



### Vowel Stars

#### **Objective**

The student will blend sounds of letters to make words.

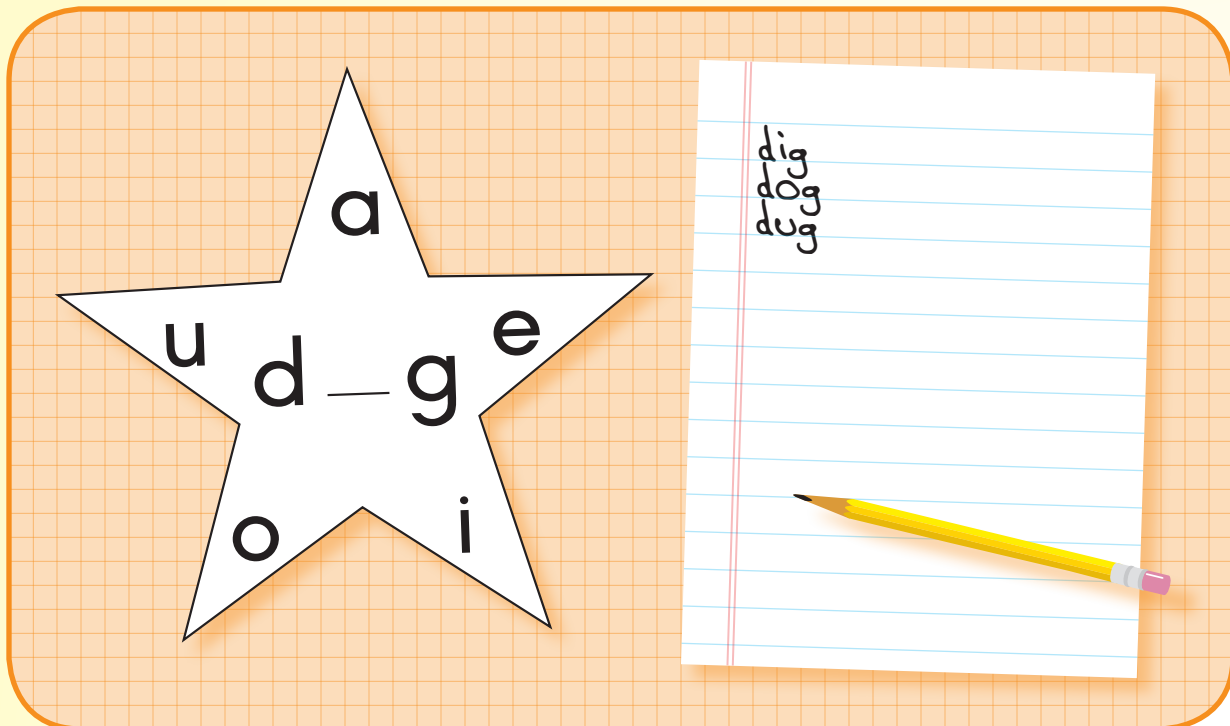
#### **Materials**

- ▶ Vowel Stars (Activity Master P.034.AM1a - P.034.AM1d)  
*Copy on card stock, laminate, and cut.*
- ▶ Vis-à-Vis® marker
- ▶ Paper
- ▶ Pencil

#### **Activity**

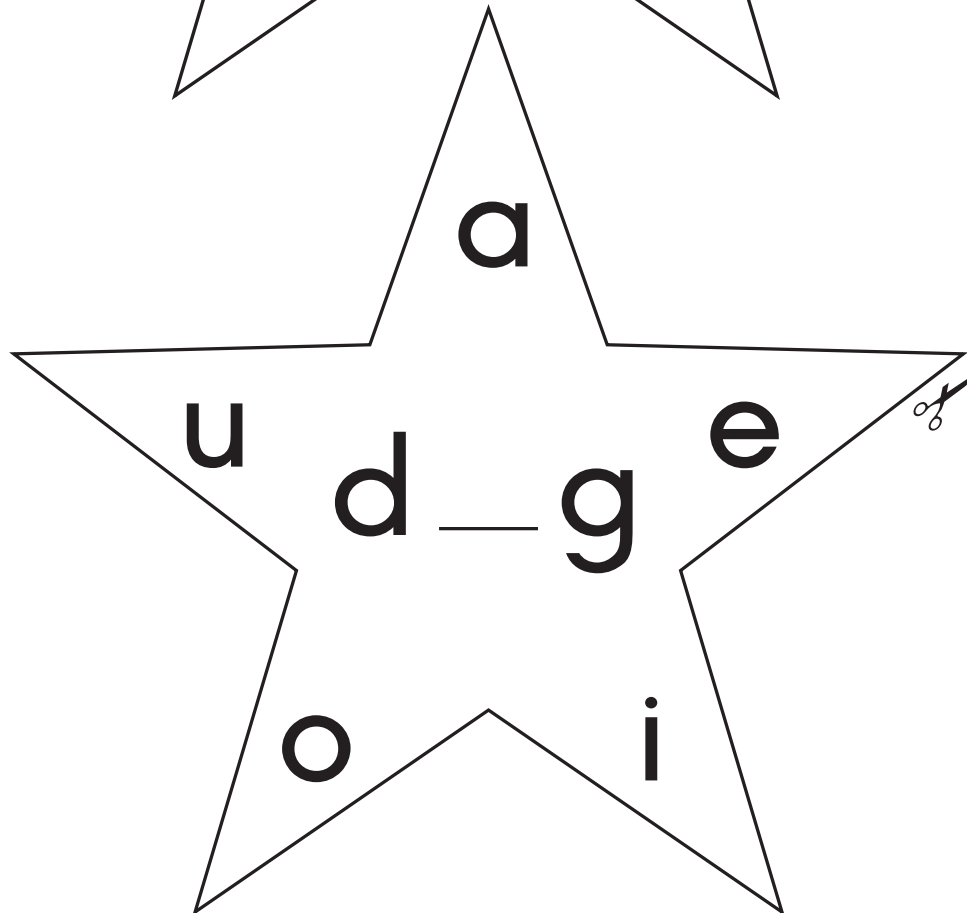
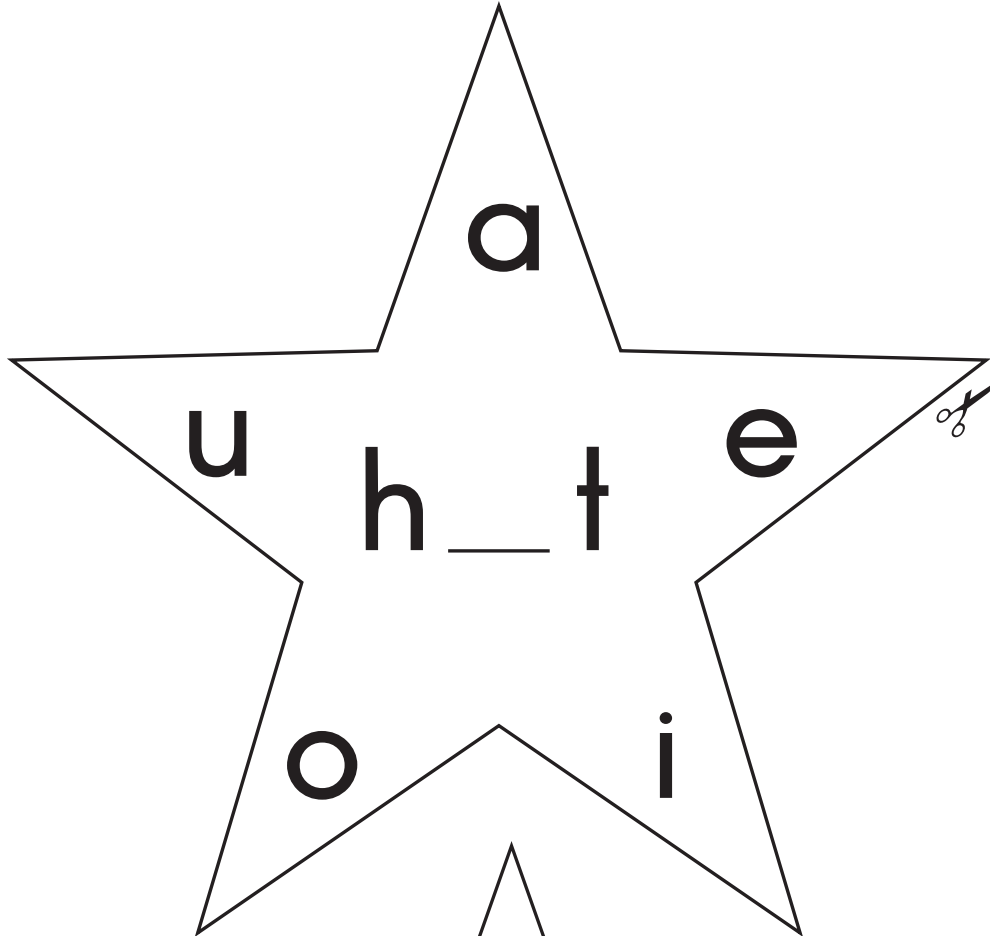
Students combine vowels with consonant combinations to make words.

1. Place the Vowel Stars face down in a stack at the center. Provide the student with paper and a Vis-à-Vis® marker.
2. The student selects the top card and writes a vowel in the blank using the Vis-à-Vis® marker.
3. Says the sounds of each letter, blends them, and reads the word orally (e.g., “/d//i//g/, dig”).
4. Determines if it is a real word or a nonsense word. If it is a real word records it on the paper.
5. Wipes the vowel off and writes another one.
6. Continue until all cards are used.
7. Teacher evaluation



#### **Extensions and Adaptations**

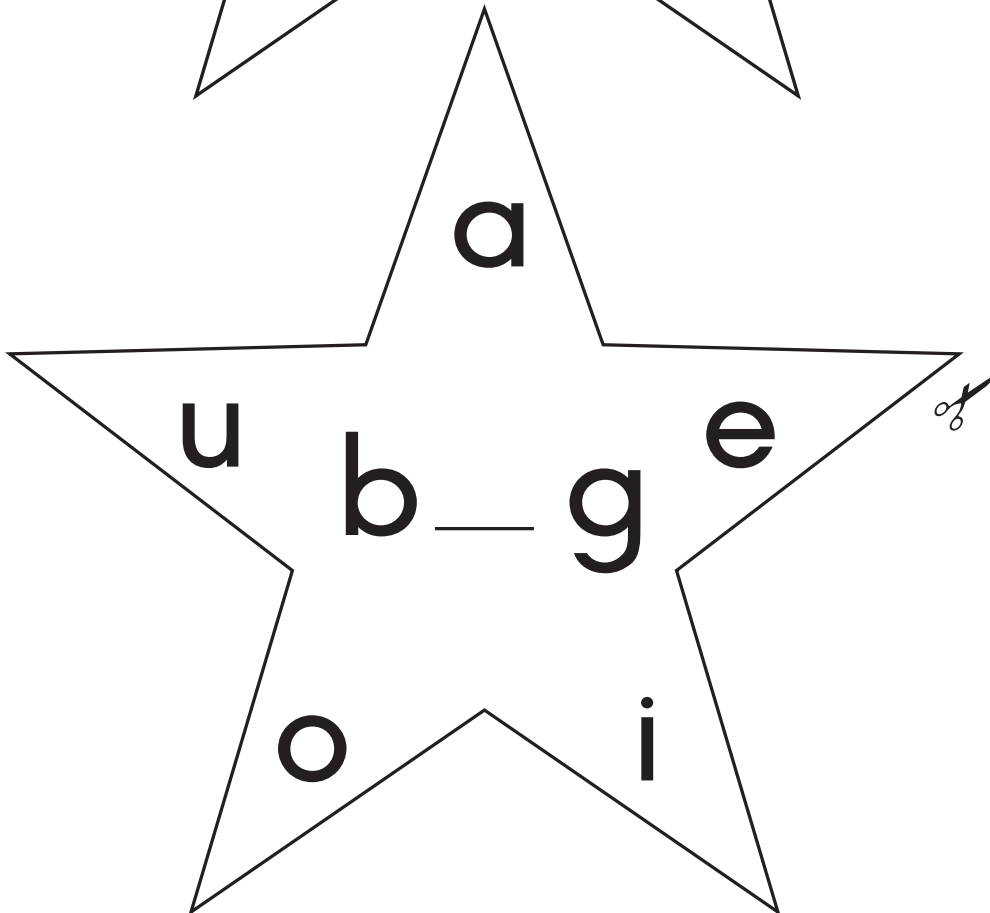
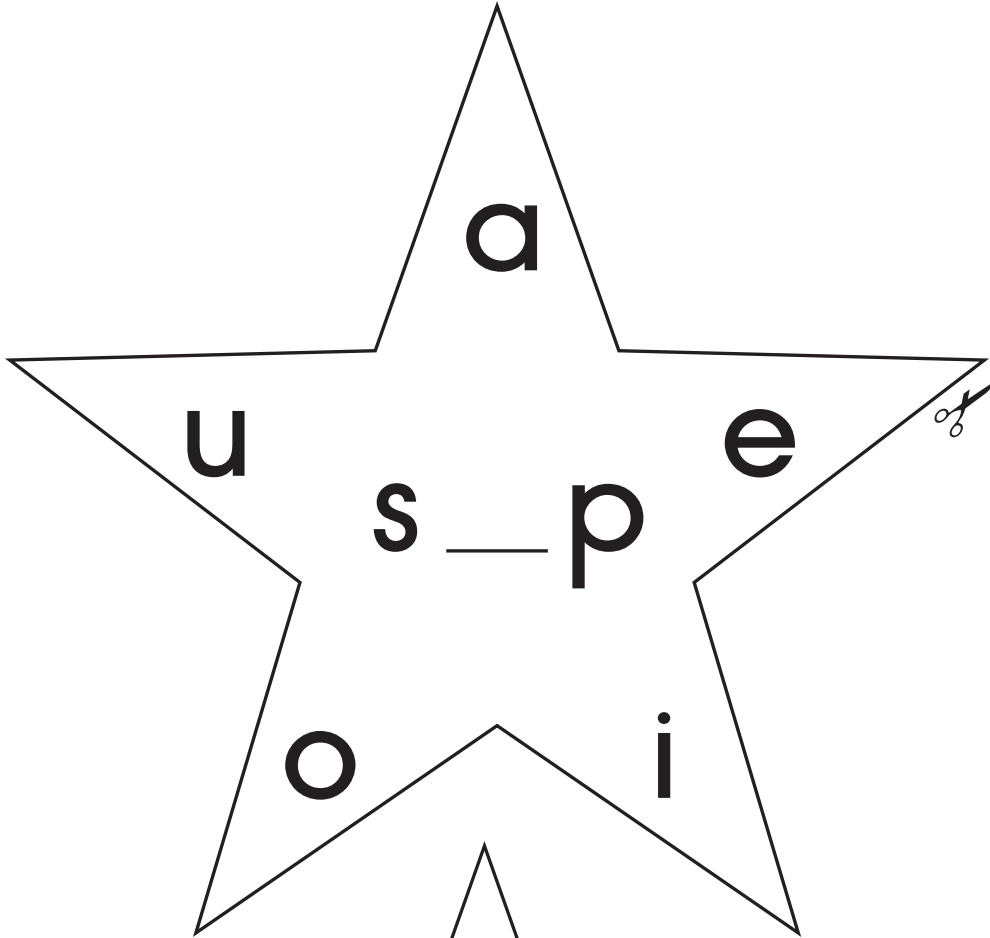
- ▶ Make stars with other consonants (Activity Master P.034.AM2).
- ▶ Exchange sheets with another student and compare words.



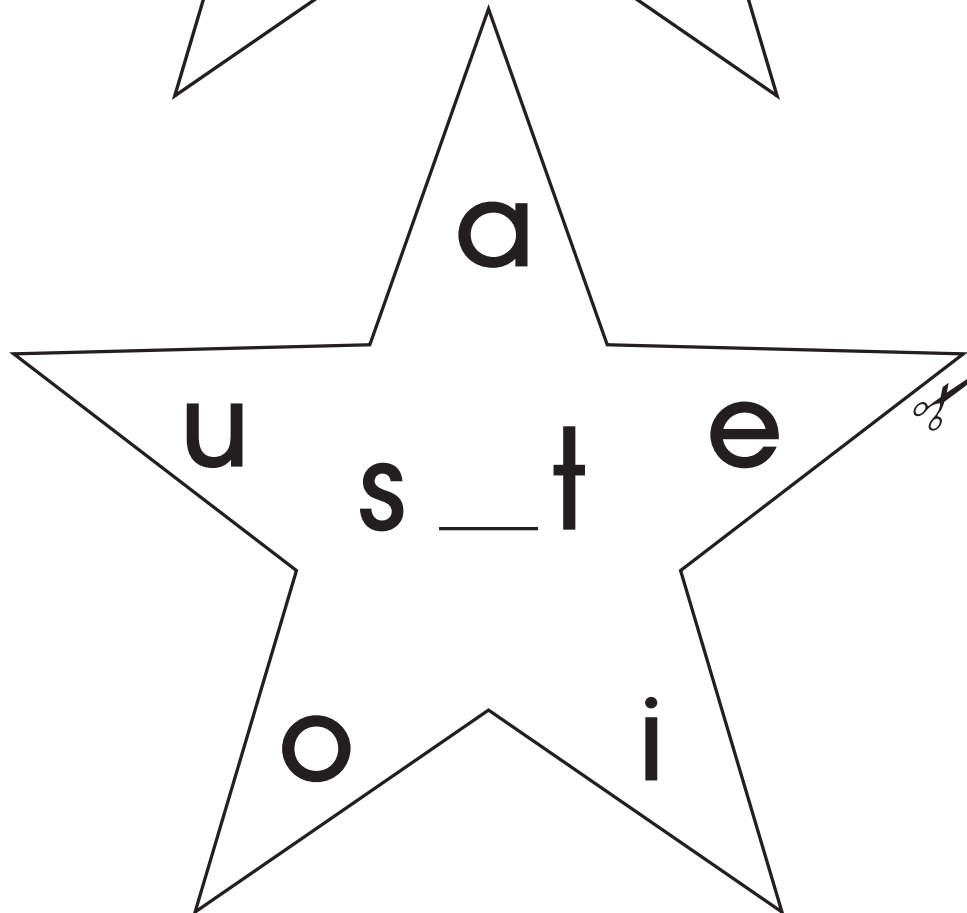
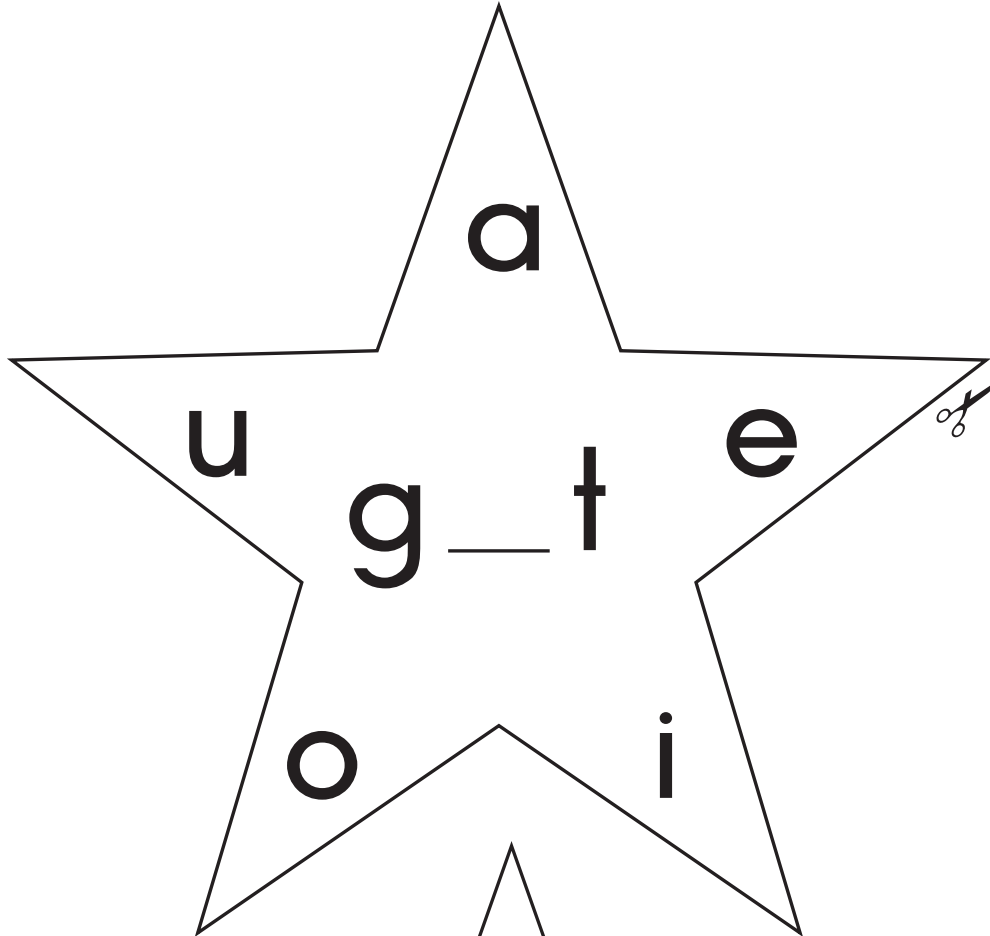
# Phonics

Vowel Stars

P.034.AM1b



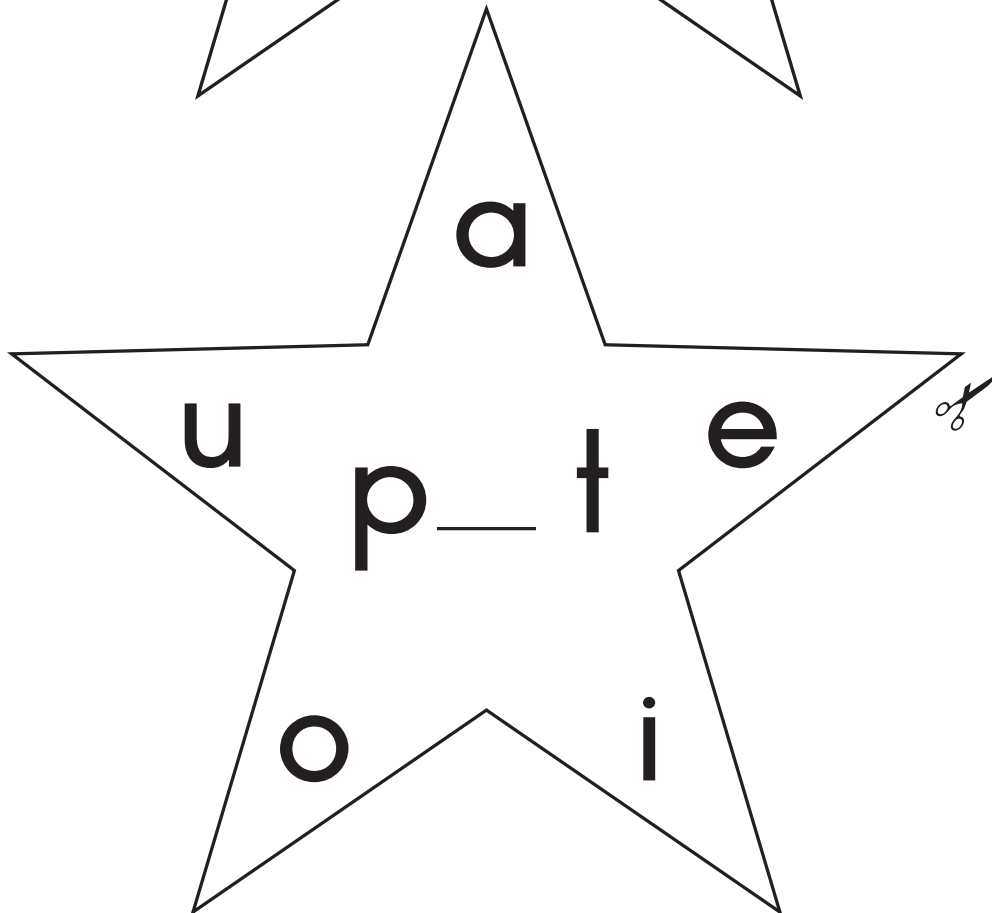
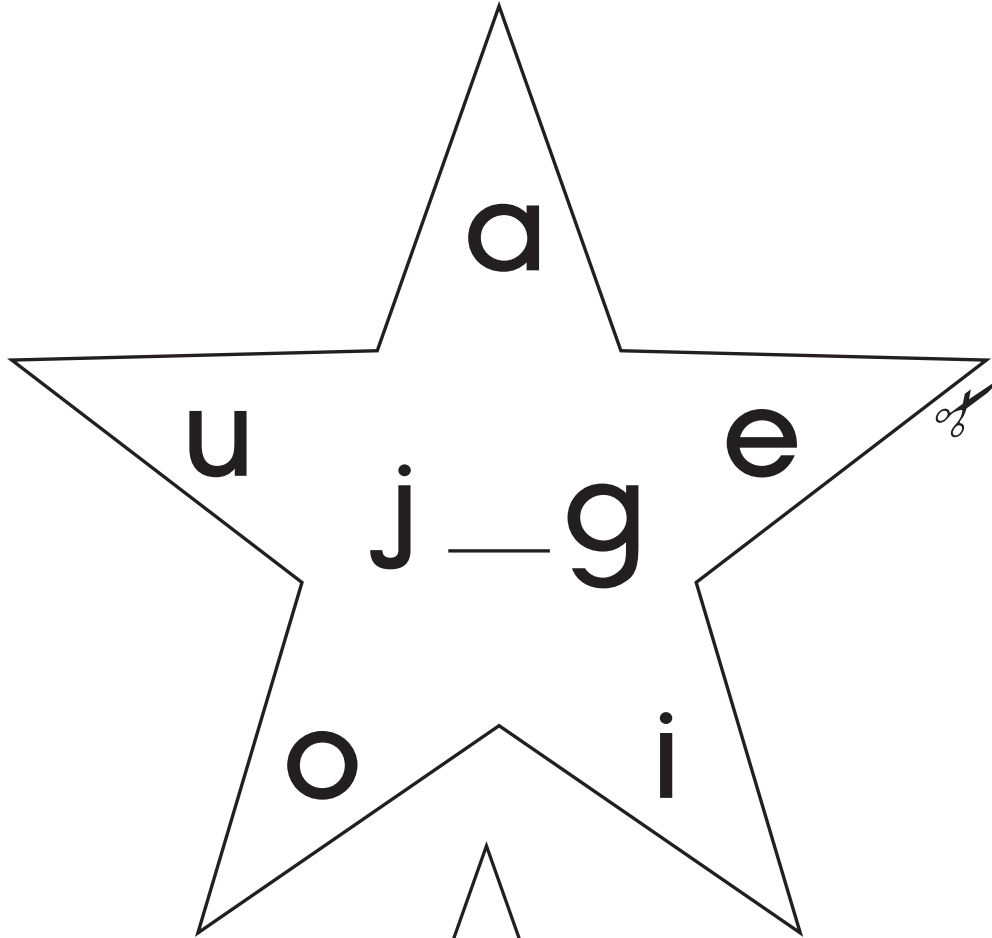
vowel stars



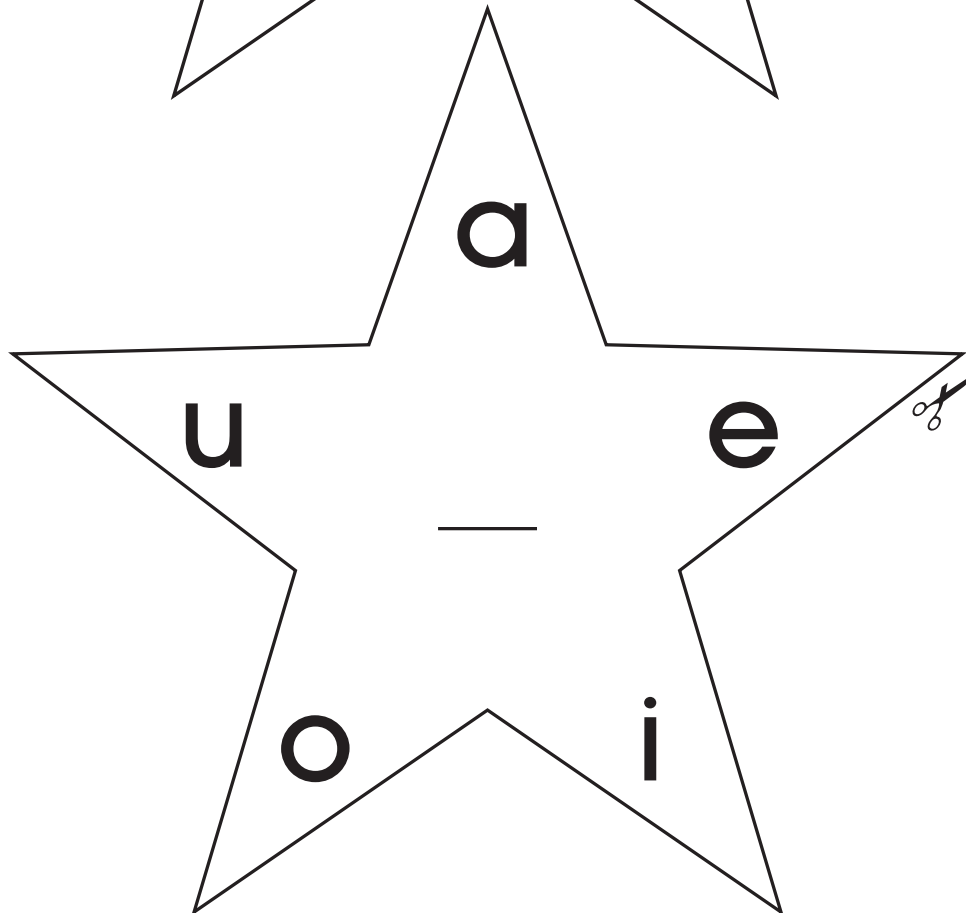
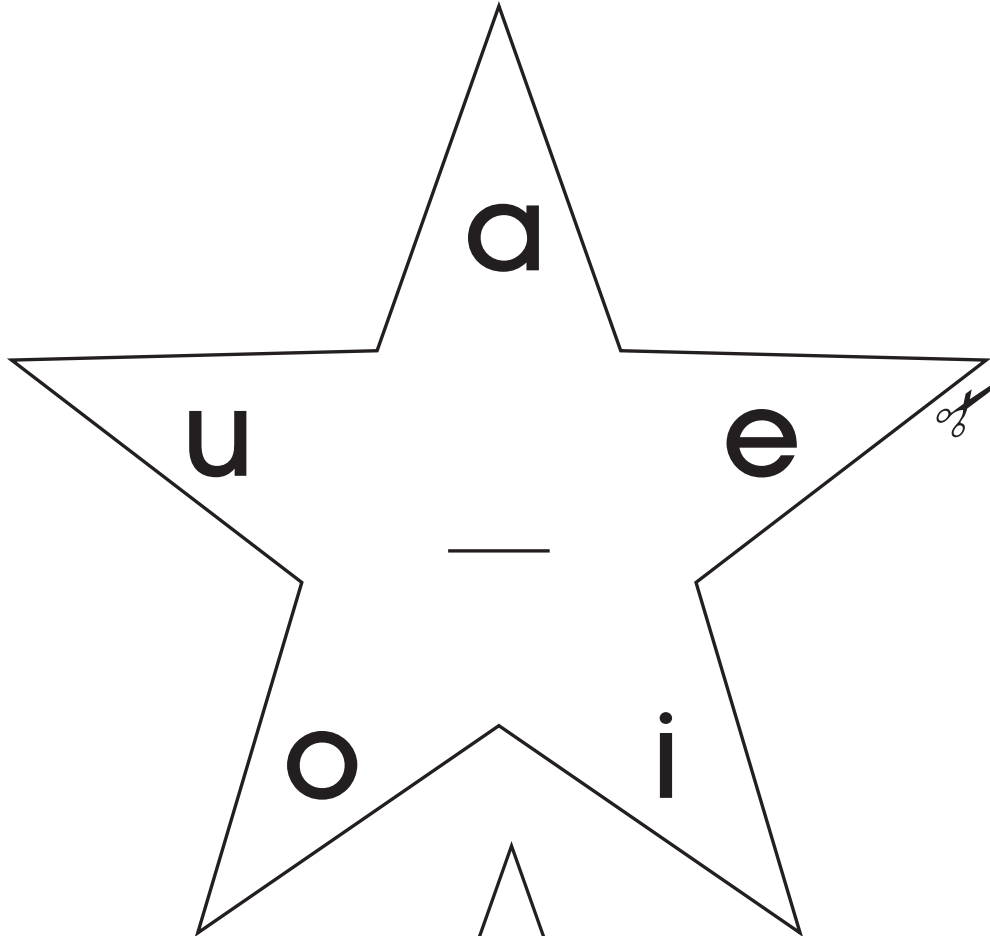
# Phonics

Vowel Stars

P.034.AM1d



vowel stars



vowel stars



### Word Steps

#### Objective

The student will blend sounds of letters to make words.

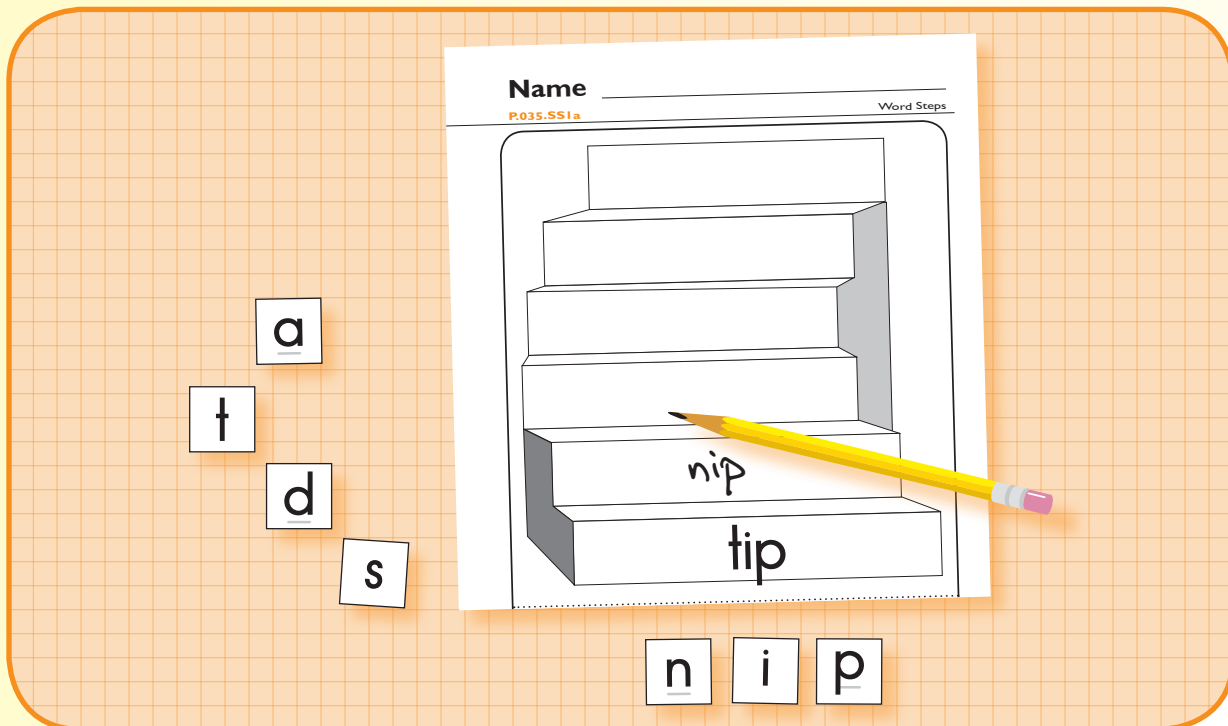
#### Materials

- ▶ Student sheets (Activity Master P.035.SS1a - P.035.SS1d)  
*Choose a target word student sheet.*
- ▶ Pencil
- ▶ Scissors

#### Activity

Students make new words by manipulating one letter at a time.

1. Provide the student with scissors and a target word student sheet.
2. The student cuts the letters from the bottom of the student sheet and places them in a row.
3. Selects the corresponding letters to make the word on the bottom step. Says the sounds of each letter, blends them, and reads the word orally (e.g., “/t//i//p/, tip”).
4. Exchanges one of the letters to make a new real word. Blends them, and reads the new word (e.g., “/n//i//p/, nip”).
5. Records the word on the next step.
6. Continues until all the steps are filled.
7. Teacher evaluation



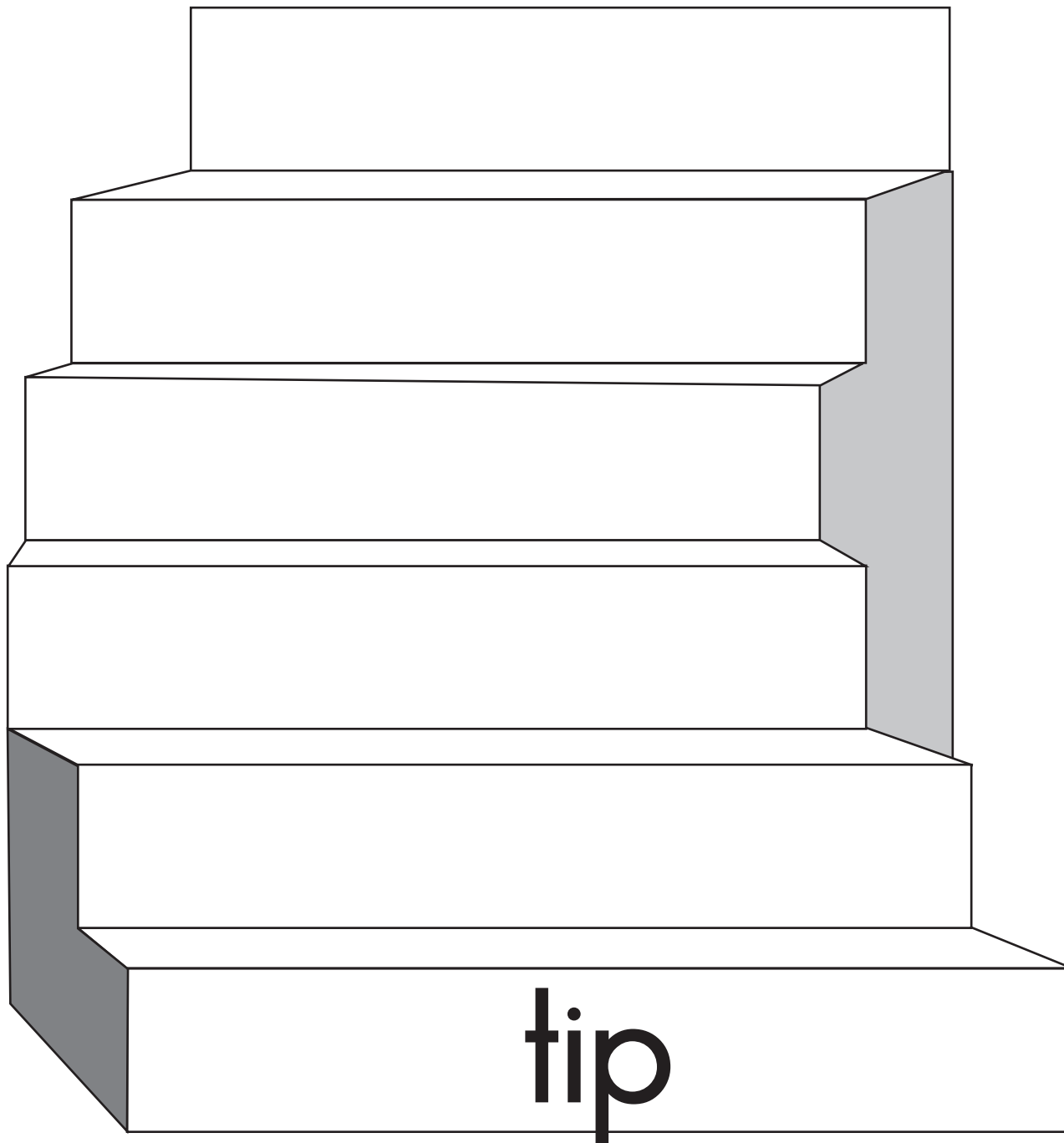
#### Extensions and Adaptations

- ▶ Add letters and/or steps.
- ▶ Use other target word steps (Activity Master P.035.SS1a - P.035.SS1d)
- ▶ Make word steps with other words (Activity Master P.035.SS2).

Name \_\_\_\_\_

P.035.SS1a

Word Steps



t i p d n s a

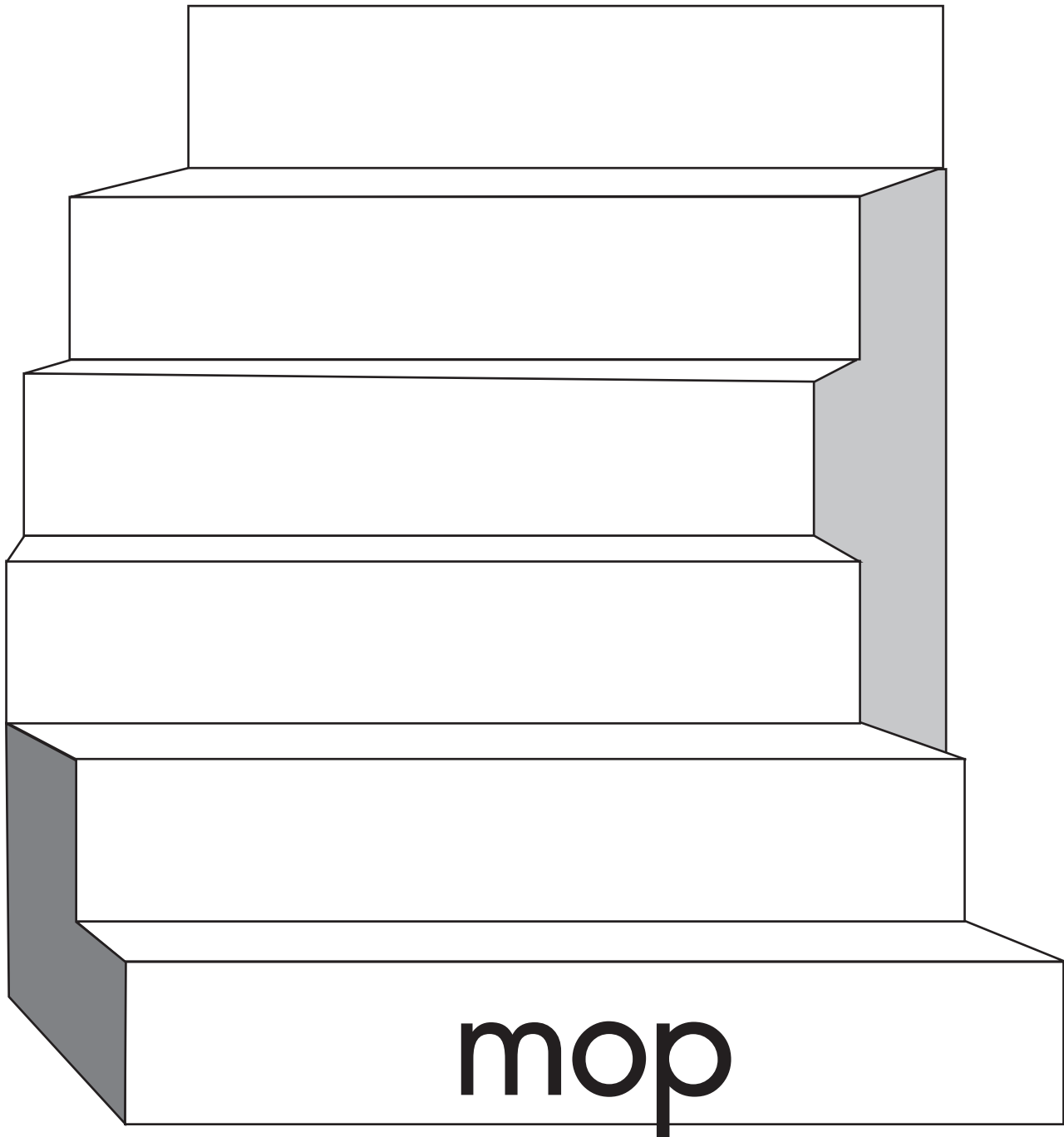




Name \_\_\_\_\_

Word Steps

P.035.SS1b

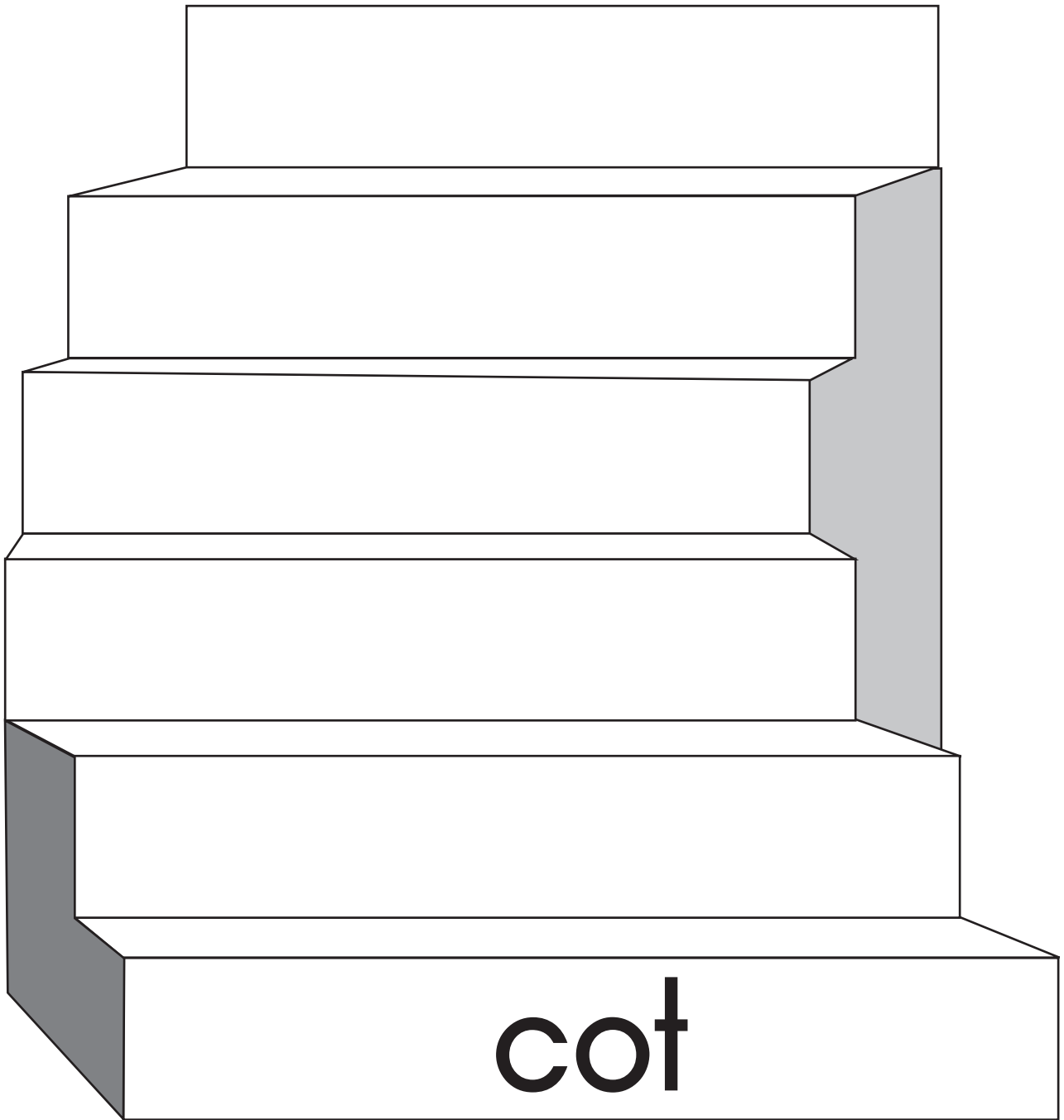


m o p u h i t g

Name \_\_\_\_\_

P.035.SS1c

Word Steps



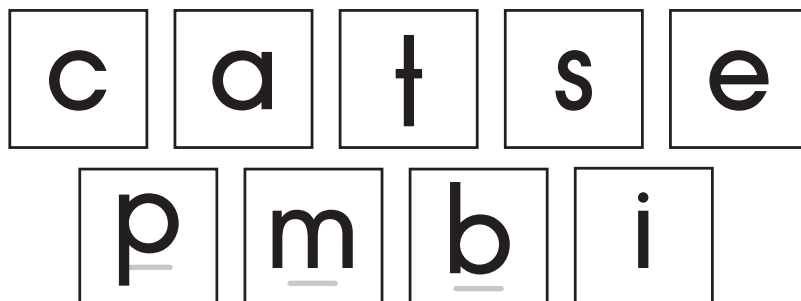
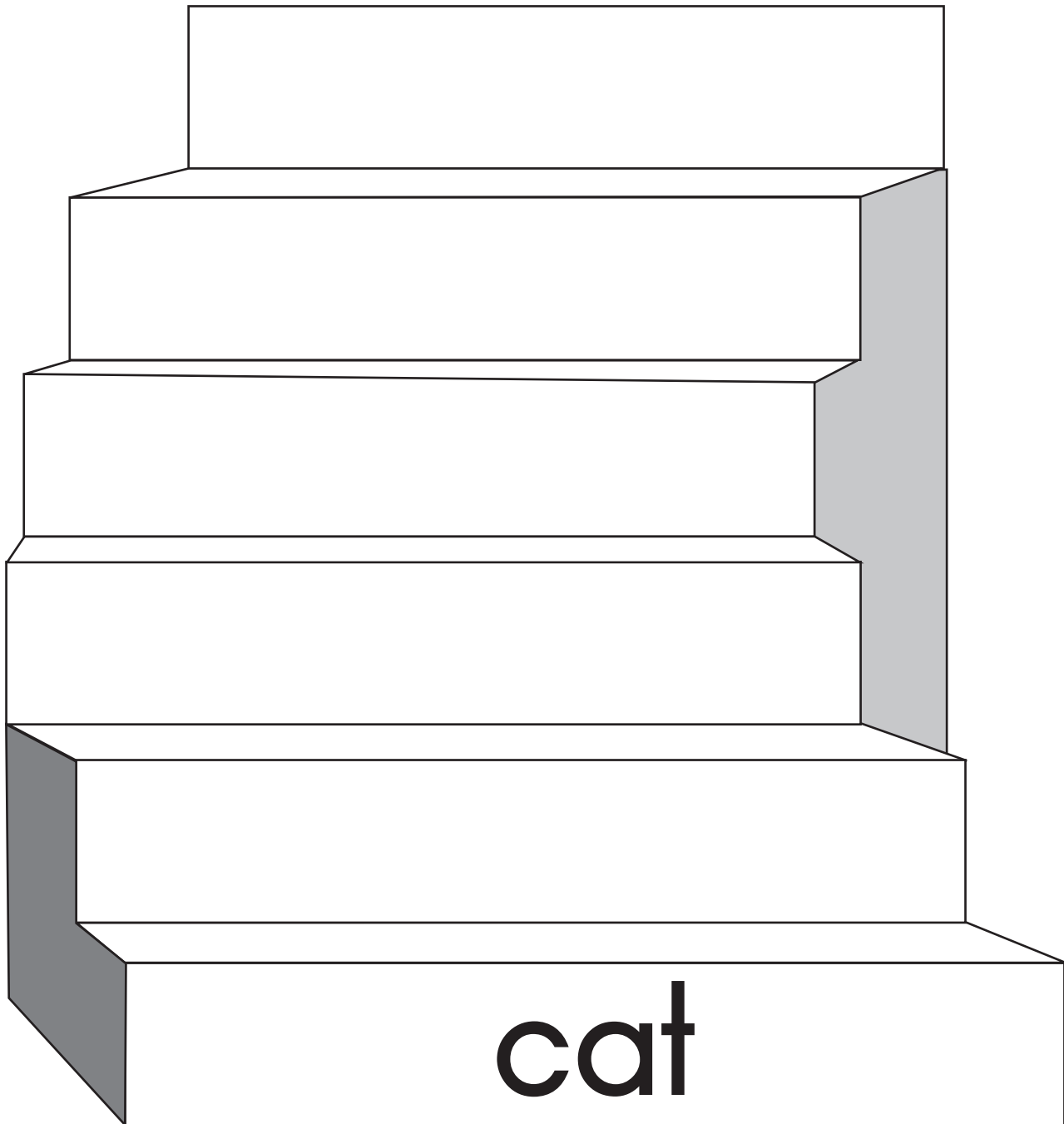
..... 

c	o	t	<u>d</u>	g	l	<u>u</u>	h
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Name \_\_\_\_\_

Word Steps

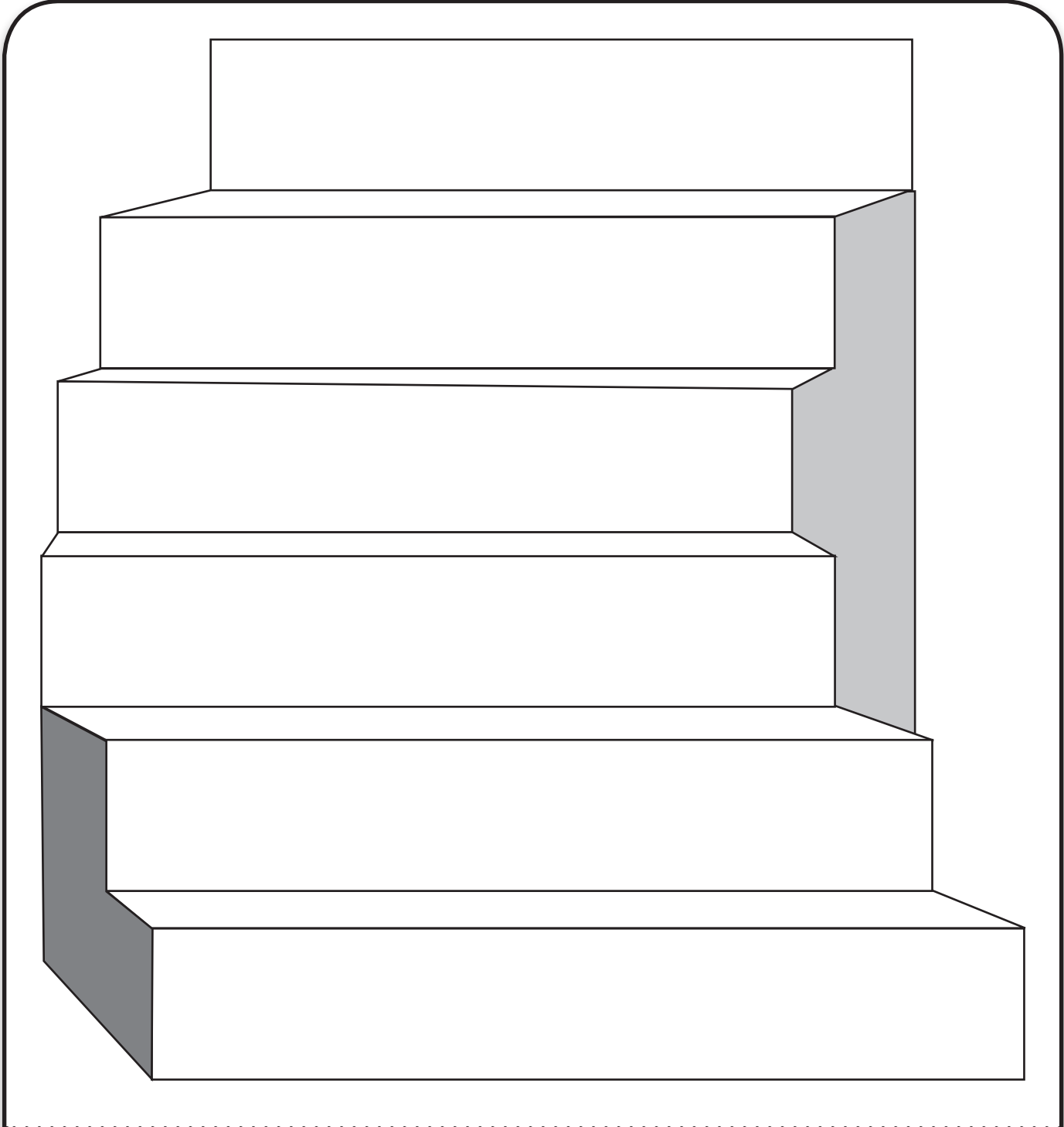
P.035.SSId



Name \_\_\_\_\_

P.035.SS2

Word Steps



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### Letter Cube Blending

#### Objective

The student will blend sounds of letters to make words.

#### Materials

- ▶ Letter cubes (Activity Master P.036.AM1a - P.036.AM1c)  
*Copy on card stock, laminate, cut, and assemble.*
- ▶ Student sheet (Activity Master P.036.SS)
- ▶ Pencils

#### Activity

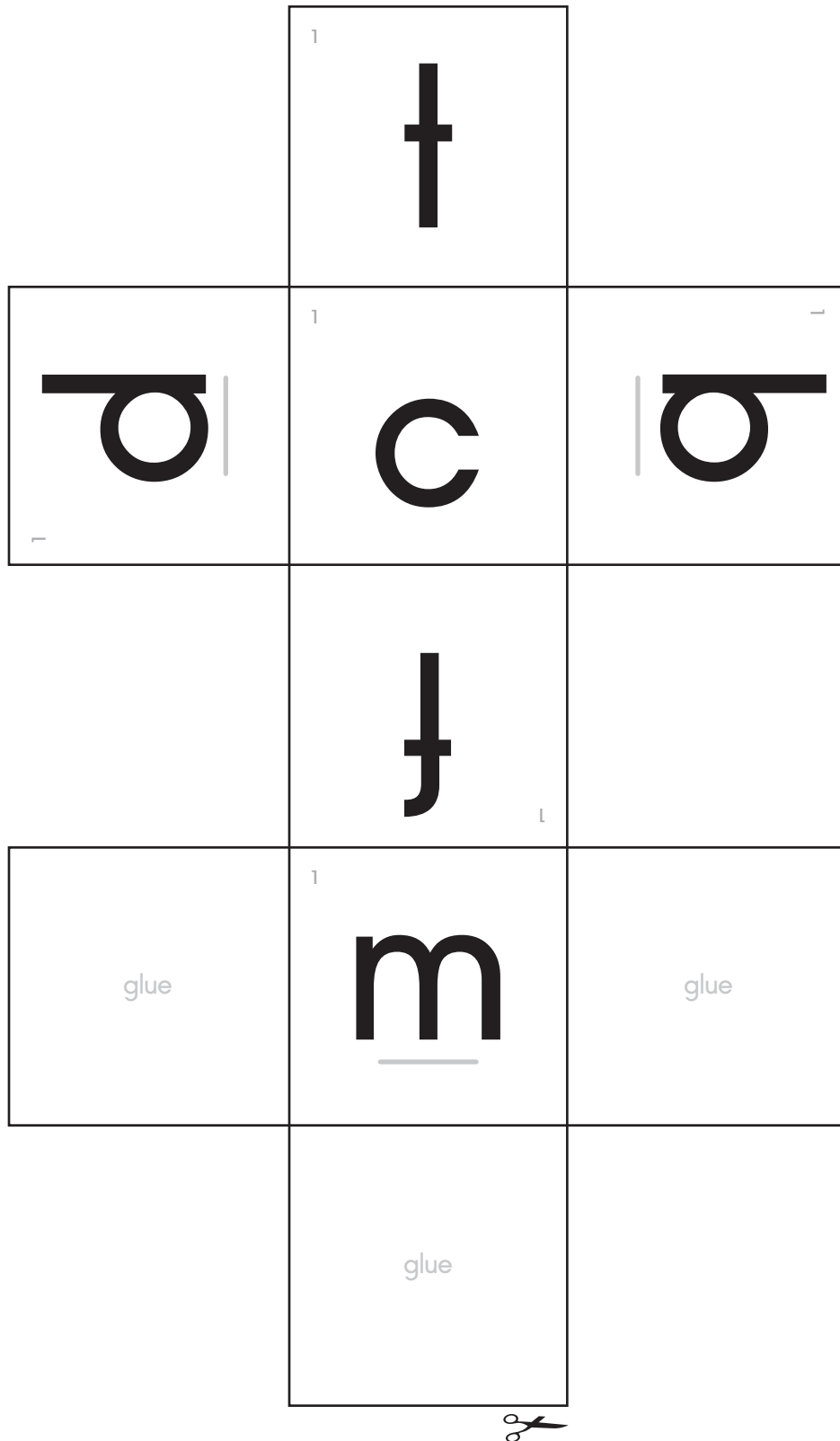
Students make words using consonant and vowel cubes.

1. Place the three cubes on a flat surface. Provide each student with a student sheet.
2. Taking turns, students roll the cubes. Place each cube on the matching number on the student sheet. Say the sound of each letter, blend them, and read the word orally (e.g., "/k//o//b/, cob").
3. Determine if the word is real or nonsense and record it in the corresponding column on the student sheet.
4. Continue until at least ten words are recorded.
5. Teacher evaluation

Cubes		
c	o	b
Real words	Nonsense words	
cot		
cob		

#### Extensions and Adaptations

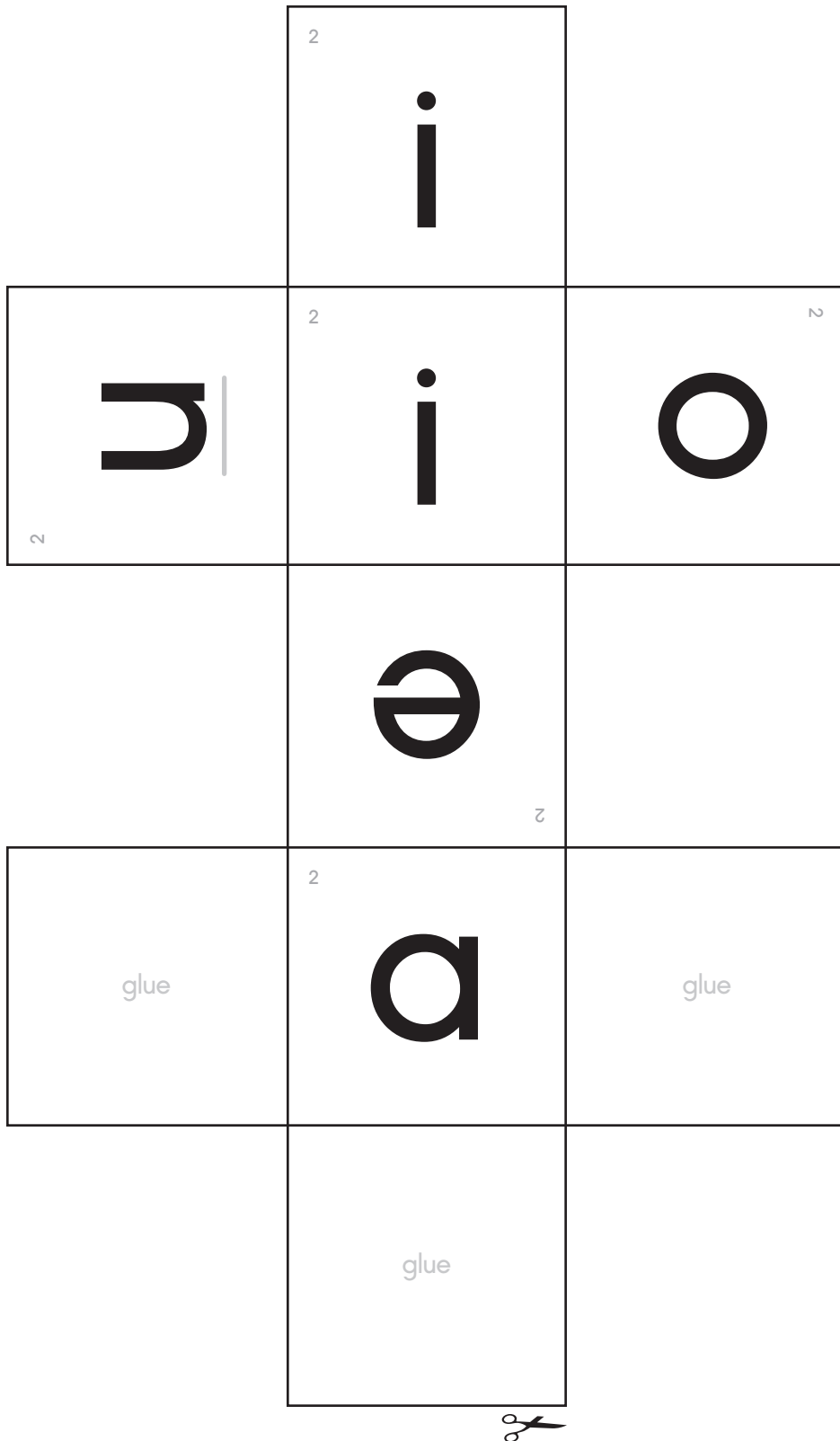
- ▶ Complete an open sort with the words from the compiled lists.
- ▶ Use a timer to make as many real words as possible in a minute.



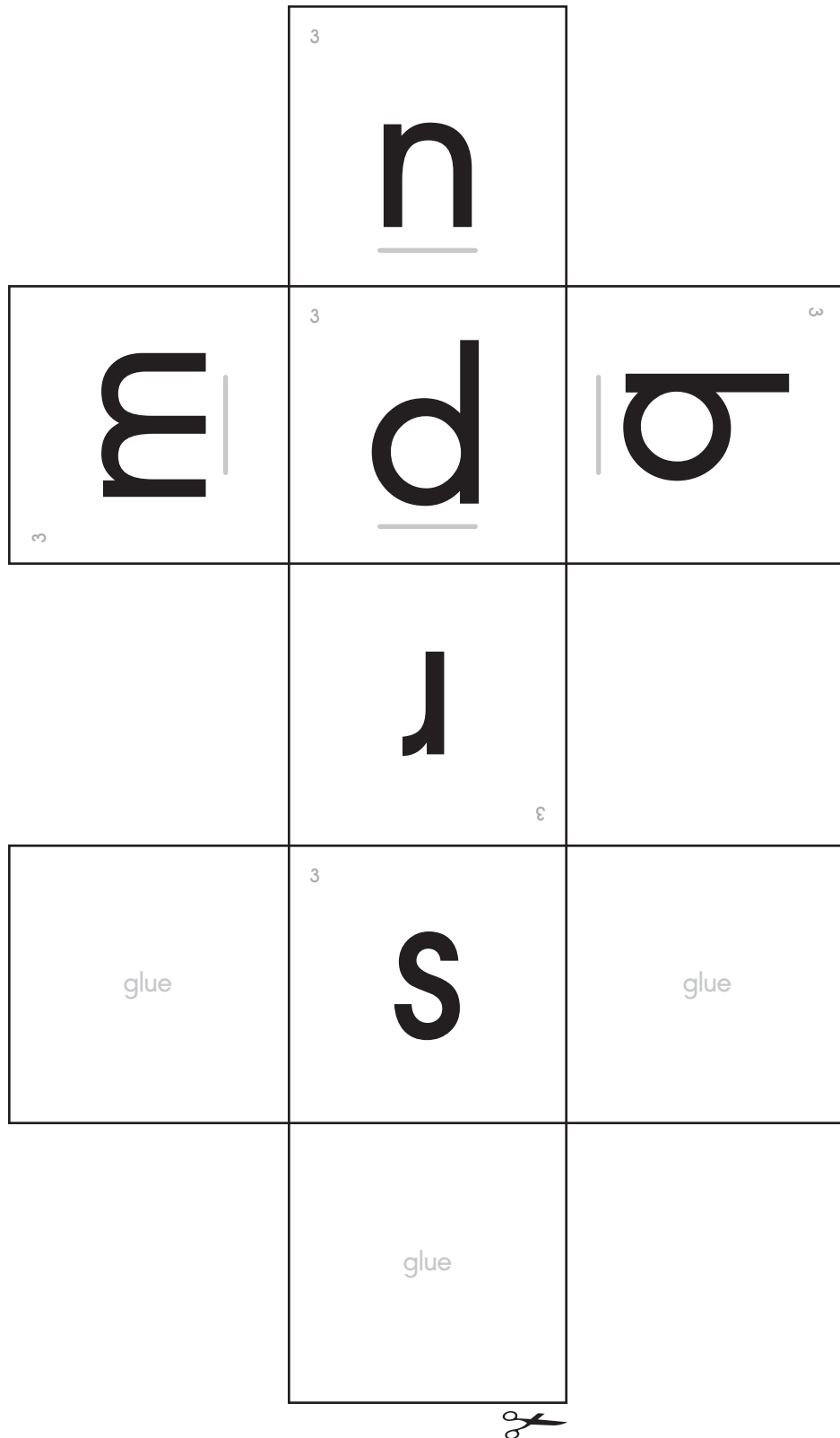
# Phonics

Letter Cube Blending

P.036.AM1b



letter cube 2





Name \_\_\_\_\_

Letter Cube Blending

P.036.SS

# Cubes

1

2

3

Real words

Nonsense words

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#### Objective

The student will blend sounds of letters to make words.

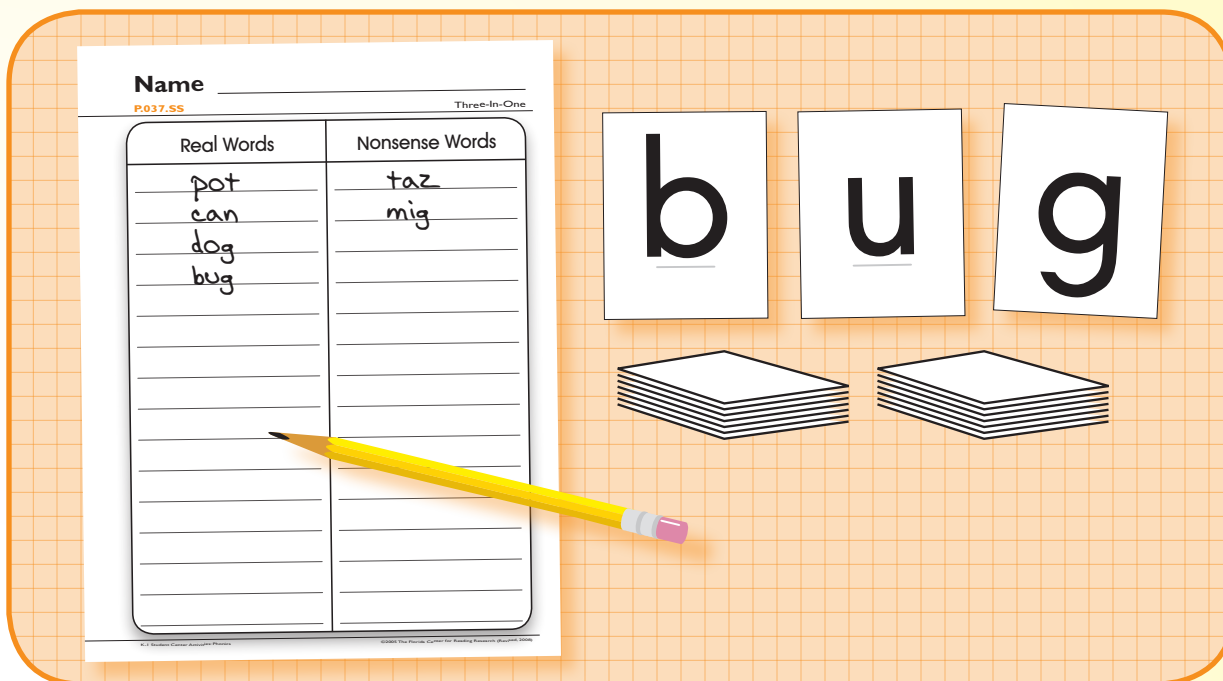
#### Materials

- ▶ Letter cards (Activity Master P.037.AM1a - P.037.AM1c)
- ▶ Student sheet (Activity Master P.037.SS)
- ▶ Pencils

#### Activity

Students use consonant and vowel cards to make words.

1. Place the consonant cards face down in one stack and vowel cards face down in another stack. Provide each student with a student sheet.
2. Taking turns, students select two cards from the consonant stack and one card from the vowel stack.
3. Place the vowel card between the two consonant cards. Say the sound of each letter, blend them, and read the word orally (e.g., “/b//u//g/, bug”).
4. Determine if the word is real or nonsense and record it in the corresponding column on the student sheet. Return the cards to the bottom of the appropriate stacks. Select two more consonant cards and one more vowel card.
5. Continue until at least ten words are recorded.
6. Teacher evaluation



The illustration shows a student sheet on the left and letter cards on the right. The student sheet has a header for 'Name' and 'P.037.SS' and is divided into two columns: 'Real Words' and 'Nonsense Words'. The 'Real Words' column contains the words 'pot', 'can', 'dog', and 'bug'. The 'Nonsense Words' column contains 'taz' and 'mig'. To the right of the sheet are three letter cards: 'b', 'u', and 'g'. Below the cards are two stacks of letter cards and a yellow pencil.

#### Extensions and Adaptations

- ▶ Switch letters with other students to change nonsense words to real words.
- ▶ Sort the words by vowel.

# Phonics

Three-In-One

P.037.AM1a

a

b

c

d

e

f

g

h

i

letter cards



j

k

l

m

n

o

p

q

r



# Phonics

Three-In-One

P.037.AM1c

s

t

u

v

w

x

y

z

letter cards







### Digraph Delight



#### Objective

The student will blend sounds of letters to make words.



#### Materials

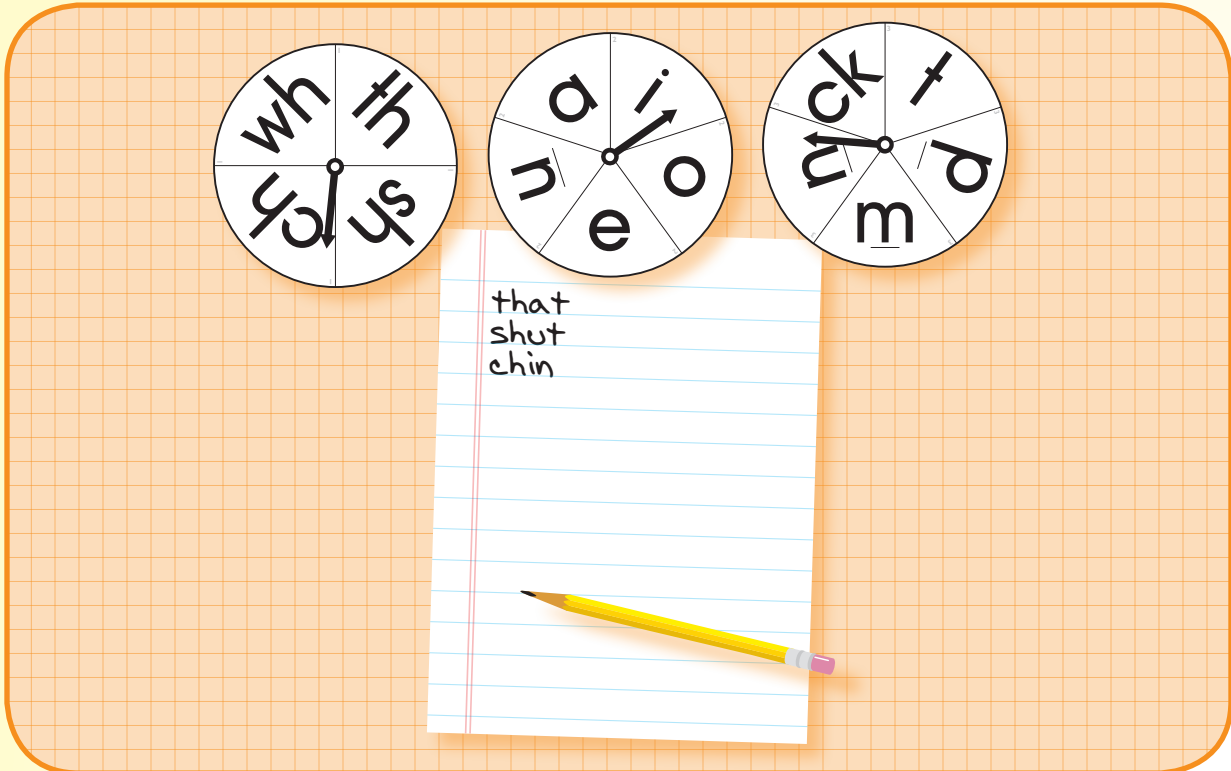
- ▶ Letter spinners (Activity Master P.038.AM1a - P.038.AM1c)  
*Copy spinners on card stock and cut.*
- ▶ Brads  
*Attach arrows to the spinners with the brads.*
- ▶ Paper
- ▶ Pencil



#### Activity

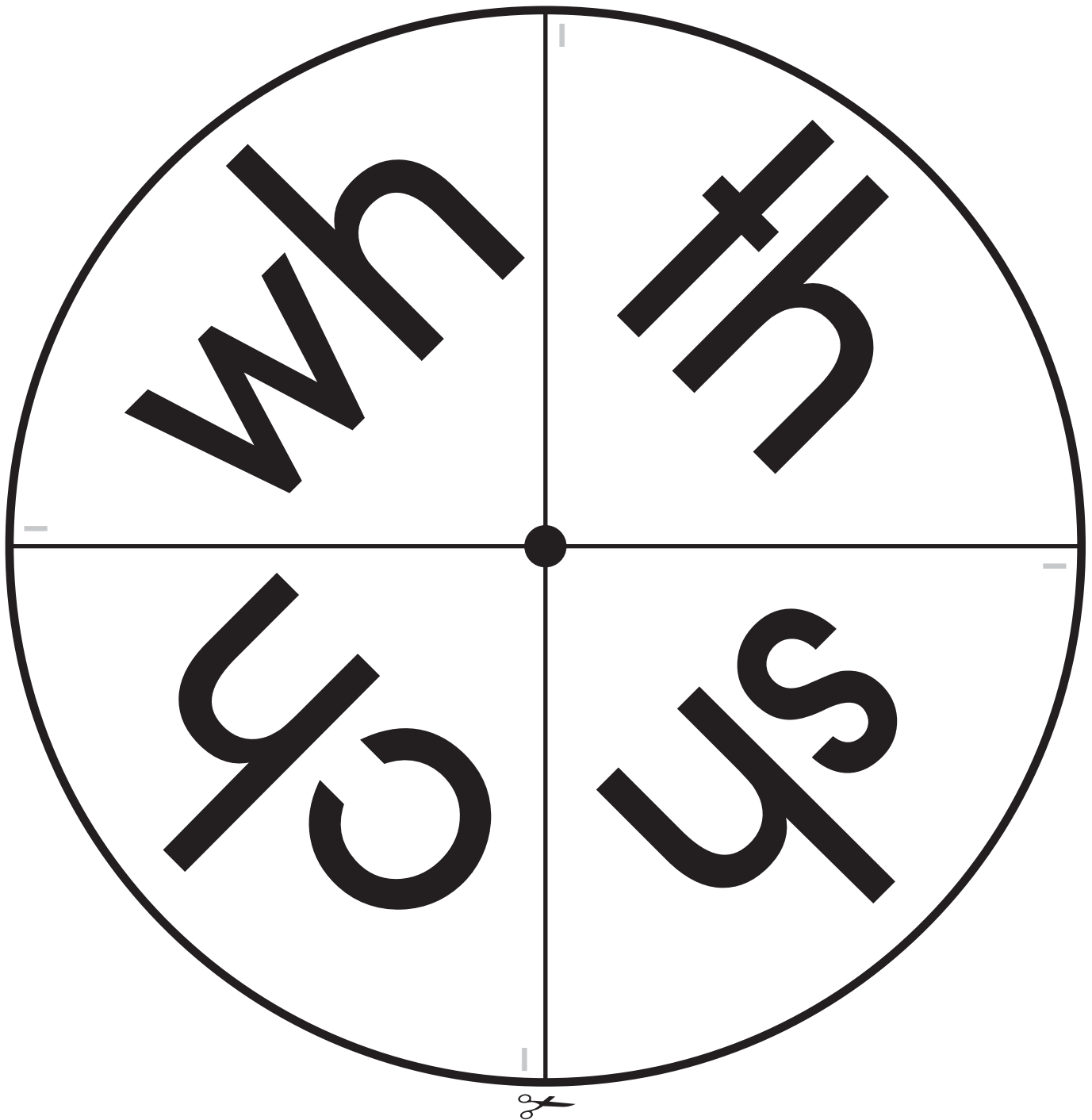
Students make words using digraph and letter spinners.

1. Place spinners at the center. Provide each student with paper.
2. The student spins each spinner in order and writes the letters on the paper.
3. Says the sound of each letter, blends them, and reads the word orally (e.g., "/ch//i//n/, chin").
4. Determines if the word is real or nonsense. If it is a nonsense word crosses it out.
5. Continues until at least ten words are recorded.
6. Teacher evaluation



#### Extensions and Adaptations

- ▶ Make spinners with other letters (Activity Master P.038.AM2).



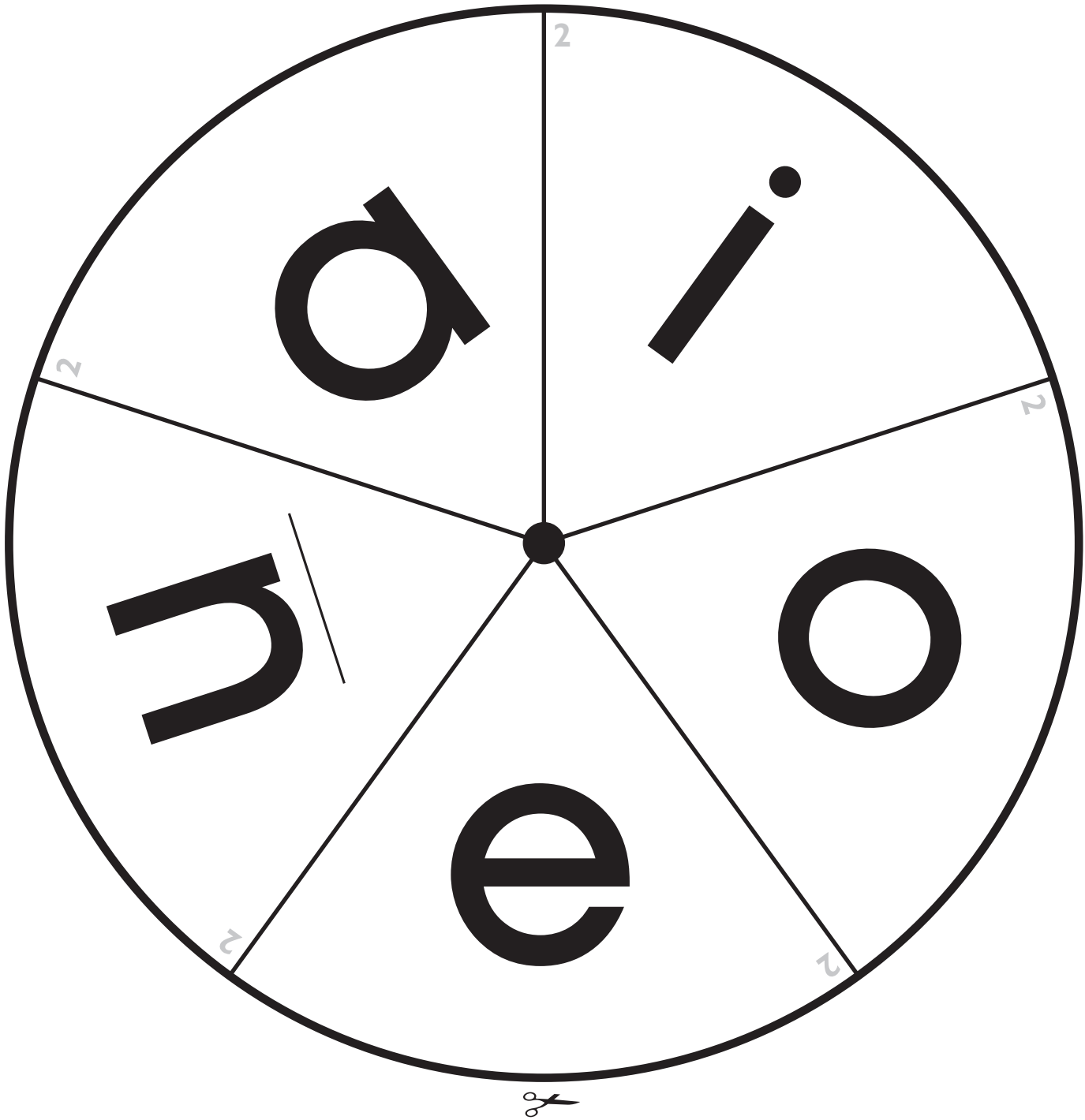
letter spinner 1



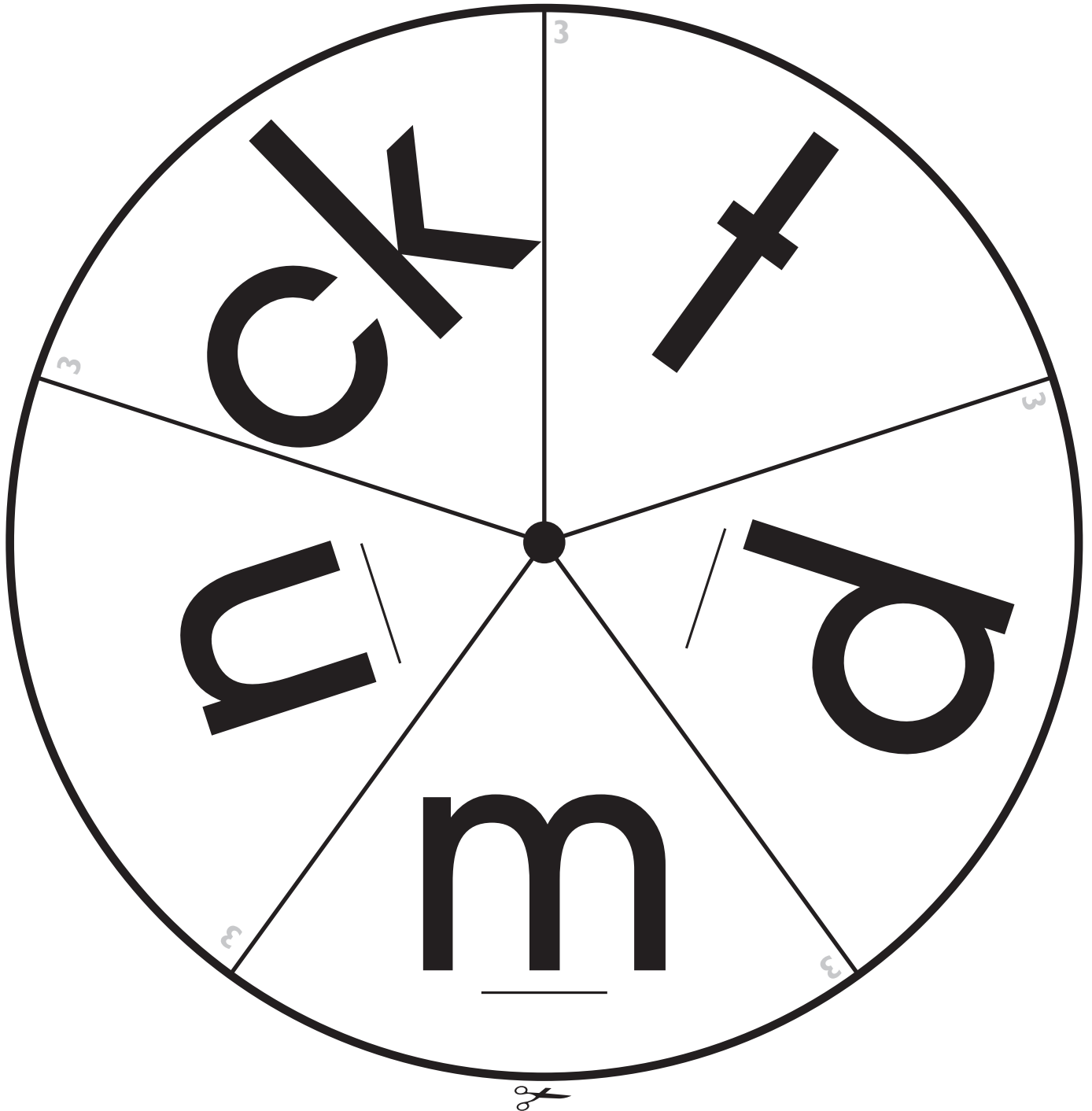
# Phonics

Digraph Delight

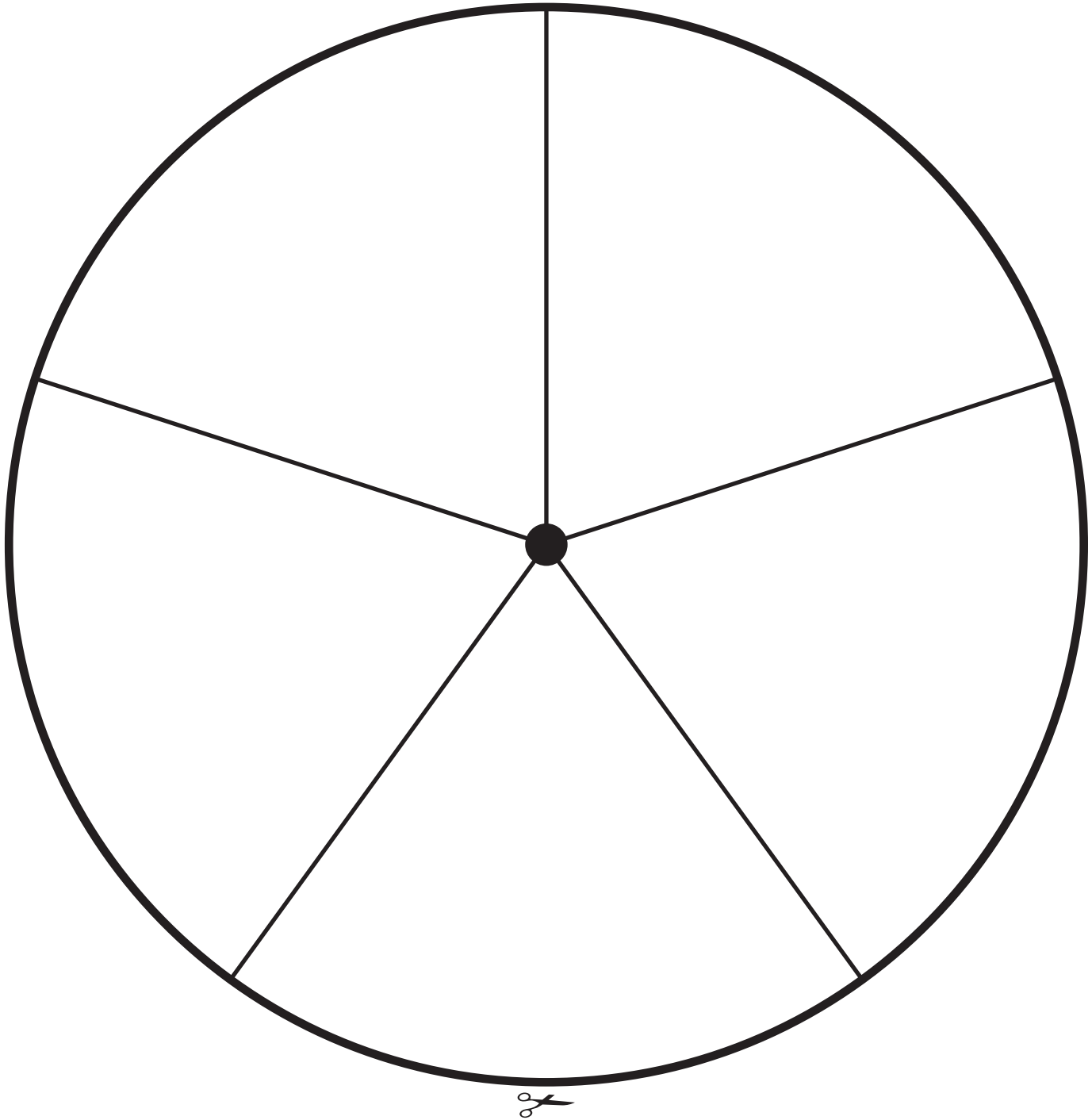
P.038.AMIb



letter spinner 2



letter spinner 3



blank spinner



#### Objective

The student will blend sounds of letters to make words.

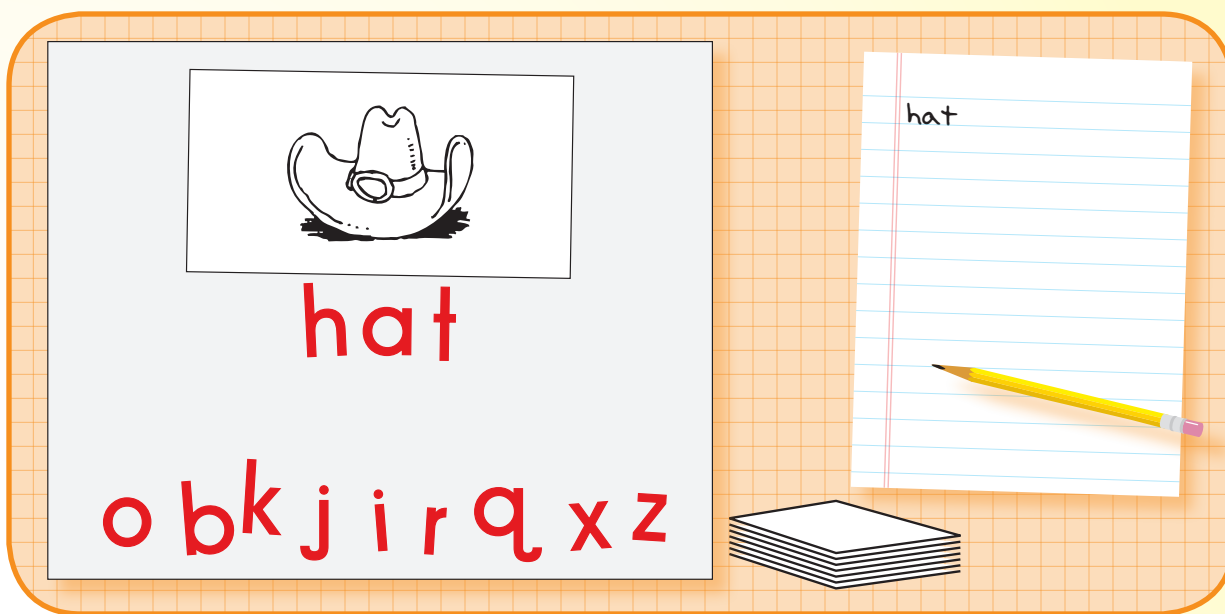
#### Materials

- ▶ Picture cards (Activity Master P.039AM1a - P.039.AM1d)
- ▶ Magnetic letters
- ▶ Magnetic board
- ▶ Paper
- ▶ Pencil

#### Activity

Students segment names of pictures into phonemes and use the corresponding magnetic letters to make the word.

1. Place the picture cards at the center. Place the magnetic letters face up in rows. Provide the student with a magnetic board and paper.
2. The student selects the top card from the stack, names it, and segments it into individual phonemes (e.g., “hat, /h//a//t/”).
3. Selects the magnetic letters that correspond to the phonemes and places them in the correct order on the magnetic board (i.e., h-a-t). Says the sounds of each letter, blends them, and reads the word orally (i.e., “/h//a//t/, hat”).
4. Records the word on paper.
5. Continues until all words are recorded.
6. Teacher evaluation



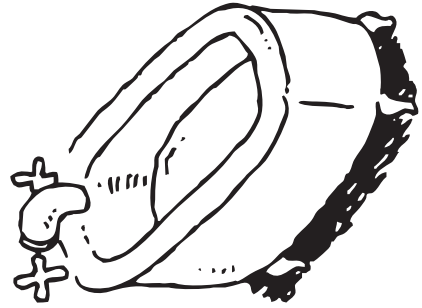
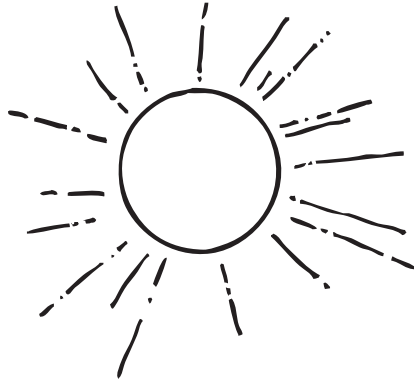
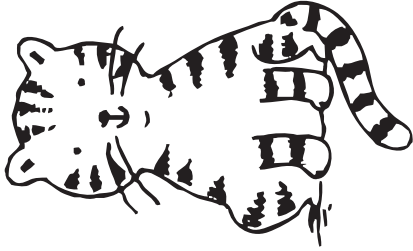
#### Extensions and Adaptations

- ▶ Use other picture cards or objects.
- ▶ Use picture cards with blends and digraphs (e.g., flag, dish).

# Phonics

Make-A-Word

P.039.AM1a



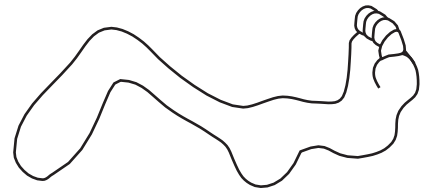
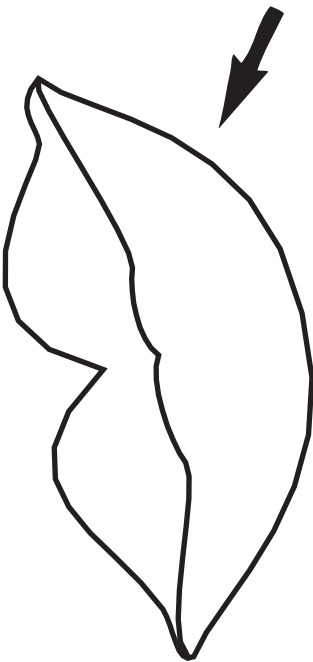
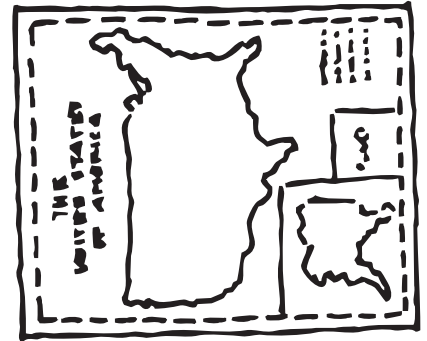
picture cards: cat, sun, tub, rip, hat, rug



P.039.AM1b

Make-A-Word

10



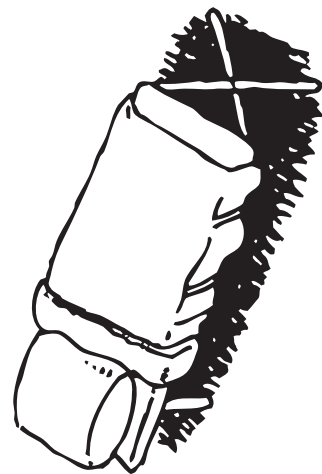
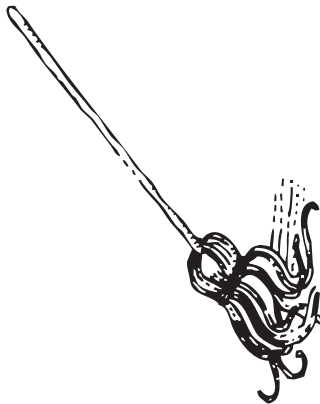
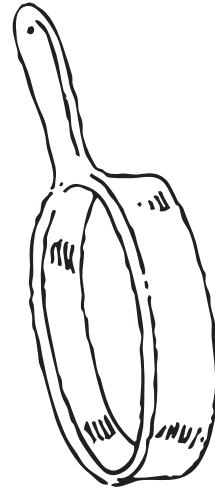
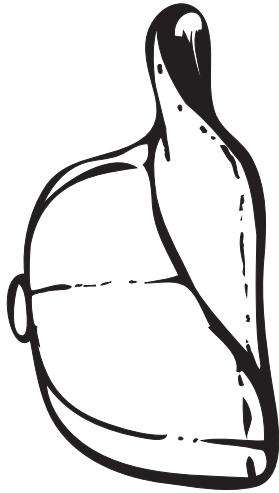
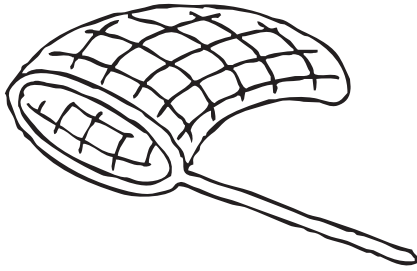
picture cards: ten, hop, map, lip, run, leg



# Phonics

Make-A-Word

P.039.AM1c

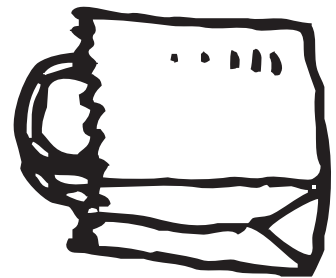
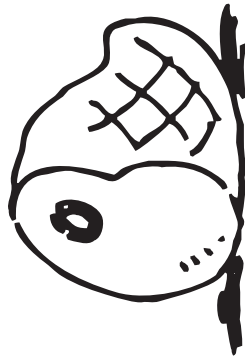
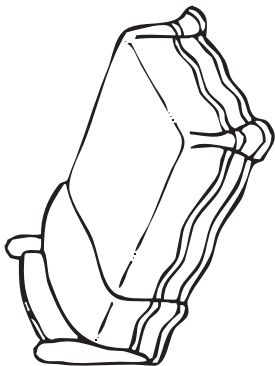
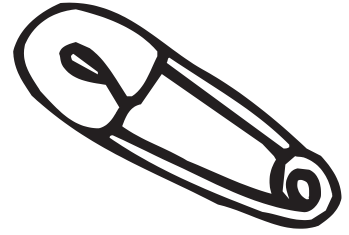
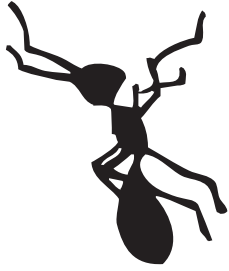


picture cards: net, cap, pan, hug, mop, cot



P.039.AMId

Make-A-Word



picture cards: ant, mug, pin, bed, ham, bag







### A Digraph A Word

#### Objective

The student will blend sounds of letters to make words.

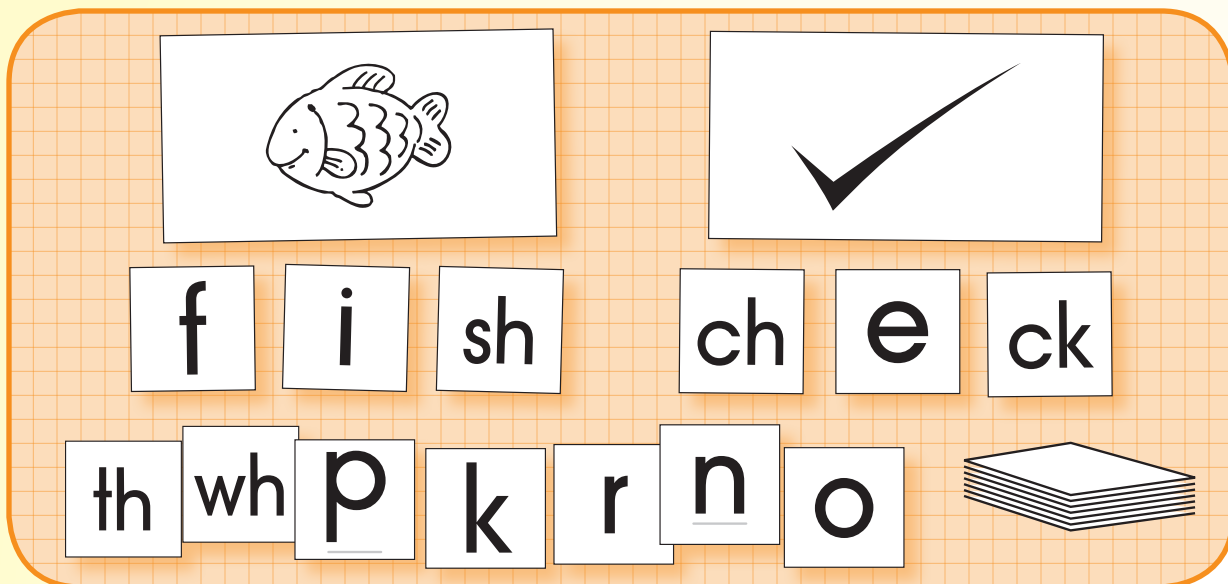
#### Materials

- ▶ Picture cards (Activity Master P.040.AM1a - P.040.AM1c)
- ▶ Letter tile cards (Activity Master P.009.AM1a - P.009.AM1b)
- ▶ Digraph tile cards (Activity Master P.040.AM2)
- ▶ Paper
- ▶ Pencils

#### Activity

Students segment names of pictures into phonemes and use the corresponding letter tiles to spell the word.

1. Place the picture cards face down in a stack. Place the letter and digraph tile cards face up in rows. Provide each student with paper.
2. Taking turns, student one selects the top card from the stack, names it, and segments it into individual phonemes (e.g., “fish, /f//i//sh/”).
3. Student two selects the letter tiles that correspond to the phonemes and places them in the correct order (i.e., f-i-sh).
4. Student one says the sounds of each letter(s), blends them, and reads the word orally (i.e., “/f//i//sh/, fish”).
5. Both students record the word on their paper.
6. Continue until all words are recorded.
7. Teacher evaluation



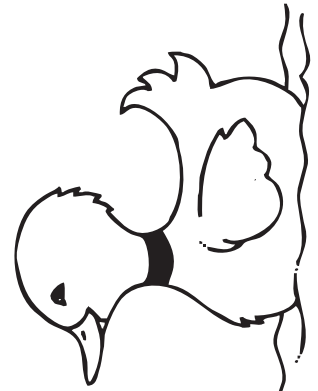
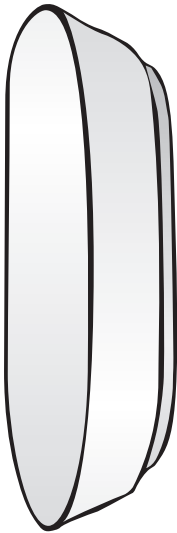
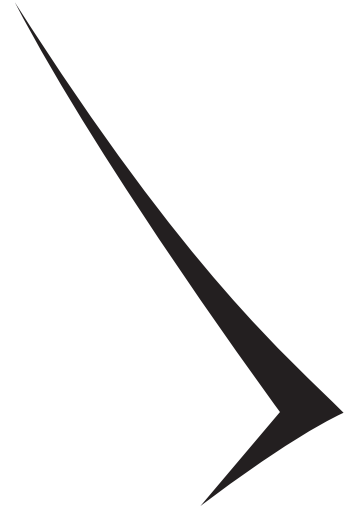
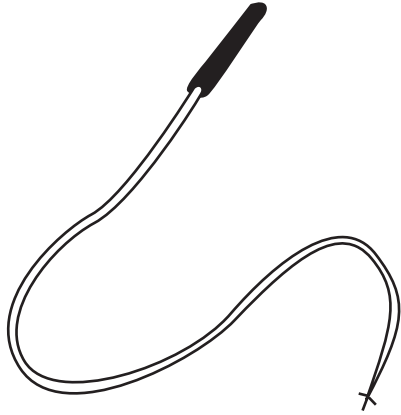
The illustration shows a grid of activity materials. At the top left is a picture card of a fish. To its right is a card with a large checkmark. Below these are two rows of letter tiles. The first row contains tiles for 'f', 'i', 'sh', 'ch', 'e', and 'ck'. The second row contains tiles for 'th', 'wh', 'p', 'k', 'r', 'n', and 'o'. To the right of the second row is a stack of several picture cards.

#### Extensions and Adaptations

- ▶ Write the word and record the number of graphemes and phonemes.
- ▶ Identify the blends.
- ▶ Use other picture cards.

P.040.AM1a

A Digraph A Word



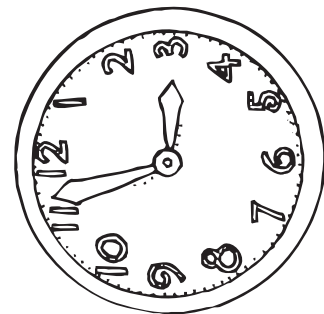
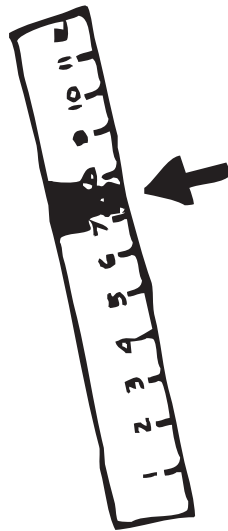
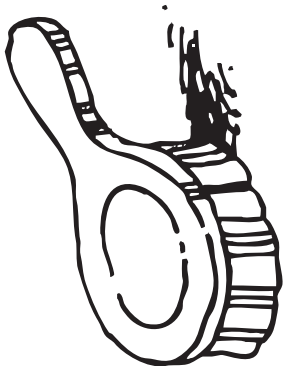
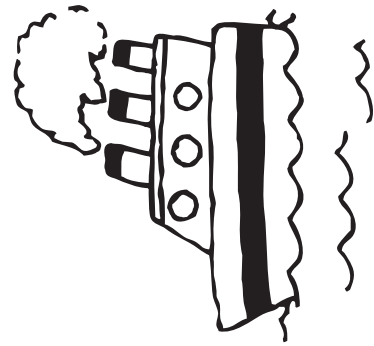
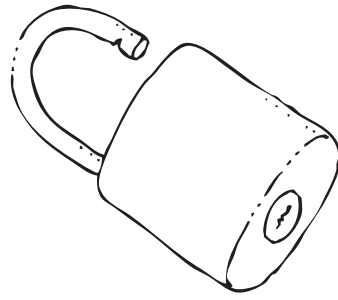
picture cards: whip, chin, check, dish, fish, duck



# Phonics

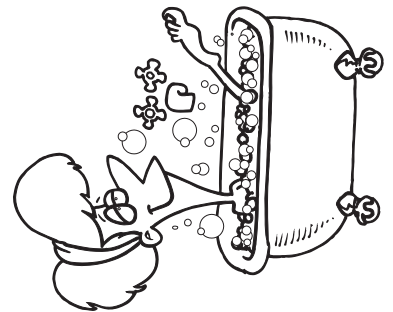
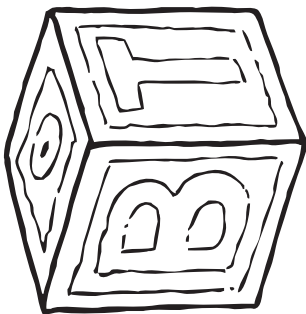
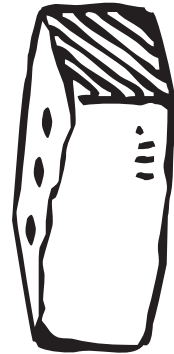
A Digraph A Word

P.040.AM1b



picture cards: rock, lock, ship, brush, inch, clock





picture cards: sled, chick, brick, block, truck, bath



# Phonics

A Digraph A Word

P.040.AM2

sh	th	wh	ch	ck
SH	TH	WH	CH	CK

