Objective
The student will identify variant correspondences in words.

Materials
- Header and word cards (Activity Master P.047.AM1a - P.047.AM1e)
  Choose target header and corresponding word cards for the same vowel (e.g., short and long “a”).
- Cans
  Attach the header cards to the cans.

Activity
Students read and sort words by vowel sounds.
1. Place cans on a flat surface. Place the word cards face down in a stack.
2. Taking turns, students select a card, read the word orally, and say the sound of the vowel (e.g., “beet, /ē/”).
3. Read the word on each can and say the sound of each vowel (e.g., “bed, /e/, see, /ē/”).
   Place the word card in the can that has the corresponding vowel sound (i.e., “beet goes in the /ē/ can”).
4. Continue until all words are sorted.
5. Peer evaluation

Extensions and Adaptations
- Record words on paper.
- Use other header and word cards (Activity Master P.047.AM2a - P.047.AM2c).
- Make and use other header and word cards (Activity Master P.047.AM3).
- Sort more than one vowel pair at a time.
<table>
<thead>
<tr>
<th>header</th>
<th>word cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>late</td>
</tr>
<tr>
<td>fast</td>
<td>ape</td>
</tr>
<tr>
<td>camp</td>
<td>shake</td>
</tr>
<tr>
<td>and</td>
<td>fame</td>
</tr>
<tr>
<td>trash</td>
<td>base</td>
</tr>
<tr>
<td>back</td>
<td>make</td>
</tr>
<tr>
<td>header</td>
<td>header</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>bed</td>
<td>see</td>
</tr>
<tr>
<td>went</td>
<td>sleep</td>
</tr>
<tr>
<td>help</td>
<td>seed</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>

header and word cards
### Canned Sort

<table>
<thead>
<tr>
<th>big</th>
<th>five</th>
</tr>
</thead>
<tbody>
<tr>
<td>pick</td>
<td>ice</td>
</tr>
<tr>
<td>fix</td>
<td>time</td>
</tr>
<tr>
<td>fish</td>
<td>slide</td>
</tr>
<tr>
<td>him</td>
<td>kite</td>
</tr>
<tr>
<td>itch</td>
<td>nine</td>
</tr>
</tbody>
</table>

**header and word cards**

©2005 The Florida Center for Reading Research (Revised, 2008)
<table>
<thead>
<tr>
<th>got</th>
<th>home</th>
</tr>
</thead>
<tbody>
<tr>
<td>lock</td>
<td>note</td>
</tr>
<tr>
<td>spot</td>
<td>owe</td>
</tr>
<tr>
<td>shop</td>
<td>phone</td>
</tr>
<tr>
<td>ox</td>
<td>code</td>
</tr>
<tr>
<td>dog</td>
<td>rope</td>
</tr>
<tr>
<td>dug</td>
<td>cube</td>
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<td>----------</td>
<td>-------</td>
</tr>
<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>

header and word cards
<table>
<thead>
<tr>
<th>far</th>
<th>flare</th>
</tr>
</thead>
<tbody>
<tr>
<td>arm</td>
<td>rare</td>
</tr>
<tr>
<td>farm</td>
<td>hare</td>
</tr>
<tr>
<td>start</td>
<td>bare</td>
</tr>
<tr>
<td>yard</td>
<td>square</td>
</tr>
<tr>
<td>part</td>
<td>dare</td>
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<tr>
<td>any</td>
<td>cry</td>
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<tr>
<td>---------</td>
<td>-----------</td>
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<tr>
<td>very</td>
<td>deny</td>
</tr>
<tr>
<td>many</td>
<td>dry</td>
</tr>
<tr>
<td>easy</td>
<td>July</td>
</tr>
<tr>
<td>story</td>
<td>sly</td>
</tr>
<tr>
<td>only</td>
<td>fry</td>
</tr>
</tbody>
</table>

header and word cards
header and word cards

down
town
cow
brown
now

own
bowl
low
tow
grow
mow
<table>
<thead>
<tr>
<th>header</th>
<th>header</th>
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<tbody>
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</tbody>
</table>

*blank header and word cards*
Objective
The student will identify variant correspondences in words.

Materials
- Silent “e” word strips (Activity Master P.048.AM1a - P.048.AM1e)
  Copy, laminate, cut, and fold strips on the dotted line.
- Student sheet (Activity Master P.048.SS)
- Pencils

Activity
Students read words with and without the silent “e” pattern.
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 and read the word orally (e.g., “plan”).
3. Turn the “e” to the front of the strip and read the new word orally (i.e., “plane”).
4. Write both words in the corresponding columns on the student sheet. Determine if each word is real or nonsense. If nonsense, cross it out.
5. Continue until all strips are read and recorded.
6. Teacher evaluation

Extensions and Adaptations
- Make more silent “e” word strips (Activity Master P.048.AM2).
Silent "e" Changes

- ate
- made
- plane
- hade
- name
- shape

Silent "e" word strips
<table>
<thead>
<tr>
<th>cane</th>
<th>state</th>
</tr>
</thead>
<tbody>
<tr>
<td>ase</td>
<td>pete</td>
</tr>
<tr>
<td>lete</td>
<td>gete</td>
</tr>
</tbody>
</table>

*silent "e" word strips*
Phonics

Silent "e" Changes

- ride
- bite
- slide
- five
- side
- ine

silent "e" word strips
silent "e" word strips

rode
slove
note
home
hote
rocke
Silent "e" Changes

cube
cute
use
upe
rube
sune

silent "e" word strips
<table>
<thead>
<tr>
<th>Short Vowel Words</th>
<th>Silent &quot;e&quot; Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ________________</td>
<td>1. ________________</td>
</tr>
<tr>
<td>2. ________________</td>
<td>2. ________________</td>
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<td>3. ________________</td>
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<td>10. _______________</td>
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<td>14. _______________</td>
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<td>15. _______________</td>
<td>15. _______________</td>
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<tr>
<td>16. _______________</td>
<td>16. _______________</td>
</tr>
</tbody>
</table>
blank silent "e" word strips
Variant Correspondences

Vowel Slide

**Objective**
The student will identify variant correspondences in words.

**Materials**
- Vowel Slides (Activity Master P.049.AM1a - P.049.AM1d)
  - Select target vowel slides.
  - Thread vertical strips through the horizontal strip to create slides.
- Paper
- Pencil

**Activity**
Students blend sounds to make words while manipulating a slide.
1. Provide the student with vowel slides and paper.
2. The student selects a vowel slide and reads the medial vowel pattern (e.g., “/ar/”). Slides vertical strips until letters can be seen through the windows. Blends the sounds and reads the word (e.g., “/d//ar//t/, dart”).
3. Determines if it is a real or nonsense word. If real, records on the paper. Manipulates both slides until all possible combinations are made.
4. Continues until all real words are recorded.
5. Teacher evaluation

**Extensions and Adaptations**
- Use short vowel slides (Activity Master P.049.AM2a - P.049.AM2c).
- Make slides with other letters (Activity Master P.049.AM2c).
Vowel Slide

m  t  __  _  _  ea

s  n  __  __

h  m  __  __

b  l

__  _  _  ee

__  __

s  t  __  __

w  f

k  l  __  __  th

n
Vowel Slide

g t  _ _  _ _

i d  _ _  _ _

l s  _ _  _ _

f m  _ _  _ _

g t  _ _  _ _

o a  _ _  _ _

oi  _ _  _ _

v s  _ _  _ _

d j  _ _  _ _

l c  _ _  _ _

ce  _ _  _ _

vowel slides
Phonics

Vowel Slide

m th
r l

c f

t n

____ oo ____

h sh md
f t c n

or

vowel slides

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K-1 Student Center Activities: Phonics
Vowel Slide

- w
- d
- th
- b
- s

- t
- h
- x
- p
- c
- k
- r
- p

vowel slides
Phonics

Vowel Slide

vowel and blank word slides
**Objective**

The student will identify variant correspondences in words.

**Materials**

- Letter/letter combination flip cards (Activity Master P.050.AM1a - P.050.AM1k)
  
  Select target letter/letter combination cards and add continuously as they are introduced. Copy, laminate, and cut.

- Three ring binder
  
  Hole punch the letter/letter combination card(s) and place in the first, second, or third ring of the binder dependent upon the position of the sound (e.g., the letter combination “ay” always follows a consonant or consonant blend, therefore, the “ay” card should be placed in the second and third binder rings).
  
  *In addition, place a blank card on each ring so that students have the option of forming words with two cards.*

- Paper
- Pencil

**Activity**

**Students blend sounds to make words while manipulating cards in a binder.**

1. Provide the student with a Flip Manipulating Book (binder with letter/letter combination cards) and paper.
2. The student flips the cards in each stack (initial, medial, and final sound positions) to a desired letter/letter combination. Blends the sounds and reads the word (e.g., “/k//l//ä/, clay”).
3. Determines if it is a real or nonsense word. If real, records on the paper.
4. Continues until at least ten real words are recorded.
5. Teacher evaluation

---

**Extensions and Adaptations**

- Use the letters/letter combinations to make or sort words on a pocket chart.
- Add other target letters/letter combinations (Activity Master P.050.AM1p).
<table>
<thead>
<tr>
<th>ar</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>ai</td>
<td>a</td>
</tr>
<tr>
<td>ao</td>
<td>au</td>
</tr>
</tbody>
</table>
Flap Manipulating Books

letter/letter combination flip cards

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K-1 Student Center Activities: Phonics
letter/letter combination flip cards
Flip Manipulating Books

letter/letter combination flip cards

g  h
gi  gi
e  ge
<table>
<thead>
<tr>
<th>Letter/combination</th>
<th>Card Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>igh</td>
<td><img src="image" alt="igh" /></td>
</tr>
<tr>
<td>k</td>
<td><img src="image" alt="k" /></td>
</tr>
<tr>
<td>ie</td>
<td><img src="image" alt="ie" /></td>
</tr>
<tr>
<td>j</td>
<td><img src="image" alt="j" /></td>
</tr>
<tr>
<td>i</td>
<td><img src="image" alt="i" /></td>
</tr>
<tr>
<td>ir</td>
<td><img src="image" alt="ir" /></td>
</tr>
</tbody>
</table>
Flip Manipulating Books

letter/letter combination flip cards
<table>
<thead>
<tr>
<th>Oi</th>
<th>Ow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oe</td>
<td>No</td>
</tr>
<tr>
<td>Oo</td>
<td>Oo</td>
</tr>
</tbody>
</table>
letter/letter combination flip cards

- ph
- pr
- oy
- qu
tch

th

sh

ue

t

u

th

letter/letter combination flip cards
letter/letter combination flip cards

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>v</td>
<td>x</td>
<td>X</td>
</tr>
<tr>
<td>US</td>
<td>wh</td>
<td>WM</td>
</tr>
<tr>
<td>Ur</td>
<td></td>
<td>W</td>
</tr>
</tbody>
</table>
Flip Manipulating Books

letter/letter combination flip cards
Objective

The student will identify variant correspondences in words.

Materials

- Game board (Activity Master P.051.AM1)
- R-controlled vowel spinner (Activity Master P.051.AM2)
  
  *Copy spinner on card stock and cut.*
- Brad
  
  *Attach arrow to the spinner with the brad.*
- R-controlled vowel word cards (Activity Master P.051.AM3)
- Game pieces (e.g., two different colored counters or “x” and “o” shapes)

Activity

Students practice reading words with r-controlled vowels while playing a tic-tac-toe type game.

1. Place the spinner and game board on a flat surface. Spread the word cards face up in rows.
   
   Provide each student with different game pieces.
2. Taking turns, students spin the spinner and say the sound of the r-controlled vowel on which it lands (e.g., “/ar/”).
3. Select and orally read a word that contains the corresponding vowel sound (e.g., “car”).
4. If correct, place a game piece on the game board. If incorrect, no game piece is placed.
5. Put card back in its original position.
6. Continue until one student gets tic-tac-toe or until all spaces are covered.
7. Peer evaluation

Extensions and Adaptations

- Place cards face up in each square on the game board and turn over as their sound appears on the spinner.
- Make spinners with other variant correspondences (Activity Master P.051.AM4).
r-controlled vowel spinner
R-Controlled Spin

car  farm  smart

care  hear  share

scare  horse  born

for  bird  shirt

stir  near  fear

r-controlled vowel word cards
R-Controlled Spin

blank spinner
Objective
The student will identify variant correspondences in words.

Materials
- Elkonin Box picture cards (Activity Master P.052.AM1a - P.052.AM1l)
  Copy, laminate, and cut.
- Student sheet (Activity Master P.052.SS1a - P.052.SS1b)
  Can be copied back to back.
  When writing graphemes for a long vowel made by v-c-e, the “e” is placed below the final grapheme with a slash and an arrow is drawn leading back to the vowel that it is making long.
- Vis-à-Vis® markers
- Pencils

Activity
Students orally segment words and write corresponding letters on spaces in Elkonin Boxes.
1. Place the Elkonin Box picture cards in a stack at the center. Provide each student with student sheets and Vis-à-Vis® marker.
2. Working in pairs, student one says the name of the picture on the picture card and orally segments the word (e.g., “boat, /b//ō//t/”).
3. Student two repeats the sounds while writing the corresponding grapheme for each phoneme in the box with the Vis-a-Vis® marker (i.e., “b-oa-t”).
4. Both students record the word on their student sheets.
5. Continue until student sheets are complete.
6. Teacher evaluation

Extensions and Adaptations
- Use other target Elkonin Box picture cards (Activity Master P.052.AM2).
elkonin box picture card: ape
elkonin box picture card: nail
elkonin box picture card: seal
Say and Write Letters

elkonin box picture card: kiss
Say and Write Letters

elkonin box picture card: kite
elkonin box picture card: saw
Phonics
Say and Write Letters

elkonin box picture card: bell
Phonics

Say and Write Letters

elkonin box picture card: feet
elkonin box picture card: stove
Say and Write Letters

Elkonin box picture card: boat
elkonin box picture card: cube
Phonics

Say and Write Letters

elkonin box picture card: moon
Say and Write Letters
Say and Write Letters

blank elkonin box picture card