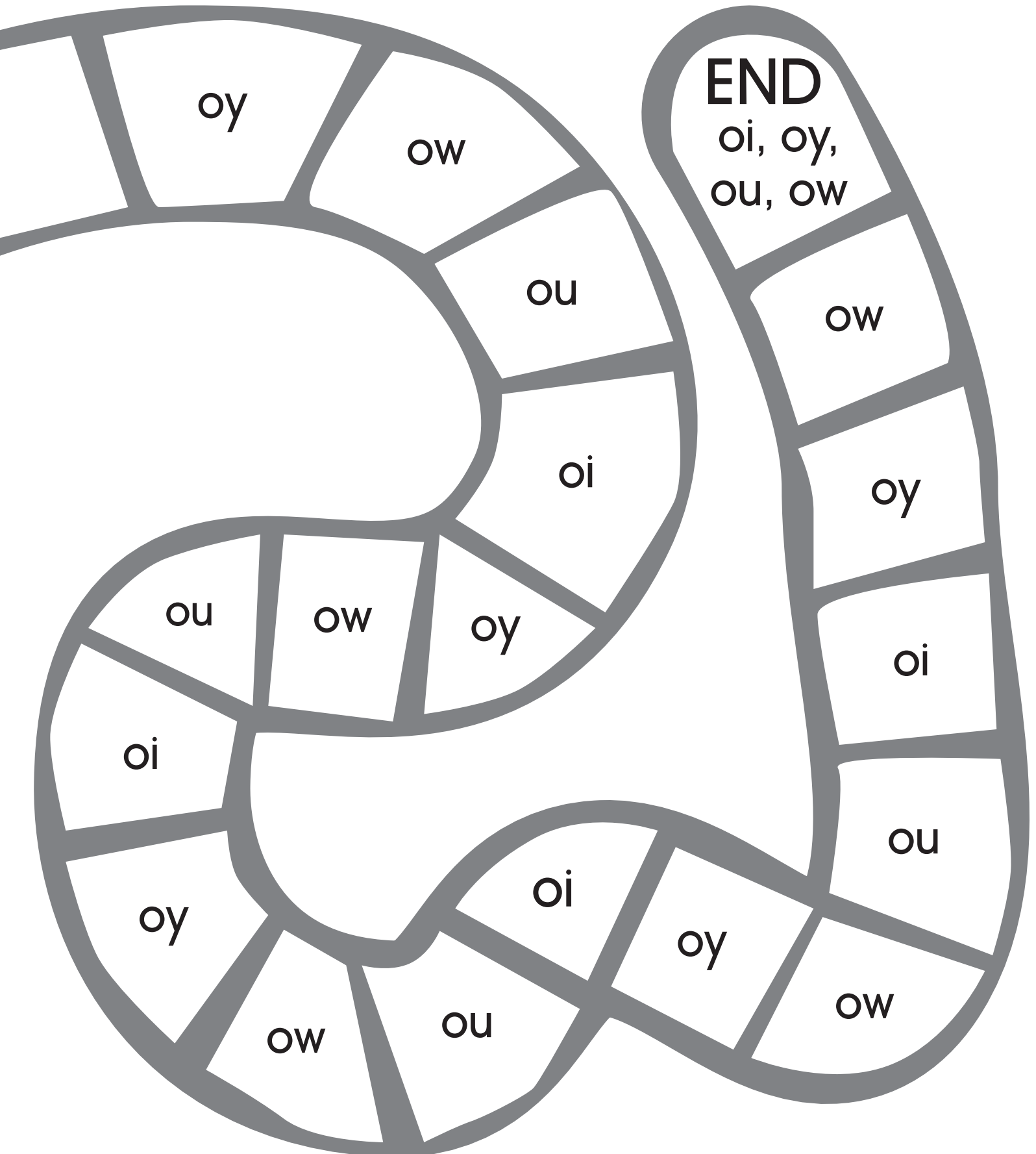
oy

oi

# Advanced Phonics

AP.003.AM2b

Sound Choice



# Advanced Phonics

Sound Choice

AP.003.AM3

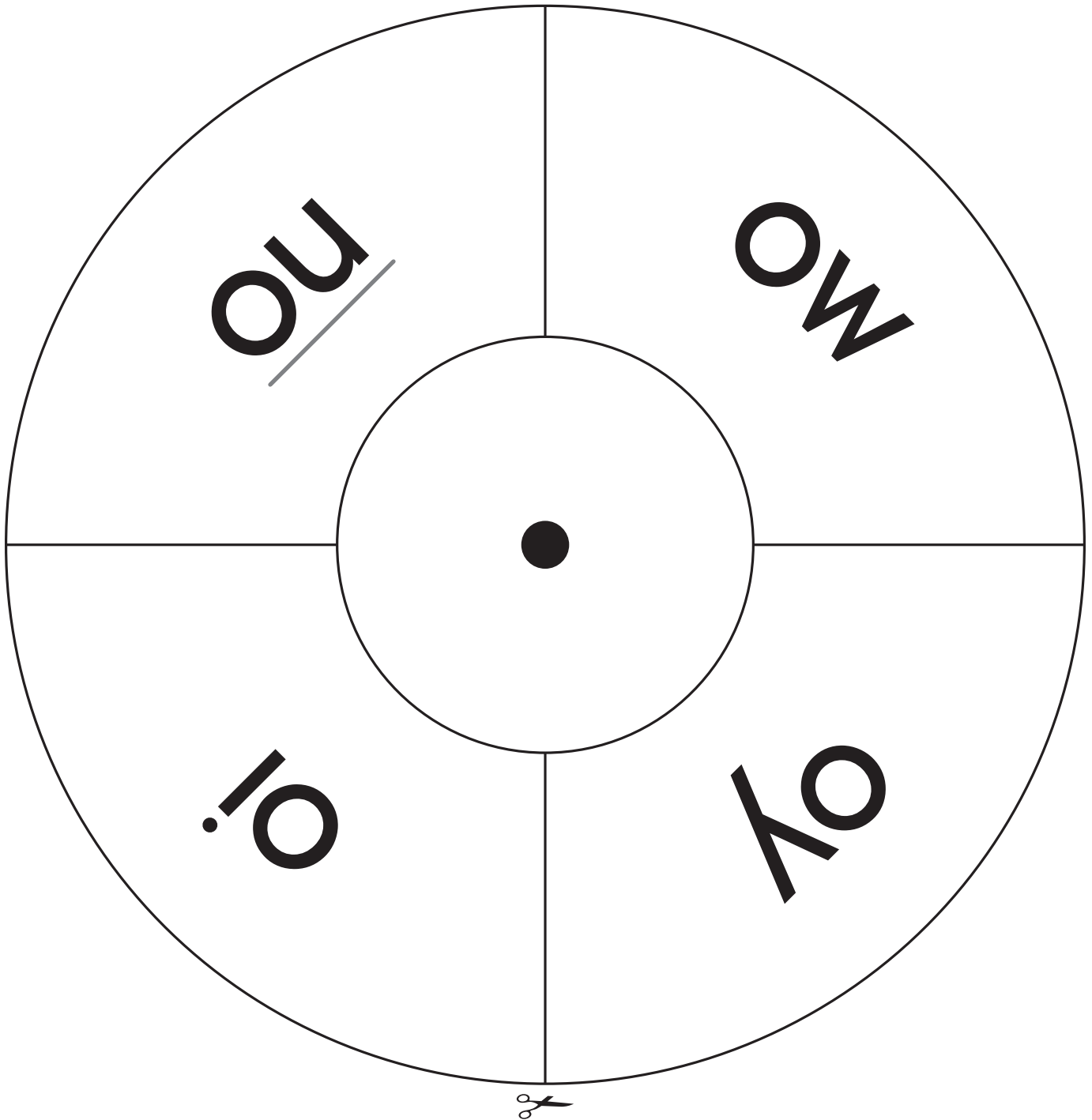

blank word cards



# Advanced Phonics

AP.003.AM4

Sound Choice



# Advanced Phonics

Sound Choice

AP.003.AM5a

START

cards

# Advanced Phonics

AP.003.AM5b

Sound Choice



END



### Double Time

#### Objective

The student will identify variant correspondences in words.

#### Materials

- ▶ Vowel spelling patterns for long vowel sounds tent card (Activity Master AP.004.AM1)  
*Note: This is not a comprehensive listing of long vowel spelling patterns. These are the spelling patterns used in this activity.*

*Copy on card stock, cut out, and fold in half.*

- ▶ Header cards (Activity Master AP.004.AM2)
- ▶ Word cards (Activity Master AP.004.AM3a - AP.004.AM3e)  
*Laminate.*
- ▶ Vis-à-Vis® markers

#### Activity

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

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

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

#### Extensions and Adaptations

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

# Advanced Phonics

AP.004.AMI

Double Time

e_n e_n n w_e	w_o o_e o_a o_e o	y igh i_e i	e_i e_i y e_a e_e ee e	e_a a_y a_i a_e a
/n/	/o/	/i/	/e/	/a/

Vowel Spelling Patterns for Long Vowel Sounds

Vowel Spelling Patterns for Long Vowel Sounds

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



# Advanced Phonics

Double Time

AP.004.AM2

/ā/

header

/ē/

header

/ī/

header

/ō/

header

/ū/

header

header

header cards



# Advanced Phonics

AP.004.AM3a

Double Time

pl \_ m \_ t \_

/ā/

d \_ br \_ k

/ā/

r \_ lw \_

/ā/

tr \_ lbl \_ z \_

/ā/

v \_ c \_ t \_

/ā/

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



# Advanced Phonics

Double Time

AP.004.AM3b

c \_ ling

/ē/

d \_ l \_ t \_

/ē/

l \_ f \_

/ē/

b \_ l \_ f

/ē/

b \_ tw \_ n

/ē/



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

# Advanced Phonics

AP.004.AM3c

Double Time

tw \_ l \_ t

/t/

sk \_ l \_ n \_

/t/

n \_ tt \_ m \_

/t/

f \_ n \_ t \_

/t/

h \_ l \_ t

/t/

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



# Advanced Phonics

Double Time

AP.004.AM3d

z n

/ō/

r b t

/ō/

h m gr n

/ō/

b

/ō/

sl p k

/ō/

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



# Advanced Phonics

AP.004.AM3e

Double Time

\_\_tility

/ū/

curf\_\_

/ū/

contin\_\_

/ū/

am\_\_s\_\_

/ū/

b\_\_gle

/ū/

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



Name \_\_\_\_\_

Double Time

AP.004.SS I

/ā/	1.					
/ē/	1.					
/ī/	1.					
/ō/	1.					
/ū/	1.					

rec\_\_pt

term\_\_t\_\_

upr\_\_t

g\_\_gantic

envel\_\_p\_\_

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



# Advanced Phonics

Double Time

AP.004.AM4b

maint\_\_n

estim\_\_t\_\_

n\_\_ture

breez\_\_

s\_\_weed

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



pr\_\_ton

sh\_\_lders

\_\_niform

parach\_\_t\_\_

j\_\_el

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



Name \_\_\_\_\_

Double Time

AP.004.SS2

banan             
          /ə/

arithm            tic  
          /ə/

penc            l  
          /ə/

radi            m  
          /ə/

cal            ndar  
          /ə/

           riginal  
          /ə/

sens            tive  
          /ə/

probl            m  
          /ə/

           nother  
          /ə/

cany            n  
          /ə/

magnesi            m  
          /ə/

f            miliar  
          /ə/

# Advanced Phonics

AP.004.AM5

Double Time


blank word cards





### Star Search

#### Objective

The student will identify variant correspondences in words.

#### Materials

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

#### Activity

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

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

#### Extensions and Adaptations

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

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

## R-controlled Vowel Spelling Patterns

## R-controlled Vowel Spelling Patterns

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

# Advanced Phonics

Star Search

AP.005.AM2a

march

cellar

stern

pearl

third

work

churn

warm

word cards



# Advanced Phonics

AP.005.AM2b

Star Search

porch

chore

coarse

pour

repair

compare

raspberry

bear

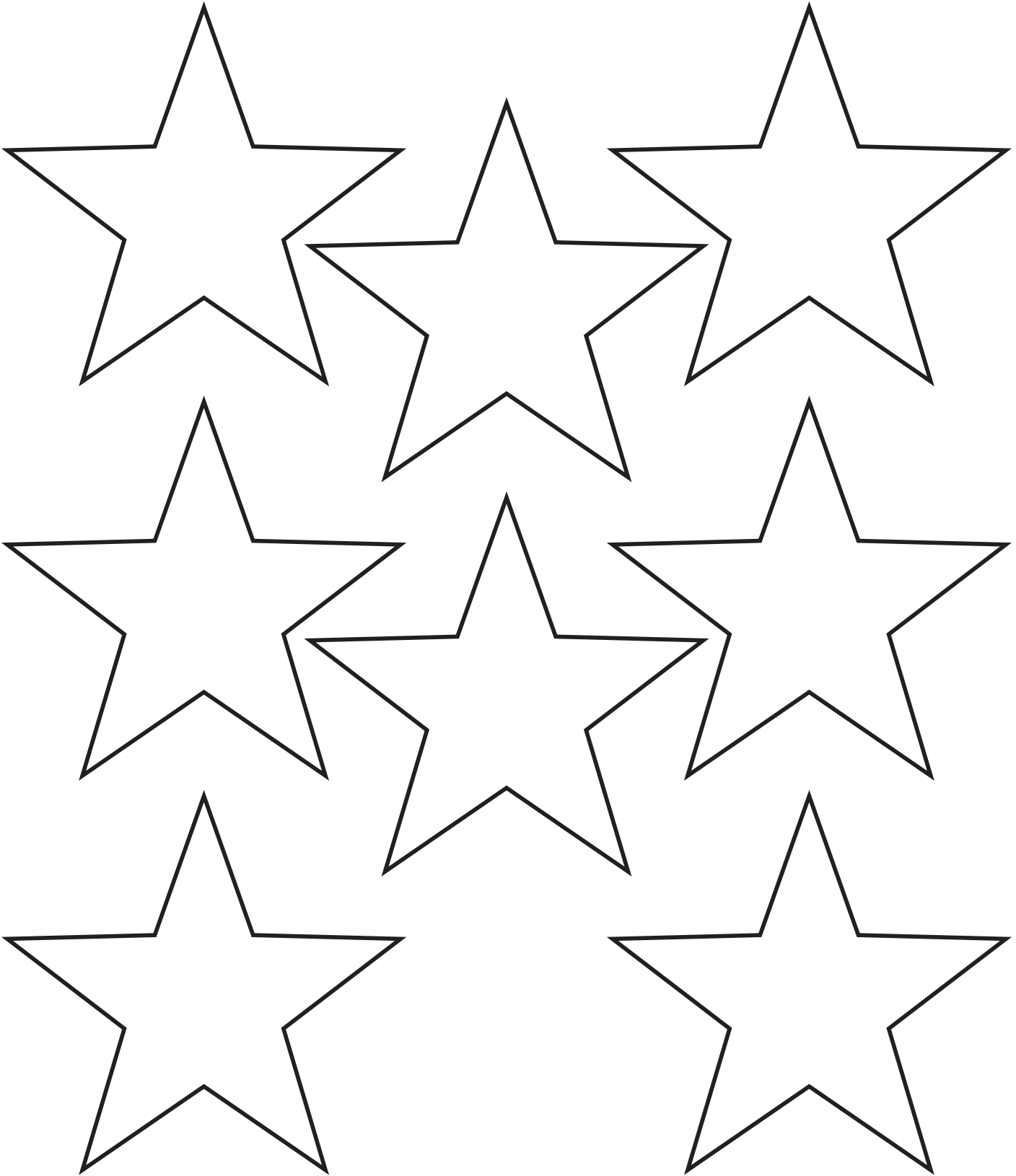
word cards



Name \_\_\_\_\_

Star Search

AP.005.SSI



# Advanced Phonics

AP.005.AM3a

Star Search

porter

harbor

cardboard

farmer

border

murmur

forward

barnyard

word cards



# Advanced Phonics

Star Search

AP.005.AM3b

armchair

terror

courtyard

airport

perturb

scorecard

further

perform

word cards



Name \_\_\_\_\_

AP.005.SS2

Star Search

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



### Word-O-Matic

#### Objective

The student will produce words with variant correspondences.

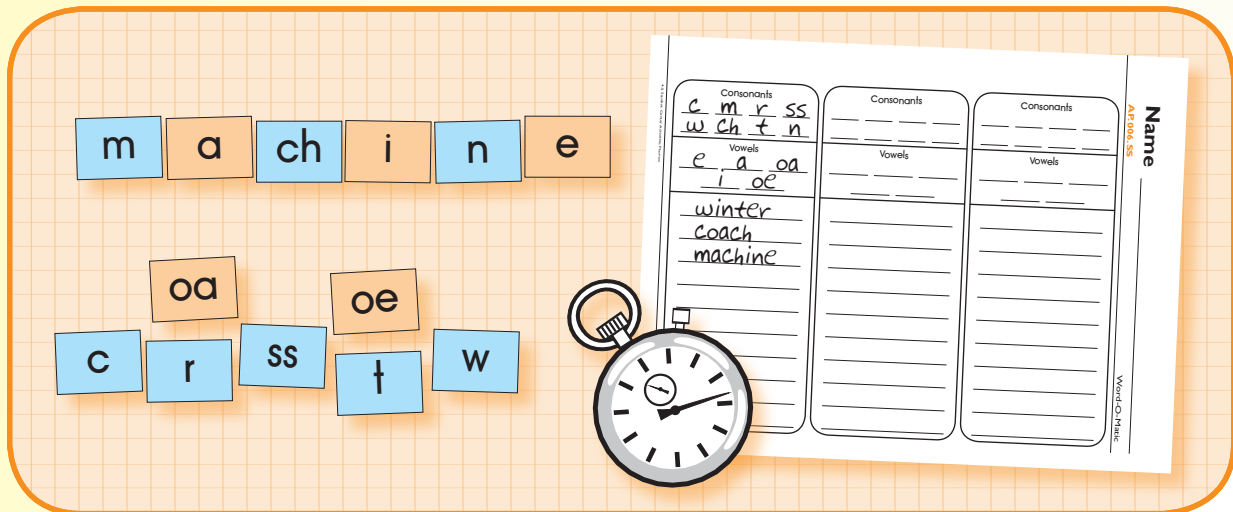
#### Materials

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

#### Activity

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

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



#### Extensions and Adaptations

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

# Advanced Phonics

AP.006.AM1a

Word-O-Matic

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



letter cards –  
consonants

kn

mb

wr

# Advanced Phonics

Word-O-Matic

AP.006.AM1b

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

letter cards –  
vowels



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

AP.006.SS

Word-O-Matic

Consonants _____ _____ _____ _____	Vowels _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
--	--	--

Consonants _____ _____ _____ _____	Vowels _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
--	--	--

Consonants _____ _____ _____ _____	Vowels _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
--	--	--

# Advanced Phonics

Word-O-Matic

AP.006.AM2

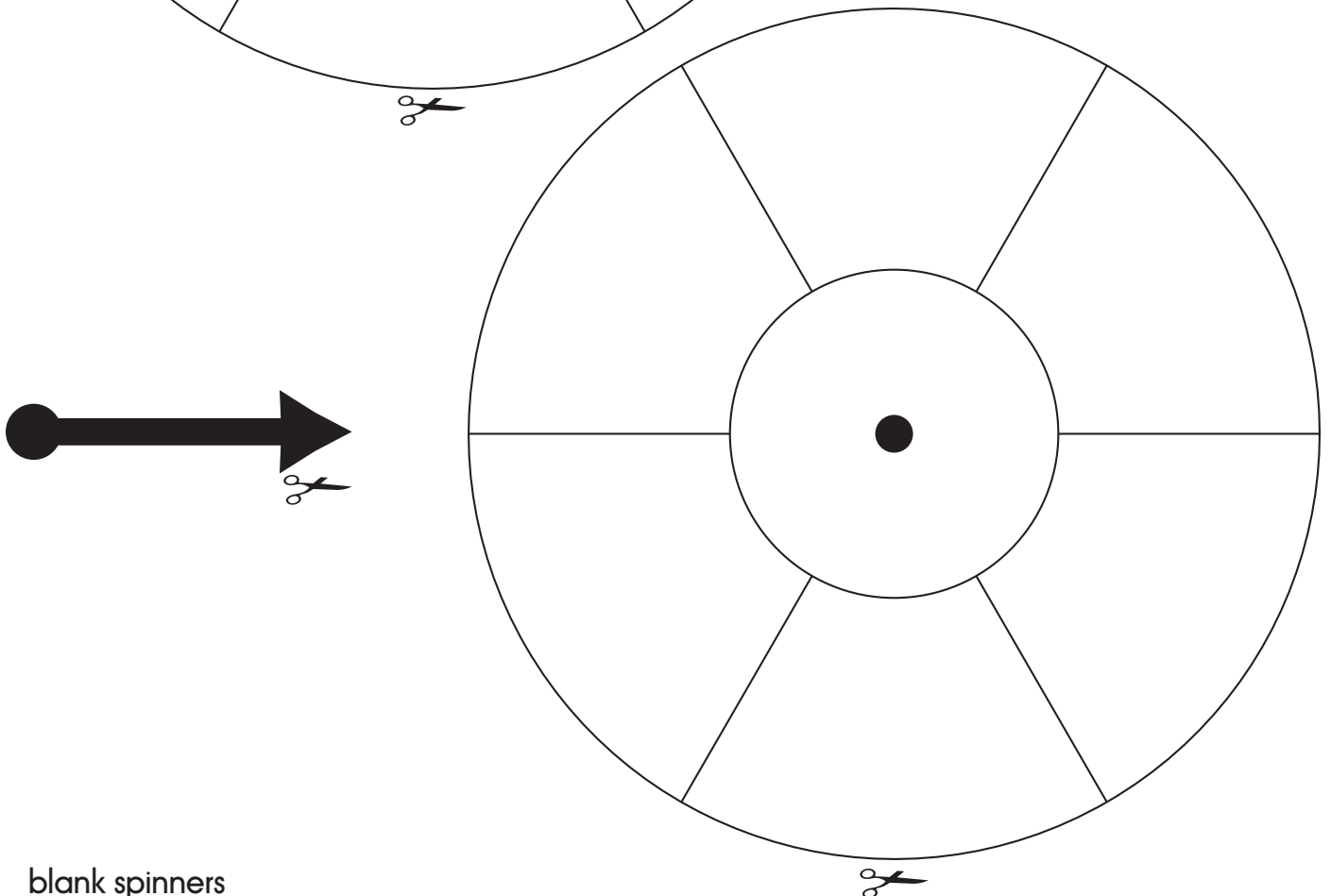
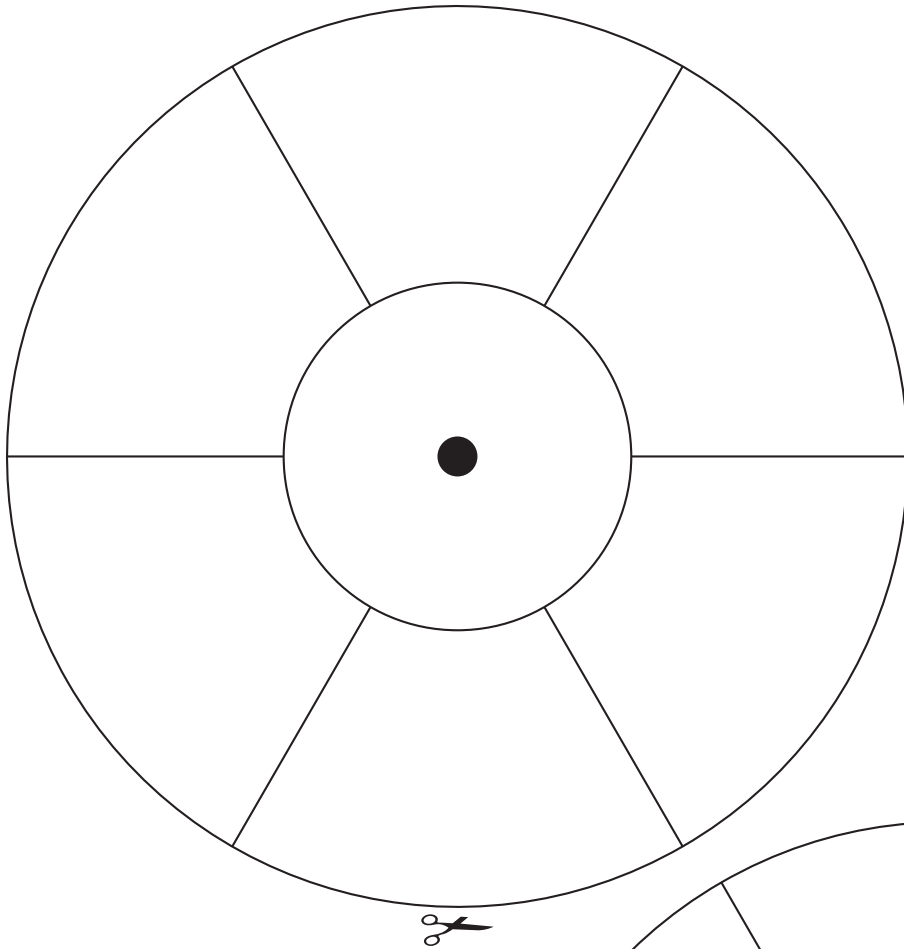
ar	er	ir	or	ur
air	are	ear	ore	err
oar	our			



# Advanced Phonics

AP.006.AM3

Word-O-Matic

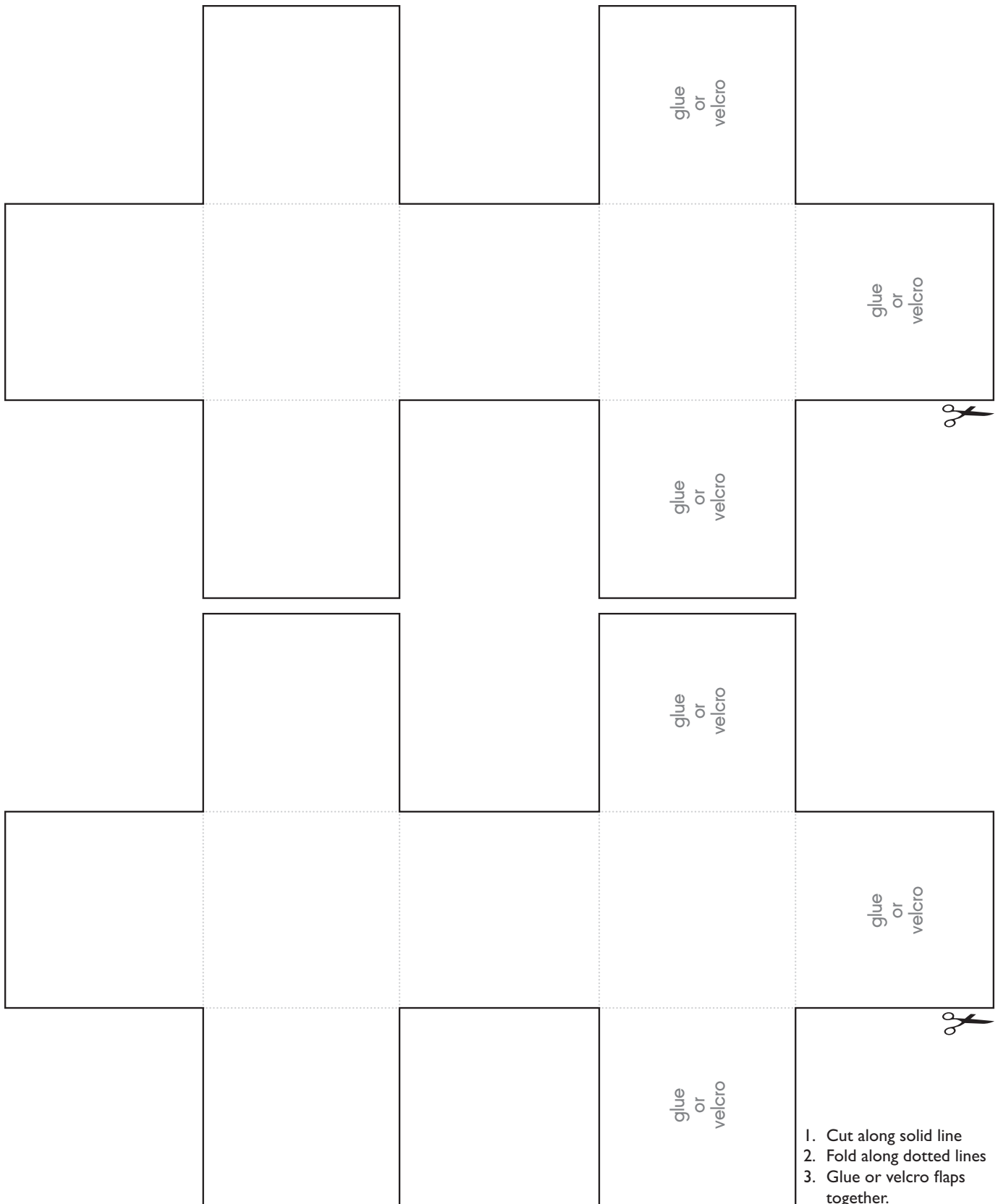


blank spinners

# Advanced Phonics

Word-O-Matic

AP.006.AM4



blank cubes



### Objective

The student will produce words with variant correspondences.

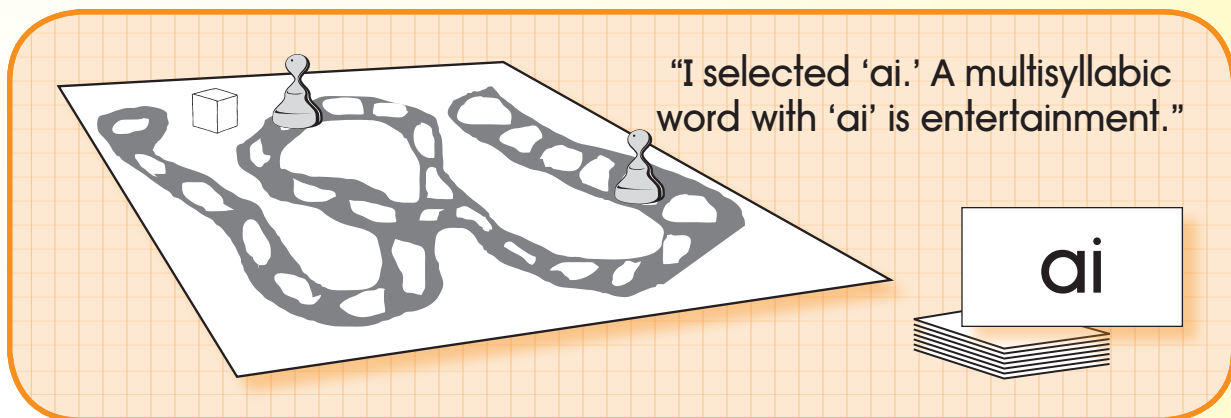
### Materials

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

### Activity

Students make words by using various spelling patterns.

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



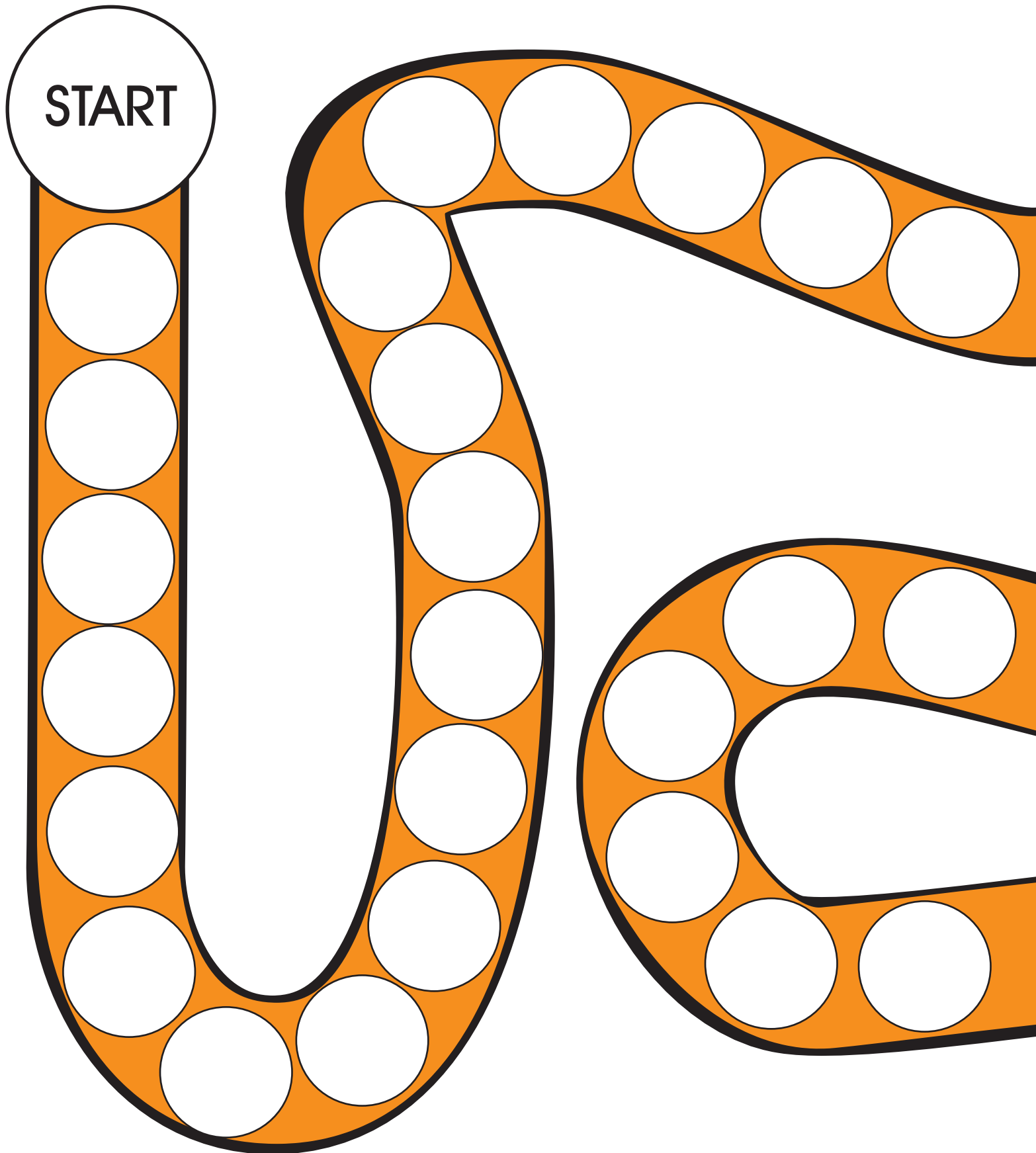
### Extensions and Adaptations

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

# Advanced Phonics

The Write Word

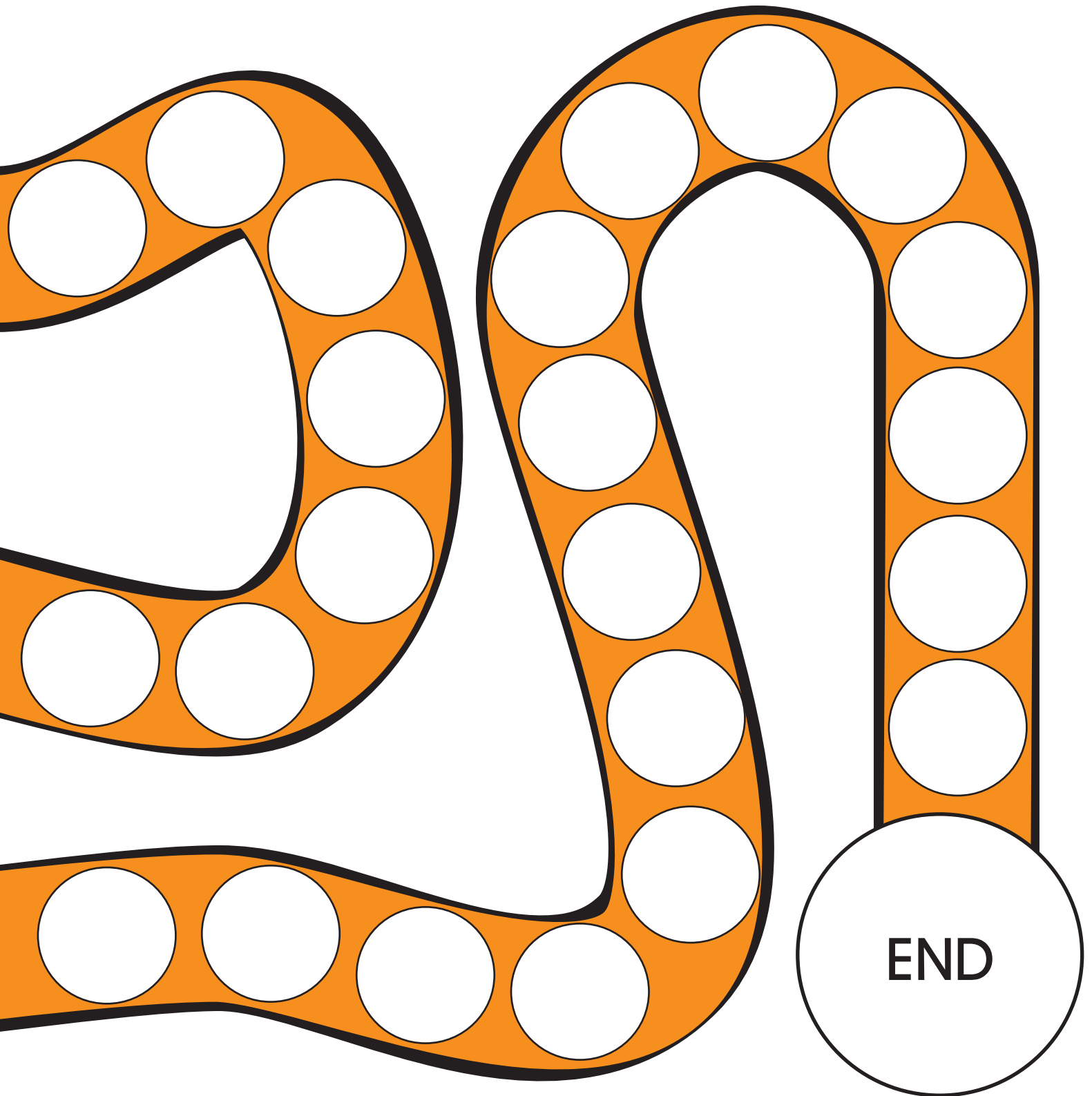
AP.007.AM1a



# Advanced Phonics

AP.007.AM1b

The Write Word



# Advanced Phonics

The Write Word

AP.007.AM2

a\_e

e\_e

i\_e

o\_e

u\_e

ai

ay

ea

ee

ei

ew

ey

ie

igh

oa

oe

oo

oi

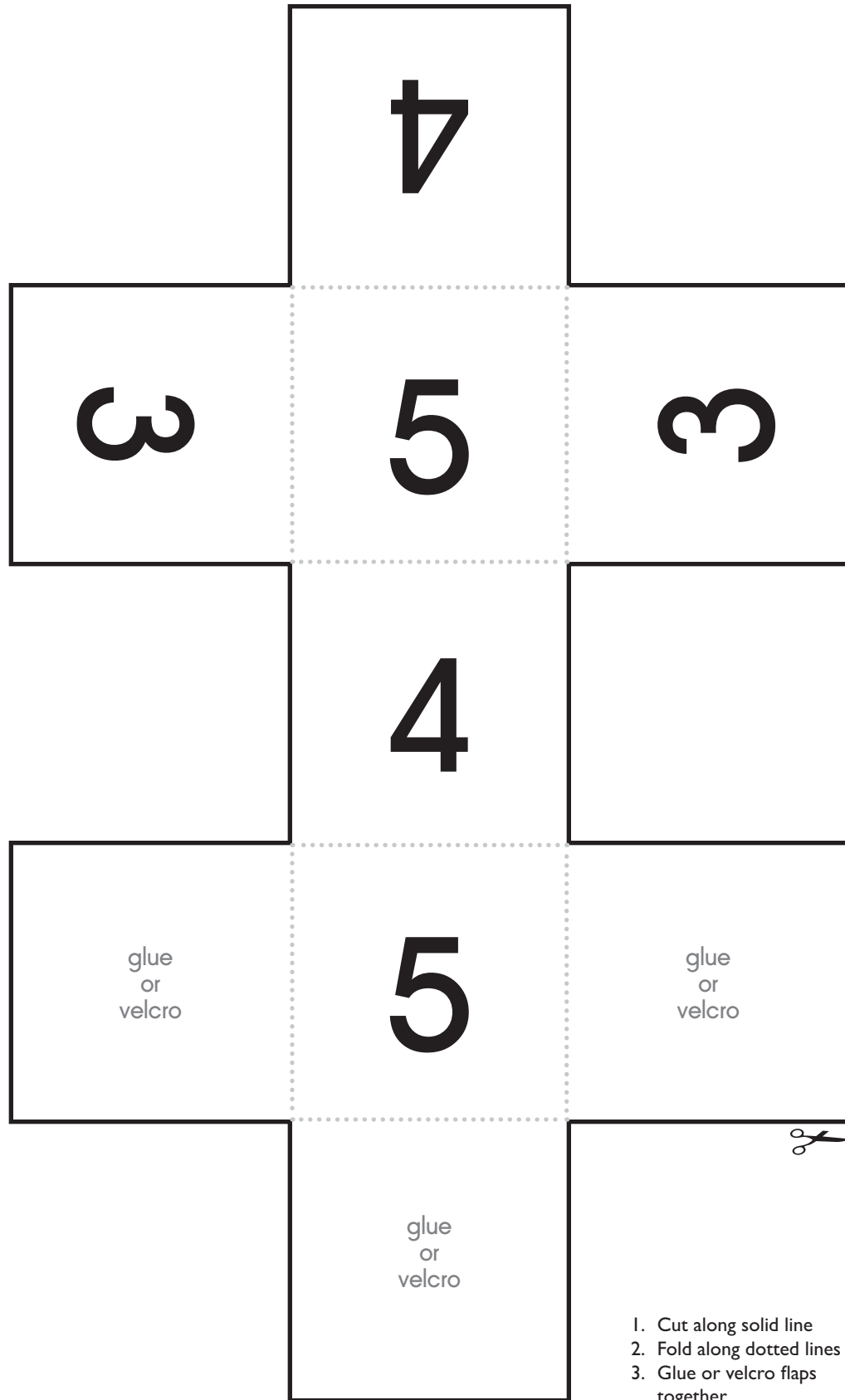
ou

ow

oy

spelling pattern cards (long vowels and diphthongs)





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

number cube



# Advanced Phonics

AP.007.AM4

The Write Word

aw

au

th

sh

ch

wh

ph

gh

ng

ar

er

ir

or

ur

air

are

ear

err

oar

ore

our

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



# Advanced Phonics

The Write Word

AP.007.AM5


blank cards

