Objective
The student will identify sounds of letters in words.

Materials
- Vowel sound and word cards (Activity Master P.063.AM1a - P.063.AM1e)
  Copy, laminate, and cut. Select target vowel sounds and words.
- Containers (e.g., cups)
  Label the containers with target vowel sound cards.
- Paper
- Pencils

Activity
Students will sort words into containers based on vowel sounds.
1. Place containers and word cards on the table.
2. Taking turns, students match the vowel sound in the word to the vowel sound on the container.
3. Place the word in the matching container.
4. List words by vowel sounds.
5. Teacher evaluation

Extensions and Adaptations
- Make other vowel sound and word cards to sort (Activity Master P.063.AM2).
Vowel Closed Sort

\[
\begin{array}{c|c}
\text{_fast} & \text{ape} \\
\text{camp} & \text{shake} \\
\text{and} & \text{fame} \\
\text{trash} & \text{base} \\
\text{back} & \text{make} \\
\end{array}
\]
## Phonics

**Vowel Closed Sort**

<table>
<thead>
<tr>
<th>/e/</th>
<th>/ĕ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>went</td>
<td>sleep</td>
</tr>
<tr>
<td>help</td>
<td>free</td>
</tr>
<tr>
<td>pet</td>
<td>eel</td>
</tr>
<tr>
<td>end</td>
<td>queen</td>
</tr>
<tr>
<td>them</td>
<td>beet</td>
</tr>
</tbody>
</table>
### Vowel Closed Sort

<table>
<thead>
<tr>
<th>/ɨ /  /ɪ /  /ɨ  /</th>
</tr>
</thead>
<tbody>
<tr>
<td>pick</td>
</tr>
<tr>
<td>fix</td>
</tr>
<tr>
<td>fish</td>
</tr>
<tr>
<td>him</td>
</tr>
<tr>
<td>itch</td>
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<tr>
<td>/ɔ̃/</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>lock</td>
</tr>
<tr>
<td>spot</td>
</tr>
<tr>
<td>shop</td>
</tr>
<tr>
<td>ox</td>
</tr>
<tr>
<td>got</td>
</tr>
</tbody>
</table>
## Vowel Closed Sort

<table>
<thead>
<tr>
<th>/ʊ/</th>
<th>/u/</th>
</tr>
</thead>
<tbody>
<tr>
<td>duck</td>
<td>use</td>
</tr>
<tr>
<td>must</td>
<td>mule</td>
</tr>
<tr>
<td>us</td>
<td>fume</td>
</tr>
<tr>
<td>rush</td>
<td>huge</td>
</tr>
<tr>
<td>jump</td>
<td>cute</td>
</tr>
</tbody>
</table>
Phonics

Word Study - Blending

Silent "E" Changes

Objective

The student will blend sounds of letters in words.

Materials

- Silent "e" word strips (Activity Master P.064.AM1a - P.064.AM1c)
  Copy, cut, and fold word strips on the dotted line.
- Student sheet (Activity Master P.064.SS)
- Pencils

Activity

Students apply the silent "e" rule to blend new words.
1. Place silent "e" word strips "standing up" with "e" folded toward back on a flat surface. Provide each student with a student sheet.
2. Taking turns, students select one of the strips.
3. Read the word, then turn the "e" to the front of the strip and read the new word applying the silent "e" rule.
4. Write the word on the student sheet.
5. Continue the activity until all the strips are read.
6. Teacher evaluation

Extensions and Adaptations

- Make more silent "e" word strips.
Silent "E" Changes

- ate
- made
- plane
- cane
- sage
- rage
Phonics

Silent "E" Changes

ride

bite

slide

rode

hope

note
Silent "E" Changes

- slope
- tube
- cube
- huge
- e
e
### Silent 'E' Changes

<table>
<thead>
<tr>
<th>Short vowel</th>
<th>Silent &quot;e&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objective
The student will blend sounds of letters in words.

Materials
- Cubes (Activity Master P.065.AM1a - P.065.AM1c)
  *Assemble the cubes.*
- Student sheet (Activity Master P.065.SS)
- Pencils

Activity
Students roll consonant and vowel cubes to make words.
1. Place the three cubes on a flat surface and provide each student with a student sheet.
2. Taking turns, each student rolls the cubes once in order (e.g., cube 1, cube 2, and cube 3).
3. Places each cube on the matching number on the student sheet and reads the word.
4. Writes the word under "real" or "nonsense" words.
5. Repeat the activity.
6. Teacher evaluation

Extensions and Adaptations
- Complete an open sort with the words from the compiled lists.
- Use a timer to make as many words as possible before the timer runs down.
Letter Cube Blending

cube 2
Letter Cube Blending

cube 3
**Objective**

The student will blend sounds of letters in words.

**Materials**

- Letter cards (Activity Master P.066.AM1a - P.066.AM1c)
- Student sheet (Activity Master P.066.SS)
- Pencils

**Activity**

Students make words using consonant and vowel cards, then sort "real" and "nonsense" words.

1. Place the consonant cards in one stack and the vowel cards in another. Provide each student with a student sheet.
2. Taking turns, each student selects two cards from the consonant stack and one card from the vowel stack.
3. After all students have selected, the cards are turned over and the students blend the sounds to make "nonsense" or "real" words.
4. Write the words on the student sheets under "real" or "nonsense" words.
5. Select new cards and repeat the activity.
6. Teacher evaluation

**Extensions and Adaptations**

- Switch letters with other students in the group in order to change "nonsense" words to "real" words.
- Use a pocket chart to make words.
### Draw-A-Card Word Game

<table>
<thead>
<tr>
<th>Real Words</th>
<th>Nonsense Words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Phonics

Draw-A-Card Word Game

a b c
d e f
g h i
Phonics

Draw-A-Card Word Game

j  k  l
m  n  o
p  q  r
Phonics

Draw-A-Card Word Game
Objective
The student will blend sounds of letters in words.

Materials
- Letter puzzles (Activity Master P.067.AM1a - P.067.AM1d)
  Copy on card stock, cut, and laminate.
- Paper
- Pencils

Activity
Students assemble letter puzzles and blend sounds to make words.
1. Scramble letter puzzle pieces face up on a flat surface.
2. The student completes the puzzles by matching the puzzle pieces while blending the sounds together.
3. Completes the puzzle and says the word.
4. Writes and illustrates words.
5. Teacher evaluation

Extensions and Adaptations
- Use words with target sounds.
- Use words to write sentences.
nail
back
star
keep
crab
can
ring
whiz
sky
six
Phonics

Letter Puzzles

bull
blue
shock
snow
tree
**Objective**

The student will blend sounds of letters in words.

**Materials**

- Letter spinners (Activity Master P.068.AM1a - P.068.AM1c)
  
  *Copy spinners on card stock.*
  
  *Cut spinners and attach arrow with a brad.*

- Paper
- Pencil

**Activity**

Students use a spinner, blend sounds, and make words.

1. Place spinners, paper, and pencils on a flat surface.
2. The student spins each spinner in order and writes the letters (e.g., consonant, vowel, and consonant).
3. Blends the letters orally to make a word.
4. Draws a line through the word if it is not a "real" word.
5. Teacher evaluation

**Extensions and Adaptations**

- Make spinners with other letters (Activity Master P.068.AM2).
Spin-A-Word
Phonics

Spin-A-Word
Spin-A-Word
Objective
The student will blend sounds of letters in words.

Materials
- Vowel star sheets (Activity Master P.069.AM1a - P.069.AM1b)
- Paper
- Pencil

Activity
Students blend vowels on a star sheet to make new words.
1. Provide the student with vowel star sheets and paper.
2. The student writes the initial and final letters of the word, leaving space for the medial vowel.
3. Places "star" vowels in the blank to make new words.
4. Writes down the "real" words.
5. Teacher evaluation

Extensions and Adaptations
- Make stars with other consonants (Activity Master P.069.AM2).
Phonics

Vowel Stars

a
u
h
t
e
o
i
a
u
d
ge
o
i
a
u
s
p
e
o
i
a
u
b
g
ge
o
i
Vowel Stars
Objective
The student will blend sounds of letters in words.

Materials
- Bucket of alphabet beads
- Bucket of blank beads
- Pipe cleaners or string
- Paper
- Pencil

Activity
Students make words by stringing alphabet bead letters.
1. Place the beads and pipe cleaners on a flat surface.
2. Student selects the beads to make a word and places on a pipe cleaner.
3. Uses a blank bead to separate each word made.
4. Lists the words on paper.
5. Wears the “wordlet” as a bracelet.
6. Teacher evaluation

Extensions and Adaptations
- Make name bracelets.
- Put the letters of the alphabet in order.
Objective
The student will blend sounds of letters in words.

Materials
- Letter tiles (Activity Master P.071.AM1)
- Paper bag
- Paper
- Pencils

Activity
Students make words using letter tiles.
1. Place consonant tiles in a paper bag and vowel tiles on the table.
2. Taking turns, students choose five consonant tiles from the bag.
3. Combine consonant and vowel tiles to make words. Blend sounds and read the resulting words.
4. Write words on paper.
5. Teacher evaluation

Extensions and Adaptations
- Use tile blends to make words.
- Use tile digraphs to make words.
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<td>y</td>
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<td>u</td>
<td>y</td>
<td>y</td>
</tr>
</tbody>
</table>
Objective
The student will blend sounds of letters in words.

Materials
- Tongue depressors or popsicle sticks
  Write upper and lowercase target consonants on tongue depressors with black permanent marker; write upper and lowercase vowels with red permanent marker.
- Dry-erase board, chalkboard, or paper
- Dry-erase markers, colored chalk, or colored pencils

Activity
Students make words using letters on tongue depressors.
1. Stack the consonant tongue depressors in a pile. Place the vowel tongue depressors flat on the table, letters up.
2. Taking turns, students pick six consonants from the top of the stack and choose any vowels needed to build words.
3. Use the six consonants and vowels to make as many words as possible.
4. List the words.
5. Select other consonants and vowels to make more words.
6. Teacher evaluation

Extensions and Adaptations
- Make words using consonant digraphs.
- Make words using consonant blends.

Rack-A-Stack of Words

- tie
- tea
- rake
- kate
- kite
- tacky
- eat
- nick
- tinky

- rink
- rank
- tank
- yank
- can
- ear
**Objective**
The student will segment sounds of letters in words.

**Materials**
- Phonics Phones
  *Make two using small straight pieces of PVC pipe and four 90° PVC elbows. Use PVC glue to secure.*
- Telephone-shaped Elkonin Box (Activity Master P073.AM1)
  *Copy on card stock.*
- Picture word cards (Activity Master P073.AM2a - P073.AM2d)
  *Write the number of phonemes on the back of the card.*
- Basket
  *Place picture cards in the basket.*
- Counters

**Activity**
Students identify words and segment them into phonemes using Phonics Phones.
1. Place Phonics Phones, picture word cards, telephone-shaped Elkonin Boxes, and counters on a flat surface.
2. Working in pairs, student one draws a picture word card from the basket.
3. Student two names the word on the picture card and orally segments the phonemes into the Phonics Phone (e.g., /w/ /a/ /g/).
4. Student one places a counter for each phoneme on a telephone shaped Elkonin Box.
5. Students take turns until all pictures are completed.
6. Peer evaluation

**Extensions and Adaptations**
- Use Phonics Phones to read word cards.
- Say rhyming words to match word cards.
K-1 Student Center Activities: Phonics

ant-3, wag-3, snail-4, brain-4, knee-2, tent-4
Phonics

hen-3, feet-3, egg-2, key-2, bike-3, fin-3
six-4, lion-4, tie-2, pie-2, toe-2, box-4
Phonics Phones

rose-3, boat-3, run-3, drum-4, cup-3, up-2
Objective
The student will segment sounds of letters in words.

Materials
- Elkonin Box picture cards (Activity Master P.074.AM1a - P.074.AM1l)
  *Cut out and laminate or place pictures in page protectors.*
- Student sheet (Activity Master P.074.SS1a - P.074.SS1b)
- Pencils
- Vis-à-Vis® markers

Activity
Students orally segment words and match corresponding letters on spaces in Elkonin Boxes.
1. Place the picture cards in a stack. Place the student sheet and Vis-à-Vis® markers at the center.
2. Working in pairs, student one says the name of the picture on the Elkonin Box and orally segments the word (e.g., /ch/ /e/ /z/).
3. Student two repeats the sounds while writing the corresponding grapheme for each phoneme in the box (e.g., ch|ee|se).
4. Student one records the graphemes on the student sheet.
5. Continue until all cards are completed.
6. Teacher evaluation

Extensions and Adaptations
- Use cards or objects that correlate to the current Phonics lesson.
Say and Write Letters
Name

P.074.SS1b

Say and Write Letters

Say and Write Letters
Say and Write Letters

tea
Say and Write Letters

saw
Say and Write Letters

ax
Say and Write Letters

cheese
Say and Write Letters

shirt
Say and Write Letters

rain

___   ___   ___   ___
Phonics
Say and Write Letters

---

drum

---

_ _ _ _
Phonics
Say and Write Letters

train

[ blanks for letters to be written ]
**Objective**
The student will segment sounds in words.

**Materials**
- Three carpet squares or three large sheets of construction paper
- Die-cut letters (consonants in black and vowels in red)
- Three-phoneme picture cards (Activity Master P.075.AM1a - P.075.AM1d)
  *Copy with the corresponding words on the back.*
- Chalkboards or paper
- Colored chalk or markers

**Activity**
Students make words on the carpet squares using die-cut letters.
1. Place carpet squares, letters, and picture cards on a flat surface. Provide each student with a chalkboard and chalk.
2. Working in pairs, student one chooses a picture card.
3. Student two says the word, segments the sounds, and finds the letters that make the word.
4. Student two places the initial letter on the left square, medial letter on middle square, and final letter on right square.
5. Student one checks the spelling by looking at the back of the picture card.
6. List the word, choosing one color for consonants and one color for vowels.
7. Reverse roles and continue the activity.
8. Teacher evaluation

**Extensions and Adaptations**
- Use die-cut blends or digraphs to make words.
pig, mop, leg, cot, ant, bed
cup, jam, bag, pin, ham, mug
Phonics

Carpet Square Words

bag  jam  cup
mug  ham  pin
Objective
The student will segment the sounds of letters in words.

Materials
- Train: engine, one car, and caboose (Activity Master P.029.AM1 - P.029.AM2)
  Glue engine, car, and caboose on construction paper.
- Letter tiles (Activity Master P.003.AM1b)
- Three phoneme picture cards (Activity Master P.076.AM1a - P.076.AM1b).
- Basket
  Place picture cards in the basket.
- Paper
- Markers

Activity
Students use letter tiles to make words on the segmenting train.
1. Place the train, letter tiles, and basket of picture cards on a flat surface.
2. The student selects a picture card from the basket.
3. Says the word and segments the sounds (e.g., "gum," /g/ /u/ /m/).
4. Chooses the letter tiles that correspond to the sounds.
5. Places the initial letter on the engine, the medial letter on the car, and the final letter on the caboose.
6. Blends the sounds and states the word.
7. Lists and illustrates the words on paper.
8. Teacher evaluation

Extensions and Adaptations
- Segment four phoneme words.
Phonics
Segmenting Train

cat, bug, dot, fox, gum, nut
pig, tag, sun, jet, bus, tub
Word Study - Segmenting

Make-A-Word

Objective

The student will segment sounds of letters in words.

Materials

- Magnetic letters
- Tray
- Magnetic board
- Tub of objects or picture cards (Activity Master P.077.AM1a - P.077.AM1d)
- Marker board or paper
- Dry-erase marker or pencil

Activity

Students make words with magnetic letters.
1. Place the tray of magnetic letters, magnetic board, and tub of objects on a flat surface.
2. The student chooses an object from the tub.
3. Places the object (e.g., a small hat) on the lined magnetic board.
4. Says the name of the object and segments the sounds in the word (e.g., "hat," /h/ /a/ /t/).
5. Chooses the magnetic letters that match the phonemes, places the letters next to the object, and says the word.
6. Lists the words on a marker board.
7. Teacher evaluation

Extensions and Adaptations

Illustrate picture cards and use magnetic letters to make the words.
cat, sun, tub, rip, hat, rug
ten, hop, map, lip, run, leg
net, cap, pan, hug, crab, flag
frog, clap, stem, stop, rope, rose
Objective
The student will segment sounds of letters in words.

Materials
- Mini-clothesline (e.g., attach a line to two small dowel sticks embedded in two cans filled with plaster of Paris)
- Small clothespins or paper clips
- Box with small compartments (e.g., hardware box used to store nails and screws)
- Small letter cards (Activity Master P.003.AM1b)
  Include digraphs: sh, ea, ck. Make multiple copies and organize in the box.
- Three- and four-phoneme picture cards (Activity Master P.078.AM1a - P.078.AM1b)
- Paper
- Pencil

Activity
Students clip letters and make words on a clothesline.
1. Place the box of letters, picture cards, and clothesline on a flat surface.
2. The student selects a three or four phoneme picture card and orally segments the word represented by the picture (e.g., /f/ /l/ /a/ /g/).
3. Chooses the letters that spell the word from the box.
4. Clips the letters on the clothesline. States the word.
5. Lists the words on paper.
6. Teacher evaluation

Extensions and Adaptations
- Make first and last names.
- Use the letters to practice target skills.
fish-3, leash-3, lock-3, leaf-3, leg-3, sun-3
crab-4, flag-4, frog-4, bulb-4, stick-4, lamp-4
**Objective**
The student will segment sounds of letters in words.

**Materials**
- "R" Controlled Vowel Spinner (Activity Master P079.AM1a)
  
  Copy on card stock.
  
  Cut out the spinner and attach arrow with a brad.
- Target sound word cards (Activity Master P079.AM2)
- Tic-Tac-Toe boards (Activity Master P079.AM3)

**Activity**
Students play a variation of Tic-Tac-Toe by selecting words containing variant correspondences.
1. Place the spinner on a flat surface. Spread the word cards face up beside the spinner. Provide each student with a Tic-Tac-Toe board.
2. Taking turns, the students spin and select a word that contains the sounds designated by the spinner. Read the word aloud.
3. Place the word on the Tic-Tac-Toe board.
4. Continue until one student gets three words in a row (or students can play until all spaces are covered).
5. Peer evaluation

**Extensions and Adaptations**
- Place cards face up in each square of the Tic-Tac-Toe board and turn over as their sound appears on the spinner.
- Make spinners with other letters (Activity Master P079.AM1b).
"R" Controlled Vowel Spinner

or  are
ar  ir
ear
Phonics

Variant Spinners

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K-1 Student Center Activities: Phonics
<table>
<thead>
<tr>
<th>car</th>
<th>farm</th>
<th>smart</th>
</tr>
</thead>
<tbody>
<tr>
<td>care</td>
<td>hear</td>
<td>parent</td>
</tr>
<tr>
<td>scare</td>
<td>horse</td>
<td>born</td>
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<tr>
<td>for</td>
<td>bird</td>
<td>shirt</td>
</tr>
<tr>
<td>stir</td>
<td>near</td>
<td>fear</td>
</tr>
</tbody>
</table>
Tic-Tac-Toe
Objective
The student will manipulate sounds of letters in words.

Materials
- Various size cardboard tubes
  *Cut a square on the larger tube so that letters from the smaller tube may be seen.*
- Markers
  *Write beginning sounds on the smaller tube and target ending sounds on the larger tube.*
- Paper
- Pencils

Activity
Students use cardboard tubes to manipulate letters and blend words.
1. Place several beginning and ending sound tubes on a flat surface.
2. Taking turns, students manipulate or "roll" the tubes and blend sounds to make words.
3. Read the words.
4. Share "real" words with one another.
5. Write "real" words on paper.
6. Swap tubes and continue blending words.
7. Teacher evaluation

Extensions and Adaptations
- Use tubes with various target sounds including blends, digraphs, diphthongs, and other variant correspondences.
Objective
The student will manipulate sounds of letters in words.

Materials
- Vowel Slide (Activity Master P.081.AM1a - P.081.AM1f)
  *Thread vertical strips through the horizontal strip to create slide.*
  *Select target vowel slides.*
- Paper
- Pencil

Activity
Students manipulate the slide and blend sounds to make words.
1. Place slide, paper, and pencils on a flat surface.
2. The student manipulates the vowel slide and blends the sounds to make words.
3. Writes all "real" words and reads each one.
4. Teacher evaluation

Extensions and Adaptations
- Differentiate sounds from the same spellings (e.g., cow, row).
- Make slides with other letters (Activity Master P.081.AM1g).
Phonics

Vowel Slide

g l s f
t d m p
goa

b r t

s b c n

--- u ---
Phonics

Word Study - Manipulating

Flip Manipulating Books

**Objective**

The student will manipulate sounds of letters in words.

**Materials**

- Flip pages (Activity Master P:082.AM1a - P:082.AM1q)
  - Choose target pages.
  - Copy, cut, hole punch, and compile book.
- Three ring binder
  - Place target flip pages in the binder.
- Paper
- Pencil

**Activity**

Students manipulate letters in the flip book and blend to make words.
1. Place target flip book on a flat surface.
2. The student "flips" through the pages in the book and blends sounds to make words.
3. Writes "real" and "nonsense" words.
4. Teacher evaluation

**Extensions and Adaptations**

- Use words to write sentences and stories.
- Make pages with other letters (Activity Master P:082.AM1r).
- Use the letters to make words using a pocket chart.
Flip Manipulating Books

Phonics

K-1 Student Center Activities: Phonics
2005 The Florida Center for Reading Research (Revised July, 2007)
Flip: Manipulating Books

[Card 1: Lock]

[Card 2: Block]

[Card 3: Ce]

[Card 4: Ce]
Phonics

Flip Manipulating Books

edge
da
tea
e
Flip Manipulating Books

K-1 Student Center Activities: Phonics

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Flip Manipulating Books
Flip Manipulating Books

Phonics

[Diagram of letters]
Flip Manipulating Books
Phonics

Flip Manipulating Books

th  the  e

ch th  the  e
Phonics

Flip Manipulating Books

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2005 The Florida Center for Reading Research (Revised July, 2007)

K-1 Student Center Activities: Phonics
Objective
The student will manipulate sounds of letters in words.

Materials
- Word Steps student sheet (Activity Master P.083.AM1a - P.083.AM1d)
- Pencil

Activity
Students manipulate one letter on each step to make new words.
1. Provide the student with a student sheet.
2. The student cuts the letters from the bottom of the student sheet.
3. Reads the word on the first step.
4. Manipulates the letters to make other words, changing one sound in the word each time.
5. Writes the new word on the next step.
6. Continues until all the steps are filled.
7. Teacher evaluation

Extensions and Adaptations
- Add letters and/or steps.
- Make word steps with other words (Activity Master P.083.AM1e).
Phonics

Word Steps

mop

m o p u h i t g
Phonics

Word Steps

cot

c o t d g l u h
Word Steps

cat

c a t s e

p m b i
Objective
The student will manipulate sounds of letters in words.

Materials
- Large letters
  Write target letter(s) on large pieces of paper.
- Masking tape
- Paper
- Pencils

Activity
Students change body positions to manipulate letters and make words.
1. Place target letters on a flat surface. Place small strips of masking tape on the floor for students to position themselves.
2. Students select a letter (at least one student must take a vowel).
3. Say their letter sounds and position themselves to make a word (students may use a target list of words).
4. List the words on a sheet of paper.
5. Teacher evaluation

Extensions and Adaptations
- Complete an open sort using the compiled lists (e.g., word families).
Objective
The student will identify high frequency words.

Materials
- High frequency word cards (Activity Master P.085.AM1a - P.085.AM1f)
  Choose target words.
- Letter dice or five small letter cubes (Activity Master P.085.AM2)
  Select and write target letters on cubes.
- Paper cup
  Place the letter dice in the cup.
- Plastic letters
- Paper
- Colored pencils

Activity
Students roll letter dice and match letters to high frequency word cards.
1. Stack the word cards on a flat surface. Place the cup of letter dice and the plastic letters next to the stack.
2. Taking turns, students draw a word card and roll the letter dice.
3. If the letter dice match letters on the word card, place the plastic letters on the word.
4. Continue the game until one word is covered.
5. Read each completed word aloud and record on paper.
6. Trade cards and play again.
7. Teacher evaluation

Extensions and Adaptations
- Make other word cards (Activity Master P.085.AM1g).
<table>
<thead>
<tr>
<th>a</th>
<th>about</th>
</tr>
</thead>
<tbody>
<tr>
<td>along</td>
<td>answer</td>
</tr>
<tr>
<td>are</td>
<td>around</td>
</tr>
<tr>
<td>away</td>
<td>because</td>
</tr>
<tr>
<td>been</td>
<td>carry</td>
</tr>
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<td>------</td>
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</tr>
<tr>
<td>come</td>
<td>could</td>
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<tr>
<td>does</td>
<td>earth</td>
</tr>
<tr>
<td>eye</td>
<td>four</td>
</tr>
</tbody>
</table>
Roly-Poly Words

I know

learn more

of one

other our
### Roly-Poly Words

<table>
<thead>
<tr>
<th>people</th>
<th>said</th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td>should</td>
</tr>
<tr>
<td>some</td>
<td>the</td>
</tr>
<tr>
<td>their</td>
<td>through</td>
</tr>
<tr>
<td>to</td>
<td>too</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>very</td>
<td>want</td>
</tr>
<tr>
<td>was</td>
<td>water</td>
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<tr>
<td>wear</td>
<td>were</td>
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<tr>
<td>what</td>
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<tr>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>word</td>
<td>work</td>
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<tr>
<td>would</td>
<td>write</td>
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<td>you</td>
<td>your</td>
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</table>
Roly-Poly Words

<p>| | | |</p>
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</tbody>
</table>
**Objective**
The student will identify high frequency words.

**Materials**
- Tactile word patterns (Activity Master P.086.AM1a - P.086.AM1d)
  *Make word cards using sandpaper, bubble wrap, corrugated cardboard, salt, rice, or textured fabric.*
- Tray
  *Place the tactile words on the tray.*
- Word Board student sheet (Activity Master P.086.SS)
- Magazines or newspapers
  *Cut into 11 x 12 inch rectangles*
  *Review the newspaper pages to ensure the information is appropriate for young children.*
- Scissors
- Glue
- Pencil

**Activity**
Students trace and write high frequency words and then find them in the newspaper.
1. Place the tray of tactile words and the newspaper on a flat surface. Provide the student with a student sheet.
2. The student selects a tactile word and traces it with "lead fingers."
3. Writes the word on the Word Board.
4. Finds the target word in the newspaper, cuts it out, and glues it beside the matching word on the student sheet.
5. Continues the activity with another target word.
6. Teacher evaluation

**Extensions and Adaptations**
- Use other high frequency words.
- Encourage students to bring words from home to add to a class word board.
was
the
and
he
she
she
are
is

said

that
Word Board
**Objective**
The student will identify high frequency words.

**Materials**
- High frequency word list (Activity Master P.HFL.001 - P.HFL.050)
  
  *Select a set of five word cards for each student.*

- Word-Oh! board (Activity Master P087.SS)

- Letter tiles (Activity Master P071.AM1)
  
  *Make multiple copies of letters to match words.*

- Markers

**Activity**
Students write words on a Word-Oh! board and match letter tiles to the words.

1. Provide each student with a Word-Oh! board, five word cards, a set of letter tiles, and a marker.
2. The students copy each of their words on a Word-Oh! board (one word on a row and one letter in a box). Select letter tiles corresponding to words.
3. Turn the letter tiles face down.
4. Taking turns, the students turn over a letter tile, look for it on their Word-Oh! board, and place the tile over a match.
5. If no match, turn the letter tile over and the next student proceeds.
6. Continue until one student has three or more words covered.
7. Say each word.
8. Peer evaluation

**Extensions and Adaptations**
- Use words to write sentences.
- Use other target words.
- Use shape, number, or color words.
<table>
<thead>
<tr>
<th>Word-Oh!</th>
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</tbody>
</table>
**Objective**
The student will identify high frequency words.

**Materials**
- High frequency word list (Activity Master PHFL.001 - PHFL.050)
  *Choose target words.*
- Checkerboard and checkers (Activity Master P088.AM1 - P088.AM2)
  *Other options: use an old game set or make out of a construction paper and poster board*
- Labels to fit squares
  *Write chosen target high frequency words on labels or directly on the squares of the game board.*
- Black markers
  *Use to write target words on labels.*

**Activity**
Students play a checker game reading the words on the squares.
1. Place the checker game on a flat surface with the white square to the student’s left.
2. Taking turns, students move a checker and read the word on the square.
3. If unable to read the word, the student returns to the previous square.
4. Continue the game until one student reaches the opposite side of the board.
5. Peer evaluation

**Extensions and Adaptations**
- Use other high frequency words.
- Make a board using Velcro to swap words.
Make four copies of this sheet on card stock and connect them together as shown for a full size checker board.
Word Study - High Frequency Words

Objective
The student will identify high frequency words.

Materials
- High frequency word list (Activity Master P.HFL.001 - P.HFL.050)
  Select target words.
- Fish pattern (Activity Master P089.AM1)
  Glue target high frequency word cards to fish pattern.
  Attach a paper clip to each fish.
- Container for a "pond" (e.g., plastic fish bowl, paper bag)
  Place word cards in the container.
- Fishing pole (e.g., tie string to a ruler and attach a magnet)

Activity
Students play a "fishing" game by reading words.
1. Place container and fishing pole on a table.
2. Taking turns, students "fish" (e.g., close eyes and select a word from the "pond" or use the "fishing" pole).
3. Read the word and if correct, keep the fish word card. If not correct, put the word card back in the "pond."
4. Peer evaluation

Extensions and Adaptations
- Write the words that are "caught."
- Write a fishing story using the words "caught."
Objective
The student will identify high frequency words.

Materials
- High frequency word list (Activity Master P.HFL.001 - P.HFL.050)
  Select 25-to-50 target words.
- Baseball pattern (Activity Master P.090.AM1)
  Copy enough baseballs for all target words. Write target words or glue selected word cards to baseballs.
- Word Baseball game board (Activity Master P.090.AM2)
- Game pieces (e.g., counters)

Activity
Students play a baseball game reading words.
1. Place the baseball word cards and game board on a flat surface.
2. Divided into two teams, students take turns drawing a baseball from the stack. The first player reads a word and moves his game piece to first base. If he is unable to read the word, his team receives an out.
3. The team "at bat" continues to advance to the bases.
4. After three outs, switch teams. Depending on the time, innings may be limited.
5. Peer evaluation

Extensions and Adaptations
- Play using contraction word cards (e.g., place "don't" on word card and the students say "do not").
Phonics

Word Baseball

P.090.AM2
Objective
The student will identify high frequency words.

Materials
- Word Memory Game cards (Activity Master P.091.AM1a - P.091.AM1c)

Activity
Students play a memory game matching word and picture cards.
1. Place Word Memory Game cards face down in rows.
2. Taking turns, the student turns over two cards.
3. If a picture-word match is made, the student reads the word and keeps the cards.
4. If a match is not made, places each card face down in the original spot.
5. Reverse roles and continue until all the matches are made.
6. Peer evaluation

Extensions and Adaptations
- Make more picture and word cards to play game (Activity Master P091.AM1d).
- Match letters to initial sound pictures or words.
Phonics

Word Memory Game

car
boy
tree
Word Memory Game

- house
- can
- plant
**Objective**
The student will identify high frequency words.

**Materials**
- High frequency word list (Activity Master P.HFL.001 - P.HFL.050)
  *Select ten target words for each student.*
- Bowling ball pattern (Activity Master P092.AM2a - P092.AM2b)
  *Copy one bowling ball for each target word. Write target words or glue word cards on bowling balls. Write a score from 1 to 10 on the back of each card, assigning the most difficult words the highest numbers.*
- Word bowling score card (Activity Master P092.AM1)
- Bag

**Activity**
Students play a bowling game reading words.
1. Place the bowling score sheet and a bag of bowling word cards on a flat surface.
2. Taking turns, students select a bowling ball word out of the bag and read it.
3. If the word is read correctly, the student receives the score written on the back of the card.
4. If the student cannot read the word, he receives no points for a "gutter ball."
5. Record points on the score card.
6. Continue until the score sheets are complete and tallied.
7. Peer evaluation

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**Extensions and Adaptations**
- Use sentences on bowling balls.
<table>
<thead>
<tr>
<th>Name</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
Word Bowling
These 300 sight words make up over 60% of all written material.

<table>
<thead>
<tr>
<th>is</th>
<th>that</th>
<th>of</th>
</tr>
</thead>
<tbody>
<tr>
<td>the</td>
<td>and</td>
<td>you</td>
</tr>
</tbody>
</table>
as
d
his
his
with
with
for
for
on
on
are
are
this

at

have

they

be

I
or
from
one

had
by

word
your

can

use

when

said

there
first

water

been

their

if

will
made
may
come
its
get
part
did
long
final
down
now
day
only
over
take

sound
take

little
ew

High Frequency Word List
her  make  into
like  him  would
time

them

then

these

some

so
Phonics

High Frequency Word List

P.HFL.017

has
write
more

look
two
go
High Frequency Word List

- number
- could
- no
- see
- people
- way
Phonics

High Frequency Word List

my than live
me back give
thing  just  our
most  after  very
great

where

help

though

much

before
line
right
too
mean
old
any
follow  came  want

same  tell  boy
show
form
also
three
around
small
big

must

because

even

large

such
try  hand  picture
move  kind  again
Phonics
High Frequency Word List

spell
air
off
change
away
play
<table>
<thead>
<tr>
<th>animal</th>
<th>house</th>
<th>point</th>
</tr>
</thead>
<tbody>
<tr>
<td>letter</td>
<td>mother</td>
<td>page</td>
</tr>
</tbody>
</table>
Phonics
High Frequency Word List

near
answer
found
every
add
study
learn

America

world

still

should

high
<table>
<thead>
<tr>
<th>food</th>
<th>between</th>
<th>own</th>
</tr>
</thead>
<tbody>
<tr>
<td>below</td>
<td>country</td>
<td>plant</td>
</tr>
</tbody>
</table>
city
eye
though
start
earth
light
don't
story
left
head
under
saw
while  might  something
few  along  close
Phonics

High Frequency Word List

open
next
hard

seem
begin
example
<table>
<thead>
<tr>
<th>always</th>
<th>both</th>
<th>together</th>
</tr>
</thead>
<tbody>
<tr>
<td>life</td>
<td>those</td>
<td>paper</td>
</tr>
</tbody>
</table>
High Frequency Word List

- got
- run
- important
- group
- often
- until
<table>
<thead>
<tr>
<th>side</th>
<th>car</th>
<th>night</th>
</tr>
</thead>
<tbody>
<tr>
<td>children</td>
<td>feet</td>
<td>mile</td>
</tr>
<tr>
<td>four</td>
<td>state</td>
<td>book</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>river</td>
<td>carry</td>
<td>once</td>
</tr>
</tbody>
</table>
stop

without

hear

second

miss

later
really  let  girl

color  almost  above
song

leave

being

list

family

it's