



Advanced Phonics

AP.001

Variant Correspondences

Homophone Bingo!

Objective

The student will identify variant correspondences in words.

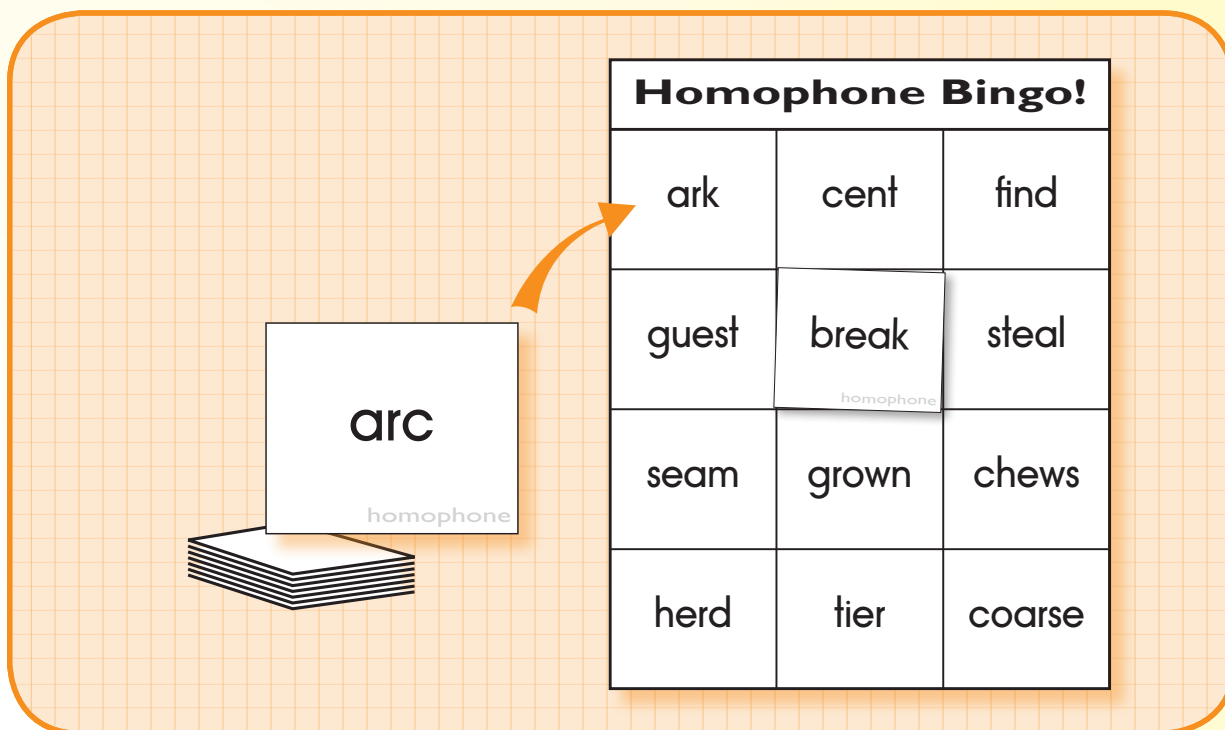
Materials

- ▶ 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

arc homophone	scent homophone	fined homophone
guessed homophone	break homophone	steel homophone
seem homophone	groan homophone	choose homophone
heard homophone	tear homophone	course homophone



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.

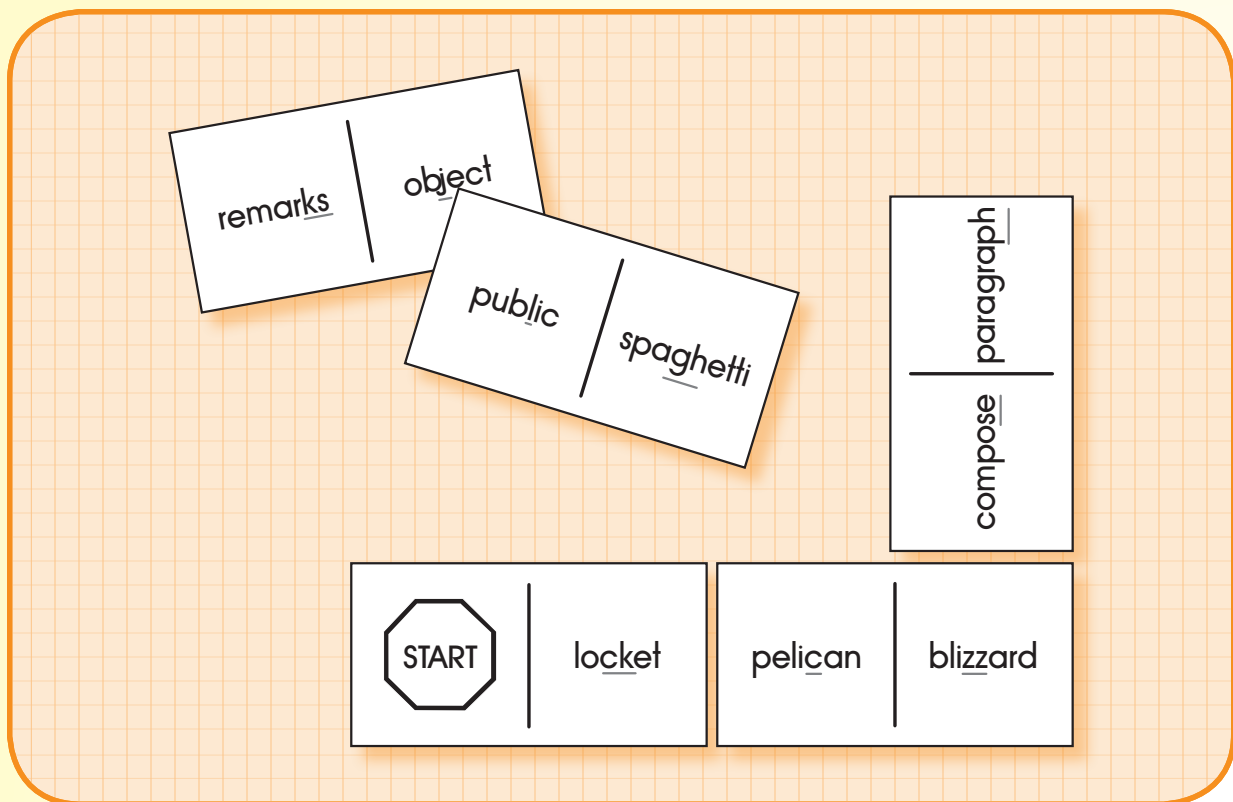
Materials

- ▶ 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., blizzard), 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.AM1a

Domino Duo

<p>gruff</p> <p>center</p>	<p>essay</p> <p>knuckle</p>	<p>locket</p> <p>blizzard</p>	<p>START</p> <p>pelican</p>	<p>compose</p> <p>paragraph</p>
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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>	ket <u>tle</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/

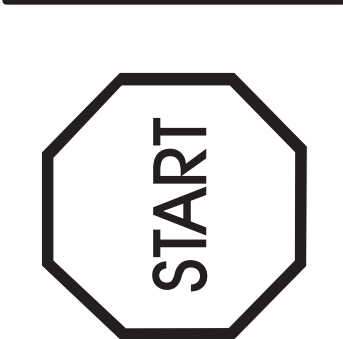





cli
 /m/

publi
 /k/

Advanced Phonics

Domino Duo

AP.002.AM2a

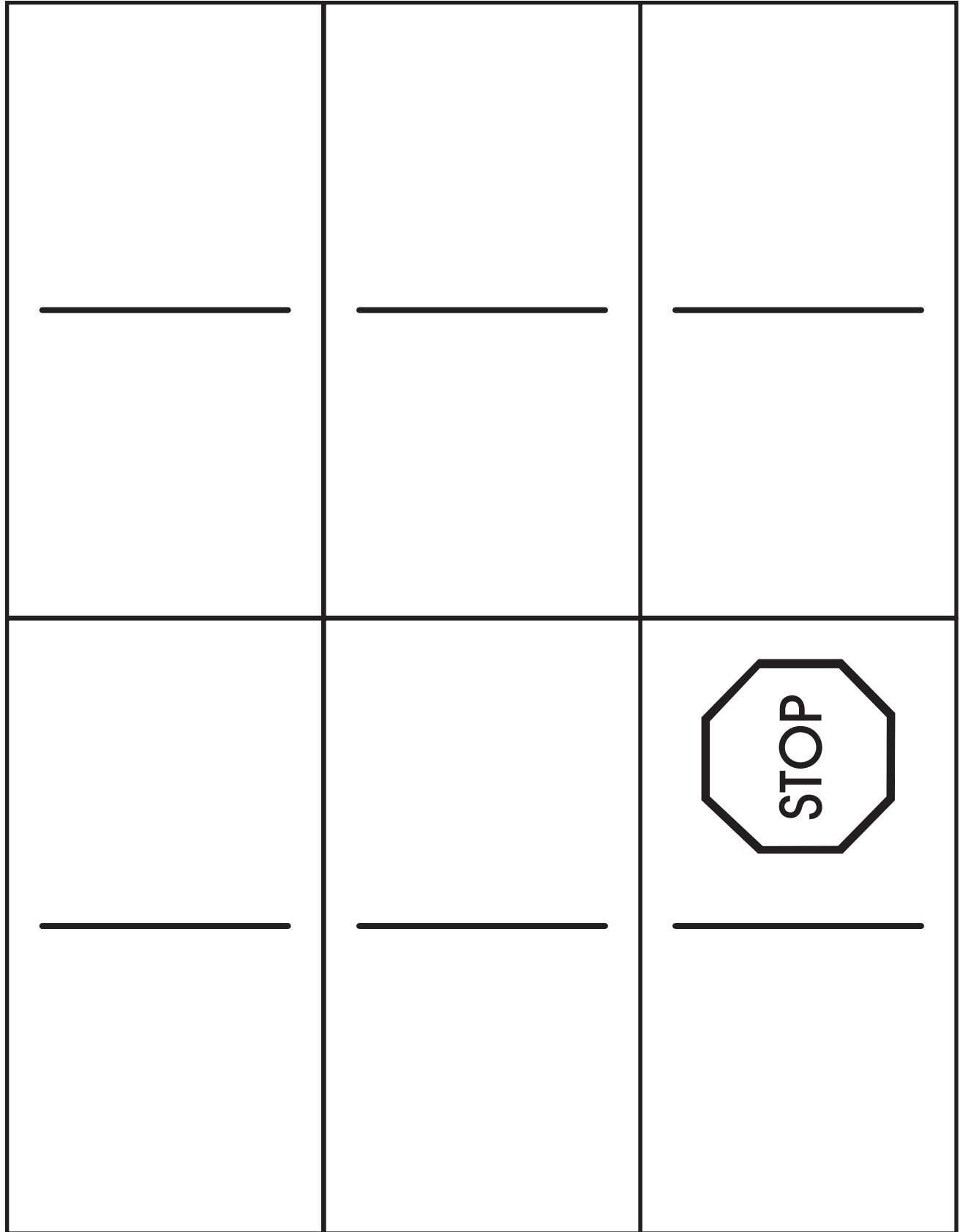


blank dominoes

Advanced Phonics

AP.002.AM2b

Domino Duo



blank dominoes

Sound Choice

Objective

The student will identify variant correspondences in words.

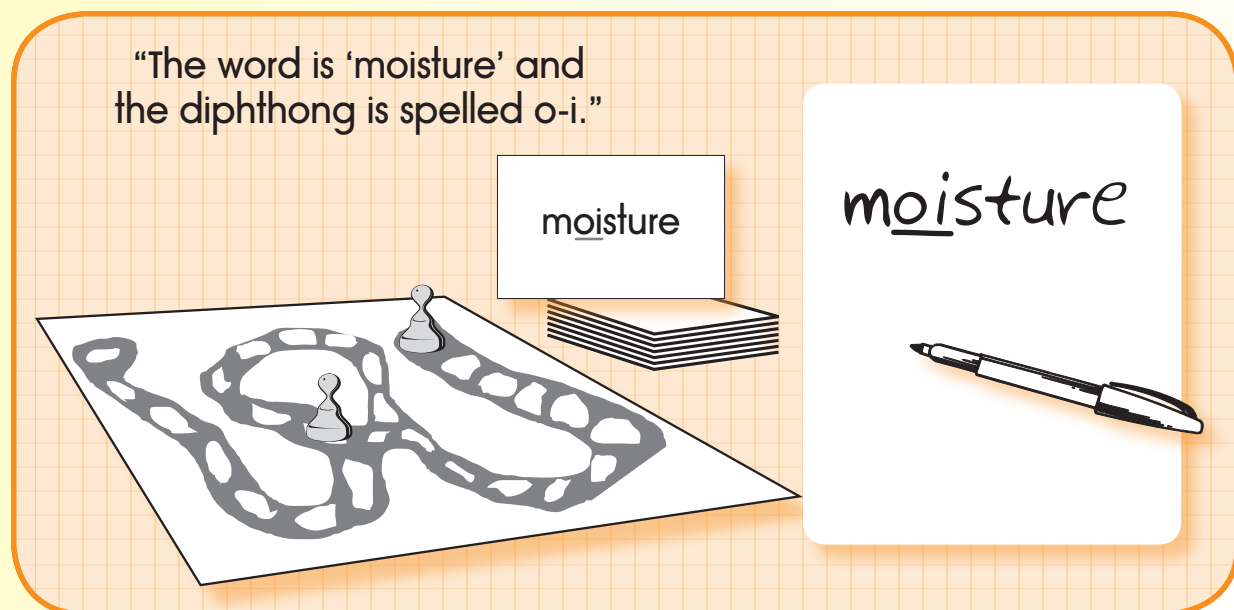
Materials

- ▶ 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.AM1b

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

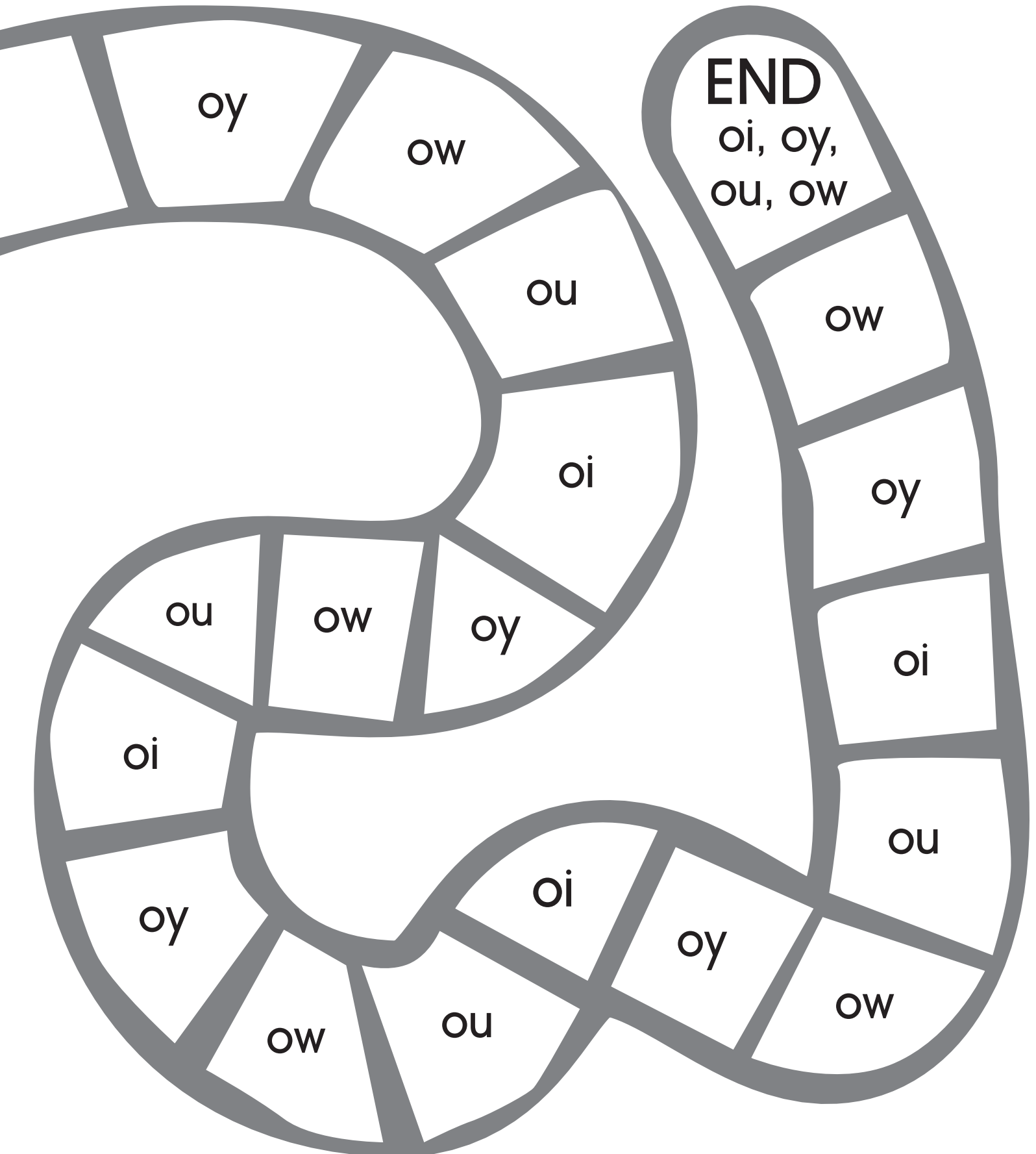
oy

oi

Advanced Phonics

AP.003.AM2b

Sound Choice



Advanced Phonics

Sound Choice

AP.003.AM3

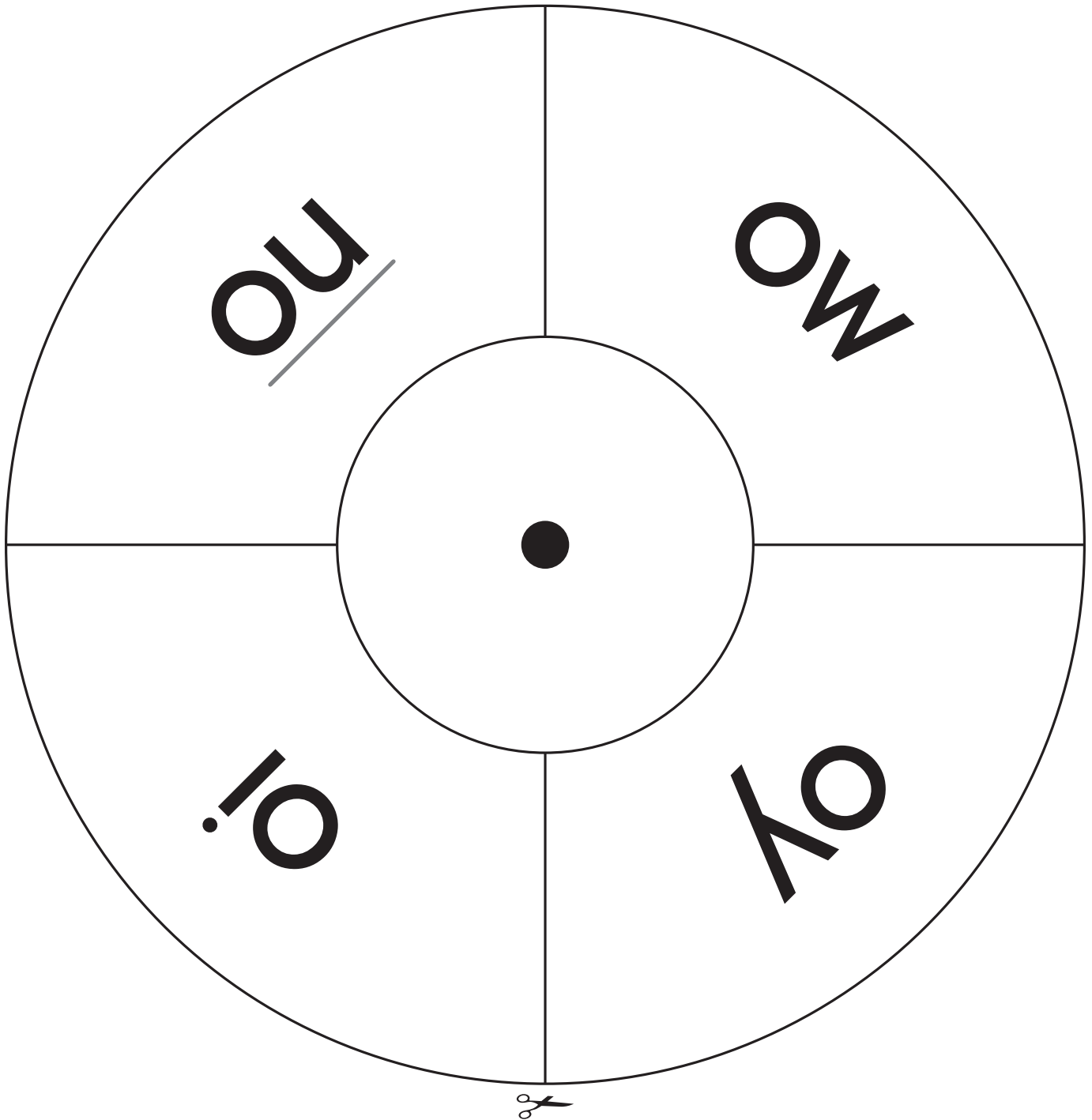
blank word cards



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

en e_n n wē	wo oe oa o_e o	y igh i_e i	ie ie y ea e_e ee e	ea ay ai 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.

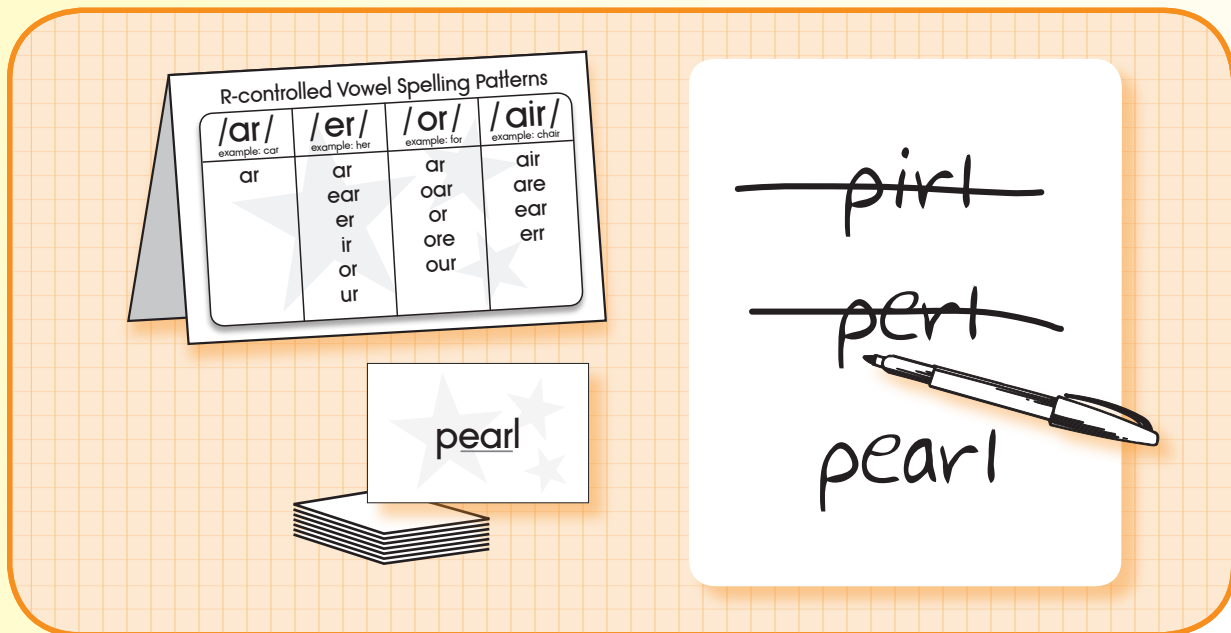
Materials

- ▶ 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 /air/	example: for /or/	example: her /er/	example: car /ar/

R-controlled Vowel Spelling Patterns

/ar/ example: car	/er/ example: her	/or/ example: for	/air/ 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

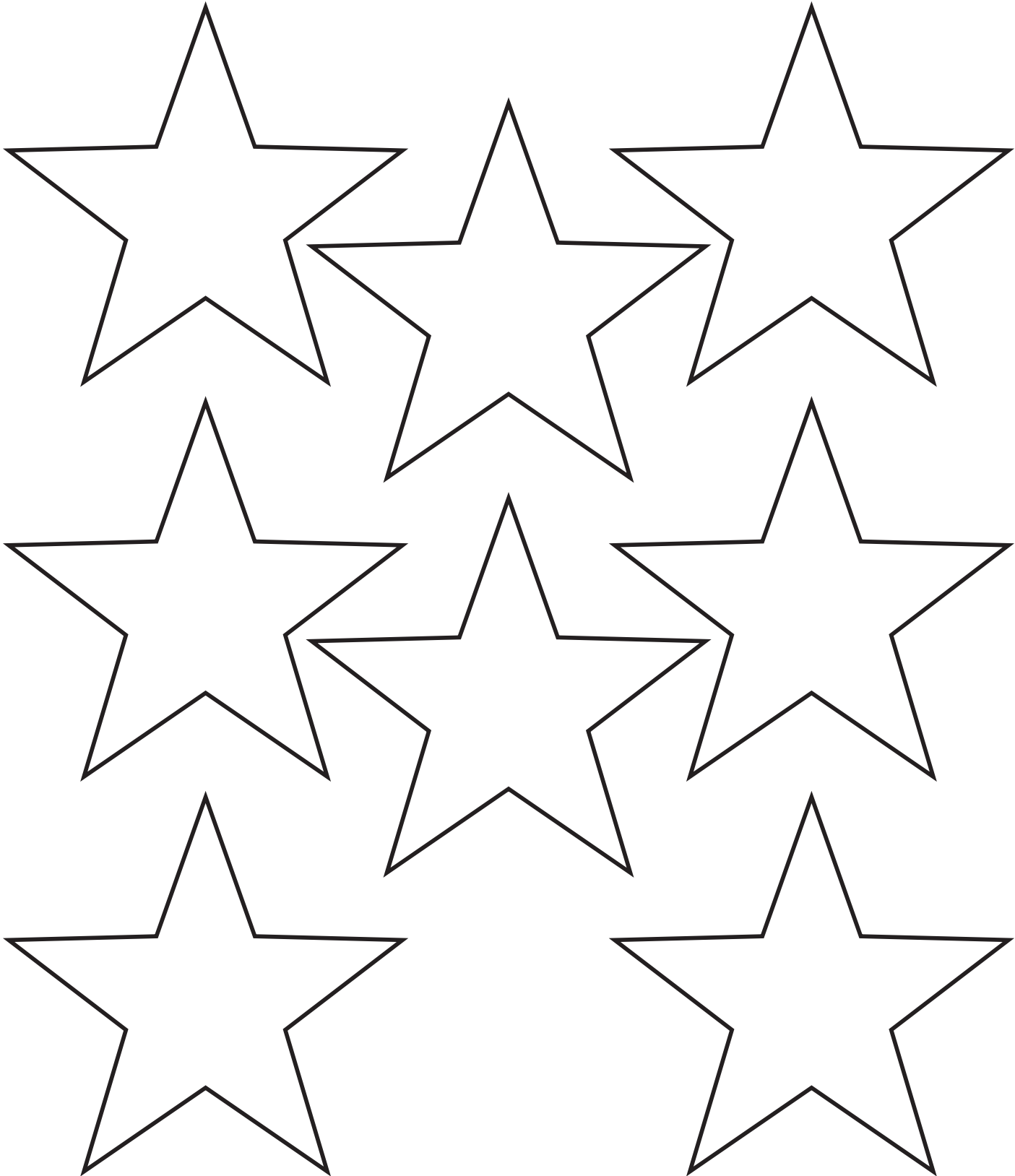
word cards



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.

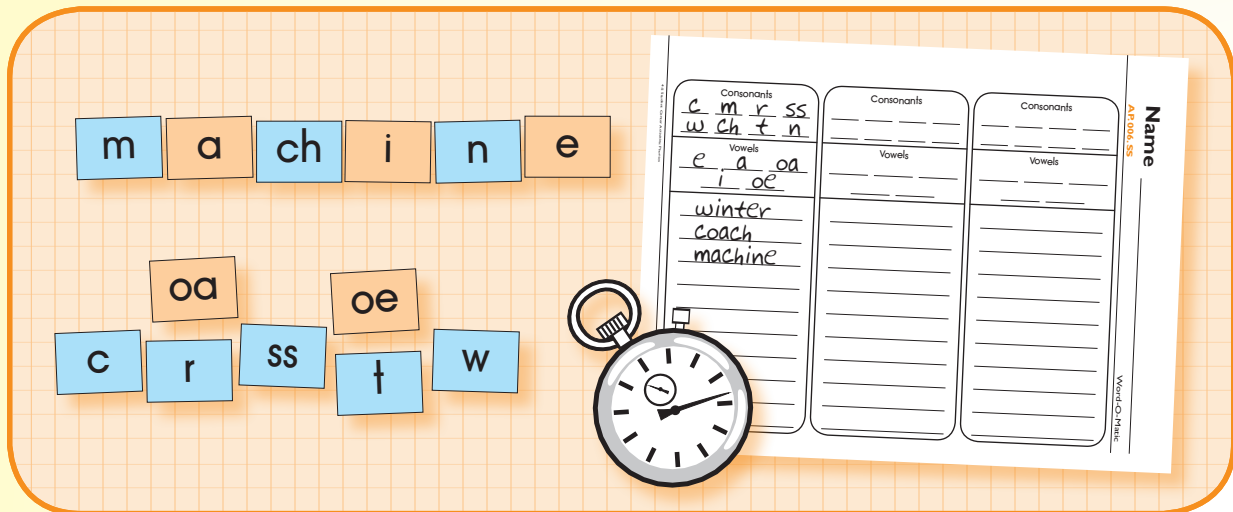
Materials

- ▶ 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.AMIa

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 _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
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Advanced Phonics

Word-O-Matic

AP.006.AM2

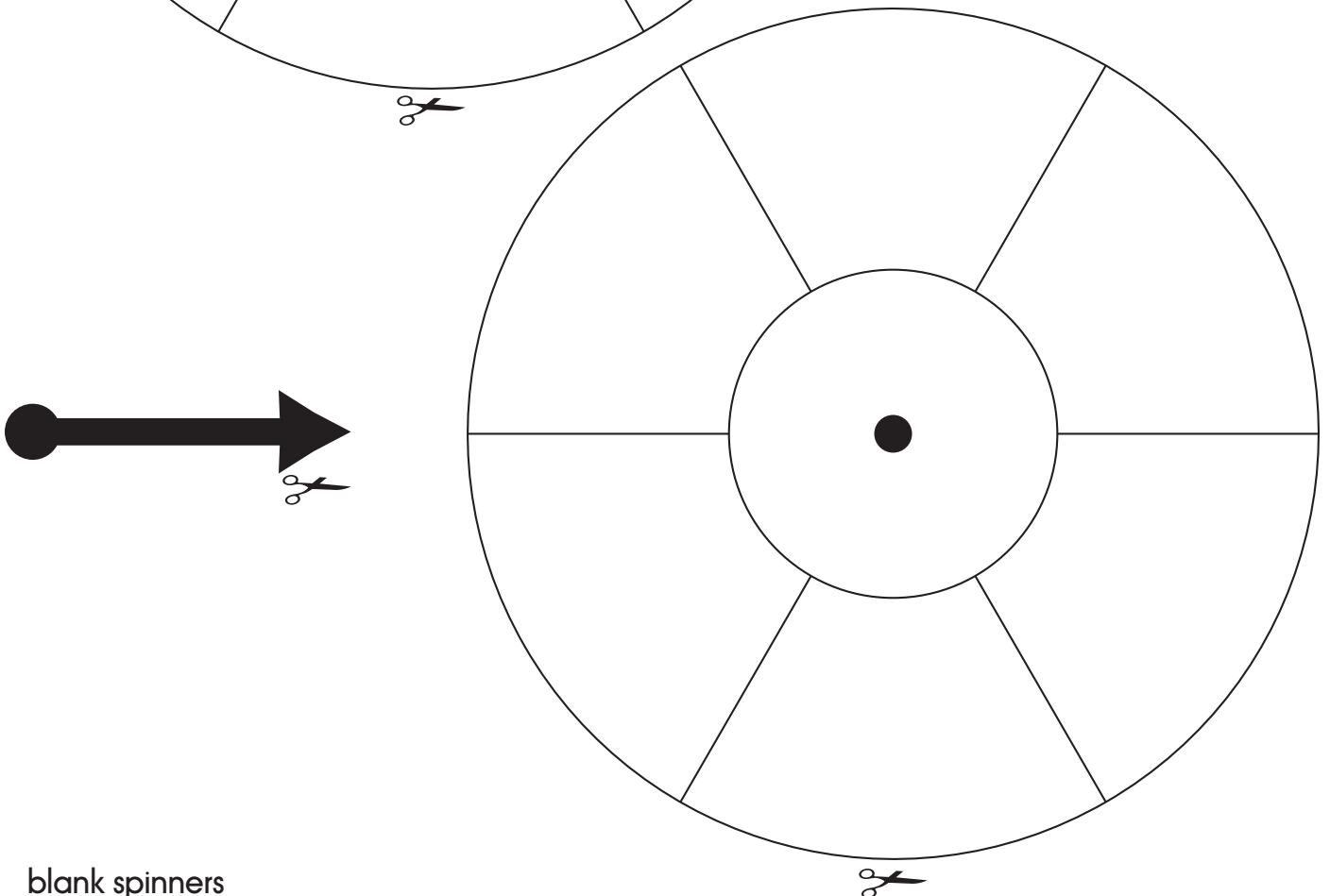
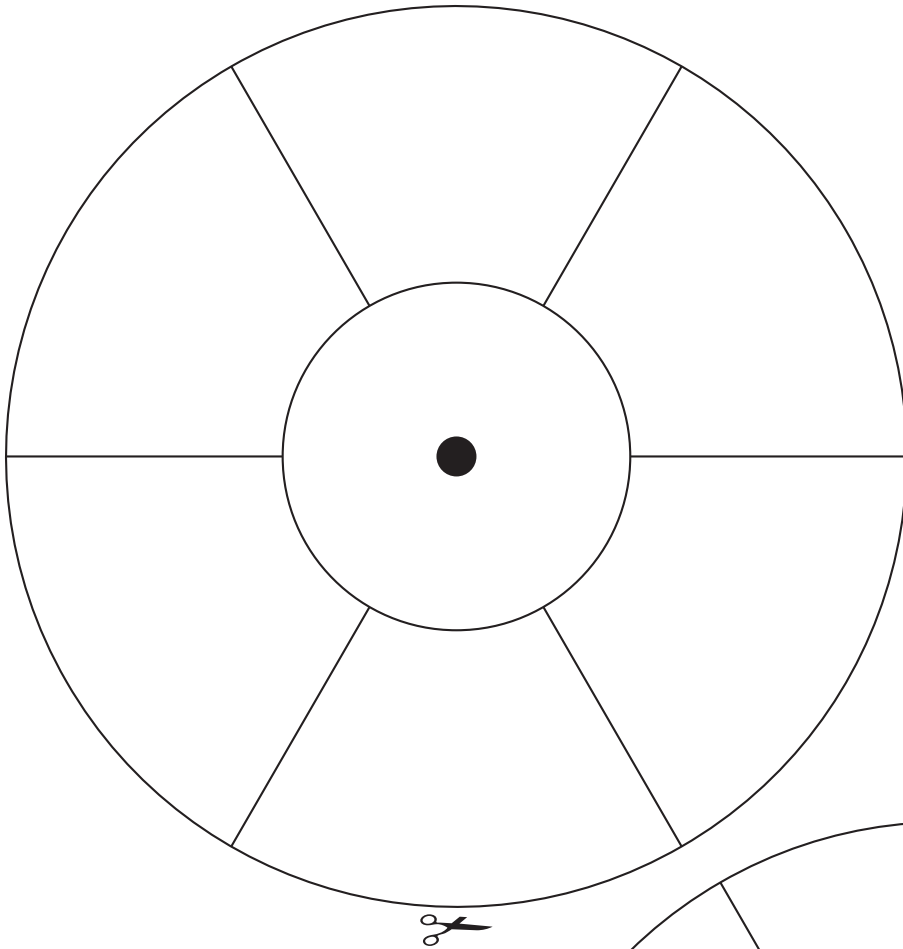
ar	er	ir	or	ur
air	are	ear	ore	err
oar	our			



Advanced Phonics

AP.006.AM3

Word-O-Matic

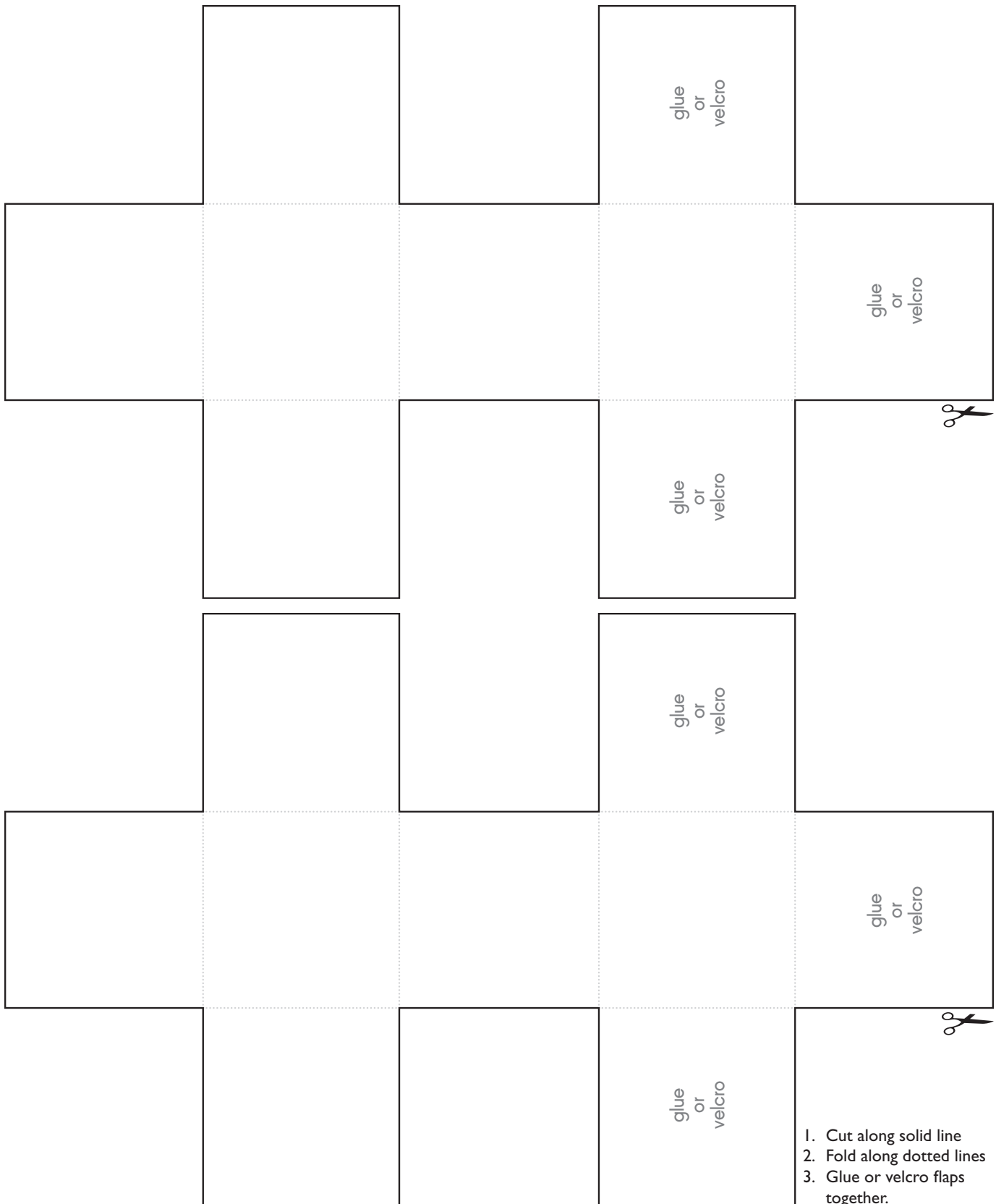


blank spinners

Advanced Phonics

Word-O-Matic

AP.006.AM4



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

blank cubes



Objective

The student will produce words with variant correspondences.

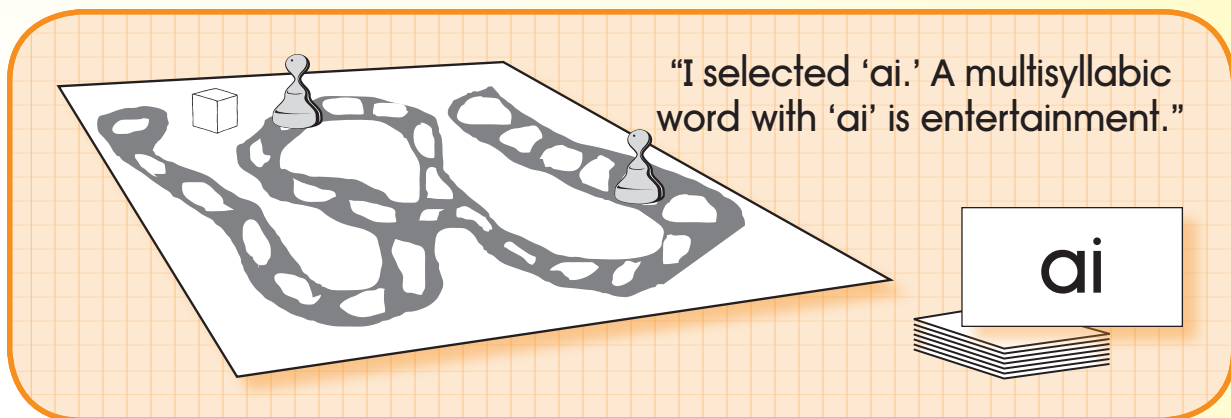
Materials

- ▶ 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



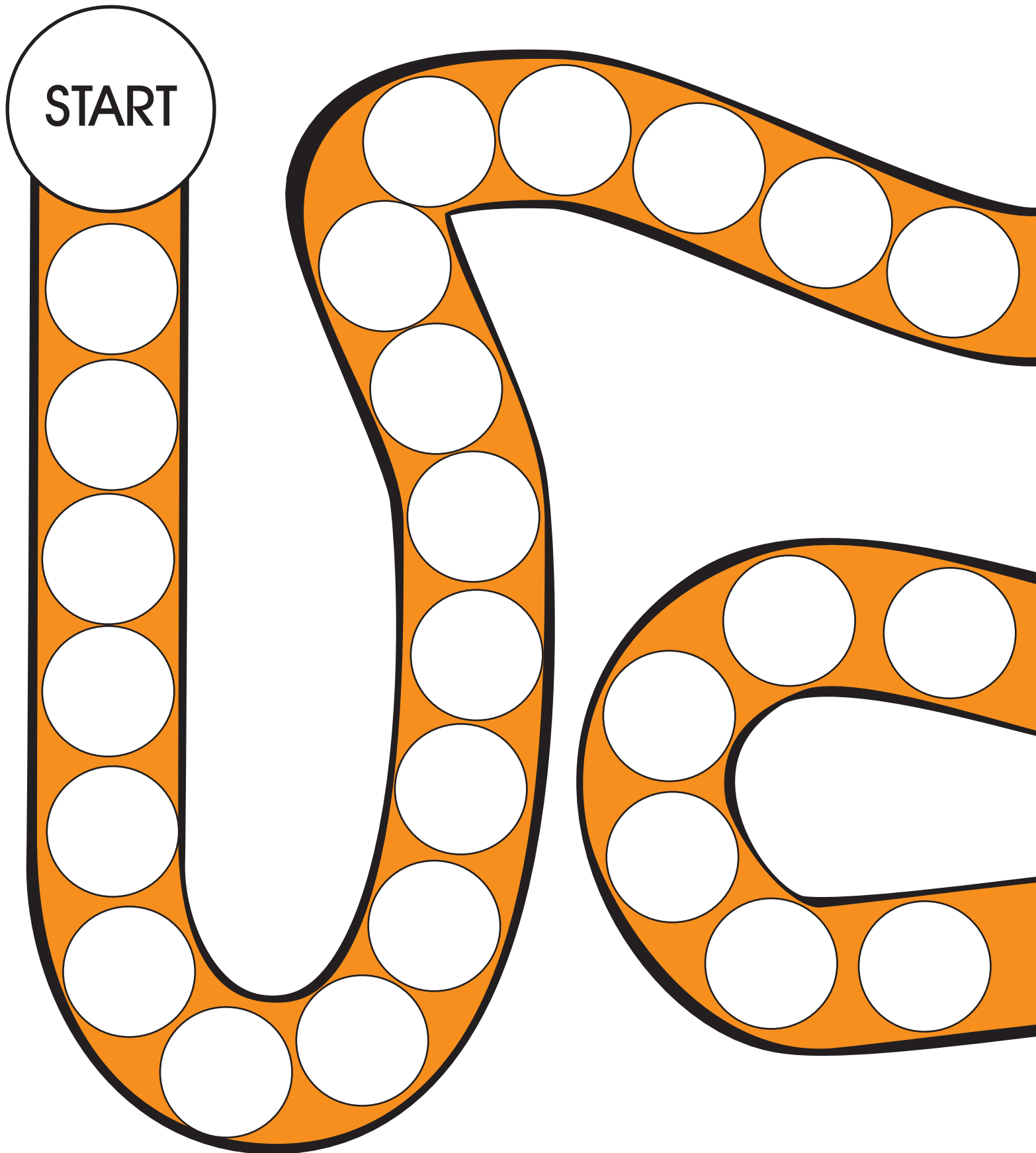
Extensions and Adaptations

- ▶ 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

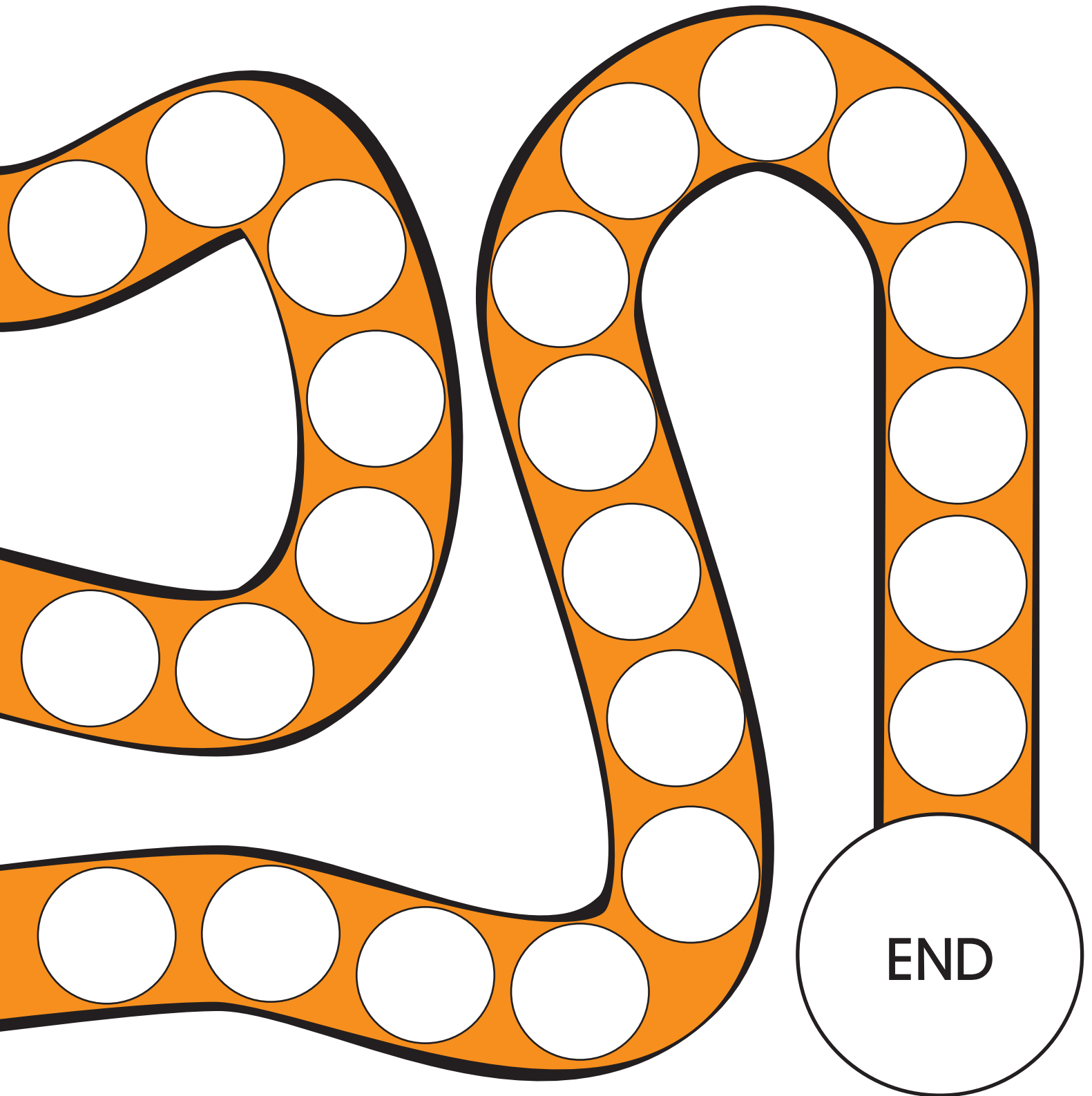
AP.007.AM1a



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

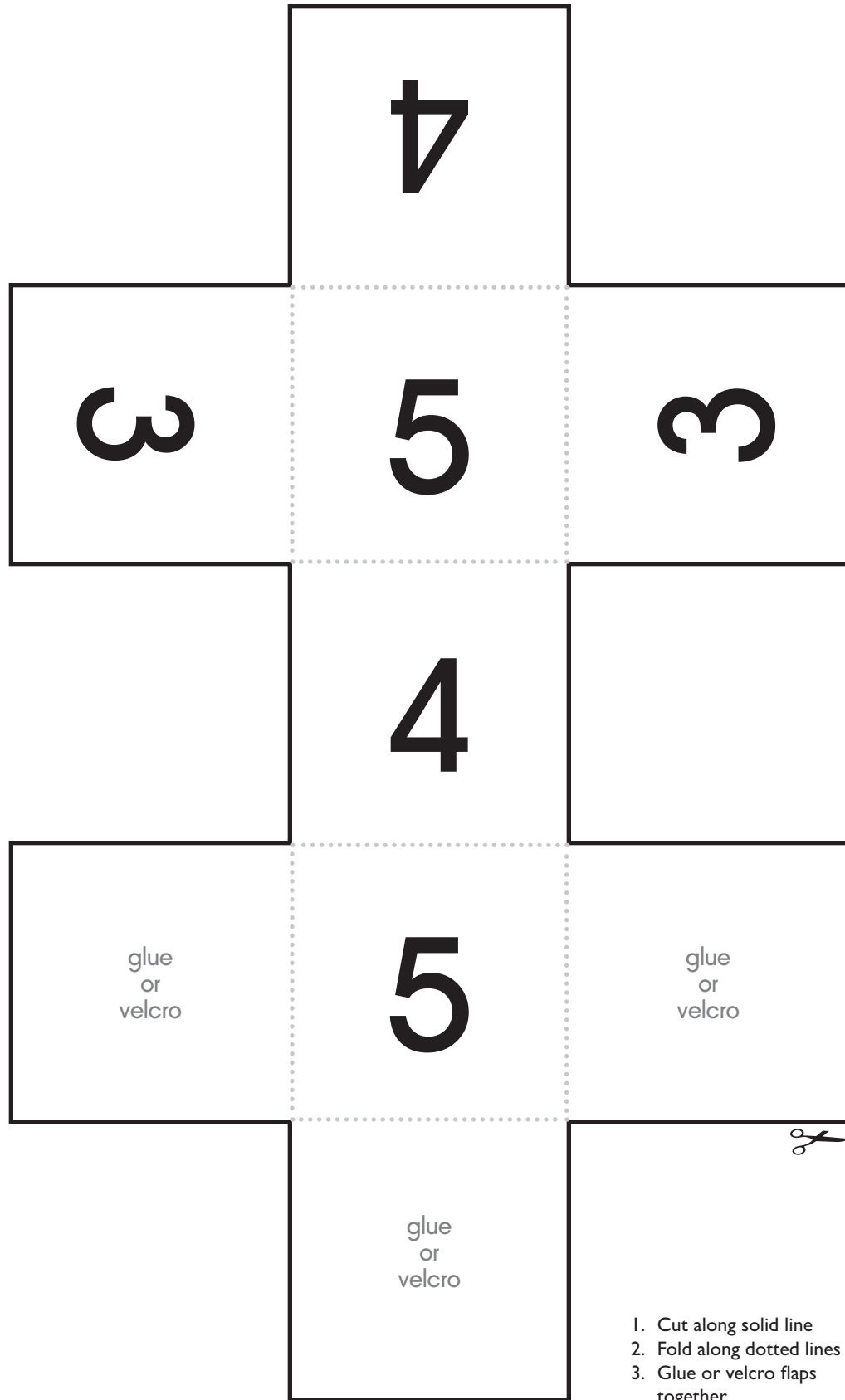
ou

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

Name _____

The Write Word

AP.007.SS

spelling pattern	word

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

