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READING
FIRST

Language Arts

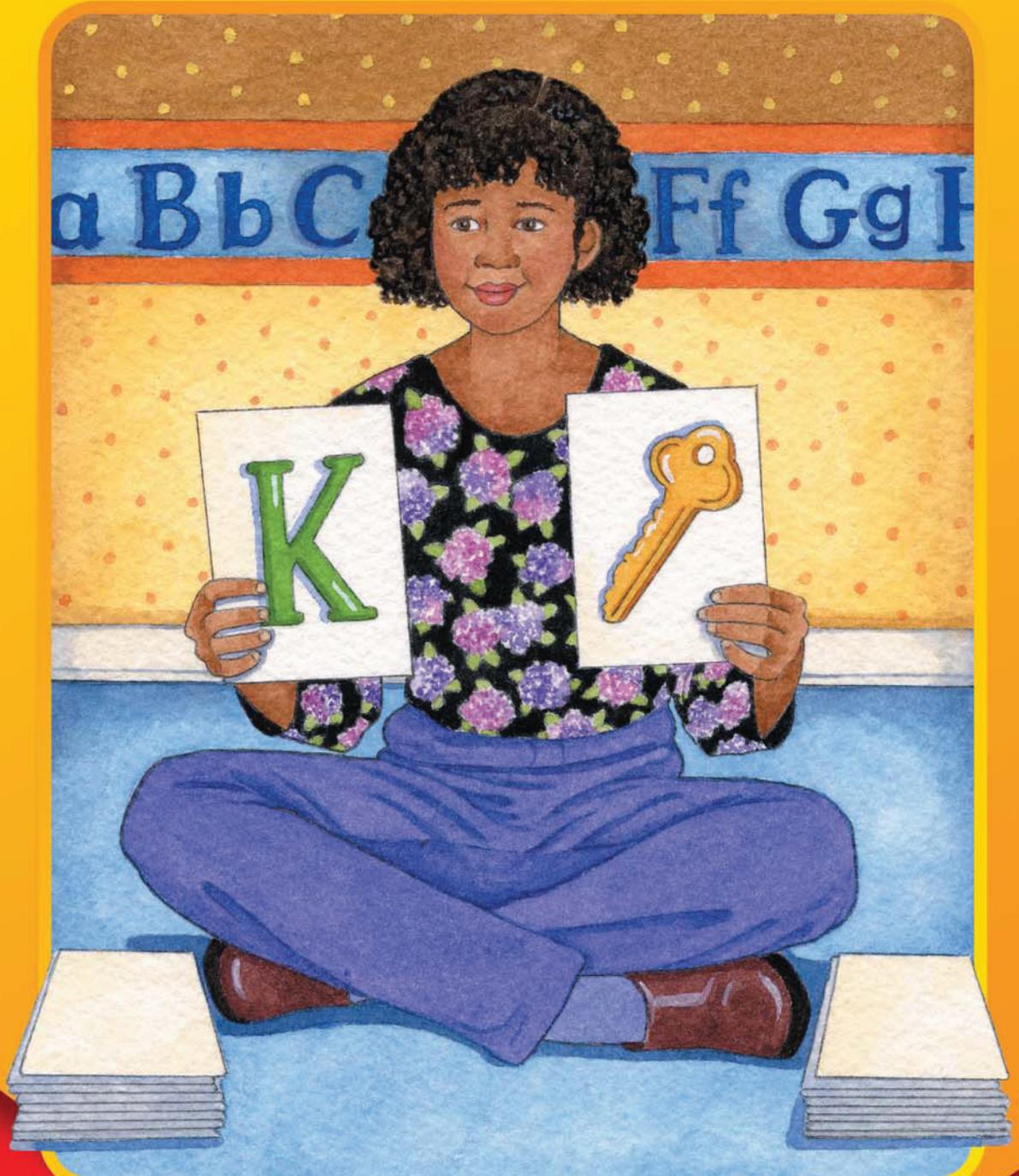
Grade **K**

Reading for Every Child

Phonics



- Based on Reading First Research
- Activities to Strengthen Phonemic Awareness and Decoding Skills
- Includes Assessments



Reading for Every Child

Phonics

Grade K

by
Linda Armstrong

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Reading for Every Child: Phonics—grade K

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Reading First

The Reading First program is part of the No Child Left Behind Act. This program is based on research by the National Reading Panel that identifies five key areas for early reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic Awareness

A child learns how sounds are put together to make words through phonemic awareness. The focus on sounds that are *heard* makes listening a crucial component.

Phonics

After students recognize sounds that make up words, they must then connect those sounds to *written* text. An important part of phonics instruction is repeated encounters with letters and letter combinations.

Fluency

Fluent readers are able to recognize words quickly. They are able to read aloud with expression and do not stumble over words. The goal of fluency is not to read faster; the goal is to read with *understanding*.

Vocabulary

In order to understand what they read, students must first have a solid base of vocabulary words. As students increase their vocabulary knowledge, they also increase their comprehension and fluency.

Comprehension

Comprehension is “putting it all together” to understand what has been read. Students should have practice with both fiction and nonfiction texts. Graphic organizers help students as they track ideas and use various comprehension strategies.

About This Book

Learning to read is a complex process involving many interrelated skills. Supporting current state standards, *Reading for Every Child: Phonics* is designed to help you introduce students to the world of print.

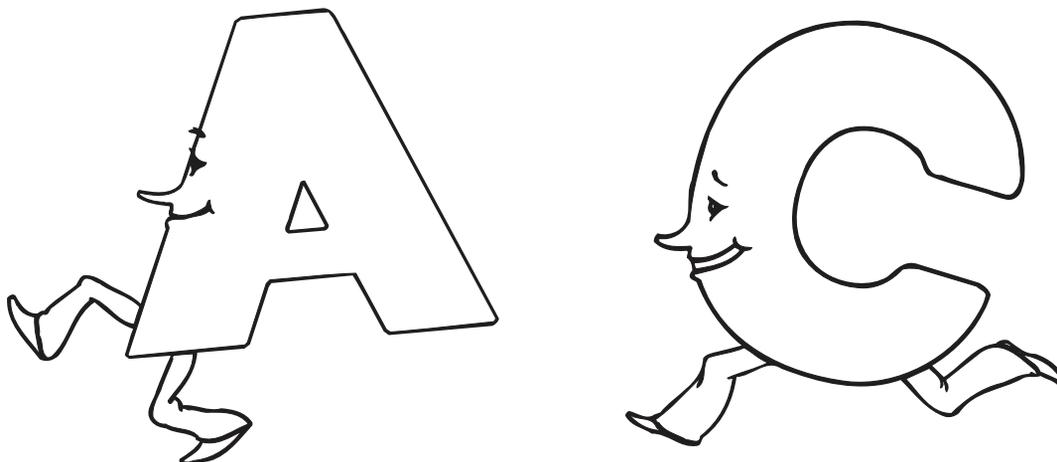
Students will discover that books and magazines can satisfy their curiosity or transport them to lands filled with imagination and adventure. They will learn that books have covers, titles, and authors. As they sit by an older reader and study the page, they will notice that letters make words and words combine to build sentences.

While completing reproducible worksheets, kindergarteners will have opportunities to practice tracking text from left to right and from top to bottom. They will learn to recognize the letters in their own name and the letters of the alphabet in upper case and lower case forms.

The first part of the book focuses on print awareness, while the latter half explores beginning and ending consonants and short vowels. Through oral and written activities, students will have opportunities to engage in language exploration through poetry, rhymes, and chants. This playful repetition will increase your students' fluency and sight-word recognition.

Reading for Every Child: Phonics provides you with a flexible set of tools for your classroom. The skills assessment, letter cards, worksheets, and activities included here may be used in many ways. Feel free to skip around or modify them to meet your students' needs.

Family involvement is also crucial to literacy development. Communicate your lessons and goals to students' families for continuity in learning. Encourage family members to read to and with their children on a regular basis. Cross-age interaction can be as beneficial to an older student as it is for the kindergartener.





Skills Assessment

Print your name. _____

*Sequence and Print Awareness***Directions:** Circle the letter that comes next.1. **A**

H C B

2. **S**

T P N

3. **U**

E V Y

4. **I**

n S M

5. **d**

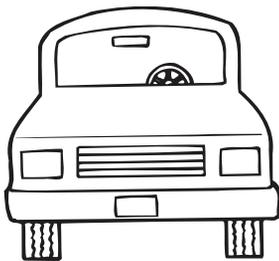
e G c

6. **m**

o p N

*Sound and Letter Association***Directions:** Circle the letter of the beginning sound.

7.



m

c

d

9.

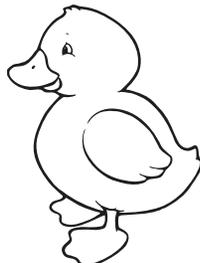


H

W

F

8.



L

A

D

10.



b

p

d



Skills Assessment (continued)

Decoding CVC Words

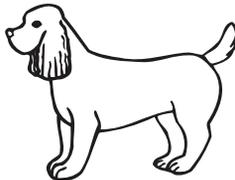
Directions: Underline the word that names each picture.

Initial Consonants

11. net
pet
bet



12. fog
log
dog



Final Consonants

13. mad
man
map



14. rag
ran
rat

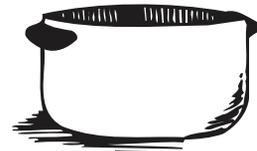


Short Vowels

15. cut
cot
cat



16. pot
pet
pat



17. lop
lap
lip



18. big
bug
bag



Sight Word Recognition

Directions: Draw a line to match each word with its picture.

19. boy
20. mother
21. two
22. house



2





Learning Letter Names

Label the Room

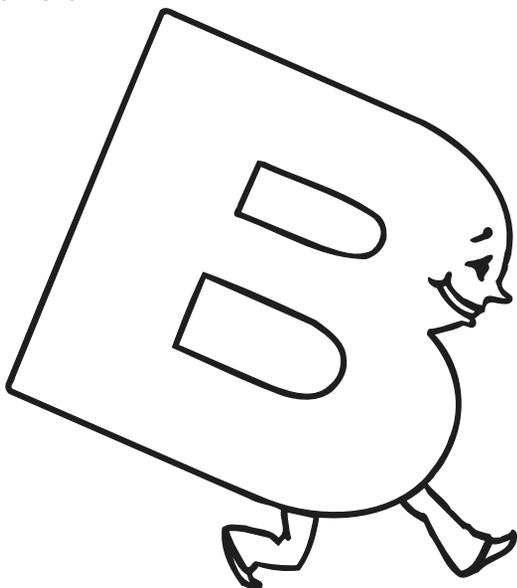
Print capital letters on large index cards. Attach them to items all over the room—tables, boards, doors, walls, rugs, books, aprons, paint, easels, and windows. Avoid items that start with blends such as the flag or chairs. Encourage students to use the labeled items to play I Spy.

Alphabet Picture Riddles

Create riddle clues based on the shapes of letters, such as: “I have three straight lines. Two of the lines meet at the top, and I look like a tent. What am I?” (A) or “I have one curved line, and I look like a hook. What am I?” (J)

Shouts and Whispers

Make a set of flashcards for capital letters and lower case letters, one letter per card. Hold the cards up one at a time. Encourage students to shout out the letter names of the capitals and whisper the names of the lower case letters.



Beany Letters

Use a copier to enlarge the letters on page 32 so that one letter fills a page. Encourage students to create letter collages by gluing dried beans or shell macaroni along the lines.

Red Rover

Choose four or five “Letters of the Day” and use them in games. One possibility is Red Rover. Assign each student one of the letters, using a name tag. Instead of using names, have the calling team say, “Red Rover, Red Rover, let the B’s come over.”

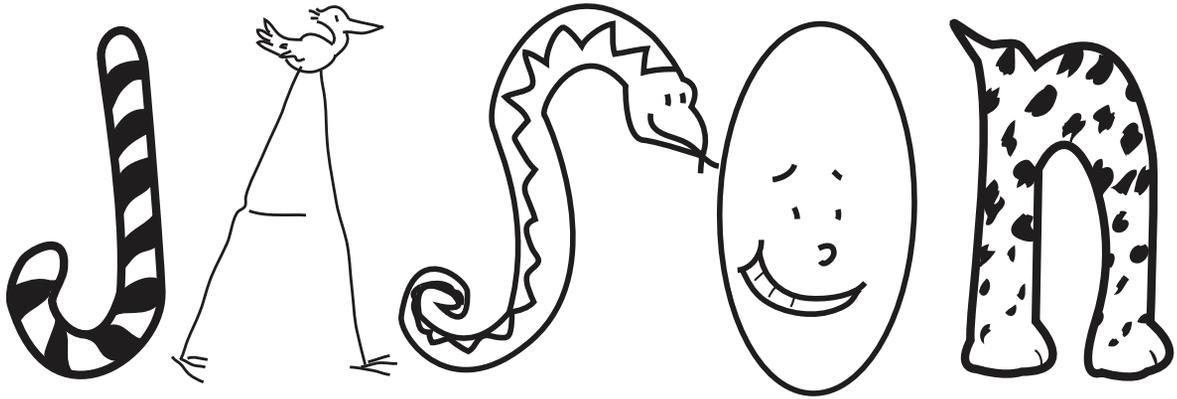
Read Alouds

Visit your school or public library to find dozens of delightful alphabet books to share with your students. Display them around the room and spotlight several each week. Be sure to rotate the books regularly to maintain the students’ excitement. A few recommendations are below.

- A is for Africa* by Ifeoma Onyefulu
- Alphabet Mystery* by Audrey Wood
- Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert
- The Alphabet Book* by P. D. Eastman
- The Alphabet Room* by Sara Pinto
- Z Is for Zamboni: A Hockey Alphabet* by Melanie Rose



Letters in My Name



Directions: Write your name. Make each letter into a picture.

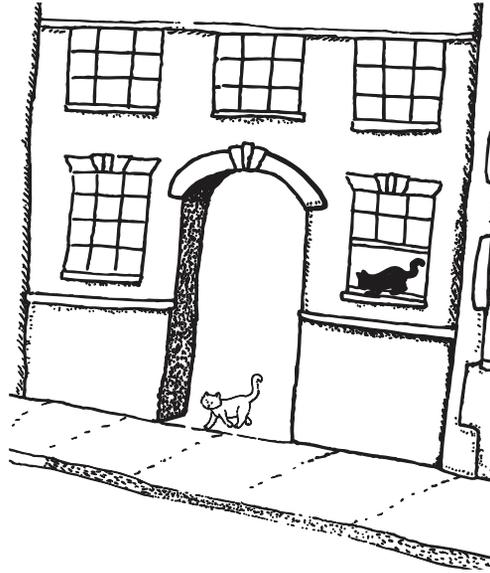
A large, empty rounded rectangular box for writing the student's name and drawing pictures for each letter.



Same Name: A, B, C, D

Directions: Draw a line to match the letters that are the same.

D	C
A	B
C	D
B	A

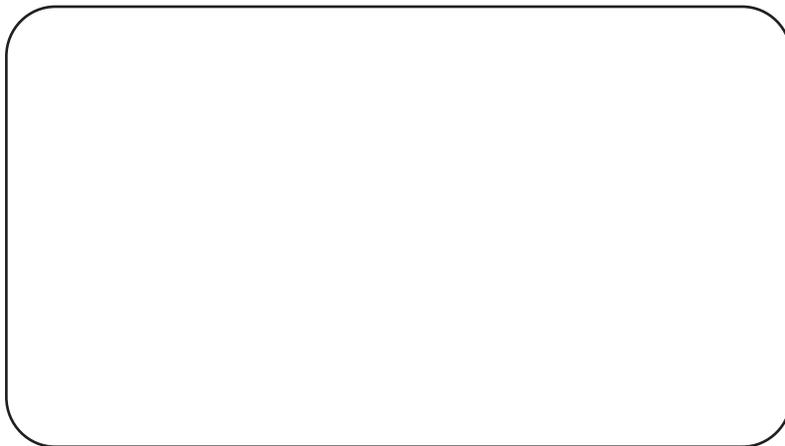


Practice.

A B C D

cat

Draw a cat.





Letter Match: a, b, c, d

Directions: Look at the letter in the first car.
Circle the car with the matching letter.

1.				
2.				
3.				
4.				



Practice.

Draw a car.





Letter Pairs

Directions: Draw a line to match each letter.

b	-----	C
a	-----	D
d	-----	B
c	-----	A



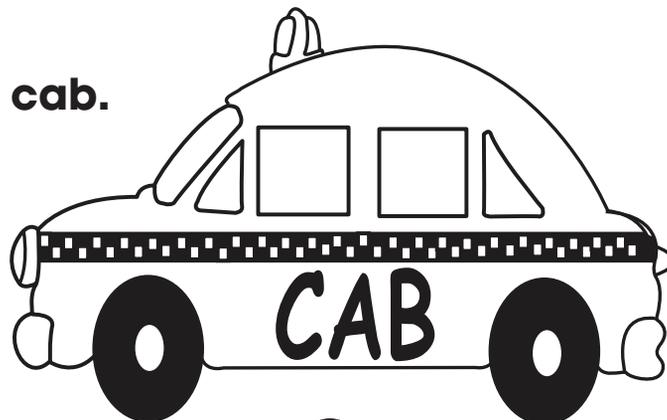
Practice.

A a B b

C c D d

c a b

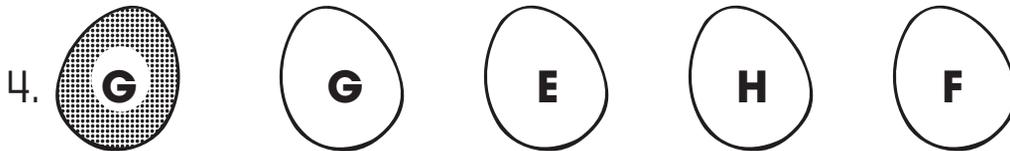
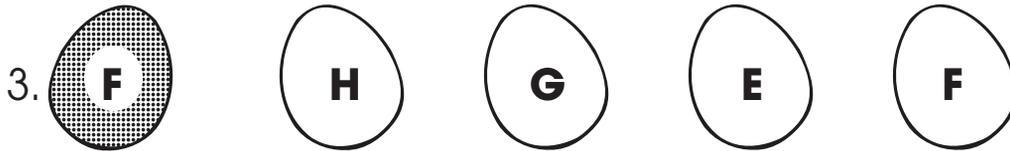
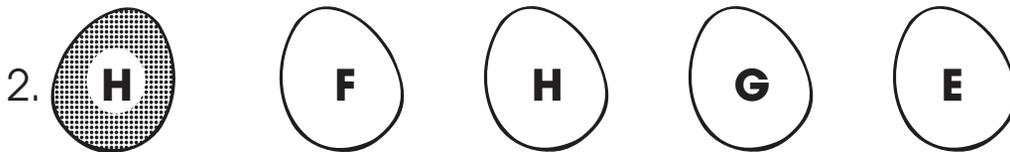
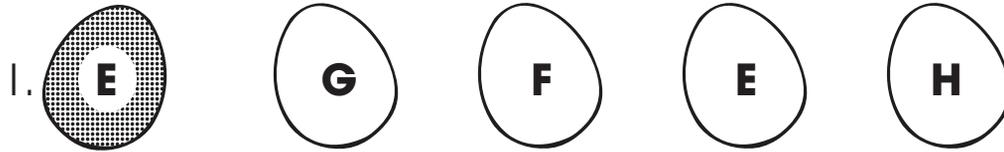
Color the cab.



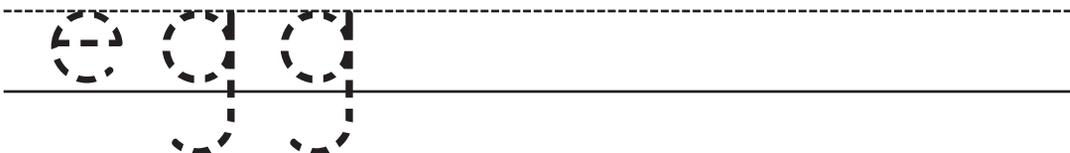
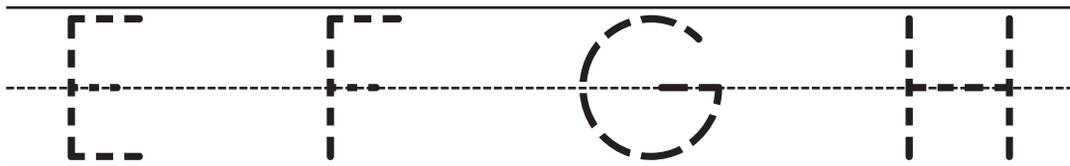


Egg Hunt: E, F, G, H

Directions: Look at the first egg. Color the egg with the matching letter.



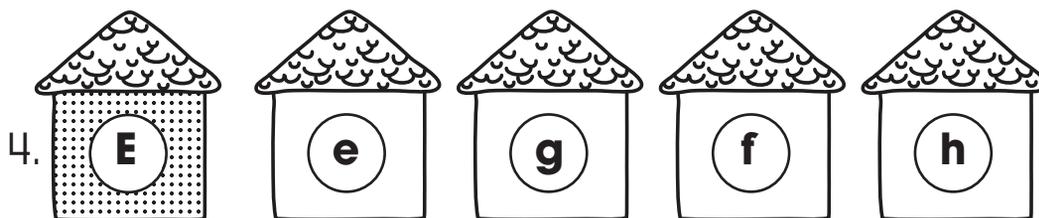
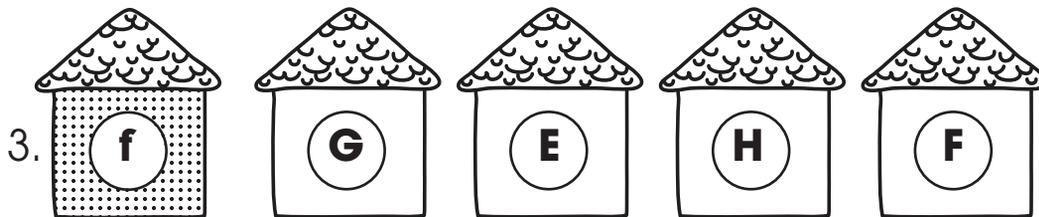
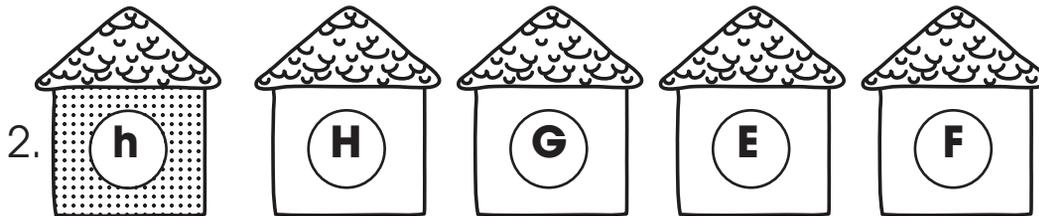
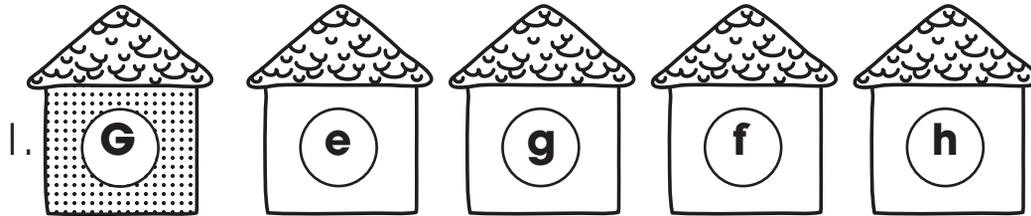
Practice.



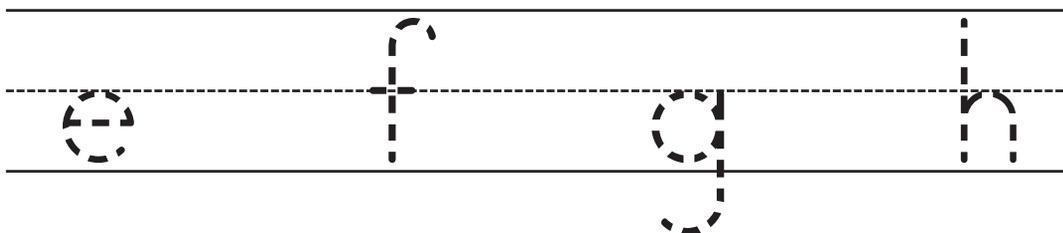


Same Name: e, f, g, h

Directions: Look at the first house. Color the house that has the same letter.



Practice.





Lasso the Letter: I, J, K, L

Directions: Draw a lasso around each matching letter.

1.



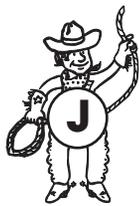
I



J

K

2.



L

K

J

I

3.



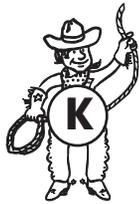
K

I

J

L

4.



J

L

K

I

5.

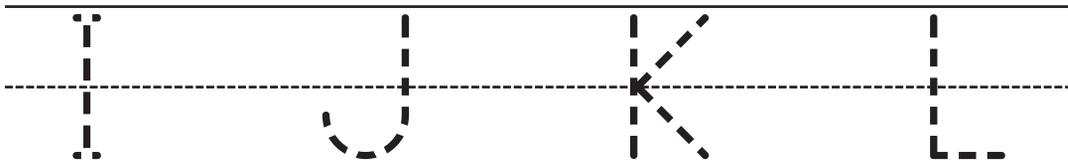


L

J

K

I

**Practice.**



Name _____

Date _____

Hidden Letters

Directions: Circle each hidden letter: I, i, J, j, K, k, L, l.



Practice.

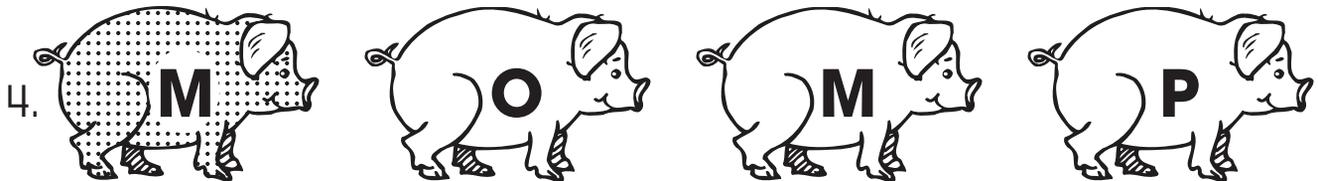
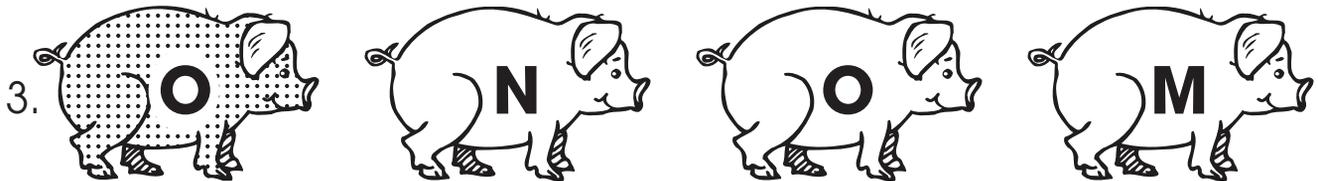
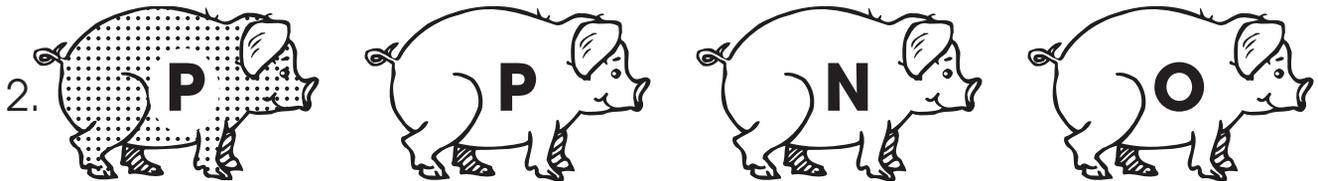
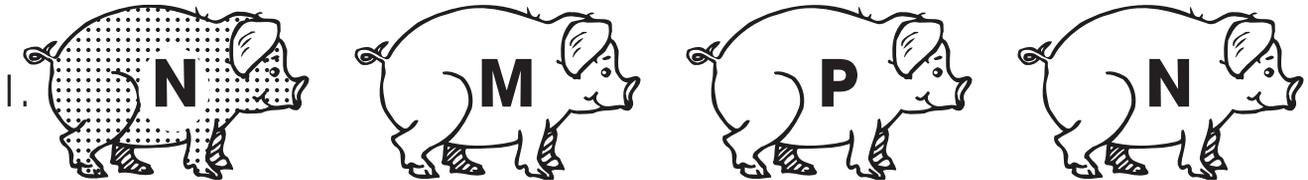
Tracing practice lines for lowercase letters i, j, k, l. Each letter is shown once as a solid line and once as a dashed line for tracing.

Tracing practice lines for uppercase letters I, J, K, L. Each letter is shown once as a solid line and once as a dashed line for tracing.



Same Name: M, N, O, P

Directions: Look at the first pig. Color the pig that has the same letter in each row.



Practice.





Letter Match: m, n, o, p



Directions: Draw lines to match the letters.



M

O

P

N

n

o

m

p



Practice.

M N O P

m n o p



moon



Draw a picture with a moon.





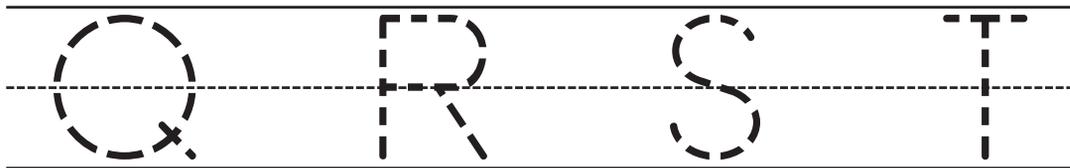
Same Name: Q, R, S, T

Directions: Look at the first turtle. Color the turtle that has the same letter in each row.

1.				
2.				
3.				
4.				



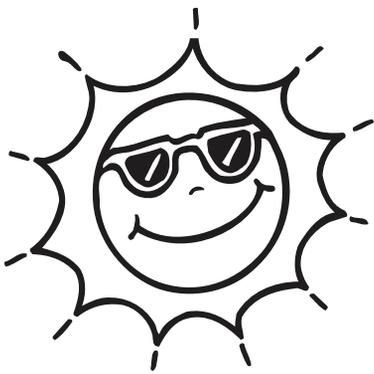
Practice.





Letter Match: q, r, s, t

Directions: Draw lines to match the letters.



Q

R

r

q

s

t

T

S



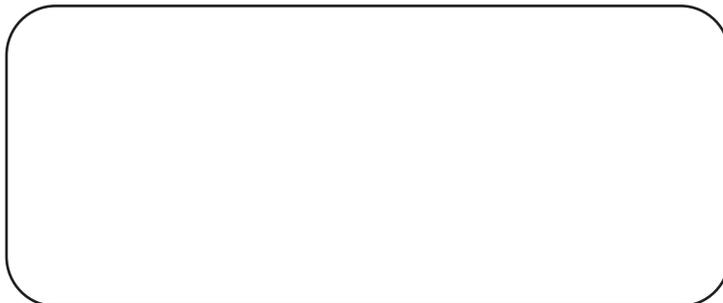
Practice.

q r s t

Q R S T

star

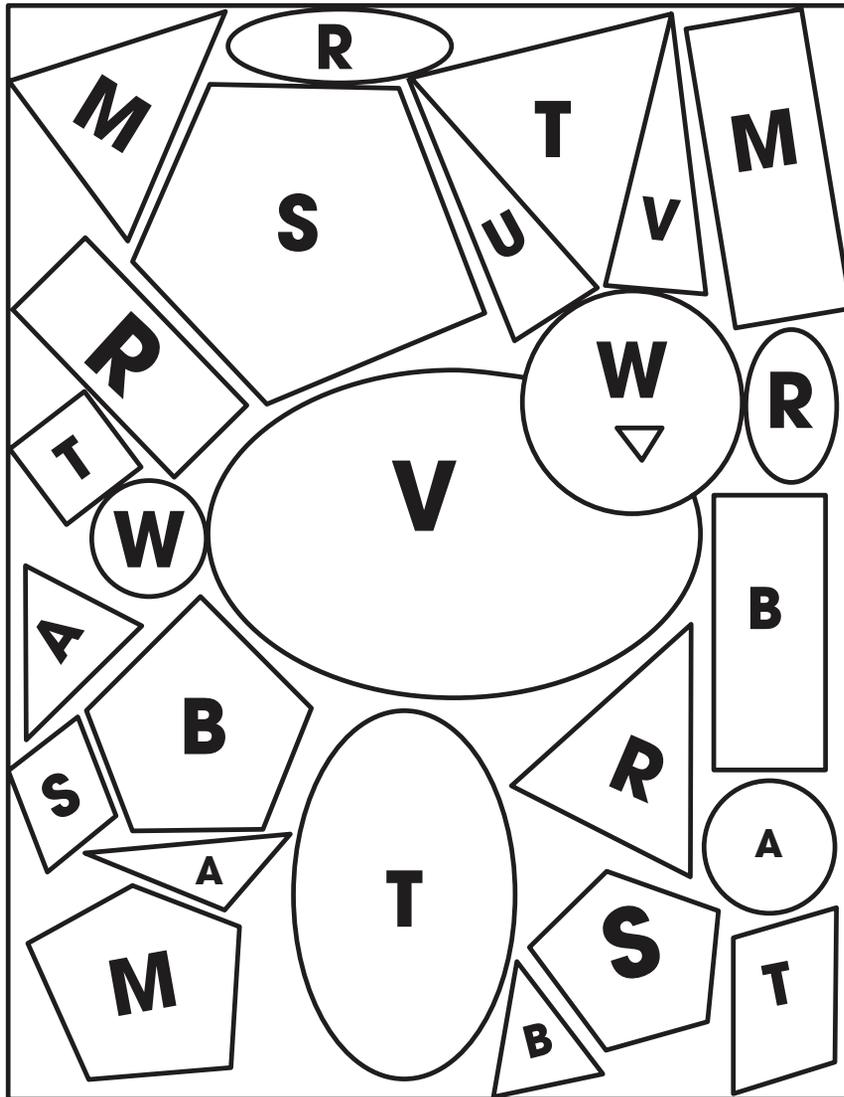
**Draw a picture
with a sun.**



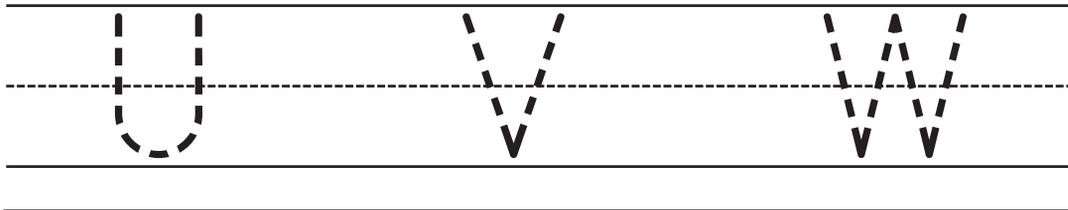


Hidden Animal: U, V, W

Directions: Color the shapes with U, V, or W brown.



Practice.





Same Name: u, v, w

Directions: Look at the first vase. Draw a flower in the vase with the matching letter.

1.    

2.    

3.    

4.    



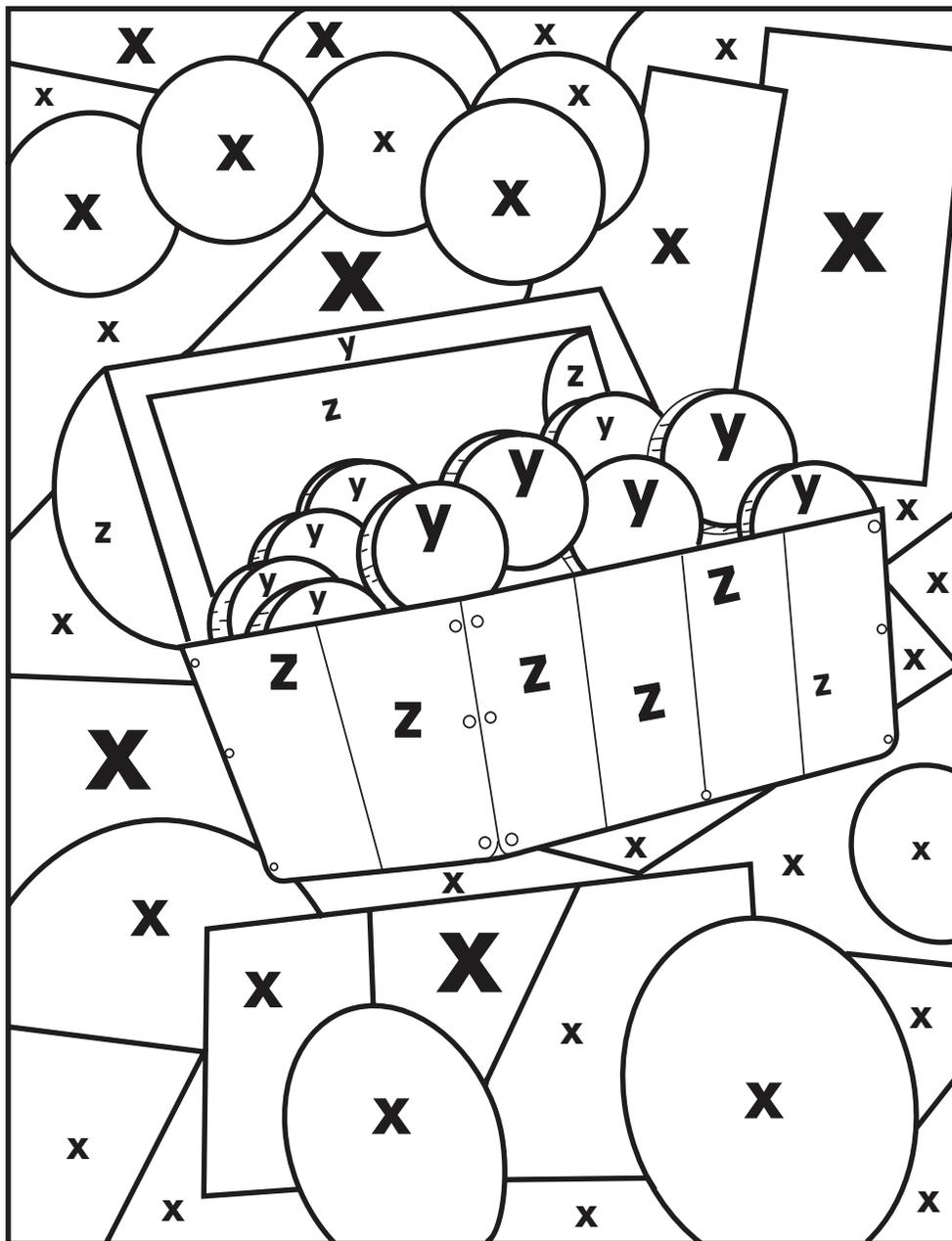
Practice.



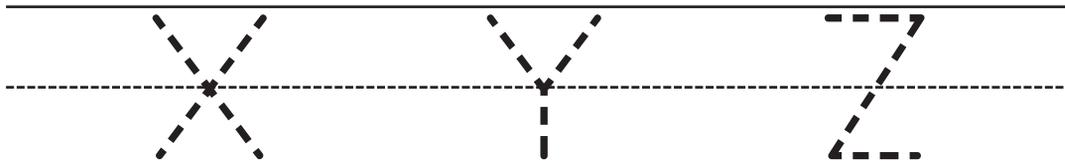


What Is Hidden in the Cave? X, Y, Z

Directions: Color X-green Y-yellow Z-brown



Practice.





Letter Match: x, y, z

Directions: In each row, color the matching letters yellow.

1.				
2.				
3.				
4.				



Practice.



Using Letter Cards

The Cards

On pages 27–31, the letters of the alphabet have been divided into reproducible flashcards. Make at least two or three copies of each page, on cardstock paper if possible. Cut the cards apart and keep the sets separate. Use these letter cards for a variety of engaging, fun activities with your students. There are four blank cards also included for student names, sight vocabulary, or thematic words.

Line Up

A few minutes before recess, distribute a card from one deck to each student. If you have more than twenty-six students, distribute cards from two decks and keep a third deck for yourself. Draw a card from your deck and write that letter pair (S s, for example) on the board. The student(s) with that card may give it to you and then proceed to line up. Encourage the class to name each letter.

Make a Friend

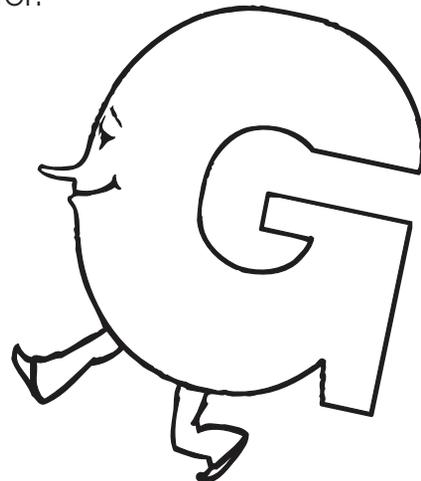
Pass out letter cards to one half of the class. Distribute matching cards to the other half of the class from a second deck. Invite students to find the friend who has a card with the same letter. Scramble the cards and play a few rounds with different letters.

Letter Match

At the language arts center, students shuffle two letter-card decks together. One student deals out five cards to each player. The rest of the cards go in a pile, facedown in the center of the table. All players put their cards face up in front of them. The first player may either take a card from another player to make a pair with one he already has, or he may draw from the pile in the center. When a player makes a pair, she puts it in a personal pile, which is out of play. The first player to get rid of all the cards in front of him is the winner.

Letter Pictures

Distribute paper, pencils, and crayons to each student. Demonstrate how to fold a piece of paper in half and then in half again to make four squares when opened flat. Place all the letter cards from two to three decks (depending on your class size) into a bag or container. Invite each student to pull out four letter cards from the bag. Have them practice writing each letter in one of their squares and drawing pictures to go with each letter.

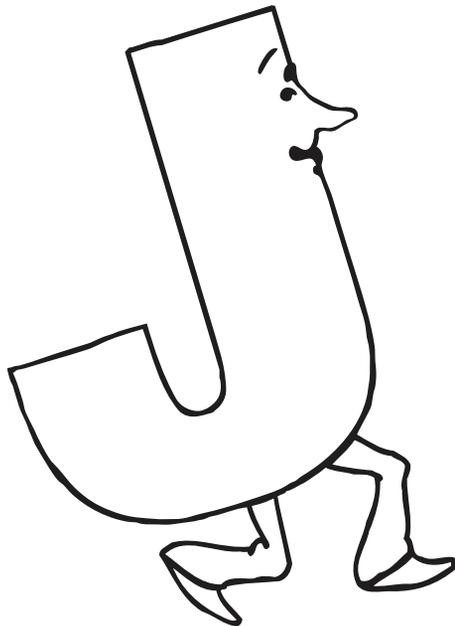




Using Letter Cards (continued)

Letters in the News

Provide paper, markers, paste, and scissors. Cut out headlines or other large font captions from a variety of newspapers and magazines. Divide the class into groups. Put a pile of headlines on each table. Reproduce the letter cards on colored copy paper and cut them apart. Invite each student to paste one letter card in the middle of his paper. Then have students look through the headlines and cut out matching letters. For example, if a student picks the letter card "F f," she will search the headlines for words with "f"s in them to cut out. Have the students paste the headline letters all around the letter card on their papers. Omit relatively rare letters such as X and Z.



Search and Sequence

In a small-group setting, have students shuffle one deck of letter cards. Spread them out on a table or on the floor in front of them. Ask students to collect cards in alphabetical order, saying each letter as they search for them. For students who need the extra challenge, ask them to collect them backwards, from Z to A.

Memory Stretcher

Use a predetermined set of cards for this game. From two decks of letter cards, pull out two copies of several letters you want your students to practice. With a small group of students, ask one child to place these cards facedown in a grid pattern—for example, four rows of four cards each. Students take turns flipping over two letter cards. If they make a match, they can identify the pair and remove the letters from the grid. If they do not, they turn the letters back over. This will challenge them to remember where the letters are located as they practice identifying.

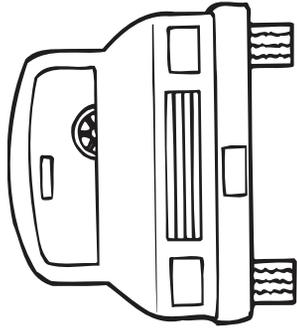
Alphabet Cheers

Make large copies of each card. Distribute the smaller cards. Invite each student to lead the class in an athletic-style cheer in ABC order. Keep A for yourself. Hold up the large A card and say: "Give me an A!" The class says "A." Say, "Give me an A-A" (they repeat.), "Give me an A-A-A!" (they repeat). The student with B leads the class in the B cheer and so on.

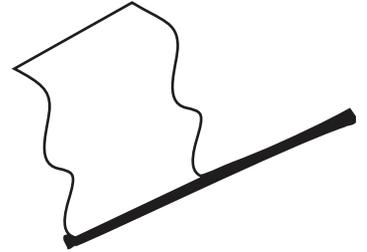


Letter Cards A-F

Cc



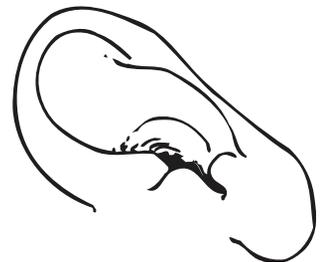
Ff



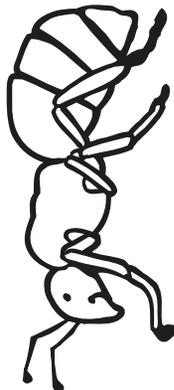
Bb



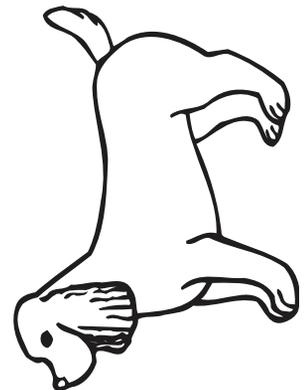
Ee



Aa



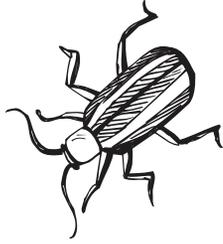
Dd



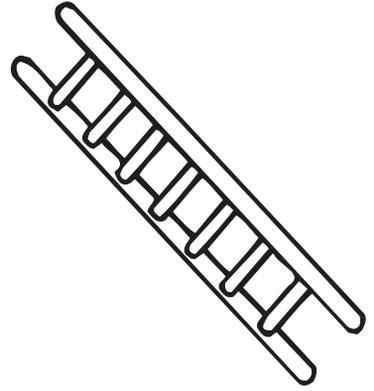


Letter Cards G-L

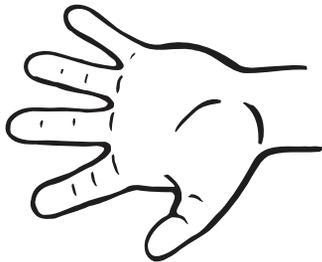
i I



l L



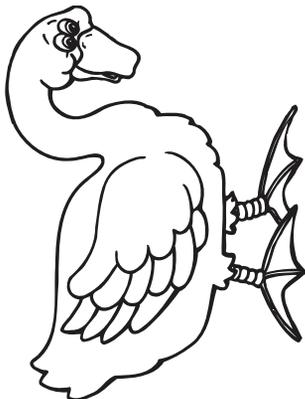
h H



k K



g G



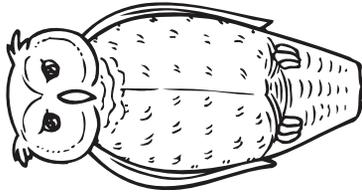
j J



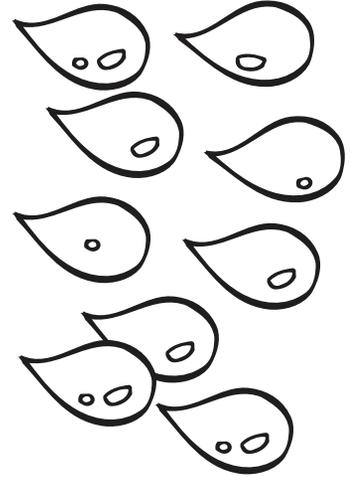


Letter Cards M-R

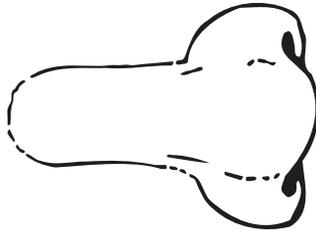
Oo



Rr



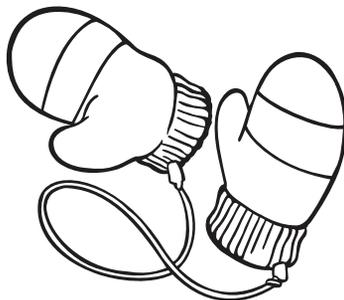
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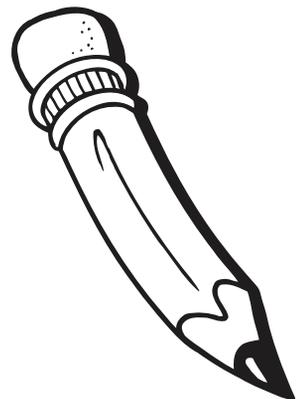
Qq



Mm



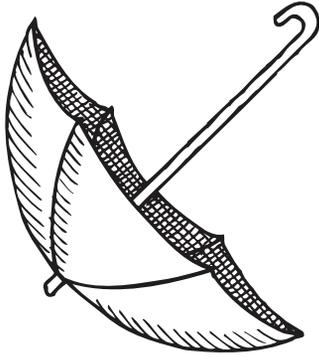
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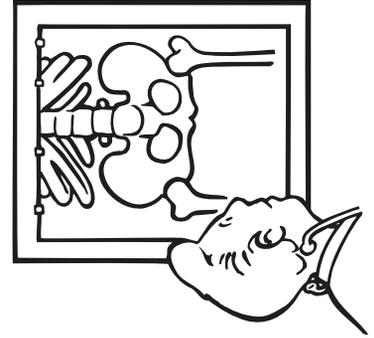


Letter Cards S-X

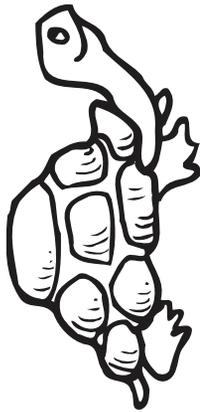
Uu



Xx



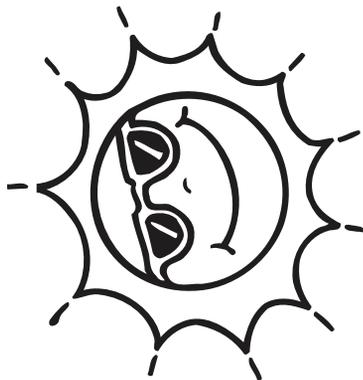
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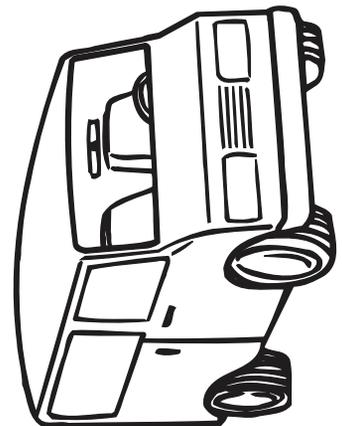
Ww



Ss

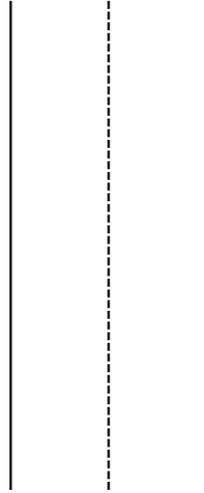
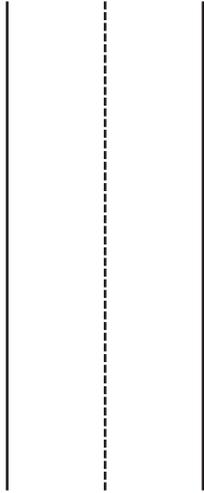


Vv

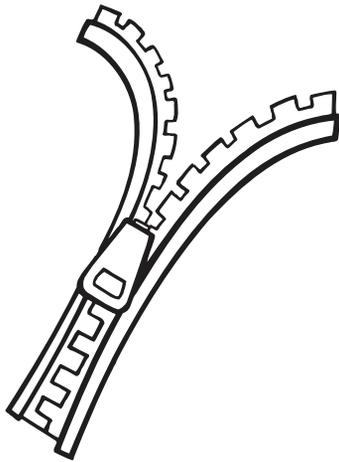




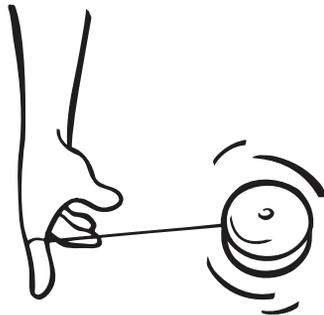
Letter Cards Y-Z



Z Z



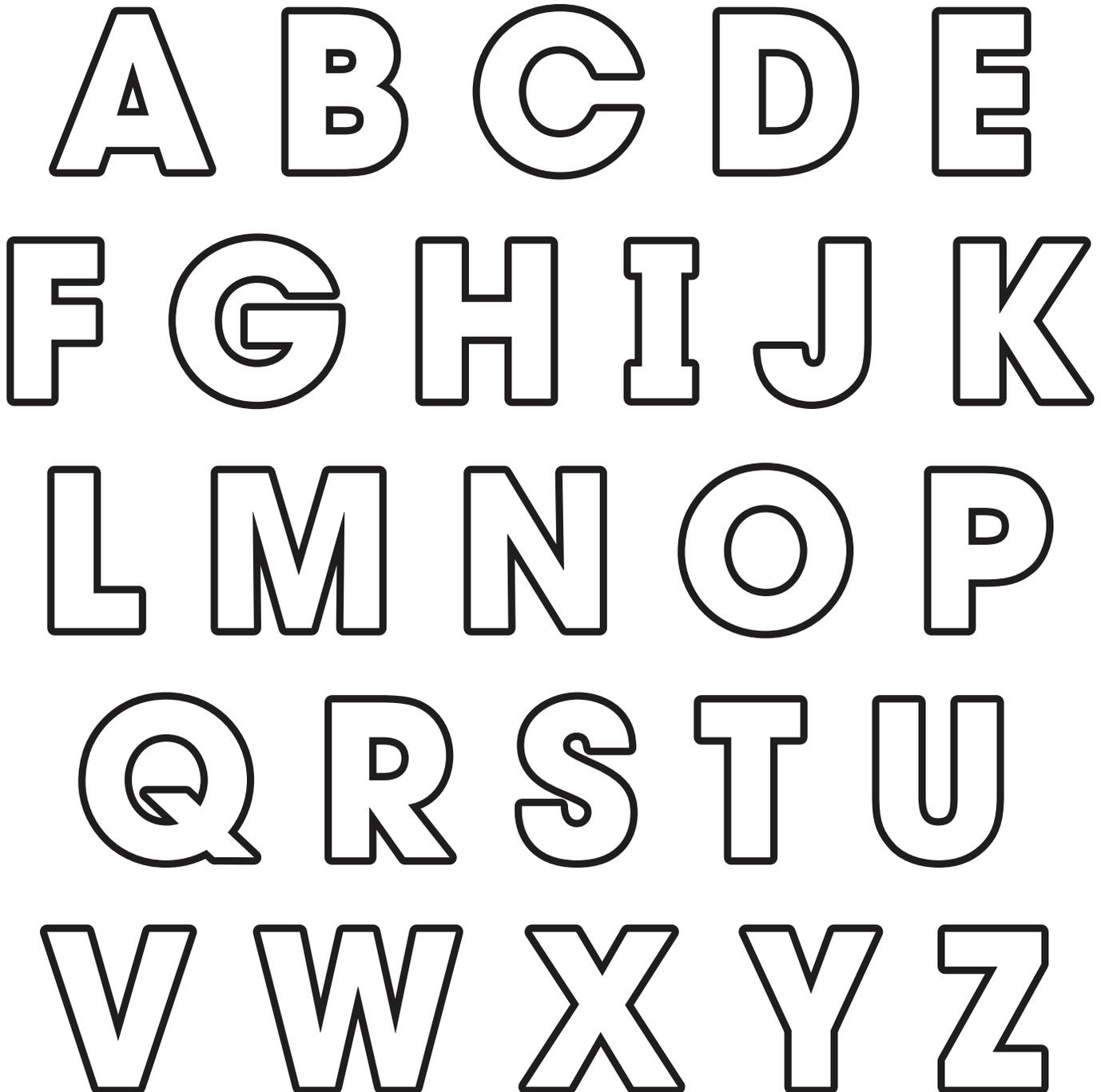
Y Y





Letter Shape Book Patterns

Enlarge each letter shape to fill a whole page. Cut out each letter to create a shape book for every student. See activities on page 33 for details.

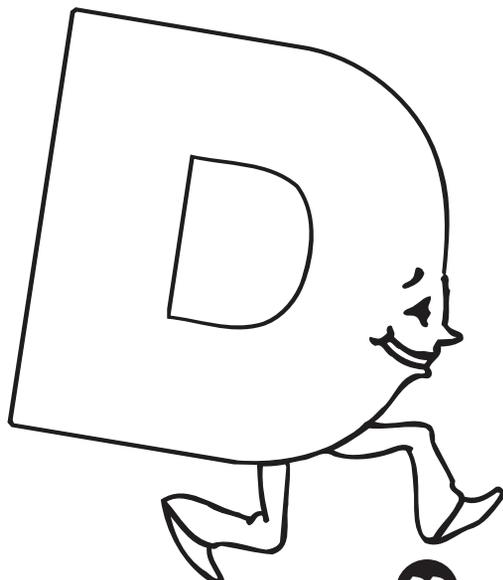




Recognizing Phonemes

Sound and Letter Shape Books

Enlarge each capital letter (page 32) to fill a page. Reproduce each letter on one sheet of colored copy paper and two sheets of white copy paper for every student. Distribute scissors, crayons, glue, junk mail, catalogs, newspapers, and old magazines. On the colored copy of their letter, ask students to practice writing their letter inside the outline as many times as will fill up the shape. For one of the white copies, invite students to color and decorate inside the outline any way they wish. Have students cut out all three letter shapes along the lines. For the last white copy, encourage students to find examples of their letter in print by searching through the mail, catalogs, newspapers, and magazines. Cut out items that start with the same sound or contain the same sound. Have them glue their pictures on the second white letter shape. When the glue is dry, staple the three pages together to make a letter shape book.



Elimination Songs

Teach students songs that eliminate one letter at a time such as "Bingo." Write the letters on the board or chart paper, large enough for the whole class to see. Cover up each letter as it is eliminated so students know where to clap. Model clapping for each letter that is removed. Practice several rounds using different gestures for each removed letter, such as snapping, tapping, jumping in place, etc.

There was a farmer had a dog
And Bingo was his name—o
B—I—N—G—O
B—I—N—G—O
B—I—N—G—O
And Bingo was his name—o.

Repeat the chorus, each time dropping one more letter from the dog's name and replacing it with a clap:

There was a farmer had a dog
And Bingo was his name—o
(clap)—I—N—G—O
(clap)—I—N—G—O
(clap)—I—N—G—O
And Bingo was his name—o.



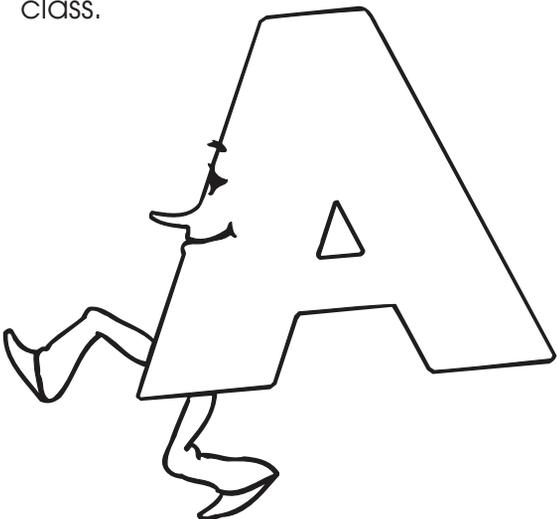
Recognizing Phonemes (continued)

Stretchy Words

Show students something stretchy, such as a piece of elastic. Demonstrate how a consonant-vowel-consonant (CVC) word can be pronounced as individual phonemes and then stretched to become a word. Pull the piece of elastic as you blend the sounds slowly together. For example, say “/h/-/a/-/t/” and invite the students to mimic you. Then stretch the piece of elastic as you blend the sounds slowly together. Repeat with other CVC pattern words such as *run*, *got*, or *man*. Invite students to mimic stretching as they separate the phonemes in a CVC word such as *bat* or *cab*.

Riddles

Create simple riddles using the meaning of a word, a rhyme, and the initial sound. For example, “What flies in the dark, rhymes with cat, and starts with /b/?” Encourage students to create their own riddles and share them with the class.



Tongue Twisters

Invite students to repeat familiar tongue twisters that emphasize a particular sound, such as:

Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?

How much wood could a woodchuck chuck if a woodchuck could chuck wood?

Discuss why these little sentences are so hard to say, and give students opportunities to practice them.

Read Alouds

Share these alphabet books with your students. Emphasize the sound of each letter and invite students to name things that start with the same sound.

ABC: A Child's First Alphabet Book by Alison Jay

Alphabet City by Stephen T. Johnson

Dr. Seuss's ABC: An Amazing Alphabet Book by Dr. Seuss

The Dinosaur Alphabet Book by Jerry Pallotta

The Ocean Alphabet Book by Jerry Pallotta

The Z Was Zapped by Chris Van Allsburg

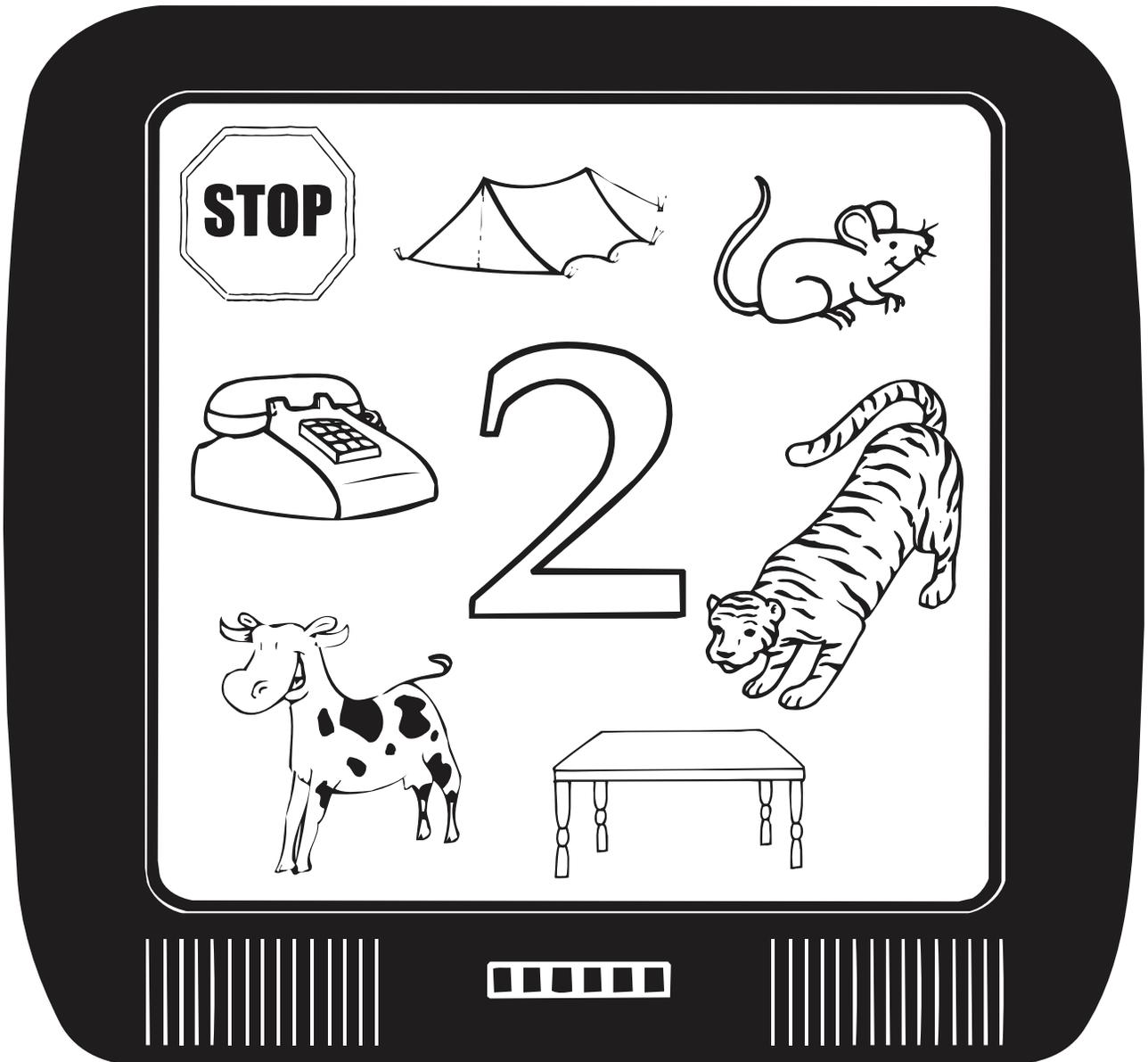


Name _____

Date _____

T Is for Two

Directions: Color the pictures that start with the same sound as **two**.



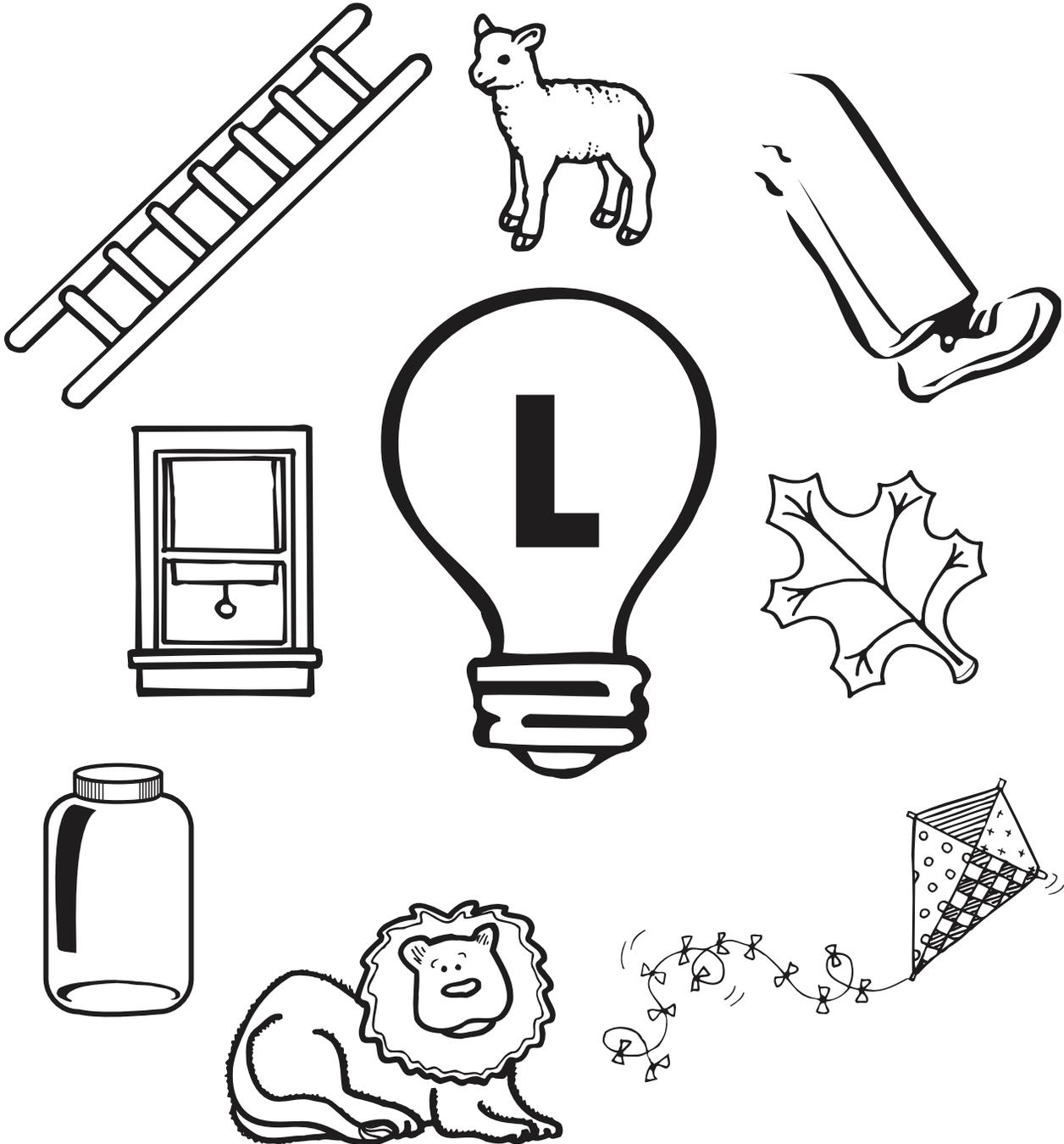
Connect.

What do you like to watch on TV?



L Is for Light

Directions: From the light bulb, draw lines to the pictures that start with the same sound as **light**.



Connect.

What other words do you know that start with L?

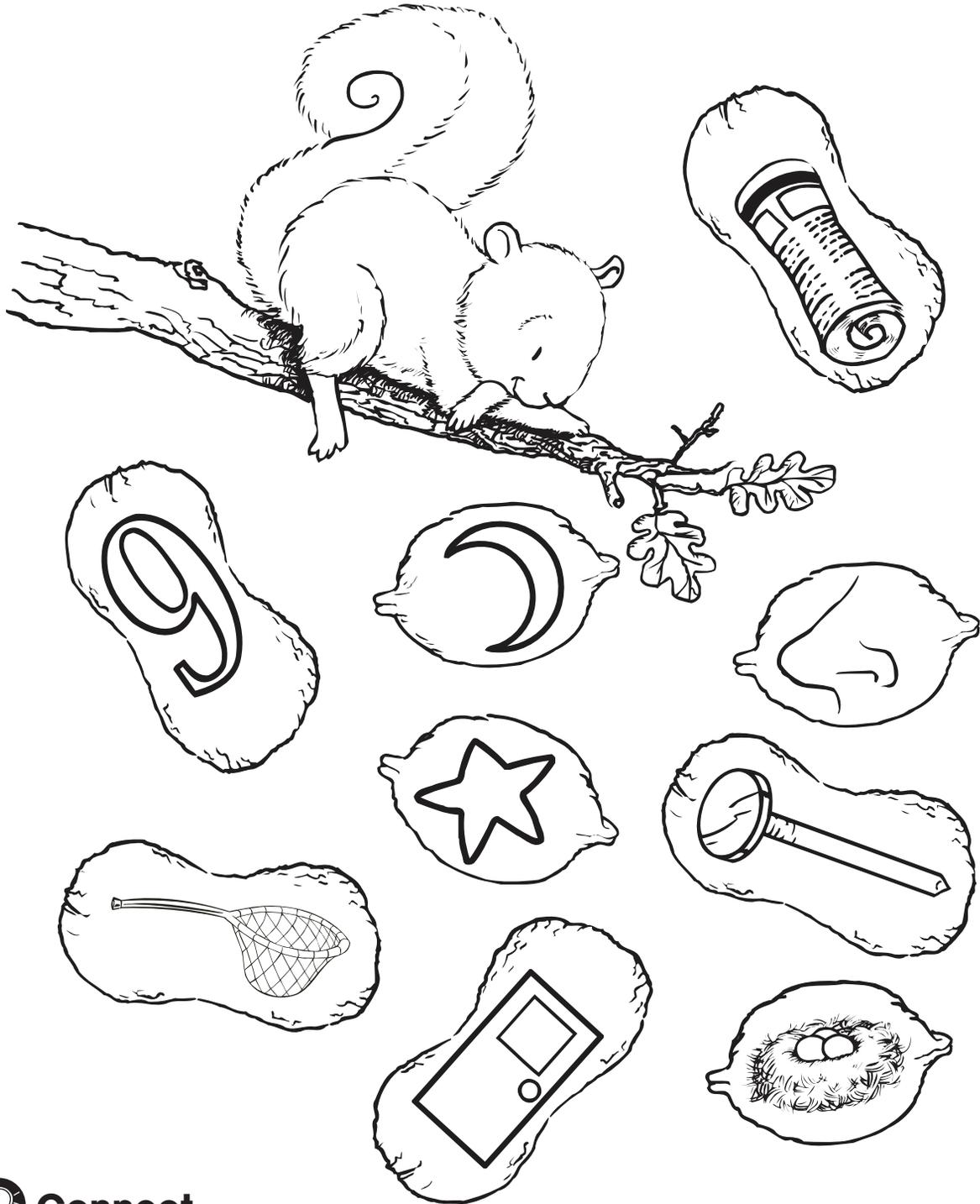


Name _____

Date _____

N Is for Nut

Directions: Color the pictures that start with the same sound as **nut**.



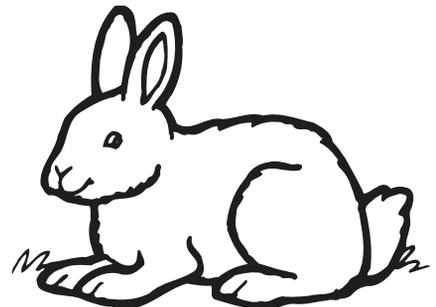
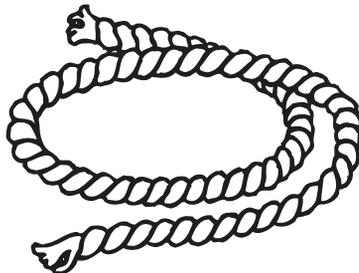
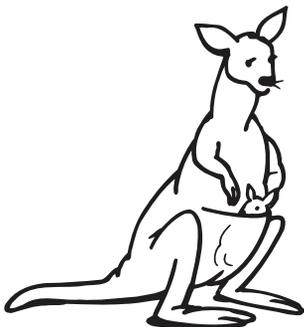
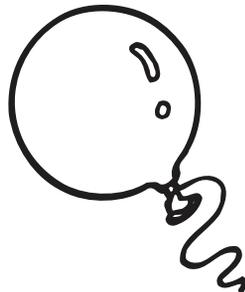
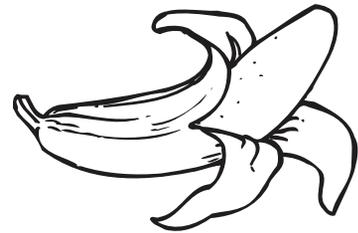
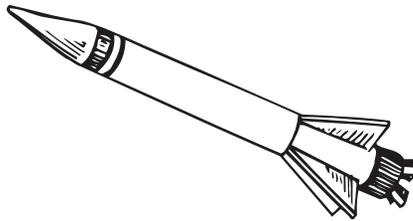
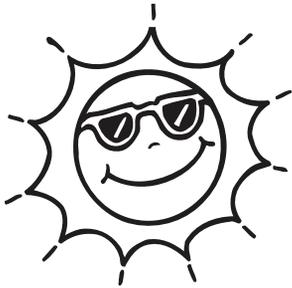
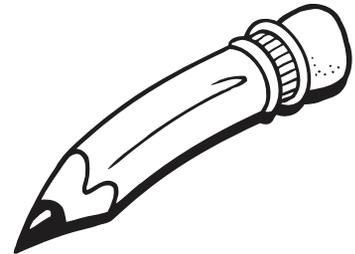
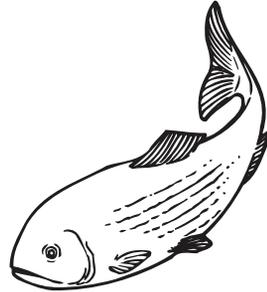
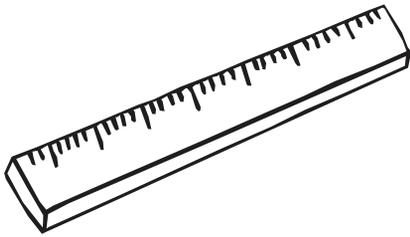
Connect.

Name several things you can catch with a net.



R Is for Rabbit

Directions: Color the items that start with the same sound as **rabbit**.



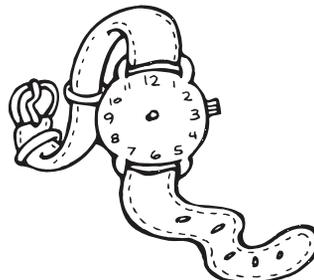
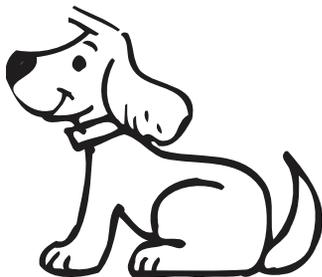
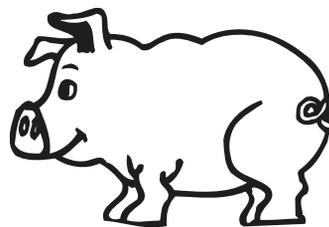
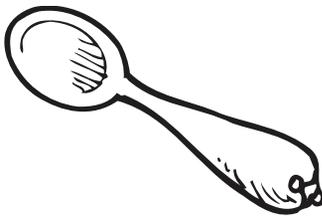
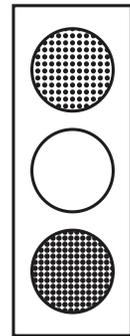
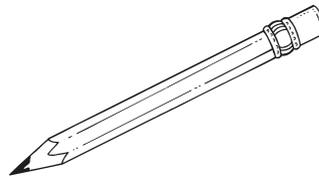
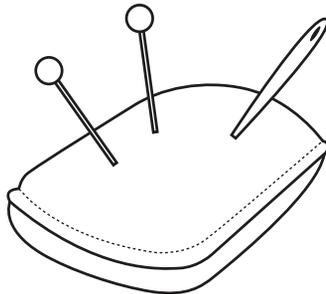
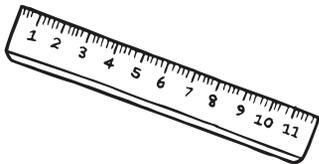
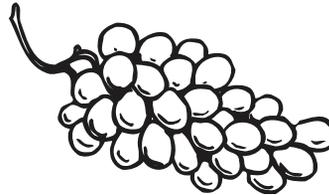
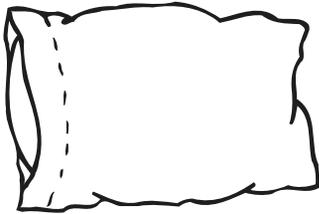
Connect.

Have you ever pet a rabbit? Share your story with a classmate.



P Is for Pizza

Directions: Color the pictures that start with the same sound as **pizza**.



Connect.

What do you like to eat on your pizza?



Name _____

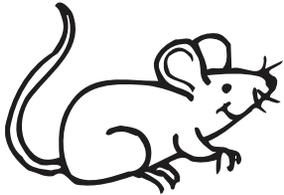
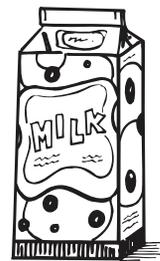
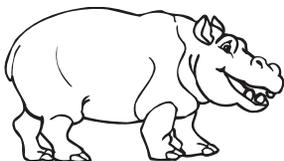
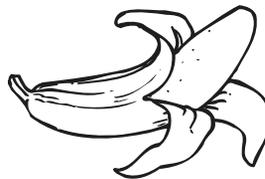
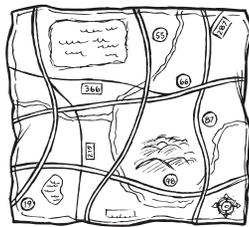
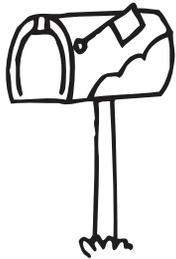
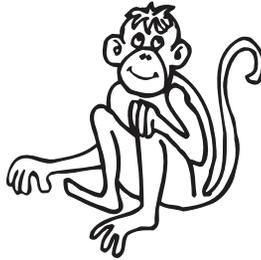
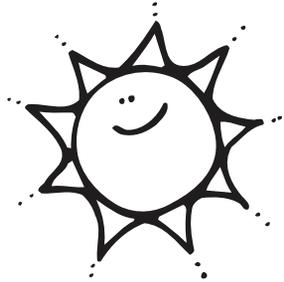
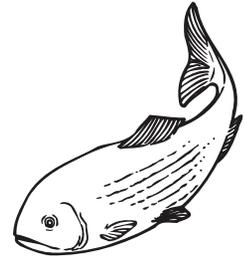
Date _____

Phonics

phonological awareness

M Is for Mother

Directions: Circle the pictures that begin with the same sound as **mother**.

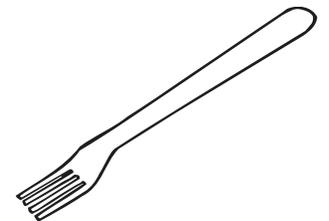
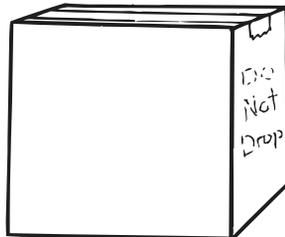
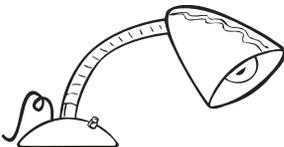
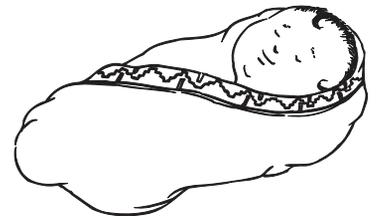
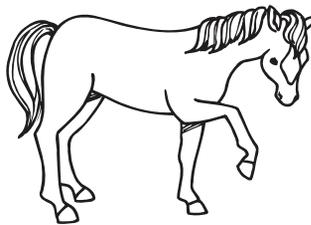
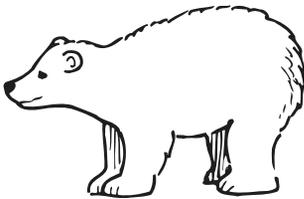
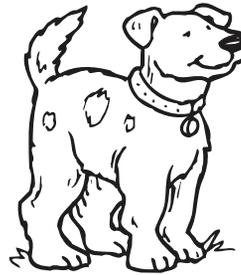
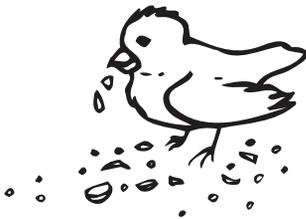
**6****Connect.**

Do you know a story about a special mother?
Share it with the class.



B Is for Boy

Directions: Circle the pictures that begin with the same sound as **boy**.



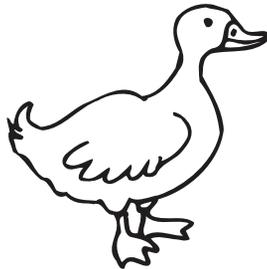
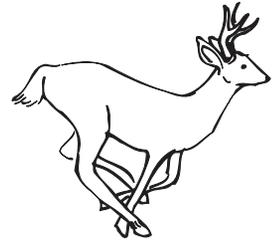
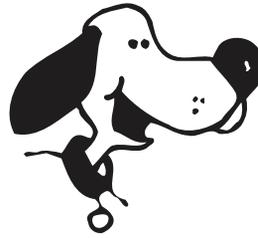
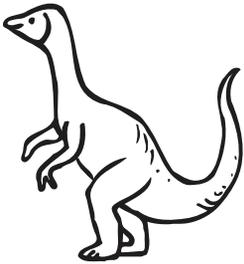
Connect.

How many boys are in your class? Can you name them all?

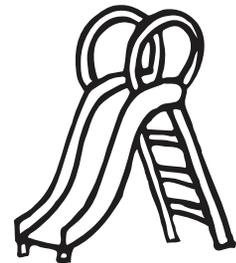
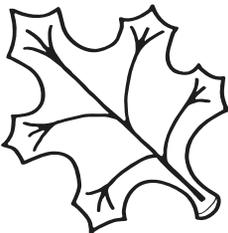
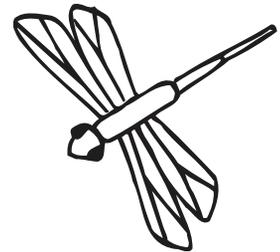
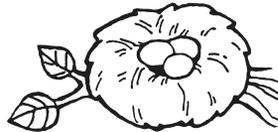
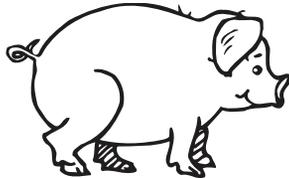


D Is for Dog

Directions: Color the pictures that begin with the same sound as **dog**.



5



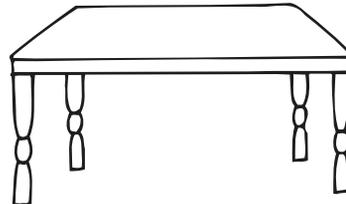
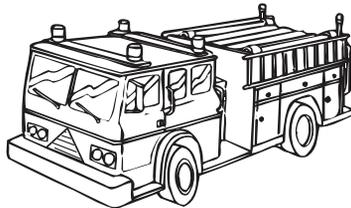
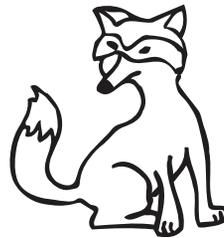
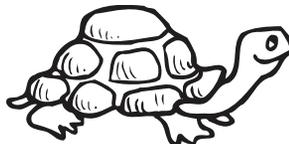
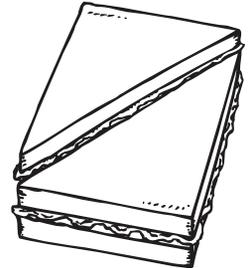
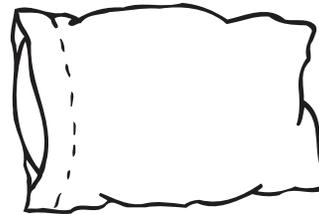
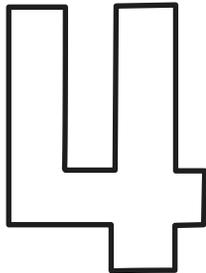
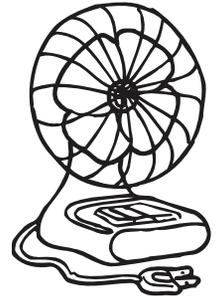
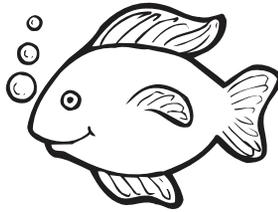
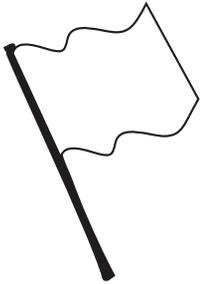
Connect.

What is your favorite kind of dog? Draw a picture of it.



F Is for Five

Directions: Color the pictures that begin with the same sound as **five**.



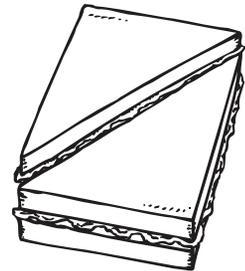
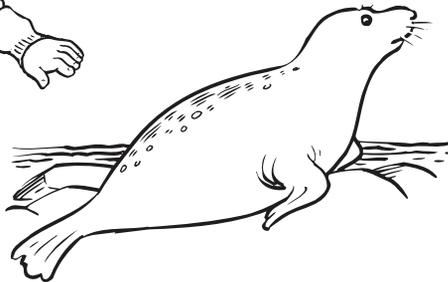
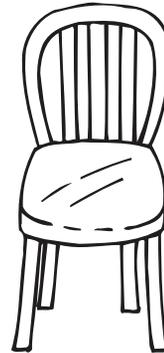
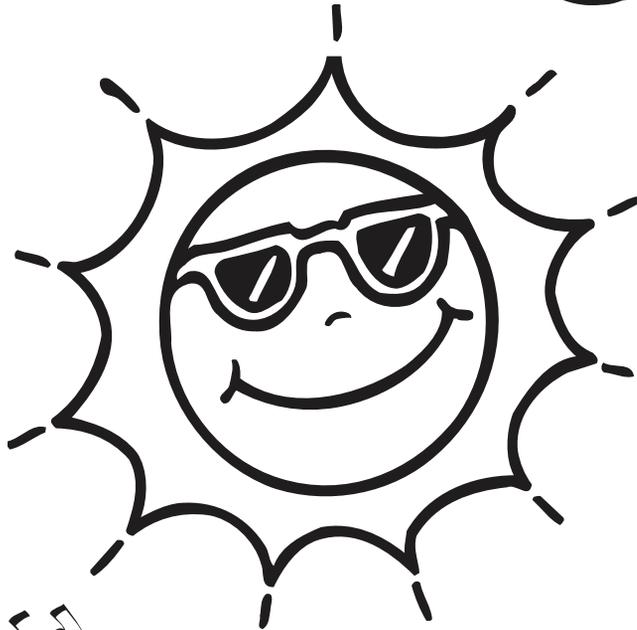
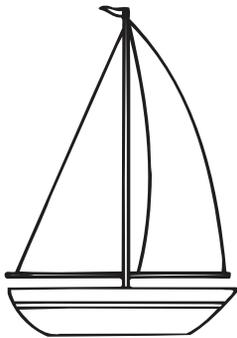
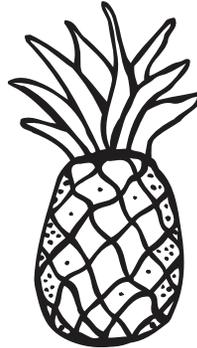
Connect.

Trace around your five fingers. Then make your outline into a drawing.



S Is for Sun

Directions: Circle the pictures that begin with the same sound as **sun**.



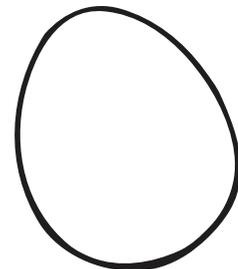
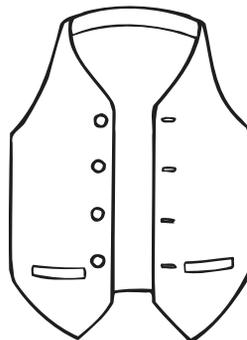
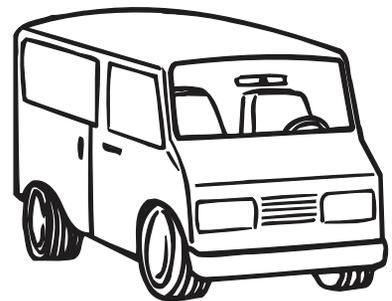
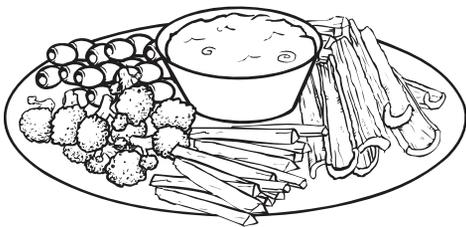
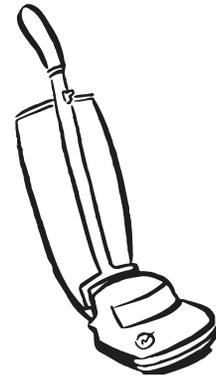
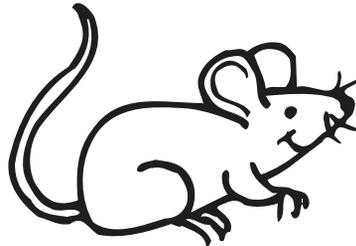
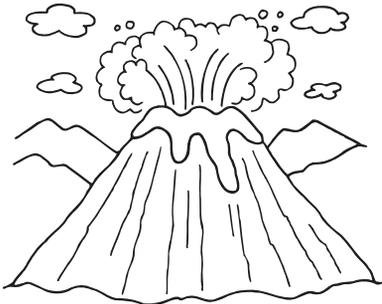
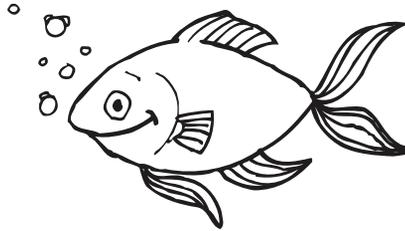
Connect.

Draw a picture of a sunset. What colors did you use?



V Is for Van

Directions: Color the pictures that start with the same sound as **van**.



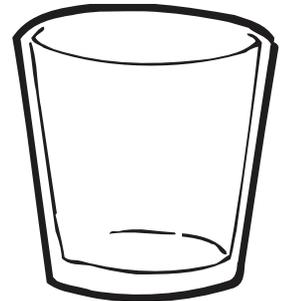
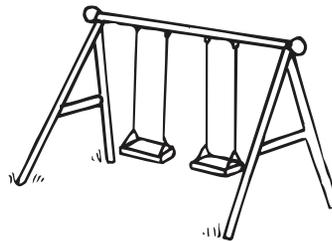
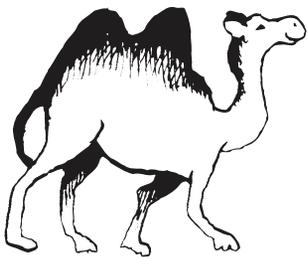
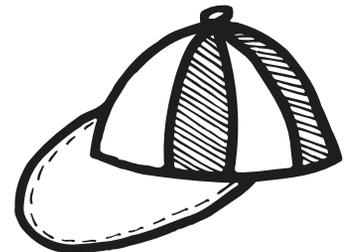
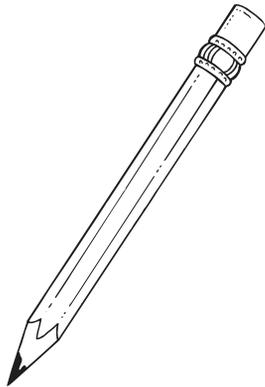
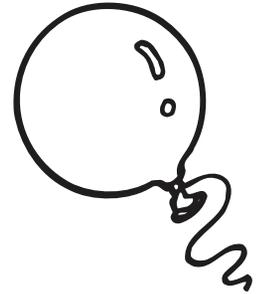
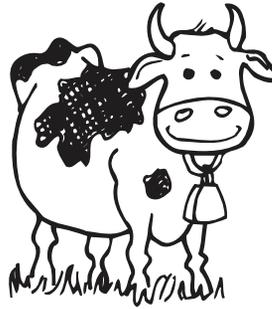
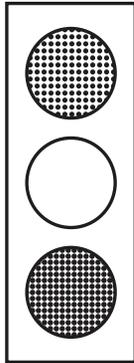
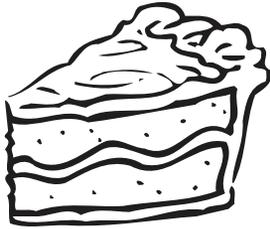
Connect.

List several things that can fit inside a van.



C Is for Cap

Directions: Circle the pictures that start with the same sound as **cap**.



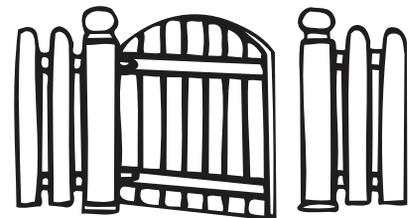
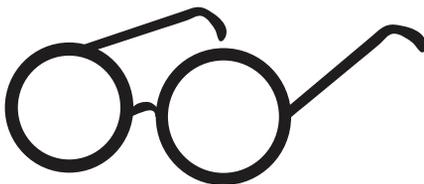
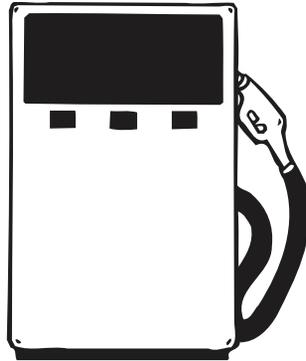
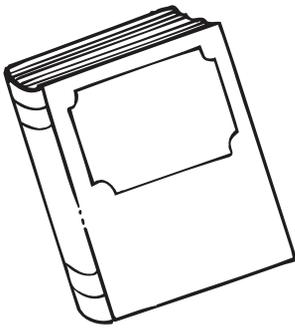
Connect.

A baseball cap is one kind of hat. How many other kinds of hats can you name?



G Is for Garden

Directions: Circle the pictures that start with the same sound as **garden**.

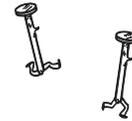


Connect.

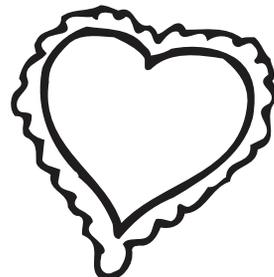
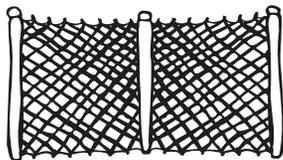
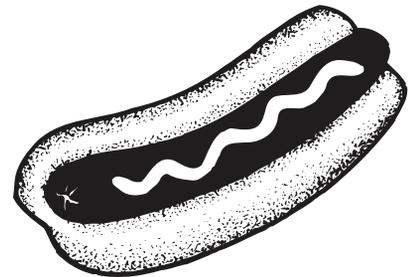
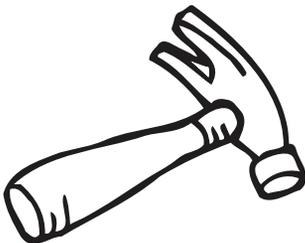
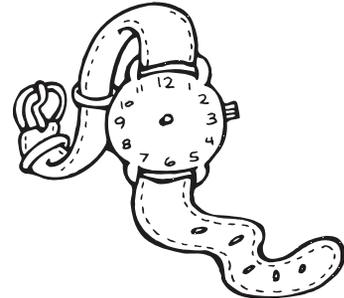
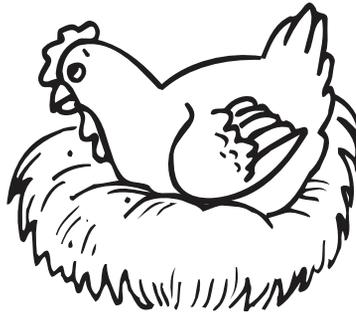
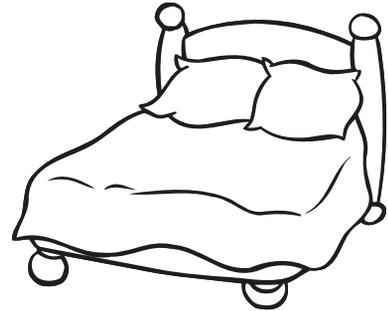
Draw three things that grow in a garden.



H Is for Hammer



Directions: Color the pictures that start with the same sound as **hammer**.



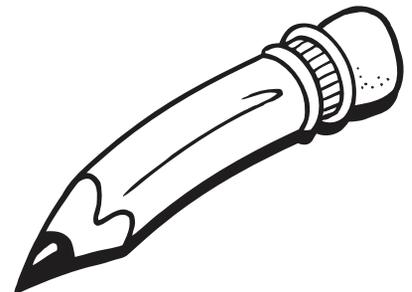
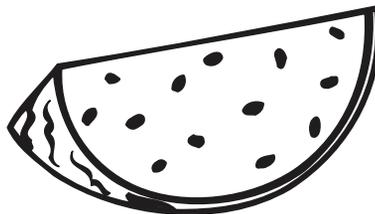
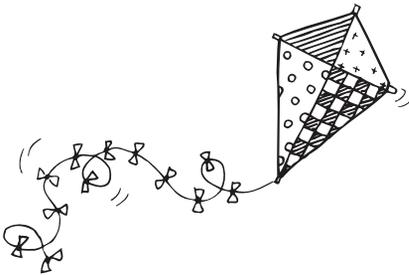
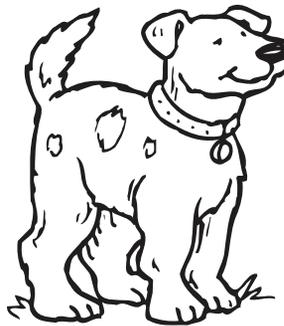
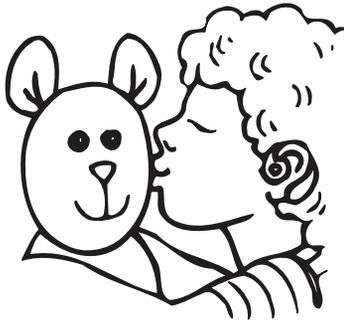
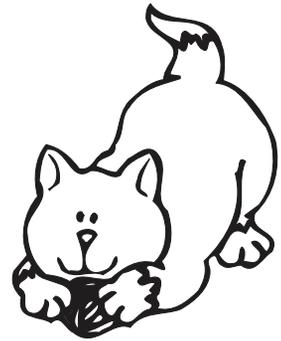
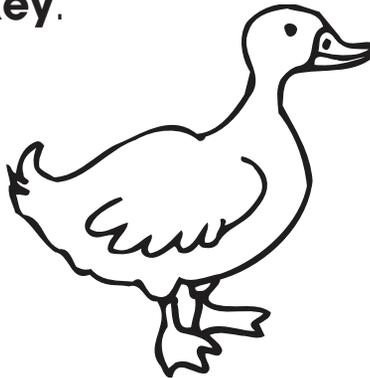
Connect.

What kinds of things can a hammer be used to make?



K Is for Key

Directions: Circle the pictures that start with the same sound as **key**.



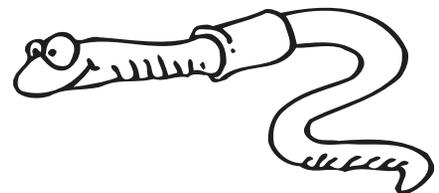
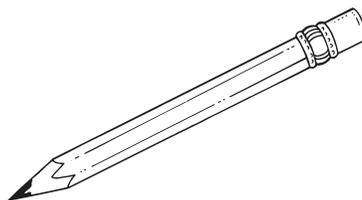
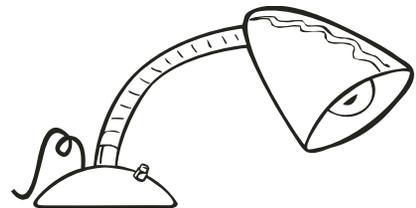
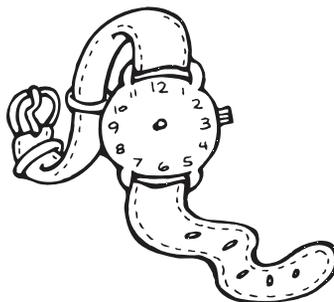
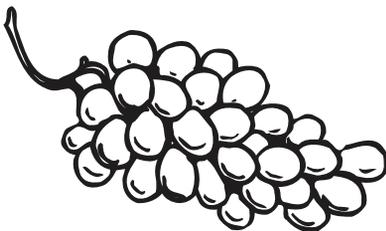
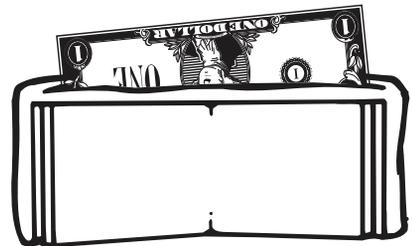
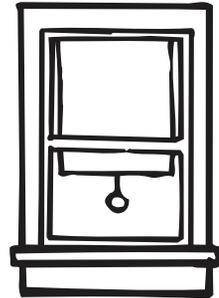
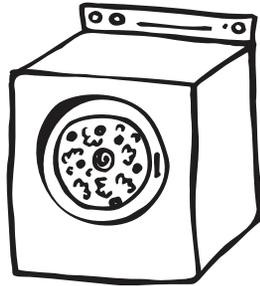
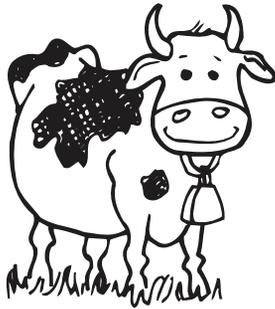
Connect.

List several things can you open with a key.



W Is for Wagon

Directions: Color the pictures that start with the same sound as **wagon**.



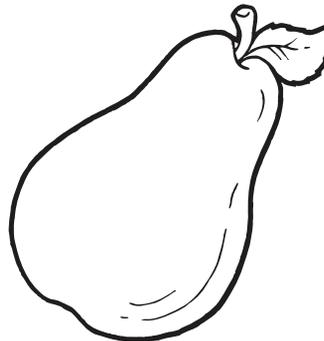
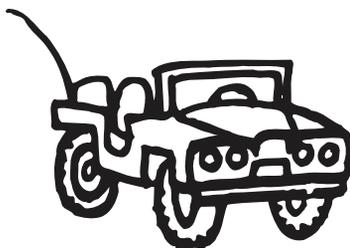
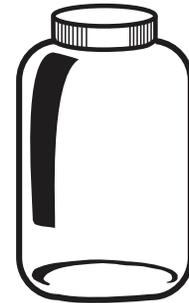
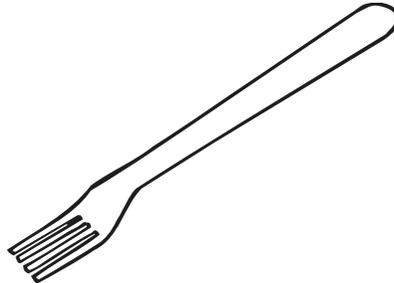
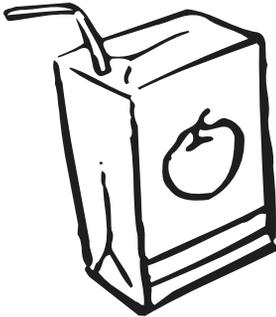
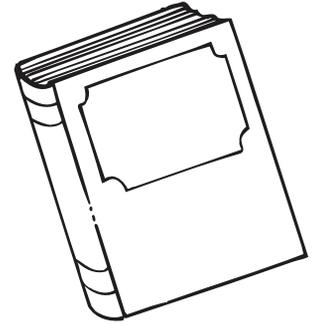
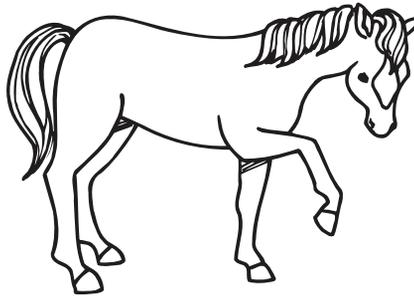
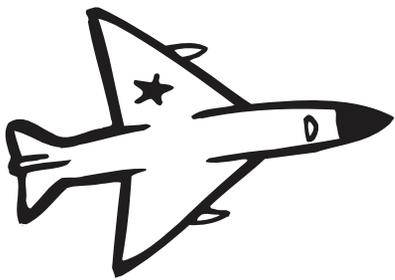
Connect.

Name three things that you could carry in a wagon.



J Is for Jet

Directions: Circle the pictures that start with the same sound as **jet**.



Connect.

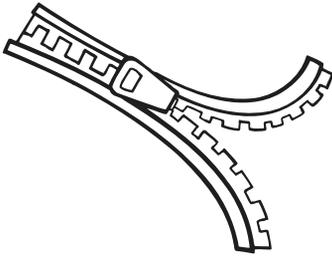
Draw a picture of a place you might go in a jet.



Special Consonants

Directions: Circle the letter of the beginning sound for each picture.

1.



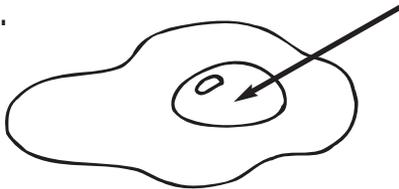
z qu x y

5.



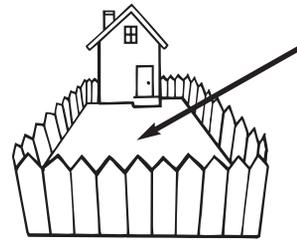
Qu Y X Z

2.



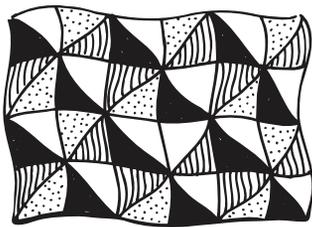
qu z x y

6.



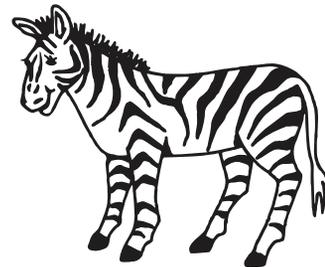
X Z Y Qu

3.



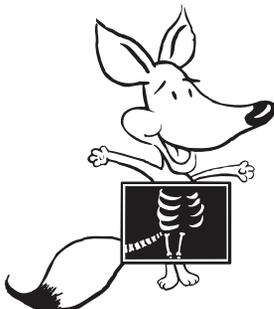
z qu x y

7.



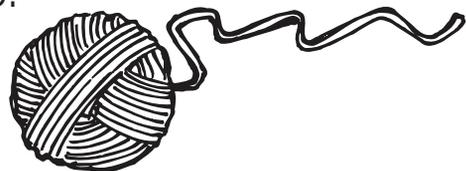
X Z Y Qu

4.



y x qu z

8.



Z Qu X Y



Silly, Silly Syllables: A Response Chant

Introduce the concept of syllables with this engaging response chant. Explain to your students that syllables are “beats” and create a rhythm to language. Practice breaking down familiar words into syllables and clapping or tapping for each beat.

Alternate slapping knees, and then clapping hands.

Leader: I (slap) can (clap) say (slap)
some (clap) syl (slap) la (clap)
bles (slap, clap).

Group: I (slap) can (clap) say (slap)
some (clap) syl (slap) la (clap)
bles (slap, clap).

Leader: sil (slap) ly (clap) sil (slap) ly
(clap) syl (slap) la (clap) bles
(slap, clap).

Group: sil (slap) ly (clap) sil (slap) ly
(clap) syl (slap) la (clap) bles
(slap, clap).

Leader: /b/ (slap, clap)

Group: /b/ (slap, clap)

Leader: bat (slap, clap)

Group: bat (slap, clap)

Leader: bet (slap, clap)

Group: bet (slap, clap)

Leader: bit (slap, clap)

Group: bit (slap, clap)

Leader: bot (slap, clap)

Group: bot (slap, clap)

Leader: but (slap, clap)

Group: but (slap, clap)

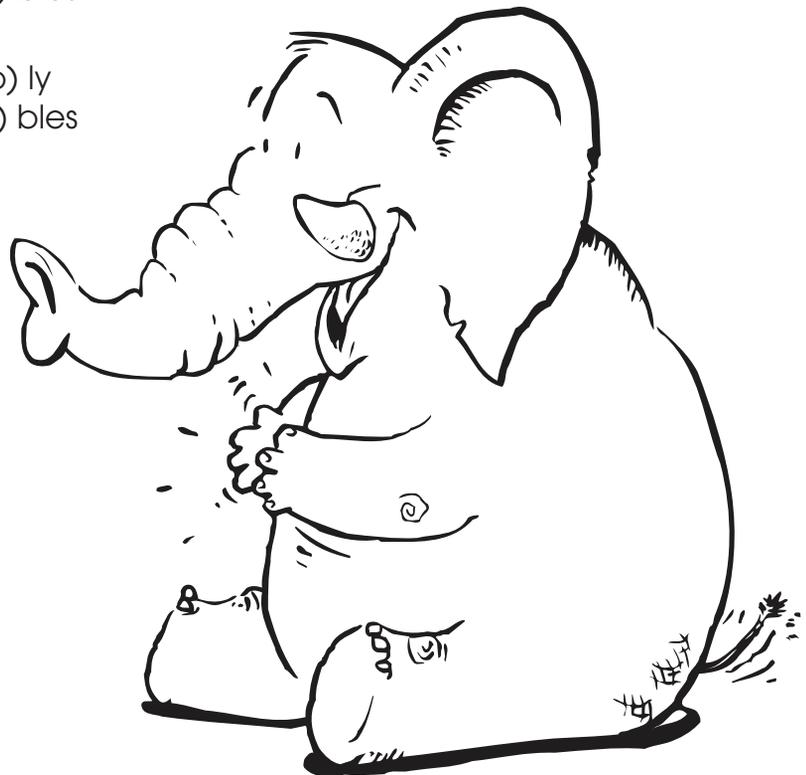
Use the same chant with different initial consonants to practice rimes and word families.

For example, use the same rime but replace the initial letter with any of these:

d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z

You can also use this chant to practice polysyllabic words, like:

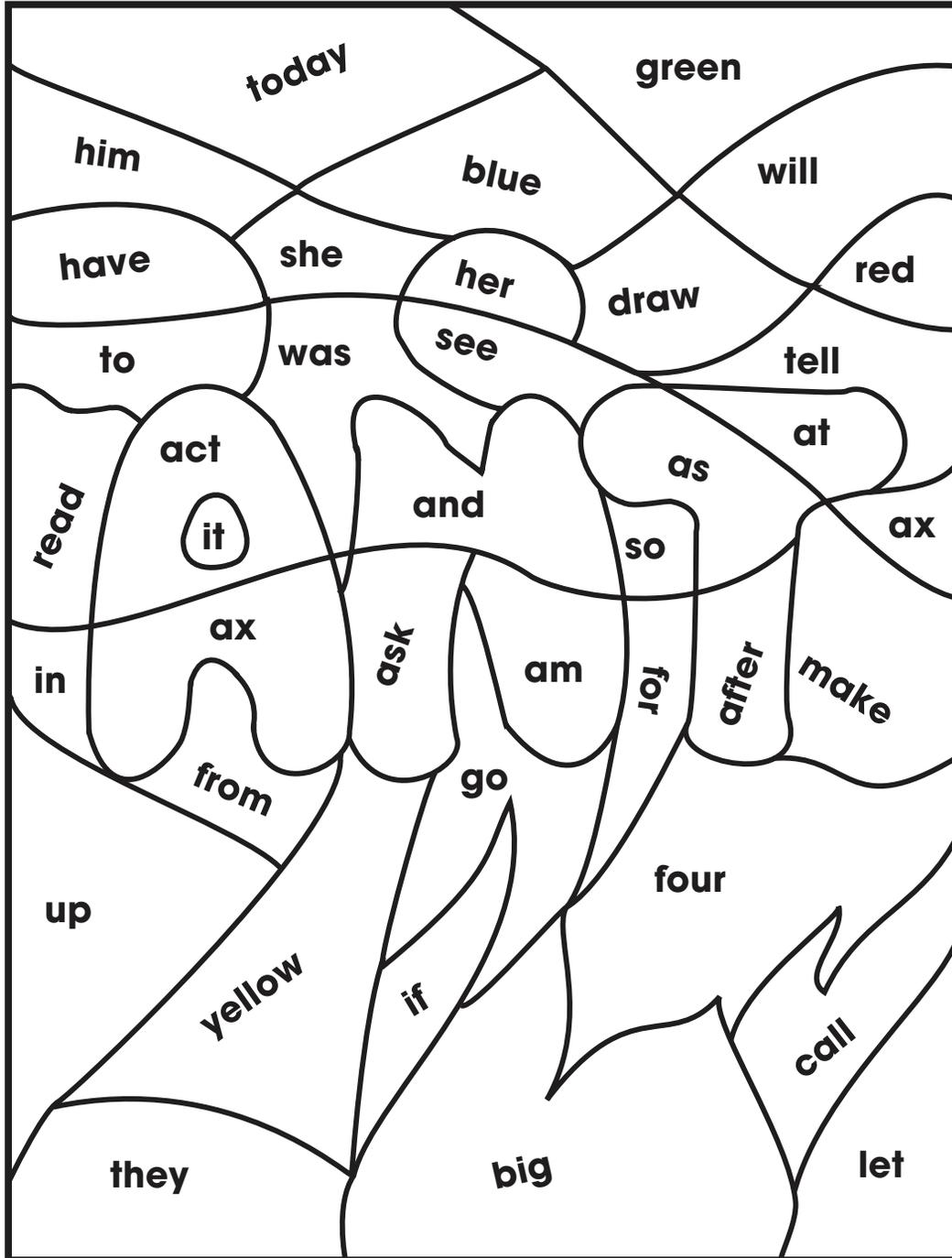
- days of the week
- sight words
- theme words
- students’ names
- names of colors
- names of numerals





Hidden Word A

Directions: Color the words that start with **a** blue.
Color all other words orange.



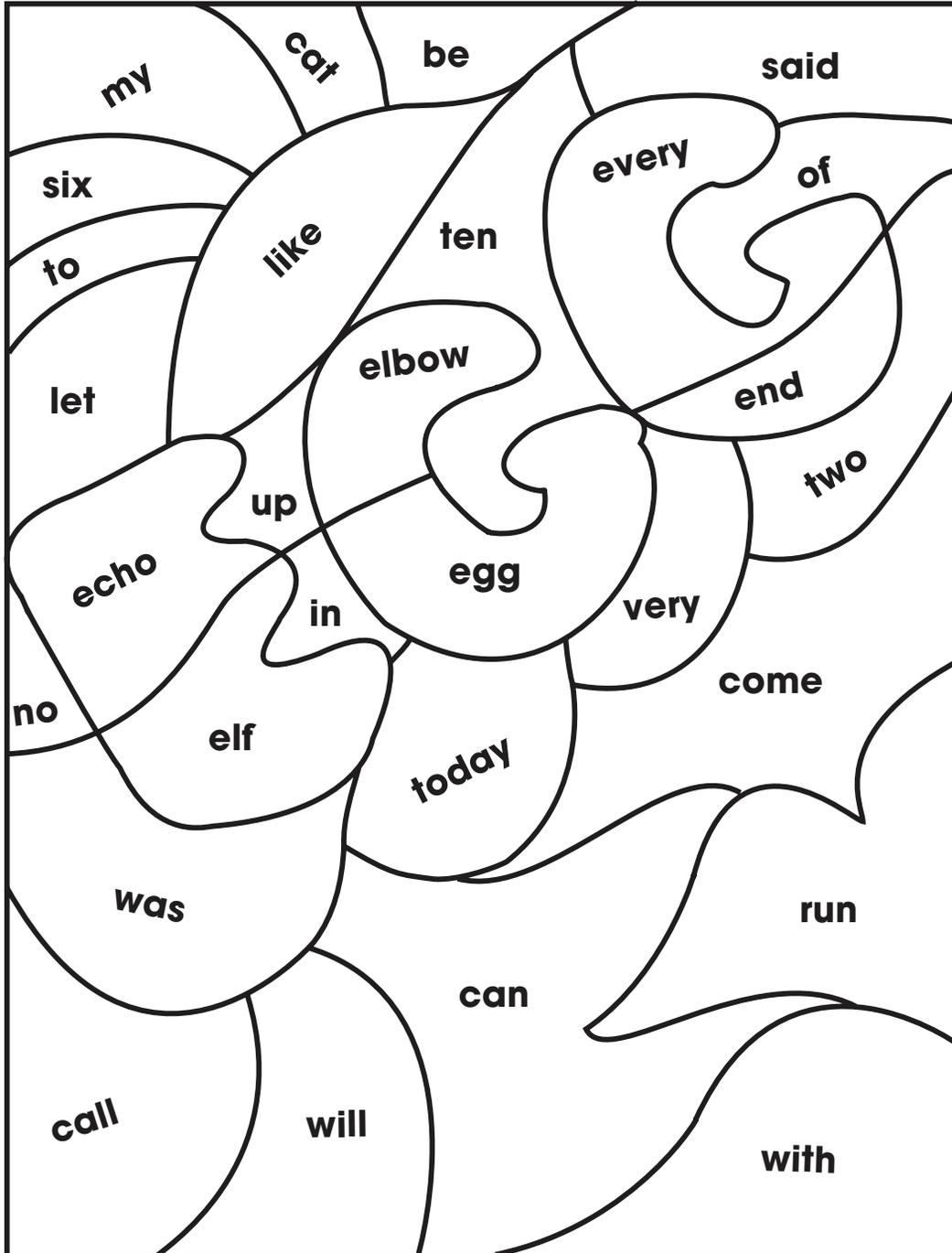
Connect.

Have you ever watched ants? Do you think they can talk? Give a reason for your answer.



Hidden Word E

Directions: Color the words that start with **e** yellow.
Color all other words green.



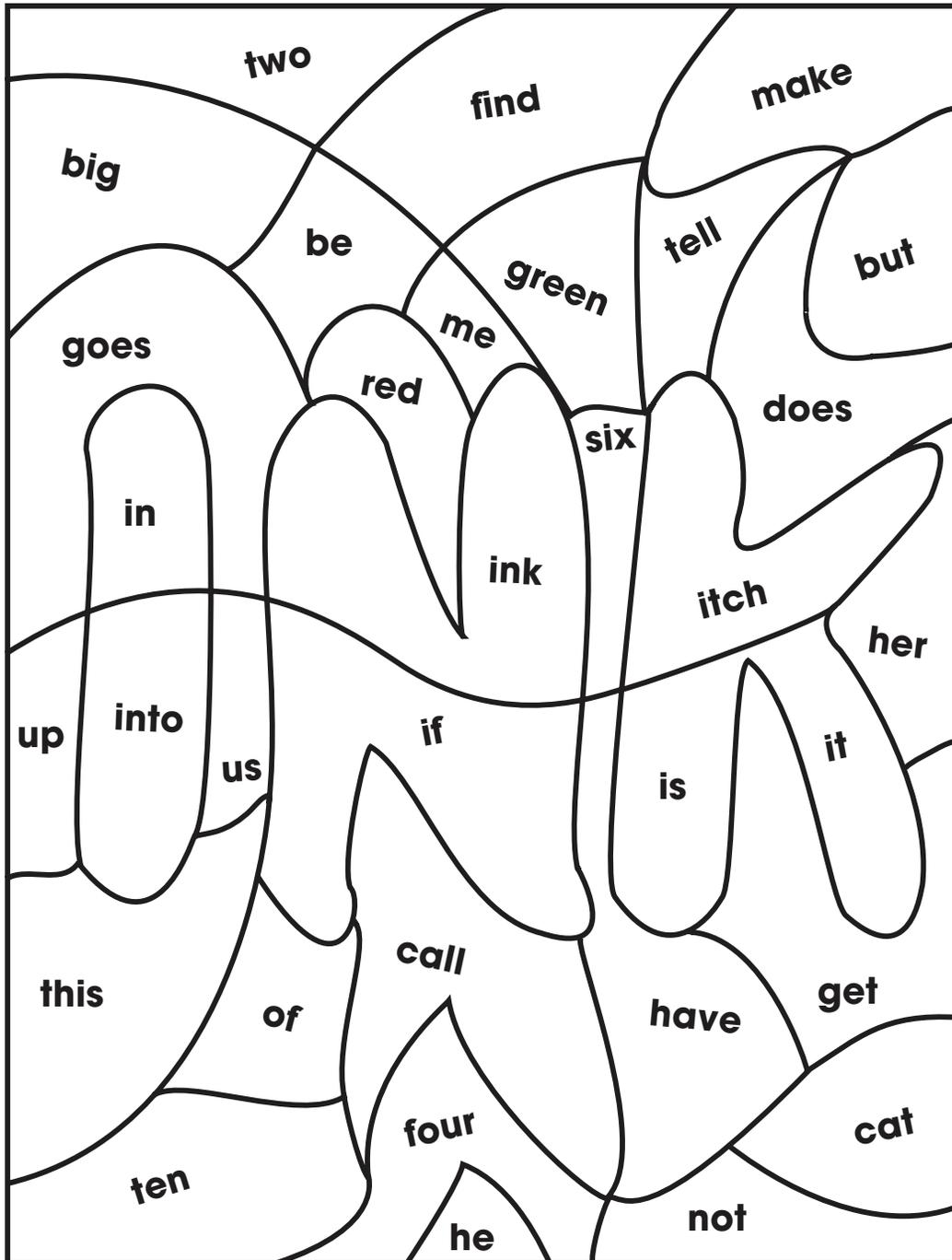
Connect.

What are your favorite breakfast foods? Draw a picture of the perfect breakfast.



Hidden Word I

Directions: Color the words that start with **i** red.
Color all other words yellow.



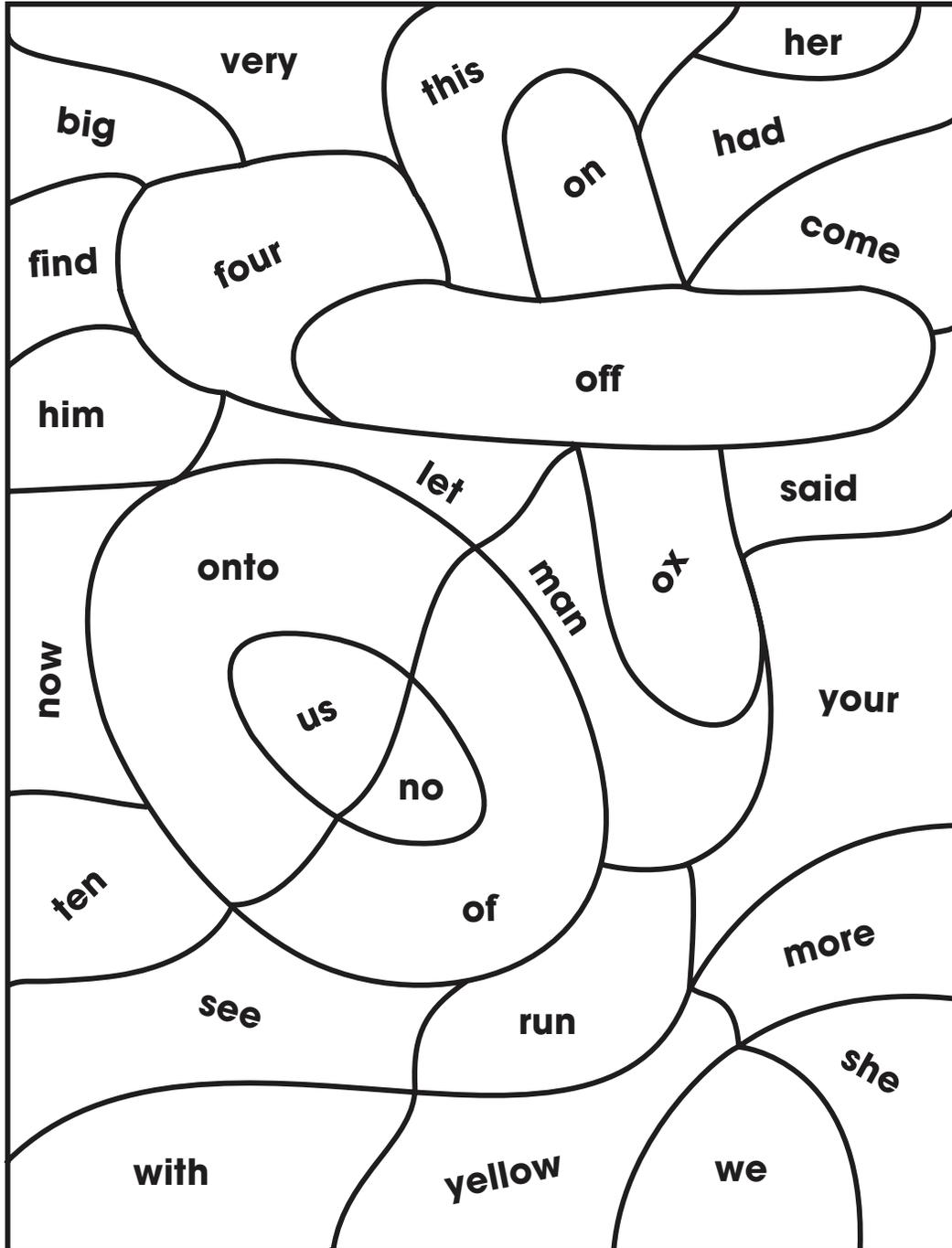
Connect.

Describe what an insect looks like. Draw a picture of one.



Hidden Word O

Directions: Color the words that start with **o** purple.
Color all other words orange.



Connect.

Describe what an octopus looks like. Draw a picture of it.



Hidden Word U

Directions: Color the words that start with **u** yellow.
Color all other words blue.

made be
does blue can us no up
big upon draw untie get
under unzip man
yes red your ran
she more
ten run hand
yellow tell you



Connect.

Name all the ways you can use an umbrella.



Building Rhyming Skills

Riddles

Challenge students with riddles that include the meaning, the initial letter or sound, and a rhyming word. For example, "What cleans the floor, starts with an 'm', and rhymes with top?" Start with items in the room such as door, rug, sink, bag, map, and bin.

Complete the Rime

Enlarge individual lower case letters so each fills a sheet of copy paper. Put the pages in sheet protectors with thicker cardboard behind them, or laminate the pages. Display them across the front of the room. Say an incomplete rhyming phrase such as,

rub-a-dub-dub, three men in a ____

dop door, wash the floor;

dip dop, sop the ____

"I can, I can," said the Gingerbread ____.

Select volunteers to get the letter that stands for the beginning sound of the missing word. For *tub* the student would pick the *t*. Invite the class to say the missing word.

Nursery Rhyme Fun

Share familiar verses from a book such as *My Very First Mother Goose* edited by Iona Opie. Leave off the last word of each poem and encourage students to supply the rhyme.

Finger Plays and Action Rhymes

Finger plays reinforce rhyming words with movement. Old favorites include "The Wheels on the Bus," "The Itsy Bitsy Spider," "I'm a Little Teapot," and "This Old Man." If you don't remember the words, you can find these rhymes and more in the following books:

The Book of Finger Plays and Action Songs (First Steps in Music Series)
compiled by John M. Feierabend

The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants: Over 700 Selections edited by Pamela Byrne Schiller

For Spanish speakers, try *Diez Deditos: Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America* translated by Jose-Luis Orozco

Read Alouds

Early Readers, a genre pioneered by the beloved Dr. Seuss, are great books for building rhyming skills. In addition to classic Dr. Seuss titles such as *The Cat in the Hat*, also try books by P. D. Eastman:

The Best Nest

A Fish Out of Water

Go, Dog, Go!

Perro grande . . . Perro pequeño

Are You My Mother?

Flap Your Wings

Snow



Changing Initial Sounds: -ip

Directions: Circle and write the missing letter.

1.



n _____

h _____

l _____

i p

3.



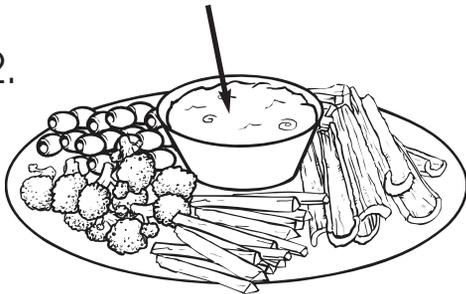
h _____

d _____

s _____

i p

2.



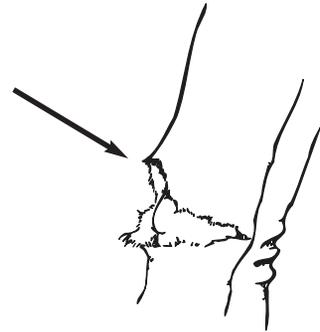
l _____

d _____

b _____

i p

4.



f _____

m _____

r _____

i p



Rhyme Time.

Listen to the rhyme. Write the correct letter on the line.

I scooped the dip onto the chip _____

but missed my mouth and hit my _____

i p.



Changing Initial Sounds: -un

Directions: Circle and write the missing letter.

1.



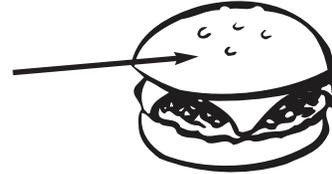
s _____

p _____

r _____

un

3.



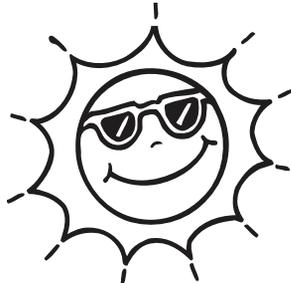
d _____

w _____

b _____

un

2.



s _____

b _____

f _____

un

4.



g _____

f _____

p _____

un



Rhyme Time.

Listen to the rhyme. Write the correct letter on the line.

We love to have fun _____

in the summer _____

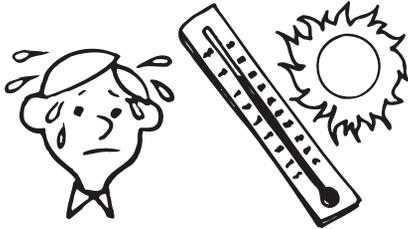
un.



Changing Initial Sounds: -ot

Directions: Circle and write the missing letter.

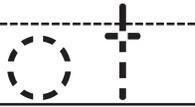
1.



b _____

h _____

c _____



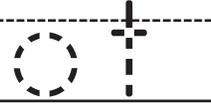
3.



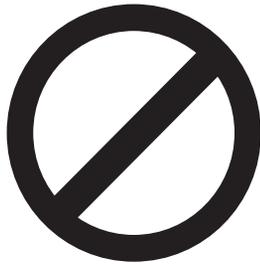
r _____

n _____

p _____



2.



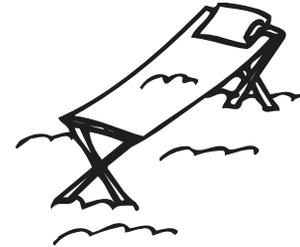
n _____

c _____

l _____



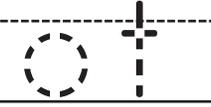
4.



d _____

b _____

c _____



Rhyme Time.

A hink pink is a kind of riddle. A hink pink always has two rhyming words in its answer. Listen to the clue. Circle the answer.

What do you call a very warm pan?

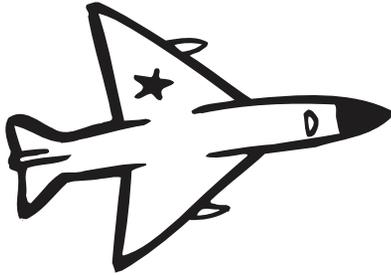
a dot lot**a hot pot****a not tot**



Changing Initial Sounds: -et

Directions: Circle and write the missing letter.

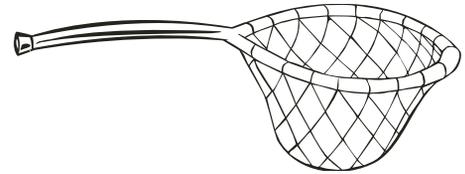
1.



l _____
 j _____
 p _____

e t

3.



n _____
 b _____
 g _____

e t

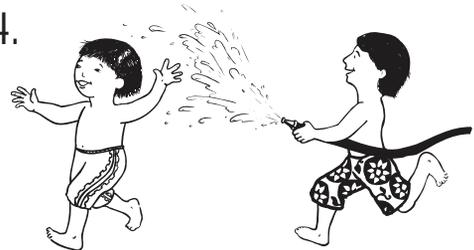
2.



s _____
 m _____
 v _____

e t

4.



w _____
 n _____
 b _____

e t



Rhyme Time.

Listen to the hink pink. Circle the answer.

What do you call a special airplane for dogs and cats?

a pet jet

a wet net

a let set



Changing Initial Sounds: -at

Directions: Circle and write the missing letter.

1.



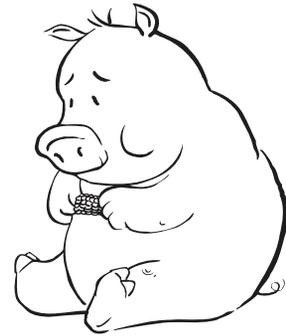
f

c

b

_____ at _____

3.



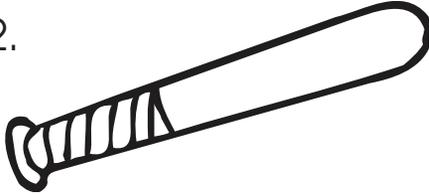
r

f

h

_____ at _____

2.



b

c

f

_____ at _____

4.



p

b

m

_____ at _____



Rhyme Time.

What do you call a kitty that eats too much food?

a mat pat

a bat hat

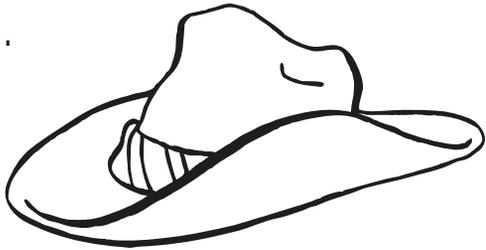
a fat cat



Changing Vowel Sounds: h-t

Directions: Circle and write the missing letter.

1.



a _____
i _____
o _____

3.



a _____
i _____
o _____

2.



e _____
i _____
u _____

4.



i _____
o _____
u _____



Rhyme Time.

Write a vowel on each line to answer the riddle.

What do you call a very warm little house?

a h _____ t h _____ t



Changing Vowel Sounds: p-t

Directions: Circle and write the missing letter.

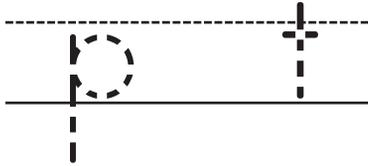
1.



a

i

u



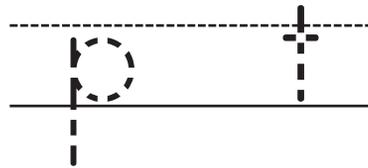
2.



a

i

o



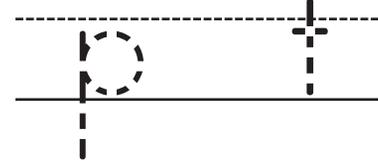
3.



e

i

o



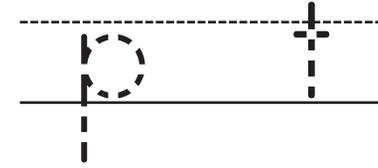
4.



a

o

u



Rhyme Time.

Listen to this paragraph. Circle the words you know.

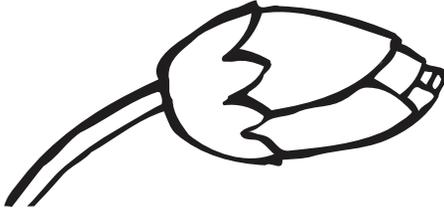
Pots are made out of clay. Some people make clay pots hard by firing them in a pit. They put the pots in a pit with burning wood. Make a pet out of salt and flour clay. Pat the clay to make it smooth. Do not put your pet in a pit. Put it in a safe place to dry. Then paint your pet.



Changing Final Sounds: bu-

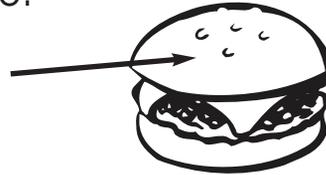
Directions: Circle and write the missing letter.

1.



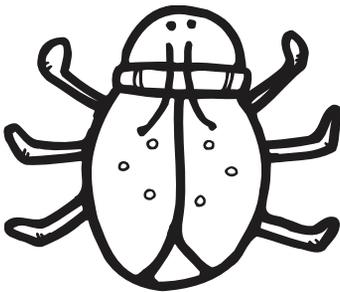
g _____
 d | _____
 t | b u _____

3.



n _____
 m | _____
 s | b u _____

2.



g _____
 d | _____
 t | b u _____

4.



d _____
 zz | _____
 s | b u _____



Rhyme Time.

Write a vowel on each line to answer the riddle.

What do you call a special van for bees, wasps, and flies?

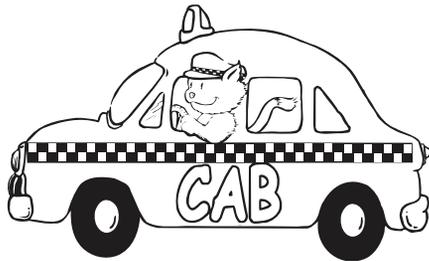
a b u _____ b u _____



Changing Final Sounds: ca-

Directions: Circle and write the missing letter.

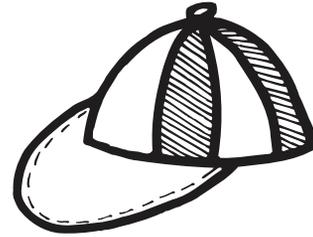
1.



b _____
 p _____
 r _____

c a

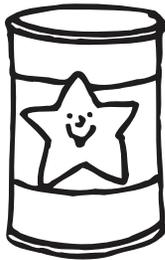
3.



n _____
 t _____
 p _____

c a

2.



n _____
 t _____
 r _____

c a

4.



n _____
 p _____
 r _____

c a



Rhyme Time.

Write a vowel on each line to answer the riddle.

What do you call a car that carries kittens around the city?

a c a _____

c a _____

Emphasizing Letter Sounds

Clap for the Consonant

Encourage students to clap when they hear a certain consonant sound, such as /s/. Make a list of words with and without the target sound. Read each word twice. Students listen the first time and then clap after the second time. If the word doesn't have the sound they shake their heads after the repetition. End the session with a tongue twister, riddle, or poem featuring that sound. For example, words for /s/ might include *silly, mess, take, see, go, run, sit, and sad*. An /s/ riddle could be, "What rises and sets, and rhymes with fun?" (sun) An /s/ tongue twister could be: "Six snowmen stood still on the side of a hill 'til spring sent all six sliding into the streets."

Consonant Action!

Select a featured consonant for this activity. Invite students to perform a related action when they hear the consonant sound during a read aloud or story passage review. Make an action word list and review it. Have students perform one of the following actions when they hear the featured sound:

- blink for B
- duck down for D
- fly for F
- growl for G
- hammer on your hand for H
- jump up for J
- air kiss (or kick) for K

- look left for L
- make a face for M
- nod for N
- pull on your ear for P
- raise your hand for R
- stamp once for S
- touch your nose for T
- wink for W
- yawn for Y
- zoom for Z

Read Alouds

Play with consonant sounds—tongue-twister style! Collect several books to read aloud that focus on different sounds using tongue twisters. Children love trying to say these aloud. Encourage students to practice saying them and even create their own twisters.

Busy Buzzing Bumblebees and Other Tongue Twisters by Alvin Schwartz

Creepy Crawly Critters and Other Halloween Tongue Twisters by Nola Buck

Oh, Say Can You Say? by Dr. Seuss

Ridiculous Tongue Twisters by Chris Tait

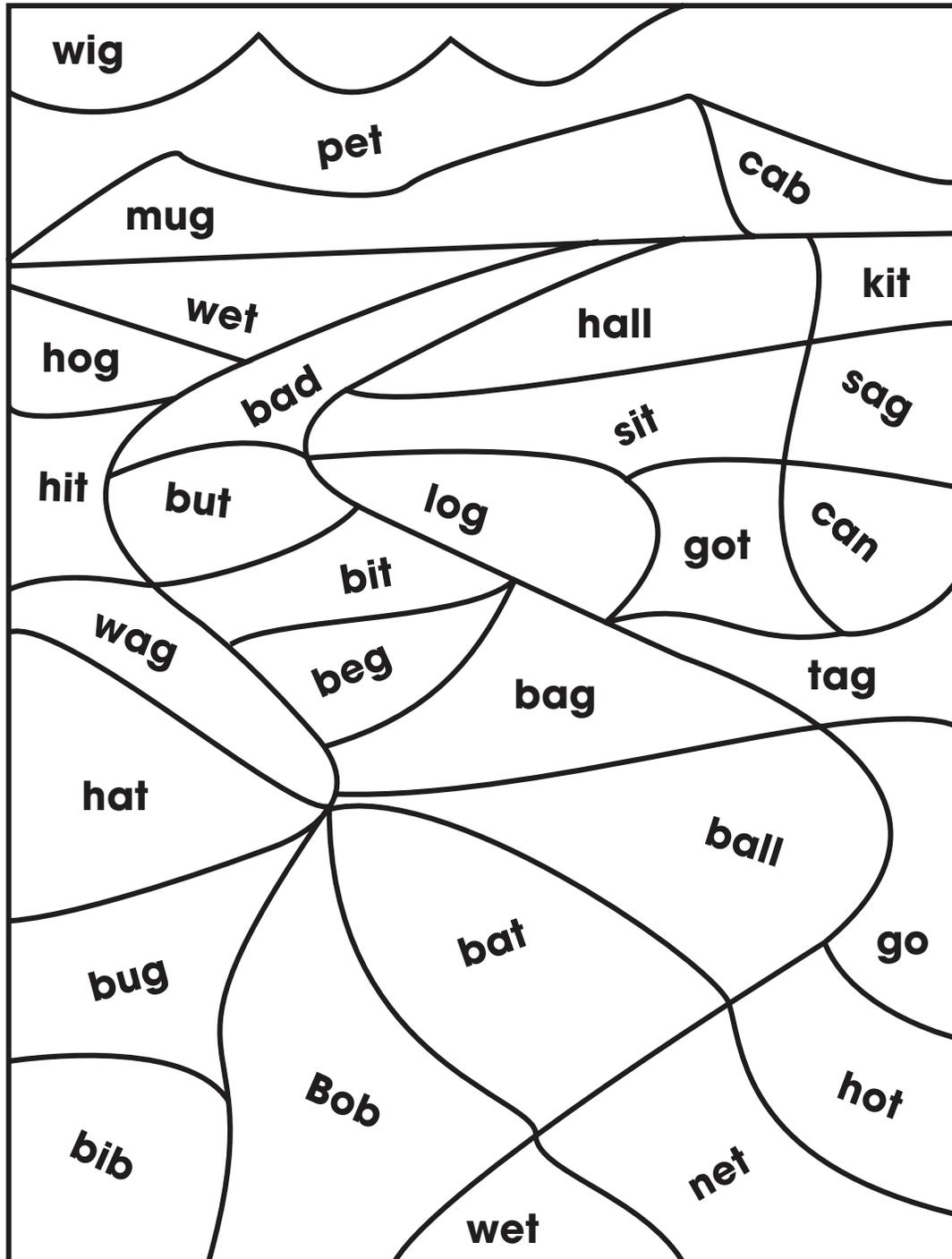
Fox in Socks by Dr. Seuss

Giggle Fit: Zany Tongue Twisters by Mike Artell



Help! Our Bus Is Lost

Directions: Find the missing road. If the word starts with the same sound as **bus**, color the space black. If it does not, color the space green.

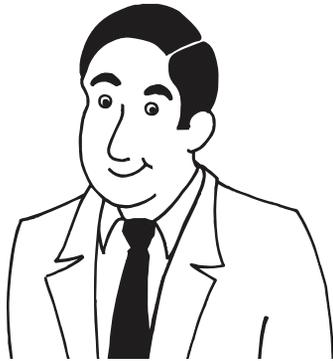




Matching Beginning Sounds

Directions: Look at each picture. Underline the word that **begins** with the same sound.

1.



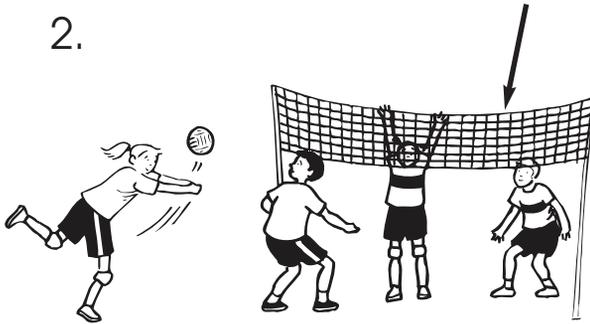
let met set bet

4.



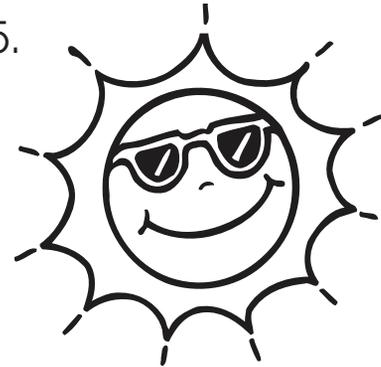
fog dog log hog

2.



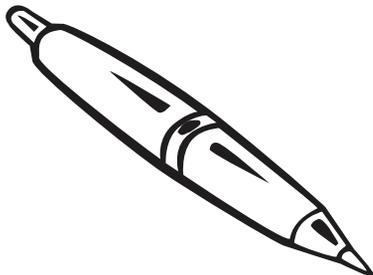
nut hut but gut

5.



bad had sad mad

3.



wet set get pet

6.

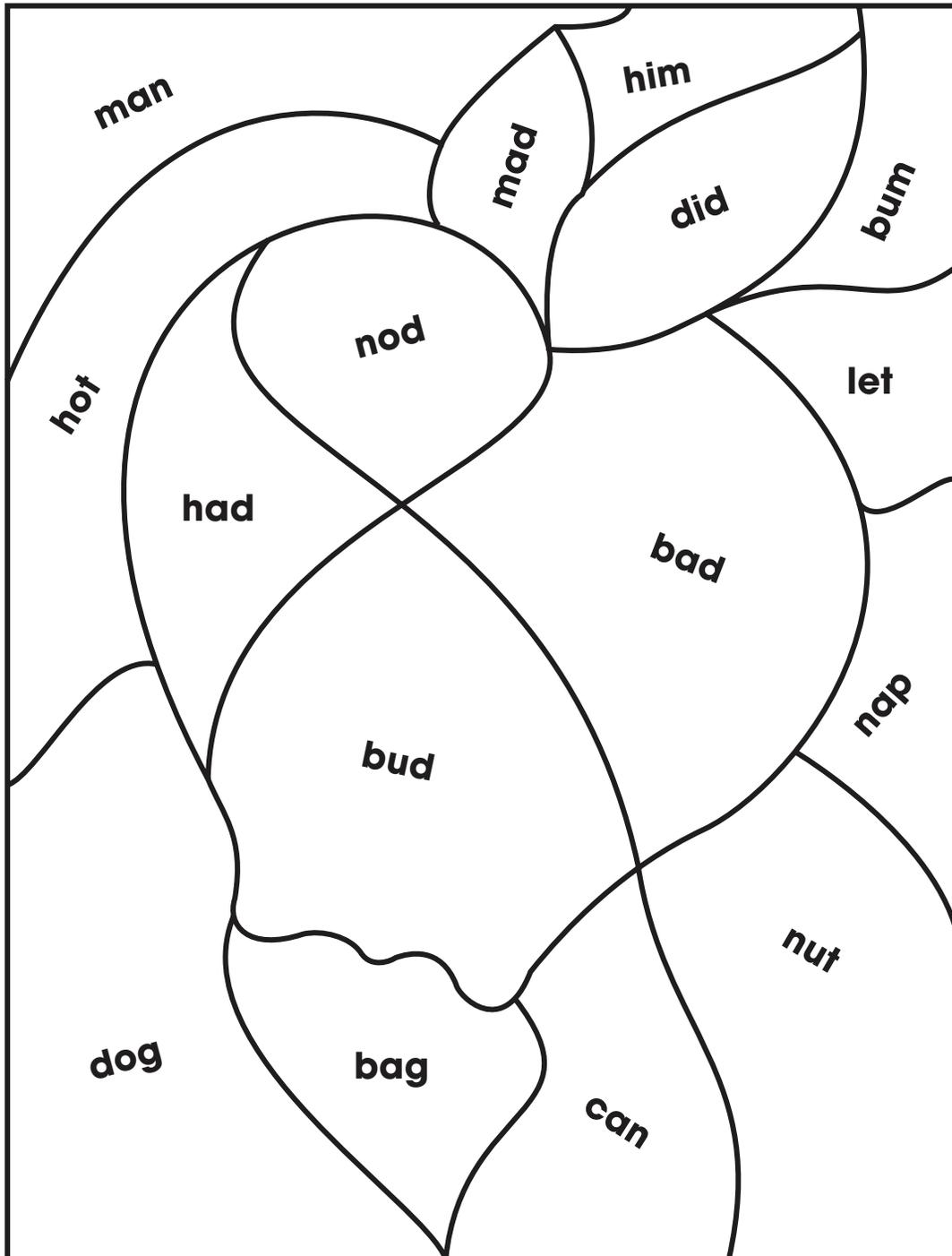


tall ball fall wall



Hidden Picture

Directions: If a word ends with the same consonant sound as **bad**, color the space red. If it does not, color the space brown.

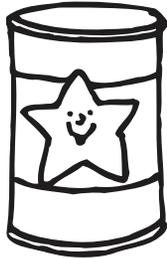




Matching Ending Sounds

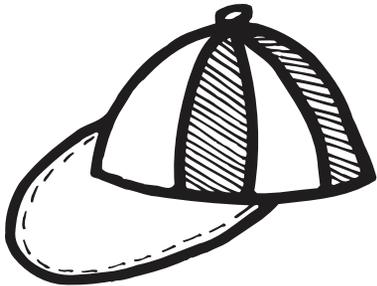
Directions: Look at each picture. Underline the word that ends with the same sound.

1.



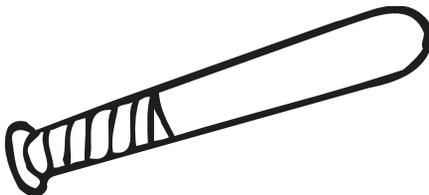
had men sat cob

2.



hop bed dog run

3.



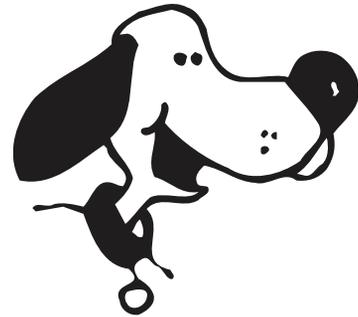
top log hat sip

4.



pin dip rat gas

5.



tag pop rob sat

6.



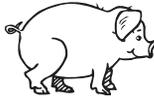
hot rub cap bed



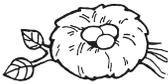
Short Vowel Sounds

Directions: Color the two pictures with the same vowel sound.

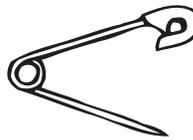
1.



2.



3.

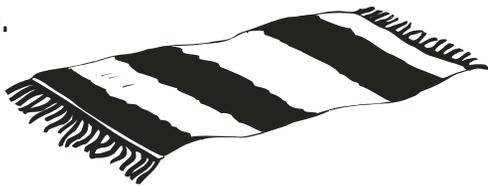


4.



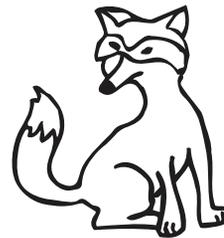
Circle the letter of the vowel sound in each picture.

5.



a **i** **u**

7.



e **o** **u**

6.



a **e** **o**

8.



a **i** **o**



Matching Vowel Sounds

Directions: Draw a line to the word that matches each picture.

1.



2.



3.

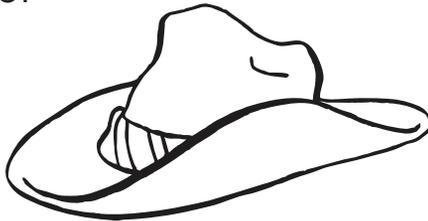


4.

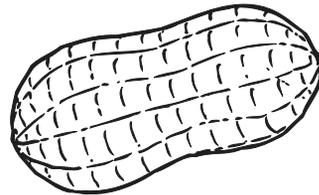
**cup****desk****can****fox**

Directions: Circle the word that has the same vowel sound.

5.



7.

**bit bat but****beg bag bug**

6.



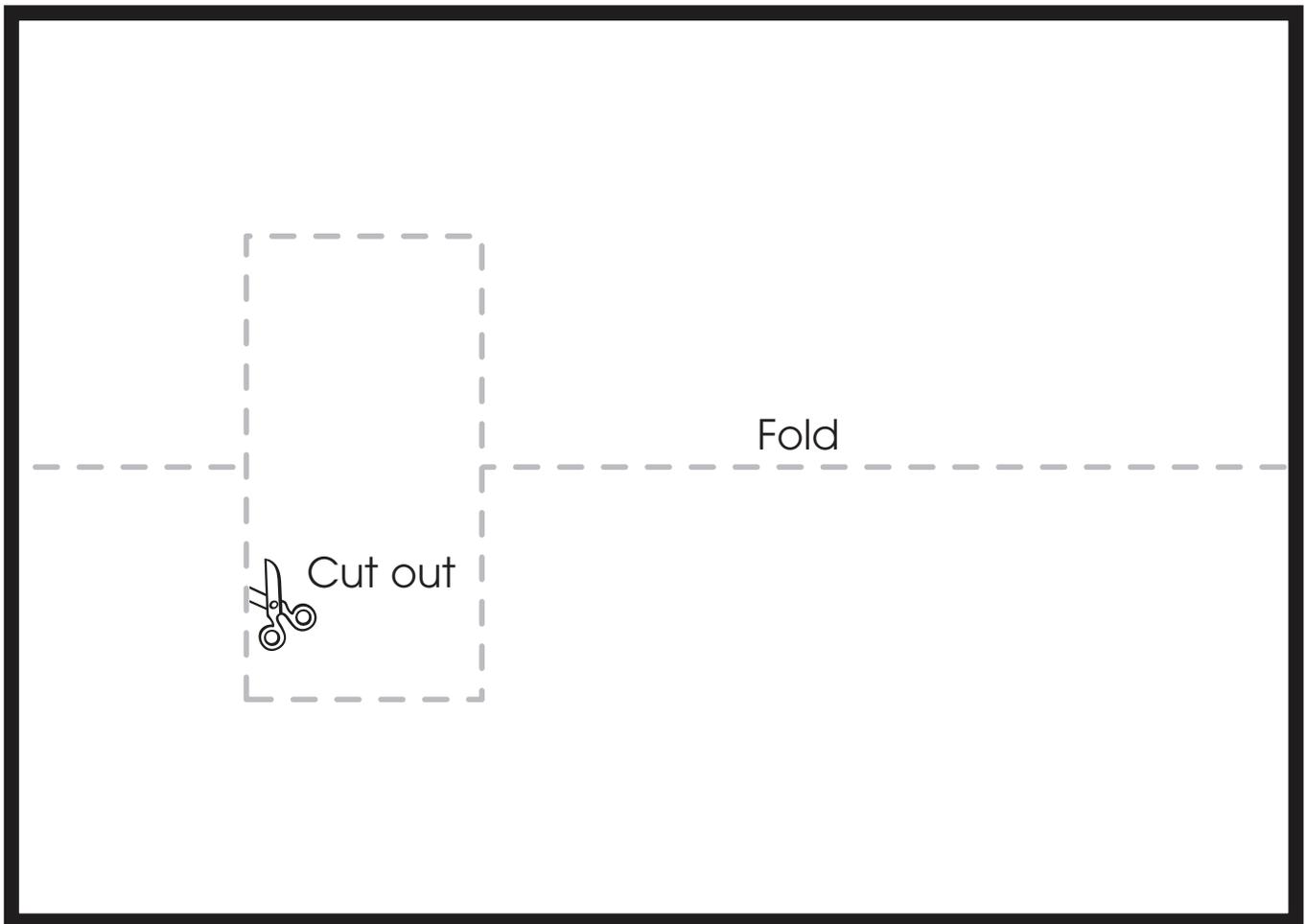
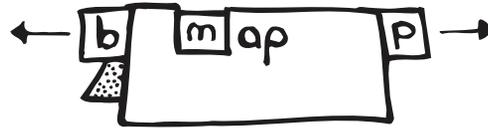
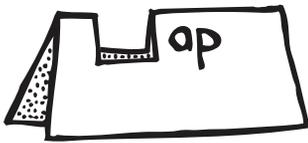
8.

**pin pan pot****hot hit hat**



Letter Slide Pattern: Sleeve

Directions: Copy several sleeve patterns on heavy cardstock paper to use for different phonograms. Cut around the outside of the sleeve. Fold the sleeve in half along the dotted line. Cut out the window with the sleeve folded in half. Copy the slider patterns on page 77. Write in the letters on the slides to go with each phonogram. Place each slide between its corresponding sleeve to practice word families.



Letter Slide Pattern: Sliders

Directions: Copy several pages of slider patterns on heavy cardstock paper before cutting them apart. Cut along the dotted lines. Write one initial consonant in each box for a particular phonogram. Place the slider strip between the folds of the sleeve. Holding on to one side of the slider with one hand and the bottom of the sleeve with the other hand, move the strip back and forth to create word families.

Phonogram reference sets:

for -ad sleeve: b, d, h, m, p, s

for -ag sleeve: b, g, n, r, t, w

for -all sleeve: b, c, f, h, t, w

for -an sleeve: c, f, p, r, v

for -ap sleeve: c, g, l, m, n, r, t

for -at sleeve: c, b, f, h, m, p, r, s

for -ed sleeve: b, f, l, r, w

for -ip sleeve: d, h, l, n, r, s, t, z

for -ot sleeve: c, d, g, h, l, n, p, r

for -op sleeve: c, h, m, p, t

for -ut sleeve: c, b, h, n

p	for use with -ad		for use with _____
m			
s			
h			
d			
b			



Skills Assessmentpage 6

- | | |
|---------|---------------------|
| 1. B | 12. dog |
| 2. T | 13. man |
| 3. V | 14. rat |
| 4. M | 15. cat |
| 5. e | 16. pot |
| 6. N | 17. lip |
| 7. c | 18. bug |
| 8. D | 19. match to boy |
| 9. H | 20. match to mother |
| 10. p | 21. match to two |
| 11. net | 22. match to house |

Letter Match: a, b, c, d.....page 11

- | | |
|------|------|
| 1. c | 3. a |
| 2. b | 4. d |

Egg Hunt: E, F, G, H.....page 13

- | | |
|------|------|
| 1. E | 3. F |
| 2. H | 4. G |

Same Name: e, f, g, h.....page 14

- | | |
|------|------|
| 1. g | 3. F |
| 2. H | 4. e |

Lasso the Letter: I, J, K, L.....page 15

- | | |
|------|------|
| 1. L | 4. K |
| 2. J | 5. L |
| 3. I | |

Hidden Letterspage 16

- I: part of the sidewalk, bottom center
- i: on the lower trunk of the tree
- J: in the tree above the koala
- j: behind the lion, on a leaf
- K: part of the sidewalk, bottom right
- k: on a leaf, bottom left
- L: in the tree, middle left
- l: on the wall, center of the page

Same Name: M, N, O, P.....page 17

Colored pigs:

- | | |
|------|------|
| 1. N | 3. O |
| 2. P | 4. M |

Same Name: Q, R, S, T.....page 19

Colored turtles:

- | | |
|------|------|
| 1. Q | 3. T |
| 2. R | 4. S |

Hidden Animal: U, V, Wpage 21

Colored correctly, the shapes form a brown rabbit.

Same Name: u, v, wpage 22

- | | |
|------|------|
| 1. W | 3. V |
| 2. u | 4. w |

What Is Hidden in the Cave?..page 23

Colored correctly, the shapes form a treasure chest.

Letter Match: x, y, zpage 24

Colored circles:

- | | |
|--------|--------|
| 1. x X | 3. Z z |
| 2. Y y | 4. x X |

T Is for Twopage 35

Colored pictures:

- | | |
|-----------|-------|
| telephone | table |
| tent | tiger |
| two | |

L Is for Lightpage 36

Lines drawn to:

- | | |
|--------|------|
| leg | leaf |
| ladder | lamb |
| lion | |

N Is for Nutpage 37

Colored pictures:

- | | |
|------|-----------|
| nine | nest |
| nail | newspaper |
| nose | net |

R Is for Rabbitpage 38

Colored pictures:

- | | |
|--------|--------|
| ruler | road |
| rocket | rope |
| ring | rabbit |

P Is for Pizzapage 39

Colored pictures:

- | | |
|--------|-----------|
| pillow | pig |
| plane | policeman |
| pin | puppy |
| pencil | pie |



M Is for Motherpage 40

Circled pictures:

mouse	map
moose	money
monkey	moon
mail carrier	milk
mailbox	

B Is for Boypage 41

Circled pictures:

bunny	bear
bed	baby
bee	box
bird	baseball
bell	

D Is for Dogpage 42

Colored pictures:

dinosaur	duck
dog	dime
deer	dragonfly
doll	dollar
desk	

F Is for Fivepage 43

Colored pictures:

flag	fingerprint
fish	fox
fan	finger
number four	fire truck
foot	flower

S Is for Sun.....page 44

Circled pictures:

sailboat	seven
seal	sandwich
saw	singer

V Is for Vanpage 45

Colored pictures:

vase	van
volcano	violin
vacuum	vest
vegetables	

C Is for Cappage 46

Circled pictures:

cake	cap
cow	camel
cat	cup
cookie	

G Is for Gardenpage 47

Circled pictures:

grass	garden
ghost	glasses
gum	gate
gas pump	

H Is for Hammer.....page 48

Colored pictures:

hair or head	hammer
hat	hot dog
horn	hive
hen	heart

K Is for Keypage 49

Circled pictures:

king	kite
kitten	koala
kiss	key
kangaroo	

W Is for Wagonpage 50

Colored pictures:

washing machine	watch
window	worm
walrus	wallet
wagon	

J Is for Jetpage 51

Circled pictures:

jet	jacket
juice	jeep
jar	juggler

Special Consonants.....page 52

- | | |
|-------|-------|
| 1. z | 5. Qu |
| 2. y | 6. Y |
| 3. qu | 7. Z |
| 4. x | 8. Y |

Hidden Word Apage 54

Short a words (act, ax, and, at, after, am, ask, as) are colored blue. The rest are colored orange. The hidden word is "ant."

Hidden Word Epage 55

Short e words (egg, end, elf, every, echo, elbow) are colored yellow. The rest are colored green. The hidden word is "egg."



Hidden Word I.....page 56

Short i words (in, it, is, if, into, itch, ink) are colored red. The rest are colored yellow. The hidden word is "ink."

Hidden Word O.....page 57

Short o words (on, of, ox, off, onto) are colored purple. The rest are colored orange. The hidden word is "ox."

Hidden Word U.....page 58

Short u words (up, under, upon, us, untie, unzip) are colored yellow. The rest are colored blue. The hidden word is "up."

Changing Initial Sounds: -ip ..page 60

- | | |
|------|------|
| 1. l | 3. h |
| 2. d | 4. r |

Rhyme: l (lip)

Changing Initial Sounds: -un .page 61

- | | |
|------|------|
| 1. r | 3. b |
| 2. s | 4. f |

Rhyme: s (sun)

Changing Initial Sounds: -ot ..page 62

- | | |
|------|------|
| 1. h | 3. p |
| 2. n | 4. d |

Rhyme: a hot pot

Changing Initial Sounds: -et...page 63

- | | |
|------|------|
| 1. j | 3. n |
| 2. v | 4. w |

Rhyme: a pet jet

Changing Initial Sounds: -at ..page 64

- | | |
|------|------|
| 1. c | 3. f |
| 2. b | 4. m |

Rhyme: a fat cat

Changing Vowel Sounds: h-t .page 65

- | | |
|------|------|
| 1. a | 3. o |
| 2. i | 4. u |

Rhyme: a hot hut

Changing Vowel Sounds: p-t .page 66

- | | |
|------|------|
| 1. a | 3. e |
| 2. i | 4. o |

Paragraph: Words that have been introduced include pot, pit, put, pet, and pat.

Changing Final Sounds: bu-...page 67

- | | |
|------|------|
| 1. d | 3. n |
| 2. g | 4. s |

Rhyme: a bug bus

Changing Final Sounds: ca- ..page 68

- | | |
|------|------|
| 1. b | 3. p |
| 2. n | 4. r |

Rhyme: a cat cab

Help! Our Bus Is Lost.....page 70

The colored "b" words form a black winding road.

Matching Beginning Sounds...page 71

- | | |
|--------|---------|
| 1. met | 4. dog |
| 2. nut | 5. sad |
| 3. pet | 6. tall |

Hidden Picturepage 72

The colored shapes form a red apple.

Matching Ending Sounds.....page 73

- | | |
|--------|--------|
| 1. men | 4. gas |
| 2. hop | 5. tag |
| 3. hat | 6. rub |

Short Vowel Soundspage 74

Colored pictures:

- | | |
|--------------|-------|
| 1. hat, fan | 7. u |
| 2. nest, net | 8. a |
| 3. six, pin | 9. o |
| 4. nut, cup | 10. i |

Matching Vowel Sounds.....page 75

- | | |
|---------|--------|
| 1. fox | 5. bat |
| 2. can | 6. pin |
| 3. desk | 7. bug |
| 4. cup | 8. hot |