



Objective

The student will identify variant correspondences in words.

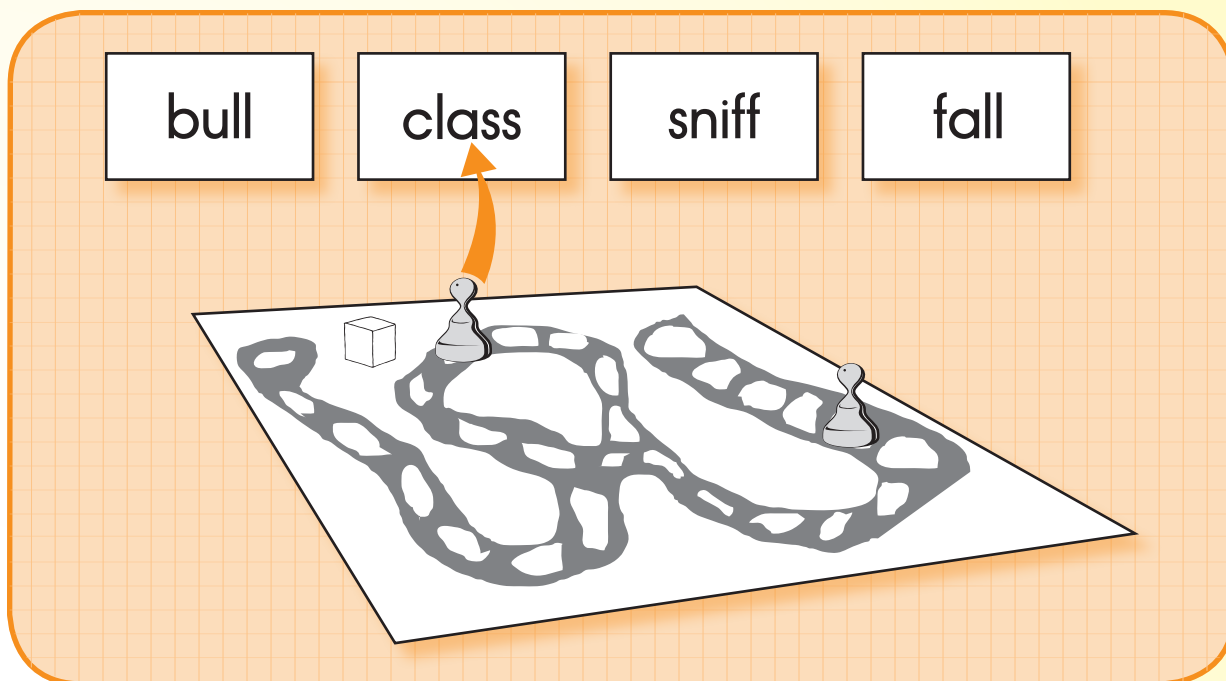
Materials

- ▶ Game board (Activity Master P.012.AM1a - P.012.AM1b)
- ▶ Number cube (Activity Master P.012.AM2)
- ▶ Word cards (Activity Master P.012.AM3a - P.012.AM3b)
- ▶ Game pieces (e.g., counters)

Activity

Students read words containing doubled consonants (ff, ll, ss) by playing a board game.

1. Place game board, game pieces, and number cube at the center. Place word cards face up in rows beside the game board.
2. Taking turns, students roll the number cube and move game piece that many spaces.
3. Read word and state target letters (ff, ll, ss) and sound that game piece lands on (e.g., lands on “boss” say, “boss, ss, /s/”). Point to a word card containing the same target letters and sound (e.g., point to and say “class, ss, /s/”). If students cannot read or identify another matching word, go back to original spot.
4. Continue until both students reach the end of the game board.
5. Peer evaluation



Extensions and Adaptations

- ▶ Make other word cards to use with game.
- ▶ Sort the words from the game board.

Phonics

Knoll Stroll

P.012.AM1a

START

puff

You press on,
go ahead
two spaces.

knoll

bless

stiff



stroll

stress

cross

Bull in your
path, go back
two spaces

full

boss

will

Miss falling off
a cliff, go
ahead
two spaces.

Go hear the bell
in the dell,
go back
two spaces.

press

END

riff

off

No stalling,
go ahead
two spaces.

fell

bass

grass

bell

small

You stop
at the bluff,
go back
two spaces.

You are
starting to
huff and puff,
rest one turn.

miss

huff

hall

dill

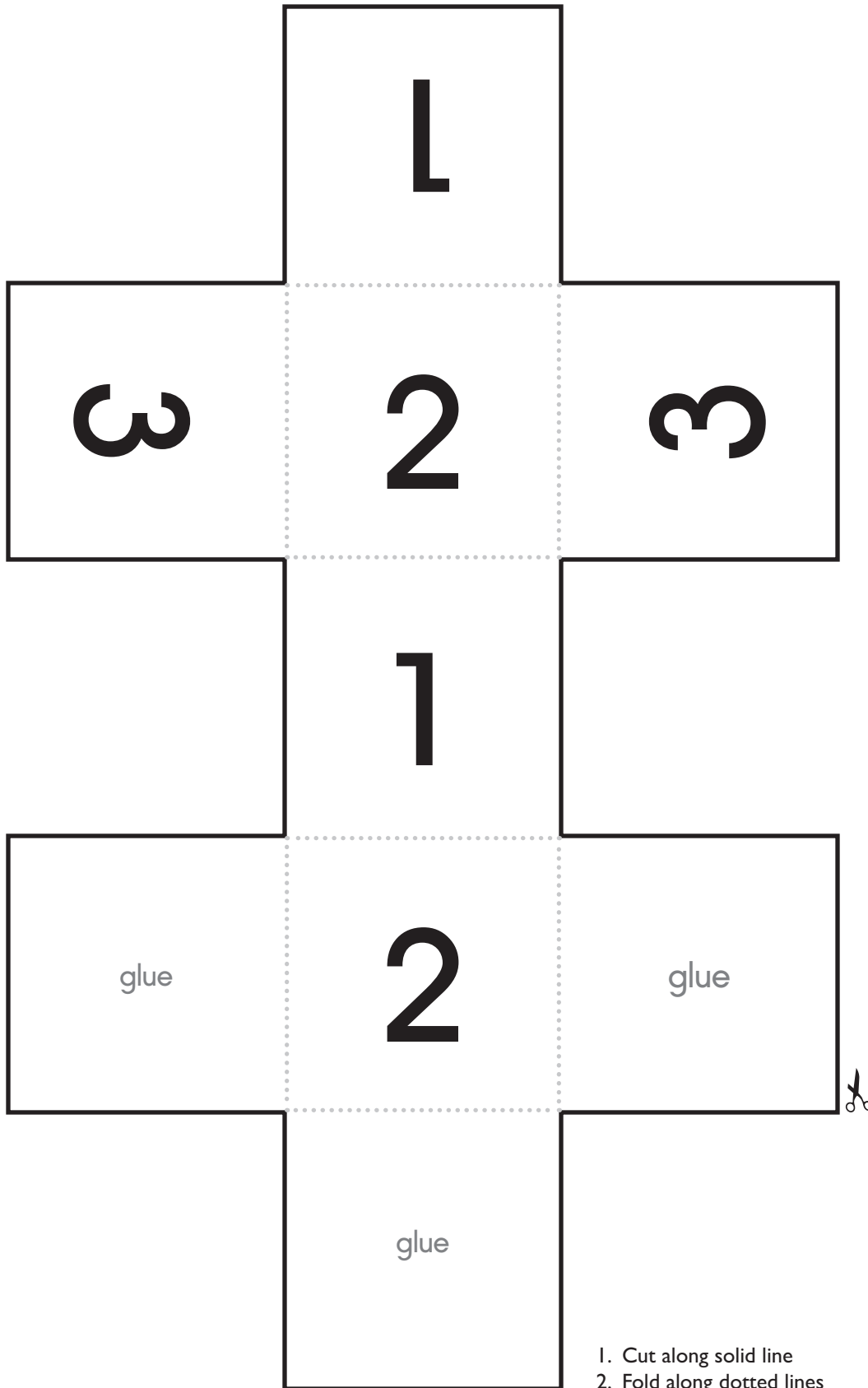
You feel swell,
go ahead two
spaces.

fuss

Phonics

Knoll Stroll

P.012.AM2



fuss

glass

hiss

class

stress

bluff

sniff

stuff



Phonics

Knoll Stroll

P.012.AM3b

gruff

cliff

dell

smell

fall

stall

bull

frill





P.013

Variant Correspondences Giraffes, Goats, Cats, and Centipedes

Objective

The student will identify variant correspondences in words.

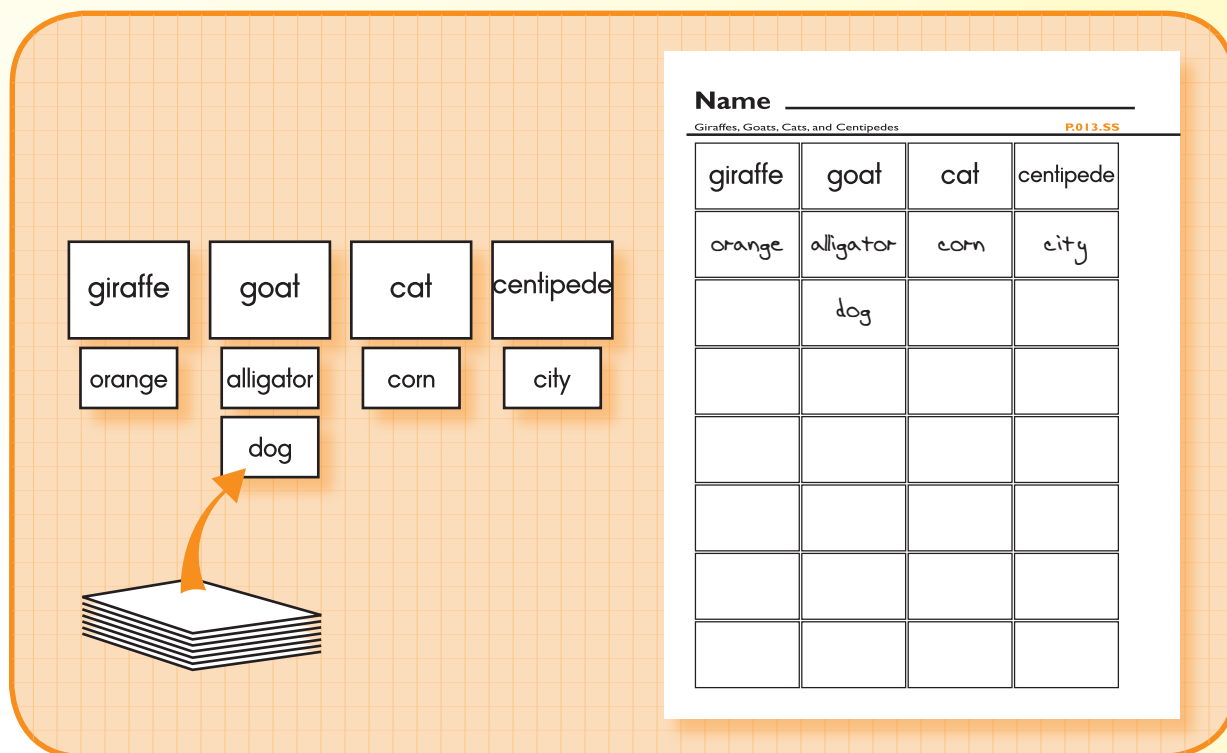
Materials

- ▶ Header cards (Activity Master P.013.AM1)
- ▶ Word cards (Activity Master P.013.AM2a - P.013.AM2c)
- ▶ Student sheet (Activity Master P.013.SS)
- ▶ Pencils

Activity

Students read words with hard and soft sounds of “g” and “c” and sort.

1. Place word cards in a stack face down at the center. Place header cards in a row. Provide each student with a student sheet.
2. Taking turns, students select a card and read the word.
3. Determine if the letters “c” or “g” in the word has a hard or soft sound.
4. Place the card under the correct header.
5. Continue until all cards are placed. Read the words.
6. Record the words on the student sheet.
7. Peer evaluation



Name _____

Giraffes, Goats, Cats, and Centipedes P.013.SS

giraffe	goat	cat	centipede
orange	alligator	corn	city
	dog		

Extensions and Adaptations

- ▶ Make other pattern word cards and play.

Phonics

Giraffes, Goats, Cats, and Centipedes

P.013.AMI

goat

header

giraffe

header

cat

header

centipede

header

header cards



ghost

alligator

giggle

tiger

dog

dragon

gym

genes



Phonics

Giraffes, Goats, Cats, and Centipedes

P.013.AM2b

orange

engine

germ

danger

cabin

candle

cave

castle



P.013.AM2c

Giraffes, Goats, Cats, and Centipedes

uncle

corn

celery

center

space

city

cent

pencil



Name _____

Giraffes, Goats, Cats, and Centipedes

P.013.SS

giraffe	goat	cat	centipede



Objective

The student will identify variant correspondences in words.

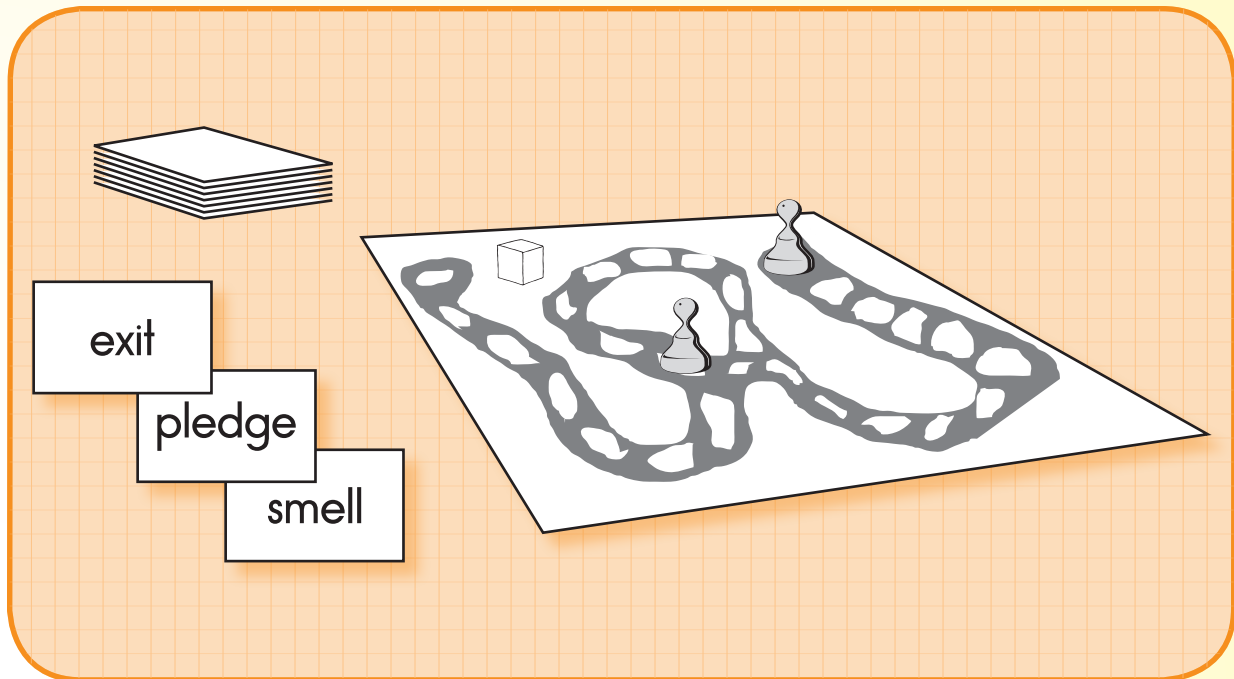
Materials

- ▶ Game board (Activity Master P.014.AM1a - P.014.AM1b)
- ▶ Number cube (Activity Master P.012.AM2)
- ▶ Word cards (Activity Master P.014.AM2a - P.014.AM2e)
- ▶ Game pieces (e.g., counters)

Activity

Students read words containing doubled consonants, hard and soft sounds of “g” and “c,” and multiple pronunciations of “x” by playing a board game.

1. Place game board, number cube, and game pieces at center. Place word cards face down in a stack.
2. Taking turns, students roll the cube and pick up the number of word cards as indicated on the cube.
3. Read the words. For every word read correctly, move one space forward. If a word is read incorrectly, move back one space. After all cards are read, return them to the bottom of stack.
4. Continue game until all players reach the end.
5. Peer evaluation



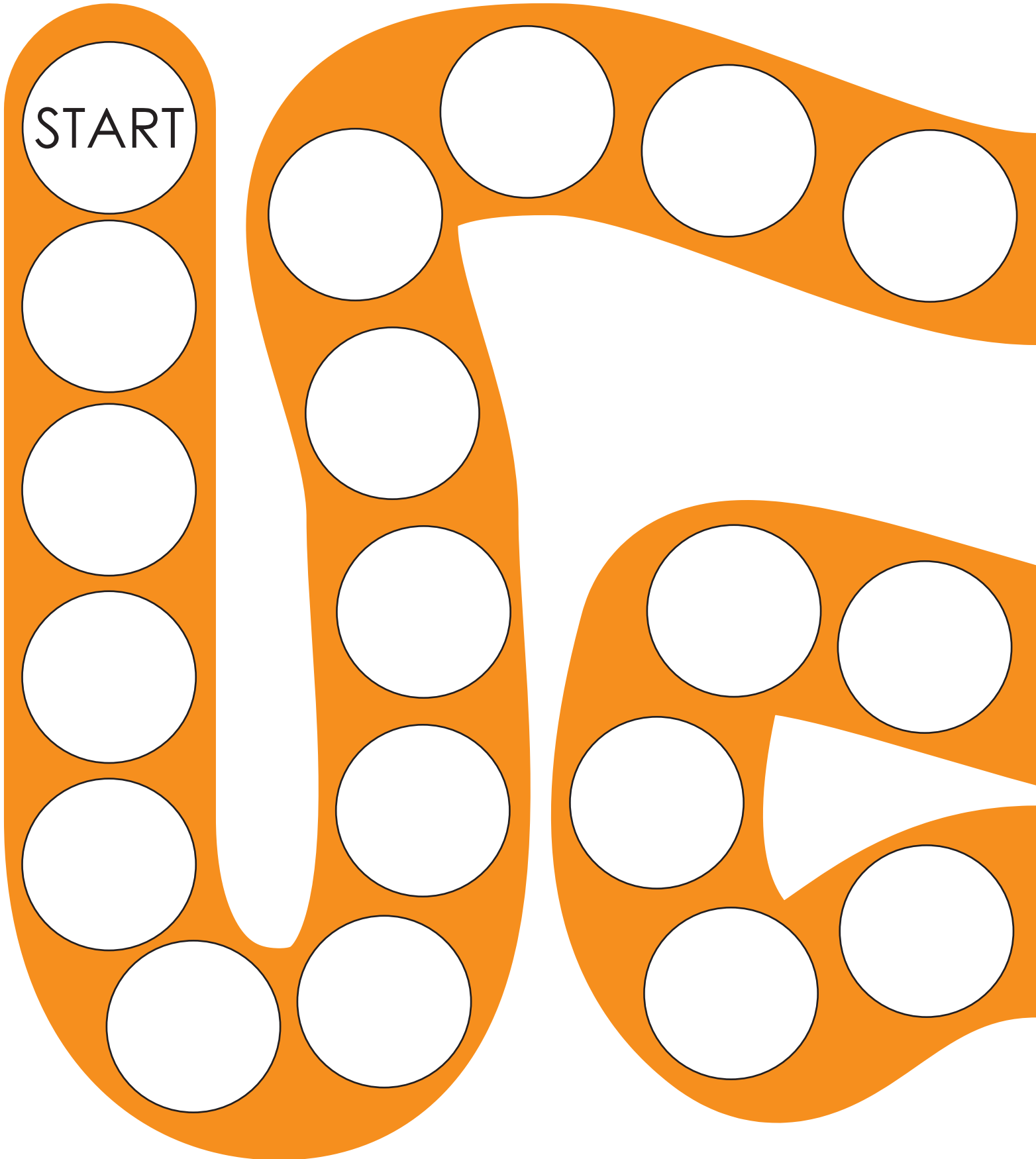
Extensions and Adaptations

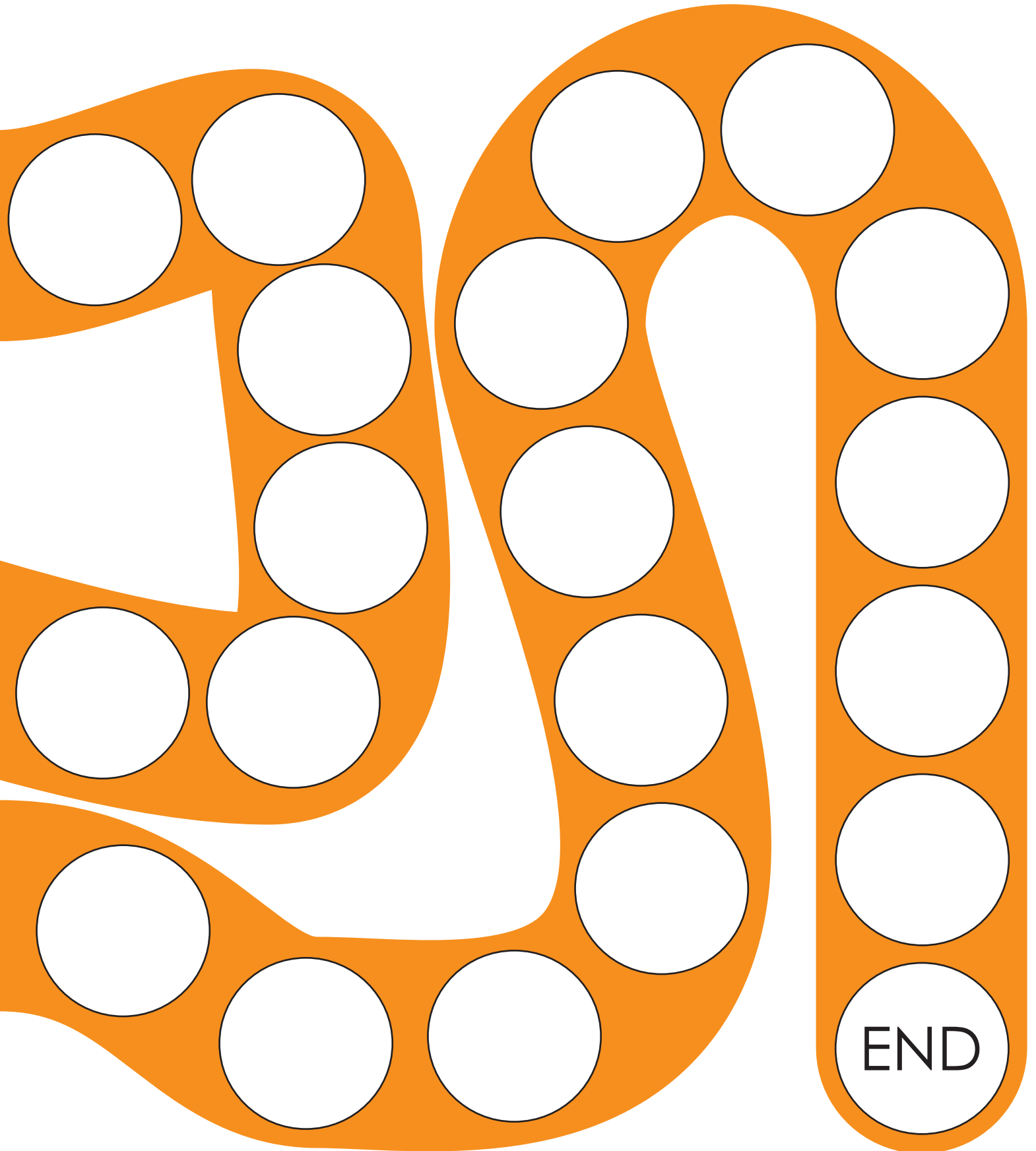
- ▶ Do an open sort with cards.
- ▶ Use other word cards (PHFW.005 – PHFW.064).

Phonics

Roll and Read

P.014.AM1a





Phonics

Roll and Read

P.014.AM2a

dress

fuss

bliss

class

huff

sniff

fluff

stuff



frill

smell

farewell

doorbell

gentle

nudge

stage

giant



Phonics

Roll and Read

P.014.AM2c

germ

igloo

begin

flag

bugle

given

center

price



city

celebrate

trace

coin

care

climb

escape

actor



Phonics

Roll and Read

P.014.AM2e

exit

exact

example

exam

axle

extra

box

extend





Objective

The student will identify variant correspondences in words.

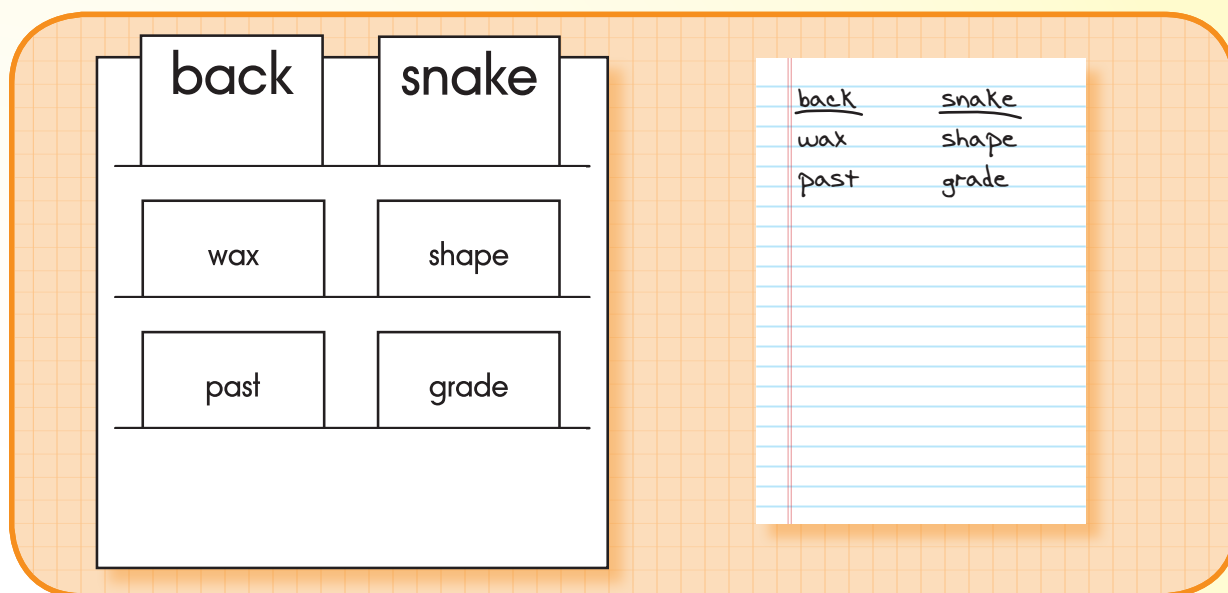
Materials

- ▶ Pocket chart
- ▶ Header cards (Activity Master P.015.AM1a - P.015.AM1b)
- ▶ Word cards (Activity Master P.015.AM2a - P.015.AM2j)
Choose one vowel at a time by selecting header and word cards for the same vowel (e.g., short and long “a”).
- ▶ Paper
- ▶ Pencils

Activity

Students identify and sort long and short vowels.

1. Place the header cards in the top row of the pocket chart. Shuffle the word cards and place face down in a stack.
2. Taking turns, students select the top card from the stack, read the word, and say the vowel sound (e.g., “past, /a/”).
3. Place in column under matching header card.
4. Point to and read words in entire column starting at top.
5. Continue until all cards are sorted.
6. Record words on paper.
7. Peer evaluation



The diagram illustrates the activity setup. On the left is a pocket chart with two columns. The top row contains header cards for 'back' and 'snake'. Below them, the words 'wax', 'shape', 'past', and 'grade' are placed in their respective columns. On the right is a piece of lined paper with the words 'back', 'snake', 'wax', 'shape', 'past', and 'grade' written in cursive, with 'back' and 'snake' underlined.

Extensions and Adaptations

- ▶ Sort several different vowels (short and long) at a time.

Phonics

Short and Long

P.015.AM1a

back

header

snake

header

slip

header

hide

header

stop

header

joke

header

header cards



luck

header

cute

header

let

header

week

header

header

header



header cards

Phonics

Short and Long

P.015.AM2a

wax

chat

patch

past

crash

last

craft

bass



flame

stale

brake

tame

grade

shape

state

maze



Phonics

Short and Long

P.015.AM2c

ship

lift

spill

drift

trick

shin

hitch

mint



kite

mile

prize

slime

white

shine

wide

drive



Phonics

Short and Long

P.015.AM2e

crop

knob

shock

flop

stomp

cloth

lost

odd



globe

chose

stone

hose

note

broke

shone

dome



Phonics

Short and Long

P.015.AM2g

fuss

plum

crush

much

shrug

hunt

stuff

skunk



huge

fuse

cube

mule

fume

cute

mute

use



Phonics

Short and Long

P.015.AM2i

west

sled

neck

help

shelf

belt

crept

spell



green

street

teeth

creep

queen

bleed

creek

seed





How Many Words?

Objective

The student will identify variant correspondences in words.

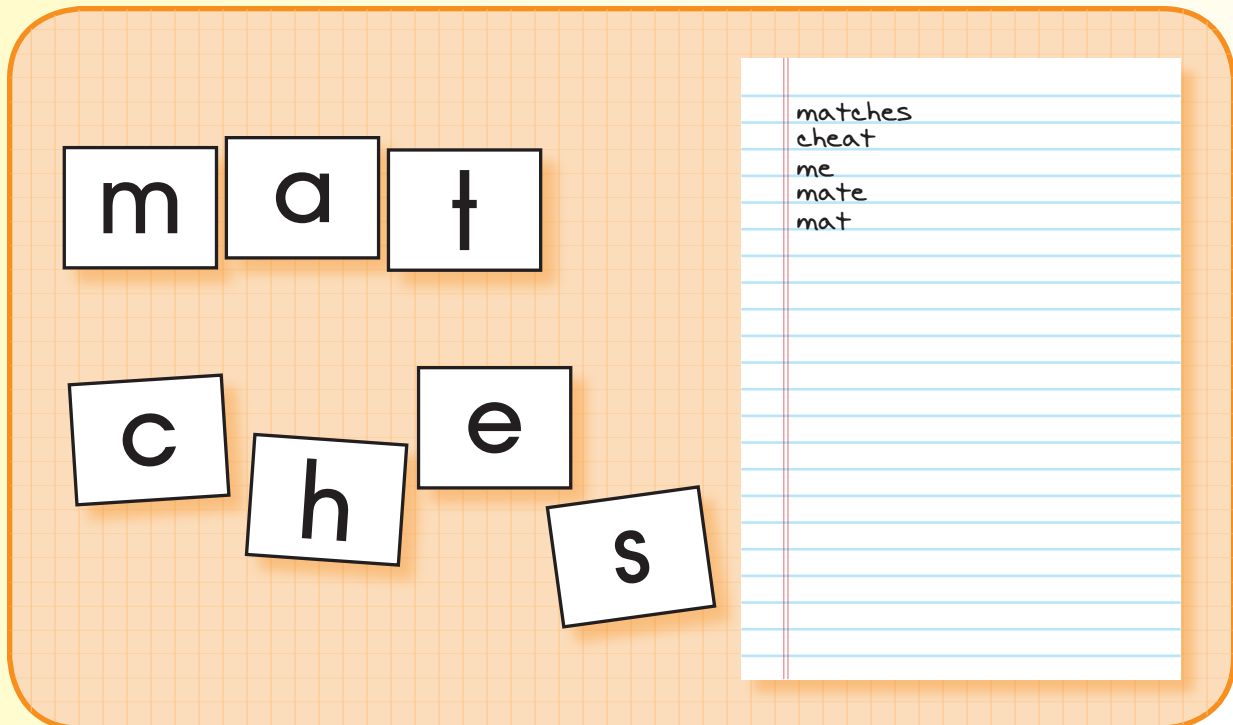
Materials

- ▶ Plastic letter tiles or paper letter tiles (Activity Master P.016.AM1)
Copy on card stock, laminate, and cut.
- ▶ Paper bag
- ▶ Paper
- ▶ Pencils

Activity

Students make words including those with variant correspondences by using letter tiles.


1. Place consonant, digraph, and diphthong tiles in paper bag and vowel tiles face up on table.
2. Taking turns, students choose five tiles from the bag and two vowel tiles from the table (i.e., take the “e” and one other).
3. Use the tiles to make as many words as possible. Read each word and record it on paper as it is made.
4. Place tiles back in the bag and on the table.
5. Select new tiles from the bag and the table and continue to make new words.
6. Teacher evaluation



The illustration shows a grid of letter tiles on a table. The tiles are arranged to form the words "mat" and "cheat". The tiles are: m, a, t, c, h, e, s. To the right of the tiles is a notepad with the words "matches", "cheat", "me", "mate", and "mat" written on it.

Extensions and Adaptations

- ▶ Use two sets of tiles and more letters to make longer words.
- ▶ Use a timer to see how fast words can be made.

j	r	z	ea	th		
h	q	y	oo	ck		
g	p	x	ay	sh	oy	u
f	n	w	ee	ch	ou	o
d	m	v	ow	igh	oi	i
c	l	t	au	aw	ph	e
b	k	s	oa	ai	wh	a



Same but Different



Objective

The student will identify variant correspondences in words.



Materials

- ▶ Vowel pattern reference cards (Activity Master P.017.AM1a - P.017.AM1c)
This serves as a spelling reference to help in determining which vowel pattern is correct. Choose the target vowel pattern card. Choose one vowel at a time by selecting word header, vowel pattern, and reference cards for the same vowel (e.g., all the words with long vowel “e”).
- ▶ Header cards (Activity Master P.017.AM2a - P.017.AM2e)
- ▶ Word cards (Activity Master P.017.AM3a - P.017.AM3n)
Laminate.
Note: Some word cards may use more than one pattern; either can be used (e.g., weigh, way).
- ▶ Vis-à-Vis® markers



Activity

Students identify and sort different spelling patterns for long vowels.

1. Place header cards in a row face up along with the corresponding vowel pattern reference card. Place word cards face down in a stack at the center.
2. Taking turns, students select the top card from the stack, read the word using the targeted long vowel sound (e.g., m__l, “/m/ /ē/ /l/, meal”).
3. Using the vowel pattern reference card, write the different vowel patterns in the blanks with the Vis-à-Vis® marker until the correct pattern is determined (e.g., “meal, /ē/, ea”).
4. Place word card in column under matching header card.
5. Point to and read words in entire column starting with header card.
6. Continue until all cards are sorted.
7. Peer evaluation

The diagram illustrates the activity setup on a grid background. On the left, there are three rows of cards. The first row contains four header cards: 'feet', 'baby', 'brief', and 'beam', each with 'header' written below it. The second row contains four word cards: 'f__ee__d', 'jell__y', 'ch__ief', and 'm__ea__l', each with a blank space and a slash below it. The third row contains one word card: 'ch__ee__k', with a blank space and a slash below it. An orange arrow points from a stack of word cards to the 'ch__ee__k' card. On the right, there is a vertical column of five boxes labeled '/e/ patterns'. The boxes contain 'ee', 'ea', 'y', 'ie', and a blank space.



Extensions and Adaptations

- ▶ Add other words with the same spelling pattern to the list.
- ▶ Use a combination of different vowels to sort.

/ā/ patterns

a_e

ai

ay

eigh

ey



/ē/ patterns

ee

ea

y

ie



Phonics

Same but Different

P.017.AM1b

/ī/ patterns

i_e

igh

y

ie

i_



/ō/ patterns

o_e

oa

ow

o_

oe



vowel pattern reference cards

/ū/ patterns

u _ e

ue

ew



Phonics

Same but Different

P.017.AM2a

tame

header

bait

header

day

header

eight

header

prey

header

header

long "a" header cards



feet

header

beam

header

baby

header

brief

header

header

header

long "e" header cards



Phonics

Same but Different

P.017.AM2c

smile

header

high

header

sky

header

pie

header

i _ _

header

header

long "i" header cards



home

header

boat

header

show

header

o

— —

header

toe

header

header

long "o" header cards



Phonics

Same but Different

P.017.AM2e

muse

header

fuel

header

few

header

header

header

header

long "u" header cards



c _ k _

/ā/

tr _ d _

/ā/

cr _ n _

/ā/

sk _ t _

/ā/

t _ l _

/ā/

r _ n

/ā/

br _ d

/ā/

cl _ m

/ā/

long "a" word cards



Phonics

Same but Different

P.017.AM3b

m _____
/ā/

st _____ n
/ā/

cl _____
/ā/

str _____
/ā/

pl _____
/ā/

fr _____
/ā/

m _____
/ā/

sl _____
/ā/

long "a" word cards



<p>_____ t</p> <p>/ā/</p>	<p>fr _____ t</p> <p>/ā/</p>
<p>w _____</p> <p>/ā/</p>	<p>ob _____</p> <p>/ā/</p>
<p>h _____</p> <p>/ā/</p>	<p>th _____</p> <p>/ā/</p>
<p>gr _____</p> <p>/ā/</p>	<p>wh _____</p> <p>/ā/</p>

long "a" word cards



Phonics

Same but Different

P.017.AM3d

j _____ p

/ē/

f _____ d

/ē/

cr _____ p

/ē/

ch _____ k

/ē/

gr _____ t

/ē/

m _____ l

/ē/

b _____ n

/ē/

p _____ ch

/ē/

long "e" word cards



l _ _ d

/ē/

sp _ _ k

/ē/

an _ _

/ē/

dirt _ _

/ē/

jell _ _

/ē/

dut _ _

/ē/

cand _ _

/ē/

ch _ _ f

/ē/

long "e" word cards



Phonics

Same but Different

P.017.AM3f

th _____ f
/ē/

bel _____ f
/ē/

gr _____ f
/ē/

y _____ ld
/ē/

long "e" word cards



tw _ c _
/i/

wr _ t _
/i/

sp _ c _
/i/

gl _ d _
/i/

str _ k _
/i/

br _ t _
/i/

s _
/i/

fr _ t _
/i/

long "i" word cards



Phonics

Same but Different

P.017.AM3h

kn _____ t
/i/

r _____ t
/i/

sh _____
/i/

fr _____
/i/

wh _____
/i/

b _____
/i/

tr _____
/i/

t _____
/i/

long "i" word cards



d _____

/i/

dr _____ s

/i/

fl _____ s

/i/

fr _____ d

/i/

ch _____ ld

/i/

bl _____ nd

/i/

w _____ ld

/i/

k _____ nd

/i/

long "i" word cards



Phonics

Same but Different

P.017.AM3j

wh _ l _

/ō/

sp _ k _

/ō/

c _ d _

/ō/

r _ b _

/ō/

c _ v _

/ō/

r _ st

/ō/

c _ ch

/ō/

g _ l

/ō/

long "o" word cards



f _____ m

/ō/

fl _____

/ō/

cr _____

/ō/

sh _____

/ō/

gr _____

/ō/

kn _____

/ō/

gh _____ st

/ō/

c _____ lt

/ō/

long "o" word cards



Phonics

Same but Different

P.017.AM3I

fl_wn

/ō/

sc_ld

/ō/

r_ll

/ō/

d_

/ō/

J_

/ō/

t_

/ō/

w_

/ō/

f_

/ō/

long "o" word cards



<p style="text-align: center;">_ s _</p> <p style="text-align: right; color: gray;">/ū/</p>	<p style="text-align: center;">m _ t _</p> <p style="text-align: right; color: gray;">/ū/</p>
<p style="text-align: center;">c _ t _</p> <p style="text-align: right; color: gray;">/ū/</p>	<p style="text-align: center;">f _ m _</p> <p style="text-align: right; color: gray;">/ū/</p>
<p style="text-align: center;">f _ s _</p> <p style="text-align: right; color: gray;">/ū/</p>	<p style="text-align: center;">cl _ _</p> <p style="text-align: right; color: gray;">/ū/</p>
<p style="text-align: center;">resc _ _</p> <p style="text-align: right; color: gray;">/ū/</p>	<p style="text-align: center;">val _ _</p> <p style="text-align: right; color: gray;">/ū/</p>

long "u" word cards



Phonics

Same but Different

P.017.AM3n

contin_____

/ū/

arg_____

/ū/

p_____

/ū/

m_____

/ū/

h_____

/ū/

ch_____

/ū/

st_____

/ū/

long "u" word cards





Objective

The student will identify variant correspondences in words.

Materials

► Word cards (Activity Master P.018.AM1a - P.018.AM1j)

The digraphs used: ea, au, aw, ow, oa, ai, ay, ee.

Activity

Students identify and match vowel digraphs by playing a card game.

1. Place the word cards face down in a stack. Each student takes five cards from the stack. The remaining cards in the stack are the “lake.”
2. Students check their cards for pairs of vowel digraphs. Read the words, identify the vowel sound and vowel digraph, and place the matching pairs down. For example, “I have peek and seed, they have the /ē/ vowel sound that is spelled with ‘ee’.”
3. Student one asks for a word card that contains the same vowel digraph as one of the cards he is holding. For example, “Do you have a card that has an /ā/ sound and is spelled with ‘ai’?”
4. If yes, student two gives it to student one who reads both words and target sounds. Places match down. If no, student two says, “Go fishing for a digraph!” Whether or not a match is made, student selects enough cards from the stack so that he is holding a total of five cards.
5. Student two takes a turn.
6. Continue game until all cards are matched.
7. Peer evaluation

“I have peek and seed, they have the /ē/ vowel sound that is spelled with ‘ee’.”

Extensions and Adaptations

► Do an open sort with the word cards.

Phonics

Fishing for Vowel Digraphs

P.018.AM1a

bail

brain

waist

trail

wait

maintain



faint

grain

tray

clay

stay

bay



Phonics

Fishing for Vowel Digraphs

P.018.AM1c

gray

jay

fray

may

sweep

speech



screen

weep

seed

peek

steel

teepee



Phonics

Fishing for Vowel Digraphs

P.018.AMIe

beam stream dream

cream lean bead



steal

real

vault

haunt

taught

cause



Phonics

Fishing for Vowel Digraphs

P.018.AMIg

caught	Paul	maul
daunt	shawl	thaw



flaw

crawl

jaw

saw

grown

stow



Phonics

Fishing for Vowel Digraphs

P.018.AMI.i

shown

mow

glow

tow

sow

blow



roast

moat

coat

goat

boat

float





Vowel Digraph Baseball

Objective

The student will identify variant correspondences in words.

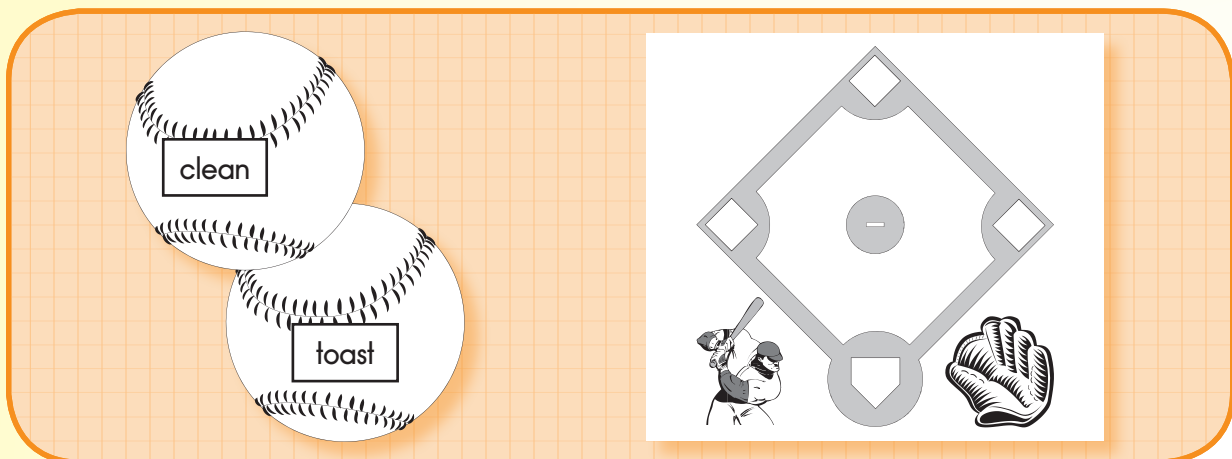
Materials

- ▶ Vowel digraph reference baseball bat (Activity Master P.019.AM1)
- ▶ Word baseball game board (Activity Master P.019.AM2)
- ▶ Baseball pattern (Activity Master P.019.AM3)
Copy enough baseballs for all target words. Write target words or glue selected word cards to baseballs.
- ▶ Word cards (Activity Master P.019.AM4a - P.019.AM4d)
- ▶ Game pieces (e.g., counters)

Activity

Students identify vowel digraphs in words by playing a baseball game.

1. Place game board, vowel digraph reference baseball bat, baseball word cards face down, and game pieces at the center.
2. Student one, the pitcher, selects the top baseball word card and reads the word aloud (concealing it from student two).
3. Student two, the batter, repeats the word, identifies the vowel sound, and vowel digraph (using the vowel digraph baseball bat if needed). For example, student repeats “toast, /ō/, oa”).
4. If correct, advances to base. If incorrect, pitcher states correct vowel digraph and the batter receives an out.
5. Continues to move around the bases as vowel digraphs are correctly identified.
6. After three outs or two runs, switch roles. Depending on time, innings may be limited.
7. Peer evaluation



Extensions and Adaptations

- ▶ Play using other word cards (P.HFW.005 - P.HFW.064).
- ▶ Sort the baseball word cards (e.g., by digraphs, phonemes, blends, final sounds).

Digraphs

ea

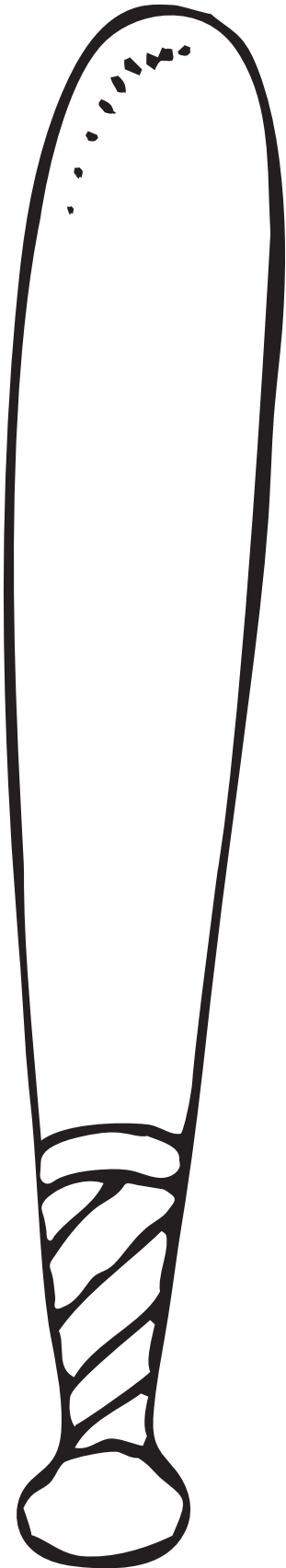
oa

ai

ay

oo

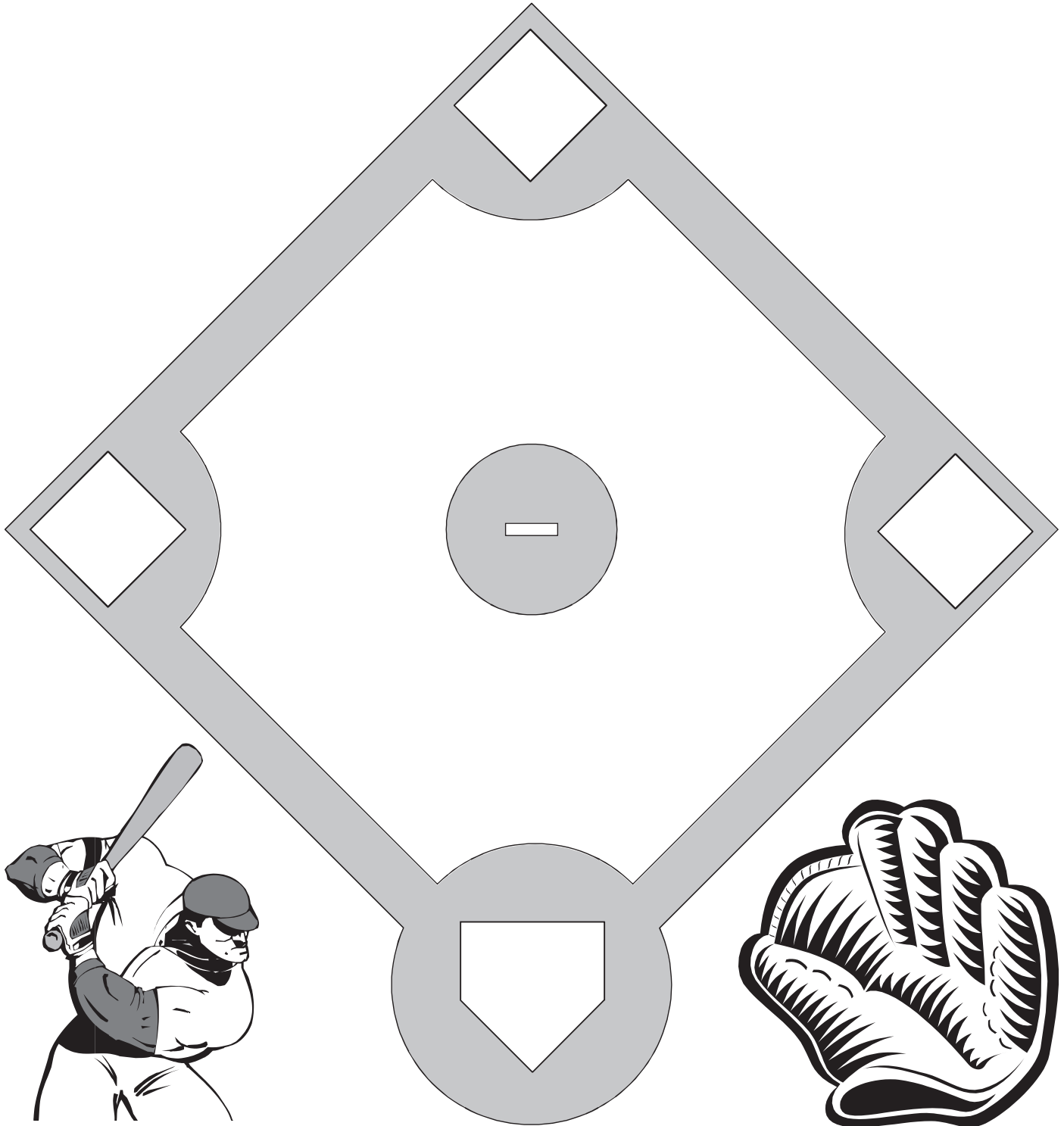
fold

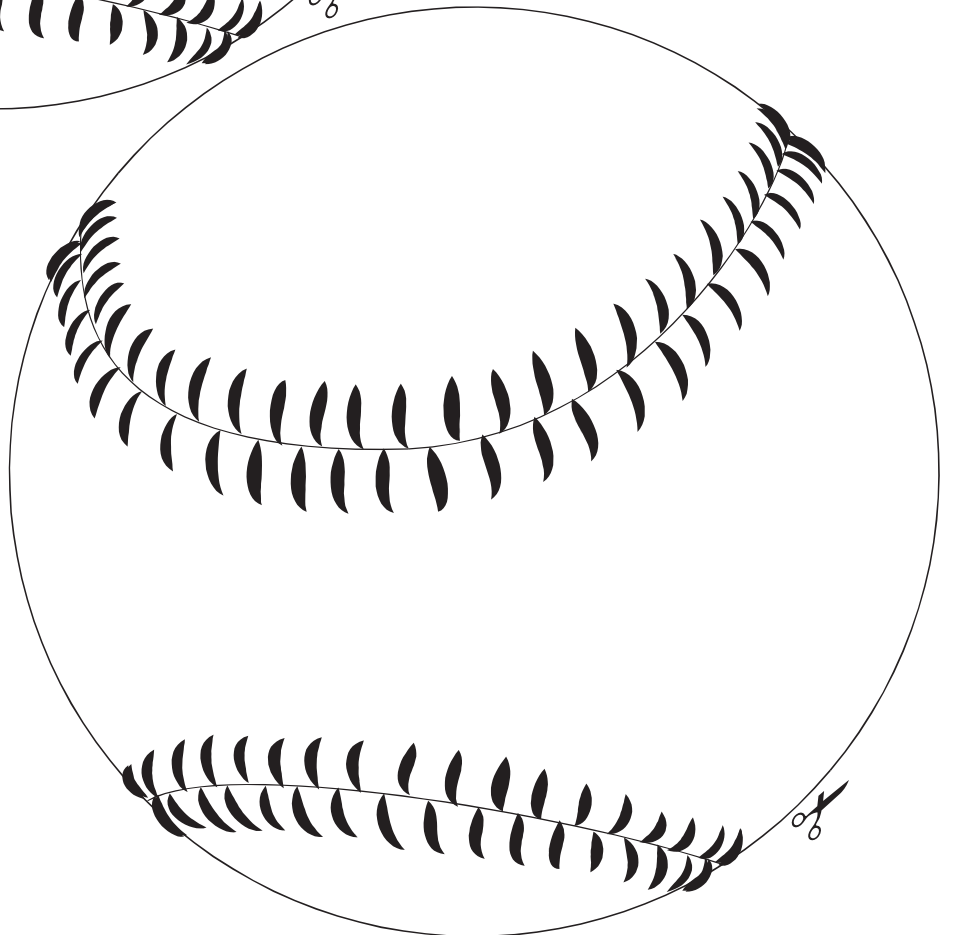
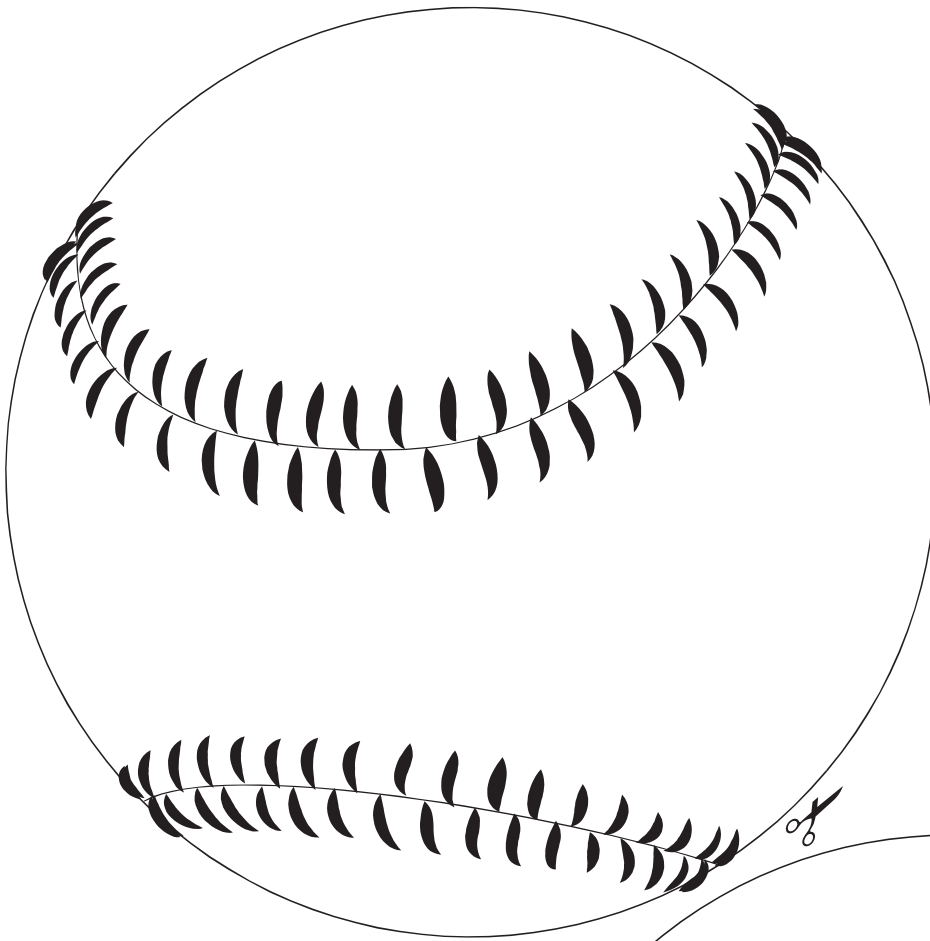


Phonics

Vowel Digraph Baseball

P.019.AM2





Phonics

Vowel Digraph Baseball

P.019.AM4a

sneak

cheap

clean

mean

deal

bleach

feast

float



toast

foam

load

groan

roach

throat

aim

bait



Phonics

Vowel Digraph Baseball

P.019.AM4c

plain

fail

braid

strain

stay

ray

gray

tray



hay

hoop

tool

smooth

zoom

noon

scoot

loom





Spell and Sort

Objective

The student will identify variant correspondences in words.

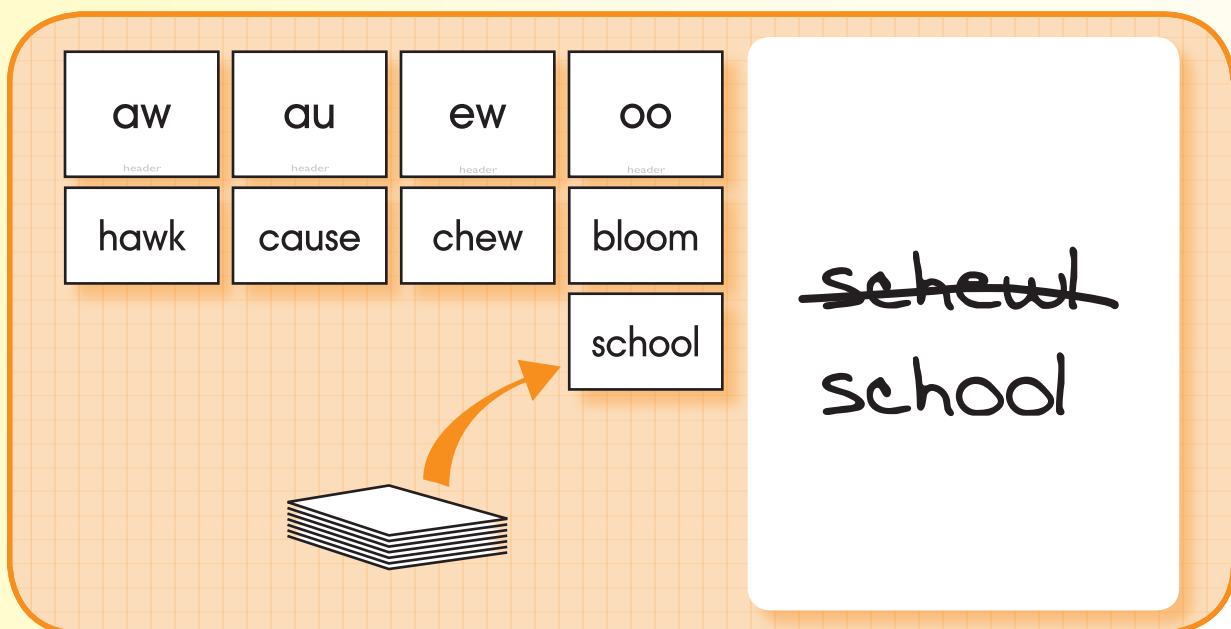
Materials

- ▶ Header cards (Activity Master P.020.AM1)
- ▶ Word cards (Activity Master P.020.AM2a - P.020.AM2b)
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers

Activity

Students identify vowel digraphs by playing a spell and sort game.

1. Place header cards face up in a row. Place word cards face down in a stack at the center. Provide each student with a whiteboard and a Vis-à-Vis® marker.
2. Working in pairs, student one selects top card (without revealing it) and reads the word aloud to student two.
3. Student two repeats word and identifies the vowel sound (e.g., “school, /ōō/”). Spells word on whiteboard using header cards as a guide for correct vowel digraph.
4. Student one confirms if spelling is correct. If incorrect, tells student two to try again.
5. After word is spelled correctly, student one places word card under appropriate vowel digraph.
6. Reverse roles and continue until all words are spelled and sorted.
7. Peer evaluation



aw <small>header</small>	au <small>header</small>	ew <small>header</small>	oo <small>header</small>
hawk	cause	chew	bloom
			school

~~school~~
school

Extensions and Adaptations

- ▶ Make other word cards using other vowel digraphs (e.g., ai, ay, ea, ee, oa, ow, ui).

au

header

aw

header

oo

header

ew

header

header

header

header cards



Phonics

Spell and Sort

P.020.AM2a

cause

saw

haul

flaw

author

hawk

autumn

shawl



balloon

school

proof

bloom

few

chew

stew

blew





Jar Sort

Objective

The student will identify variant correspondences in words.

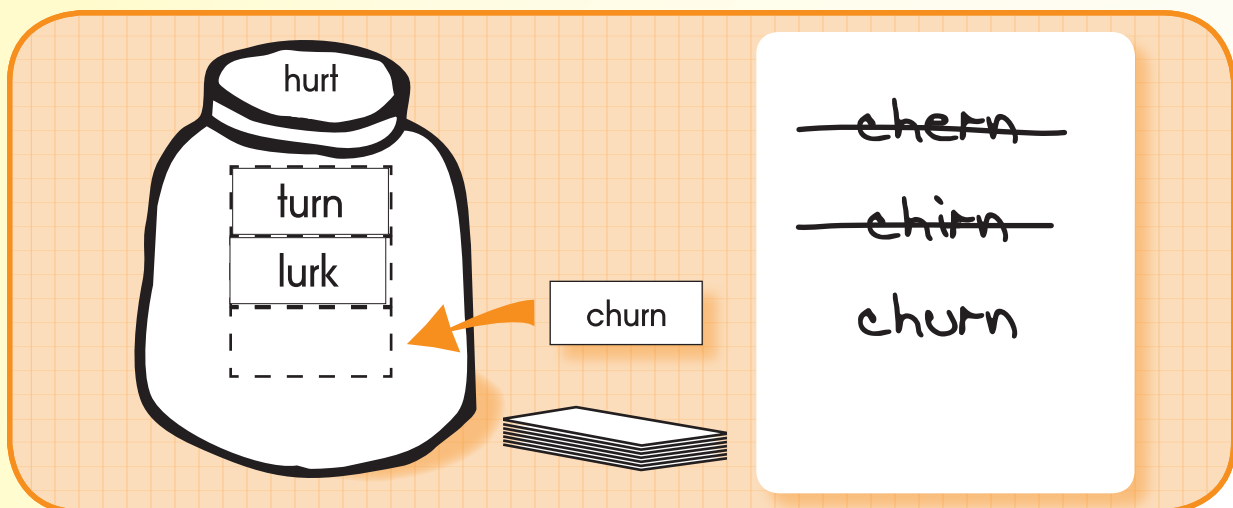
Materials

- ▶ Word cards (Activity Master P.021.AM1a - P.021.AM1b)
- ▶ Jar Sort boards (Activity Master P.021.AM2a - P.021.AM2e)
Copy on card stock and laminate.
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers

Activity

Students identify and sort words by vowel-r combinations.

1. Place the word cards face down in a stack. Place Jar Sort boards face up next to each other. Provide each student with a whiteboard and Vis-à-Vis® marker.
2. Working in pairs, student one selects top card (without revealing it) and reads the word to student two.
3. Student two repeats word and identifies the vowel sound.
4. Using the whiteboard, spells the word using the various vowel-r combinations to determine the correct spelling.
5. Decides which spelling is correct and orally spells the word to student one.
6. If correct, student one places word card on the Jar Sort board with matching vowel-r combination and points to and reads all the words in that column.
If incorrect, student one prompts student two to try again.
7. Reverse roles and continue until all words are sorted.
8. Peer evaluation



Extensions and Adaptations

- ▶ Play memory game with cards by matching words with the same spelling patterns.

birth

thirst

shirk

twirl

perk

germ

stern

clerk

harm

star



Phonics

Jar Sort

P.021.AM1b

card

scar

storm

form

thorn

short

turn

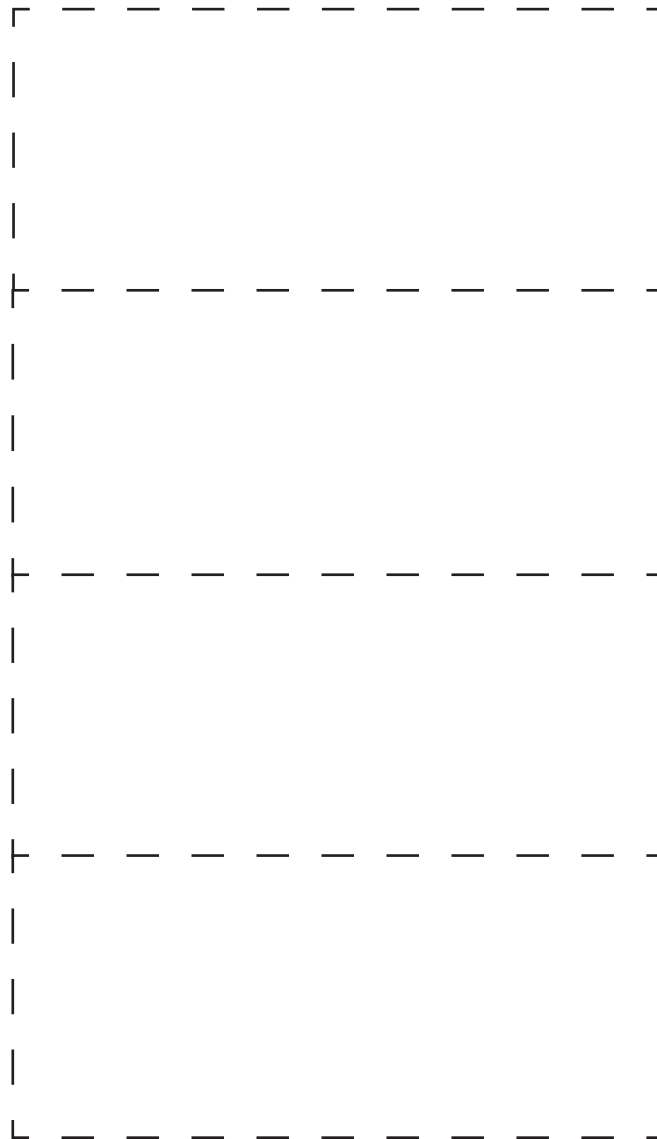
spurt

lurk

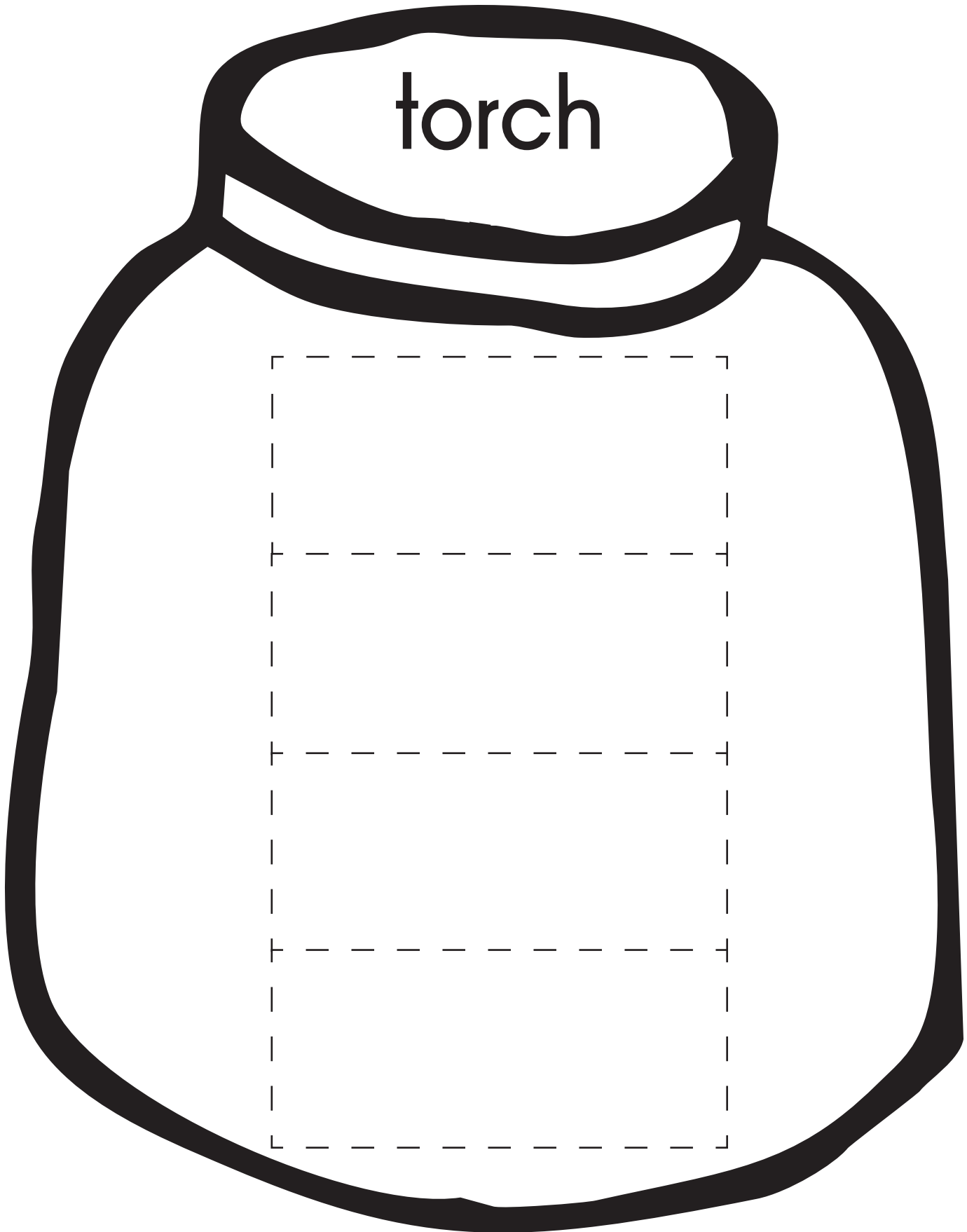
churn



mark



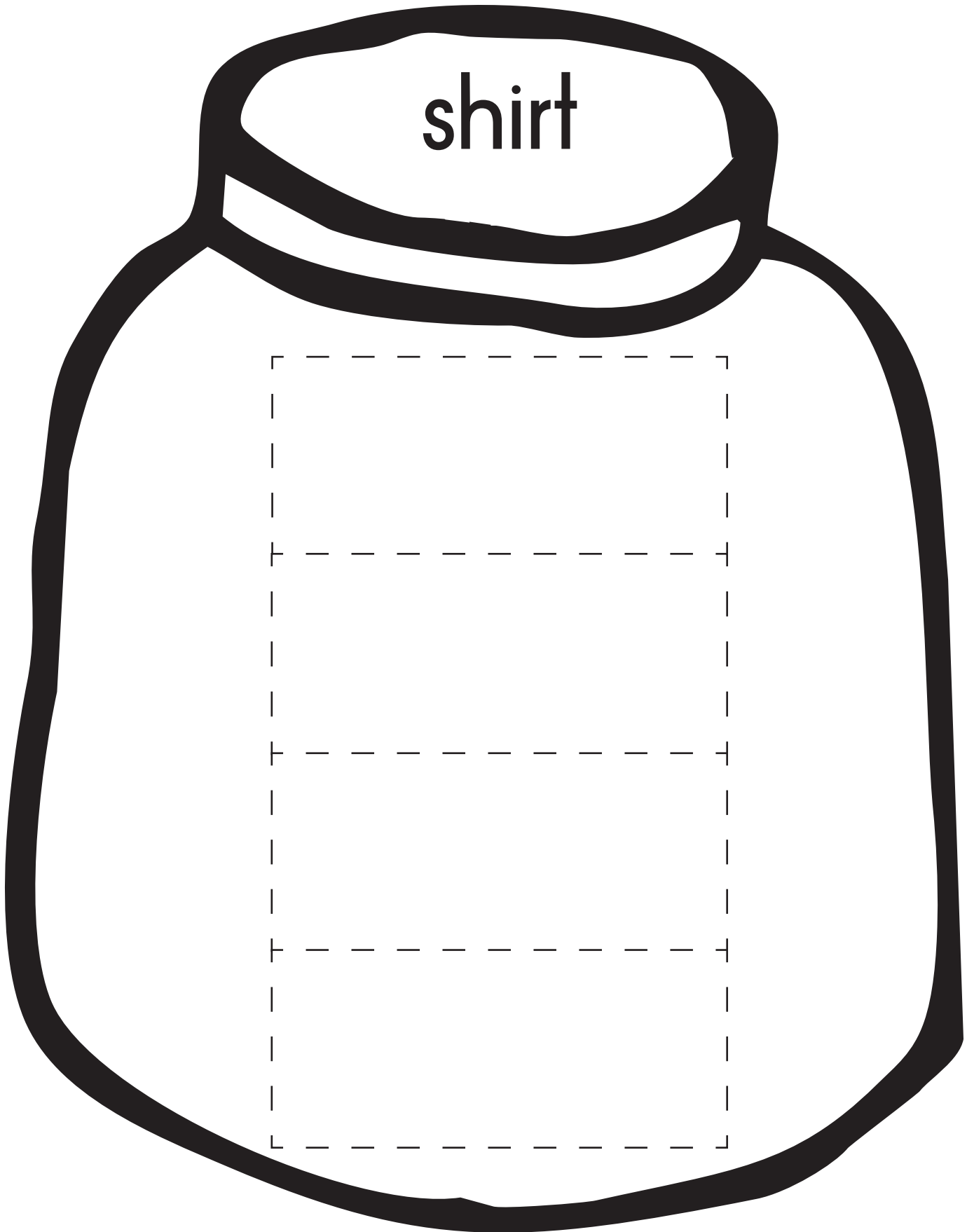
torch



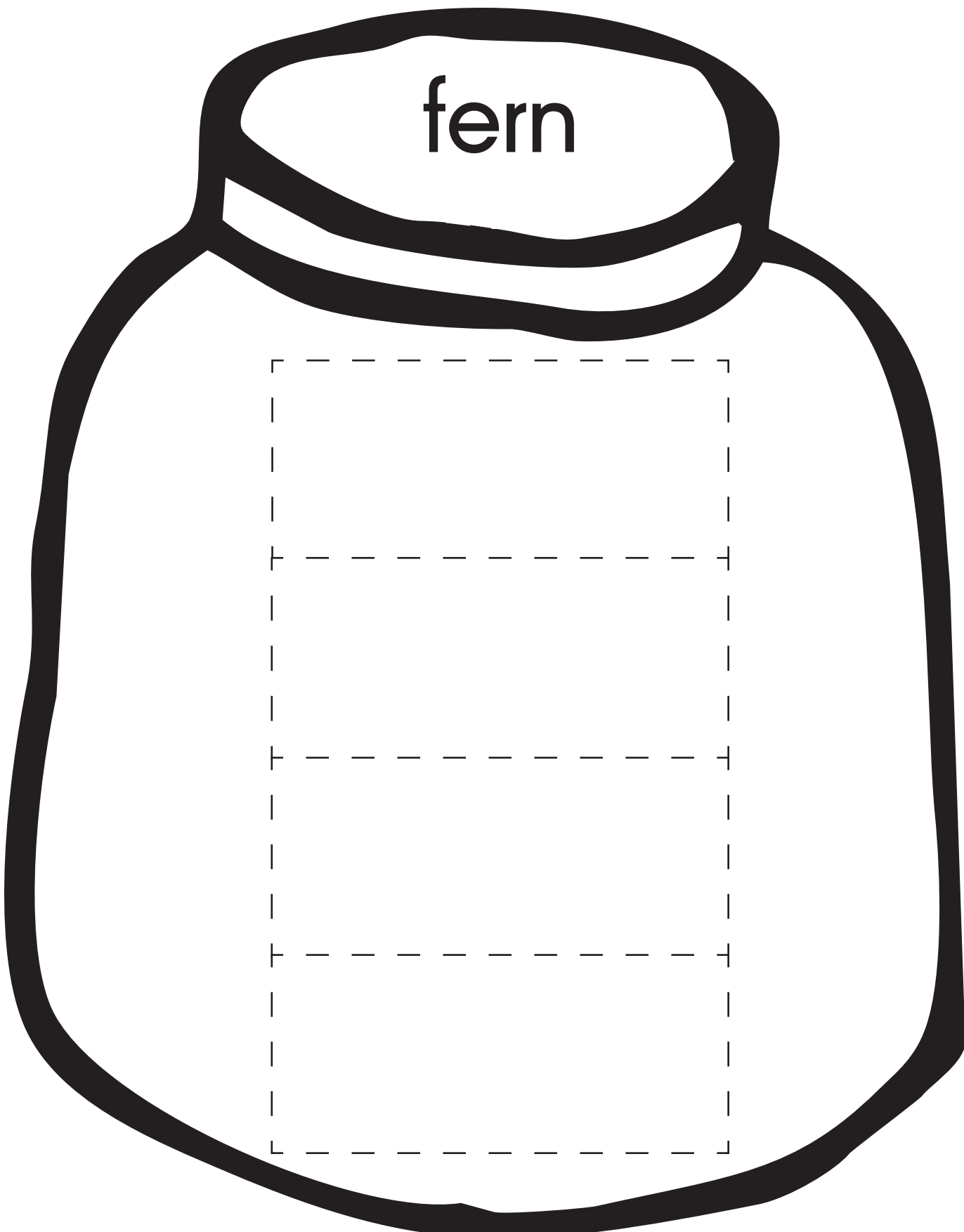
hurt

A large outline of a jar with a dashed rectangular box inside for writing.

shirt



fern



A large, thick black outline of a jar with a lid. Inside the jar, there is a dashed rectangular box for writing. The box is divided into four horizontal sections by three dashed lines, providing a guide for letter height and placement.



Word Stars

Objective

The student will identify variant correspondences in words.

Materials

- ▶ Magnetic board or cookie sheet
- ▶ Vowel-r combination work board (Activity Master P.022.AM1)
Attach to the magnetic board.
- ▶ Magnetic letters
- ▶ Student sheet (Activity Master P.022.SS)
Provide multiple copies depending on the number of words made.
- ▶ Pencil

Activity

Students make vowel-r combination words using magnetic letters.

1. Place vowel-r combination work board and magnetic letters on magnetic board. Provide student with a student sheet.
2. The student selects magnetic letters to combine with vowel-r combinations to make new words (e.g., art, cart, far, march, star).
3. Records each new word as it is made in a star on the student sheet.
4. Continues until all vowel-r combinations are used and student sheet is complete.
5. Teacher evaluation



Name _____

Word Stars P.022.SS

cart	star	march

Vowel-R Combinations

m ar ch
er
ur
or
ir

c i f h e
b s t a d

Extensions and Adaptations

- ▶ Cut stars apart and sort by vowel-r combinations.

Vowel-R Combinations

_____ar_____

_____er_____

_____ur_____

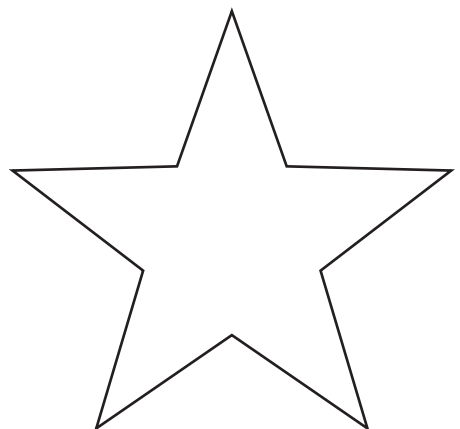
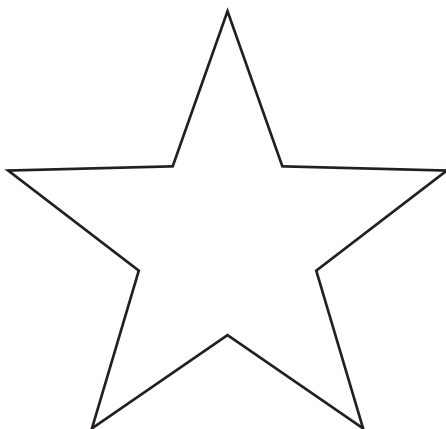
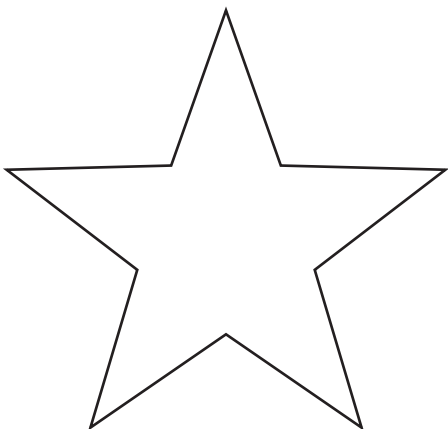
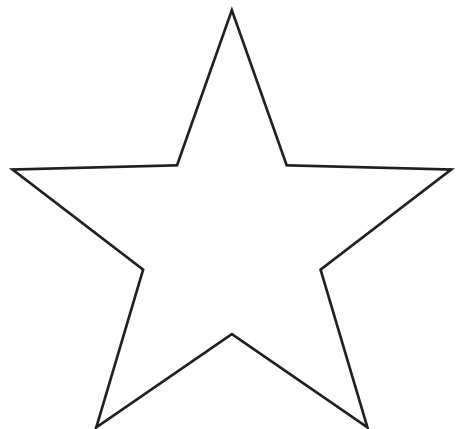
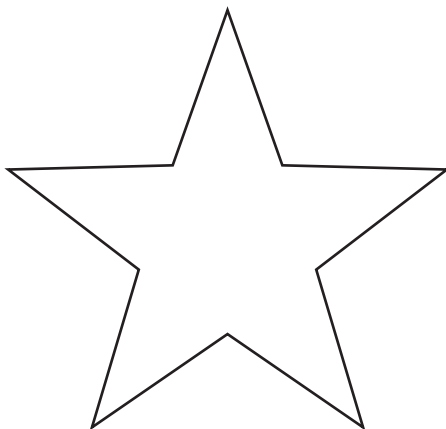
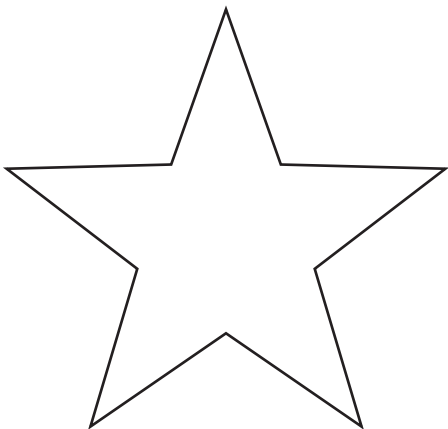
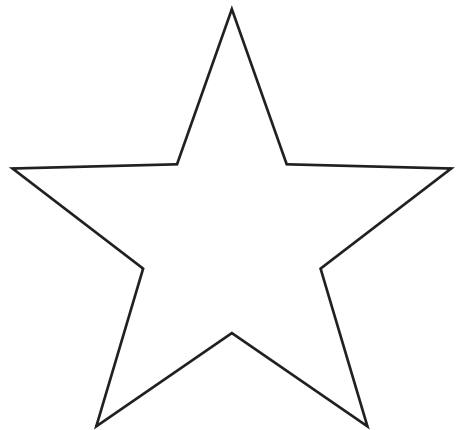
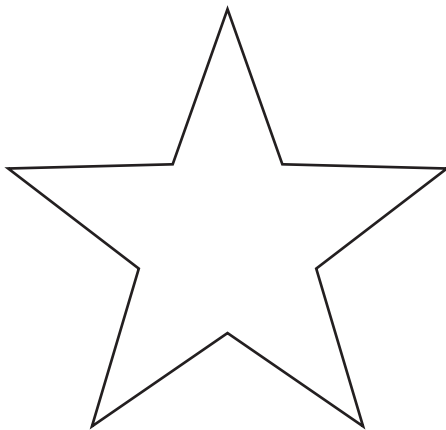
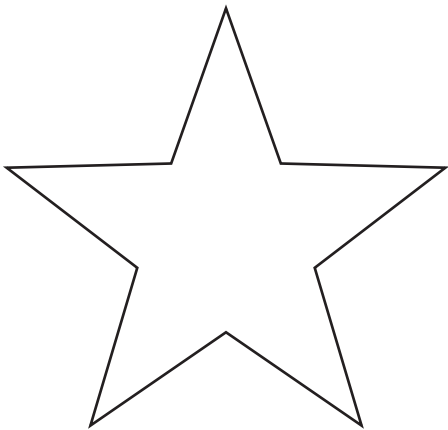
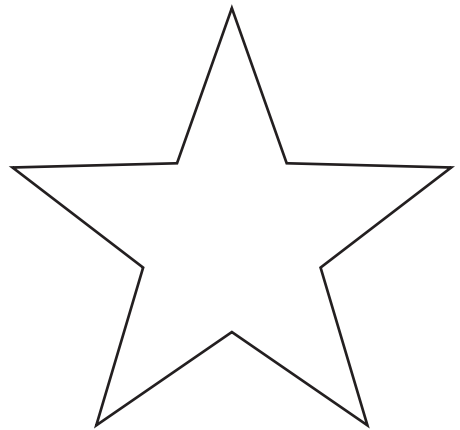
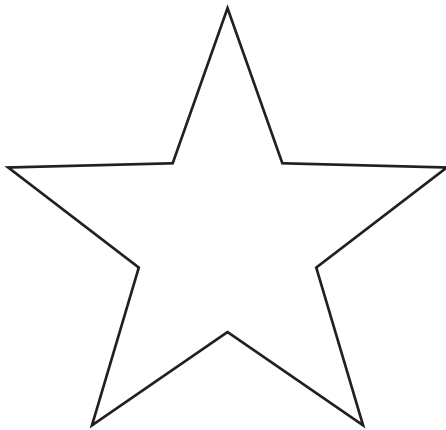
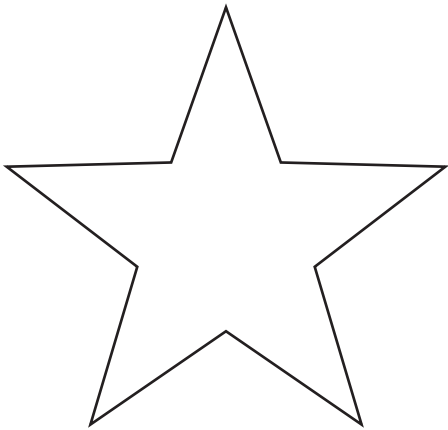
_____or_____

_____ir_____

Name _____

Word Stars

P.022.SS





Objective

The student will identify variant correspondences in words.

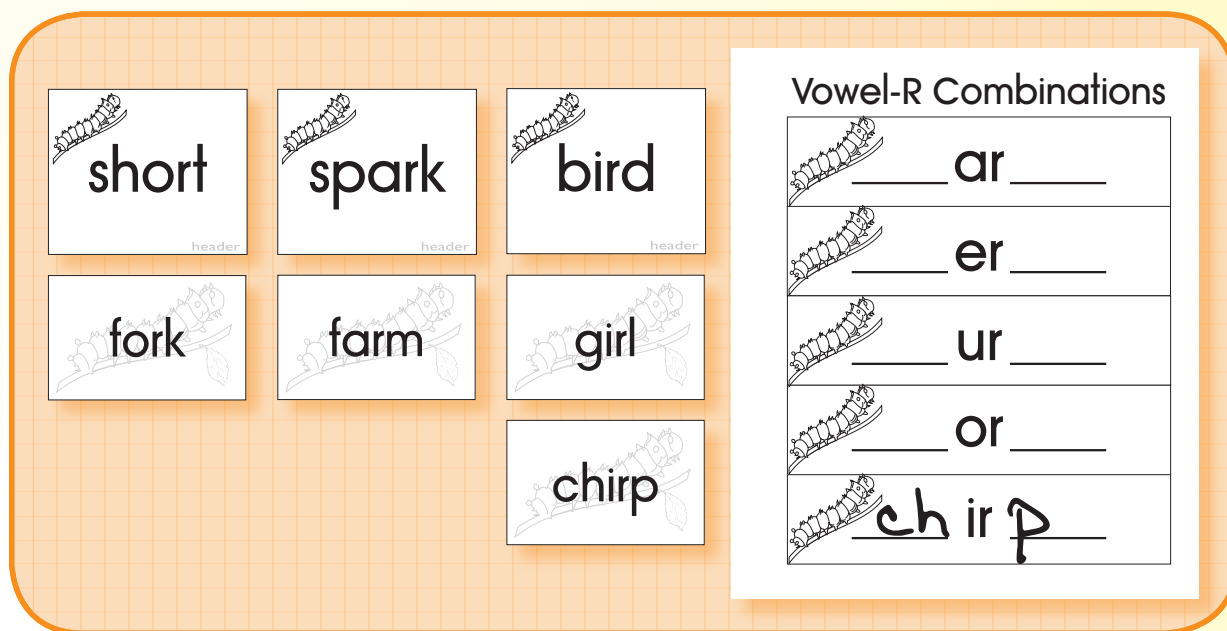
Materials

- ▶ Caterpillar header cards (Activity Master P.023.AM1)
- ▶ Caterpillar work board (Activity Master P.023.AM2)
Copy on card stock, laminate, and cut out.
- ▶ Word cards (Activity Master P.023.AM3a - P.023.AM3e)
- ▶ Vis-à-Vis® markers

Activity

Students identify vowel-r combination patterns by sorting and spelling words.

1. Place caterpillar header cards in a row face up and word cards in a stack face down at the center. Provide each student with a caterpillar work board.
2. Working in pairs, student one selects top card from stack, reads the word to student two.
3. Student two repeats word and identifies vowel-r combination sound (e.g., “chirp, /ir/”).
4. Determines the correct spelling pattern that makes the vowel sound and writes the word on the caterpillar work board.
5. Student one checks the spelling. If correct, student one gives the card to student two who places it under the matching header card. If incorrect, card is returned to bottom of stack.
6. Reverse roles and continue until all the word cards are sorted.
7. Peer evaluation



The work board contains several cards. On the left, there are three 'header' cards with caterpillar illustrations and the words 'short', 'spark', and 'bird'. Below these are three word cards with caterpillar illustrations: 'fork', 'farm', and 'girl'. A separate card shows the word 'chirp' with a caterpillar illustration. On the right, a 'Vowel-R Combinations' chart lists five patterns: '___ ar ___', '___ er ___', '___ ur ___', '___ or ___', and 'ch ir p'.

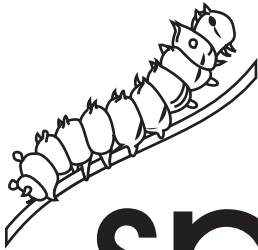
Extensions and Adaptations

- ▶ Use word cards for an open sort.

Phonics

“R” Caterpillars

P.023.AMI



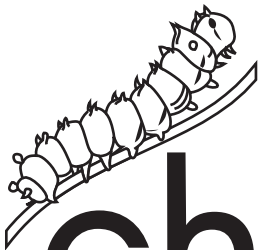
spark

header



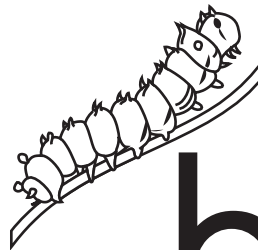
short

header



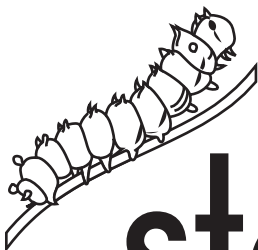
church

header



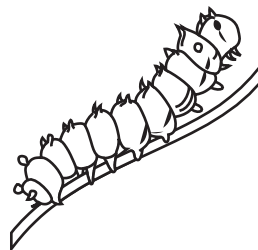
bird

header



stern

header

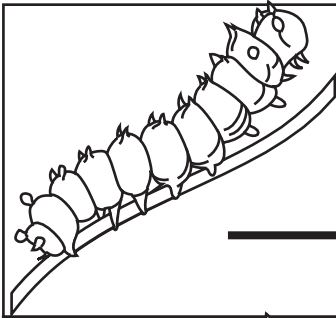


header

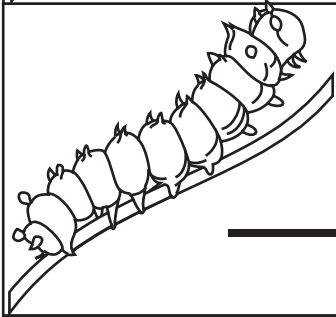
header cards



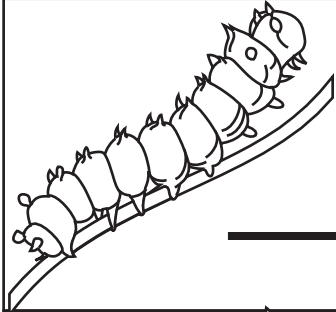
Vowel-R Combinations



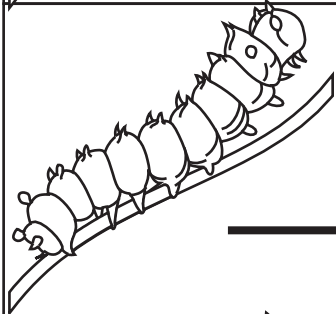
_____ ar _____



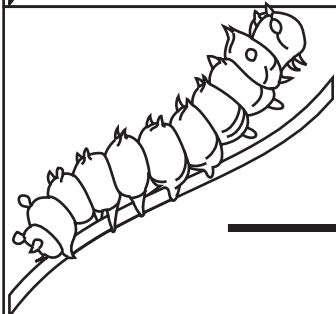
_____ er _____



_____ ur _____



_____ or _____



_____ ir _____



Phonics

“R” Caterpillars

P.023.AM3a



arch



farm



park



harp



scarf



chart



march



charm





born



cord



fork



horn



forth



pork



scorn



torch



Phonics

“R” Caterpillars

P.023.AM3c



blur



burn



curl



hurt



purr



surf



spur



fur





third



dirt



first



girl



firm



sir



squirm



chirp



Phonics

“R” Caterpillars

P.023.AM3e



fern



her



perk



verb



perm



term



perch



clerk





Objective

The student will identify variant correspondences in words.

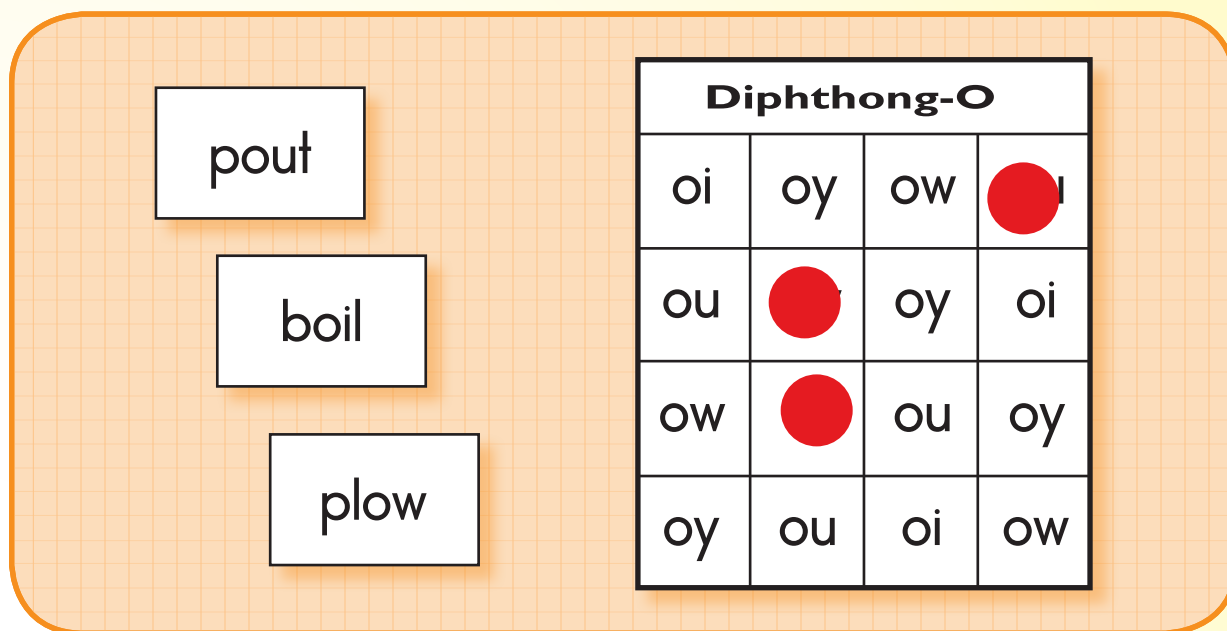
Materials

- ▶ Diphthong bingo cards (Activity Master P.024.AM1a - P.024.AM1b)
- ▶ Word cards (Activity Master P.024.AM2a - P.024.AM2d)
- ▶ Counters

Activity

Students identify diphthongs by playing a bingo-type game.

1. Put counters at center and place the word cards face down in a stack. Provide each student with a Diphthong-O card.
2. Taking turns, student one selects the top card from the stack and reads the word to student two.
3. Student two repeats word and identifies the diphthong sound and spelling (e.g., “plow, /ow/, ow”).
4. Looks for the correct diphthong on the Diphthong-O card that makes the vowel sound for that word.
5. If found, places counter on the square with the matching diphthong.
6. Reverse roles and continue until one student gets four counters in a row, column, diagonal, or covers all spaces.
7. Peer evaluation



Word cards:

- pout
- boil
- plow

Diphthong-O bingo card:

Diphthong-O			
oi	oy	ow	●
ou	●	oy	oi
ow	●	ou	oy
oy	ou	oi	ow

Extensions and Adaptations

- ▶ Sort word cards by diphthongs.

Diphthong-O

oy

oi

ou

ow

oi

ou

ow

oy

ow

oy

oi

ou

oi

oy

ou

ow



Diphthong-O

oi	oy	ow	ou
ou	ow	oy	oi
ow	oi	ou	oy
oy	ou	oi	ow



Phonics

Diphthong-O

P.024.AM2a

join

oil

coin

boil

moist

point

joint

spoil



coy

Roy

soy

boy

toy

joy

ploy

Troy



Phonics

Diphthong-O

P.024.AM2c

sprout

couch

sour

pout

round

proud

scout

flour



cow

plow

now

bow

prowl

town

scowl

gown



Sight and Sound Scout

 **Objective**

The student will identify variant correspondences in words.

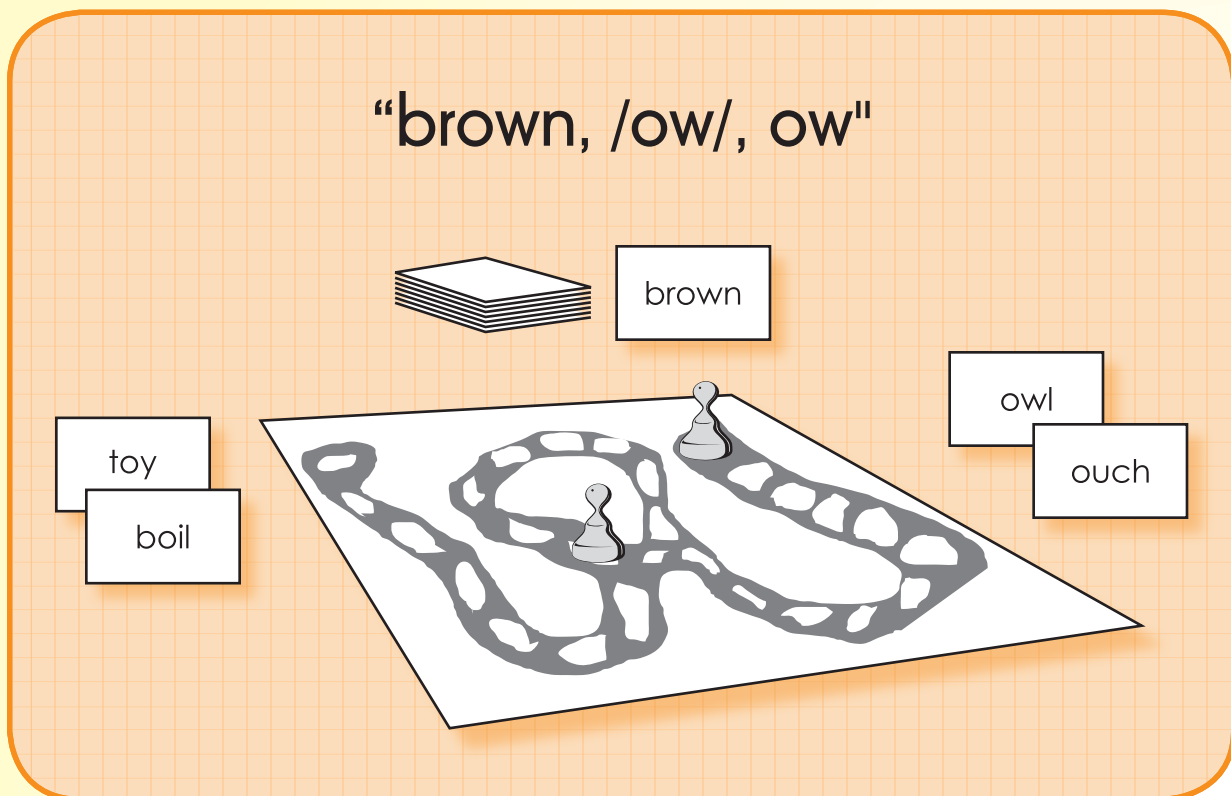
 **Materials**

- ▶ Word cards (Activity Master P.025.AM1a - P.025.AM1e)
- ▶ Sight and Sound Scout game board (Activity Master P.025.AM2a - P.025.AM2b)
- ▶ Game pieces (e.g., counters)

 **Activity**

Students match diphthong patterns (i.e., **ou**, **ow**, **oi**, **oy**) by playing a board game.

1. Place the game board and counters at the center. Place the word cards face down in a stack on the game board.
2. Taking turns, student one selects the top card from the stack. Reads word, identifies sound and letters of diphthong (e.g., “brown, /ow/, ow”).
3. Finds the next nearest word on the board containing that diphthong.
4. Moves counter to that word, reads the word on the space, and identifies the diphthong.
5. Return card to the bottom of the stack and continue until both students reach the end.
6. Peer evaluation

 **Extensions and Adaptations**

- ▶ Use the words on the game board to make word cards to sort.
- ▶ Play new game by using other target words on index cards and game board (Activity Master P.025.AM3a - P.025.AM3b).

oil

foil

hoist

point

coil

toil

soil

boil



Phonics

Sight and Sound Scout

P.025.AM1b

noise

void

joy

boy

soy

loyal

Troy

Roy



decoy

toy

destroy

employ

loud

flour

south

trout



Phonics

Sight and Sound Scout

P.025.AM1d

bound

scout

mouth

pouch

house

chow

clown

owl



howl

vow

brow

brown

growl

gown

frown

scowl



Phonics

Sight and Sound Scout

P.025.AM2a

START

spoil

enjoy

snout

wow

voice

cards

cowboy

vow

doubt

choice

Ouch!
Move back
one space.

found

ploy

Don't be
so coy, go
two spaces
ahead

crowd

joist

END

hound

ouch

You avoid
the crowd,
move ahead
one space.

how

ground

joint

drown

broil

coy

Slip on
some oil, go
back two
spaces.

round

foul

joyful

cloud

coin

annoy

Phonics

Sight and Sound Scout

P.025.AM3a

START

cards



END



Sounds of Silence

Objective

The student will identify variant correspondences in words.

Materials

- ▶ Silent and Not Silent header cards (Activity Master P.026.AM1)
- ▶ Word cards (Activity Master P.026.AM2a - P.026.AM2c)
Target letters are underlined (i.e., l, k, b, w).
- ▶ Student sheet (Activity Master P.026.SS)
- ▶ Pencil

Activity

Students identify and sort words with and without silent letters.

1. Place header cards face up and word cards face down in a stack at the center.
Provide the student with a student sheet.
2. The student selects the top card and reads it.
3. Decides if the sound of the underlined letter is not silent or silent.
4. If the sound is heard, then places card under “Not Silent” header. If the sound is silent places card under the “Silent” header.
5. Continues until all cards are placed.
6. Records words on the student sheet.
7. Teacher evaluation

Silent

plumb

Not Silent

rabbit

walk

Name _____

P.026.SS Sounds of Silence

Silent <small>Circle the silent letters.</small>	Not Silent
pl <u>u</u> mb wa <u>l</u> k	rab <u>b</u> it

Extensions and Adaptations

- ▶ Map the words on a phoneme-grapheme grid and identify the patterns (Activity Master P.033.SS8).
- ▶ Sort according to silent letters.

Silent

header



Not Silent

header



Phonics

Sounds of Silence

P.026.AM2a

plumb

comb

limb

know

knob

knit

walk

stalk



chalk

wring

wrench

wrestle

rabbit

habit

cub

ask



Phonics

Sounds of Silence

P.026.AM2c

speak

king

ful

salt

plan

water

west

wing





Beanstalk Climb

Objective

The student will identify variant correspondences in words.

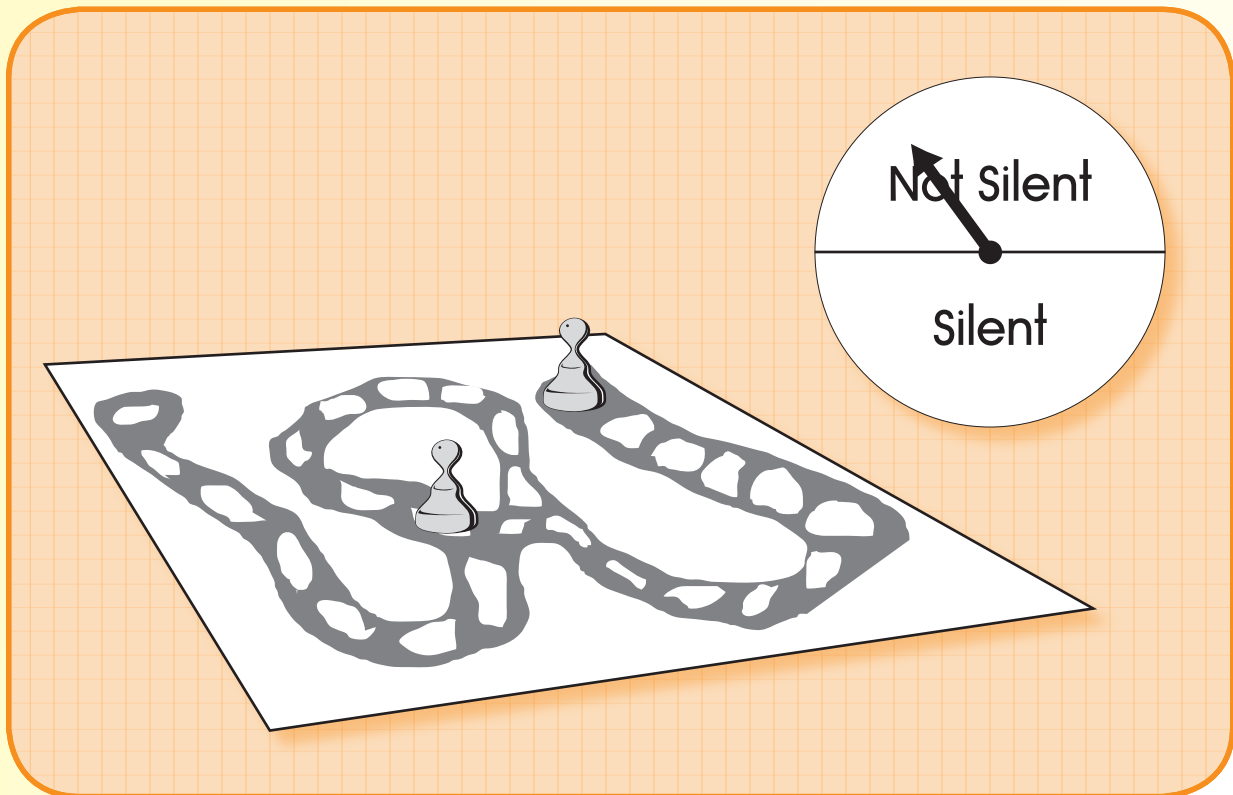
Materials

- ▶ Spinner (Activity Master P.027.AM1)
- ▶ Game board (Activity Master P.027.AM2a - P.027.AM2b)
Target letters are b, k, w, and l. They are not underlined.
- ▶ Game pieces (e.g., counters, colored or different beans)

Activity

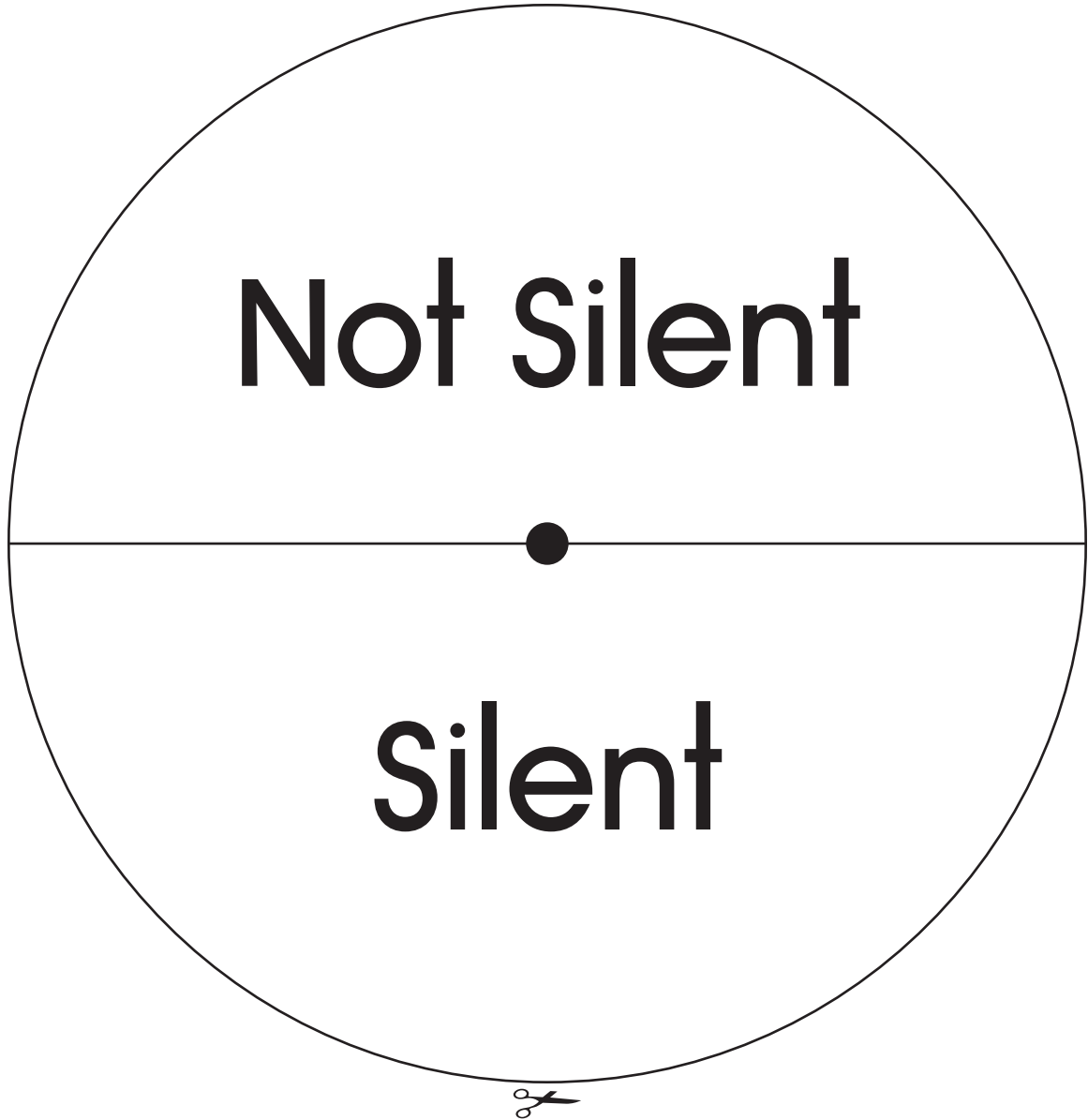
Students identify words with and without silent letters by playing a board game.

1. Place the game board, counters, and spinner at the center.
2. Taking turns, students spin the spinner.
3. Move game piece to the next word on the game board with a word that matches the letter described on the spinner (e.g., spinner lands on silent letter and the student finds the next word on the game board with a silent letter).
4. Read the word and place game piece on that word.
5. Continue until both students reach the end of the game board.
6. Peer evaluation



Extensions and Adaptations

- ▶ Use the words on the game board to make word cards to sort.



Phonics

Beanstalk Climb

P.027.AM2a

START

comb

kangaroo

pretzel

chalk

wrong



bell

soak

wrote

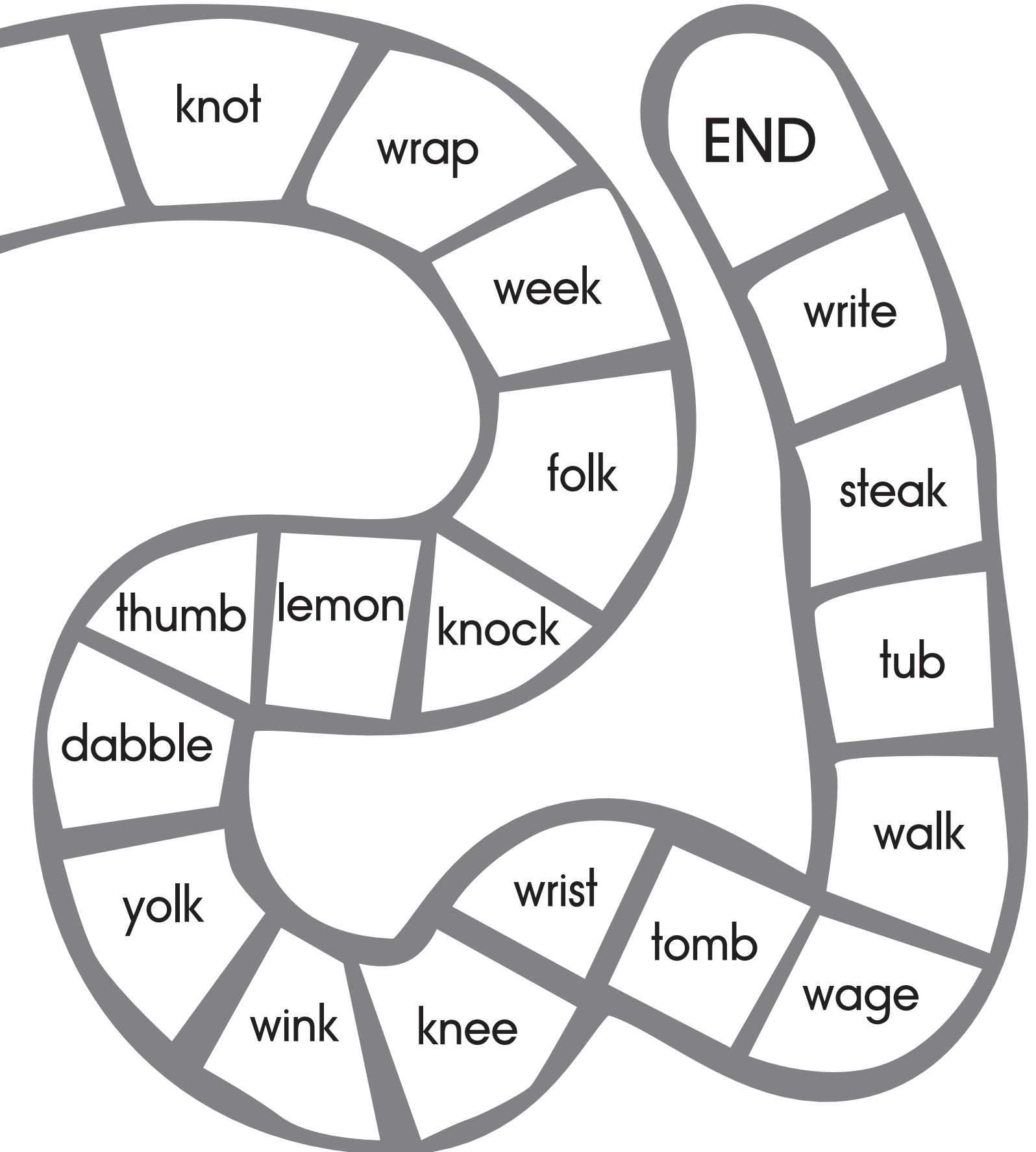
absent

knuckle

wire

born

crumb





Wild Word Dominoes

Objective

The student will identify variant correspondences in words.

Materials

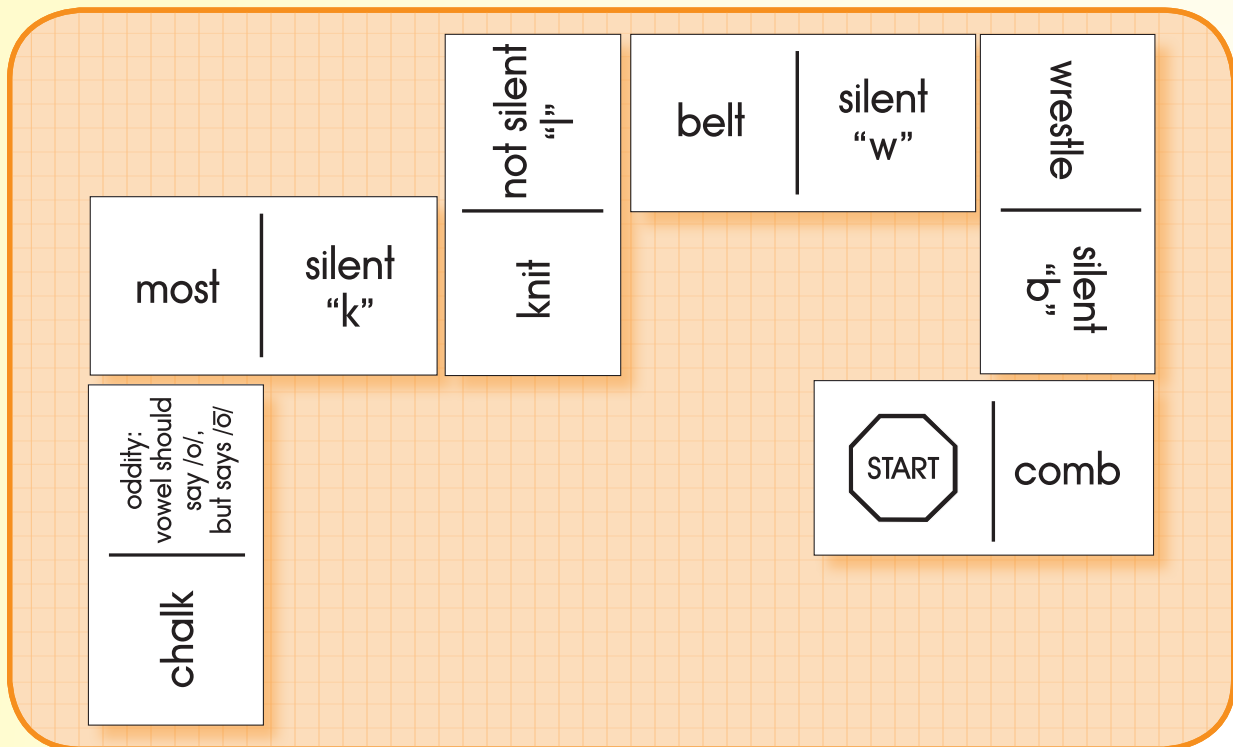
- ▶ Wild Word domino cards (Activity Master P.028.AM1a - P.028.AM1b)

Note: Some dominoes have two matches, connect the dominoes in such a way so all are used.

Activity

Students read words containing silent letter patterns and oddities by playing a domino game.

1. Scatter Wild Word domino cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table, says the word on the other end of the domino and identifies the silent letter or oddity (w, k, l, b, _ld, _st). For example, student reads, “comb” and identifies that the “b is silent” and finds a domino that says “silent b.”
3. Connects the dominoes (i.e., “comb” to “silent b”).
4. Student two reads the other side of the domino (i.e., “wrestle”) and finds the corresponding domino and reads. (i.e., “silent w”). Connects it to the domino.
5. Continue until all the dominoes are connected.
6. Peer evaluation



Extensions and Adaptations

- ▶ Use other dominoes containing silent letters and oddities (Activity Master P.028.AM2a - P.028.AM2b).

<p>START</p> <p>comb</p>	<p>silent "b"</p> <p>wrestle</p>	<p>silent "w"</p> <p>belt</p>
<p>not silent "l"</p> <p>knit</p>	<p>silent "k"</p> <p>most</p>	<p>oddity: vowel should say /o/, but says /ō/</p> <p>chalk</p>



START/comb, silent "b"/wrestle, silent "w"/belt, not silent "l"/knit, silent "k"/most, oddity/chalk

Phonics

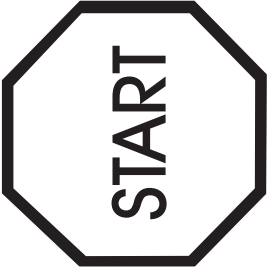
Wild Word Dominoes

P.028.AM1b

<p>silent "l"</p> <hr/> <p>kiss</p>	<p>not silent "k"</p> <hr/> <p>not silent "b"</p>	<p>club</p> <hr/> <p>wild</p>
<p>oddy: vowel should say /i/, but says /ī/ west</p> <hr/>	<p>not silent "w"</p> <hr/> <p>STOP</p>	<hr/>



silent "l"/kiss, not silent "k"/not silent "b", club/wild, oddity/west, not silent "w"/STOP

 lamb	most climb	rapper host
wrench crab	scrub knife	know silk

START/lamb, climb/most, host/wrapper, wrench/crab, scrub/knife, know/silk



Phonics

Wild Word Dominoes

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kind milk	water mind	kite wing
yolk keep	STOP walk	



milk/kind, mind/water, wing/kite, keep/yolk, walk/STOP