



P.001

Letter-Sound Correspondence

Letter-Sound Match



Objective

The student will match initial/final/medial phonemes to graphemes.



Materials

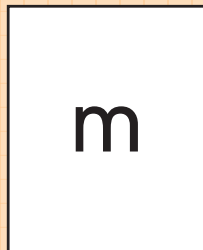
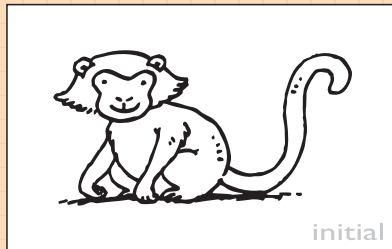
- ▶ Picture cards (Activity Master P.001.AM1a - P.001.AM1b)
- ▶ Letter cards (Activity Master P.001.AM2)
- ▶ Student sheet (Activity Master P.001.SS)
- ▶ Pencils



Activity

















Students match initial, final, or medial phonemes to letter cards.

1. Place picture cards face down in a stack. Spread the letter cards face up in rows. Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack and name the picture.
3. Determine if the target sound is initial, final, or medial by reading the designation at the bottom of the card. For example, select the picture card of “monkey” and note that the word “initial” is printed at the bottom. This indicates that the target sound is the initial sound.
4. Say the name of the picture (“monkey”). Isolate initial sound and say, “/m/.” Find the matching letter (i.e., “m” card) and lay it down next to the “monkey.”
5. Continue until all pictures are matched with letter cards.
6. Record letter on student sheet next to pictures.
7. Teacher evaluation



Name _____

P.001.SS Sound Match

 final		 medial	
 initial		 medial	
 medial		 final	
 initial	m	 final	
 initial		 medial	
 final		 initial	
 medial		 initial	
 medial		 final	



Extensions and Adaptations

- ▶ Use other target graphemes and picture cards.
- ▶ Alphabetize picture cards.

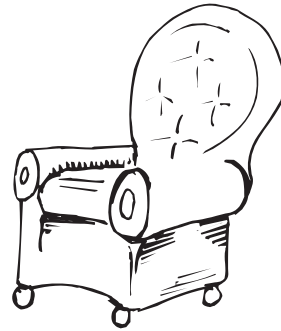
Phonics

Letter-Sound Match

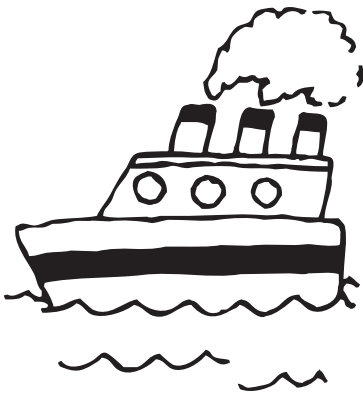
P.OOI.AMIa



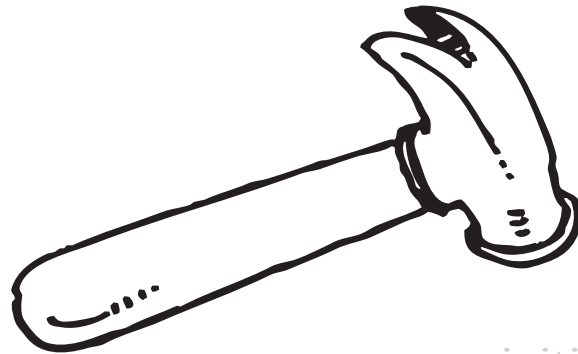
initial



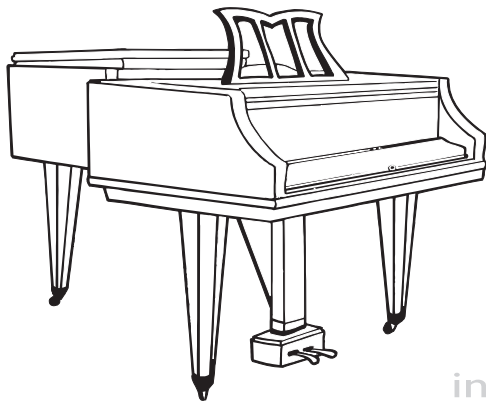
initial



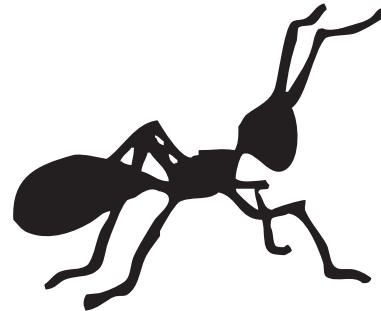
initial



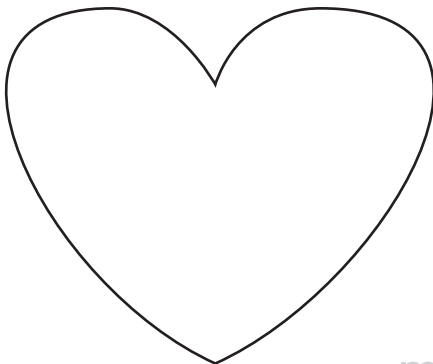
initial



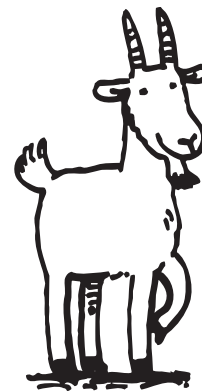
initial



medial



medial



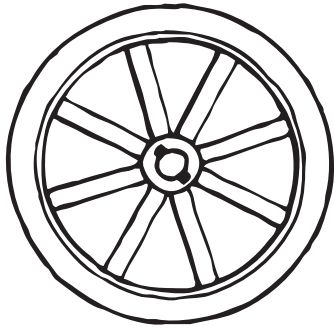
medial

monkey, chair, ship, hammer, piano, ant, heart, goat

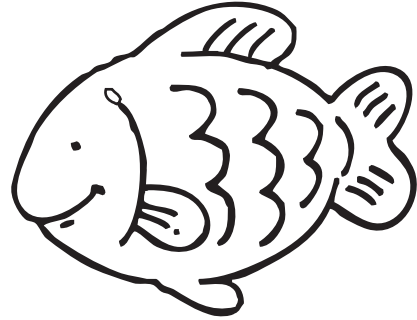


P.001.AM1b

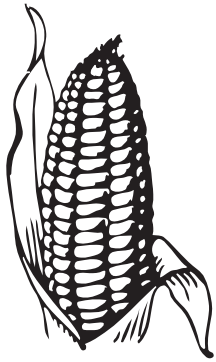
Letter-Sound Match



medial



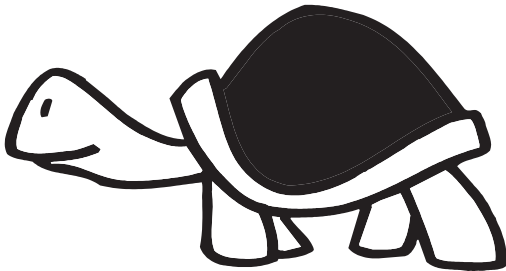
medial



medial



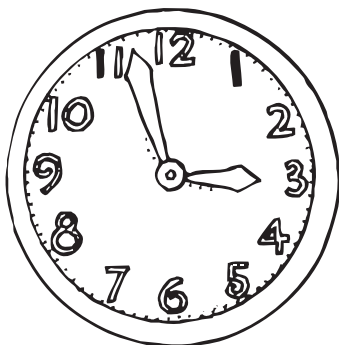
final



final



final



final



final

wheel, fish, corn, tooth, turtle, mailbox, clock, octopus



Phonics

Letter-Sound Match

P.001.AM2


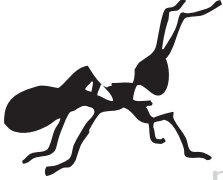
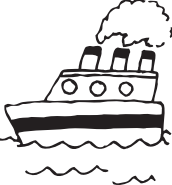
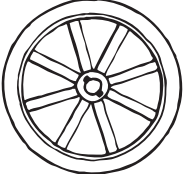




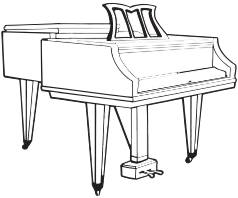
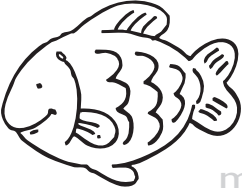
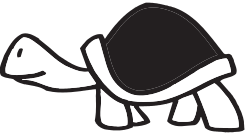
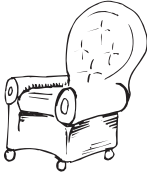
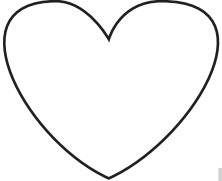
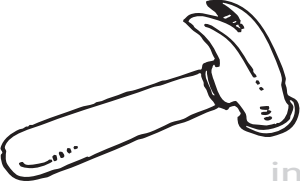


m	ch	sh	h
p	n	ar	ō
ē	i	or	th
l	x	k	s



Name _____

P.001.SS

Letter-Sound Match

 <p>final</p>		 <p>medial</p>	
 <p>initial</p>		 <p>medial</p>	
 <p>medial</p>		 <p>final</p>	
 <p>initial</p>		 <p>final</p>	
 <p>initial</p>		 <p>medial</p>	
 <p>final</p>		 <p>initial</p>	
 <p>medial</p>		 <p>initial</p>	
 <p>medial</p>		 <p>final</p>	



Word Blender

Objective

The student will blend onsets and rimes to make words.

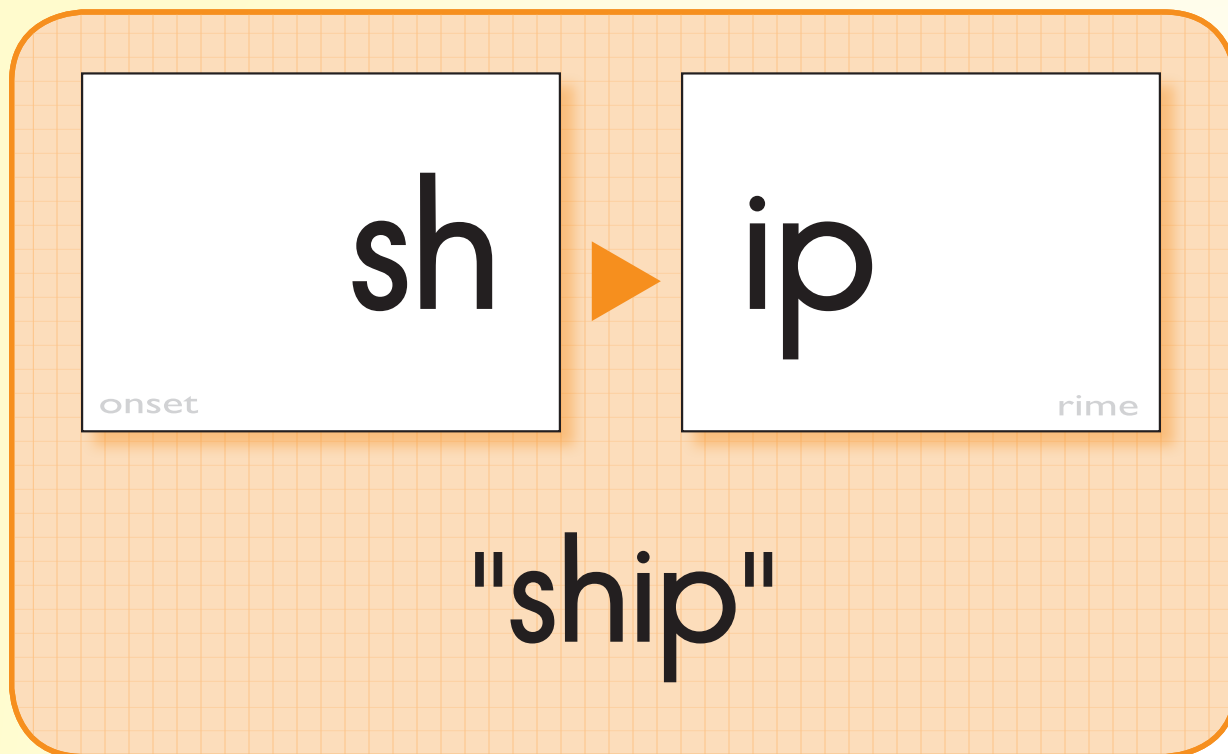
Materials

- ▶ Onset and rime cards (Activity Master P.002.AM1a - P.002.AM1b)
Cards have the words "onset" or "rime" at the bottom of each card.
- ▶ Paper
- ▶ Pencils

Activity

Students make words with onsets and rimes by playing a card game.

1. Separate onset and rime cards into two stacks and place face down on a flat surface.
2. Taking turns, students select two cards from the onset stack and one card from the rime stack.
3. Try to make word(s) using the rime card and at least one of the onset cards.
4. If a word can be made, read it, and record it on the paper. When done, return cards either to the bottom or the middle of their respective piles.
5. Continue activity until all possible words are made.
6. Peer evaluation



The diagram illustrates the process of blending an onset and a rime to form a word. It features two white rectangular boxes on a light orange grid background. The left box contains the letters 'sh' in a large, bold, black font, with the word 'onset' written in a smaller, grey font at the bottom left. The right box contains the letters 'ip' in a large, bold, black font, with the word 'rime' written in a smaller, grey font at the bottom right. A small orange triangle points from the 'sh' box to the 'ip' box. Below these two boxes, the word "ship" is written in a large, bold, black font, enclosed in quotation marks.

Extensions and Adaptations

- ▶ Make more onset and rime cards to play the game.
- ▶ Write words on index or construction paper cards and sort.

ch

onset

sh

onset

s

onset

th

onset

qu

onset

fl

onset

t

onset

h

onset

onset cards



Phonics

Word Blender

P.002.AM1b

at

rime

ake

rime

in

rime

ick

rime

ip

rime

ot

rime

ug

rime

est

rime

rime cards





Objective

The student will blend onsets and rimes to make words.

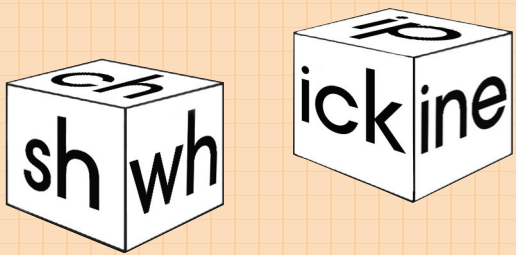
Materials

- ▶ Onset cube (Activity Master P.003.AM1)
Labeled with the digraphs: ch, sh, th, wh, th, ch.
- ▶ Rime cube (Activity Master P.003.AM2)
Labeled with the rimes: at, op, in, ip, ine, ick.
- ▶ Student sheet (Activity Master P.003.SS)
- ▶ Pencils

Activity

Students make words using digraph onset and rime letter cubes.

1. Place the cubes on a flat surface. Provide each student with a student sheet.
2. Taking turns, students roll each cube. Arrange cubes so the onset (digraph) cube is placed to the left of the rime cube.
3. Blend the onset and rime, and say the word (e.g., /ch/ /ip/, “chip”).
4. Write the word (nonsense or real) under the appropriate onset column. Underline the real words and put an “X” through the nonsense words.
5. Continue the activity until all possible words are made.
6. Point to and read the real words in each column.
7. Teacher evaluation



"chip"

Name _____

Digraph Roll-A-Word P.003.SS

ch	sh	wh	th
<u>chip</u>			thop

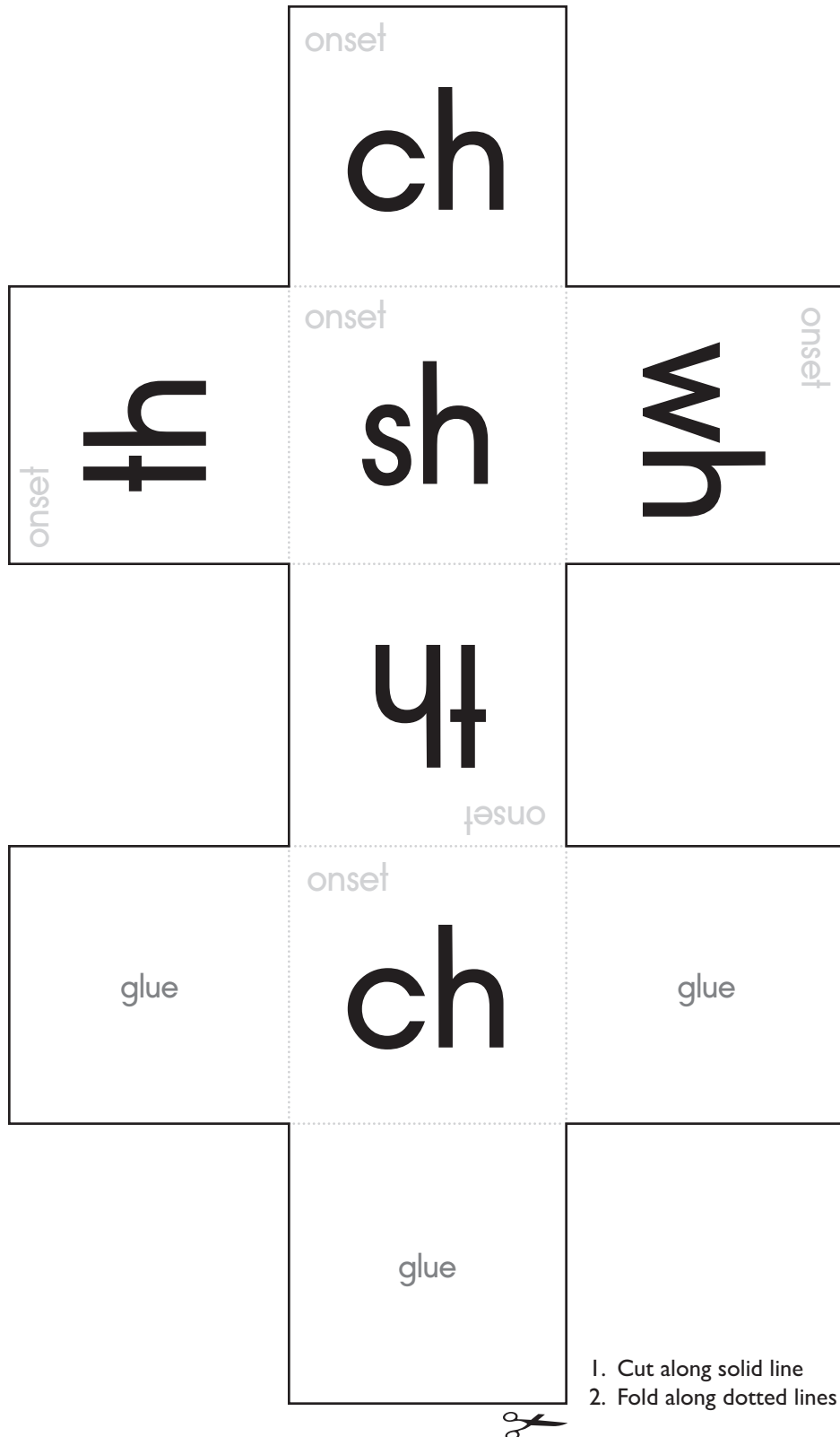
Extensions and Adaptations

- ▶ Make other cubes with blends to make words (Activity Master P.003.AM3a - P.003.AM3b).

Phonics

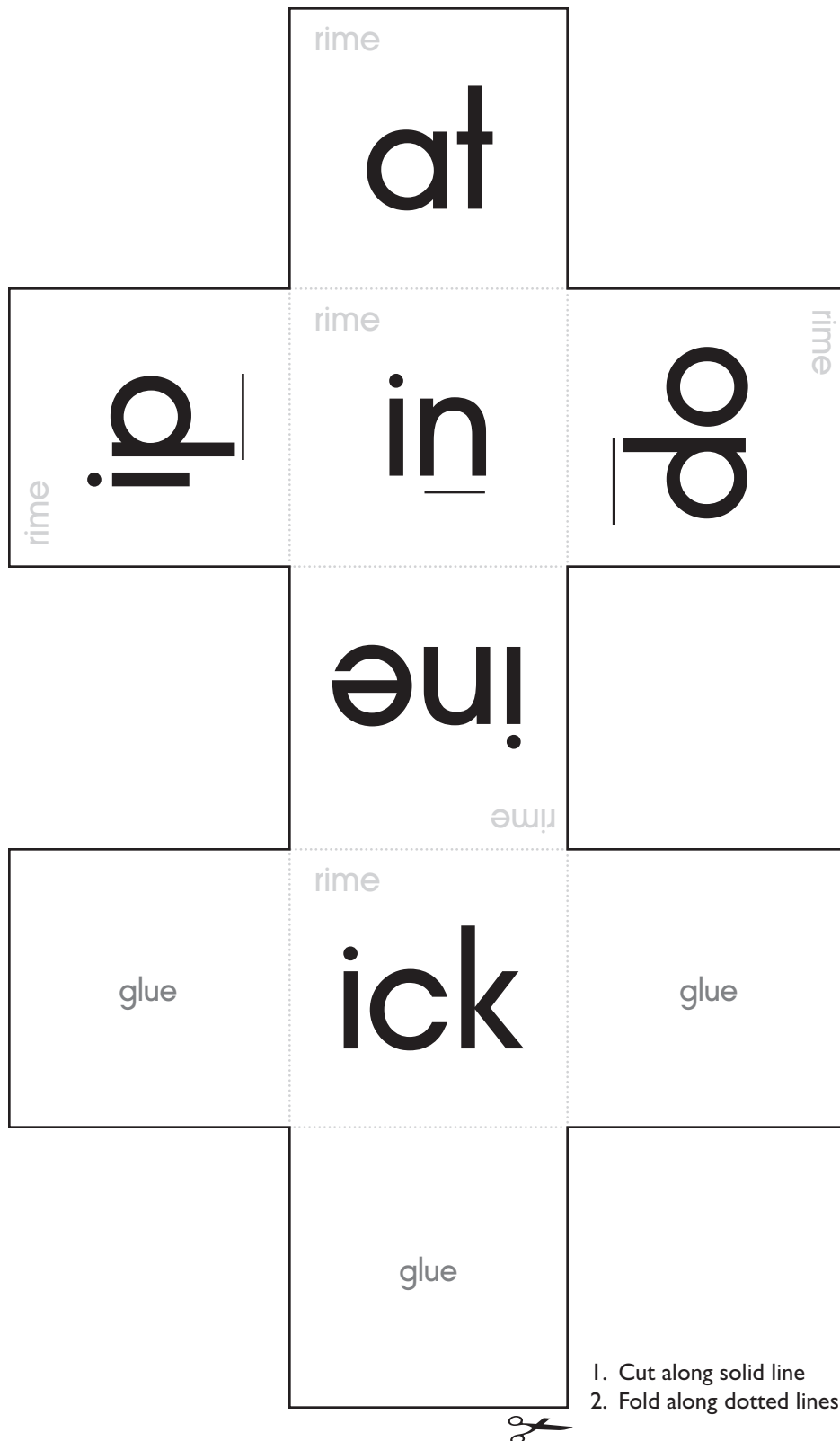
Digraph Roll-A-Word

P.003.AMI



1. Cut along solid line
2. Fold along dotted lines

onset cube



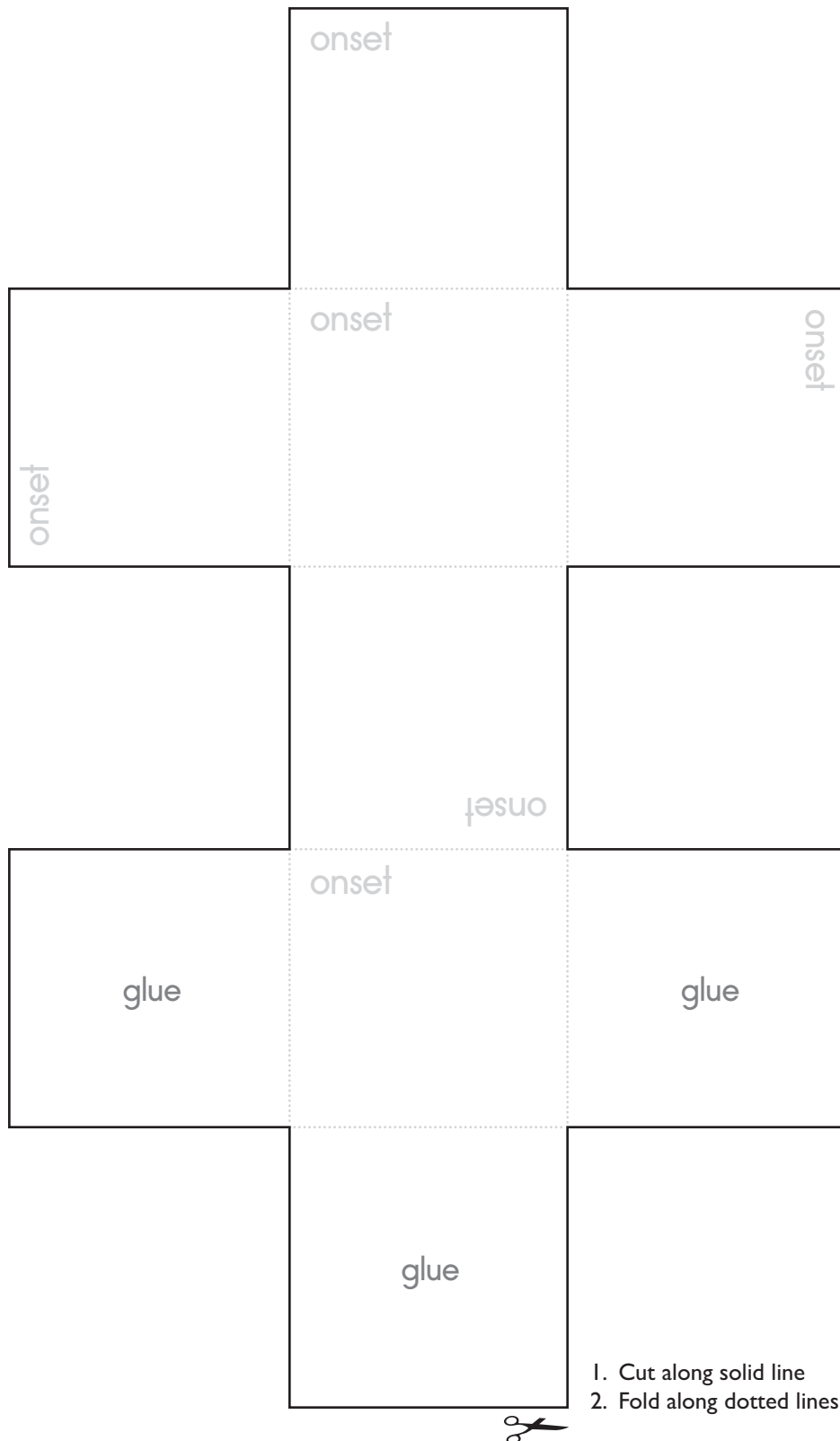
1. Cut along solid line
2. Fold along dotted lines

Name _____

Digraph Roll-A-Word

P.003.SS

ch	sh	wh	th



blank onset cube

Phonics

Digraph Roll-A-Word

P.003.AM3b



blank rime cube



P.004

Phonics

Letter-Sound Correspondence

Digraph Bingo!



Objective

The student will match final consonant digraph sounds to letters.



Materials

- ▶ Bingo cards (Activity Master P.004.AM1a - P.004.AM1d)
Each card has different arrangement of digraphs.
- ▶ Final consonant digraph picture cards (Activity Master P.004.AM2a - P.004.AM2c)
- ▶ Counters



Activity

Students identify final consonant digraphs by playing a bingo-type game.

1. Place the picture cards face down in a stack. Provide a bingo card and counters for each student.
2. Taking turns, students select the top card, name the picture, and identify the final consonant digraph.
3. Look for the same consonant digraph on the bingo card. If there is a match, place a counter on that digraph. Return card to the bottom of the stack.
4. The game is finished when one card is covered with counters and a student says "Digraph Bingo!"
5. Peer evaluation

Digraph Bingo!			
th	●	●	ch
sh	●	th	●
●	ck	sh	ch
sh	th	●	ng



Extensions and Adaptations

- ▶ Sort pictures according to final consonant digraphs.
- ▶ Use other picture and bingo cards with different letter-sound correspondences (Activity Master P.004.AM3).

Digraph Bingo!			
sh	ch	ck	ng
th	ck	sh	ch
ng	th	ch	ck
sh	ck	ng	th



Digraph Bingo!			
th	ng	ck	ch
sh	ch	th	ck
ng	ck	sh	ch
sh	th	ck	ng



Digraph Bingo!			
ng	th	ch	ck
sh	ch	ck	ng
th	ck	ng	sh
ng	th	ch	ck



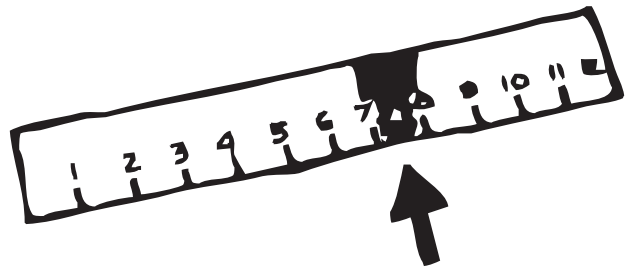
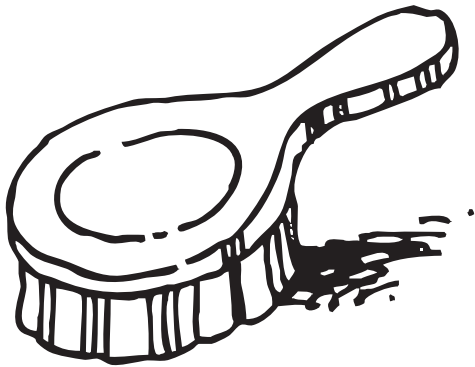
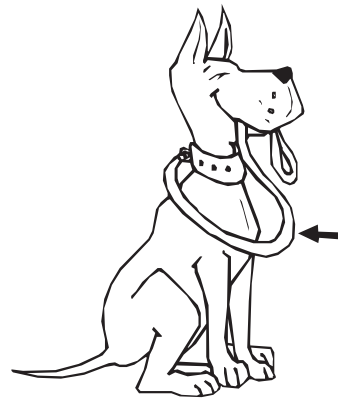
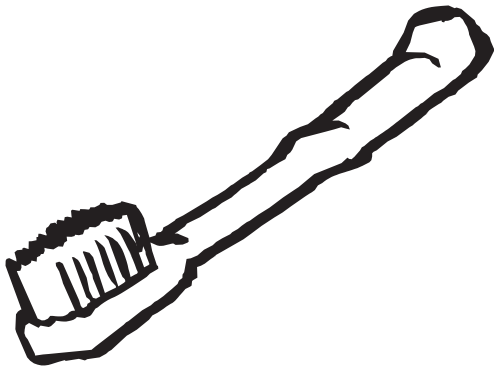
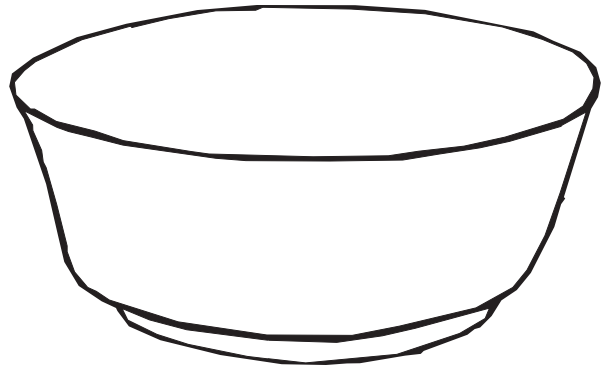
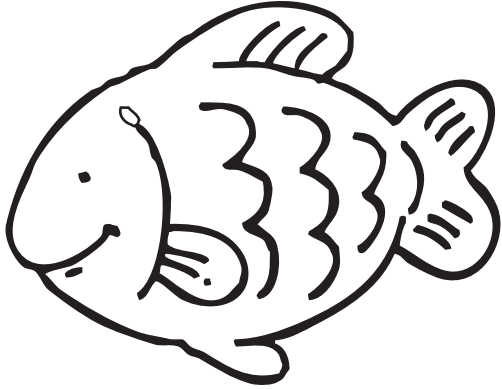
Digraph Bingo!			
ch	sh	ng	th
ng	ck	sh	ch
th	sh	ch	ck
ck	ng	th	sh



Phonics

Digraph Bingo!

P.004.AM2a

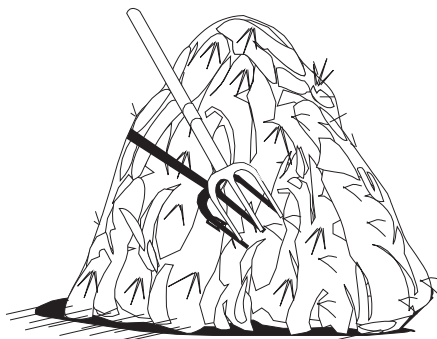
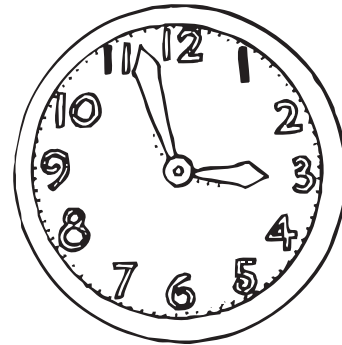
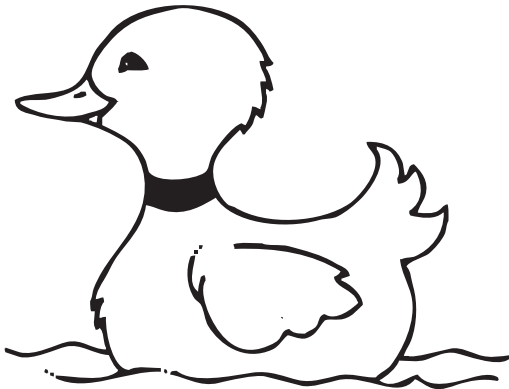
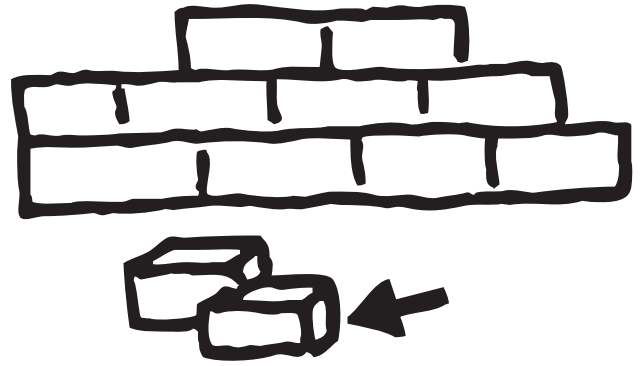
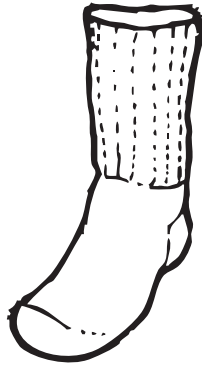


fish, dish, toothbrush, leash, brush, inch, sandwich, couch



P.004.AM2b

Digraph Bingo!



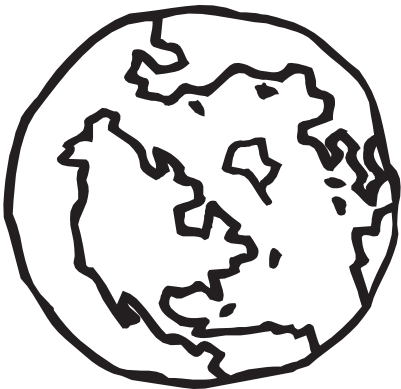
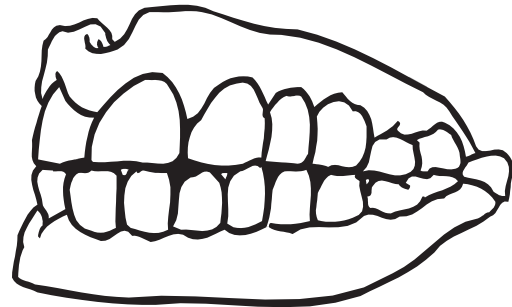
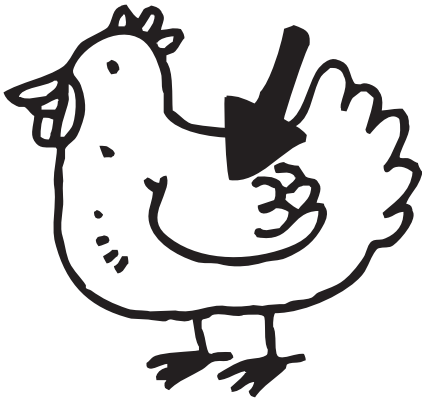
ostrich, match, sock, brick, duck, clock, haystack, ring



Phonics

Digraph Bingo!

P.004.AM2c



5th

wing, king, sing, teeth, earth, wreath, bath, fifth



Bingo!

Bingo!			





Change My Word

Objective

The student will combine consonant blends and digraphs with a common rime to form words.




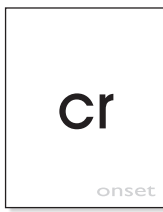

Materials

- ▶ Rhyming picture work boards (Activity Master P.005.AM1a - P.005.AM1g)
Select target work boards.
- ▶ Onset and rime cards (Activity Master P.005.AM2a - P.005.AM2c)
Select target onset and rime cards corresponding to the selected work boards.
- ▶ Paper
- ▶ Pencils

Activity

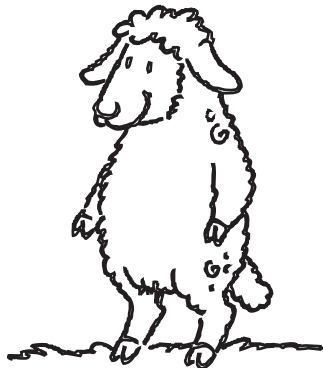
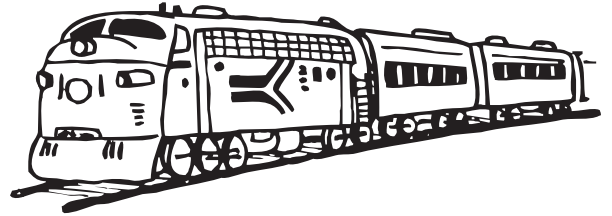
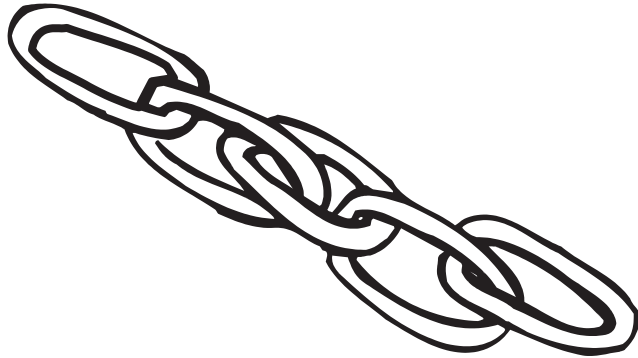
Students combine consonant blend and digraph onsets with rimes to make words.

1. Stack the target rhyming picture work boards face down on a flat surface. Separate target onset and rime cards and spread face up on a flat surface.
2. Working in pairs, student one selects a picture work board, names the picture on the left side, and chooses and places the onset and rime cards to make the word under the picture.
3. Student two names the picture on the right side of the card, slides the rime under the picture, and chooses the onset to make the new word.
4. Places the onset with the rime and says the new word.
5. Both students list the words on paper.
6. Reverse roles and continue to make words.
7. Peer evaluation

		
 onset	 onset	 rime

Extensions and Adaptations

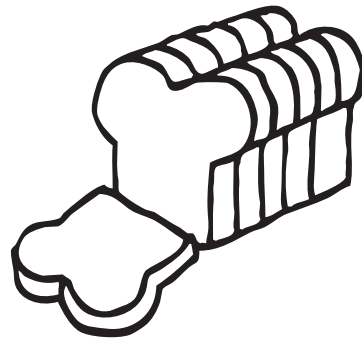
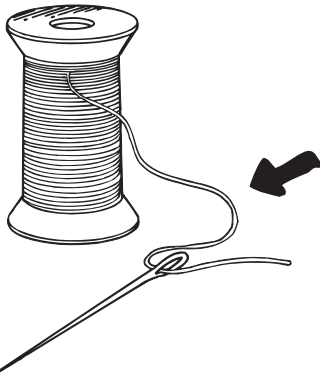
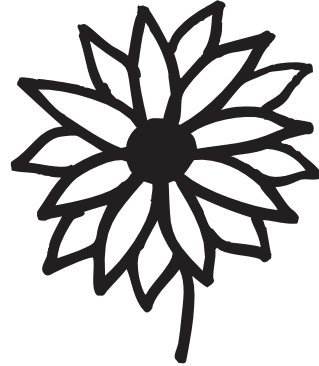
- ▶ Write two more words using each rime combined with different onsets.

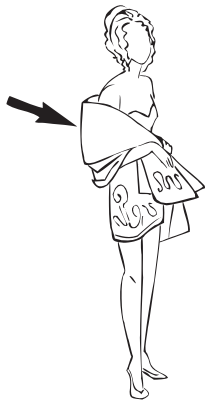
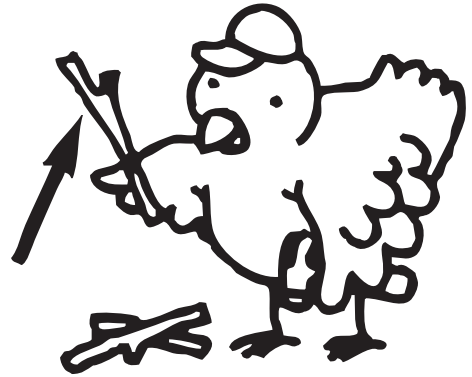
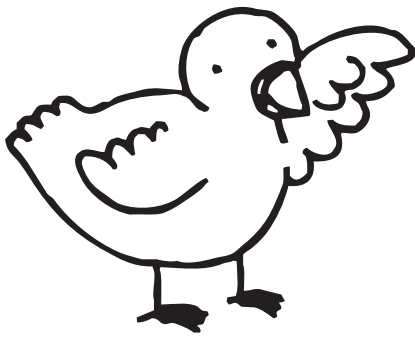


Phonics

Change My Word

P.005.AM1b

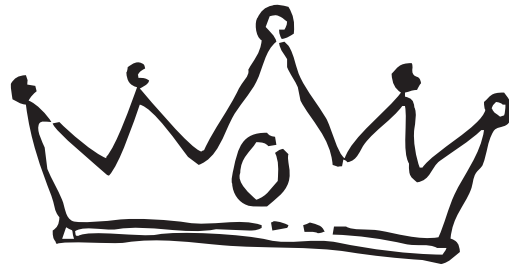
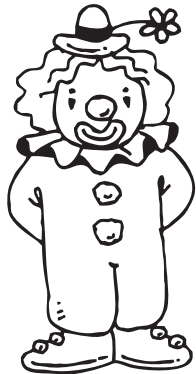
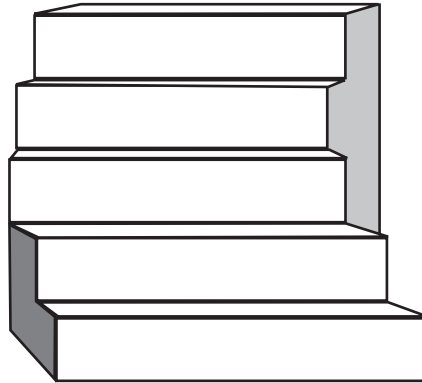
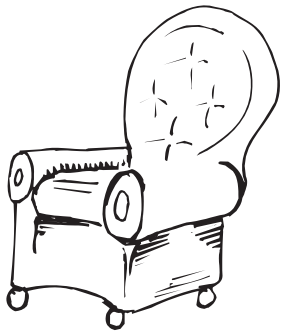




Phonics

Change My Word

P.005.AM1d



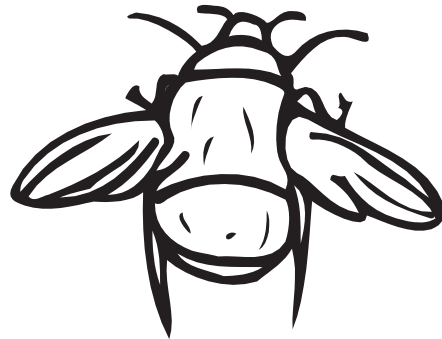
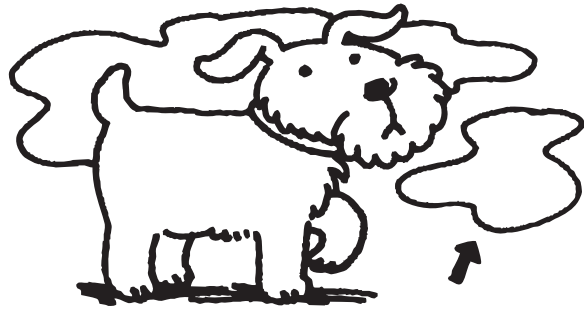
3

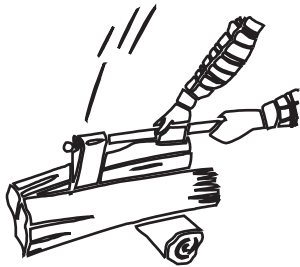
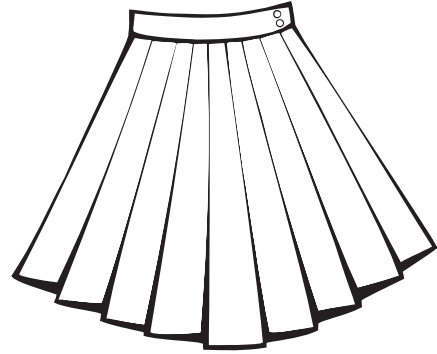
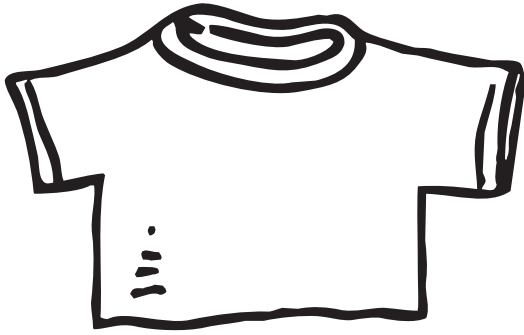


Phonics

Change My Word

P.005.AMIf





Phonics

Change My Word

P.005.AM2a

ch onset	tr onset	ain rime	sh onset
sl onset	eep rime	sh onset	fl onset
ower rime	thr onset	br onset	ead rime
ch onset	st onset	ick rime	sh onset



cr onset	awl rime	ch onset	st onset
air rime	cl onset	cr onset	own rime
thr onset	tr onset	ee rime	ch onset
dr onset	ess rime	fr onset	sm onset



Phonics

Change My Word

P.005.AM2c

og rime	fl onset	cr onset	y rime
sh onset	sk onset	irt rime	ch onset
st onset	op rime		





Objective

The student will segment phonemes in words.

Materials

- ▶ Elkonin Box picture cards (Activity Master P.006.AM1a - P.006.AM1l)

Cut out and laminate or place in page protectors.

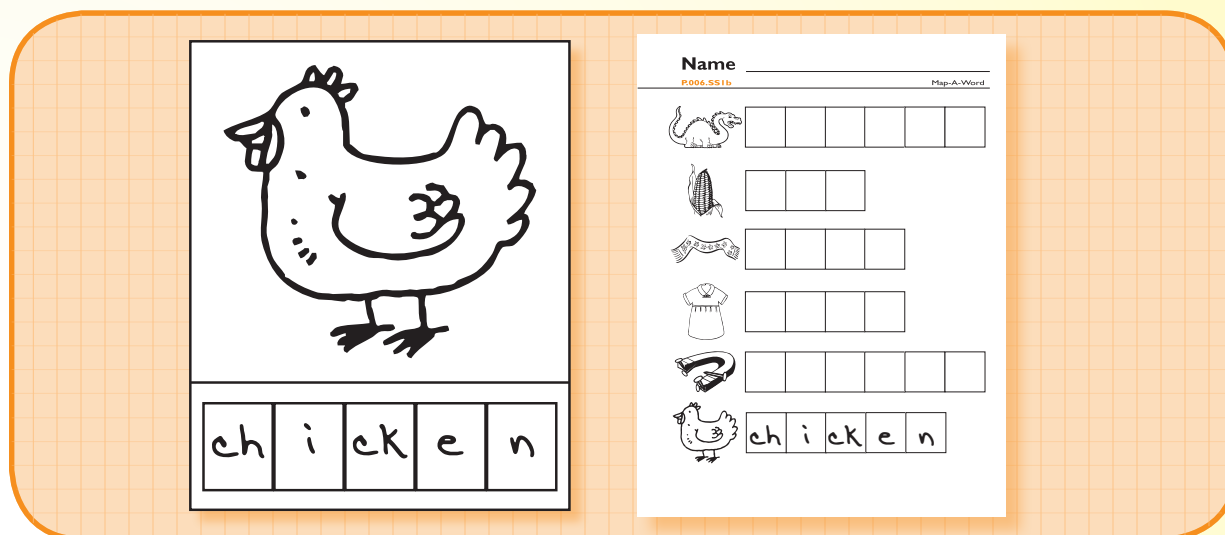
Note: Pictures are shell, corn, thorn, scarf, dress, chicken, spider, puppet, basket, dragon, magnet, and sandwich.

- ▶ Student sheets (Activity Master P.006.SS1a - P.006.SS1b)
Can be copied back to back.
- ▶ Pencils
- ▶ Vis-à-Vis® markers

Activity

Students orally segment words and write corresponding letters on spaces in Elkonin Boxes.

1. Place the Vis-à-Vis® markers and Elkonin Box picture cards in a stack at the center. Provide each student with the student sheets.
2. Working in pairs, student one says the name of the picture on the Elkonin Box and orally segments the word (e.g., “chicken, /ch/ /i/ /ck/ /e/ /n/”).
3. Student two repeats the sounds while writing the corresponding grapheme for each phoneme in the box with the Vis-à-Vis® marker (e.g., “ch-i-ck-e-n”).
4. Both students record the word on their student sheets.
5. Continue until all cards are completed.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Use other target Elkonin Box picture cards (Activity Master P.006.AM2).

Phonics

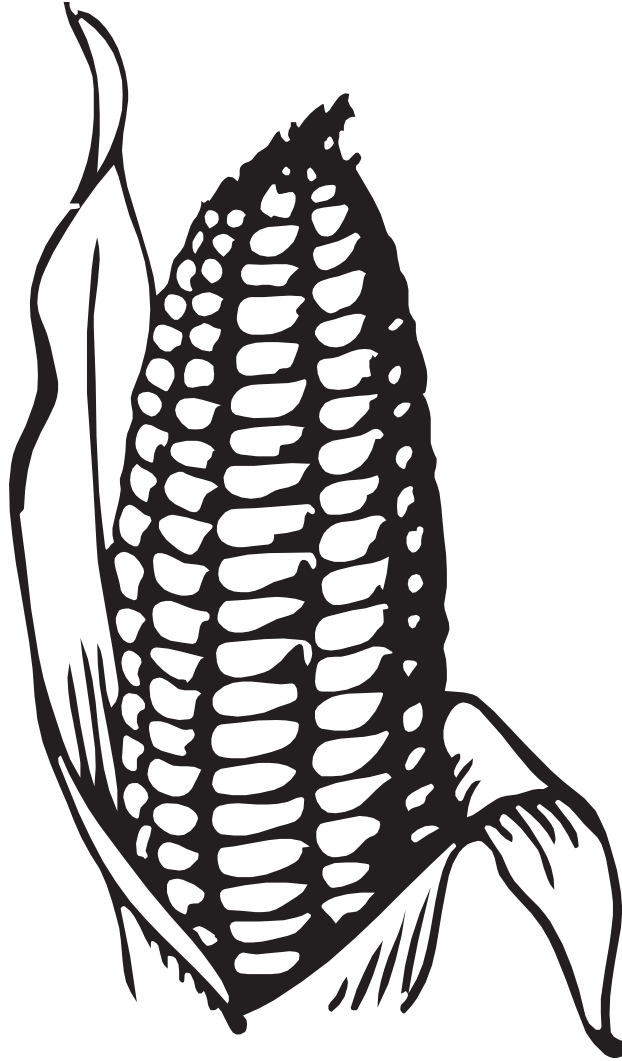
Map-A-Word

P.006.AM1a



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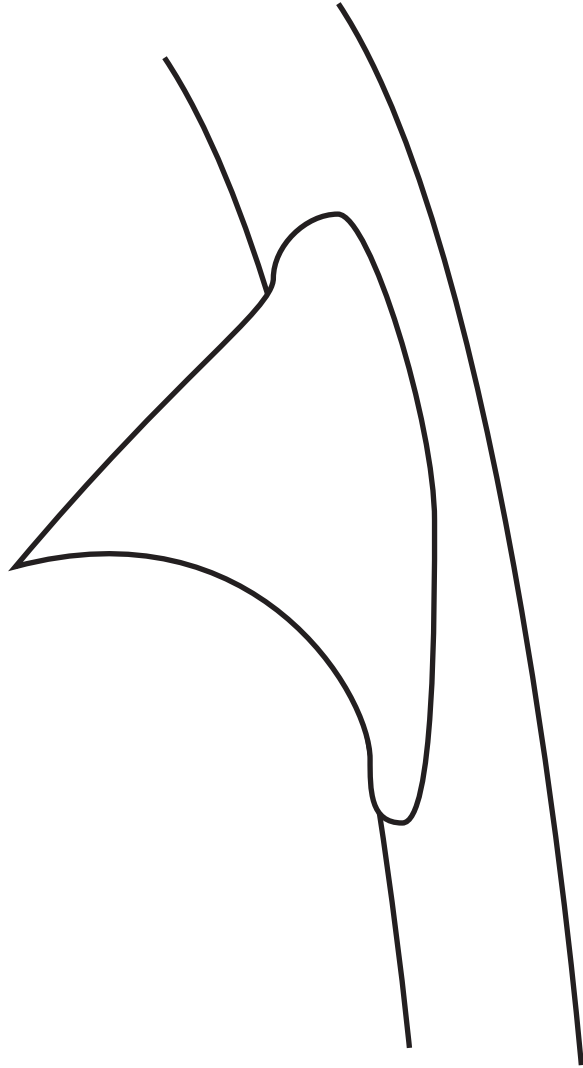
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Phonics

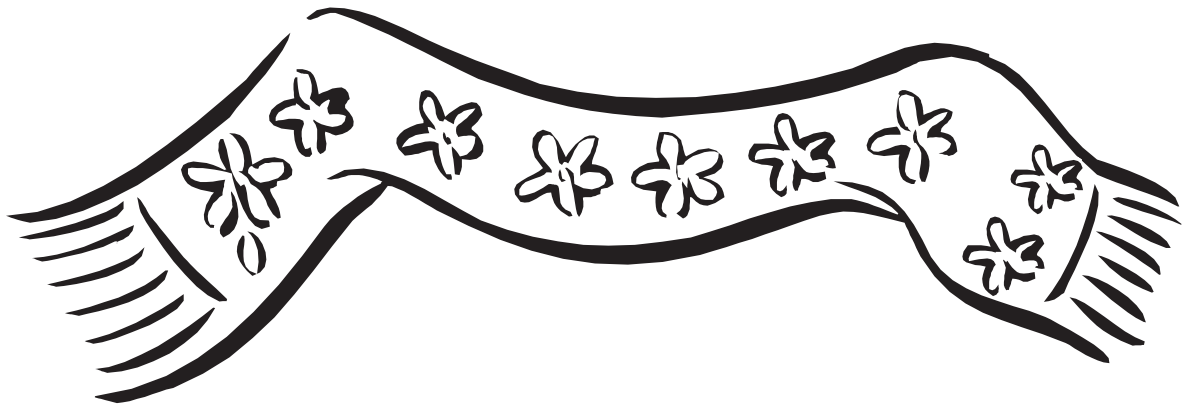
Map-A-Word

P.006.AM1c



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Phonics

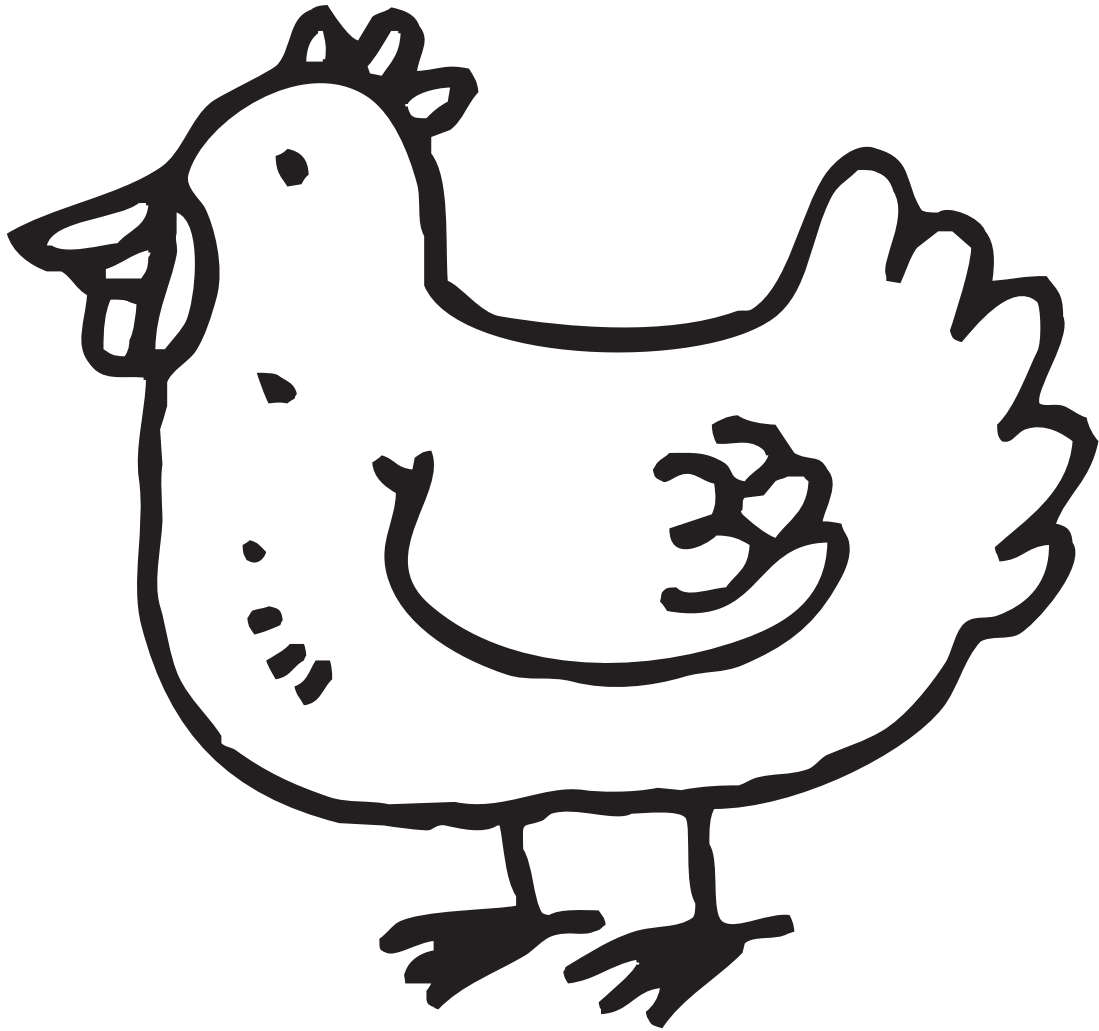
Map-A-Word

P.006.AMIe



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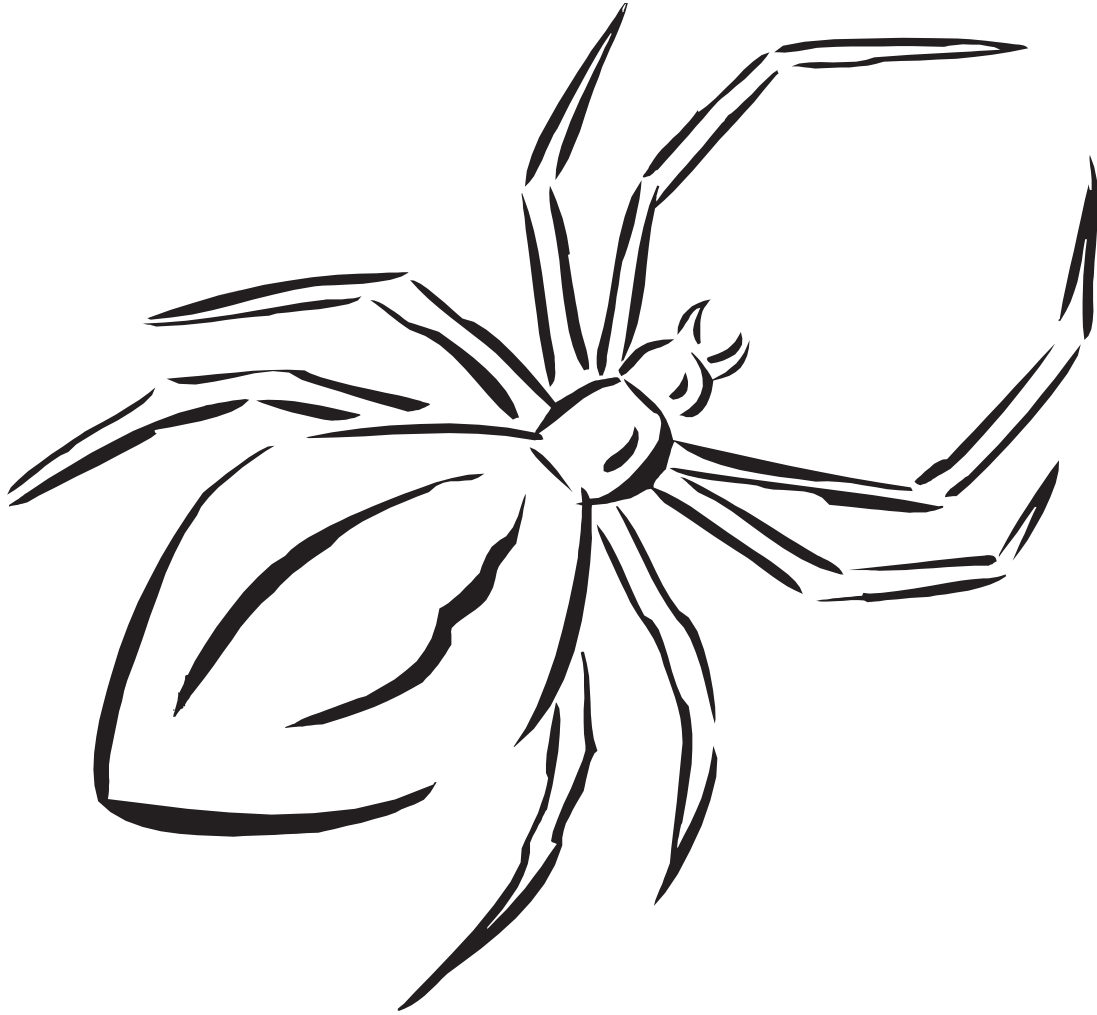
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Phonics

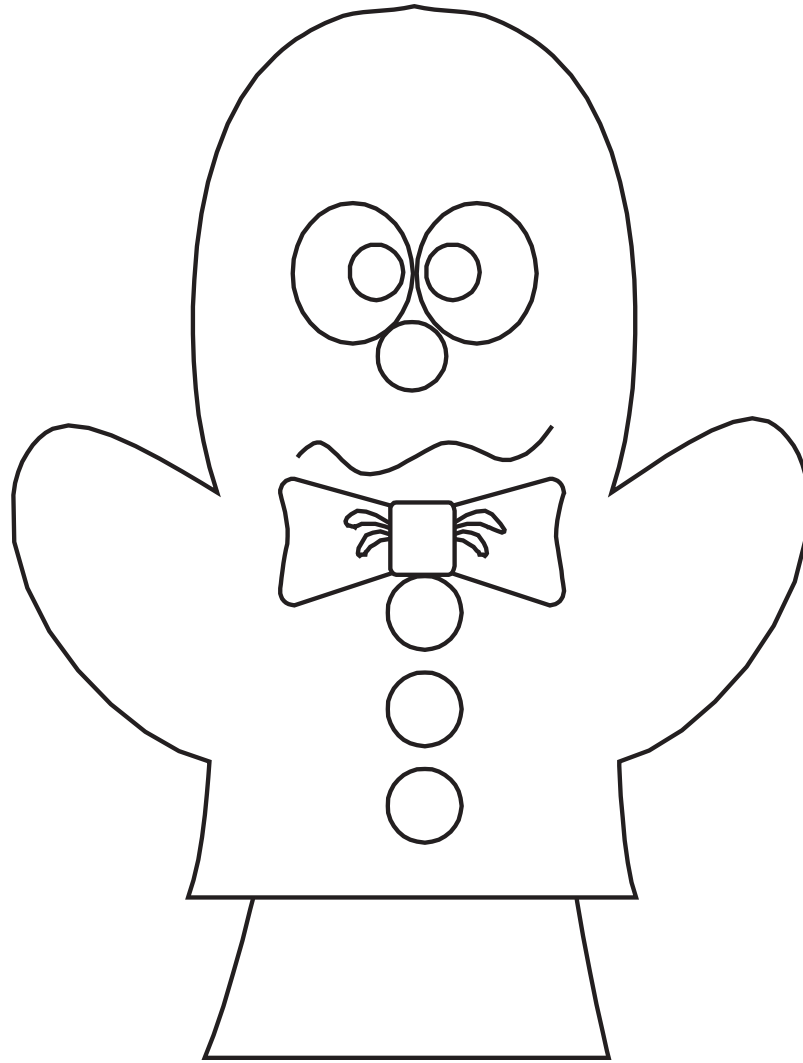
Map-A-Word

P.006.AM1g



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Phonics

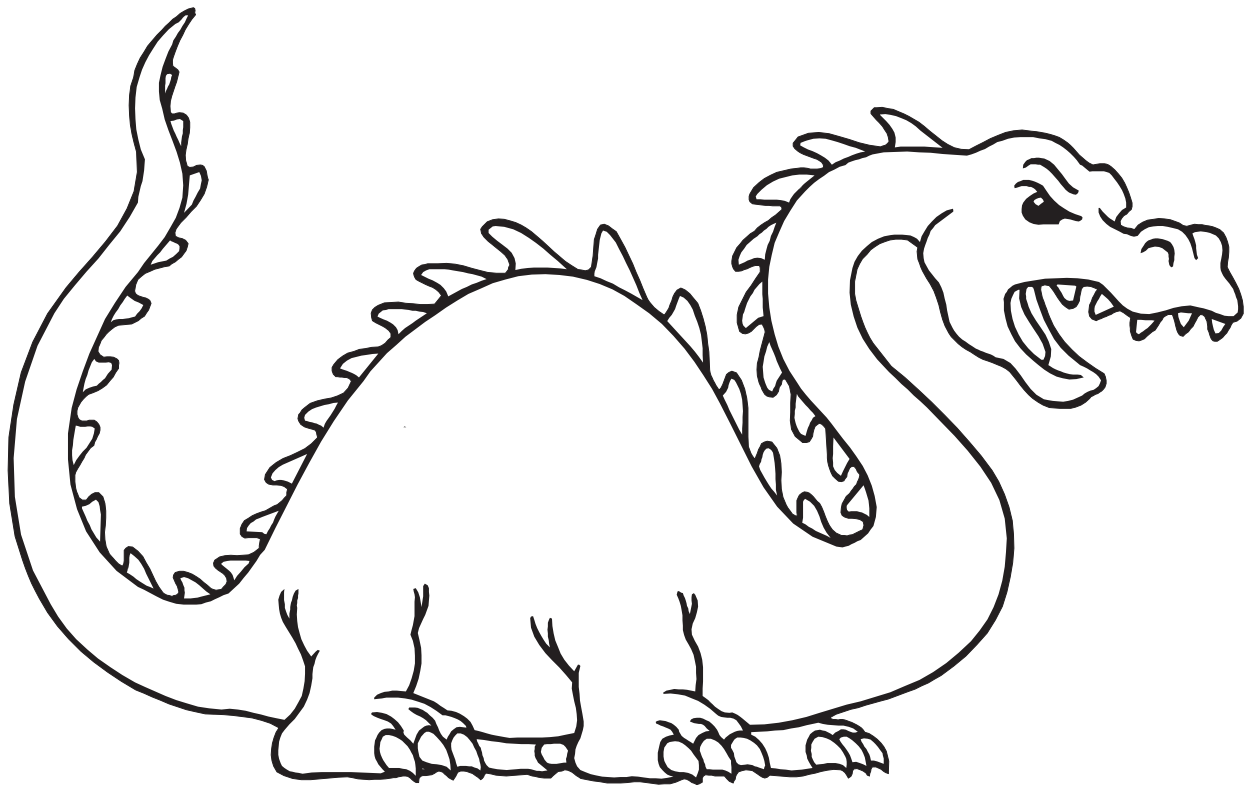
Map-A-Word

P.006.AM I i



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Phonics

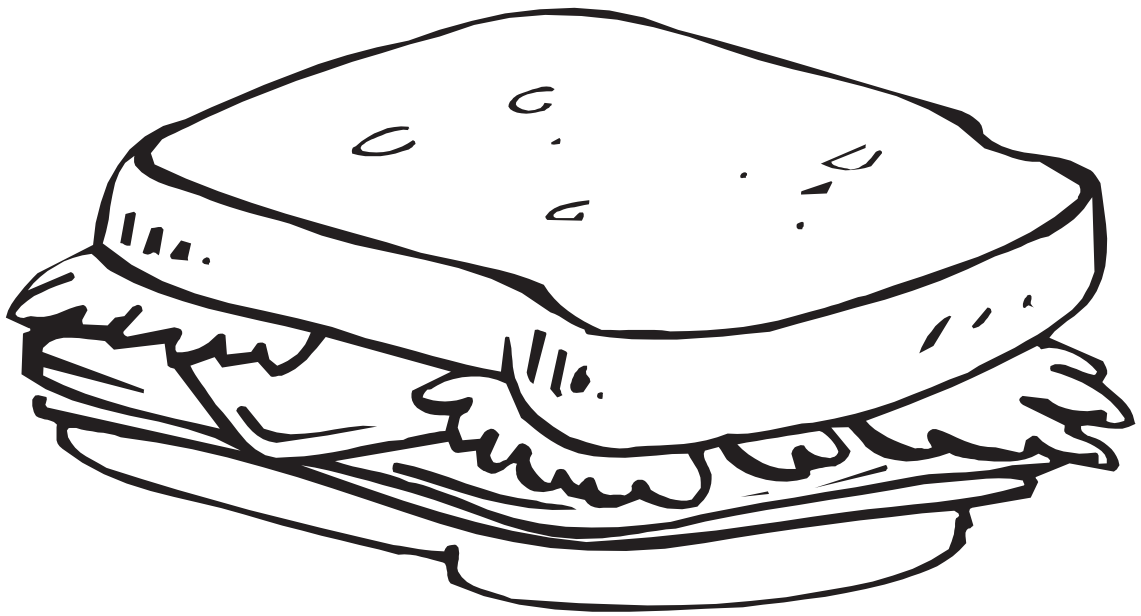
Map-A-Word

P.006.AMIk



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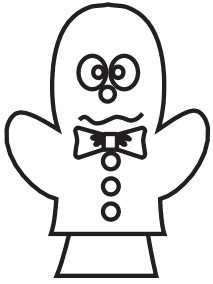
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Name _____

Map-A-Word

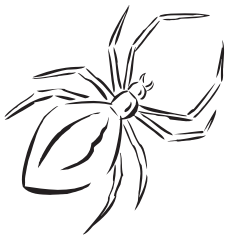
P.006.SS1a



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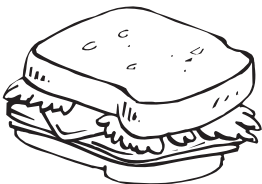
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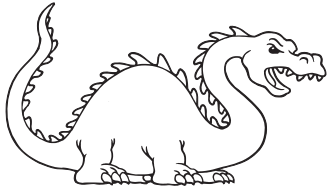


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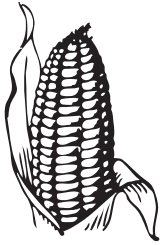
Name _____

P.006.SS1b

Map-A-Word



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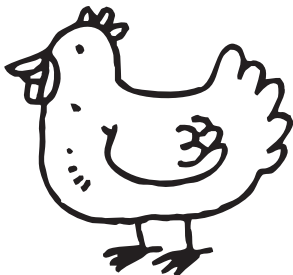
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Phonics

Map-A-Word

P.006.AM2





Objective

The student will combine final consonant blends with other letters to form words.



Materials

- ▶ Word spinners (Activity Master P.007.AM1a - P.007.AM1b)
Copy spinner on card stock.
Cut spinner and attach arrow with a brad.
- ▶ Student sheet (Activity Master P.007.SS1)
- ▶ Pencils



Activity

Students make words using initial letters and final consonant blends by playing a spinner game.

1. Place spinners at center (i.e., initial letters spinner on the left and final consonant blends spinner on the right). Provide each student with a student sheet.
2. Taking turns, students spin both spinners. Combine and write letters from spinners on student sheet under the corresponding final consonant blend. For example, if initial letters spinner lands on “ju” and final consonant blends spinner lands on “mp,” the student writes “jump” in the “_mp” column.
3. Read word and decide if it is real or nonsense. If nonsense put an “X” through it.
4. Continue until all possible words are made.
5. Teacher evaluation

Name _____

Word Spinners P.007.SS1

_st	_mp	_nd	_ft	_nt	_nk
best	jump		craft	bent	
cast					



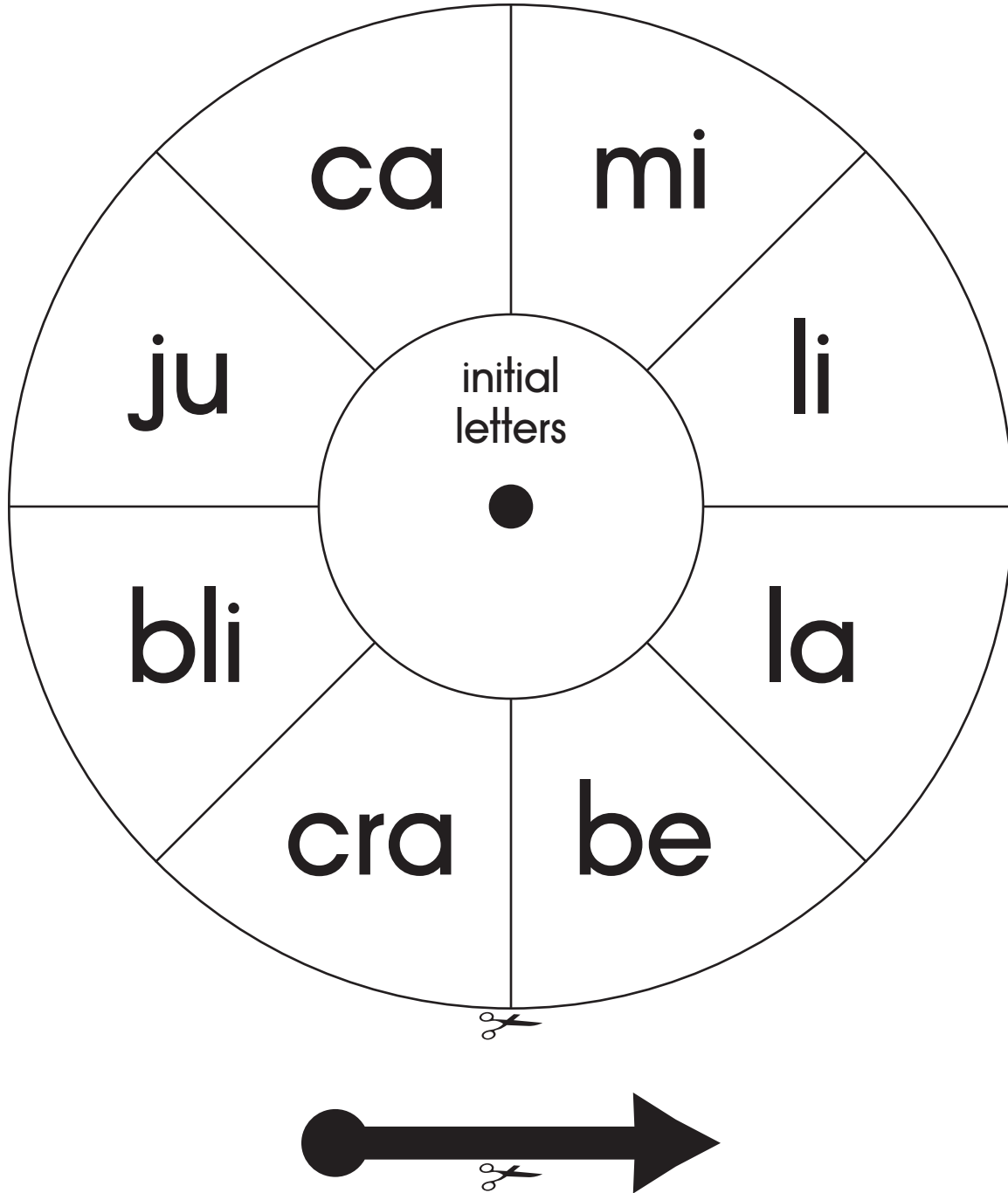
Extensions and Adaptations

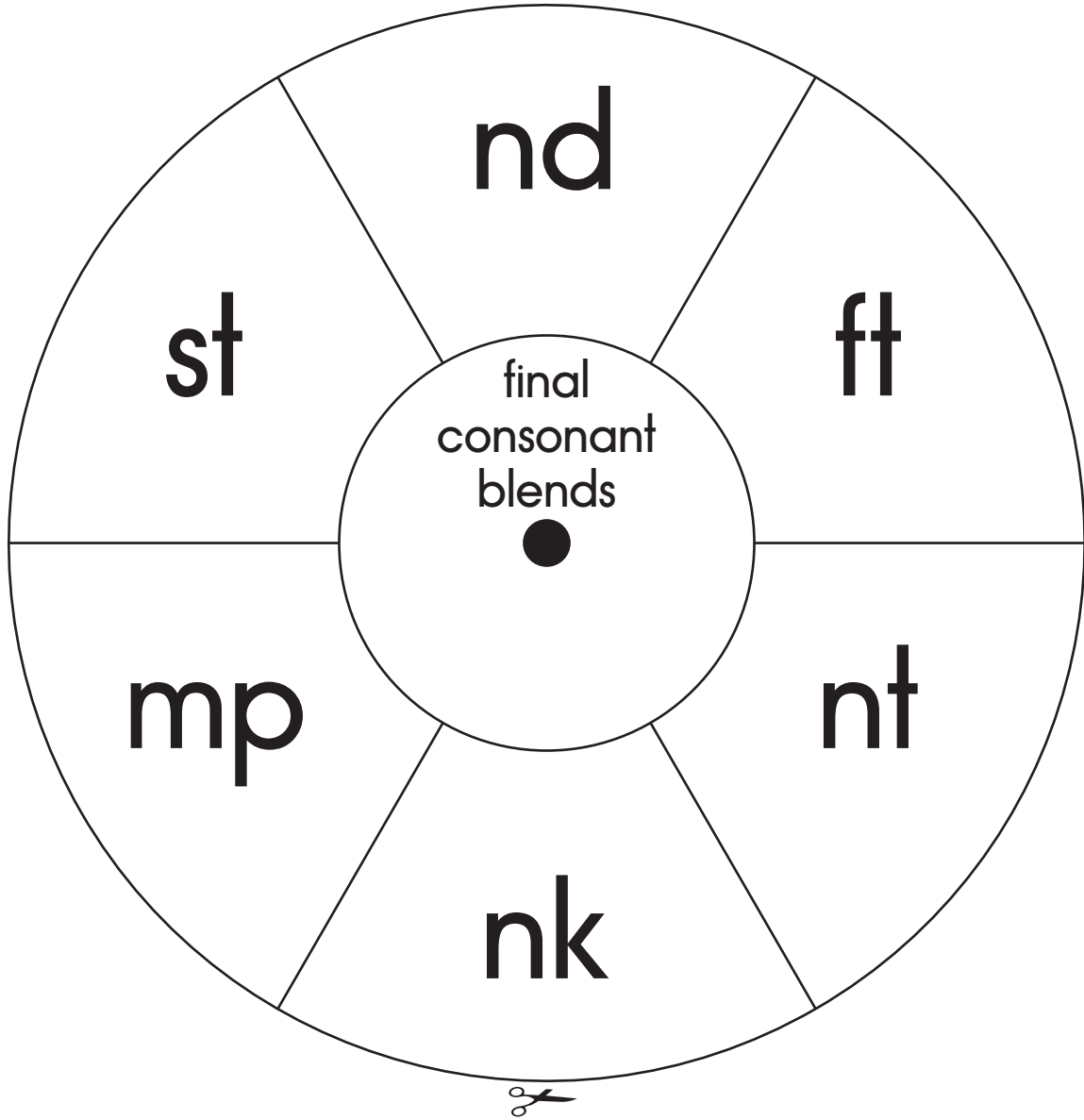
- ▶ Use other letters to make words (Activity Master P.007.AM2 and P.007.SS2).
- ▶ Dictate words to partner to spell.

Phonics

Word Spinners

P.007.AM1a



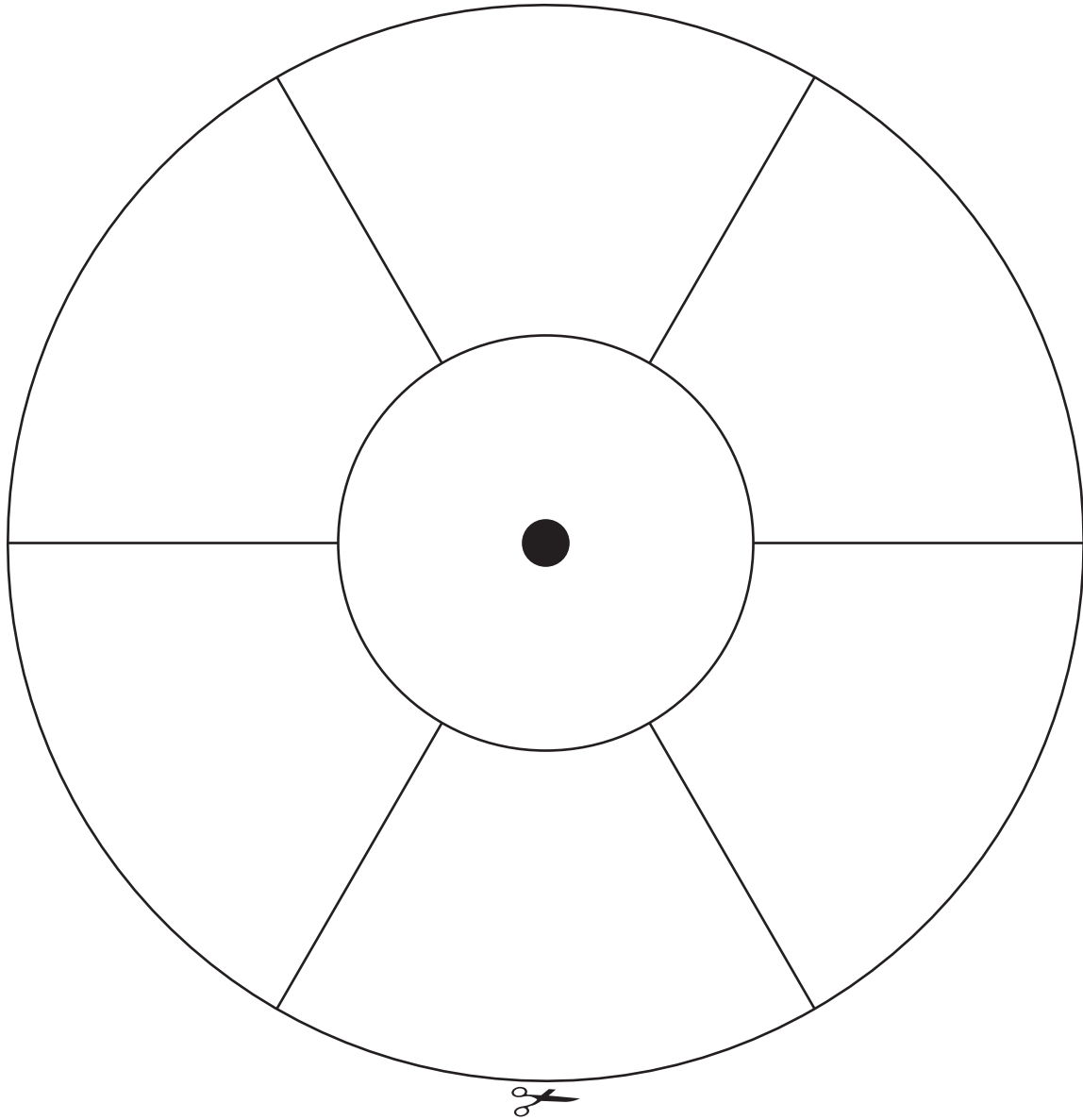


Name _____

Word Spinners

P.007.SSI

_st	_mp	_nd	_ft	_nt	_nk



Name _____

Word Spinners

P.007.SS2
