Objective
The student will recognize rhyming words.

Materials
▶ Media player with rhyming songs
▶ Headphones
▶ Gloves
▶ Paper
▶ Crayons or markers

Activity
Students interact with rhyming songs.
1. Place the media player and headphones at the center. Provide each student with gloves, paper, and crayons.
2. The student puts on the gloves and headphones.
3. Listens to a rhyming song.
4. Interacts with the song (claps when the words rhyme).
5. Shakes head “no” when the words do not rhyme.
6. Draws pictures of one of the rhyming pairs in the song (e.g., cat and hat) on paper.
7. Teacher evaluation

Extensions and Adaptations
▶ Draw additional rhyming pictures to match the rhyme pair (e.g., rat).
▶ Illustrate other rhyming pairs.
Objective
The student will recognize rhyming words.

Materials
- Rhyme and time picture cards
  Select target rhymes.

Activity
Students match rhyming picture cards.
1. Separate and place the rhyme and time picture cards face down in two stacks on a flat surface.
2. Working in pairs, student one selects the top card from each stack and names the pictures (e.g., “fox, box”).
3. If a match is made, says "rhyme time" and keeps the pair. If a match is not made, returns the cards randomly to the appropriate stack and student two takes a turn.
4. Continue until all matches are made.
5. Peer evaluation

Extensions and Adaptations
- State a word or draw a picture that rhymes with the match.
- Match words with the same initial sound.
### Matching Rhyme Time

<table>
<thead>
<tr>
<th>Rhyme</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>hook</td>
<td>jar</td>
</tr>
<tr>
<td>boat</td>
<td>cook</td>
</tr>
<tr>
<td>car</td>
<td>goat</td>
</tr>
</tbody>
</table>

Rhyme and time picture cards: hook, jar, boat, cook, car, goat
Matching Rhyme Time

rhyme and time picture cards: box, frog, house, fox, dog, mouse
rhyme and time picture cards: cake, chain, sun, snake, train, run
Phonological Awareness

Matching Rhyme Time

rhyme and time picture cards: fan, hide, mop, pan, slide, hop
rhyme and time picture cards: stick, truck, rug, chick, duck, bug
Matching Rhyme Time

rhyme and time picture cards: bee, whale, hat, tree, tail, cat
Objective
The student will recognize rhyming words.

Materials
- Rhyming A-LOT-OH! boards
  Copy on card stock, cut out, and laminate.
- Rhyming picture cards
  Copy and cut out (Optional: For future use, suggest copying and laminating before cutting.)

Activity
Students match rhyming picture cards to picture boards.
1. Provide each student with a different Rhyming A-LOT-OH! board. Place rhyming picture cards face down in a stack.
2. Taking turns, student one selects the top picture card from the stack, names it (e.g., “coat”) and looks on his rhyming board for a match (i.e., boat).
3. If there is a match, says the rhyming word and places the picture on top of the picture on the board. If there is no match, or if the rhyming picture is already covered, returns the picture card to the bottom of the stack.
4. Continue until a student matches all of the pictures on a page or until all the cards in the stack are used.
5. Peer evaluation

Extensions and Adaptations
- Exchange rhyming boards and play again.
- Play using other picture cards.
Rhyming a-lot-oh! board: goat, cab, chair, lock, gum, horn, soap, map, moose
Rhyming A - LOT - OH!

Rhyming a-lot-oh! board: boat, clock, bed, duck, kite, crown, saw, feet, shell
Rhyming A - LOT - OH!
rhyming a-lot-oh! board: fan, skate, swing, dock, bib, mice, pig, vest, gold
Rhyming a-lot-oh! board: pan, glass, ring, nail, cone, star, bug, sheep, chick
Rhyming A – LOT – OH!

rhyming a-lot-oh! board: clap, coach, pea, skunk, grill, pool, tree, dish, cook
Rhyming A - LOT - OH!

rhyming a-lot-oh! board: mail, rain, rose, bride, top, frog, sink, fin, lamp
Rhyming picture cards: coat, crab, hair, rock, drum, corn, rope, snap, goose, float, sock, bread, truck, light, clown, paw, beet, bell
Rhyming A - LOT - OH!

rhyming picture cards: can, gate, wing, block, crib, dice, wig, nest, cold, man, grass, king, tail, bone, car, rug, jeep, stick
Rhyming picture cards: tap, roach, tea, trunk, hill, school, key, fish, book, snail, chain, nose, slide, stop, log, drink, chin, stamp
Objective
The student will recognize rhyming words.

Materials
- Pocket chart
- Rhyming picture cards
  Separate into two sets by the circle and triangle icons on the cards.
- Bag
  Place circle set in the bag.

Activity
Students match rhyming picture cards on a pocket chart.
1. Place the bag containing the circle set of rhyming picture cards next to the pocket chart. Display the triangle set of rhyming picture cards on the pocket chart.
2. Taking turns, student one selects a card from the bag, names the picture (e.g., “cook”), and looks for the rhyming match on the pocket chart.
3. Places it next to the rhyming picture on the pocket chart and names both pictures (i.e., “cook, hook”).
4. Reverse roles and continue until all matches are made.
5. Peer evaluation

Extensions and Adaptations
- Segment the onset and rime of matching pairs (e.g., /d/ /og/ and /l/ /og/).
- Sort pictures by initial sound.
Pocket Rhymes

rhyming picture cards: dog, bag, can, log, flag, fan
Pocket Rhymes

rhyming picture cards: fire, hook, school, tire, cook, pool
rhyming picture cards: dish, groom, bone, fish, broom, cone
rhyming picture cards: map, bear, door, cap, chair, four
Phonological Awareness

Pocket Rhymes

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rhyming picture cards: duck, cry, horn, truck, fly, corn
rhyming picture cards: crumb, tie, rake, thumb, pie, snake
rhyming picture cards: ice, skate, dice, plate
Objective
The student will recognize rhyming words.

Materials
► Pocket chart
► Rhyming picture header cards
► Rhyming picture cards

Activity
Students sort rhyming picture cards on a pocket chart.
1. Place the four rhyming picture header cards across the top row of the pocket chart. Place the rhyming picture cards face down in a stack.
2. Taking turns, students select the top card from the stack, name the picture (e.g., “mail”), and look for the rhyme match on the pocket chart.
3. Place the card in the correct column. Name all of the pictures in that column (i.e., “snail, pail, mail”).
4. Continue until all cards are sorted.
5. Peer evaluation

Extensions and Adaptations
► Play using other rhyming pictures.
► Complete closed sort using initial sound picture cards.
Rhyme Closed Sort

rhyming picture header cards: snake, bat, tree, snail
Rhyme Closed Sort

rhyming picture cards: steak, rake, cake, lake, bake
## Rhyme Closed Sort

<table>
<thead>
<tr>
<th>Knee</th>
<th>Bee</th>
<th>Tea</th>
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</thead>
<tbody>
<tr>
<td>Key</td>
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<td></td>
</tr>
<tr>
<td>Pea</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rhyming picture cards: knee, bee, tea, key, pea
Rhyme Closed Sort

Rhyming picture cards: cat, hat, mat, rat, pat
Rhyme Closed Sort

rhyming picture cards: nail, pail, tail, sail, mail
Rhyme Closed Sort

other rhyming picture cards: bug, rug, jug, plug, sheep, jeep
Rhyme Closed Sort

other rhyming picture cards: sleep, dice, rice, mice, cab, crab
Rhyme Closed Sort

other rhyming picture cards: lab, block, clock, lock, rock, sock
Rhyme Closed Sort

other rhyming picture cards: dog, frog, fog, log, jog
initial sound picture cards: peanut, purse, present, popcorn, peach, bee
Rhyme Closed Sort

initial sound picture cards: bat, bag, basket, bottle, gate, gum
Rhyme Closed Sort

Initial sound picture cards: glue, goat, hair, hat, house, hamburger
Rhyme Closed Sort

initial sound picture cards: hammer, horse, snail, star, submarine, spoon
Objective
The student will recognize rhyming words.

Materials
► Rhyming picture cards
► Paper plates or construction paper circles
► Scissors
► Glue
► Markers

Activity
Students group picture cards into rhyming sets.
1. Provide the student with the rhyming picture card pages, paper plates, scissors, glue, and a marker.
2. The student cuts out the pictures.
3. Groups rhyming pictures and glues in sets on paper plates.
4. Circles the matching rhyming picture sets.
5. Teacher evaluation

Extensions and Adaptations
► Use rhyming pictures from print media.
► Draw objects that rhyme.
Rhyme Pie

rhyming picture cards: bag, flag, tag, crown, clown, bell, shell, well
Rhyme Pie

Rhyming picture cards: moose, goose, caboose, hand, band, sand, ring, wing
Rhyming picture cards: king, hose, nose, rose
**Objective**
The student will recognize rhyming words.

**Materials**
- Rhyming picture cards
  
  *Select target rhymes.*

**Activity**

**Students match rhyming pairs of picture cards.**
1. Place the rhyming picture cards face down in rows.
2. Taking turns, students select two cards, name the picture on each (e.g., “crown, clown”), and determine if there is a match.
3. If there is a match, pick up the cards and place to the side. If cards do not match, return them to their original positions.
4. Continue until all rhyming pairs are made.
5. Peer evaluation

**Extensions and Adaptations**
- Sort cards on a pocket chart and review rhyming pairs.
- Play using initial sound picture cards.
Rhyme Memory Match

rhyming picture cards: cat, moon, book, hat, spoon, cook
Rhyme Memory Match

rhyming picture cards: bread, beach, can, thread, peach, pan
Rhyme Memory Match

Rhyming picture cards: bee, star, sock, knee, car, lock
Rhyme Memory Match

rhyming picture cards: clown, mouse, sheep, crown, house, jeep
rhyming picture cards: egg, one, bow, leg, sun, toe
Rhyme Memory Match

rhyming picture cards: mitten, key, bed, kitten, pea, sled
Rhyme Memory Match

rhyming picture cards: pie, dish, hose, tie, fish, nose
Rhyme Memory Match

initial sound picture cards: pig, penguin, monkey, motorcycle, kangaroo, key
Rhyme Memory Match

initial sound picture cards: toothbrush, tea, sock, soccerball, nail, net
initial sound picture cards: cupcake, comb, jump, jeans, uniform, United States
Rhyme Memory Match

initial sound picture cards: desk, doll, ox, octopus, dragon, deer
initial sound picture cards: guitar, gate, eagle, eleven, horse, head
Objective
The student will recognize rhyming words.

Materials
- Rhyming Game board
  *Copy on card stock, assemble, and laminate.*
- Rhyming picture cards
- Number cube
  *Copy on card stock and assemble.*
- Game pieces (e.g., counters)

Activity
Students match rhyming words while playing a game.
1. Place Rhyming Game board, number cube, and rhyming picture cards face up in rows on a flat surface. Place game pieces on the START space.
2. Taking turns, students roll the number cube and move game piece according to the number shown.
3. Name the picture where the game piece lands (e.g., “lamp”) and look at the cards to find a rhyming match.
4. If a match is made, say the match (i.e., “stamp, lamp”). If unable to make a match, then return the game piece to its previous space.
5. Continue until all students reach the END space.
6. Peer evaluation

Extensions and Adaptations
- Play using print media or illustrate additional picture cards.
- Play by stating rhyming words.
Rhyming Game

Pictures on the game board: pie, hand, hen, king, dish, jam
Rhyming picture cards: eye, sand, pen, ring, fish, ham
Rhyming Game

pictures on the game board: sheep, nut, wink, walk, skate, bow
rhyming picture cards: sleep, hut, sink, chalk, gate, snow
Rhyming Game

pictures on the game board: cat, lip, lamp, crib, lock, mop
rhyming picture cards: hat, ship, stamp, bib, dock, hop
Rhyming Game

Pictures on the game board: gum, paw, ball, mail, fox, bag
Rhyming picture cards: drum, straw, wall, sail, box, tag
1. Cut along solid line
2. Fold along dotted lines

number cube
Objective
The student will recognize and produce rhyming words.

Materials
► Rhyme picture book pages
► Stapler
► Crayons or markers

Activity
Students find two rhyming pictures and illustrate a third picture.
1. Place stapler and crayons at the center. Provide the student with a set of rhyme picture book pages.
3. Flips through the pages in the book and finds two pictures that rhyme.
4. Draws a picture of a word that rhymes with the two pictures on a blank page.
5. Chooses a crayon and marks a line across each picture as the picture name is said (Note: Uses a different color for each set of rhyming pictures).
6. Continues until there are three pictures for each rhyme.
7. Teacher evaluation

Extensions and Adaptations
► Exchange books with a partner and compare rhyming words.
► Make additional flip book pages.
Rhyme Flip Book

Rhyme picture book pages: pig, hat
Rhyme picture book pages: fan, jar
Rhyme Flip Book

rhyme picture book pages: bell, frog
Rhyme picture book pages: star, net
rhyme picture book pages: wet, wig
Rhyme Flip Book

rhyme picture book pages: dog, can
rhyme picture book pages: cat, well
blank flip book pages
Objective
The student will repeat and produce alliterative phrases.

Materials
► Media player with alliterative songs
► Headphones
► Gloves
  *Optional: Use paper hands on popsicle sticks*
► Paper
► Crayons or markers

Activity
Students interact with alliterative music.
1. Place the media player with alliterative recordings at the center. Provide student with gloves, paper, and crayons.
2. The student puts on the gloves and headphones.
3. Claps hands or finger taps to the beat.
4. Interacts with the song (repeats alliterative sentences).
5. Draws a picture illustrating an alliterative sentence on paper.
6. Teacher evaluation

Extensions and Adaptations
► Write and illustrate silly sentences.
► Develop an alliterative recording or video.
► Listen to and repeat alliterative (or silly) sentences with a partner.
► Change the initial sound to make another silly sentence (e.g., Seter Siper sicked a seck of sickled seppers.).
Alliteration Action

clapping hands
Objective
The student will produce alliterative phrases.

Materials
- Popular Pal cut-out
- Items for decorating (e.g., yarn for hair, wiggle eyes, buttons, etc.)
- Scissors
- Glue
- Crayons or markers

Activity
Students use their names and alliterative phrases to describe themselves and decorate their pals.

1. Provide the student with a Popular Pal cut-out, crayons, decorative items, scissors, and glue.
2. The student produces an alliterative phrase that matches her name and describes a self characteristic (e.g., “Happy Holly”). Students may also use “likes” to describe themselves (e.g., “Mikey likes milkshakes.”).
3. Decorates Popular Pal cut-out to illustrate the description or statement.
4. Teacher evaluation

Extensions and Adaptations
- Add other adjectives.
- Describe a friend.
Objective
The student will produce alliterative phrases.

Materials
► 12” by 18” construction paper
► Alphabet picture cards

Glue each alphabet picture card on separate pieces of construction paper.
► Items for decorating (e.g., yarn for hair, wiggle eyes, buttons, etc.)
► Binder (e.g., plastic spirals or book rings)

Create a Big Book using 28 pieces of 12” by 18” construction paper—one for the cover, one for the backing, and one for each letter that the student illustrates.
► Scissors
► Glue
► Crayons or markers

Activity
Students say and illustrate an alliterative phrase based on a target sound picture.
1. Provide the student with a piece of construction paper labeled with a target initial sound picture card, crayons or markers, items for decorating, scissors, and glue.
2. The student names picture and says initial sound (e.g., “banana, /b/”).
3. Creates an alliterative sentence for the sound of the letter on her page.
4. Illustrates the sentence using decorative items. For example, if the student’s target sound picture begins with /b/ she might make an illustration for the sentence, “Baker Bob bakes brown bread.”
5. Teacher evaluation

“Baker Bob bakes brown bread.”

Extensions and Adaptations
► Extend the alliterative descriptions to include words using other target sounds (e.g., /sh/, /ch/).
alphabet picture cards:
ant, ball, cat, dog, elephant, fish, goat, horse
alphabet picture cards:
inch, jar, kite, lamp, mouse, necklace, octopus, pig
alphabet picture cards:
queen, rug, sun, tiger, umbrella, vet, wagon, x-ray
### Silly Sentence Big Book

<table>
<thead>
<tr>
<th>alphabet picture cards: yarn, zebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>[image of yarn]</td>
</tr>
<tr>
<td>[image of zebra]</td>
</tr>
</tbody>
</table>
Objective
The student will segment sentences into words.

Materials
▶ Nursery rhyme picture cards
  Write the number of words in the first sentence of each rhyme on the back of each card.
▶ Interlocking cubes

Activity
Students count the words in sentences and stack interlocking cubes to equal the number of words counted.
1. Place nursery rhyme picture cards face up in a stack. Place the cubes on a flat surface.
2. The student selects the top nursery rhyme picture card and says the rhyme.
3. Repeats the first sentence and stacks the number of cubes to equal the number of words (e.g., “Humpty Dumpty sat on a wall.” There are six words in the sentence and the student stacks six cubes).
4. Places the stack of cubes below the matching picture.
5. Turns card over and checks the number on the back to see if it corresponds to the number of cubes.
6. Continues until all nursery rhyme cards are used.
7. Self check

Extensions and Adaptations
▶ Name the rhyme that has the most words in the first sentence.
▶ Make other nursery rhyme cards to use in the activity.
nursery rhyme picture cards:
humpty dumpty, eency-weency spider, london bridge, twinkle, twinkle little star
nursery rhyme picture cards:
five little speckled frogs, jack and jill, jack be nimble, star light star bright
nursery rhyme picture cards: hey diddle diddle, little boy blue
Objective
The student will segment sentences into words.

Materials
- Media player with script recorded
- Headphones or earbuds
- Sentence Game board
  Copy on card stock, assemble, and laminate.
- Game pieces (e.g., counters)

Activity
Students count words in sentences while playing a listening game.
1. Place the media player with script recorded and headphones at the center. Place the Sentence Game board on a flat surface. Place game pieces on the START space.
2. Students put on the headphones and listen to the directions on the media player.
3. Taking turns, students listen to the sentence once. Listen again while moving the game piece one space per word.
4. Continue until all students reach the END space.
5. Peer evaluation

Extensions and Adaptations
- Listen to and extend sentences to advance more spaces (e.g., “Puppies are cute.” Student expands to, “The spotted puppies are super cute.”).
- Play using additional sentences.
Teacher Script

Preparation:
Record each item and allow time for student to move game piece, or instruct student to pause the media player before listening to the next sentence.
Please note: It is important to say sentences at an even rate; not to emphasize each word.

Teacher begins recording:
I will say a sentence two times. The first time I will say “listen” and you will listen very carefully. Then I will say “listen and move.” I will repeat the sentence and you will move your game piece one space for every word I say. After you have taken your turn, it will be the next player’s turn. If you run out of sentences and still have not reached the end, rewind the tape and play the sentences again.

Place your game pieces on “start” and let’s begin.

Listen: Puppies are cute.
Listen and move: Puppies are cute.

Listen: Cookies are easy to bake.
Listen and move: Cookies are easy to bake.

Listen: Reading is fun.
Listen and move: Reading is fun.

Listen: The man wore a hat.
Listen and move: The man wore a hat.

Listen: He laughed.
Listen and move: He laughed.

Listen: She helped the teacher.
Listen and move: She helped the teacher.

Listen: It was raining.
Listen and move: It was raining.

Listen: I sang.
Listen and move: I sang.

Listen: The baby cried.
Listen and move: The baby cried.

Listen: He saw his mother.
Listen and move: He saw his mother.

Listen: Squirrels climb trees.
Listen and move: Squirrels climb trees.

Listen: Grandpa rode the train.
Listen and move: Grandpa rode the train.

Listen: My sister danced.
Listen and move: My sister danced.
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Sentence Game

Listen: All animals eat.
Listen and move: All animals eat.

Listen: The sun was bright.
Listen and move: The sun was bright.

Listen: Mice are nice.
Listen and move: Mice are nice.

Listen: Birds fly.
Listen and move: Birds fly.

Listen: Mike ran home.
Listen and move: Mike ran home.

Listen: A balloon floated high.
Listen and move: A balloon floated high.

Listen: Grandmother hugs me.
Listen and move: Grandmother hugs me.

Listen: The children played games.
Listen and move: The children played games.

Listen: We wear coats.
Listen and move: We wear coats.

Listen: Mom cooks.
Listen and move: Mom cooks.

Listen: She pets the cat.
Listen and move: She pets the cat.

Listen: Fish swim in the pond.
Listen and move: Fish swim in the pond.

Listen: An elephant is big.
Listen and move: An elephant is big.

Listen: Dogs chase cats.
Listen and move: Dogs chase cats.

Listen: I like to read.
Listen and move: I like to read.

Listen: We eat lunch at noon.
Listen and move: We eat lunch at noon.

Listen: A giraffe is tall.
Listen and move: A giraffe is tall.
Objective
The student will segment sentences into words.

Materials
► Media player with recorded scripts
► Headphones or earbuds
► Sentence Graph
► Pencil

Activity
Students count and graph words while listening to recorded sentences.
1. Place the media player with recorded scripts and headphones at the center. Provide the student with a Sentence Graph.
2. The student puts on the headphones and listens to the directions.
3. Listens to the sentence. Listens again while marking one box per word. Listens a third time while checking marks.
4. Continues until Sentence Graph is complete.
5. Teacher evaluation

Extensions and Adaptations
► Graph other sentences.
► Make and use other graphs.
Teacher Script

Preparation:
Record each item and allow time for student to answer, or instruct student to pause the media player before listening to the next sentence.
Please note: It is important to say sentences at an even rate; not to emphasize each word.

Teacher begins recording:
On your student sheet you will find 12 pictures. I will say “find a picture.” You will put your pencil in the first box next to that picture. I will then say a sentence three times. The first time I will say “listen” and you will listen very carefully. Then I will say “mark” and I will repeat the sentence. You will put one “X” in a box for every word I say. The first “X” goes in the box under number 1, the second “X” goes in the box under number 2, and so on. Then I will say “listen and check.” I will say the sentence a third time while you check your marks.

Let’s try one.
Find the jet. When you find it, put your pencil in the box next to it.
Listen: The jet was very loud.
Mark: The jet was very loud.
Listen and check: The jet was very loud.
Did you make five “X’s”?

Now we will begin.
Find the dog.
Listen: The dog is brown with white spots.
Mark: The dog is brown with white spots.
Listen and check: The dog is brown with white spots.

Find the baseball.
Listen: The team ran to the playground to play baseball.
Mark: The team ran to the playground to play baseball.
Listen and check: The team ran to the playground to play baseball.

Find the insect.
Listen: Insects always have three body parts and six legs.
Mark: Insects always have three body parts and six legs.
Listen and check: Insects always have three body parts and six legs.

Find the flower.
Listen: Yellow and blue flowers grew in the yard.
Mark: Yellow and blue flowers grew in the yard.
Listen and check: Yellow and blue flowers grew in the yard.
Find the clown.
Listen: Clowns wear funny clothes and shoes.
Mark: Clowns wear funny clothes and shoes.
Listen and check: Clowns wear funny clothes and shoes.

Find the book.
Listen: She likes to read every night before going to sleep.
Mark: She likes to read every night before going to sleep.
Listen and check: She likes to read every night before going to sleep.

Find the cat.
Listen: The cat jumped over the log.
Mark: The cat jumped over the log.
Listen and check: The cat jumped over the log.

Find the zebra.
Listen: We saw a zebra at the zoo.
Mark: We saw a zebra at the zoo.
Listen and check: We saw a zebra at the zoo.

Find the flag.
Listen: There are fifty stars on the flag.
Mark: There are fifty stars on the flag.
Listen and check: There are fifty stars on the flag.

Find the cake.
Listen: Grandmother will bake a special chocolate cake for my birthday.
Mark: Grandmother will bake a special chocolate cake for my birthday.
Listen and check: Grandmother will bake a special chocolate cake for my birthday.
# Phonological Awareness

## Sentence Graph

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</table>
Objective
The student will segment syllables in words.

Materials
- Student photographs
  Make multiple copies.
- Clapping hands
  Copy twice, cut, attach to popsicle sticks, and decorate.
- Student sheet
- Glue
- Pencils

Activity
Students clap and chart the number of syllables in classmates’ names.
1. Place student photographs, glue, and clapping hands at the center. Provide each student with a student sheet.
2. Taking turns, students name a classmate, find the classmate’s photograph, and glue it on his student sheet.
3. Use the “clapping hands” to count the syllables in the name.
4. Say the name again while segmenting each syllable. Make an “X” in each box for every corresponding syllable.
5. Continue activity until student sheets are complete.
6. Teacher evaluation

Extensions and Adaptations
- Sort cards on a pocket chart and review rhyming pairs.
- Play using initial sound picture cards.
Clapping Names

clapping hands
Objective
The student will segment syllables in words.

Materials
► Animal picture header cards
► Three shoeboxes or containers
  Attach each animal picture header card to a shoebox.
► Two-to-four syllable picture cards

Activity
Students count the syllables in words and place cards in corresponding boxes.
1. Place the shoeboxes left to right (i.e., lion, octopus, alligator) at the center. Place the two-to-four syllable picture cards face down in a stack.
2. Taking turns, students select the top card, name the picture, and clap the syllables.
3. “Feed” the picture card to the “hungry animal” with the same number of syllables (e.g., place the picture of the hamburger in the octopus box).
4. Continue until all picture cards are fed to the animals.
5. Peer evaluation

Extensions and Adaptations
► Make and use other two-to-four syllable picture cards.
Feed the Animals

animal picture header cards
syllable picture cards: pretzel-2, candy-2, cookies-2, carrot-2, apple-2, lettuce-2
Feed the Animals

syllable picture cards:
banana-3, cereal-3, tomato-3, hamburger-3, lollipop-3, spaghetti-3
syllable picture cards:
cauliflower-4, pepperoni-4, harmonica-4, motorcycle-4, watermelon-4, macaroni-4
Objective
The student will segment syllables in words.

Materials
► Hopscotch board
   Use a hopscotch mat, tape off a hopscotch board, or draw with sidewalk chalk.
► One-to-five syllable picture cards

Activity
Students segment the syllables in a word and hop to the corresponding number.
1. Place the cards face down in a stack. Arrange the hopscotch board on the floor.
2. Taking turns, student one selects the top card, names the picture, segments it into syllables, and counts the number of syllables (e.g., “hamburger...ham-bur-ger...three syllables”).
3. Student two repeats the segments and hops to the corresponding number.
4. Reverse roles and continue until all picture cards are used.
5. Peer evaluation

Extensions and Adaptations
► Use other one-to-five syllable picture cards.
Syllable Hopscotch

syllable picture cards: king-1, fork-1, lock-1, top-1, soap-1, tire-1
syllable picture cards:
stapler-2, pocket-2, bacon-2, caboose-2, spaghetti-3, popsicle-3
Phonological Awareness

Syllable Hopscotch

syllable picture cards:
hamburger-3, tornado-3, gorilla-3, television-4, caterpillar-4, tarantula-4
Syllable Hopscotch

syllable picture cards: thermometer-4, rhinoceros-4, hippopotamus-5
Objective
The student will segment syllables in words.

Materials
► One-to-four syllable picture cards
► Student sheet
► Scissors
► Glue

Activity
Students count syllables in words and graph them.
1. Place scissors and glue at the center. Provide the student with a student sheet and picture cards page.
2. The student cuts apart the pictures and places them in a stack.
3. Selects the top card from the stack and names it. Says it again while finger tapping to count the syllables in the word.
4. Glues the picture above the corresponding number on the graph.
5. Continues until student sheet is complete.
6. Teacher evaluation

Extensions and Adaptations
► Sort words by number of phonemes.
► Make other syllable pictures to graph.
► Use student pictures to graph.
syllable picture cards: wolf-1, foot-1, dress-1, cloud-1, ice-1, flower-2, monkey-2, dragon-2, crayon-2, iron-2, basketball-3, microscope-3, lollipop-3, triangle-3, newspaper-3, watermelon-4, helicopter-4, harmonica-4, tarantula-4
Objective
The student will segment and blend syllables in words.

Materials
► One-to-four syllable picture cards

Activity
Students segment and blend syllables in words using picture cards.
1. Place the picture cards face down in a stack on a flat surface.
2. Working in pairs, student one selects the top card and names the picture. Says the word again, pausing between syllables, while student two holds a finger up for each syllable (e.g., student one says “har-mon-i-ca” and student two raises four fingers).
3. Student two says how many syllables the word has and blends the word (e.g., “four syllables – harmonica”).
4. Reverse roles and continue until all cards are used.
5. Peer evaluation

Extensions and Adaptations
► Use phonic phones or make small construction paper megaphones to segment sounds.
► Use simple puppets (e.g., made out of paper bags or socks) to say syllables in words.
► Graph or categorize the picture cards by number of syllables.
### Syllable Say

<table>
<thead>
<tr>
<th>Scarf-1</th>
<th>Shoe-1</th>
<th>Kite-1</th>
<th>Plant-1</th>
<th>Clock-1</th>
<th>Spider-2</th>
</tr>
</thead>
</table>

**syllable picture cards:** scarf-1, shoe-1, kite-1, plant-1, clock-1, spider-2
syllable picture cards: zipper-2, balloon-2, peanut-2, dragon-2, rainbow-2, button-2
Syllable Say

syllable picture cards: giraffe-2, parachute-3, octopus-3, domino-3, family-3, dinosaur-3
### Syllable Say

Syllable picture cards:
- Computer-3, Watermelon-4, Tarantula-4, Harmonica-4, Helicopter-4, Caterpillar-4
**Objective**

The student will segment and blend onsets and rimes in words.

**Materials**

- Onset and rime picture cards

**Activity**

**Students use onset clues to guess the picture card.**

1. Place the cards face down in a stack on a flat surface.
2. Taking turns, one student selects and places three cards face up on the table.
3. Says the onset for one of the picture cards (e.g., “This word begins with /b/.”).
4. The first student to find the picture for that onset and say the rime (e.g., “/ed/”) gets that card. All students say the full name of the target picture (e.g., “bed”). The two remaining cards are placed at the bottom of the stack.
5. Continue until all cards are used.
6. Peer evaluation

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**Applications**

- Play by naming a matching rhyming word.
onset and rime picture cards: yarn, skunk, bed, ring, duck, lamp
onset and rime picture cards: kite, jam, map, pan, hop, tub
onset and rime picture cards: nut, game, fork, queen, wall, vase
Objective
The student will segment, blend, and match onsets and rimes in words.

Materials
► Rime House work board
  *Copy six times on card stock and laminate.*
► Rime picture header cards
  *Glue one header card in the top section of each of the six Rime House work boards.*
► Onset and rime picture cards

Activity
Students match rime picture cards to corresponding Rime House.
1. Place the six Rime House work boards and the onset and rime picture cards face down in a stack on a flat surface.
2. Taking turns, students name each picture header card, and segment the onset and rime (e.g., “cat, /k//at/”).
3. Repeat the rime (i.e., “/at/”), select the top card, look at the target rime pictures, and place the picture on the matching Rime House.
4. Continue until all rime cards are sorted onto corresponding Rime House.
5. Peer evaluation

Extensions and Adaptations
► Use other rimes.
rime house work board
rime picture header cards: cat, dog, bug, mop, map, pig
onset and rime picture cards: hat, mat, bat, rat, log, fog, jog, frog
onset and rime picture cards: rug, hug, jug, plug, hop, top, chop, stop
onset and rime picture cards: cap, clap, lap, tap, dig, wig, twig, big
Objective
The students will segment, blend, and match onsets and rimes in words.

Materials
- Detective hat or detective hat pattern
  *Enlarge, copy twice, color, laminate, and attach to headband.*
- Two magnifying glasses
- Rime picture boards
  *Copy on card stock, cut on the outside line, and laminate.*
- Rime picture cards
  *Copy on card stock and cut apart.*

Activity
Students match rimes while playing a detective game.
1. Place rime picture cards face down in a stack. Place rime picture boards on a flat surface.
   Students put on detective hats and hold magnifying glasses.
2. Taking turns, student one selects the top card and silently names the picture (e.g., cat). Then, orally segments the word into onset and rime (i.e., "/k/ /at/").
3. Student two says the word by blending the sounds (i.e., “cat”) and uses a magnifying glass to search on the rime picture board for the picture with the matching rime.
4. Names the matching rime board picture, orally segments the word into onset and rime (i.e., “hat, /h/ /at/”), places card on the picture, and says, “Mystery solved!”
5. Reverse roles and continue until all cards are placed on rime board.
6. Peer evaluation

Extensions and Adaptations
- Write rhyming rebus sentences using the small rime picture cards.
detective hat
rime picture board: man, hen, nest, knee, jet, dig, mat, pop, dog, pet, mouse, pen, hip, hat, can, bone
Sound Detective

rime picture board: mop, ring, wall, bug, wheel, hole, goat, dish, lip, swing, zip, clock, pig, star, wheat, moon
Sound Detective

rime picture board: mop, ring, wall, bug, wheel, hole, goat, dish, lip, swing, zip, clock, pig, star, wheat, moon

card list: van, net, log, ship, men, twig, wet, cat, vest, house, bee, bat, fan, hop, ten, cone
rime picture cards: top, heel, chip, wig, king, pole, string, rock, ball, boat, rip, meat, mug, fish, car, spoon
Objective
The student will manipulate onsets and rimes in words.

Materials
- Onset and rime picture cards

Activity
Students use onset and rime clues to guess words.
1. Place onset and rime picture cards face down in a stack on a flat surface.
2. Working in pairs, student one selects the top card so that student two cannot see it.
3. Gives clues one at a time describing onset and rime (e.g., “It begins with /r/ and rhymes with bug.”) until student two guesses a word (i.e., “rug”).
4. If correct, student one gives card to student two. If incorrect, student one gives another clue.
5. Reverse roles and continue until all picture cards are used.
6. Peer evaluation

Clue 1: “It begins with /r/ and rhymes with bug.”
Clue 2: “It begins like "ran" and ends like tug.”
Clue 3: “It ends with /ug/ and begins like robot.”

"Rug!"

Extensions and Adaptations
- Play using other picture cards (e.g., draw or cut pictures from print resources).
- Play with all picture cards face up in rows.
onset and rime picture cards: mop, bat, fox, ball, book, cake
Phonological Awareness

Guessing Game

onset and rime picture cards: bear, duck, rug, moon, nail, pot
**Objective**

The student will match initial phonemes in words.

**Materials**

- Initial sound picture cards
  - *Make two copies for a total of 12 cards.*
- Cards
- Pocket Chart

**Activity**

Students determine which words have the same initial sound and place a ◯ card over the picture that does not.

1. Place initial sound picture cards with the same numbers in separate rows on the pocket chart.
   - Place the ◯ cards face up in a stack.
2. Taking turns, students name the pictures in a given row and say each initial sound (e.g., “house /h/, helicopter /h/, zebra /z/”).
3. Place the ◯ card over the picture that does not have the same initial sound as the other two cards (i.e., zebra).
4. Continue until one picture on each row is covered by a ◯ card.
5. Peer evaluation

**Extensions and Adaptations**

- Make up own words that have the same initial, medial, or final sound.
### One Card out

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</table>

Initial sound picture cards: house, zebra, helicopter, lion, goat, lizard
Phonological Awareness

initial sound picture cards: fan, popsicle, parrot, bed, bug, window
### Phonological Awareness

**One Card out**

<table>
<thead>
<tr>
<th>5</th>
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<tbody>
<tr>
<td><img src="image1" alt="Turkey" /></td>
<td><img src="image2" alt="Pencil" /></td>
<td><img src="image3" alt="Turtle" /></td>
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<td><img src="image4" alt="Hand" /></td>
<td><img src="image5" alt="Ladder" /></td>
<td><img src="image6" alt="Lamp" /></td>
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</tbody>
</table>

Initial sound picture cards: turkey, pencil, turtle, hand, ladder, lamp
### Phonological Awareness

**One Card Out**

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<tr>
<th>Card 1</th>
<th>Card 2</th>
<th>Card 3</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Balloon" /></td>
<td><img src="image2.png" alt="Bike" /></td>
<td><img src="image3.png" alt="Clown" /></td>
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<tr>
<th>Card 4</th>
<th>Card 5</th>
<th>Card 6</th>
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<tbody>
<tr>
<td><img src="image4.png" alt="Bracelet" /></td>
<td><img src="image5.png" alt="Paint" /></td>
<td><img src="image6.png" alt="Penny" /></td>
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</table>

8 8 8

Initial sound picture cards: balloon, bike, clown, bracelet, paint, penny
initial sound picture cards: violin, needle, nose, grapes, skateboard, grass
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Objective
The student will match initial phonemes in words.

Materials
► Construction paper
    Make two “faces” – one happy and one sad.
    Label the happy face “Sound Snacker” (target sound) and label the sad face “Sound Smacker.”
► Two plastic containers, baskets, or trash cans with swinging lids
    Attach a face to the front of each container.
► Initial sound picture cards
    Choose a target picture (e.g., monkey) and attach it to the “Sound Snacker” container.
► Non-target initial sound picture cards

Activity
Students sort objects by initial sounds into containers.
1. Place the sorting containers and picture cards face down in a stack at the center.
2. Taking turns, students select the top card, name it, and say its initial sound (e.g., “moon, /m/”).
   Determine if initial sound matches target sound (i.e., /m/).
3. If it matches, place picture card in Sound Snacker container. If it does not match, place in Sound Smacker container.
4. Continue until all picture cards are sorted.
5. Peer evaluation

Extensions and Adaptations
► Use target and non-target initial sound objects.
► Use final and medial target and non-target sound objects.
► Sort objects that do and do not have the same rime.
initial sound picture cards: monkey, mice, mat, motorcycle, moon, mirror
initial sound picture cards: mitten, mop, moth, map, moose, milk
Feed the Animals

Non-target initial sound picture cards: flower, pie, crayon, fox, lion, table
Phonological Awareness

Feed the Animals

non-target initial sound picture cards: flower, pie, crayon, fox, lion, table

syllable picture cards: cauliflower-4, pepperoni-4, harmonica-4, motorcycle-4, watermelon-4, macaroni-4
**Objective**
The student will match initial phonemes in words.

**Materials**
- Sound Train engine and caboose
- Sound Train cars
  - *Copy five times.*
- Construction paper
  - *Use as the platform.*
- Initial sound objects or picture cards
  - *Choose a target picture (e.g., toothbrush) and attach it to the train engine.*
- Non-target initial sound objects or picture cards

**Activity**
Students sort objects by target initial sound on the sound train.
1. Place the engine, cars, and caboose in a line on a flat surface. Place the platform and objects at the center.
2. Taking turns, students select an object, name the object, and say the initial sound (e.g., “tiger, /t/”). Determine if initial sound matches target sound (i.e., /t/).
3. If it matches, place object on a train car. If it does not match, place on the platform.
4. Continue until all objects are sorted.
5. Peer evaluation

**Extensions and Adaptations**
- Include objects with digraphs as initial sounds.
- Use final or medial target and non-target sound picture cards.
sound train engine and caboose
Sound Train cars
initial sound picture cards: tiger, toothbrush, turkey, tie, two, ten
Phonological Awareness

Sound Train

initial sound picture cards: tree, table, turtle, toothpaste, train, ticket
non-target initial sound picture cards: six, fish, slide, heart, wall, sock
Phonological Awareness

Phoneme Matching

Objective
The student will match initial phonemes in words.

Materials
- Backpack
  Make two copies on card stock and laminate.
- Initial sound objects or picture cards
  Choose one picture for each target sound and attach it to the top flap of the backpack (e.g., car, dragon).

Activity
Students sort objects by initial sound on the backpacks.
1. Place backpacks and initial sound objects at the center.
2. Taking turns, students select an object, name the object, and say the initial sound (e.g., “cow, /k/”).
3. Determine which target sound picture (i.e., /k/ or /d/) matches the selected object. Place object on the corresponding backpack.
4. Continue until all objects are sorted.
5. Teacher evaluation

Extensions and Adaptations
- Add non-target sound pictures or objects.
backpack
Pack - A - Backpack

initial sound picture cards: car, carrot, cloud, cat, cow, comb
initial sound picture cards: crayon, coat, dog, door, duck, dragon
initial sound picture cards: deer, donut, doll, dice, drum, domino
Objective
The student will match initial phonemes in words.

Materials
► Initial sound picture cards

Activity
Students group initial sound pictures while playing a Go Fish game.
1. Mix picture cards into three separate and equal stacks. Each student gets one stack and the remaining stack is the “pond.”
2. Working in pairs, students name their cards, pair by initial sound, and put aside the matching sets.
3. Student one looks at his remaining cards and asks for a picture card that begins with a certain letter-sound (e.g., “Do you have a picture that begins with /r/?”).
4. If yes, student one takes the card, names the card, and says the initial sound of both pictures, places match aside, and takes another turn. If no, student two says, “Go fishing for a match!”
5. Student one then selects a card from the “pond.”
6. Continue until all cards are matched.
7. Peer evaluation

Extensions and Adaptations
► Play with other initial sound picture cards.
initial sound picture cards: bear, cat, dog, banana, car, duck
initial sound picture cards: fence, goat, hat, fish, garden, horse
K-1 Student Center Activities: Phonological Awareness

Phoneme Go Fish

<table>
<thead>
<tr>
<th>Jacket</th>
<th>Kangaroo</th>
<th>Leaf</th>
<th>Jam</th>
<th>King</th>
<th>Lunchbox</th>
</tr>
</thead>
</table>

initial sound picture cards: jacket, kangaroo, leaf, jam, king, lunchbox
initial sound picture cards: necklace, penny, quilt, nickel, piano, queen
initial sound picture cards: raccoon, seahorse, turtle, ring, sandwich, tooth
initial sound picture cards: vase, yo-yo, zipper, van, yarn, zebra
ant, apple, alligator, ax, ape, apron
### Phoneme Go Fish

<table>
<thead>
<tr>
<th>Acorn</th>
<th>Alien</th>
<th>Beach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banana</td>
<td>Backpack</td>
<td>Camel</td>
</tr>
</tbody>
</table>

**Words:**
- acorn
- alien
- beach
- banana
- backpack
- camel
cane, candle, carrot, doughnut, dragon, deer
door, egg, elf, elbow, envelope, equal

2 + 2 = 4
Phoneme Go Fish

eagle, easel, eat, four, finger, feather

ʒ, easel, eat, four, finger, feather
Phonological Awareness

Phoneme Go Fish

PA. 029
Phoneme Go Fish

- hippopotamus
- horse
- hammer
- inch
- igloo
- ice
Phonological Awareness

Phoneme Go Fish

iron, jump, juice, jacket, jacks, kangaroo
Phoneme Go Fish

key, kick, kite, ladder, lamp, lion
leash, mailbox, map, match, mirror, nail
necklace, needle, nurse, octopus, ox, olive
Phoneme Go Fish

1. ostrich
2. open
3. oatmeal
4. pretzel
5. pillow
6. pear

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piano, quill, queen, question, quarter, rabbit
Phonological Awareness

Phoneme Go Fish

read, rainbow, ruler, sandwich, saw, seven
Phoneme Go Fish

umpire, unicorn, unicycle, valentine, vacuum, vest
volcano, wagon, wallet, watch, window, yarn
Phonological Awareness

Phoneme Go Fish

yawn, yo-yo, yak, zebra, zero, zipper
zoo, arm, armadillo, whale, wheelchair, whistle
web, shark, shell, ship, shoe, thermometer
thimble, thorn, thirty, check, chin, cheese
chimney, owl, ouch
Objective
The student will match initial phonemes in words.

Materials
► Domino picture cards

Copy on card stock, cut, and laminate.

Activity
Students match pictures with the same initial sound while playing a domino game.
1. Scatter domino picture cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table, names the picture on the other side of the domino and says its initial sound (i.e., “plant, /p/”).
3. Looks for a domino with a picture that has the same initial sound, names it, and says its initial sound (i.e., “pig, /p/”). Connects the two dominoes.
4. Student two names the picture on the other side of the domino (i.e., “six”), says its initial sound (i.e., “/s/”), and finds the domino with the matching sound. Names the picture and says its initial sound (i.e., “sun, /s/”). Connects it to the domino.
5. Continue until all dominoes are connected.
6. Peer evaluation

Extensions and Adaptations
► Make and use medial sound dominoes.
Phonological Awareness

Phoneme Dominoes

PA. 030

domino picture cards: START/plant, pig/six, sun/dress, duck/brush, bell/inch, igloo/ten

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K-1 Student Center Activities: Phonological Awareness
Phoneme Dominoes

domino picture cards: tent/kite, kiss/flag, fox/apple, ant/clock, cat/bus, box/mop
domino picture cards: map/nest, needle/lamp, ladder/STOP
Phonological Awareness

Phoneme Dominoes

blank domino cards
Objective
The student will match initial phonemes in words.

Materials
- Alphabet sound picture cards
- 26 Small brown paper bags
  - Glue a sound picture card to each bag.
- Print resources (e.g., magazines and catalogs)
- Scissors

Activity
Students identify and sort pictures by initial sounds into labeled bags.
1. Alphabetize the paper bags in a line on a flat surface. Place print resources and scissors at center.
2. Students cut out magazine pictures that match the target initial sounds on the bags.
3. Taking turns, students name each cut-out picture and say its initial sound (e.g., “duck, /d/”).
4. Find the corresponding bag, name the picture, say its initial sound (i.e., “dinosaur, /d/”), and place picture in bag.
5. Continue until cut-out pictures are sorted.
6. Teacher evaluation

Extensions and Adaptations
- Check pictures in bags during whole group activity.
- Use pictures to make class sound book.
- Sort pictures by final sounds.
alphabet sound picture cards:
apple, ball, camera, dinosaur, egg, fan, gorilla, hug, igloo
alphabet sound picture cards:
jug, kangaroo, lion, monkey, nose, ostrich, popcorn, queen, robot
alphabet sound picture cards:
- snail
- tiger
- umbrella
- vacuum
- wheel
- x-ray
- yak
- zipper
Objective
The student will match final phonemes in words.

Materials
- Final sound picture boards
- Final sound picture cards

Activity
Students count the syllables in words and place cards in corresponding boxes.
1. Place final sound picture cards face down in a stack on a flat surface. Provide each student with a different picture board.
2. Taking turns, students select the top card, name it, and say its final sound (e.g., “swim, /m/”).
3. Find the picture on the board with the same final sound and name it (i.e., “vacuum, /m/”). Place the card on that picture.
4. Continue until all pictures are matched.
5. Peer evaluation

Extensions and Adaptations
- Exchange picture boards and repeat activity.
- Make and use other target picture boards.
- Use objects with corresponding final sounds to match to pictures on boards.
Final Sound Picture Board: eight, violin, bike, well, pie, soap
Final Sound Match-Up

Picture Board

final sound picture board: kangaroo, key, nose, tiger, gorilla, vacuum
final sound picture board: ostrich, rainbow, bread, cube, ring, bag
Final Sound Match-Up

Picture Board

final sound picture board: stove, brush, car, tooth, wolf, octopus
final sound picture cards:
peanut, pen, clock, nickel, butterfly, map, igloo, baby, cheese, zipper, umbrella, swim
Final Sound Match-Up

- Watch
- Cub
- Card
- Radio
- Swing
- Log
- Cave
- Fish
- Star
- Bath
- Elf
- Kiss

**Note:** The image contains a table with illustrations and corresponding words for each cell, indicating the final sound match-up activity.
Final Sound Match-Up

Blank Picture Board
Objective
The student will match final phonemes in words.

Materials
► Final sound picture cards
  *Cut out picture wedges to use as target sounds.*
► Construction paper circles or paper plates
► Print resources (e.g., magazines and catalogs)
► Scissors
► Glue

Activity
Students group pictures containing the same final sound creating a collage.
1. Provide the student with one target sound picture and paper circle. Place print resources, scissors, and glue at the center.
2. The student glues the target sound picture on the paper circle. Names the picture and says its final sound (e.g., “dog, /g:/”).
3. Finds and cuts out pictures from print resources that have the same final sound as the target picture. Names the picture and says its final sound (e.g., “mug, /g:/”).
4. Glues pictures to paper circles.
5. Continues until at least six pictures are glued on the circles.
6. Teacher evaluation

Extensions and Adaptations
► Use a different final sound picture card.
► Use target initial and medial sounds.
final sound picture cards: dog, girl, farm, map, ant, bus
Objective
The student will match medial phonemes in words.

Materials
- Paper bag
- Pairs of objects with the same medial sounds
  Place one object from each pair in the bag.

Activity
Students match objects with the same medial sound.
1. Place the bag and the objects at the center.
2. Taking turns, student one pulls out an object, names it, and says the medial sound (e.g., “comb, /ō/”).
3. Student two finds the object that has the matching medial sound, names it, and says the medial sound (i.e., “goat, /ō/”). Puts the matching pair aside.
4. Continue until all objects are paired.
5. Peer evaluation

Extensions and Adaptations
- Use initial or final sound objects.
- Use medial sounds of a pair of objects as clues and partner identifies objects.
**Objective**
The student will match medial phonemes in words.

**Materials**
- Poster board
  *Draw a T-chart.*
- Medial sound header cards
  *Place at the top of the T-chart.*
- Medial sound picture puzzles
  *Copy on card stock and cut.*

**Activity**
Students sort medial sound pictures and assemble to create puzzles.
1. Place the T-chart on a flat surface. Scatter the pieces of the medial sound picture puzzles around the chart.
2. Taking turns, students select a puzzle picture, name the picture, and say its medial sound (e.g., “mail, /ā/”). Place in column under corresponding header card (i.e., cake).
3. Continue until all pieces are placed under corresponding header card. Assemble each puzzle.
4. Peer evaluation

**Extensions and Adaptations**
- Illustrate other pictures with the same medial sounds as those on the student T-chart.
- Make other target sound picture puzzles to match.
medial sound header cards: bird, cake
medial sound picture cards: nurse, shirt, girl, dirt, third, surf, purse, fern
medial sound picture cards: rain, nail, mail, cane, pail, vase, rake, gate
<table>
<thead>
<tr>
<th>Sound Pictures</th>
<th>Picture Puzzles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cake</td>
<td>Bird</td>
</tr>
</tbody>
</table>

K-1 Student Center Activities: Phonological Awareness

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Objective
The student will isolate initial phonemes in words.

Materials
► Box
   Cut a hole in the end of the box large enough to fit a child's hand.
► Target sound objects
   Place objects inside the box.

Activity
Students determine and say initial sounds of objects as they are taken out of a box.
1. Place the box of objects on a flat surface.
2. Working in pairs, student one selects an object from the box and shows the object.
3. Student two names the object and says its initial sound (e.g., “domino, /d/”). Place object aside.
4. Continue until all objects and their initial sounds are identified.
5. Peer evaluation

Extensions and Adaptations
► Say the final sound of each object.
► Count the number of syllables of each object.
Phonological Awareness

Phoneme Isolating

The Last Sound Is...

Objective
The student will isolate final phonemes in words.

Materials
► Final sound objects

Activity

Students use final sound clues to identify objects.

1. Place final sound objects on a flat surface.
2. Taking turns, student one chooses and silently names an object. Isolates and says the final sound aloud (e.g., “Find the object that ends in /l/.”).
3. Student two looks at the objects and selects the one with the designated final sound. Names the object and says its final sound (i.e., “turtle, /l/”).
4. Reverse roles and continue until all objects are identified.
5. Peer evaluation

“Find the object that ends in /l/.”

Extensions and Adaptations
► Include several objects with the same final sound.
► Use initial sound objects.
Objective

The student will isolate medial phonemes in words.

Materials

► Move and Tell game board
  Copy on card stock, assemble, and laminate.
  Note: Pictures on the game board are: six, rock, pan, hive, bug, cake, moon, fin, cheese,
  house, hook, cone, tree, chain, girl, kite, book, fish, glue, bed, rope, dice, purse, mouse, ant,
  shell, feet, fork, duck, mop, and bell.
► Number cube
► Game pieces (e.g., counters)

Activity

Students isolate medial sounds of pictures while playing a board game.
1. Place Move and Tell game board and number cube on a flat surface. Place game pieces on the START space.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown.
3. Name the picture on which it lands and say its medial sound (e.g., “moon, /ōō/”).
4. If correct, leave game piece on the space. If incorrect, place game piece back on the previous space.
5. Continue until both students reach the END space.
6. Peer evaluation

“1 landed on moon and /ōō/ is the middle sound.”

Extensions and Adaptations

► Make and play game using initial or final sound pictures.
START

Move and Tell

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K-1 Student Center Activities: Phonological Awareness
Phonological Awareness

PA. 038

Move and Tell
Move and Tell
Objective
The student will isolate initial, final, and medial phonemes in words.

Materials
- Double-picture cards
- Student sheet
  Note: The head of the shark denotes the beginning sound, the body of the shark denotes the medial sound, and the tail denotes the final sound.
- Scissors
- Glue

Activity
Students sort pictures according to initial, medial, and final sounds.
1. Provide the student with a set of double-picture cards and a student sheet. Place scissors and glue at the center.
2. The student cuts out a double-picture card, names both pictures, and determines if the two pictures share the same initial, medial, or final sound (e.g., “soap, boat; both words have the same middle sound /o/”).
3. Glues the card under the correct heading (i.e., the middle of the shark).
4. Continues until all double-picture cards are glued on student sheet.
5. Teacher evaluation

Extensions and Adaptations
- Illustrate other double-picture cards with matching initial, final, or medial phonemes sort.
Phonological Awareness

K-1 Student Center Activities: Phonological Awareness

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PA. 039

Sound Quest

duck/dog
rooster/rainbow
grape/salmon
mule/cube
mop/ship

mouse/map
skeleton/smoke
feet/cheese
ax/box
stick/rock

table/tractor
soap/boat
bike/five
bus/glass
elf/leaf
<table>
<thead>
<tr>
<th>Name</th>
<th>Sound Quest</th>
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</table>

|      |             |
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|      |             |
|      |             |
Objective
The student will segment phonemes in words.

Materials
► Elkonin Box picture cards
  *Copy on card stock, cut on the outside line, and laminate.*
► Chips or counters

Activity
Students orally segment words using counters and Elkonin Boxes.
1. Place the picture cards face up in a stack. Place the chips on a flat surface.
2. Working in pairs, student one selects the top card, names the picture, and orally segments the sounds (e.g., “cheese, /ch/ /ē/ /z/”).
3. Student two repeats the sounds while moving a chip into each box, then says the word quickly.
4. Reverse roles and continue until all pictures are named and segmented.
5. Peer evaluation

Extensions and Adaptations
► Make other Elkonin Box picture cards.
► Segment classmates’ names.
► Segment the words using phones (use two curved and one straight piece of PVC pipe to make phones).
Say and Slide Phonemes

SAW
Say and Slide Phonemes

pin
Say and Slide Phonemes

aX

PA. 040

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Say and Slide Phonemes

rain
Say and Slide Phonemes

cheese
Say and Slide Phonemes

shirt
Phonological Awareness

Say and Slide Phonemes

PA. 040

drum
Phonological Awareness

K-1 Student Center Activities: Phonological Awareness

Say and Slide Phonemes

PA. 040

Say and Slide Phonemes

Paper

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Say and Slide Phonemes

spoon
Say and Slide Phonemes
Objective
The student will segment phonemes in words.

Materials
► Student photographs
  Copy the photographs (school pictures).
  Label the back with the number of phonemes in each student’s name.
► Interlocking cubes

Activity
Students sound out phonemes in classmates’ names.
1. Place the student photographs and interlocking cubes on a flat surface.
2. Taking turns, student one selects a photograph.
3. Student two names the student in the photograph and finger taps the phonemes in the name.
   Student one counts the taps and checks the back of the card.
4. Student two makes an interlocking cube tower that corresponds to the number of phonemes in
   the name and places it beside the photograph.
5. Reverse roles and continue until all photographs are used.
6. Peer evaluation

Extensions and Adaptations
► Sort photographs by number of phonemes.
► Use two - four phoneme picture cards.
### Phoneme Photos

<table>
<thead>
<tr>
<th>Picture Card 1</th>
<th>Picture Card 2</th>
<th>Picture Card 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt</td>
<td>Drum</td>
<td>Tiger</td>
</tr>
<tr>
<td>Hand</td>
<td>Penny</td>
<td>Crib</td>
</tr>
</tbody>
</table>

**Description:**
- Shirt-3, Drum-4, Tiger-4, Hand-4, Penny-4, Crib-4
Phonological Awareness

Phoneme Photos

PA. 041
**Objective**
The student will segment phonemes in words.

**Materials**
- Pocket chart
  
  *Arrange number header cards in a row at the top of the chart.*
- Number header cards
- Two-to-six phoneme picture cards

**Activity**
Students count phonemes in words and sort them on a pocket chart.
1. Place the phoneme picture cards face down in a stack next to the pocket chart.
2. Taking turns, students select a picture card and name the picture (e.g., “kite”).
3. “Finger tap” the number of phonemes while segmenting the word orally (i.e., “/k/ /ī/ /t/”).
   Place the picture card under the corresponding number on the pocket chart (i.e., the picture card of “kite” is placed under the “3”).
4. Continue until all picture cards are sorted.
5. Peer evaluation

**Extensions and Adaptations**
- Clap syllables in other picture cards.
Phonological Awareness

PA. 042

Phoneme Closed Sort

header cards

2 3 4

5 6

header

header

header

header
Phonological Awareness

Phoneme Closed Sort

phoneme picture cards: cow-2, knee-2, pea-2, saw-2, sew-2, star-3
Phoneme Closed Sort

phoneme picture cards: rope-3, kite-3, roach-3, ant-3, clown-4, turtle-4
Phoneme Closed Sort

Phoneme picture cards: bottle-4, bridge-4, paper-4, plant-5, rooster-5, lettuce-5
phoneme picture cards: skunk-5, ticket-5, dinosaur-6, backpack-6, snowman-6, violin-6
phoneme picture cards: skunk-5, ticket-5, dinosaur-6, backpack-6, snowman-6, violin-6

syllable picture cards: boy-1, girl-1, spoon-1, doll-1, coat-1, lamp-1
syllable picture cards: table-2, apron-2, crayon-2, wagon-2, window-2, baby-2
Phonological Awareness

Phoneme Closed Sort

syllable picture cards:
- radio-3, computer-3, butterfly-3, kangaroo-3, skeleton-3, astronaut-3
Phoneme Closed Sort

syllable picture cards:
motorcycle-4, alligator-4, rhinoceros-4, elevator-4, thermometer-4, caterpillar-4
Objective
The student will segment phonemes in words.

Materials
- Hopscotch board
  *Use a hopscotch mat, tape off a hopscotch board, or draw with sidewalk chalk.*
- Two-to-six phoneme picture cards

Activity
Students segment the number of phonemes in a word and hop to the corresponding number.

1. Place the phoneme picture cards face down in a stack and arrange the hopscotch board on the floor.
2. Taking turns, student one selects the top card, names the picture, segments it into phonemes, and counts the number of phonemes (e.g., “domino, /d/ /o/ /m/ /i/ /n/ /o/. That’s six sounds.”).
3. Student two repeats the segments and hops to the corresponding number.
4. Reverse roles and continue until all picture cards are used.
5. Peer evaluation

Extensions and Adaptations
- Play using other phoneme picture cards.
phoneme picture cards: hay-2, jar-2, tack-3, mice-3, snail-4, bread-4
phoneme picture cards: tent-4, rabbit-5, koala-5, robot-5, domino-6, dragon-6
**Objective**
The student will segment phonemes in words.

**Materials**
- The Sound Game board
  *Copy on card stock, assemble, and laminate.*
- Two-to-five phoneme picture cards
- Game pieces (e.g., counters)

**Activity**
**Students count phonemes in words while playing a board game.**
1. Place the Sound Game board and phoneme picture cards face down in a stack on a flat surface.
   Place game pieces at START.
2. Taking turns, students pick up a picture card, name the picture, and segment the word into phonemes (e.g., “tie, /t/ /i/”).
3. Move game piece the corresponding number of spaces.
4. Continue until all students reach the END space.
5. Peer evaluation

**Extensions and Adaptations**
- Play using other phoneme picture cards.
- Count syllables in words.
The Sound Game

phoneme picture cards: tie-2, eight-2, key-2, lock-3, cry-3, five-3
phoneme picture cards: paint-4, box-4, giraffe-4, apron-5, peanut-5, seven-5
Objective
The student will segment phonemes in words.

Materials
► Two-to-five phoneme picture cards
► Sound spinner
   *Copy on card stock.*
► Brad
   *Attach arrow to the spinner with the brad.*
► Student sheet
► Crayons or markers

Activity
Students count phonemes in words while playing a spinner game.
1. Place phoneme picture cards face up in rows. Place spinner and crayons at the center. Provide each student with a student sheet.
2. Taking turns, students spin the arrow to identify a number.
3. Locate one picture card with the corresponding number of phonemes. Point to and name the picture. Orally segment it into phonemes (e.g., “icicle, /ī/ /s/ /i/ /k/ /l/”).
4. Illustrate the picture under the corresponding number on the student sheet.
5. Continue until student sheets are complete.
6. Teacher evaluation

Extensions and Adaptations
► Play using other phoneme picture cards.
► Draw other phoneme pictures corresponding with the numbers in each section of the student sheet.
phoneme picture cards: tie-2, four-2, owl-2, ball-3, leaf-3, boat-3
Sound Spin

phoneme picture cards: six-4, block-4, flag-4, icicle-5, puppet-5, radio-5
Sound Spin
Sound Spin

Spin the spinner and write the word that begins with the sound spun.

2

3

4

5

PA. 045

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Objective
The student will segment phonemes in words.

Materials
► Two-to-five phoneme picture cards

Activity
Students count the phonemes in words while playing a word game.
1. Mix and place phoneme picture cards face down in two stacks on a flat surface.
2. Taking turns, students turn over a card from the stack, name the picture, segment the sounds, and count the phonemes (e.g., “key, /k/ /e/, two phonemes”).
3. The student with the picture card containing the highest number of phonemes takes the cards.
4. If the students have the same number then they have a “phoneme feud.” Each student selects one more card, and places it face up. Names the picture, segments the sound, and counts the phonemes. Student who has the card with the highest number of phonemes takes all the cards.
5. Continue until all cards are used.
6. Peer evaluation

Extensions and Adaptations
► Sort picture cards by number of phonemes.
► Play using other picture cards.
phoneme picture cards: key-2, arm-2, hay-2, two-2, saw-2, pie-2
phoneme picture cards: bat-3, fish-3, nail-3, hose-3, coach-3, rope-3
phoneme picture cards: penny-4, baby-4, spoon-4, snail-4, ladder-4, clock-4
phoneme picture cards: gorilla-5, racoon-5, bucket-5, candy-5, plant-5, cracker-5
**Objective**
The student will segment and blend phonemes in words.

**Materials**
- Two-to-four phoneme picture cards
- Student sheet
- Box
  
  *Decorate as a treasure chest.*
- Pennies
- Crayons or markers

**Activity**
Students segment words into phonemes to use as clues and blend together to play a treasure chest game.
1. Place phoneme picture cards face down in a stack. Place treasure chest, pennies, and crayons on a flat surface. Provide each student with a student sheet.
2. Taking turns, student one selects a picture card and silently names the picture (e.g., “tree”). Orally segments the word into phonemes (e.g., “/t/ /r/ /ē/”) and turns the card face down.
3. Student two blends the phonemes together and says the word (i.e., “tree”).
4. If correct, puts one penny for each phoneme in the treasure chest. If not correct, places card at the bottom of the stack.
5. Both students find the corresponding picture on their student sheet and record the number of phonemes.
6. Continue until all picture cards are used.
7. Teacher evaluation

**Extensions and Adaptations**
- Use other picture cards.
- Write the initial letter under the corresponding picture on the student sheet.
phoneme picture cards: toe-2, door-2, shoe-2, egg-2
Feed the Animals

phoneme picture cards: nose-3, sock-3, shark-3, tree-3
Feed the Animals

phoneme picture cards: baby-4, tiger-4, snail-4, ladder-4
# Feed the Animals

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<table>
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<td>3</td>
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</tr>
<tr>
<td>2</td>
<td>1</td>
<td></td>
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</tr>
</tbody>
</table>

**phoneme picture cards:** baby-4, tiger-4, snail-4, ladder-4
**Objective**
The student will segment and blend phonemes in words.

**Materials**
- Two-to-five phoneme picture cards
  *Copy on card stock, laminate, and cut on dotted lines.*

**Activity**
Students blend phonemes to make words while sliding pieces together to make pictures.
1. Place picture card parts in individual stacks on a flat surface.
2. The student chooses a stack of picture parts and puts in order leaving spaces between the parts.
3. Names the picture and segments the word into phonemes while slowly sliding the parts together (e.g., “frog, /f/ /r/ /o/ /g/”). Repeats the word (i.e., “frog”).
4. Continues until all pictures are assembled.
5. Self-check

**Extensions and Adaptations**
- Use photographs of students.
- Use other picture cards.
phoneme picture cards: cow-2, egg-2
phoneme picture cards: bow-2, bee-2
phoneme picture cards: fish-3, leaf-3
phoneme picture cards: star-3, pen-3
phoneme picture cards: frog-4, tiger-4
phoneme picture cards: turtle-4, crab-4
phoneme picture cards: candy-5, crayon-5
phoneme picture cards: lizard-5, rainbow-5
Objective
The student will segment syllables in words.

Materials
- Drop and Say triangles
- Drop and Say picture cards
- Answer key
  An answer key is provided.
- Game pieces (e.g., counters)

Activity
Students delete initial phonemes and match the new word to a picture.
1. Place Drop and Say picture cards face down in a stack at the center. Provide each student with game pieces and a different Drop and Say triangle.
2. Taking turns, students select the top picture card from the stack and name the picture (e.g., “deer”).
3. Delete initial phoneme and say resulting word (i.e., “deer becomes ear”). Look for picture of new word on triangle (i.e., “ear”).
4. If found, place game piece on that picture. If not found, place picture card at the bottom of the stack.
5. Continue until all pictures on triangle are covered.
6. Peer evaluation

Extensions and Adaptations
- Play by deleting final phonemes.
drop and say triangle: eat, arm, owl, eight, eel, ape
drop and say triangle: egg, ox, ice, ear, eye, ants
drop and say picture cards: feet, farm, towel, gate, seal, tape
drop and say picture cards: leg, fox, mice, deer, tie, pants
Answer Key

1. Feet
2. Barn and silos
3. Towel
4. Gate
5. Fish
6. Tape dispenser
<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>/e/</td>
<td>/e/</td>
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<tr>
<td>/a/</td>
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<td>/i/</td>
</tr>
</tbody>
</table>

**Answer Key**
drop and say triangle: shell, car, bow, bee, pie, eye
Drop and Say

- doll, pill, play, bow, boy, tea
drop and say picture cards: shelf, cart, boat, bean, pipe, ice
drop and say picture cards: dollar, pillow, plane, bowl, boil, team
### Answer Key

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<td>Drop and Say</td>
<td>Answer Key</td>
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<td>🏛️</td>
<td>🥤</td>
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</tbody>
</table>
Objective
The student will manipulate phonemes in words.

Materials
► Media player
► Script
  Record each script.
  Note: Each script addresses phonemes in a different position within the word (i.e., initial, final, and medial).
  Choose target position recording.
► Headphones
► Student sheet
  Choose corresponding target position student sheet.
► Pencil

Activity
Students substitute phonemes in words using recorded instructions.
1. Place media player and headphones at the center. Provide the student with a student sheet.
2. The student puts on headphones and listens to the directions (e.g., “Say fan. Now change the /f/ to /k/.”).
3. Says the new word and pauses media player (i.e., “...the new word is can.”)
4. Decides which picture represents the new word. Draws a line from the beginning picture (i.e., fan) to the picture of the new word that is formed (i.e., can).
5. Continues until student sheet is complete.
6. Teacher evaluation

Extensions and Adaptations
► Listen to recording and complete mixed phoneme position student sheet.
Phonological Awareness
Name Changes

Teacher Script

Preparation: Record the bold text.
After recording each item, allow wait time for student to say words at the ellipses ( . . ).
An answer key is provided at the bottom of the page.

Teacher begins recording:

Listen to each word, follow the directions, and say the new word. For example say, “cat.” Now change the /k/ to /h/. Say the new word . . . “hat.” Then pause the media player. Find the picture of the new word and draw a line from the beginning word (cat) to the new word (hat). Begin the media player again and go to the next picture.

Let’s begin.

Number 1. Say fan . . . Now change the /f/ to /k/ . . . Say the new word . . .
Number 2. Say pen . . . Now change the /p/ to /h/ . . . Say the new word . . .
Number 3. Say goat . . . Now change the /g/ to /b/ . . . Say the new word . . .
Number 4. Say rug . . . Now change the /r/ to /j/ . . . Say the new word . . .
Number 5. Say cake . . . Now change the /k/ to /r/ . . . Say the new word . . .
Number 6. Say bee . . . Now change the /b/ to /n/ . . . Say the new word . . .
Number 7. Say sock . . . Now change the /s/ to /l/ . . . Say the new word . . .
Number 8. Say mop . . . Now change the /m/ to /t/ . . . Say the new word . . .
Number 9. Say hose . . . Now change the /h/ to /n/ . . . Say the new word . . .
Number 10. Say nail . . . Now change the /n/ to /p/ . . . Say the new word . . .

Answer Key:
**Teacher Script**

Preparation: Record the bold text.
After recording each item, allow wait time for student to say words at the ellipses (...).
An answer key is provided at the bottom of the page.

Teacher begins recording:

Listen to each word, follow the directions, and say the new word. For example say, “hot.” Now change the /t/ to /k/. Say the new word... “back.” Then pause the media player. Find the picture of the new word and draw a line from the beginning word (cat) to the new word (hat). Begin the media player again and go to the next picture.

Let’s begin.

Number 1. Say cake... Now change the /k/ to /n/... Say the new word...
Number 2. Say five... Now change the /v/ to /l/... Say the new word...
Number 3. Say can... Now change the /n/ to /t/... Say the new word...
Number 4. Say bat... Now change the /t/ to /j/... Say the new word...
Number 5. Say kiss... Now change the /s/ to /ng/... Say the new word...
Number 6. Say bus... Now change the /s/ to /g/... Say the new word...
Number 7. Say cow... Now change the /ow/ to /ē/... Say the new word...
Number 8. Say doll... Now change the /l/ to /k/... Say the new word...
Number 9. Say pig... Now change the /g/ to /n/... Say the new word...
Number 10. Say rope... Now change the /p/ to /ch/... Say the new word...

**Answer Key:**
Teacher Script

Preparation: Record the bold text. After recording each item, allow wait time for student to say words at the ellipses ( . . . ). An answer key is provided at the bottom of the page.

Teacher begins recording:

Listen to each word, follow the directions, and say the new word. For example say, “hot.” Now change the /o/ to /a/. Say the new word . . . “hat.” Then pause the media player. Find the picture of the new word and draw a line from the beginning word (hot) to the new word (hat). Begin the media player again and go to the next picture.

Let’s begin.

Number 1. Say cub . . . Now change the /u/ to /a/ . . . Say the new word . . .

Number 2. Say cart . . . Now change the /ar/ to /i/ . . . Say the new word . . .

Number 3. Say bell . . . Now change the /e/ to /aw/ . . . Say the new word . . .

Number 4. Say pin . . . Now change the /i/ to /e/ . . . Say the new word . . .

Number 5. Say bike . . . Now change the /i/ to /ā/ . . . Say the new word . . .

Number 6. Say chalk . . . Now change the /aw/ to /e/ . . . Say the new word . . .

Number 7. Say pail . . . Now change the /ā/ to /ōō/ . . . Say the new word . . .

Number 8. Say bat . . . Now change the /a/ to /ē/ . . . Say the new word . . .

Number 9. Say moon . . . Now change the /ōō/ to /a/ . . . Say the new word . . .

Number 10. Say phone . . . Now change the /ō/ to /i/ . . . Say the new word . . .

Answer Key:
initial phoneme
Phonological Awareness

Name Changes

1. Cake
2. Walking cane
3. Can
4. Baseball bat
5. Cat
6. Bus
7. Cow
8. Key
9. Pig
10. Snake

final phoneme

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K-1 Student Center Activities: Phonological Awareness
Phonological Awareness

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medial phoneme

1. Bear
2. Stroller
3. Bell
4. Safety pin
5. Bicycle
6. Restaurant
7. Bucket
8. Baseball bat
9. Night
10. Phone
**Teacher Script**

Preparation: Record the bold text.
After recording each item, allow wait time for student to say words at the ellipses (. . .).
An answer key is provided at the bottom of the page.

Teacher begins recording:

Listen to each word, follow the directions, and say the new word. For example say, “bat.” Now change the /t/ to /k/. Say the new word . . . “back.” Then pause the media player. Find the picture of the new word and draw a line from the beginning word (bat) to the new word (back). Begin the media player again and go to the next picture.

Let’s begin.

Number 1. Say bat . . . Now change the /b/ to /h/ . . . Say the new word . . .

Number 2. Say match . . . Now change the /ch/ to /p/ . . . Say the new word . . .

Number 3. Say cane . . . Now change the /ā / to /a/ . . . Say the new word . . .

Number 4. Say mice . . . Now change the /m/ to /r/ . . . Say the new word . . .

Number 5. Say boat . . . Now change the /t/ to /n/ . . . Say the new word . . .

Number 6. Say back . . . Now change the /a/ to /ī/ . . . Say the new word . . .

Number 7. Say dog . . . Now change the /d/ to /l/ . . . Say the new word . . .

Number 8. Say kite . . . Now change the /ī/ to /ō/ . . . Say the new word . . .

Number 9. Say dive . . . Now change the /v/ to /s/ . . . Say the new word . . .

Number 10. Say sax . . . Now change the /a/ to /i/ . . . Say the new word . . .

**Answer Key:**
1. hat  2. map  3. can  4. rice  5. bone  6. bike  7. log  8. coat  9. dice  10. six
initial, final, and medial phonemes
Objective
The student will name and match letters of the alphabet.

Materials
- Alphabet bulletin board borders or letter-picture strip
  Cut one alphabet border or letter-picture strip into individual cards.
  Leave one border or strip uncut.

Activity
Students match letter cards to an alphabet border.
1. Place the uncut alphabet bulletin board on a flat surface. Place the border cards face up in a stack.
2. Taking turns, student one selects a card, holds it up, and says the name of the letter (e.g., “h”).
3. Student two matches the card to the letter on the alphabet border.
4. Continue until all cards are matched on the uncut border.
5. Peer evaluation

Extensions and Adaptations
- Match alphabet cards to letters on an alphabet chart.
  Copy chart twice. Enlarge one copy and cut the other into individual cards.
- Glue alphabet cereal to corresponding letters on an alphabet chart.
### Alphabet Borders

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**letter-picture strip**
Objective
The student will name and match letters of the alphabet.

Materials
▶ Uppercase letter grid
  Cut out letter cards.
▶ Lowercase letter grid
  Cut out letter cards.
▶ Plastic letters

Activity
Students match alphabet letters to letters on cards.
1. Place the letter cards face up in a stack on a flat surface. Place the plastic letters face up in rows.
2. The student selects a card and names the letter (e.g., “x”).
3. Finds the corresponding plastic letter and places it on the card.
4. Continues until all plastic letters are matched to the letter cards.
5. Self-check

Extensions and Adaptations
▶ Alphabetize the letters.
▶ Use uppercase plastic letters.
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**Uppercase letter grid**
### Lowercase Letter Grid

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Objective
The student will name and match letters of the alphabet.

Materials
- Alphabet Arc
- 12” x 18” construction paper
  *Enlarge Alphabet Arc and glue to 12” x 18” construction paper.*
- Set of uppercase letters (e.g., foam or plastic)

Activity
Students match letters of the alphabet to the Alphabet Arc.
1. Place the Alphabet Arc and the set of letters on a flat surface.
2. The student chooses a letter, names it (e.g., "p"), and places it on the corresponding letter on the Alphabet Arc.
3. Continues until all letters are matched.
4. Self-check

Extensions and Adaptations
- Match lowercase alphabet letters to the Arc.
- Complete partial Alphabet Arc.
- Select a letter with eyes closed and try to identify it by its shape. Open your eyes, name the letter, and place it on the corresponding letter on the Alphabet Arc.
**Objective**
The student will name and match letters of the alphabet.

**Materials**
- Uppercase letter circle
  *Copy on card stock, cut out, and laminate.*
- Clothespins
  *Write lowercase letters on clothespins.*

**Activity**
**Students match lowercase letters on clothespins to uppercase letters on a circle.**
1. Place the uppercase letter circle and clothespins on a flat surface.
2. Taking turns, students choose a clothespin, name the letter (e.g. “a”), and place it on the corresponding uppercase letter on the circle.
3. Continue until all letters are matched.
4. Peer evaluation

**Extensions and Adaptations**
- Match uppercase clothespin letters to the uppercase letter circle.
- Match lowercase clothespin letters to the lowercase letter circle.
- Match clothespin letters to the initial sound picture circle.
lowercase letter circle
initial sound picture circle (starting at the top): x-ray, yarn, horse, up, rug, dog, queen, inch, lamp, sun, octopus, goat, pig, wagon, ant, mouse, ball, kite, zebra, net, elbow, vet, cat, fish, tent, jar
Objective
The student will identify letters of the alphabet.

Materials
- Print resources
  *Review the print resources to ensure the information is appropriate for young children.*
- Sorting Letters student sheet
  *Write three target letters at top of sheet.*
- Scissors
- Glue

Activity
Students sort letters cut from print resources.
1. Place print resources, scissors, and glue at the center. Provide the student with a student sheet.
2. The student names the three target letters (e.g., "h, b, k").
3. Identifies and cuts out target letters from print resources.
5. Continues until student sheet is complete.
6. Teacher evaluation

Extensions and Adaptations
- Bring in samples of letters from home (e.g., letters cut from cereal boxes, pet food bags, etc.).
- Write entire alphabet across the top of chart paper and continue with letter sorting.
## Sorting Letters

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**Sorting Letters Student Sheet**
Objective
The student will identify letters of the alphabet.

Materials
- Index cards
  Write students’ names so that curves and straight lines of the letters are emphasized.
- Elbow macaroni
- Spaghetti
- Glue

Activity
Students form letters in names using pasta.
1. Place macaroni, spaghetti, and glue on a flat surface. Provide the student with a name card.
2. The student makes the letters in his name with the pasta and glues them under his name on the card.
3. Teacher evaluation

Extensions and Adaptations
- Use pasta to make high frequency words.
- Use other materials (e.g., pipe cleaners, clay, stamps, etc.) to make letters.
Objective
The student will identify letters of the alphabet.

Materials
- Nursery rhymes or poems
  
  Laminate or place rhymes in page protectors.
  
- Letter cards
  
  Choose target pairs of uppercase and lowercase letter cards.
  
- Vis-à-Vis® markers

Activity
Students circle a target letter or letters on a nursery rhyme or poem.
1. Place the rhymes and target letter cards face up on a flat surface. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, student one chooses the uppercase and lowercase cards of a target letter and names it (e.g., “h”).
3. Student two chooses a rhyme, finds, and circles the target letter throughout the rhyme.
4. Continue until all rhymes have a target letter circled throughout.
5. Peer evaluation

Extensions and Adaptations
- Circle high frequency words.
- Find and circle target letters in a newspaper.
Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king’s horses,
And all the king’s men,
Couldn’t put Humpty together again.
The Eency Weency Spider

The eency weency spider 
Climbed up the water spout. 
Down came the rain 
And washed the spider out. 
Out came the sun 
And dried up all the rain. 
And the eency weency spider 
Climbed up the spout again.
London Bridge

London Bridge is falling down,
Falling down, falling down,
London Bridge is falling down,
My fair lady.

Build it up with wood and clay,
Wood and clay, wood and clay,
Build it up with wood and clay,
My fair lady.
Twinkle, twinkle little star,
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle little star,
How I wonder what you are.
Five little speckled frogs,
Sitting on a hollow log,
Eating some most delicious bugs,
Yum, Yum.
One frog jumped in the pool,
Where it was nice and cool,
Now there are four speckled frogs,
Glub, glub.
Jack and Jill went up a hill,
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Up Jack got and home did trot,
As fast as he could caper.
Went to bed and bound his head,
With vinegar and brown paper.
Jack Be Nimble

Jack be nimble,
Jack be quick,
Jack jump over the candlestick.
Star Light, Star Bright

Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.
Hey diddle diddle, the cat and the fiddle, The cow jumped over the moon, The little dog laughed to see such sport, And the dish ran away with the spoon.
Little Boy Blue
Little Boy Blue, come blow your horn, The sheep’s in the meadow, the cow’s in the corn. Where is the boy who looks after the sheep? He’s under the haystack, fast asleep.
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Phonics

Letter cards

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Y Z a
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letter cards
Phonics

Poetry Pen

k l m

n o p

q r s

letter cards
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**letter cards**
Objective
The student will identify letters of the alphabet.

Materials
- Uppercase and lowercase letter cards.
  Choose eight to ten target pairs of uppercase and lowercase letter cards.

Activity
Students pair uppercase and lowercase letters while playing a memory game.
1. Separate uppercase and lowercase letter cards. Place cards face down in different rows.
2. Taking turns, students select two cards and name the letter on each (e.g., “H, h” or “b, Q”).
3. Determine if there is a letter match. If there is a match (e.g., H, h), pick up cards, place to the side, and take another turn. If cards do not match (e.g., b, Q), return to their original positions and allow partner to take a turn.
4. Continue until all letter pairs are made.
5. Peer evaluation

Extensions and Adaptations
- Play using other target letters.
- Match letters to initial sound picture cards.
Alphabet Memory Game

A B C

D E F

G H I

letter cards
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Alphabet Memory Game

S T U

V W X

Y Z a

letter cards
Alphabet Memory Game

Letter cards

b  c  d

e  f  g

h  i  j
### Alphabet Memory Game

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**letter cards**
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letter cards
ant, apple, alligator, ax, ape, apron
acorn, alien, beach, banana, backpack, camel
cane, candle, carrot, doughnut, dragon, deer
door, egg, elf, elbow, envelope, equal

2 + 2 = 4
eagle, easel, eat, four, finger, feather
fire, grapes, guitar, gold, glue, heart
Alphabet Memory Game

hippopotamus, horse, hammer, inch, igloo, ice
iron, jump, juice, jacket, jacks, kangaroo
key, kick, kite, ladder, lamp, lion
leash, mailbox, map, mouse, mirror, nail
Alphabet Memory Game:

- necklace
- needle
- nurse
- octopus
- ox
- olive
ostrich, open, oatmeal, pretzel, pillow, pear
piano, quill, queen, question, quarter, rabbit
Alphabet Memory Game

read, rainbow, ruler, sandwich, saw, seven
snake, timer, ten, tire, triangle, umbrella
umpire, unicorn, unicycle, valentine, vacuum, vest
volcano, wagon, wallet, watch, window, yarn
yawn, yo-yo, yak, zebra, zero, zipper
zoo, arm, armadillo, whale, wheelchair, whistle
web, shark, shell, ship, shoe, thermometer
thimble, thorn, thirty, check, chin, cheese
Alphabet Memory Game

chimney, owl, ouch
Objective
The student will identify letters of the alphabet.

Materials
- Uppercase and lowercase alphabet letter tiles or letter tile cards
- 12” x 18” construction paper
  \( \text{Draw a T-chart. Label the left side "In my name," and label the right side "Not in my name."} \)
- Index cards
  \( \text{Write students' names.} \)

Activity
Students sort the letters in their names by using a T-chart.
1. Place the T-chart on a flat surface. Scatter the letter tiles to the side of the chart. Place the name cards face up in rows.
2. The student selects his or her name card.
3. Selects one tile at a time, names it, and places it in appropriate column.
4. Continues until all tiles are sorted. Puts tiles on the left side of the T-chart in order to spell name.
5. Self-check

Extensions and Adaptations
- Sort classmates’ names.
- Alphabetize the letter tiles and/or classmates’ names.
- Say the letter sound when sorting.
### Alphabet Tiles Name Sort

**Uppercase Letter Tile Cards**

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**lowercase letter tile cards**
Objective
The student will identify letters of the alphabet.

Materials
- Sets of uppercase or lowercase letters (e.g., foam or plastic)
- Venn Diagram
  Enlarge, laminate, and cut.
- Index cards
  Write students’ names.

Activity
Students sort the letters in their names using a Venn Diagram.
1. Place the Venn Diagram on a flat surface. Scatter the letters to the side of the diagram. Place the name cards face up in rows.
2. Working in pairs, students select their name cards and place above a circle.
3. Select one letter at a time and name it.
4. Place letters that are shared by both names in the overlapping area of the circles on the Venn Diagram. Place letters which are unique to just one of the names in the corresponding circle. Place letters that are in neither name to the side of the diagram.
5. Continue until all letters are sorted.
6. Peer evaluation

Extensions and Adaptations
- Use last names.
- Use classmates’ names.
Objective
The student will identify and order the letters of the alphabet.

Materials
- Green construction paper
  Cut 26 rectangles and label the top half of each with an uppercase letter from “A-Z.” Draw a mouth and an antennae on the “A” rectangle.
  Laminate.
- Vis-à-Vis® markers

Activity
Students alphabetize uppercase letters and write corresponding lowercase letters.
1. Scatter rectangles face up on a flat surface. Provide students with a Vis-à-Vis® marker.
2. Working in pairs, students place rectangles in alphabetical order while naming each letter.
3. Label the bottom of the rectangles with corresponding lowercase letters using a Vis-à-Vis® marker.
4. Continue until all uppercase letters have corresponding lowercase letters.
5. Peer evaluation

Extensions and Adaptations
- Point to letters randomly while partner says sound.
Objective
The student will match initial phonemes to graphemes.

Materials
- Small brown paper bags
  *Label each of 26 bags with one letter of the alphabet.*
- Print resources (e.g., magazines and catalogs)
  *Review the print resources to ensure the information is appropriate for young children.*
- Scissors

Activity
Students sort pictures by initial sounds into bags labeled with the letters of the alphabet.

1. Place paper bags in alphabetical order on a flat surface. Place print resources and scissors at the center.
2. The student cuts 10-20 pictures from the print resources.
3. Names each picture, says its initial sound (e.g., “basketball, /b/”), and places picture in corresponding bag.
4. Continues until all pictures are sorted.
5. Teacher evaluation

Extensions and Adaptations
- Check the pictures in the bags for initial sound matches during a whole group activity.
- Use pictures to make a class alphabet book.
- Sort pictures by final or medial sounds.
ant, apple, alligator, ax, ape, apron
acorn, alien, beach, banana, backpack, camel
cane, candle, carrot, doughnut, dragon, deer
door, egg, elf, elbow, envelope, equal
eagle, easel, eat, four, finger, feather
Phonics

fire, grapes, guitar, gold, glue, heart
hippopotamus, horse, hammer, inch, igloo, ice
iron, jump, juice, jacket, jacks, kangaroo
key, kick, kite, ladder, lamp, lion
Phonics

leash, mailbox, map, mouse, mirror, nail
necklace, needle, nurse, octopus, ox, olive
<table>
<thead>
<tr>
<th>ostrich</th>
<th>open</th>
<th>oatmeal</th>
<th>pretzel</th>
<th>pillow</th>
<th>pear</th>
</tr>
</thead>
</table>

©2005 The Florida Center for Reading Research and Florida Department of Education (Revised, 2021)
piano, quill, queen, question, quarter, rabbit
read, rainbow, ruler, sandwich, saw, seven
snake, timer, ten, tire, triangle, umbrella
| umpire, unicorn, unicycle, valentine, vacuum, vest |
volcano, wagon, wallet, watch, window, yarn
yawn, yo-yo, yak, zebra, zero, zipper
zoo, arm, armadillo, whale, wheelchair, whistle
web, shark, shell, ship, shoe, thermometer
thimble, thorn, thirty, check, chin, cheese
chimney, owl, ouch
Objective
The student will match initial phonemes to graphemes.

Materials
▶ Student photographs
▶ Poster board

Write the letters of the alphabet vertically down the left side of the poster board.

Activity
Students match the initial sounds in classmates’ names to letters using student photographs.
1. Place scattered student photographs on a flat surface. Place poster board at the center.
2. Working in pairs, students select a photograph, name the student, and say the initial sound in the student’s name.
3. Place photograph on the chart beside the letter that corresponds to the initial sound.
4. Continue until all photographs are sorted.
5. Peer evaluation

Extensions and Adaptations
▶ Sort student names by final sound.
▶ Sort picture cards by initial sound.
picture cards: apple, ball, camera, dinosaur, egg, fan, gorilla, hug, igloo
<table>
<thead>
<tr>
<th>Photo Chart</th>
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</thead>
<tbody>
<tr>
<td>Picture cards: jug, kangaroo, lion, monkey, nose, ostrich, popcorn, queen, robot</td>
</tr>
</tbody>
</table>
picture cards: snail, tiger, umbrella, vacuum, wheel, x-ray, yak, zipper
Objective
The student will match initial phonemes to graphemes.

Materials
- 12” x 18” construction paper
  *Laminate the finished product for placemats.*
- Letter stamps and stamp pads
- Print resources (e.g., magazines and catalogs)
  *Review the print resources to ensure the information is appropriate for young children.*
- Scissors
- Glue

Activity
Students select pictures with the same initial sound as their first name and make placemats.
1. Place print resources, letter stamps, stamp pad, scissors, and glue on a flat surface. Provide each student with a piece of construction paper.
2. The student stamps each letter of his name on the construction paper and says the initial sound.
3. Selects and cuts pictures with the same initial sound as in the student’s name.
4. Glues pictures on the construction paper.
5. Continues until there are five to ten pictures on placemat.
6. Teacher evaluation

Extensions and Adaptations
- Select pictures corresponding to the final sound in name.
- Use last names.
Objective
The student will match initial phonemes to graphemes.

Materials
- Initial sound picture cards
  Choose eight-to-ten target initial sound picture cards.
- Uppercase or lowercase letter cards
  Choose letter cards that correspond to the initial sound for each target picture card.

Activity
Students pair initial sound picture cards with the corresponding letter while playing a memory game.
1. Place picture cards and letters cards face down in separate rows.
2. Taking turns, students select two cards, name the letter (e.g., “v”) or name the picture, and say its initial sound (e.g., “vacuum, /v/”).
3. Determine if there is a letter-sound match. If there is a match (e.g., “v, /v/”) pick up the cards, place to the side and take another turn. If cards do not match (e.g., “v, /b/”), or if two letter cards or two picture cards are selected, return to their original places, and allow partner to take a turn.
4. Continue until all letter-sound pairs are made.
5. Peer evaluation

Extensions and Adaptations
- Put the pictures and cards in alphabetical order.
- Match cards by final sound.
- Match cards by number of syllables.
- Match cards by number of phonemes.
Words Around Us Memory Game

ant, apple, alligator, ax, ape, apron
Words Around Us Memory Game

acorn, alien, beach, banana, backpack, camel
Words Around Us Memory Game

cane, candle, carrot, doughnut, dragon, deer
Door, egg, elf, elbow, envelope, equal

2 + 2 = 4
Words Around Us Memory Game

eagle, easel, eat, four, finger, feather
Words Around Us Memory Game

fire, grapes, guitar, gold, glue, heart
Words Around Us Memory Game

- hippopotamus
- horse
- hammer
- inch
- igloo
- ice
- iron
- jump
- juice
- jacket
- jacks
- kangaroo
Words Around Us Memory Game

iron, jump, juice, jacket, jacks, kangaroo
Words Around Us Memory Game

key, kick, kite, ladder, lamp, lion
Words Around Us Memory Game

leash, mailbox, map, mouse, mirror, nail
neolace, needle, nurse, octopus, ox, olive
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<tr>
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K-1 Student Center Activities: Phonics
Words Around Us Memory Game

piano, quill, queen, question, quarter, rabbit
Words Around Us Memory Game

- read
- rainbow
- ruler
- sandwich
- saw
- seven

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snake, timer, ten, tire, triangle, umbrella
umpire, unicorn, unicycle, valentine, vacuum, vest
Words Around Us Memory Game

volcano, wagon, wallet, watch, window, yarn
Words Around Us Memory Game

yawn, yo-yo, yak, zebra, zero, zipper
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<thead>
<tr>
<th>Zoo</th>
<th>Arm</th>
<th>Armadillo</th>
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<tr>
<td>Whale</td>
<td>Wheelchair</td>
<td>Whistle</td>
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</table>
Words Around Us Memory Game

web, shark, shell, ship, shoe, thermometer
Words Around Us Memory Game

- Thimble, thorn, thirty, check, chin, cheese
Words Around Us Memory Game

- chimney, owl, ouch
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<td>G</td>
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**Words Around Us Memory Game**

**letter cards**
Words Around Us Memory Game

letter cards

S T U

V W X

Y Z a
Words Around Us Memory Game

letter cards
Words Around Us Memory Game

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letter cards
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**letter cards**
**Objective**
The student will match initial phonemes to graphemes.

**Materials**
- Picture/letter domino cards
  
  *Copy on card stock, laminate, and cut.*

**Activity**

_Students match initial sounds of pictures to letters while playing a domino game._

1. Scatter domino picture cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table, names the picture on the other side of the domino, and says its initial sound (i.e., “lamp, /l/”).
3. Looks for a domino with the letter that corresponds to the initial sound, names it, and says its sound (i.e., “l, /l/”). Connects the two dominoes.
4. Student two names the picture on the other side of the domino (i.e., “hammer”), says its initial sound (i.e., “/h/”), and finds the domino with the corresponding letter. Names the letter and says its sound (i.e., “h, /h/”). Connects it to the domino.
5. Continue until all dominoes are connected.
6. Peer evaluation

---

**Extensions and Adaptations**

- Make and use final sound picture/letter domino cards.
- Make and use medial sound picture/letter domino cards.
- Make and use upper- and lowercase letter domino cards.
<table>
<thead>
<tr>
<th>START</th>
<th>L</th>
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<tr>
<td>Z</td>
<td>U</td>
<td>J</td>
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</table>

**Letter-Sound Dominoes**

domino cards: START/lamp, L/hammer, H/zebra, Z/umbrella, U/jacks, J/quilt
Letter-Sound Dominoes

domino cards: Q/nine, N/inch, I/monkey, M/cat, C/x-ray, X/dog
domino cards: D/wink, W/pencil, P/octopus, O/tent, T/kiss, K/grapes
domino cards: G/yak, Y/egg, E/robot, R/brush, B/skunk, S/ant
Letter-Sound Dominoes

domino cards: A/violin, V/fish, F/END
Objective
The student will match final phonemes to graphemes.

Materials
- Target final sound objects
- Non-target final sound objects
- Bag
  Place all objects in the bag.
- Student sheet
  Write the target sound letter in the upper left hand corner.
- Pencil

Activity
Students sort, illustrate, and write the final sounds of objects.
1. Place the bag of objects on a flat surface. Provide the student with a student sheet.
2. The student selects one object from the bag, names it, and says its final sound (e.g., “mug, /g/”).
3. Names the target letter, says its sound (e.g., “g, /g/”), and determines if the final sound of the object corresponds.
4. If it matches, illustrates object in target letter column. If it does not match, illustrates object in column. Writes letter for final sound beside it.
5. Continues until all objects are sorted and illustrated.
6. Teacher evaluation

Extensions and Adaptations
- Use other target final sound objects.
- Use initial or medial sound objects.
Phonics

Letter-Sound Correspondence

Objective
The student will match final phonemes to graphemes.

Materials
- Letter-Sound Pyramid triangles
  *Note: There are two triangles marked “A” and “B.”*
- Final sound picture cards
- Game pieces (e.g., counters)

Activity
Students match final sounds of words to letters while playing a pyramid game.
1. Place final sound picture cards face down in a stack. Provide each student with a different triangle and game pieces.
2. Taking turns, students select the top card from the stack, name the picture and say its final sound (e.g., “shovel, /l/”).
3. Look for letter on triangle that corresponds to final sound (i.e., “l”).
4. If letter is found, place game piece on that spot and place picture card in a discard pile. If no letter is found which matches, place picture card at the bottom of the stack.
5. Continue until all matches are made.
6. Peer evaluation

Extensions and Adaptations
- Use other triangles and picture cards.
- Make other triangles for use with initial or medial sounds.

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Letter-Sound Pyramid

letter-sound triangle B

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final sound picture cards: shovel, book, frog, broom, carrot, seven
final sound picture cards: bulb, piano, leaf, ship, cloud, octopus
Letter-Sound Pyramid

letter-sound triangle A
letter-sound triangle B
final sound picture cards: sandwich, cow, straw, kangaroo, three, hay
final sound picture cards: graph, tooth, fish, toy, tea, glue
Objective
The student will match final phonemes to graphemes.

Materials
- Letter/letter combination cards
  Choose four target letters or letter combination cards.
- File folder
  Tape or glue target cards horizontally across the top of the file folder.
- Final sound picture cards
  Choose picture cards that correspond to target letters.

Activity
Students sort final sound picture cards to letters on a file folder.
1. Place the open file folder on a flat surface. Place the final sound picture cards face up in a stack next to the file folder.
2. Taking turns, students select a card, name the picture, and say its final sound (e.g., “crib, /b/”).
3. Look for letter(s) on folder that corresponds to final sound, name it (i.e., “b”), and place the final sound picture card below that letter(s).
4. Continue until all cards are sorted.
5. Peer evaluation

Extensions and Adaptations
- Use other target letter(s).
- Sort initial or medial sounds.
Letter-Sound Folder Sort

Letter/letter combination cards:

- b
- d
- f
- g
- k
- l
- m
- n
- o
- p
- s
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</table>

letter/letter combination cards
tub, crab, crib, bulb, rock, milk
steak, lock, bed, card, bird, cloud
cookie, pea, tea, penny, wolf, elf
leaf, scarf, bug, bag, frog, log
book, cake, stick, school, shovel, seal
bowl, arm, team, drum, broom, seven
button, corn, moon, piano, zero, volcano
Letter-Sound Folder Sort

guam, corn, moon, piano, zero, volcano

guam, ship, sleep, stop, soap, bus

P. 019

potato, ship, sleep, stop, soap, bus

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K-1 Student Center Activities: Phonics
gas, kiss, octopus, carrot, boat, bat
feet, five, sleeve, stove, cave, ox
ax, six, box, car, star, jar
shower, river, stir, brush, dish, fish
trash, tooth, bath, watch, sandwich, inch
couch, king, swing, ring, gong, cow
plow, draw, claw, jaw, straw, paw
<table>
<thead>
<tr>
<th>Zoo, kangaroo, shampoo, igloo, boy, toy</th>
</tr>
</thead>
<tbody>
<tr>
<td>plow, draw, claw, jaw, straw, paw</td>
</tr>
<tr>
<td>zoo, kangaroo, shampoo, igloo, boy, toy</td>
</tr>
<tr>
<td>P. 019</td>
</tr>
</tbody>
</table>
Objective
The student will match medial phonemes to graphemes.

Materials
- Letter-Sound Train engine and caboose
- Letter-Sound Train cars
  *Copy six times.*
- Construction paper
  *Use as the platform.*
- Index card
  *Label the card with the letter “i”.*
  *Attach it to the train engine.*
- Medial sound picture cards

Activity
Students match medial sounds in words to the target letter on a train.
1. Place the engine, cars, and caboose in a line on a flat surface. Place medial sound picture cards face down in a stack. Place the platform at the center.
2. Taking turns, students select the top card, name it, and say its medial sound (e.g., “duck, /u”). State the letter that makes that sound (i.e., “u”).
3. Determine if medial sound matches target letter. If it matches, place card on a train car. If it does not match, place on the platform.
4. Continue until all cards are sorted.
5. Peer evaluation

Extensions and Adaptations
- Use other target medial sound cards.
- Use target and non-target initial or final objects or sound picture cards.
Letter-Sound Train Engine and Caboose
Letter-Sound Train Cars
medial sound picture cards: dish, kiss, pig, lip, fish, bib
medial sound picture cards: ship, six, dig, pin, hip, clip
medial sound picture cards: duck, map, gate, sock, bell, mice
Objective
The student will match medial phonemes to graphemes.

Materials
- Vowel letter cards
  Choose three target letter cards and punch a hole in the top center of each.
- Medial sound picture cards
  Choose picture cards that correspond to target letters and punch a hole in the top and bottom of each.
- Clothes hanger
- String, yarn, or clear fishing line

Activity
Students sort medial sound picture cards to letters while making a mobile.
1. Place vowel letter cards at the center. Place medial sound picture cards face up in a stack.
   Provide the student with a clothes hanger and string.
2. The student ties the letter cards across the clothes hanger while saying the name and sound of each.
3. Selects a medial sound picture card, names the picture, and says its medial sound (e.g., “well, /e/”).
4. Looks for the letter on hanger that corresponds to the medial sound, names it (i.e., “e”),
   and places it below that letter.
5. Continues until all cards are sorted. Ties each card under the corresponding letter.
6. Teacher evaluation

Extensions and Adaptations
- Use other target letters.
- Sort initial or final sounds.
vowel letter cards

- ao
- eu
- i
- o
- u
medial sound picture cards: hat, cat, ham, map, fan
medial sound picture cards: well, check, bed, pen, net
medial sound picture cards: fin, ship, chick, pin, pig
medial sound picture cards: mop, sock, dog, pot, doll
medial sound picture cards: mug, gum, duck, sun, rug
**Objective**
The student will match medial phonemes to graphemes.

**Materials**
- Letter-sound bingo cards
- Medial sound picture cards
- Game pieces (e.g., counters)

**Activity**
Students match medial sounds of words to letters while playing a Bingo-type game.

1. Place the medial sound picture cards face down in a stack. Provide each student with a different bingo card and game pieces.
2. Taking turns, student one selects the top card from the stack, names the picture, and says its medial sound (e.g., “lock, /o/”).
3. Each student looks for letter on his bingo card that corresponds to the medial sound (i.e., “o”) and places one game piece on that letter.
4. Student one places picture card in a discard pile.
5. Continue until one student has a completed card and says, “Bingo!”
6. Peer evaluation

**Extensions and Adaptations**
- Make other bingo cards for use with initial or final sounds.
Letter-Sound Bingo Card

BINGO!

letter-sound bingo card
Letter-Sound Bingo

BINGO!

ou aqu ei eia uo oie

text: Letter-Sound Bingo
text: ou aqu ei eia uo oie

text: BINGO!

text: ou aqu ei eia uo oie

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K-1 Student Center Activities: Phonics
Letter-Sound Bingo

**BINGO!**

```
  a u o i
  o i e a
  u a i e
```

*letter-sound bingo card*
medial sound picture cards: match, fan, cab, bag, bat, check
medial sound picture cards: ten, bell, well, ship, six, fish
medial sound picture cards: dish, chin, chick, lock, mop, sock
medial sound picture cards: hop, thumb, bus, mug, duck, rug
BINGO!

blank bingo card
Objective
The student will match medial phonemes to graphemes.

Materials
- Vowel spinner
  Copy on card stock, laminate, and cut.
- Brad
  Attach arrow to the spinner with the brad.
- Medial sound picture cards

Activity
Students match letter cards to an alphabet border.
1. Place spinner at the center. Place picture cards face up in rows.
2. Taking turns, students spin the spinner, name the letter, and say its sound (e.g., “u, /u/”).
3. Select picture card that has the same medial sound, name it, and say its medial sound (e.g., “duck, /u/”). If correct, keep the card. If not correct, return card to its original position.
4. Continue until all cards are used.
5. Peer evaluation

Extensions and Adaptations
- Make another spinner for use with initial or final sounds.
- Use long vowels as target letters.
Medial Phoneme Spin

vowel spinner

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Medial Phoneme Spin

medial sound picture cards: bag, fan, ham, rat, net, bed
Medial Phoneme Spin

medial sound picture cards: bell, jet, men, pen, dish, lip
medial sound picture cards: bib, pig, rock, mop, hop, lock
medial sound picture cards: fox, sun, duck, rug, tub, bus
Medial Phoneme Spin

blank spinner
Objective
The student will match initial and final phonemes to graphemes.

Materials
- Initial and final sound train cards
- Letter cards
  Choose target letter(s).
- Initial and final sound picture cards
  Choose cards that match the target letter(s).

Activity
Students determine the position of the target sound in words and sort.
1. Place the initial sound train card, target letter card, and final sound train card left to right in a row. Place the picture cards face down in a stack.
2. Taking turns, students name the target letter and say its sound (e.g., “s, /s/”). Select a picture card, name it, and determine if the target sound is at the beginning or end of the word (e.g., “sandwich. I hear the /s/ at the beginning of the word”).
3. Place the card under the corresponding train card.
4. Continue until all cards in the stack are sorted.
5. Peer evaluation

Extensions and Adaptations
- Use other target letters and picture cards.
- Use digraphs or diphthongs.
Where's That Sound?

initial sound

final sound

initial and final sound train cards
Where’s That Sound?

- **A**
- **B**
- **C**
- **D**
- **E**
- **F**

**Letter cards**

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K-1 Student Center Activities: Phonics
Where’s That Sound?

G H I

J K L
Where's That Sound?

letter cards

M  N  O

P  Q  R
Where’s That Sound?

S T U
V W X

letter cards
Where’s That Sound?

letter cards

Y Z a

b c d
Where’s That Sound?

letter cards
Where’s That Sound?

letter cards

k l m

n o p
Where’s That Sound?

Letter cards
Where’s That Sound?

W  X  Y

Z

letter cards
ant, apple, alligator, ax, ape, apron
acorn, alien, beach, banana, backpack, camel
cane, candle, carrot, doughnut, dragon, deer
Where’s That Sound? | Letter-Sound Correspondence Picture Cards – Initial

door, egg, elf, elbow, envelope, equal

2 + 2 = 4
eagle, easel, eat, four, finger, feather
Letter-Sound Correspondence Picture Cards – Initial | Where’s That Sound?

- Hippopotamus
- Horse
- Hammer
- Inch
- Igloo
- Ice
- Iron
- Jump
- Juice
- Jacket
- Jacks
- Kangaroo
Where’s That Sound? | Letter-Sound Correspondence Picture Cards – Initial

iron, jump, juice, jacket, jacks, kangaroo
key, kick, kite, ladder, lamp, lion
Where’s That Sound? | Letter-Sound Correspondence Picture Cards – Initial

Phonics

leash, mailbox, map, match, mirror, nail
necklace, needle, nurse, octopus, ox, olive
ostrich, open, oatmeal, pretzel, pillow, pear
piano, quill, queen, question, quarter, rabbit
read, rainbow, ruler, sandwich, saw, seven
Letter-Sound Correspondence Picture Cards – Initial | Where’s That Sound?

- Snake
- Timer
- Zero
- Wheel
- Triangle
- Umbrella
Where's That Sound? | Letter-Sound Correspondence Picture Cards – Initial

umpire, unicorn, unicycle, valentine, vacuum, vest
volcano, wagon, wallet, watch, window, yarn
yawn, yo-yo, yak, zebra, zero, zipper
zoo, arm, armadillo, whale, wheelchair, whistle
Where's That Sound? | Letter-Sound Correspondence Picture Cards – Initial

web, shark, shell, ship, shoe, thermometer
thimble, thorn, thirty, check, chin, cheese
chimney, owl, ouch
tub, crab, crib, bulb, rock, milk
steak, lock, bed, card, bird, cloud
cookie, pea, tea, penny, wolf, elf
leaf, scarf, bug, bag, frog, log
book, cake, stick, school, shovel, seal
bowl, arm, team, drum, broom, seven
button, corn, moon, piano, zero, volcano
Where's That Sound? | Letter-Sound Correspondence Picture Cards – Final

potato, ship, sleep, stop, soap, bus
gas, kiss, octopus, carrot, boat, bat
feet, five, sleeve, stove, cave, ox
ax, six, box, car, star, jar
shower, river, stir, brush, dish, fish
trash, tooth, bath, watch, sandwich, inch
couch, king, swing, ring, gong, cow
plow, draw, claw, jaw, straw, paw
zoo, kangaroo, shampoo, igloo, boy, toy
Letter-Sound Correspondence

Objective
The student will match initial, final, and medial phonemes to graphemes.

Materials
- Picture cards
  Note: The pictures used are: ant, map, pin, bib, bug, dog, cry, leg, fly, sun
- Student sheet
- Scissors
- Glue

Activity
Students sort pictures by matching phonemes to graphemes and write missing letters.
1. Provide the student with a student sheet and picture card Activity Master. Place scissors and glue at the center.
2. The student cuts out the pictures. Selects a picture, names it, and says each sound (e.g., “bug, /b//u//g/”).
3. Looks for the letters that correspond to two of the sounds.
4. Glues the picture in the fourth column next to the two letters. Looks at the blank space in the row, determines the missing sound, and writes the corresponding letter (i.e., “/b//u//g/, the missing letter is g”).
5. Continues until all blanks are filled.
6. Teacher evaluation

Extensions and Adaptations
- Use other pictures and words.
picture cards
<table>
<thead>
<tr>
<th>m</th>
<th>p</th>
<th>picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>n</td>
<td>picture</td>
</tr>
<tr>
<td>b</td>
<td>u</td>
<td>picture</td>
</tr>
<tr>
<td>a</td>
<td>t</td>
<td>picture</td>
</tr>
<tr>
<td>b</td>
<td>i</td>
<td>picture</td>
</tr>
<tr>
<td>s</td>
<td>u</td>
<td>picture</td>
</tr>
<tr>
<td>c</td>
<td>y</td>
<td>picture</td>
</tr>
<tr>
<td>e</td>
<td>g</td>
<td>picture</td>
</tr>
<tr>
<td>f</td>
<td>y</td>
<td>picture</td>
</tr>
<tr>
<td>o</td>
<td>g</td>
<td>picture</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ant, apple, alligator, ax, ape, apron
Letter-Sound Match

acorn, alien, beach, banana, backpack, camel
Letter-Sound Match

cane, candle, carrot, doughnut, dragon, deer
door, egg, elf, elbow, envelope, equal

2 + 2 = 4
eagle, easel, eat, four, finger, feather
fire, grapes, guitar, gold, glue, heart
Letter-Sound Match

hippopotamus, horse, hammer, inch, igloo, ice
iron, jump, juice, jacket, jacks, kangaroo
key, kick, kite, ladder, lamp, lion
leash, mailbox, map, mouse, mirror, nail
necklace, needle, nurse, octopus, ox, olive
ostrich, open, oatmeal, pretzel, pillow, pear
piano, quill, queen, question, quarter, rabbit
<table>
<thead>
<tr>
<th>read</th>
<th>rainbow</th>
<th>ruler</th>
</tr>
</thead>
<tbody>
<tr>
<td>sandwich</td>
<td>saw</td>
<td>seven</td>
</tr>
</tbody>
</table>
snake, timer, ten, tire, triangle, umbrella
umpire, unicorn, unicycle, valentine, vacuum, vest
volcano, wagon, wallet, watch, window, yarn
yawn, yo-yo, yak, zebra, zero, zipper
zoo, arm, armadillo, whale, wheelchair, whistle
web, shark, shell, ship, shoe, thermometer
thimble, thorn, thirty, check, chin, cheese
chimney, owl, ouch
map, cat, can, rat, rain, gate
Letter-Sound Match

cake, rake, cane, nail, bell, bed
net, men, pen, vet, teeth, wheel
feet, cheese, jeep, sheep, lip, dish
Phonics

Letter-Sound Match

P. 025
hive, mice, doll, dog, hot, sock
boat, bone, roach, sun, duck, rug
<table>
<thead>
<tr>
<th>tub, cube, mule, farm, card, cart</th>
</tr>
</thead>
<tbody>
<tr>
<td>barn, fern, bird, shirt, dirt, girl</td>
</tr>
<tr>
<td>tub, cube, mule, farm, card, cart</td>
</tr>
<tr>
<td>barn, fern, bird, shirt, dirt, girl</td>
</tr>
</tbody>
</table>
Letter-Sound Match

barn, fern, bird, shirt, dirt, girl
surf, nurse, purse, third, mouse, shower
mouth, couch, house, walk, chalk, yawn
Letter-Sound Match

- shawl, moon, pool, moose, boot, book
<table>
<thead>
<tr>
<th>Letter-Sound Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook, foot, hook, coin, boil</td>
</tr>
</tbody>
</table>

![Images of objects corresponding to the phonemes: cook, foot, hook, coin, boil]
tub, crab, crib, bulb, rock, milk
steak, lock, bed, card, bird, cloud
cookie, pea, tea, penny, wolf, elf
Phonics

Letter-Sound Match

leaf, scarf, bug, bag, frog, log

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K-1 Student Center Activities: Phonics
book, cake, stick, school, shovel, seal
bowl, arm, team, drum, broom, seven
Letter-Sound Match

button, corn, moon, piano, zero, volcano
potato, ship, sleep, stop, soap, bus
### Letter-Sound Match

<table>
<thead>
<tr>
<th>gas</th>
<th>kiss</th>
<th>octopus</th>
<th>carrot</th>
<th>boat</th>
<th>bat</th>
</tr>
</thead>
</table>

**Phonics**

K-1 Student Center Activities: Phonics ©2005 The Florida Center for Reading Research and Florida Department of Education (Revised, 2021)
feet, five, sleeve, stove, cave, ox
Letter-Sound Match

ax, six, box, car, star, jar
shower, river, stir, brush, dish, fish
trash, tooth, bath, watch, sandwich, inch
couch, king, swing, ring, gong, cow
plow, draw, claw, jaw, straw, paw
zoo, kangaroo, shampoo, igloo, boy, toy
Objective
The student will blend onsets and rimes to make words.

Materials
- Onset and Rime Slides
  Cut and assemble.
- Student sheet
- Pencil

Activity
Students make words using a variety of onsets and a sliding rime strip.
1. Provide the student with Onset and Rime Slides and a student sheet.
2. The student selects an Onset and Rime Slide. Reads the rime (e.g., /ag/). Slides the rime until the first onset can be seen through the window. Reads the onset and rime, blends them, and says the word (e.g., “/b//ag/, bag”).
3. Determines if the word is a real or nonsense word and records it in the appropriate column on the student sheet.
4. Continues until all words are recorded.
5. Teacher evaluation

Extensions and Adaptations
- Use other Onset and Rime Slides.
<table>
<thead>
<tr>
<th>Onset and Rime Slide</th>
<th>P. 026</th>
</tr>
</thead>
<tbody>
<tr>
<td>onset and rime slides</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>ag</strong></td>
</tr>
<tr>
<td></td>
<td>2</td>
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<tr>
<td></td>
<td><strong>ail</strong></td>
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<tr>
<td>b</td>
<td>p</td>
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<td>s</td>
<td>d</td>
</tr>
<tr>
<td>sh</td>
<td>qu</td>
</tr>
</tbody>
</table>
Onset and Rime Slide

3. d h b T f gr st sw tr wh

4. d n l k p t pl sk st

im

ate

onset and rime slides
Onset and rime slides

- **Onset:** b n d s h ch tr st pl cl
- **Rime:** f b g l r z pl br gl sw

- **Onset and rime slide for:** eat

- **Onset and rime slide for:** oom
<table>
<thead>
<tr>
<th>Real Words</th>
<th>Nonsense Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
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<td>3.</td>
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<td>13.</td>
<td>13.</td>
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<td>15.</td>
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</tbody>
</table>
**Objective**
The student will blend onsets and rimes to make words.

**Materials**
- Onset and rime work boards
- Student sheet
- Small plastic letters
- Pencil

**Activity**

**Students select onsets to complete words using pictures as clues.**
1. Place the onset and rime work boards face up in a stack at the center. Place the plastic letters beside the boards. Provide the student with a student sheet.
2. The student selects the top work board from the stack, names the picture, and reads the rime (e.g., “jug, /ug/”). Says the initial sound of the word and its corresponding letter (i.e., “/j/, j”).
3. Looks for and places the matching plastic letter in the onset position on the work board.
4. Records word on student sheet.
5. Continue until all boards and student sheet are complete.
6. Teacher evaluation

**Extensions and Adaptations**
- Make other rime work boards using short or long vowel rimes
onset and rime work boards: fan, pan, man, ran
onset and rime work boards: hen, men, pen, ten
onset and rime work boards lip, ship, rip, whip
onset and rime work boards: fog, dog, log, jog
onset and rime work boards
<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</tbody>
</table>
blank onset and rime work boards
Objective
The student will blend onsets and rimes to make words.

Materials
▶ Rime cards
▶ Onset cards
▶ Whiteboards
▶ Vis-à-Vis® markers

Activity
Students select onsets to complete words.
1. Place the rime cards face up in a stack at the center. Place the onset cards face up in rows.
   Provide each student with a whiteboard and Vis-à-Vis. marker.
2. Taking turns, student one selects the top rime card from the stack and reads the rime (e.g., “/ag/”).
3. Student two selects an onset card, names the letter, says its sound (e.g., “b, /b/”), and places it to the left of the rime.
4. Student one blends the onset and rime and reads the word (i.e., “/b//ag/, bag”).
5. Determine if the word is real, and if so, each student writes it on the whiteboard.
6. Make more words with same rime and different onsets.
7. Continue until all rimes are used.
8. Peer evaluation

Extensions and Adaptations
▶ Record both real and nonsense words.
▶ Use magnetic boards (e.g., cookie sheet) and magnetic letters to make words.
**Objective**
The student will blend onsets and rimes to make words.

**Materials**
- Rime picture header cards
- Rime word cards
- Pocket chart

**Activity**
Students sort words by rimes on a pocket chart.
1. Place the picture header cards across the top row of the pocket chart. Place the word cards face down in a stack.
2. Working in pairs, students name each picture header card and segment the onset and rime (e.g., “lamp, /l//amp/”).
3. Select the top card from the stack, read the word, say its rime (e.g., “camp, -amp”), and look for the picture with the matching rime on the pocket chart (i.e., lamp).
4. Place the card in the corresponding column. Read all the words in that column (i.e., “ramp, damp, camp”).
5. Continue until all cards are sorted.
6. Peer evaluation

**Extensions and Adaptations**
- Record on student sheet.
- Complete open sort with word cards.
- Use other picture cards as headers.
Rime Closed Sort

rime picture header cards: fan, cap, tack, lamp
<table>
<thead>
<tr>
<th>man</th>
<th>cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>tan</td>
<td>lap</td>
</tr>
<tr>
<td>can</td>
<td>sap</td>
</tr>
<tr>
<td>ran</td>
<td>nap</td>
</tr>
<tr>
<td>plan</td>
<td>trap</td>
</tr>
</tbody>
</table>
### Rime Closed Sort

<table>
<thead>
<tr>
<th>pack</th>
<th>camp</th>
</tr>
</thead>
<tbody>
<tr>
<td>rack</td>
<td>ramp</td>
</tr>
<tr>
<td>sack</td>
<td>damp</td>
</tr>
<tr>
<td>back</td>
<td>champ</td>
</tr>
<tr>
<td>track</td>
<td>stamp</td>
</tr>
</tbody>
</table>

**rime word cards**
Rime Closed Sort

1.
2.
3.
4.
5.

1.
2.
3.
4.
5.

1.
2.
3.
4.
5.

1.
2.
3.
4.
5.

Name
Objective
The student will blend onsets and rimes to make words.

Materials
- Flyswatters
- Rime flies
- Onset cards
- Tape
  Attach an onset card to each side of the flyswatters.
- Student sheet
- Pencil

Activity
Students match onsets and rimes to make words using a flyswatter.
1. Tape the rime flies in a column on a blank surface. Place the flyswatters at the center.
   Provide the student with a student sheet.
2. Student points to and reads each rime.
3. Selects a flyswatter, names the letter on one side, and says its sound (e.g., “h, /h/”).
4. “Swats” the first fly by placing the onset next to the rime.
5. Blends the onset and rime and reads the word (e.g., “/h//ay/, hay”).
6. Determines if the word is real or nonsense and records in the appropriate column on the
   student sheet.
7. “Swats” all the flies in the column and records words.
8. Continues until all onsets are used.
9. Teacher evaluation

Extensions and Adaptations
- Use other rime flies.
Word Swat

rime flies

ut

un
Word Swat

- urine flies
- ump
blank rime flies
<table>
<thead>
<tr>
<th>Onset</th>
<th>Word</th>
<th>Onset</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>Word</td>
<td>o</td>
</tr>
<tr>
<td>r</td>
<td>Word</td>
<td>o</td>
</tr>
<tr>
<td>s</td>
<td>Word</td>
<td>o</td>
</tr>
<tr>
<td>m</td>
<td>Word</td>
<td>o</td>
</tr>
</tbody>
</table>
Word Swat

Name

Real Words | Nonsense Words
---|---
1. | 1.
2. | 2.
3. | 3.
4. | 4.
5. | 5.
6. | 6.
7. | 7.
8. | 8.
9. | 9.
10. | 10.
11. | 11.
12. | 12.
13. | 13.
15. | 15.
Objective
The student will blend onsets and rimes to make words.

Materials
- Double rime picture cards
- Onset and rime cards

Note: Some onsets will be used more than once.

Activity
Students make words using one rime and different onsets.
1. Place the double rime picture cards face down in a stack on a flat surface. Place the onset and rime cards face up in rows.
2. Taking turns, student one selects a double rime picture card, names the picture on the left side of the card, and segments the onset and rime orally (e.g., “hat, /h/, /at/”). Chooses the onset and rime cards that correspond and places them under the picture on the left. Reads the word (i.e., “hat”).
3. Student two names the picture on the right side of the card and segments the onset and rime orally (e.g., “cat, /k/, /at/’”). Moves the rime under the picture on the right. Chooses the onset that corresponds with the new word. Places it under the picture on the right next to the rime. Reads the word (i.e., “cat”).
4. Continue until all double rime picture cards are used.
5. Peer evaluation

Extensions and Adaptations
- Record words on paper.
- Use other double rime picture cards and onset and rime cards. Note: Some onsets will be used more than once.
double rime picture cards: hop/mop, hat/cat, rug/mug, pig/wig, dog/log, cot/pot
<table>
<thead>
<tr>
<th>Pen</th>
<th>Hen</th>
<th>Mice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pet</td>
<td>Net</td>
<td>Fox</td>
</tr>
<tr>
<td>Fox</td>
<td>Box</td>
<td>Sun</td>
</tr>
<tr>
<td>Run</td>
<td>Sun</td>
<td>Ham</td>
</tr>
<tr>
<td>Jam</td>
<td>Cub</td>
<td>Tub</td>
</tr>
</tbody>
</table>

**Double rime picture cards:** pen/hen, pet/net, fox/box, run/sun, ham/jam, cub/tub
## Change-A-Word

### Onset and Rime Cards

<table>
<thead>
<tr>
<th>b</th>
<th>c</th>
<th>d</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>h</td>
<td>j</td>
<td>l</td>
<td>m</td>
</tr>
<tr>
<td>n</td>
<td>p</td>
<td>r</td>
<td>s</td>
</tr>
<tr>
<td>t</td>
<td>w</td>
<td>og</td>
<td>ig</td>
</tr>
<tr>
<td>op</td>
<td>at</td>
<td>en</td>
<td>et</td>
</tr>
<tr>
<td>ox</td>
<td>un</td>
<td>am</td>
<td>ub</td>
</tr>
<tr>
<td>ug</td>
<td>ot</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*onset and rime cards*
double rime picture cards: toy/boy, rose/nose, hug/bug, trunk/skunk, lamp/stamp, snore/core
double rime picture cards: shell/bell, crib/bib, knee/bee, cap/map, fan/pan, bed/sled
# Phonics

## Change-A-Word

<table>
<thead>
<tr>
<th>onset and rime cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
</tr>
<tr>
<td>h</td>
</tr>
<tr>
<td>n</td>
</tr>
<tr>
<td>sk</td>
</tr>
<tr>
<td>t</td>
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<tr>
<td>ug</td>
</tr>
<tr>
<td>ell</td>
</tr>
<tr>
<td>ee</td>
</tr>
</tbody>
</table>

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K-1 Student Center Activities: Phonics
Objective
The student will blend onsets and rimes to make words.

Materials
- Onset and rime cubes
  
  *Copy on card stock, laminate, cut, and assemble.*
- Student sheet
- Pencils

Activity
Students make words using onset and rime cubes.
1. Place cubes at the center. Provide each student with a student sheet.
2. Taking turns, students roll the onset and rime cubes.
3. Say the sound of the onset and rime, blend, and read the word orally (e.g., “/g//ap/, gap”). Record the onset, rime, and word in the appropriate columns.
4. Determine if the word is real or nonsense. If it is a nonsense word, cross it out.
5. Continue until five or more words are recorded.
6. Teacher evaluation

Extensions and Adaptations
- Write words on cards and complete an open sort.
- Use other onset and rime cubes.
- Make other onset and rime cubes.
onset and rime cubes
<table>
<thead>
<tr>
<th>cubes</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>onset</td>
<td>rime</td>
</tr>
<tr>
<td>onset</td>
<td>rime</td>
</tr>
<tr>
<td>onset</td>
<td>rime</td>
</tr>
<tr>
<td>onset</td>
<td>rime</td>
</tr>
<tr>
<td>onset</td>
<td>rime</td>
</tr>
<tr>
<td>onset</td>
<td>rime</td>
</tr>
</tbody>
</table>
onset and rime cubes
Objective
The student will blend onsets and rimes to make words.

Materials
- Onset cards
- Rime cards
- Paper bags
- Label one bag “onsets” and one bag “rimes” and place the cards in the corresponding bag.
- Student sheet
- Pencils

Activity
Students make words from selected onsets and rimes.
1. Place the onset and rime bags at the center. Provide each student with a student sheet.
2. Taking turns, students select four cards from the onset bag and two cards from the rime bag.
   Say the sounds of the selected onsets and rimes and record on the student sheet.
3. Manipulate the cards to make as many words as possible by combining onset and rime cards
   one at a time.
4. Read each word as it is made. If it is real, record it on the student sheet.
5. Place onsets and rimes back in the bags and select new cards from the bags.
6. Continue until student sheet is complete.
7. Teacher evaluation

Extensions and Adaptations
- Make and use more onset and rime cards.
<table>
<thead>
<tr>
<th>onset cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
</tr>
<tr>
<td>r</td>
</tr>
<tr>
<td>l</td>
</tr>
<tr>
<td>s</td>
</tr>
<tr>
<td>sh</td>
</tr>
<tr>
<td>ug</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>ink</td>
</tr>
<tr>
<td>ain</td>
</tr>
<tr>
<td>eck</td>
</tr>
<tr>
<td>ew</td>
</tr>
</tbody>
</table>
Name ____________________________

Word Maker Game

Onsets

Rimes

Onsets

Rimes

Words

Words

Onsets

Rimes

Words

Words

Onsets

Rimes

Words

Words
Objective
The student will blend sounds of letters to make words.

Materials
- Vowel Stars
  Copy on card stock, laminate, and cut.
- Vis-à-Vis® marker
- Paper
- Pencil

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

Extensions and Adaptations
- Make stars with other consonants.
- Exchange sheets with another student and compare words.
Vowel Stars
**Vowel Stars**

- **First Star:**
  - a
  - u
  - s
  - p
  - e

- **Second Star:**
  - o
  - i
  - i

- **Third Star:**
  - a
  - u
  - b
  - g
  - e

- **Fourth Star:**
  - o
  - i

**vowel stars**
Vowel Stars
vowel stars
Objective
The student will blend sounds of letters to make words.

Materials
- Student sheets
  Choose a target word student sheet.
- Pencil
- Scissors

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

Extensions and Adaptations
- Add letters and/or steps.
- Use other target word steps.
- Make word steps with other words.
Name

P. 035

Word Steps

tip

t i  p  d  n  s  a
Name ____________________________

P. 035

Word Steps

cot

c o t d g l u h
Name

Word Steps

\[ \text{cat} \]

\[ \text{p} \text{ m} \text{ b} \text{ i} \]
Objective
The student will blend sounds of letters to make words.

Materials
▶ Letter cubes
  Copy on card stock, laminate, cut, and assemble.
▶ Student sheet
▶ Pencils

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

Extensions and Adaptations
▶ Complete an open sort with the words from the compiled lists.
▶ Use a timer to make as many real words as possible in a minute.
Letter Cube Blending

letter cube 1
Letter Cube Blending:

```
  i

  u  i  o

  e  e

  a

  glue  glue  glue
```

**Letter cube 2**
Letter Cube Blending

letter cube 3
<table>
<thead>
<tr>
<th>Cubes</th>
<th>Real words</th>
<th>Nonsense words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name
Objective
The student will blend sounds of letters to make words.

Materials
▶ Letter cards
▶ Student sheet
▶ Pencils

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

Extensions and Adaptations
▶ Switch letters with other students to change nonsense words to real words.
▶ Sort the words by vowel.
<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>e</td>
<td>f</td>
</tr>
<tr>
<td>g</td>
<td>h</td>
<td>i</td>
</tr>
</tbody>
</table>

**letter cards**
letter cards

s  t  u

v  w  x

y  z
<table>
<thead>
<tr>
<th>Real Words</th>
<th>Nonsense Words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Objective
The student will blend sounds of letters to make words.

Materials
▶ Letter spinners
   Copy spinners on card stock and cut.
▶ Brads
   Attach arrows to the spinners with the brads.
▶ Paper
▶ Pencil

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

Extensions and Adaptations
▶ Make spinners with other letters.
Digraph Delight

letter spinner 1
Digraph Delight

letter spinner 2
Digraph Delight

letter spinner 3
Phonics

Digraph Delight

blank spinner
Objective
The student will blend sounds of letters to make words.

Materials
- Picture cards
- Magnetic letters
- Magnetic board
- Paper
- Pencil

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

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

Extensions and Adaptations
- Use other picture cards or objects.
- Use picture cards with blends and digraphs (e.g., flag, dish).
picture cards: cat, sun, tub, rip, hat, rug
picture cards: ten, hop, map, lip, run, leg
picture cards: net, cap, pan, hug, mop, cot
picture cards: ant, mug, pin, bed, ham, bag
Objective
The student will blend sounds of letters to make words.

Materials
▶ Picture cards
▶ Letter tile cards
▶ Digraph tile cards
▶ Paper
▶ Pencils

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

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

Extensions and Adaptations
▶ Write the word and record the number of graphemes and phonemes.
▶ Identify the blends.
▶ Use other picture cards.
picture cards: whisk, chin, check, dish, fish, duck
picture cards: rock, lock, ship, brush, inch, clock
picture cards: sled, chick, brick, block, truck, bath
digraph tile cards

sh th wh ch ck
SH TH WH CH CK
uppercase letter tile cards
### A Digraph A Word

| a | b | c | d | e |
| f | g | h | i | j |
| k | l | m | n | o |
| p | q | r | s | t |
| u | v | w | x | y |
| z |

**lowercase letter tile cards**
Objective
The student will read high frequency words.

Materials
- Tactile word patterns
  Make word cards using sandpaper, corrugated cardboard, salt, rice, or textured fabric.
- Student sheet
- Print resources (e.g., magazines and catalogs)
  Review the print resources to ensure the information is appropriate for young children.
- Scissors
- Glue
- Pencil

Activity
Students sort words by rimes on a pocket chart.
1. Place the tactile words, print resources, scissors, and glue on a flat surface. Provide the student with a student sheet.
2. The student selects a tactile word and reads it. Says each letter while tracing it with “lead finger.”
3. Writes the word on the student sheet.
4. Finds the target word in the print resource, cuts it out, and glues it beside the matching word on the student sheet.
5. Continues until all target words are found and glued on student sheet.
6. Teacher evaluation

Extensions and Adaptations
- Search for target words in the classroom.
- Practice spelling the words.
- Use other high frequency words.
tactile word patterns
he
she
are
is
said
that

tactile word patterns
**Objective**
The student will read high frequency words.

**Materials**
- High frequency word cards
  Select target words.
- Checkerboard
  Make four copies of the checkerboard on card stock, connect to make a full size checkerboard, and laminate.
- Checkers
- Vis-à-Vis marker
  Write target high frequency words on the squares of the game board.

**Activity**
Students practice reading high frequency words while playing a checker game.

1. Place the checkerboard on a flat surface with the corner white square to the student’s left. Place checkers on the board in the traditional manner.
2. Taking turns, students move a checker to a word (either directly or by jumping and taking an opponent’s piece) and orally read the word on the square.
3. If able to read the word correctly, keeps the checker on that square. If unable to read the word, returns to the previous square.
4. Continue until one student reaches the opposite side of the board.
5. Peer evaluation

**Extensions and Adaptations**
- Use other high frequency words.
Word Checkers

glue/tape

checker board section
Word Checkers
is
that
of
the
and
you
<table>
<thead>
<tr>
<th>to</th>
<th>it</th>
<th>he</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>in</td>
<td>was</td>
</tr>
</tbody>
</table>
or
had
word
from
one
by
High Frequency Word Cards

your

can

use

when

said

there
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>she</td>
<td>do</td>
<td>how</td>
</tr>
<tr>
<td>an</td>
<td>each</td>
<td>which</td>
</tr>
<tr>
<td>first</td>
<td>water</td>
<td>been</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>their</td>
<td>if</td>
<td>will</td>
</tr>
<tr>
<td>oil</td>
<td>about</td>
<td>who</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>call</td>
<td>up</td>
<td>other</td>
</tr>
</tbody>
</table>
made  may  come
its  get  part
<table>
<thead>
<tr>
<th>only</th>
<th>sound</th>
<th>little</th>
</tr>
</thead>
<tbody>
<tr>
<td>over</td>
<td>take</td>
<td>new</td>
</tr>
<tr>
<td>out</td>
<td>year</td>
<td>many</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>know</td>
<td>work</td>
<td>place</td>
</tr>
</tbody>
</table>

High Frequency Word Cards

©2005 The Florida Center for Reading Research and Florida Department of Education (Revised, 2021)
<table>
<thead>
<tr>
<th>her</th>
<th>make</th>
<th>into</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>him</td>
<td>would</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- time
- them
- then
- these
- some
- so
High Frequency Word Cards

has    write    more

look    two    go
High Frequency Word Cards

- number
- could
- no
- see
- people
- way
High Frequency Word Cards

- my
- back
- me
- than
- live
- give
High Frequency Word Cards

thing
just
our

most
after
very
<table>
<thead>
<tr>
<th>name</th>
<th>good</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>think</td>
<td>say</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

great
where
help

though
much
before
<table>
<thead>
<tr>
<th>line</th>
<th>right</th>
<th>too</th>
</tr>
</thead>
<tbody>
<tr>
<td>mean</td>
<td>old</td>
<td>any</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- follow
- came
- want
- some
- tell
- boy
High Frequency Word Cards

- show
- also
- around
- farm
- three
- small
<table>
<thead>
<tr>
<th>big</th>
<th>must</th>
<th>because</th>
</tr>
</thead>
<tbody>
<tr>
<td>even</td>
<td>large</td>
<td>such</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- went
- men
- why
- turn
- ask
- here
<table>
<thead>
<tr>
<th>read</th>
<th>home</th>
<th>different</th>
</tr>
</thead>
<tbody>
<tr>
<td>need</td>
<td>land</td>
<td>us</td>
</tr>
<tr>
<td>try</td>
<td>hand</td>
<td>picture</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>move</td>
<td>kind</td>
<td>again</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

spell
air
Off

change
away
play
High Frequency Word Cards

<table>
<thead>
<tr>
<th>animal</th>
<th>house</th>
<th>point</th>
</tr>
</thead>
<tbody>
<tr>
<td>letter</td>
<td>mother</td>
<td>page</td>
</tr>
</tbody>
</table>

K-1 Student Center Activities: Phonics

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High Frequency Word Cards

- learn
- America
- world
- still
- should
- high
High Frequency Word Cards

- food
- between
- own
- below
- country
- plant
<table>
<thead>
<tr>
<th>school</th>
<th>tree</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>last</td>
<td>father</td>
<td>keep</td>
</tr>
<tr>
<td>city</td>
<td>eye</td>
<td>though</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>---------</td>
</tr>
<tr>
<td>start</td>
<td>earth</td>
<td>light</td>
</tr>
<tr>
<td>don't</td>
<td>story</td>
<td>left</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>head</td>
<td>under</td>
<td>saw</td>
</tr>
</tbody>
</table>
while

might

something

few

along

close
High Frequency Word Cards

open
next
hard

seem
begin
example
always
life
both
those
together
paper
High Frequency Word Cards

- got
- run
- important
- group
- often
- until
<table>
<thead>
<tr>
<th>white</th>
<th>took</th>
<th>began</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk</td>
<td>grow</td>
<td>sea</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

four  state  book

river  carry  once
High Frequency Word Cards

- stop
- second
- miss
- hear
- without
- later
High Frequency Word Cards

- really
- let
- girl
- color
- almost
- above
Phonics

High Frequency Word Cards

mountain
talk
young

sometimes
soon
cut
High Frequency Word Cards

- song
- leave
- being
- list
- family
- it's
Objective
The student will read high frequency words.

Materials
- High frequency word cards
  Select target words.
- Fish pattern
  Make multiple copies, laminate, and cut.
  Attach a high frequency word to each fish.
- Paper clips
  Punch hole near each fish nose and attach paper clip.
- Container for a “pond” (e.g., plastic fish bowl, paper bag)
  Place fish in the container.
- Fishing pole (e.g., tie string to a ruler and attach a magnet)

Activity
Students practice reading high frequency words while playing a “fishing” game.
1. Place “pond” and fishing pole at the center.
2. Taking turns, students use the fishing pole to “catch” a word fish. Read the word.
3. If able to read the word, keep the word fish. If unable to read the word, return the word fish back to the “pond.”
4. Continue until all word fish are “caught.”
5. Peer evaluation

Extensions and Adaptations
- Write the words that are “caught.”
- Use the word fish as flash cards.
<table>
<thead>
<tr>
<th>as</th>
<th>his</th>
<th>with</th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td>on</td>
<td>are</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

<table>
<thead>
<tr>
<th>this</th>
<th>at</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>they</td>
<td>be</td>
<td>I</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- or
- had
- word
- from
- one
- by
were
what
we

but
not
all
your

can

use

when

said

there
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>she</td>
<td>do</td>
<td>how</td>
</tr>
<tr>
<td>an</td>
<td>each</td>
<td>which</td>
</tr>
</tbody>
</table>
first  
their  

water  
if  

been  
will  

High Frequency Word Cards

Phonics

K-1 Student Center Activities: Phonics

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P. 043
High Frequency Word Cards

- made
- may
- come
- its
- get
- part
High Frequency Word Cards

only  
sound  
little  

over  
take  
new
High Frequency Word Cards

out  year  many

know  work  place
High Frequency Word Cards

<table>
<thead>
<tr>
<th>her</th>
<th>make</th>
<th>into</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>him</td>
<td>would</td>
</tr>
</tbody>
</table>
time
them
then
these
some
so
High Frequency Word Cards

- number
- could
- no

- see
- people
- way
High Frequency Word Cards

- my
- than
- live
- me
- back
- give
High Frequency Word Cards

thing  just  our

most  after  very
<table>
<thead>
<tr>
<th>great</th>
<th>where</th>
<th>help</th>
</tr>
</thead>
<tbody>
<tr>
<td>though</td>
<td>much</td>
<td>before</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- show
- also
- around

- farm
- three
- small
High Frequency Word Cards

- well
- end
- put
- does
- set
- another
big  must  because

even  large  such
High Frequency Word Cards

- read
- home
- different
- need
- land
- us
High Frequency Word Cards

- spell
- air
- off

- change
- away
- play
<table>
<thead>
<tr>
<th>letter</th>
<th>mother</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>animal</td>
<td>house</td>
<td>point</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- near
- answer
- found
- every
- add
- study
<table>
<thead>
<tr>
<th>learn</th>
<th>America</th>
<th>world</th>
</tr>
</thead>
<tbody>
<tr>
<td>still</td>
<td>should</td>
<td>high</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- food
- between
- own
- below
- country
- plant
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td>tree</td>
<td>never</td>
</tr>
<tr>
<td>last</td>
<td>father</td>
<td>keep</td>
</tr>
<tr>
<td>while</td>
<td>might</td>
<td>something</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>few</td>
<td>along</td>
<td>close</td>
</tr>
</tbody>
</table>
always
both
together
life
those
paper
High Frequency Word Cards

got  run  important

group  often  until
High Frequency Word Cards

side  car  night

car  feet  mile

children
High Frequency Word Cards

<table>
<thead>
<tr>
<th>white</th>
<th>took</th>
<th>began</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk</td>
<td>grow</td>
<td>sea</td>
</tr>
<tr>
<td>stop</td>
<td>second</td>
<td>miss</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>hear</td>
<td>without</td>
<td>later</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- really
- let
- girl
- color
- almost
- above
mountain

sometimes

soon

cut

talk

young
High Frequency Word Cards

- song
- leave
- being
- list
- family
- it's
Objective
The student will blend onsets and rimes to make words.

Materials
▶ High frequency word cards
  Select target words.
▶ Baseball pattern
  Make multiple copies, laminate, and cut. Attach a high frequency word card to each baseball.
▶ Word Baseball game board
▶ Game pieces (e.g., counters)

Activity
Students practice reading high frequency words while playing a baseball game.
1. Place the game board and game pieces on a flat surface. Place the baseball cards face down in a stack.
2. Student one, the pitcher, picks up the first baseball and shows it to student two, the batter, who reads the word.
3. If correct, advances to first base. If incorrect, batter receives an out and the card is placed at the bottom of the pile.
4. Continues to move around the bases as words are correctly read.
5. After three outs or two runs, switch roles.
6. Continue until all target words are read.
7. Peer evaluation

Extensions and Adaptations
▶ Use other high frequency words.
<table>
<thead>
<tr>
<th>to</th>
<th>it</th>
<th>he</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>in</td>
<td>was</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

as
his
with
for
on
are
High Frequency Word Cards

- this
- at
- have
- they
- be
- I
were

what

we

but

not

all
your

when

can

said

use

there
High Frequency Word Cards

- she
- do
- how
- an
- each
- which
High Frequency Word Cards

- oil
- about
- who
- call
- up
- other
<table>
<thead>
<tr>
<th>made</th>
<th>may</th>
<th>come</th>
</tr>
</thead>
<tbody>
<tr>
<td>its</td>
<td>get</td>
<td>part</td>
</tr>
<tr>
<td>High Frequency Word Cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>did</td>
<td>long</td>
<td>final</td>
</tr>
<tr>
<td>down</td>
<td>now</td>
<td>day</td>
</tr>
</tbody>
</table>
only
sound
little

ever
take
new
High Frequency Word Cards

- out
- work
- year
- know
- place
- many
High Frequency Word Cards

- her
- make
- into
- like
- him
- would
Phonics

High Frequency Word Cards

- time
- them
- then
- these
- some
- so
High Frequency Word Cards

my  than  live

me  back  give
High Frequency Word Cards

- thing
- just
- our
- most
- after
- very
<table>
<thead>
<tr>
<th>Name</th>
<th>Good</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>Think</td>
<td>Say</td>
</tr>
<tr>
<td>great</td>
<td>where</td>
<td>help</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>though</td>
<td>much</td>
<td>before</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

line
right
too
mean
old
any
High Frequency Word Cards

- follow
- came
- want
- some
- tell
- boy
show  also  around

farm  three  small
well  end  put  

does  set  another
<table>
<thead>
<tr>
<th>big</th>
<th>must</th>
<th>because</th>
</tr>
</thead>
<tbody>
<tr>
<td>even</td>
<td>large</td>
<td>such</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

went  men  why

turn  ask  here
High Frequency Word Cards

- read
- home
- different
- need
- land
- us
High Frequency Word Cards

try
hand
picture

move
kind
again

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High Frequency Word Cards

spell
air
off

change
away
play
<table>
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<tr>
<th>letter</th>
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<th>page</th>
</tr>
</thead>
<tbody>
<tr>
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<td>house</td>
<td>point</td>
</tr>
</tbody>
</table>
near
answer
found
every
add
study
High Frequency Word Cards

food  between  own
below  country  plant
<table>
<thead>
<tr>
<th>don't</th>
<th>story</th>
<th>left</th>
</tr>
</thead>
<tbody>
<tr>
<td>head</td>
<td>under</td>
<td>saw</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

while
might
something

two
along
close
High Frequency Word Cards

open  next  hard

seem  begin  example

©2005 The Florida Center for Reading Research and Florida Department of Education (Revised, 2021)
always
life
both
those
paper
together
<table>
<thead>
<tr>
<th>got</th>
<th>run</th>
<th>important</th>
</tr>
</thead>
<tbody>
<tr>
<td>group</td>
<td>often</td>
<td>until</td>
</tr>
</tbody>
</table>
side

children

car

feet

night

mile
High Frequency Word Cards

- white
- took
- began
- walk
- grow
- sea
High Frequency Word Cards

four  state  book

river  carry  once
High Frequency Word Cards

- stop
- second
- miss
- hear
- without
- later
Face
Watch
Far
Idea
Enough
Eat
High Frequency Word Cards

really
color
let
almost
girl
above
High Frequency Word Cards

mountain

sometimes

talk

soon

young

cut
**Objective**
The student will read high frequency words.

**Materials**

- High frequency word cards
  *Select eight to twelve target words.*
  *Copy twice.*

**Activity**

*Students practice reading high frequency words while playing a memory game.*

1. Place the high frequency word cards face down in rows.
2. Taking turns, students select two cards, read them orally, and determine if they match.
3. If there is a match (e.g., would, would), pick up cards and place to the side. If cards do not match (e.g., me, tell), return them to their original places.
4. Continue until all matches are made.
5. Peer evaluation

**Extensions and Adaptations**

- Use other high frequency words.
High Frequency Word Cards

is
that
of

the
and
you
High Frequency Word Cards

to  it  he

to  it  he

to  it  he

to  it  he
as

his

with

for

on

are
High Frequency Word Cards

this
at
have
ty
be
I
<table>
<thead>
<tr>
<th>or</th>
<th>had</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>from</td>
<td>one</td>
<td>by</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- were
- what
- we
- but
- not
- all
High Frequency Word Cards

- your
- can
- use
- when
- said
- there
she
do
how

an
each
which
first  water  been

their  if  will
**High Frequency Word Cards**

- oil
- about
- who
- call
- up
- other
High Frequency Word Cards

made  may  come
its   get   part
High Frequency Word Cards

- only
- sound
- little

- over
- take
- new
Out
Year
Many
Know
Work
Place
High Frequency Word Cards

- her
- make
- into
- like
- him
- would
High Frequency Word Cards

- time
- them
- then
- these
- some
- so
High Frequency Word Cards

- has
- write
- more
- look
- two
- go
High Frequency Word Cards

- number
- could
- no
- see
- people
- way
<table>
<thead>
<tr>
<th>my</th>
<th>than</th>
<th>live</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>back</td>
<td>give</td>
</tr>
<tr>
<td>thing</td>
<td>just</td>
<td>our</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>most</td>
<td>after</td>
<td>very</td>
</tr>
<tr>
<td>show</td>
<td>also</td>
<td>around</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>farm</td>
<td>three</td>
<td>small</td>
</tr>
</tbody>
</table>
well
end
put
does
set
another
High Frequency Word Cards

- big
- must
- because
- even
- large
- such
High Frequency Word Cards

- went
- men
- why
- turn
- ask
- here
read

home

different

need

land

us
<table>
<thead>
<tr>
<th>try</th>
<th>hand</th>
<th>picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>move</td>
<td>kind</td>
<td>again</td>
</tr>
<tr>
<td>near</td>
<td>answer</td>
<td>found</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>every</td>
<td>add</td>
<td>study</td>
</tr>
</tbody>
</table>
learn

America

world

still

should

high
High Frequency Word Cards

- food
- between
- own
- below
- country
- plant
High Frequency Word Cards

- city
- eye
- though
- start
- earth
- light
High Frequency Word Cards

- don't
- story
- left
- head
- under
- saw
while  might  something

few  along  close
High Frequency Word Cards

open  next  hard

seem  begin  example
always  both  together

life  those  paper
High Frequency Word Cards

- got
- run
- important
- group
- often
- until
High Frequency Word Cards

- side
- car
- night
- children
- feet
- mile
<table>
<thead>
<tr>
<th>white</th>
<th>took</th>
<th>began</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk</td>
<td>grow</td>
<td>sea</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

four  state  book

river  carry  once
High Frequency Word Cards

- stop
- second
- miss
- hear
- without
- later
High Frequency Word Cards

- face
- watch
- far
- idea
- enough
- eat
High Frequency Word Cards

really  let  girl

color  almost  above
High Frequency Word Cards

mountain  talk  young

sometimes  soon  cut
Objective
The student will read high frequency words.

Materials
▶ High frequency word cards
Select target words.
▶ Bowling ball pattern
Make multiple copies, laminate, and cut.
Attach a high frequency word to each ball. Write a score from one-to-ten on the back of each ball.
▶ Bag
Place the balls in the bag.
▶ Student sheet

Activity
Students practice reading high frequency words while playing a bowling game.
1. Place the bag of bowling word cards on a flat surface. Provide students with a student sheet.
2. Taking turns, students select a bowling ball word out of the bag and read it orally.
3. If able to read the word, receives the score written on the back of the card. If unable to read the word, receives no points for a “gutter ball.”
4. Record points on the score card.
5. Continue until student sheet is complete.
6. Peer evaluation

<table>
<thead>
<tr>
<th>Name</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danny</td>
<td>8</td>
<td>0</td>
<td>7</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keisha</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Extensions and Adaptations
▶ Use other high frequency words.
bowling ball patterns
<table>
<thead>
<tr>
<th>Name</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bowling Score Card
<table>
<thead>
<tr>
<th>to</th>
<th>it</th>
<th>he</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>in</td>
<td>was</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- this
- at
- have

- they
- be
- I
High Frequency Word Cards

- or
- had
- word
- from
- one
- by
High Frequency Word Cards

- were
- what
- we
- but
- not
- all
High Frequency Word Cards

your  can  use

when  said  there
<table>
<thead>
<tr>
<th>first</th>
<th>water</th>
<th>been</th>
</tr>
</thead>
<tbody>
<tr>
<td>their</td>
<td>if</td>
<td>will</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- oil
- about
- who
- call
- up
- other
High Frequency Word Cards

- made
- may
- come
- its
- get
- part
High Frequency Word Cards

did  long  final

down  now  day
High Frequency Word Cards

only
sound
little

over
take
new
High Frequency Word Cards

- her
- make
- into

- like
- him
- would
High Frequency Word Cards

- time
- them
- then
- these
- some
- so
High Frequency Word Cards

- has
- write
- more

- look
- two
- go
<table>
<thead>
<tr>
<th>number</th>
<th>could</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>people</td>
<td>way</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- thing
- just
- our
- most
- after
- very
Phonics

High Frequency Word Cards

name

good

sentence

man

talk

say
High Frequency Word Cards

- great
- where
- help
- though
- much
- before
<table>
<thead>
<tr>
<th>line</th>
<th>right</th>
<th>too</th>
</tr>
</thead>
<tbody>
<tr>
<td>mean</td>
<td>old</td>
<td>any</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- follow
- came
- want
- some
- tell
- boy
show
also
around

farm
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<table>
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<tr>
<th>big</th>
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<tbody>
<tr>
<td>even</td>
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<td>such</td>
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</table>
went

men

why

turn

ask

here
High Frequency Word Cards

- read
- home
- different
- need
- land
- us
High Frequency Word Cards

- try
- hand
- picture
- move
- kind
- again
High Frequency Word Cards

spell
air
off

change
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<table>
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<th>letter</th>
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<td>point</td>
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</table>
High Frequency Word Cards

every

answer

found

every

add

study
High Frequency Word Cards

- learn
- America
- world
- still
- should
- high
<table>
<thead>
<tr>
<th>food</th>
<th>between</th>
<th>own</th>
</tr>
</thead>
<tbody>
<tr>
<td>below</td>
<td>country</td>
<td>plant</td>
</tr>
<tr>
<td>school</td>
<td>tree</td>
<td>never</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>last</td>
<td>father</td>
<td>keep</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- city
- eye
- though
- start
- earth
- light
<table>
<thead>
<tr>
<th>don't</th>
<th>story</th>
<th>left</th>
</tr>
</thead>
<tbody>
<tr>
<td>head</td>
<td>under</td>
<td>saw</td>
</tr>
<tr>
<td>while</td>
<td>might</td>
<td>something</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>few</td>
<td>along</td>
<td>close</td>
</tr>
</tbody>
</table>
open  \hspace{1cm}  next  \hspace{1cm}  hard
seem  \hspace{1cm}  begin  \hspace{1cm}  example
always
both
together

life
those
paper
High Frequency Word Cards

- got
- run
- important
- group
- often
- until
High Frequency Word Cards

side  car  night
children  feet  mile
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High Frequency Word Cards

four  state  book

river  carry  once
High Frequency Word Cards

- stop
- second
- miss
- hear
- without
- later
High Frequency Word Cards

- face
- watch
- far
- idea
- enough
- eat
<table>
<thead>
<tr>
<th>really</th>
<th>let</th>
<th>girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>color</td>
<td>almost</td>
<td>above</td>
</tr>
</tbody>
</table>

High Frequency Word Cards
<table>
<thead>
<tr>
<th>soon</th>
<th>cut</th>
</tr>
</thead>
<tbody>
<tr>
<td>sometimes</td>
<td></td>
</tr>
<tr>
<td>mountain</td>
<td></td>
</tr>
<tr>
<td>talk</td>
<td>young</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- song
- leave
- being
- list
- family
- it's
Objective
The student will identify variant correspondences in words.

Materials
- Header and word cards
  Choose target header and corresponding word cards for the same vowel (e.g., short and long “a”).
- Cans
  Attach the header cards to the cans.

Activity
Students read and sort words by vowel sounds.
1. Place cans on a flat surface. Place the word cards face down in a stack.
2. Taking turns, students select a card, read the word orally, and say the sound of the vowel (e.g., “beet, /ē/”).
3. Read the word on each can and say the sound of each vowel (e.g., “bed, /e/, see, /ē/”). Place the word card in the can that has the corresponding vowel sound (i.e., “beet goes in the /ē/ can”).
4. Continue until all words are sorted.
5. Peer evaluation

Extensions and Adaptations
- Record words on paper.
- Use other header and word cards.
- Make and use other header and word cards.
- Sort more than one vowel pair at a time.
<table>
<thead>
<tr>
<th>cat</th>
<th>late</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>ape</td>
</tr>
<tr>
<td>camp</td>
<td>shake</td>
</tr>
<tr>
<td>and</td>
<td>fame</td>
</tr>
<tr>
<td>trash</td>
<td>base</td>
</tr>
<tr>
<td>back</td>
<td>make</td>
</tr>
</tbody>
</table>

**Canned Sort**

- cat
- late
- fast
- ape
- camp
- shake
- and
- fame
- trash
- base
- back
- make
<table>
<thead>
<tr>
<th>bed</th>
<th>see</th>
</tr>
</thead>
<tbody>
<tr>
<td>went</td>
<td>sleep</td>
</tr>
<tr>
<td>help</td>
<td>seed</td>
</tr>
<tr>
<td>pet</td>
<td>eel</td>
</tr>
<tr>
<td>end</td>
<td>queen</td>
</tr>
<tr>
<td>them</td>
<td>beet</td>
</tr>
</tbody>
</table>

header and word cards
<table>
<thead>
<tr>
<th>big</th>
<th>five</th>
</tr>
</thead>
<tbody>
<tr>
<td>pick</td>
<td>ice</td>
</tr>
<tr>
<td>fix</td>
<td>time</td>
</tr>
<tr>
<td>fish</td>
<td>slide</td>
</tr>
<tr>
<td>him</td>
<td>kite</td>
</tr>
<tr>
<td>itch</td>
<td>nine</td>
</tr>
</tbody>
</table>

*header and word cards*
<table>
<thead>
<tr>
<th>got</th>
<th>home</th>
</tr>
</thead>
<tbody>
<tr>
<td>lock</td>
<td>note</td>
</tr>
<tr>
<td>spot</td>
<td>owe</td>
</tr>
<tr>
<td>shop</td>
<td>phone</td>
</tr>
<tr>
<td>ox</td>
<td>code</td>
</tr>
<tr>
<td>dog</td>
<td>rope</td>
</tr>
<tr>
<td>header</td>
<td>header</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>dug</td>
<td>cube</td>
</tr>
<tr>
<td>duck</td>
<td>use</td>
</tr>
<tr>
<td>must</td>
<td>mule</td>
</tr>
<tr>
<td>us</td>
<td>fume</td>
</tr>
<tr>
<td>rush</td>
<td>huge</td>
</tr>
<tr>
<td>jump</td>
<td>cute</td>
</tr>
</tbody>
</table>

header and word cards
<table>
<thead>
<tr>
<th>far</th>
<th>flare</th>
</tr>
</thead>
<tbody>
<tr>
<td>arm</td>
<td>rare</td>
</tr>
<tr>
<td>farm</td>
<td>hare</td>
</tr>
<tr>
<td>start</td>
<td>bare</td>
</tr>
<tr>
<td>yard</td>
<td>square</td>
</tr>
<tr>
<td>part</td>
<td>dare</td>
</tr>
</tbody>
</table>

header and word cards
## Canned Sort

<table>
<thead>
<tr>
<th>any</th>
<th>cry</th>
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</thead>
<tbody>
<tr>
<td>very</td>
<td>deny</td>
</tr>
<tr>
<td>many</td>
<td>dry</td>
</tr>
<tr>
<td>easy</td>
<td>July</td>
</tr>
<tr>
<td>story</td>
<td>sly</td>
</tr>
<tr>
<td>only</td>
<td>fry</td>
</tr>
</tbody>
</table>

header and word cards
<table>
<thead>
<tr>
<th>down</th>
<th>own</th>
</tr>
</thead>
<tbody>
<tr>
<td>town</td>
<td>bowl</td>
</tr>
<tr>
<td>cow</td>
<td>low</td>
</tr>
<tr>
<td>brow</td>
<td>tow</td>
</tr>
<tr>
<td>brown</td>
<td>grow</td>
</tr>
<tr>
<td>now</td>
<td>mow</td>
</tr>
</tbody>
</table>

**header and word cards**
### Canned Sort

**Blank Header and Word Cards**

<table>
<thead>
<tr>
<th>Header</th>
<th>Header</th>
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<tbody>
<tr>
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</tbody>
</table>
Objective
The student will identify variant correspondences in words.

Materials
- Silent “e” word strips
  Copy, laminate, cut, and fold strips on the dotted line.
- Student sheet
- Pencils

Activity
Students read words with and without the silent “e” pattern.
1. Place silent “e” word strips standing up with “e” folded toward back on a flat surface. Provide each student with a student sheet.
2. Taking turns, students select one of the strips and read the word orally (e.g., “plan”).
3. Turn the “e” to the front of the strip and read the new word orally (i.e., “plane”).
4. Write both words in the corresponding columns on the student sheet. Determine if each word is real or nonsense. If nonsense, cross it out.
5. Continue until all strips are read and recorded.
6. Teacher evaluation

Extensions and Adaptations
- Make more silent “e” word strips.
Silent “e” Changes

- ate
- made
- plane
- hade
- name
- shape

silent “e” word strips
Silent “e” Changes

cane
state
ase
pete
lete
gete

silent "e" word strips
Silent "e" Changes

ride
bite
slide
five
side
ine

silent "e" word strips
<table>
<thead>
<tr>
<th>Word Strips</th>
</tr>
</thead>
<tbody>
<tr>
<td>rode</td>
</tr>
<tr>
<td>slope</td>
</tr>
<tr>
<td>note</td>
</tr>
<tr>
<td>home</td>
</tr>
<tr>
<td>hote</td>
</tr>
<tr>
<td>rocke</td>
</tr>
</tbody>
</table>

*silent "e" word strips*
<table>
<thead>
<tr>
<th>silent &quot;e&quot; word strips</th>
</tr>
</thead>
<tbody>
<tr>
<td>cube</td>
</tr>
<tr>
<td>cute</td>
</tr>
<tr>
<td>use</td>
</tr>
<tr>
<td>upe</td>
</tr>
<tr>
<td>rube</td>
</tr>
<tr>
<td>sune</td>
</tr>
<tr>
<td>Short Vowel Words</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
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<td>11.</td>
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<td>12.</td>
</tr>
<tr>
<td>13.</td>
</tr>
<tr>
<td>15.</td>
</tr>
<tr>
<td>16.</td>
</tr>
</tbody>
</table>
### Blank Silent "e" Word Strips

<table>
<thead>
<tr>
<th>Word Strip 1</th>
<th>Word Strip 2</th>
<th>Word Strip 3</th>
<th>Word Strip 4</th>
<th>Word Strip 5</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
Objective
The student will identify variant correspondences in words.

Materials
- Vowel Slides
  - Select target vowel slides.
  - Thread vertical strips through the horizontal strip to create slides
- Paper
- Pencil

Activity
Students blend sounds to make words while manipulating a slide.
1. Provide the student with vowel slides and paper.
2. The student selects a vowel slide and reads the medial vowel pattern (e.g., “/ar/”). Slides vertical strips until letters can be seen through the windows. Blends the sounds and reads the word (e.g., “/d//ar//t/, dart”).
3. Determines if it is a real or nonsense word. If real, records on the paper. Manipulates both slides until all possible combinations are made.
4. Continues until all real words are recorded.
5. Teacher evaluation

Extensions and Adaptations
- Use short vowel slides.
- Make slides with other letters.
Vowel Slide

vowel slides
Vowel Slide

vowel slides
Vowel Slide

- g t __ __
- l d __ __
- s m __ __
- f p __ __
- __ __ __ __
- __ __ __ __
- __ __ __ __
- __ __ __ __

vowel slides
vowel slides
Vowel Slide

- w d
- d th
- th g
- b s

- i

- o

- p r p
- f t
- h x
- p ck

vowel slides
vowel and blank word slides
Objective
The student will identify variant correspondences in words.

Materials
▶ Letter/letter combination flip cards
Select target letter/letter combination cards and add continuously as they are introduced. Copy, laminate, and cut.
▶ Three ring binder
Hole punch the letter/letter combination card(s) and place in the first, second, or third ring of the binder dependent upon the position of the sound (e.g., the letter combination “ay” always follows a consonant or consonant blend, therefore, the “ay” card should be placed in the second and third binder rings). In addition, place a blank card on each ring so that students have the option of forming words with two cards.
▶ Paper
▶ Pencil

Activity
Students blend sounds to make words while manipulating cards in a binder.
1. Provide the student with a Flip Manipulating Book (binder with letter/letter combination cards) and paper.
2. The student flips the cards in each stack (initial, medial, and final sound positions) to a desired letter/letter combination. Blends the sounds and reads the word (e.g., “/k/l/l/ä/, clay”).
3. Determines if it is a real or nonsense word. If real, records on the paper.
4. Continues until at least ten real words are recorded.
5. Teacher evaluation

Extensions and Adaptations
▶ Use the letters/letter combinations to make or sort words on a pocket chart.
▶ Add other target letters/letter combinations.
<table>
<thead>
<tr>
<th>a</th>
<th>au</th>
</tr>
</thead>
<tbody>
<tr>
<td>ar</td>
<td>ay</td>
</tr>
<tr>
<td>ai</td>
<td>aw</td>
</tr>
</tbody>
</table>

**letter/letter combination flip cards**
Flip Manipulating Books

Phonics

Letter/Letter Combination Flip Cards

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K-1 Student Center Activities: Phonics
letter/letter combination flip cards
Flipping Manipulating Books

<table>
<thead>
<tr>
<th>flip</th>
<th>edge</th>
<th>see</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>h</td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>.gi</td>
<td></td>
</tr>
<tr>
<td>ew</td>
<td>ge</td>
<td></td>
</tr>
</tbody>
</table>

Letter/letter combination flip cards
### Letter/Letter Combination Flip Cards

<table>
<thead>
<tr>
<th>igh</th>
<th>k</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>j</td>
</tr>
<tr>
<td>e</td>
<td>i</td>
</tr>
</tbody>
</table>

**Description:**

- The image shows a grid of letter and letter combination flip cards, used for phonics learning activities. Each quadrant contains a single letter or combination of letters. The cards are designed for interactive learning, likely to help students recognize and manipulate letter sounds.
Flip Manipulating Books

---

letter/letter combination flip cards

m o
l ng
kn n

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<table>
<thead>
<tr>
<th>òï</th>
<th>òw</th>
</tr>
</thead>
<tbody>
<tr>
<td>òe</td>
<td>òu</td>
</tr>
<tr>
<td>òo</td>
<td>òo</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>$\text{ph}$</td>
<td>$d$</td>
</tr>
<tr>
<td>$\text{qu}$</td>
<td>$r$</td>
</tr>
<tr>
<td>$\text{ph}$</td>
<td>$o$</td>
</tr>
</tbody>
</table>

Letter/letter combination flip cards
letter/letter combination flip cards
letter/letter combination flip cards
letter/letter combination flip cards
Objective
The student will identify variant correspondences in words.

Materials
- Game board
- R-controlled vowel spinner
  
  Copy spinner on card stock and cut.
- Brad
  
  Attach arrow to the spinner with the brad.
- R-controlled vowel word cards
- Game pieces (e.g., two different colored counters or “x” and “o” shapes)

Activity
Students practice reading words with r-controlled vowels while playing a tic-tac-toe type game.
1. Place the spinner and game board on a flat surface. Spread the word cards face up in rows.
   Provide each student with different game pieces.
2. Taking turns, students spin the spinner and say the sound of the r-controlled vowel on which it lands (e.g., “/ar”).
3. Select and orally read a word that contains the corresponding vowel sound (e.g., “car”).
4. If correct, place a game piece on the game board. If incorrect, no game piece is placed.
5. Put card back in its original position.
6. Continue until one student gets tic-tac-toe or until all spaces are covered.
7. Peer evaluation

Extensions and Adaptations
- Place cards face up in each square on the game board and turn over as their sound appears on the spinner.
- Make spinners with other variant correspondences
Game Board
game board
R-Controlled Spin

or are
ar ir
ear

r-controlled vowel spinner
### R-Controlled Spin

<table>
<thead>
<tr>
<th>car</th>
<th>farm</th>
<th>smart</th>
</tr>
</thead>
<tbody>
<tr>
<td>care</td>
<td>hear</td>
<td>share</td>
</tr>
<tr>
<td>scare</td>
<td>horse</td>
<td>born</td>
</tr>
<tr>
<td>for</td>
<td>bird</td>
<td>shirt</td>
</tr>
<tr>
<td>stir</td>
<td>near</td>
<td>fear</td>
</tr>
</tbody>
</table>

r-controlled vowel word cards
blank spinner
**Objective**
The student will identify variant correspondences in words.

**Materials**
- Elkonin Box picture cards
  - Copy, laminate, and cut.
- Student sheet
  - Can be copied back to back.
  - When writing graphemes for a long vowel made by v-c-e, the “e” is placed below the final grapheme with a slash and an arrow is drawn leading back to the vowel that it is making long.
- Vis-à-Vis® markers
- Pencils

**Activity**

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

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

**Extensions and Adaptations**
- Use other target Elkonin Box picture cards.
elkonin box picture card: ape
Phonics
Say and Write Letters

elkonin box picture card: seal
elkonin box picture card: kiss
elkonin box picture card: kite
Phonics

Say and Write Letters

elkonin box picture card: saw
elkonin box picture card: bell
elkonin box picture card: feet
Phonics
Say and Write Letters

elkonin box picture card: stove
elkonin box picture card: boat
Say and Write Letters

elkonin box picture card: cube
elkonin box picture card: moon
Say and Write Letters

blank elkonin box picture card
**Objective**
The student will blend syllables in words.

**Materials**
- Syllable cards
- Student sheet
- Pencils

**Activity**
Students combine syllables to form words while playing a matching game.
1. Place the syllable cards face down in rows. Provide each student with a student sheet.
2. Taking turns, students select two cards, read the syllable on each card, blend them, and read the word orally (e.g., “pa – per, paper”).
3. Determine if they make a word that corresponds to one of the pictures on the student sheet.
4. If a match is made, place the cards aside and record the word next to the picture on the student sheet. If a match is not made (e.g., “mon-bot, monbot”), return cards to their original positions.
5. Continue until student sheet is complete.
6. Teacher evaluation

**Extensions and Adaptations**
- Make and use other two syllable cards.
Picture It In Syllables

syllable cards

pa  per

mon  key

ro  bot

bas  ket
Picture It In Syllables

1. [Image of newspaper]
2. [Image of monkey]
3. [Image of robot]
4. [Image of basket]
5. [Image of man holding baby]
6. [Image of raccoon]
7. [Image of chicken]
8. [Image of sandwich]
<table>
<thead>
<tr>
<th>blank cards</th>
<th>blank cards</th>
<th>blank cards</th>
<th>blank cards</th>
<th>blank cards</th>
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<th>blank cards</th>
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</tbody>
</table>
Objective
The student will blend syllables in words.

Materials
▶ Puzzle pieces
  Copy on card stock, laminate, and cut.
▶ Bag
  Place all puzzle pieces in the bag.
▶ Paper
▶ Pencils

Activity
Students make words from syllable puzzle pieces.
1. Place bag of puzzle pieces on a flat surface. Provide each student with paper.
2. Taking turns, students pull one puzzle piece from the bag until all pieces are distributed.
   Combine pieces with the same number.
3. Say the syllable on each puzzle piece, blend, and read the word (e.g., “sand - wich, sandwich”)
4. Write the word and circle the syllables.
5. Continue until all puzzles are complete, recorded, and syllables are circled.
6. Teacher evaluation

Extensions and Adaptations
▶ Complete three syllable puzzles.
▶ Make other word puzzles.
Piece It Together

Ham mer  

Jack et  

Pen  

puzzle pieces
Piece It Together

Puzzle pieces

- wagon
- pen
- bowl
- pencil
- kill
- on
-piece it together-

puzzle pieces

puzzle pieces
Piece It Together

sand
wich
cam
el
ger

ti
ger

puzzle pieces
Piece It Together

puzzle pieces

coc pus

to ham burg er

to ta po

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puzzle pieces
**Objective**
The student will segment syllables in words.

**Materials**
- Pocket Chart
- Header cards
- Syllable word cards
- Student sheet
- Pencils

**Activity**
Students sort words by the number of syllables.

1. Place the header cards across the top row of the pocket chart. Place the word cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card and read the word (e.g., “basket”).
3. Say the word again segmenting it by syllables (i.e., “bas-ket”). Count the number of syllables (i.e., “2”).
4. Place the word in the column on the pocket chart that corresponds to the number of syllables. Record the word in the corresponding column on the student sheet.
5. Continue until all words are sorted and recorded.
6. Teacher evaluation

**Extensions and Adaptations**
- Sort by number of phonemes.
- Make and use other word cards.
Syllable Closed Sort

- five
- frog
- horse
- meet
- spot
- baby

Syllable word cards: five - 1, frog - 1, horse - 1, meet - 1, spot - 1, baby - 2
syllable word cards: peanut - 2, pencil - 2, silly - 2, window - 2, tomorrow - 3, elephant - 3
Syllable Closed Sort

syllable word cards: butterfly - 3, telephone - 3, banana - 3, watermelon - 4, caterpillar - 4, alligator - 4
| syllable and blank word cards: understanding - 4, motorcycle - 4 |
# Syllable Closed Sort

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Objective
The student will segment syllables in words.

Materials
▶ Syllable game board
  *Copy on card stock, connect, and laminate.*
▶ Syllable word cards
  *Write the number of syllables on the back side of the word cards for self-check.*
▶ Game pieces (e.g., counters)

Activity
Students count the number of syllables in words while playing a board game.
1. Place the game board and stack of word cards face up on a flat surface. Place game pieces at START on the game board.
2. Taking turns, students select the top card and read the word (e.g., “picnic”).
3. Say the word again segmenting it by syllables (i.e., “pic-nic”). Count the number of syllables (i.e., “2”). Check the back of the card for the number of syllables.
4. If correct, move game piece the same number of spaces on game board. If incorrect, leave game piece where it is.
5. Place word card at bottom of stack.
6. Continue until students reach the end.
7. Peer evaluation
Word Syllable Game
### Word Syllable Game

<table>
<thead>
<tr>
<th>through</th>
<th>scratch</th>
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<tbody>
<tr>
<td>teach</td>
<td>chicken</td>
</tr>
<tr>
<td>happy</td>
<td>chilly</td>
</tr>
<tr>
<td>often</td>
<td>people</td>
</tr>
</tbody>
</table>

Syllable word cards: through - 1, scratch - 1, teach - 1, chicken - 2, happy - 2, chilly - 2, often - 2, people - 2
<table>
<thead>
<tr>
<th>triangle</th>
<th>hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>chocolate</td>
<td>Saturday</td>
</tr>
<tr>
<td>astronaut</td>
<td>tomorrow</td>
</tr>
<tr>
<td>magnetic</td>
<td>escalator</td>
</tr>
</tbody>
</table>

Syllable word cards: triangle - 3, hospital - 3, chocolate - 3, Saturday - 3, astronaut - 3, tomorrow - 3, magnetic - 3, escalator - 4
<table>
<thead>
<tr>
<th>harmonica</th>
<th>rhinoceros</th>
</tr>
</thead>
<tbody>
<tr>
<td>tarantula</td>
<td>helicopter</td>
</tr>
<tr>
<td>caterpillar</td>
<td>watermelon</td>
</tr>
<tr>
<td>hippopotamus</td>
<td>encyclopedia</td>
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</table>

syllable word cards: harmonica - 4, rhinoceros - 4, tarantula - 4, helicopter - 4, caterpillar - 4, watermelon - 4, hippopotamus - 5, encyclopedia - 6
<table>
<thead>
<tr>
<th>blank cards</th>
<th>blank cards</th>
<th>blank cards</th>
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</thead>
<tbody>
<tr>
<td>blank cards</td>
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<td>blank cards</td>
<td>blank cards</td>
<td>blank cards</td>
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</tbody>
</table>
Objective
The student will form compound words.

Materials
- Compound word cards
  Copy on card stock, laminate, and cut.
- Student sheet
- Pencils

Activity
Students make compound words by putting puzzles pieces together.
1. Place puzzle pieces face up in rows on a flat surface. Provide each student with a student sheet.
2. Taking turns, student one selects a card and reads it orally (e.g., “pop”).
3. Student two selects a word that, when combined with the word student one chose, makes a compound word and reads it orally (i.e., “corn”). Read the compound word (i.e., “popcorn”) and record on student sheet.
4. Continue until all compound words are formed and recorded.
5. Teacher evaluation

Extensions and Adaptations
- Make puzzles using base words, inflections, suffixes, or prefixes.
compound word cards

- popcorn
- grasshopper
- football
- applesauce
Compound Word Puzzles

blackboard

earthquake

homework

sunflower

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K-1 Student Center Activities: Phonics
grand + mother = grandmother
play + ground = playground
butter + fly = butterfly
fire + fighter = fire fighter
## Compound Word Puzzles

<table>
<thead>
<tr>
<th>Word</th>
<th>+</th>
<th>Word</th>
<th>=</th>
<th>Compound Word</th>
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</thead>
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</table>
Compound Word Puzzles

blank compound word cards
**Objective**

The student will blend base words and inflections to make words.

**Materials**

- Base word and inflection grids
- Shallow boxes (e.g., shoe boxes, small plastic containers)
  
  *Place each grid in the bottom of a box.*
- Two small bean bags
- Paper
- Pencils

**Activity**

Students make words combining base words and inflections by playing a bean bag game.

1. Place boxes side by side with the base word box on the left and inflection box on the right. Place small bean bags at the center. Provide each student with paper.
2. Taking turns, students toss a small bean bag into each box. Say the base word and inflection on which the bags land (e.g., “walk–ing”). Blend them and read the word (i.e., “walking”).
3. Determine if the word is real or nonsense. If real, write the word on paper.
4. Continue until at least ten real words are listed on paper.
5. Teacher evaluation

**Extensions and Adaptations**

- Use other base words.
Infection Toss

Base Words

- toss
- smart
- short
- walk
- eat
- look

base word grid
Infection Toss

Inflections

ed  er

ing  es

s  est

inflection grid
Infection Toss

Base Words

sing
tall
play
fish
cook
fast
Objective
The student will blend base words and affixes to make words.

Materials
- Base word and affix flip cards
  Copy, laminate, and cut around borders. Compile and cut pages up to the gray lines. Staple to card stock or poster board.
- Student sheet
- Pencil

Activity
Students make words using base words, prefixes, and suffixes.
1. Place flip book at the center. Provide the student with a student sheet.
2. The student flips through the base words in the flip book, selects, and reads the word orally (e.g., “pack”).
3. Flips through the prefixes to form a real word and reads it orally (e.g., “unpack”). Records word on the student sheet. Continues making and recording words by blending prefixes and the base word.
4. Flips through the suffixes to form a real word and reads it orally (e.g., “packs”). Records word on the student sheet. Continues making and recording words by blending suffixes and the base word.
5. Flips both prefixes and suffixes to form a real word using the same base word and reads it orally (e.g., “unpacked”). Records word on the student sheet. Continues making and recording words by blending prefixes and suffixes with the base word.
6. Chooses another base word.
7. Continues until two or more base words are used.
8. Teacher evaluation

Extensions and Adaptations
- Make and use additional base words.
Prefix and Suffix Flip Book

un like

un friend

s er

base word and affix flip cards
Prefix and Suffix Flip Book

Base word and affix flip cards
<table>
<thead>
<tr>
<th>Base Word</th>
<th>Base Word</th>
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<tbody>
<tr>
<td>New Words</td>
<td>New Words</td>
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<td>1.</td>
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</table>
Prefix and Suffix Flip Book

<table>
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<th>New Words</th>
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</table>

blank flip pages
Objective
The student will identify base words and affixes.

Materials
▶ Word cards
▶ Student sheet
▶ Whiteboards
▶ Vis-à-Vis® markers
▶ Pencils

Activity
Students segment words by isolating the base word and affixes.
1. Place word cards face down in a stack on a flat surface. Provide each student with a whiteboard, Vis-à-Vis® marker, and student sheet.
2. Taking turns, students select the top card from the stack, read it orally (e.g., “tallest”), and write the word on their whiteboards.
3. Determine the base word and the affix (i.e., tall - est). Put a line between the base word and affix.
4. Record on student sheet.
5. Continue until all words are recorded.
6. Teacher evaluation

Extensions and Adaptations
▶ Make and use compound words.
<table>
<thead>
<tr>
<th>tallest</th>
<th>returning</th>
<th>undo</th>
</tr>
</thead>
<tbody>
<tr>
<td>landed</td>
<td>misuse</td>
<td>discolored</td>
</tr>
<tr>
<td>wishes</td>
<td>trainer</td>
<td>unsure</td>
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<td>removes</td>
<td>asking</td>
<td>helpful</td>
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<tr>
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<td>=</td>
<td>Prefix</td>
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</table>
Objective
The student will gain speed and accuracy in letter recognition.

Materials
- Alphabet Arc.
  *Enlarge 200 percent.*
- 12” x 18” construction paper.
  *Glue Alphabet Arc to construction paper.*
- Set of uppercase letters (e.g., foam or plastic)
- Timer (e.g., digital)

Activity
Students match letters of the alphabet to the Alphabet Arc in a timed activity.

1. Place the Alphabet Arc and set of letters on a flat surface. Place the timer at the center.
2. The student sets the timer for one minute. Chooses a letter, names it (e.g., “P”), and places it on the corresponding letter on the Alphabet Arc.
3. Continues until the timer goes off. Repeats the activity attempting to match all letters in less than one minute.
4. Self-check

Extensions and Adaptations
- Match lowercase alphabet letters to the Alphabet Arc in three minutes or less.
- Complete the partial Alphabet Arc in three minutes or less.
F. 001

Speedy Alphabet Arc

partial alphabet arc

K-1 Student Center Activities: Fluency

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Objective
The student will gain speed and accuracy in letter recognition.

Materials
- Erasers
- Mouse covers
  - Copy, cut, and tape to erasers.
- Alphabet strip.
  - Copy, cut, assemble, and laminate.
- Counters
- Whiteboards
- Vis-à-Vis® markers

Activity
Students quickly write and name letters of the alphabet.
1. Place the alphabet strip and counters at the center. Provide each student with a whiteboard, Vis-à-Vis® marker, and eraser.
2. Taking turns, student one looks at the alphabet strip, selects a letter, writes it on the whiteboard, shows it to student two, and begins counting to three. Student two names the letter.
3. If correct, and named within three seconds, student one places a counter on the corresponding letter on the alphabet strip. If incorrect, or if the letter is not identified within three seconds, student one wipes the letter with the eraser allowing the mouse to “eat” the letter.
4. Continue until all letters on the alphabet strip are covered with counters.
5. Peer evaluation

Extensions and Adaptations
- Say the sound of each letter.
- Say a word that begins with the initial sound of each letter.
- Use high-frequency words.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>Bb</td>
<td>Cc</td>
</tr>
<tr>
<td>Dd</td>
<td>Ee</td>
<td>Ff</td>
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<tr>
<td>Gg</td>
<td>Hh</td>
<td>Ii</td>
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<td>Kk</td>
<td>L l</td>
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<td>Nn</td>
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<tr>
<td>Yy</td>
<td>Zz</td>
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</tbody>
</table>

**Hungry Letter Mouse**

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K-1 Student Center Activities: Fluency
Objective
The student will gain speed and accuracy in letter recognition.

Materials
- Letter cards
  *Choose six target letters, copy on card stock six times, and cut into cards.*
- Time record student sheet
- Timer (e.g., digital)
- Pencils

Activity
Students identify letters while playing a card game.
1. Place the letter cards face down in a stack. Place the timer at the center. Provide the students with one time record.
2. Working in pairs, student one selects the top card from the stack as the target letter and places it face up on the table. Student two divides the remaining letter cards into two stacks and each student gets one stack.
3. Student one starts the timer and says “begin.” Each student turns over one card, says the letter as quickly as possible, and taps his card if it matches the target letter.
4. If a match is made, places the card below the target letter. If a match is not made, places the card to the side.
5. Play until each student uses all his cards. Student one stops timer and records time on student sheet.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation

Extensions and Adaptations
- Use other target letters.
- Use target words.
Fluency

Tap Stack

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K-1 Student Center Activities: Fluency

letter cards
letter cards
F. 003
Tap Stack

letter cards
letter cards
Fluency

F. 003

Tap Stack

letter cards
Fluency

Tap Stack

W

X

Y

Z

letter cards

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K-1 Student Center Activities: Fluency
Time Record

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<th>Minutes</th>
<th>Seconds</th>
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<td>4&lt;sup&gt;th&lt;/sup&gt; Try</td>
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<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Try</td>
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</tbody>
</table>
Objective
The student will gain speed and accuracy in recognizing letter-sounds.

Materials

▶ Initial sound picture cards
  Choose eight to 12 target sound picture cards.
▶ Letter cards
  Choose corresponding target sound letter cards.
▶ Timer (e.g., digital)

Activity
Students match initial sounds of words to letters while playing a timed memory game.

1. Separate initial sound picture cards and letter cards. Place cards face down in different rows. Place the timer at the center.
2. Students set the timer for one minute. Taking turns, students select a picture card and a letter card. Name the picture and say its initial sound (e.g., “tire, /t/”). Name the letter and say its sound (e.g., “t, /t/”). Determine if the initial sound of the picture matches the selected letter.
3. If there is a match (e.g., tire, “t” letter card), pick up cards, place to the side, and take another turn. If cards do not match (e.g., cat, “b” letter card), return cards to their original positions and allow partner to take a turn.
4. Continue until the timer goes off.
5. Peer evaluation

Extensions and Adaptations

▶ Play using other initial sound picture cards and letter cards.
▶ Time how long it takes to make all matches.
▶ Use medial or final sound picture cards and corresponding letter cards.
ant, apple, alligator, ax, ape, apron
acorn, alien, beach, banana, backpack, camel
cane, candle, carrot, doughnut, dragon, deer
Make a Match

door, egg, elf, elbow, envelope, equal

2 + 2 = 4
eagle, easel, eat, four, finger, feather
F. 004
Make a Match

hippopotamus, horse, hammer, inch, igloo, ice
Make a Match

iron, jump, juice, jacket, jacks, kangaroo
key, kick, kite, ladder, lamp, lion
leash, mailbox, map, mouse, mirror, nail
F. 004

Make a Match

necklace, needle, nurse, octopus, ox, olive
ostrich, open, oatmeal, pretzel, pillow, pear
piano, quill, queen, question, quarter, rabbit
Fluency

Make a Match

- piano, quill, queen, question, quarter, rabbit

- read, rainbow, ruler, sandwich, saw, seven
F. 004

Make a Match

snake, timer, ten, tire, triangle, umbrella
Make a Match

umpire, unicorn, unicycle, valentine, vacuum, vest
volcano, wagon, wallet, watch, window, yarn
yawn, yo-yo, yak, zebra, zero, zipper
zoo, arm, armadillo, whale, wheelchair, whistle
web, shark, shell, ship, shoe, thermometer
thimble, thorn, thirty, check, chin, cheese
Fluency

Make a Match

chimney, owl, ouch
Make a Match

Letter cards

A B C
D E F
Fluency

Make a Match

letter cards

G

H

I

J

K

L
Make a Match

letter cards

M N O
P Q R
Make a Match

Fluency

letter cards

S T U

V W X
F. 004

Make a Match

Y Z a

b c d

letter cards
Make a Match

letter cards

e f g

h i j
F. 004
Make a Match

letter cards
Make a Match

<table>
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</table>

letter cards
Objective
The student will gain speed and accuracy in recognizing letter-sounds.

Materials
- Letter wheel spinner
  *Copy on card stock and cut.*
- Brad
  *Attach arrow to the spinner with the brad.*
- Letter-sound graph student sheet
- Cup
- Counters
- Timer (e.g., digital)
- Pencils

Activity
**Students say sounds of letters on a spinner in a timed activity.**
1. Place the letter wheel spinner, cup, counters, and timer at the center. Provide the students with one letter-sound graph.
2. Working in pairs, student one sets the timer for one minute and says “begin.” Student two spins the arrow on the spinner, names the letter, and says its sound (e.g., “t, /t/”).
3. If correct, student one places one counter in the cup. If incorrect, no counter is placed in the cup.
4. Reverse roles and continue until the timer goes off. Count and graph the number of counters in the cup.
5. Repeat the activity attempting to increase speed and accuracy.
6. Continue until student sheet is complete.
7. Teacher evaluation sheet.

Extensions and Adaptations
- Use other letter wheel spinners.
- Make and use a wheel spinner with other letter combinations.
letter wheel spinner
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Fluency Letter Wheel

letter wheel spinner
Fluency

K-1 Student Center Activities: Fluency

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Fluency Letter Wheel

letter wheel spinner
Fluency Letter Wheel

letter wheel spinner
blank spinner
Objective
The student will gain speed and accuracy in recognizing letter-sounds.

Materials
- Letter cards
  Choose a complete set of uppercase or lowercase letters.
- YES and NO header cards
- YES and NO graph student sheet
  Choose or make a graph appropriate to students' fluency level.
- Timer (e.g., digital)
- Pencils

Activity
Students identify letters and their sounds in a timed activity.
1. Place the letter cards face down in a stack. Place the YES and NO header cards face up next to each other. Place the timer at the center. Provide each student with a YES and NO graph.
2. Working in pairs, student one sets the timer for one minute and tells student two to “begin.” Student two selects the top card, names the letter, and says its sound (e.g., “p, /p/”).
3. If correct, places the card in a pile under the YES header card. If incorrect, places it in a pile under the NO header card.
4. Continue until the timer goes off. Graph the number of cards in each pile in the corresponding columns on the student sheet.
5. Together, name the letters and say the sounds of the cards in the “NO” pile.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation.

Extensions and Adaptations
- Combine uppercase and lowercase letters and repeat activity.
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K-1 Student Center Activities: Fluency
©2005 The Florida Center for Reading Research and Florida Department of Education (Revised, 2021)
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Objective
The student will gain speed and accuracy in reading words.

Materials
- Rime word practice sheets
  *Select target practice sheet, make two copies, and laminate.*
- Words correct per minute graph student sheet
  *Choose or make a graph appropriate to students’ fluency level.*
- Timer (e.g., digital)
- Vis-à-Vis® markers
- Pencils

Activity
Students quickly read words with the same rime in a timed activity.
1. Place two copies of the target rime word practice sheet, timer, and Vis-à-Vis® marker at the center. Provide each student with a words correct per minute graph.
2. Taking turns, students practice reading the rimes and words aloud to each other before beginning the timing.
3. Student one sets the timer for one minute and tells student two to “begin.” Student two reads down the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all the words on the sheet are read, goes back to the top and continues reading.
4. When the timer goes off, student one circles the last word read. Counts the number of rimes and words read correctly.
5. Student two graphs the number of rimes and words read correctly on his words correct per minute graph.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation.

Extensions and Adaptations
- Use different words for these rimes.
- Use other rimes and words.
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rime and words
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Objective
The student will gain speed and accuracy in reading words.

Materials
- High frequency word cards
  Choose 50 target words.
- Words correct per minute record student sheet
- Timer (e.g., digital)
- Pencils

Activity
Students take turns reading high frequency words in a timed activity.
1. Place the word cards face down in a stack. Place the timer at the center. Provide the students with one words correct per minute record.
2. Students set the timer for one minute. Taking turns, student one selects the top card from the stack and reads the word.
3. If correct, places the card aside. If incorrect, makes attempts while student two counts to three. If still unable to read it, places it at the bottom of the stack.
4. Continue taking turns until the timer goes off. Count and record the number of words read correctly on the words correct per minute record.
5. Reverse roles and repeat the activity attempting to increase speed and accuracy.
6. Continue until student sheet is complete.
7. Teacher evaluation

Extensions and Adaptations
- Use other high frequency words.
- Time how long it takes to read all the cards.
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<td><strong>4th try</strong></td>
<td>_________ words correct per minute</td>
<td></td>
</tr>
<tr>
<td><strong>5th try</strong></td>
<td>_________ words correct per minute</td>
<td></td>
</tr>
<tr>
<td>to</td>
<td>it</td>
<td>he</td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>a</td>
<td>in</td>
<td>was</td>
</tr>
</tbody>
</table>
Word Relay

<table>
<thead>
<tr>
<th>as</th>
<th>his</th>
<th>with</th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td>on</td>
<td>are</td>
</tr>
</tbody>
</table>
Word Relay:

- this
- at
- have

- they
- be
- I
<table>
<thead>
<tr>
<th>or</th>
<th>had</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>from</td>
<td>one</td>
<td>by</td>
</tr>
</tbody>
</table>
were

what

we

but

not

all
your  can  use

when  said  there
Word Relay

<table>
<thead>
<tr>
<th>first</th>
<th>water</th>
<th>been</th>
</tr>
</thead>
<tbody>
<tr>
<td>their</td>
<td>if</td>
<td>will</td>
</tr>
</tbody>
</table>
Word Relay

- Oil
- About
- Who
- Call
- Up
- Other
<table>
<thead>
<tr>
<th>made</th>
<th>may</th>
<th>come</th>
</tr>
</thead>
<tbody>
<tr>
<td>its</td>
<td>get</td>
<td>part</td>
</tr>
</tbody>
</table>
Word Relay

did

down

long

now

final

day
Word Relay

only

sound

little

over

take

ew
<table>
<thead>
<tr>
<th>out</th>
<th>year</th>
<th>many</th>
</tr>
</thead>
<tbody>
<tr>
<td>know</td>
<td>work</td>
<td>place</td>
</tr>
</tbody>
</table>
Word Relay

<table>
<thead>
<tr>
<th>her</th>
<th>make</th>
<th>into</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>him</td>
<td>would</td>
</tr>
</tbody>
</table>
time
them
then
these
some
so
Word Relay

has
write
more

look
two
go
Word Relay

my

than

dive

me

back

give
<table>
<thead>
<tr>
<th>thing</th>
<th>just</th>
<th>our</th>
</tr>
</thead>
<tbody>
<tr>
<td>most</td>
<td>after</td>
<td>very</td>
</tr>
<tr>
<td>name</td>
<td>good</td>
<td>sentence</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>man</td>
<td>think</td>
<td>say</td>
</tr>
</tbody>
</table>
Fluency

Word Relay

F. 008

great

where

help

though

much

before
line
right
too
mean
old
any
follow
came
want

some
tell
boy
show
also
around

farm
three
small
well
end
put
does
set
another
big
must
because

even
large
such
<table>
<thead>
<tr>
<th>went</th>
<th>men</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>turn</td>
<td>ask</td>
<td>here</td>
</tr>
</tbody>
</table>
read
home
different

need
land
us
try  hand  picture
move  kind  again
Word Relay

letter

mother

page

animal

house

point
<table>
<thead>
<tr>
<th>near</th>
<th>answer</th>
<th>found</th>
</tr>
</thead>
<tbody>
<tr>
<td>every</td>
<td>add</td>
<td>study</td>
</tr>
</tbody>
</table>
learn
America
world
still
should
high
fluency

K-1 Student Center Activities: Fluency

©2005 The Florida Center for Reading Research and Florida Department of Education (Revised, 2021)
<table>
<thead>
<tr>
<th>school</th>
<th>tree</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>last</td>
<td>father</td>
<td>keep</td>
</tr>
</tbody>
</table>
Fluency

Word Relay

City  Eye  Though
Start  Earth  Light
Word Relay

don't  story  left

head  under  saw
<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>while</td>
<td>might</td>
<td>something</td>
</tr>
<tr>
<td>few</td>
<td>along</td>
<td>close</td>
</tr>
</tbody>
</table>
open  next  hard

seem  begin  example
always  both  together

life  those  paper
<table>
<thead>
<tr>
<th>got</th>
<th>run</th>
<th>important</th>
</tr>
</thead>
<tbody>
<tr>
<td>group</td>
<td>often</td>
<td>until</td>
</tr>
<tr>
<td>side</td>
<td>car</td>
<td>night</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>children</td>
<td>feet</td>
<td>mile</td>
</tr>
</tbody>
</table>

---

Word Relay

©2005 The Florida Center for Reading Research and Florida Department of Education (Revised, 2021)
<table>
<thead>
<tr>
<th>white</th>
<th>took</th>
<th>began</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk</td>
<td>grow</td>
<td>sea</td>
</tr>
</tbody>
</table>
stop
second
miss
hear
without
later
<table>
<thead>
<tr>
<th>face</th>
<th>watch</th>
<th>far</th>
</tr>
</thead>
<tbody>
<tr>
<td>idea</td>
<td>enough</td>
<td>eat</td>
</tr>
<tr>
<td>really</td>
<td>let</td>
<td>girl</td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>color</td>
<td>almost</td>
<td>above</td>
</tr>
</tbody>
</table>

K-1 Student Center Activities: Fluency ©2005 The Florida Center for Reading Research and Florida Department of Education (Revised: 2021)
mountain
talk
young

sometimes
soon
cut
song
leave
being

list
family
it's
**Objective**
The student will gain speed and accuracy in reading words.

**Materials**
- High frequency word cards  
  *Choose 10-15 target words.*  
  *Copy two sets.*
- Time record student sheet
- Timer (e.g., digital)
- Pencils

**Activity**
*Students match initial sounds of words to letters while playing a timed memory game.*
1. Provide each student with a set of word cards. Place the timer at the center. Provide the students with one time record.
2. Working in pairs, students place their word cards face up in a row and start the timer.
3. Student one looks at the cards, says a word (e.g., “water”), and student two quickly finds the matching word in his row.
4. If a match is made, student one picks up both cards, reads them (i.e., “water, water”), and places the matching cards in a shared stack. If a match is not made, student one reads another word.
5. Reverse roles and continue until all cards are matched. Stop the timer and record the time on the student sheet.
6. Repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation

**Extensions and Adaptations**
- Use other high frequency words.
is that of
the and you
Fast Match

- to
- it
- he
- a
- in
- was
<table>
<thead>
<tr>
<th>this</th>
<th>at</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>they</td>
<td>be</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>had</td>
<td>word</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>from</td>
<td>one</td>
<td>by</td>
</tr>
<tr>
<td>your</td>
<td>can</td>
<td>use</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>when</td>
<td>said</td>
<td>there</td>
</tr>
</tbody>
</table>
Fast Match

- she
- do
- how
- an
- each
- which
only
sound
little
over
take
new
Fast Match

<table>
<thead>
<tr>
<th>out</th>
<th>year</th>
<th>many</th>
</tr>
</thead>
<tbody>
<tr>
<td>know</td>
<td>work</td>
<td>place</td>
</tr>
<tr>
<td>her</td>
<td>make</td>
<td>into</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>like</td>
<td>him</td>
<td>would</td>
</tr>
<tr>
<td>time</td>
<td>them</td>
<td>then</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>these</td>
<td>some</td>
<td>so</td>
</tr>
</tbody>
</table>
has
write
more

look
two
go
Fast Match

thing  |  just  |  our
---|---|---
most  |  after  |  very
Fast Match

- name
- good
- sentence
- man
- think
- say
Fast Match

- great
- where
- help

- though
- much
- before
line  right  too
mean  old  any
follow

came

want

some

tell

boy
show  also  around

farm  three  small
Fluency

Fast Match

<table>
<thead>
<tr>
<th>well</th>
<th>end</th>
<th>put</th>
</tr>
</thead>
<tbody>
<tr>
<td>does</td>
<td>set</td>
<td>another</td>
</tr>
</tbody>
</table>

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K-1 Student Center Activities: Fluency
big
must
because

even
large
such
Fast Match

<table>
<thead>
<tr>
<th>went</th>
<th>men</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>turn</td>
<td>ask</td>
<td>here</td>
</tr>
</tbody>
</table>
Fast Match

- read
- home
- different
- need
- land
- us
Fast Match

try
hand
picture

move
kind
again
spell | air | off
---|---|---
change | away | play
<table>
<thead>
<tr>
<th>letter</th>
<th>mother</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>animal</td>
<td>house</td>
<td>point</td>
</tr>
<tr>
<td>F. 009</td>
<td>Fast Match</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>near</td>
<td>answer</td>
<td>found</td>
</tr>
<tr>
<td>every</td>
<td>add</td>
<td>study</td>
</tr>
</tbody>
</table>
learn
America
world

still
should
high
<table>
<thead>
<tr>
<th>food</th>
<th>between</th>
<th>own</th>
</tr>
</thead>
<tbody>
<tr>
<td>below</td>
<td>country</td>
<td>plant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>school</td>
<td>tree</td>
<td>never</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>last</td>
<td>father</td>
<td>keep</td>
</tr>
</tbody>
</table>
city

eye

though

start

earth

light
Fast Match

- don't
- story
- left
- head
- under
- saw
Fast Match

while

might

something

few

along

close
<table>
<thead>
<tr>
<th>open</th>
<th>next</th>
<th>hard</th>
</tr>
</thead>
<tbody>
<tr>
<td>seem</td>
<td>begin</td>
<td>example</td>
</tr>
</tbody>
</table>

This page features flashcards for fluency practice. The words include: open, next, hard, seem, begin, and example.
<table>
<thead>
<tr>
<th>always</th>
<th>both</th>
<th>together</th>
</tr>
</thead>
<tbody>
<tr>
<td>life</td>
<td>those</td>
<td>paper</td>
</tr>
</tbody>
</table>
Fast Match

<table>
<thead>
<tr>
<th>got</th>
<th>run</th>
<th>important</th>
</tr>
</thead>
<tbody>
<tr>
<td>group</td>
<td>often</td>
<td>until</td>
</tr>
</tbody>
</table>
Fast Match

four
state
book
river
carry
once
- face
- watch
- far
- idea
- enough
- eat
Fast Match

really

let

girl

color

almost

above
mountain

talk

young

sometimes

soon

cut
## Time Record

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Seconds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Try</td>
<td>·</td>
</tr>
<tr>
<td>·</td>
<td>·</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Try</td>
<td>·</td>
</tr>
<tr>
<td>·</td>
<td>·</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Try</td>
<td>·</td>
</tr>
<tr>
<td>·</td>
<td>·</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Try</td>
<td>·</td>
</tr>
<tr>
<td>·</td>
<td>·</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Try</td>
<td>·</td>
</tr>
<tr>
<td>·</td>
<td>·</td>
</tr>
</tbody>
</table>
Objective
The student will gain speed and accuracy in reading words.

Materials
- High frequency word practice sheets
  Select target practice sheet, make two copies, and laminate.
- Words correct per minute graph student sheet
  Choose or make a graph appropriate to students’ fluency level.
- Timer (e.g., digital)
- Vis-à-Vis® markers
- Pencils

Activity
Students quickly read words on a practice sheet in a timed activity.
1. Place two copies of the target word practice sheet, timer, and Vis-a-Vis® markers at the center. Provide each student with a words correct per minute graph.
2. Taking turns, students practice reading the words aloud to each other before beginning the timing.
3. Student one sets the timer for one minute and tells student two to “begin.” Student two reads the words across the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all the words on the sheet are read, goes back to the top and continues reading.
4. When the timer goes off, student one circles the last word read. Counts the number of words read correctly.
5. Student two graphs the number of words read correctly on his words correct per minute graph.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation

Extensions and Adaptations
- Use other high frequency words.
- Time and record how long it takes to read all the words.
<table>
<thead>
<tr>
<th>the</th>
<th>of</th>
<th>and</th>
<th>a</th>
<th>to</th>
<th>in</th>
<th>is</th>
<th>you</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>it</td>
<td>he</td>
<td>was</td>
<td>for</td>
<td>on</td>
<td>are</td>
<td>as</td>
</tr>
<tr>
<td>with</td>
<td>his</td>
<td>they</td>
<td>I</td>
<td>at</td>
<td>be</td>
<td>this</td>
<td>have</td>
</tr>
<tr>
<td>from</td>
<td>or</td>
<td>one</td>
<td>had</td>
<td>by</td>
<td>word</td>
<td>but</td>
<td>not</td>
</tr>
</tbody>
</table>
what  all  were  we
when  your  can  said
there  use  and  each
which  she  do  how
their  if  will  up
other  about  out  many
then  them  these  so
some  her  would  make

high frequency words
<table>
<thead>
<tr>
<th>1st try</th>
<th>2nd try</th>
<th>3rd try</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fluency

Objective
The student will gain speed and accuracy in reading words.

Materials
- High frequency word cards
  List of words
  Note: There are 16 words that are repeated on this sheet.
- Time record student sheet
- Timer (e.g., digital)
- Pencils

Activity
Students quickly identify words as they are read to them by a partner.
1. Place high frequency word cards face up in rows on a flat surface. Place the list of words and timer at the center. Provide each student with a time record.
2. Working in pairs, student one picks up the list of words and student two sits in front of the word cards.
3. Student one starts the timer and reads the first word on the list of words. Student two looks for and points quickly to the corresponding word card.
4. If correct, student one reads the next word. If incorrect, student one provides assistance.
5. Continue until all words are read and identified. Student one stops timer and student two records the time on his student sheet.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation

Extensions and Adaptations
- Make and use other words.
- Use word cards as flash cards.

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K-1 Student Center Activities: Fluency
<table>
<thead>
<tr>
<th>like</th>
<th>him</th>
</tr>
</thead>
<tbody>
<tr>
<td>into</td>
<td>time</td>
</tr>
<tr>
<td>has</td>
<td>look</td>
</tr>
<tr>
<td>two</td>
<td>more</td>
</tr>
</tbody>
</table>

**high frequency word cards**
<table>
<thead>
<tr>
<th>write</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>number</td>
</tr>
<tr>
<td>no</td>
<td>way</td>
</tr>
<tr>
<td>could</td>
<td>people</td>
</tr>
<tr>
<td>like</td>
<td>him</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>has</td>
<td>look</td>
</tr>
<tr>
<td>write</td>
<td>go</td>
</tr>
<tr>
<td>no</td>
<td>way</td>
</tr>
<tr>
<td>see</td>
<td>time</td>
</tr>
<tr>
<td>him</td>
<td>no</td>
</tr>
<tr>
<td>into</td>
<td>people</td>
</tr>
<tr>
<td>more</td>
<td>two</td>
</tr>
</tbody>
</table>
**I Read, You Point**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</tbody>
</table>

*blank cards*
blank word list
## Time Record

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Seconds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Try</td>
<td>:</td>
</tr>
<tr>
<td></td>
<td>:</td>
</tr>
<tr>
<td></td>
<td>:</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Try</td>
<td>:</td>
</tr>
<tr>
<td></td>
<td>:</td>
</tr>
<tr>
<td></td>
<td>:</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Try</td>
<td>:</td>
</tr>
<tr>
<td></td>
<td>:</td>
</tr>
<tr>
<td></td>
<td>:</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Try</td>
<td>:</td>
</tr>
<tr>
<td></td>
<td>:</td>
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<tr>
<td></td>
<td>:</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Try</td>
<td>:</td>
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<td></td>
<td>:</td>
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<tr>
<td></td>
<td>:</td>
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</tbody>
</table>
Objective
The student will gain speed and accuracy in reading words.

Materials
- High frequency word cards
- Game boards
  Note: There are 40 high frequency word cards provided. Only 18 are represented on the game boards.
- Time record student sheet
- Timer (e.g., digital)
- Game pieces (e.g., counters)
- Pencils

Activity
Students match initial sounds of words to letters while playing a timed memory game.

1. Place high frequency word cards face down in a stack. Place the timer and game pieces at the center. Provide each student with a different game board and a time record.
2. Students place game pieces on START on their game boards.
3. Taking turns, student one starts the timer, selects the top card, and holds it up. Student two reads the word with student one providing assistance as needed.
4. If the word on the card matches the word in the first box on the game board (e.g., me, me), moves game piece into that box. If the word on the card does not match the word in the box (e.g., me, too), keep reading cards as they are shown until a match is made. Return the cards to the bottom of the stack.
5. Continues until student reaches the END of the game board. Student one stops the timer and student two records time on his time record.
6. Reverse roles and repeat the activity attempting to increase speed and accuracy.
7. Continue until student sheet is complete.
8. Teacher evaluation

Extensions and Adaptations
- Exchange game boards and play again.
- Make and use other game boards.
- Use word cards as flash cards.
Fluency

Word Climb

me
my
sentence
than
live
most
thing
after

high frequency word cards
### Word Climb

<table>
<thead>
<tr>
<th>just</th>
<th>our</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>name</td>
</tr>
<tr>
<td>very</td>
<td>think</td>
</tr>
<tr>
<td>good</td>
<td>say</td>
</tr>
</tbody>
</table>

**high frequency word cards**
<table>
<thead>
<tr>
<th>though</th>
<th>back</th>
</tr>
</thead>
<tbody>
<tr>
<td>give</td>
<td>great</td>
</tr>
<tr>
<td>much</td>
<td>where</td>
</tr>
<tr>
<td>before</td>
<td>help</td>
</tr>
</tbody>
</table>

**F. 012**

Word Climb

high frequency word cards
<table>
<thead>
<tr>
<th>mean</th>
<th>line</th>
</tr>
</thead>
<tbody>
<tr>
<td>old</td>
<td>right</td>
</tr>
<tr>
<td>any</td>
<td>too</td>
</tr>
<tr>
<td>same</td>
<td>follow</td>
</tr>
</tbody>
</table>

high frequency word cards
<table>
<thead>
<tr>
<th>tell</th>
<th>came</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>want</td>
</tr>
<tr>
<td>farm</td>
<td>show</td>
</tr>
<tr>
<td>three</td>
<td>also</td>
</tr>
</tbody>
</table>

**high frequency word cards**
Word Climb

START

our

man

course

name

think

very

our

good

though

back

END

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# Time Record

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Seconds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Try</td>
<td>•</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Try</td>
<td>•</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Try</td>
<td>•</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Try</td>
<td>•</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Try</td>
<td>•</td>
</tr>
</tbody>
</table>
**Objective**

The student will gain speed and accuracy in reading words.

**Materials**

- Set of decodable books or passages
  
  *Develop and write 10 sentences based on target words.
  *Make two sets, cutting one into words.*
- Student sheet
- Tray
  
  *Scatter words face up on the tray.*
- Timer (e.g., digital)
- Pencils

**Activity**

**Students match words to make sentences in a timed activity.**

1. Place sentence strips face down, tray of words, and timer at the center. Provide each student with a student sheet.
2. Working in pairs, student one starts the timer, carefully picks up a sentence strip (concealing it from student two) and reads a random word.
3. Student two finds the word on the tray and places it face up on the table.
4. Student one continues to read and call out the other words in the sentence one at a time.
5. Student two puts the words in sentence order, stops the timer, and records the time.
6. Student one checks the sentence for accuracy. If the sentence is in the correct order, student two checks the “Yes” box on her student sheet. If the sentence is not in the correct order, she checks “No”.
7. Continue the activity until all the sentences are complete and reverse roles.
8. Repeat the activity attempting to increase speed and accuracy.
9. Peer evaluation

---

The family will move to the country.

The family

The

will

---

**Extensions and Adaptations**

- Increase word difficulty in sentences.
<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>10</td>
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</tbody>
</table>
Objective
The student will gain speed and accuracy in reading phrases.

Materials
- Phrase cards
- Phrases correct per minute record student sheet
- YES and NO header cards
- Timer (e.g., digital)
- Pencils

Activity
Students read phrases in a timed activity.
1. Place the set of phrase cards face down in a stack. Place the timer at the center. Place the YES and NO header cards face up next to each other. Provide each student with a phrases correct per minute record.
2. Working in pairs, student one sets the timer for one minute and tells student two to “begin.” Student two selects the top card and reads the phrase aloud while student one follows along silently.
3. If all the words in the phrase are read correctly, student one places the card in a pile under the “YES” header card. If one or more words in the phrase are read incorrectly, places it in a pile under the “NO” header card.
4. Continue activity until the timer goes off. Count the phrase cards in the “YES” pile and record the number on the phrases correct per minute record. Read phrases in the “NO” pile together.
5. Reverse roles and repeat the activity attempting to increase speed and accuracy.
6. Continue until student sheet is complete.
7. Teacher evaluation

Extensions and Adaptations
- Write and use other phrases.
- Graph individual words read correctly per minute.
<table>
<thead>
<tr>
<th>I like them.</th>
<th>you and I</th>
</tr>
</thead>
<tbody>
<tr>
<td>She called me.</td>
<td>We have some.</td>
</tr>
<tr>
<td>It is time.</td>
<td>This is my dog.</td>
</tr>
<tr>
<td>one of us</td>
<td>these people</td>
</tr>
</tbody>
</table>

phrase cards
<table>
<thead>
<tr>
<th>in the water</th>
<th>by the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old are you?</td>
<td>Look at me.</td>
</tr>
<tr>
<td>You may go.</td>
<td>how many</td>
</tr>
<tr>
<td>a long day</td>
<td>my number is</td>
</tr>
<tr>
<td>it has been</td>
<td>Write her name.</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>some of you</td>
<td>it could be</td>
</tr>
<tr>
<td>The cat is little.</td>
<td>Look for them.</td>
</tr>
<tr>
<td>There you are.</td>
<td>She will go.</td>
</tr>
<tr>
<td>one at a time</td>
<td>What are these?</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Look at this.</td>
<td>I made some</td>
</tr>
<tr>
<td>about the time</td>
<td>You can go.</td>
</tr>
<tr>
<td>one or the other</td>
<td>Write his name.</td>
</tr>
<tr>
<td>some of them</td>
<td>look at each</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Call her now.</td>
<td>She said that.</td>
</tr>
<tr>
<td>they have been</td>
<td>What time is it?</td>
</tr>
<tr>
<td>Write the word.</td>
<td>some may get</td>
</tr>
</tbody>
</table>

phrase cards
<table>
<thead>
<tr>
<th>he would like</th>
<th>Who said that?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are you?</td>
<td>Now we will go.</td>
</tr>
<tr>
<td>What could it be?</td>
<td>We will use this.</td>
</tr>
<tr>
<td>Write the number.</td>
<td>They are with him.</td>
</tr>
</tbody>
</table>

phrase cards
### Phrases Correct Per Minute

<table>
<thead>
<tr>
<th>Try</th>
<th>Phrases Correct Per Minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; try</td>
<td>_____ phrases correct per minute</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; try</td>
<td>_____ phrases correct per minute</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; try</td>
<td>_____ phrases correct per minute</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; try</td>
<td>_____ phrases correct per minute</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; try</td>
<td>_____ phrases correct per minute</td>
</tr>
</tbody>
</table>
Objective
The student will gain speed and accuracy in reading connected text.

Materials
▶ Set of decodable books or passages
  Select previously introduced text which focuses on target letter-sound correspondences.

Activity
Students practice rereading decodable text with a partner.
1. Provide each student with a copy of the text.
2. Taking turns, student one reads the first sentence of the text aloud. Student two reads along silently providing assistance when needed.
3. Continue to read alternating sentences until the entire text is read.
4. Reverse roles and reread the text several times attempting to gain speed and accuracy.
5. Peer evaluation

Extensions and Adaptations
▶ Make copies of the text and circle target letter-sound correspondences.
▶ Read other decodable texts with targeted letter-sound correspondences.
▶ Use a timer to quicken the pace.
Objective
The student will gain speed and accuracy in reading connected text.

Materials
▶ Passage, book, or text
  Choose books or passages within students’ instructional-independent reading level range.
▶ Sticky notes
  Divide the text into passages using sticky notes to indicate the length of text to be read.

Activity
Students practice reading fluently by reading text with a partner.
1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the text.
3. Taking turns, student one (the higher-performing student) reads the assigned length of text aloud. Student two (the lower-performing student) reads along silently, providing assistance when needed.
4. Student two rereads the same text while student one assists.
5. Continue until the entire text has been read.
6. Reread the text several times attempting to increase speed and accuracy.
7. Peer evaluation

Extensions and Adaptations
▶ After reading, answer comprehension questions.
▶ Retell the story with a partner. For example, student one asks, “What happened first?” Student two answers. Student one asks, “What happened next?” Student two answers. Student one continues questioning until student two has retold the entire story in sequence.
Objective
The student will gain speed and accuracy in reading connected text.

Materials
- Books or passages
  *Choose books or passages within students’ instructional-independent reading level range.*
  *Make two copies and laminate. Indicate the number of words in text.*
- Reading record student sheet
- Words correct per minute graph student sheet
  *Choose or make a graph appropriate to the students’ fluency level.*
- Timer (e.g., digital)
- Vis-à-Vis® marker
- Pencils

Activity
Students time repeated readings and graph words correct per minute.

1. Provide each student with a copy of the text, reading record, and words correct per minute graph. Place the timer and Vis-à-Vis® marker at the center.
2. Working in pairs, student one sets the timer for one minute and orally reads the text. Student two follows along, using a Vis-à-Vis® marker to mark words read incorrectly.
3. Continues reading until timer goes off. Student two circles the last word read. Student one completes the reading record and words per minute graph with the assistance of student two.
4. Student one rereads the text two more times, attempting to increase speed and accuracy.
5. Reverse roles and continue until student sheet is complete.
6. Teacher evaluation

Extensions and Adaptations
- Make copies of the text and circle target letter-sound correspondences.
- Read other decodable texts with targeted letter-sound correspondences.
- Use a timer to quicken the pace.
<table>
<thead>
<tr>
<th>Title:</th>
<th>Date:</th>
<th>Pages Read:</th>
</tr>
</thead>
</table>

**1st Reading**
- Number of words read: 
- Subtract number of errors: 
- Number of words correct per minute: 

**2nd Reading**
- Number of words read: 
- Subtract number of errors: 
- Number of words correct per minute: 

**3rd Reading**
- Number of words read: 
- Subtract number of errors: 
- Number of words correct per minute: 

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**Objective**

The student will read with proper phrasing, intonation, and expression in connected text.

**Materials**

- Book or paper copy of reading passage
- Media player with books or passages
  
  *Place a green sticker on play, red sticker on stop, and yellow sticker on rewind.*
- Headphones
  
  *Choose or make recordings of a book or passage on students’ instructional reading level.*

**Activity**

**Students practice reading fluently by reading along with a recorded book.**

1. Place media player and headphones at the center. Provide the student with a copy of the text.
2. The student listens to the book or passage and follows along in the text tracking under the words with a finger.
3. Replays the recording of the book or passage, emphasizing phrasing, intonation, and expression.
4. Practices reading the text without the recording, emphasizing phrasing, intonation, and expression.
5. Continues until able to read the passage fluently.
6. Self-check

**Extensions and Adaptations**

- Read the text or passage to other students at the center.
- Choral read the text with a partner.
- Partner read the text.
Objective
The student will read with proper phrasing, intonation, and expression in connected text.

Materials
- Books or passages
  Choose books or passages within students’ instructional-independent reading level range.

Activity
Students read text in unison.
1. Provide each student with a copy of the text.
2. Taking turns, student one begins reading.
3. The other students choral read along with student one.
4. Continue until the text is complete.
5. Change roles, allowing each student to lead the group, and reread.
6. Peer evaluation

Extensions and Adaptations
- Copy text and display on media projector. One student leads the choral reading by tracking under the words.
- Use a big book and students take turns leading the choral reading by tracking under the words.
Objective
The student will read with proper phrasing, intonation, and expression in connected text.

Materials
- Sentence strips
  Copy on card stock, laminate, and cut.

Activity
Students read sentences with expression.
1. Place the sentence strips face up in a stack at the center.
2. Working in pairs, student one selects the top sentence strip and reads it silently. Reads the sentence(s) again, this time orally, using proper phrasing, intonation, and expression.
3. Student two then reads the same sentence(s) aloud. If the sentence(s) is read with different phrasing, intonation, or expression, students discuss why.
4. Reverse roles and continue until all sentences are read.
5. Peer evaluation

Extensions and Adaptations
- Read the sentences chorally.
- Write and read other sentences.
- Use longer sentences or passages.

The lion roared loudly, “Mouse, please help me get this thorn out of my paw!”
Little Red Riding Hood said, “Grandmother, what big eyes you have!” The wolf replied in a high voice, “The better to see you with, my dear.”

“This bowl of porridge is too cold! This one is too hot! But this one is just right,” said Goldilocks.

“Little pig let me come in or I’ll huff and puff and blow your house down!” yelled the wolf.

The lion roared loudly, “Mouse, please help me get this thorn out of my paw!”

TRIP! TRAP! TRIP! TRAP! “Who’s that trip-trapping over my bridge?” shouted the troll.
The mouse was very afraid. “Please let me go,” the mouse begged.

“Oh, Turkey-Lurkey, the sky is falling! We are going to tell the king,” cried Goosey-Loosey.

“Somebody has been sitting in my chair!” growled Papa Bear.

“Run, run as fast as you can! You can’t catch me! I’m the Gingerbread Man!”

“Somebody has been sitting in my chair and they broke it!” whined Baby Bear.
The goose said, “Stop Gingerbread Man! I would like to eat you!”

The first little pig shouted, “Not by the hair on my chinny, chin, chin!”

“Grandmother, what big teeth you have!” said Little Red Riding Hood.

The third goat had a big voice. “IT IS I, THE BIGGEST BILLY GOAT GRUFF!” he bellowed.
Objective
The student will read with proper phrasing, intonation, and expression in connected text.

Materials
- Readers’ Theater script
  Optional: Choose stories with dialogue-rich text and develop scripts within students’ instructional-independent reading level range or locate appropriate scripts on the Internet.

Activity
Students rehearse and read text using a Readers’ Theater format.
1. Provide scripts for each student with his character highlighted in a specific color.
2. Taking turns, students read assigned parts of the script while providing assistance to one another with unknown words and/or phrasing, intonation, and expression.
3. Change characters and continue until every student has a turn reading each part.
4. Peer evaluation

Extensions and Adaptations
- Increase the reading difficulty of the scripts.
- Students write plays to use for Readers’ Theater.

The Three Bears
Characters:

Narrator
Baby Bear
Momma Bear
Papa Bear
Goldilocks

Narrator: Once upon a time there were three bears who lived in a house in the woods.
Baby Bear: One of them was Baby Bear.
Momma Bear: One was Momma Bear.
Papa Bear: And the other was Papa Bear.
Narrator: They each had a bowl for their porridge.
Baby Bear: The Baby Bear had a little wee bowl.
Momma Bear: The Momma Bear had a medium-sized bowl.
Papa Bear: And the Papa Bear had a great big bowl.
Narrator: They each had a chair to sit in.
Baby Bear: The Baby Bear had a little wee chair.
Momma Bear: The Momma Bear had a medium-sized chair.
Papa Bear: And the Papa Bear had a great big chair.
Narrator: And they each had a bed to sleep in.
The Three Bears

Characters:

Narrator
Baby Bear
Momma Bear
Papa Bear
Goldilocks

Narrator: Once upon a time there were three bears who lived in a house in the woods.

Baby Bear: One of them was Baby Bear.

Momma Bear: One was Momma Bear.

Papa Bear: And the other was Papa Bear.

Narrator: They each had a bowl for their porridge.

Baby Bear: The Baby Bear had a little wee bowl.

Momma Bear: The Momma Bear had a medium-sized bowl.

Papa Bear: And the Papa Bear had a great big bowl.

Narrator: They each had a chair to sit in.

Baby Bear: The Baby Bear had a little wee chair.

Momma Bear: The Momma Bear had a medium-sized chair.

Papa Bear: And the Papa Bear had a great big chair.

Narrator: And they each had a bed to sleep in.
Baby Bear: The Baby Bear had a little wee bed.

Momma Bear: The Momma Bear had a medium-sized bed

Papa Bear: And the Papa Bear had a great big bed.

Narrator: One morning, the three bears made porridge for breakfast, but it was too hot to eat! So they decided to go for a walk in the woods until it cooled.

While the three bears were walking, a little girl named Goldilocks came to their house. First, she looked in at the window, and then she peeked through the keyhole.

Goldilocks turned the handle of the door. The door was not locked, so Goldilocks opened the door and went right in.

There was the porridge on the table. It smelled very, very good! She went straight to it.

First, she tasted the porridge of the Papa Bear.

Goldilocks: Um, this is too hot.

Narrator: Then she tasted the porridge of the Momma Bear.

Goldilocks: Um, this is too cold.

Narrator: Then she tasted the porridge of the Baby Bear.

Goldilocks: Oh, this is just right. I like it so much I think I’ll eat it all up!

Narrator: Then Goldilocks went into the living room to see what else she could find. There were the three chairs.

First, she sat down in the chair of the Papa Bear.

Goldilocks: Um, this is too hard.
Narrator: Then she sat down in the chair of the Momma Bear.

Goldilocks: Um, this is too soft.

Narrator: Then she sat down in the chair of the Baby Bear.

Goldilocks: Oh, this is just right. I like it so much I think I’ll rock and rock!

Narrator: BUT, the bottom of the chair fell out! Down she went onto the floor with a CRASH!

Goldilocks went into the bedroom where the three bears slept.

First, she lay upon the bed of the Papa Bear.

Goldilocks: Um, this bed is too high at the head for me.

Narrator: Then she lay upon the bed of the Momma Bear.

Goldilocks: Um, this bed is too high at the foot for me.

Narrator: Then she lay down upon the bed of the Baby Bear.

Goldilocks: Oh, this is just right! I like it so much I think I’ll go to sleep!

Narrator: By this time, the three bears thought their porridge would be cool enough. So they came home for breakfast.

Goldilocks had left the spoons of the bears in their porridge bowls and they all noticed right away!

Papa Bear: Somebody has been eating my porridge!

Baby Bear: Somebody has been eating my porridge and it’s all gone!

Narrator: Goldilocks had left the chair cushions a mess.
Papa Bear: Somebody has been sitting in my chair!

Momma Bear: Somebody has been sitting in my chair!

Baby Bear: Somebody has been sitting in my chair and it is broken!

Narrator: The three bears went into the bedroom.

Goldilocks had left all of the bed pillows out of place.

Papa Bear: Somebody has been lying in my bed!

Momma Bear: Somebody has been lying in my bed!

Baby Bear: Somebody has been lying in my bed and here she is!

Narrator: All three bears let out a long yell.

All Three Bears: Aaaaaahhhhh!

Narrator: This woke Goldilocks up. The three bears were all staring at her.

Goldilocks was so frightened that she jumped out of bed and ran away as fast as she could and never came back!
**Objective**
The student will gain speed and accuracy and read with proper phrasing, intonation, and expression in connected text.

**Materials**
- Computer
- Headphones
- Computer software

*Choose fluency-based computer software on students’ instructional level.*

**Activity**
*Students interact with fluency passages at the computer center.*
1. Place the computer software and headphones at the computer center.
2. The student listens to passages and interacts with fluency-based software.
3. Progresses to the next level as directed, and continues to follow instructions.
4. Self-check

**Extensions and Adaptations**
- Use various reading-related computer software programs.
**Objective**
The student will identify the meaning of words.

**Materials**
- Memory Word Match cards
  *Choose a target set (i.e., numbers, shapes, contractions, or abbreviations).*

**Activity**
*Students match words to corresponding meanings (i.e., symbols, contractions, or abbreviations) while playing a memory game.*
1. Place the Memory Word Match cards face down in rows.
2. Taking turns, students select two cards, read or name them orally, and determine if cards match (e.g., seven, 7).
3. If there is a match, pick up the cards, place to the side, and take another turn. If cards do not match (e.g., seven, 5) return them to their original places.
4. Reverse roles and continue until all matches are made.
5. Peer evaluation

**Extensions and Adaptations**
- Use other sets of target cards
<table>
<thead>
<tr>
<th>Number</th>
<th>Memory Word Match Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>1</td>
</tr>
<tr>
<td>two</td>
<td>2</td>
</tr>
<tr>
<td>three</td>
<td>3</td>
</tr>
<tr>
<td>four</td>
<td>4</td>
</tr>
<tr>
<td>Memory Word Match Cards</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>---</td>
</tr>
<tr>
<td>five</td>
<td>5</td>
</tr>
<tr>
<td>six</td>
<td>6</td>
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<tr>
<td>seven</td>
<td>7</td>
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<td>eight</td>
<td>8</td>
</tr>
<tr>
<td>nine</td>
<td>9</td>
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<tr>
<td>--------</td>
<td>----</td>
</tr>
<tr>
<td>ten</td>
<td>10</td>
</tr>
<tr>
<td>eleven</td>
<td>11</td>
</tr>
<tr>
<td>twelve</td>
<td>12</td>
</tr>
<tr>
<td>Memory Word Match Cards</td>
<td>shape</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
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<td>square</td>
<td>square</td>
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<td>circle</td>
<td>circle</td>
</tr>
<tr>
<td>rectangle</td>
<td>rectangle</td>
</tr>
<tr>
<td>triangle</td>
<td>triangle</td>
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<tr>
<td>Memory Word Match Cards</td>
<td></td>
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<tr>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Oval</strong></td>
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<tr>
<td><strong>Pentagon</strong></td>
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<tr>
<td><strong>Octagon</strong></td>
<td></td>
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<tr>
<td><strong>Hexagon</strong></td>
<td></td>
</tr>
<tr>
<td>I am</td>
<td>I’m</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>cannot</td>
<td>can’t</td>
</tr>
<tr>
<td>was not</td>
<td>wasn’t</td>
</tr>
<tr>
<td>he will</td>
<td>he’ll</td>
</tr>
<tr>
<td>she is</td>
<td>she’s</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td>are not</td>
<td>aren’t</td>
</tr>
<tr>
<td>it is</td>
<td>it’s</td>
</tr>
<tr>
<td>you are</td>
<td>you’re</td>
</tr>
</tbody>
</table>

memory word match cards
<table>
<thead>
<tr>
<th>Sun.</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>Monday</td>
</tr>
<tr>
<td>Tues.</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Wed.</td>
<td>Wednesday</td>
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<tr>
<td>Thur.</td>
<td>Thursday</td>
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<td>-------</td>
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<tr>
<td>Fri.</td>
<td>Friday</td>
</tr>
<tr>
<td>Sat.</td>
<td>Saturday</td>
</tr>
</tbody>
</table>

memory word match cards
Objective
The student will identify the meaning of contractions.

Materials
▶ Contraction Connection game board
▶ Contraction word cards
▶ Student sheet
▶ Pencils

Activity
Students match words to contractions on a game board.
1. Place the Contraction Connection game board at the center. Scatter contraction word cards with the contractions face down on a flat surface (e.g., “you’re” facing down, “you are” facing up). Provide each student with a student sheet.
2. Taking turns, student one selects a word card, reads the words (e.g., “you are”), looks at the board, finds the matching contraction (i.e., you’re), and covers it with the word card. Student two turns the word card over to the contraction side and reads it.
3. If correct, each student writes the words and the contraction on the student sheet. If incorrect, return word card to its original position.
4. Reverse roles and continue until all matches are made and student sheet is complete.
5. Teacher evaluation

Extensions and Adaptations
▶ Use each contraction to write a sentence.
Vocabulary

Contraction Connection

V. 002

contraction connection game board

isn’t  he’s
they’re  we’re
don’t  I’m  she’s
I’ll  I’ve
I’d  what’s
won’t  you’re

©2005 The Florida Center for Reading Research and Florida Department of Education (Revised, 2021)
1. Copy the activity sheet.
2. Cut out the word grid on the outside dotted line only.
3. Fold the two sets of words on the bold line.
5. Laminate
6. Cut the squares apart.
<table>
<thead>
<tr>
<th>Contraction</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
**Objective**

The student will identify synonyms.

**Materials**

- Synonym Spider and word legs
  *Copy on card stock, laminate, and cut.*
- Student sheet
- Glue
- Scissors
- Pencils

**Activity**

Students match synonyms by placing pairs on a spider shape.

1. Place the Synonym Spider, spider word legs, glue, and scissors at the center. Provide each student with a student sheet.
2. Taking turns, student one selects a spider word leg, reads the word (e.g., “small”), and places it on the right side of the spider.
3. Student two selects the synonym, reads it (i.e., “little”), and places it across from the match on the left side of the spider.
4. Reverse roles and continue until all synonyms are matched. Read each pair of synonyms aloud.
5. Use student sheet to make a spider and record the synonyms on the spider legs.
6. Teacher evaluation

**Extensions and Adaptations**

- Write and use other synonyms or antonyms
Synonym Spider

big
little
like
happy

classified as:

large
small
enjoy
glad

synonym spider and word legs
blank spider and word legs
Objectives
The student will identify antonyms.

Materials
- Document Camera (if available)
- Antonym word cards
  Select eight pairs of antonym word cards.
- Student sheet
- Copy of word cards
  Copy antonym word cards on cardstock and cut.
- Basket
  Place the word cards in the basket.
- Pencils

Activity
Students read, pair, and record antonyms.
1. Place antonym pairing sheet on document camera (or on a table in front of students if not available) and place basket of antonym word cards at the center. Provide each student with a student sheet.
2. Taking turns, student one selects a card, reads the word (e.g., “hot”), and places it in the top left box on the antonym pairing sheet.
3. Student two selects the antonym, reads it (i.e., “cold”), and places it in the top right box.
4. Reverse roles and continue until all antonyms are matched. Read each pair of antonyms aloud.
5. Record the antonyms on student sheet.
6. Teacher evaluation

Extensions and Adaptations
- Pair Synonyms
<table>
<thead>
<tr>
<th>hot</th>
<th>cold</th>
</tr>
</thead>
<tbody>
<tr>
<td>back</td>
<td>front</td>
</tr>
<tr>
<td>above</td>
<td>below</td>
</tr>
<tr>
<td>big</td>
<td>little</td>
</tr>
<tr>
<td>laugh</td>
<td>cry</td>
</tr>
<tr>
<td>day</td>
<td>night</td>
</tr>
<tr>
<td>fast</td>
<td>slow</td>
</tr>
<tr>
<td>happy</td>
<td>sad</td>
</tr>
</tbody>
</table>

antonym word cards
### Antonym Match-Up

<table>
<thead>
<tr>
<th>hard</th>
<th>soft</th>
</tr>
</thead>
<tbody>
<tr>
<td>new</td>
<td>old</td>
</tr>
<tr>
<td>top</td>
<td>bottom</td>
</tr>
<tr>
<td>up</td>
<td>down</td>
</tr>
<tr>
<td>short</td>
<td>long</td>
</tr>
<tr>
<td>large</td>
<td>small</td>
</tr>
<tr>
<td>full</td>
<td>empty</td>
</tr>
<tr>
<td>over</td>
<td>under</td>
</tr>
</tbody>
</table>

*antonym word cards*
## Antonym Pairing Sheet

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</tbody>
</table>

- **Antonym Pairing Sheet**
- **Antonym Words:**
  - happy
  - large
  - little
  - all
  - begin
  - below
  - close
  - go
  - glad
  - big
  - small
  - every
  - start
  - under
  - shut
  - leave

- **Synonym Word Cards**
## Antonym Match-Up

<table>
<thead>
<tr>
<th>happy</th>
<th>glad</th>
</tr>
</thead>
<tbody>
<tr>
<td>large</td>
<td>big</td>
</tr>
<tr>
<td>little</td>
<td>small</td>
</tr>
<tr>
<td>all</td>
<td>every</td>
</tr>
<tr>
<td>begin</td>
<td>start</td>
</tr>
<tr>
<td>below</td>
<td>under</td>
</tr>
<tr>
<td>close</td>
<td>shut</td>
</tr>
<tr>
<td>go</td>
<td>leave</td>
</tr>
</tbody>
</table>

synonym word cards
<table>
<thead>
<tr>
<th>thin</th>
<th>slender</th>
</tr>
</thead>
<tbody>
<tr>
<td>sum</td>
<td>total</td>
</tr>
<tr>
<td>error</td>
<td>mistake</td>
</tr>
<tr>
<td>fix</td>
<td>repair</td>
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<tr>
<td>hard</td>
<td>difficult</td>
</tr>
<tr>
<td>right</td>
<td>correct</td>
</tr>
<tr>
<td>like</td>
<td>enjoy</td>
</tr>
<tr>
<td>shout</td>
<td>yell</td>
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</tbody>
</table>
## Synonym Pairing Sheet

<p>| | |</p>
<table>
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<tbody>
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</tr>
</tbody>
</table>
Objective
The student will identify homophones.

Materials
▶ Homophone word cards

Activity
Students match homophones while playing a “Go Fish” game.
1. Place the homophone word cards face down in a stack at the center.
2. Student one gives seven cards to each player and places the remaining cards face down in a stack.
3. Students check their cards for matching homophones, read them, and place the matching sets down.
4. Taking turns, student one asks for a specific homophone for one of the cards he is holding (e.g., “Do you have a card that says “eight?”)
5. If yes, the card is given to student one who reads each homophone. Holds each card up separately and uses in a sentence (i.e., “Ate, I ate all my pizza. Eight, eight is an even number”). Takes another turn. If no, student two says, “Go Fish.” Student one selects the top card from the stack.
6. Reverse roles and continue until all cards are matched.
7. Peer evaluation

Extensions and Adaptations
▶ Use cards to play a homophone memory game.
Go Fish for Homophones

<table>
<thead>
<tr>
<th>dear</th>
<th>deer</th>
</tr>
</thead>
<tbody>
<tr>
<td>ate</td>
<td>eight</td>
</tr>
<tr>
<td>cent</td>
<td>sent</td>
</tr>
<tr>
<td>flower</td>
<td>flour</td>
</tr>
</tbody>
</table>

homophone word cards
<table>
<thead>
<tr>
<th>here</th>
<th>hear</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>eye</td>
</tr>
<tr>
<td>meet</td>
<td>meat</td>
</tr>
<tr>
<td>no</td>
<td>know</td>
</tr>
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</table>

homophone word cards
<table>
<thead>
<tr>
<th>one</th>
<th>won</th>
</tr>
</thead>
<tbody>
<tr>
<td>pair</td>
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</tr>
<tr>
<td>red</td>
<td>read</td>
</tr>
<tr>
<td>sale</td>
<td>sail</td>
</tr>
<tr>
<td>see</td>
<td>sea</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>so</td>
<td>sew</td>
</tr>
<tr>
<td>some</td>
<td>sum</td>
</tr>
<tr>
<td>to</td>
<td>two</td>
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</tbody>
</table>

homophone word cards
<table>
<thead>
<tr>
<th>tale</th>
<th>tail</th>
</tr>
</thead>
<tbody>
<tr>
<td>wood</td>
<td>would</td>
</tr>
<tr>
<td>way</td>
<td>weigh</td>
</tr>
<tr>
<td>their</td>
<td>there</td>
</tr>
<tr>
<td>son</td>
<td>sun</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>here</td>
<td>hear</td>
</tr>
<tr>
<td>seem</td>
<td>seam</td>
</tr>
<tr>
<td>right</td>
<td>write</td>
</tr>
</tbody>
</table>
Objective
The student will use adjectives to describe.

Materials
- About Me sentence word board
  *Copy, cut, assemble, and laminate.*
- Adjective word cards

Activity
Students complete a sentence using descriptive words.
1. Place the About Me sentence word board and adjective word cards at the center.
2. The student reads all the word cards, selects three that describe himself, and places them on the sentence strip covering the blank spaces. Reads the sentence (e.g., “I am smart, caring, and cheerful.”).
3. Chooses five other students and completes the About Me sentence word board using three adjectives that describe each of them. Reads each sentence.
4. Self check

Extensions and Adaptations
- Write and use other adjective word cards.
- Read the sentences to a classmate.
- Write and use the sentences to make a class big book.
I am about me sentence word board and glue
### About Me

<table>
<thead>
<tr>
<th>Cranky</th>
<th>Charming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annoyed</td>
<td>Pleasant</td>
</tr>
<tr>
<td>Nice</td>
<td>Considerate</td>
</tr>
<tr>
<td>Good</td>
<td>Glad</td>
</tr>
</tbody>
</table>

#### Adjective Word Cards

- Cranky
- Charming
- Annoyed
- Pleasant
- Nice
- Considerate
- Good
- Glad
<table>
<thead>
<tr>
<th>adjective word cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
</tr>
<tr>
<td>calm</td>
</tr>
<tr>
<td>cooperative</td>
</tr>
<tr>
<td>tall</td>
</tr>
<tr>
<td>short</td>
</tr>
<tr>
<td>heroic</td>
</tr>
<tr>
<td>strong</td>
</tr>
<tr>
<td>smart</td>
</tr>
</tbody>
</table>

V. 006

About Me
<table>
<thead>
<tr>
<th>tearful</th>
<th>sad</th>
</tr>
</thead>
<tbody>
<tr>
<td>wonderful</td>
<td>kind</td>
</tr>
<tr>
<td>overjoyed</td>
<td>cheerful</td>
</tr>
<tr>
<td>hilarious</td>
<td>magnificent</td>
</tr>
<tr>
<td>outstanding</td>
<td>terrified</td>
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<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>timid</td>
<td>shy</td>
</tr>
<tr>
<td>nervous</td>
<td>fancy</td>
</tr>
<tr>
<td>graceful</td>
<td>caring</td>
</tr>
</tbody>
</table>

adjective word cards
<table>
<thead>
<tr>
<th>adjective word cards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>outstanding</td>
<td>terrified</td>
</tr>
<tr>
<td>nervous</td>
<td>fancy</td>
</tr>
<tr>
<td>timid</td>
<td>shy</td>
</tr>
<tr>
<td>graceful</td>
<td>caring</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>blank cards</th>
<th></th>
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<tbody>
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<td></td>
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</tr>
</tbody>
</table>

V. 006
Objective
The student will produce descriptive words.

Materials
- Eight Objects
  Use familiar classroom objects and label (e.g., marker board eraser, block, crayon, cube, small book, ball, and watch).
- Two bags
  Place four objects in each bag.
  Label bags: “Student One” and “Student Two”.
- Paper
- Crayons or markers
- Pencils

Activity
Students use descriptive word clues to identify objects.
1. Place the bags of objects at the center and provide each student with paper.
2. Working in pairs, student one looks at the objects in the “Student One” bag, and uses descriptive words to give student two clues about one of the objects (e.g., eraser: rectangle, black, and soft).
3. Using the clues, student two attempts to identify the object.
4. If the object is identified, remove it from the bag. Students fold the paper into fourths. Write the name of the object on the paper in one of the sections.
5. If not identified, the object remains in the bag.
6. Reverse roles and continue the activity until all objects are identified.
7. List descriptive words under the object name.
8. Peer evaluation

Extensions and Adaptations
- Use as a five senses activity (e.g., describe by saying how objects feel or smell).
Objective
The student will identify the meaning of verbs.

Materials
- Picture cards
  *Laminate and hole punch one corner of the picture cards.*
- Action word cards
  *Laminate and hole punch one corner of the action word cards.*
- Student sheet
- Book rings
- Crayons or markers
- Pencil

Activity
Students identify verbs related to a picture and sort on book rings.
1. Place the picture cards, book rings, and crayons at the center. Place the action word cards face up in rows. Provide the student with a student sheet.
2. The student selects a picture card (e.g., frog) and places it on a book ring.
3. Reads all the word cards, selects two or more that describe the picture (e.g., sleeps, croaks, jumps), and places each word on the book ring.
4. Continues until all picture cards have action word cards describing them.
5. Selects one picture card and corresponding action cards and records words on student sheet.
6. Teacher evaluation

Extensions and Adaptations
- Make and use other action word cards.
- Make a riddle by drawing picture in the middle square, writing action words on the flaps, and folding flaps over picture. Partner opens flaps one at a time and reads the words to solve the riddle.
- Select one picture card and corresponding action cards and record words on graphic organizer.
Vocabulary

Action Word Ring Sort

picture cards: frog, dog, boy, girl, cat, bird
barks  catches
cries   croaks
dreams  drinks
eats    hops
<table>
<thead>
<tr>
<th>jumps</th>
<th>laughs</th>
</tr>
</thead>
<tbody>
<tr>
<td>sings</td>
<td>flies</td>
</tr>
<tr>
<td>plays</td>
<td>purrs</td>
</tr>
<tr>
<td>sleeps</td>
<td>runs</td>
</tr>
</tbody>
</table>

**Action Word Ring Sort**

*action word cards*
Action Word Ring Sort

riddle pattern
**Objective**
The student will identify the meaning of compound words.

**Materials**
- Compound word cards
- Picture cards

**Activity**
Students make compound words by pairing word cards that name pictures.
1. Scatter compound word cards face up on a flat surface. Place picture cards face down in a stack.
2. Working in pairs, student one selects a picture card from the stack, names the picture (e.g., “football”), and says to partner, “What two words make this word?”
3. Student two repeats the word, identifies the two separate words (i.e., “football is made up of foot and ball”), and “hunts” for the two words. Places the cards together to make the compound word, and reads the word (i.e., “football”).
4. Reverse roles and continue until all pictures are matched with the words that form compound words.
5. Peer evaluation

**Extensions and Adaptations**
- Make and match other compound words and matching pictures.
<table>
<thead>
<tr>
<th>Compound Word Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>airplane</td>
</tr>
<tr>
<td>bird house</td>
</tr>
<tr>
<td>cow boy</td>
</tr>
<tr>
<td>earth worm</td>
</tr>
<tr>
<td>finger</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>foot</td>
</tr>
<tr>
<td>jelly</td>
</tr>
<tr>
<td>rain</td>
</tr>
</tbody>
</table>

compound word cards
<table>
<thead>
<tr>
<th>rattle</th>
<th>snake</th>
</tr>
</thead>
<tbody>
<tr>
<td>sun</td>
<td>light</td>
</tr>
<tr>
<td>tooth</td>
<td>brush</td>
</tr>
<tr>
<td>water</td>
<td>melon</td>
</tr>
</tbody>
</table>
picture cards: airplane, birdhouse, cowboy, earthworm, fingernail, football
picture cards: jellyfish, rainbow, rattlesnake, sunlight, toothbrush, watermelon
Compound Word Hunt

blank cards
Objective
The student will identify the meaning of compound words.

Materials
- Flip pages
  Copy, laminate, cut, compile book, and staple.
- Student sheet
- Pencil

Activity
Students make compound words and match them to corresponding pictures in a flip book.
1. Place flip book at the center. Provide the student with a student sheet.
2. The student “flips” the pages in the flip book, selects a picture card on the left hand side, and names the picture (e.g., “sunflower”).
3. “Flips” through the middle and right-hand pages to find two words that make the corresponding compound word (i.e., sun, flower). Reads the word (i.e., “sunflower”) and records on student sheet.
4. Continues until student sheet is complete.
5. Teacher evaluation

Extensions and Adaptations
- Add pages to the compound word flip book.
Compound Word Flip Book

- Pea stack
- News worm
- Motor cake
- Hay watch
- Wrist fly
- Dragon fall

flip pages
Compound Word Flip Book

1. water flower
2. sun berry
3. shoe fish
4. pop book
5. earth paper
6. cup ball
### Compound Word Flip Book

<table>
<thead>
<tr>
<th>Compound Word Flip Book</th>
<th>V. 010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>cook</strong></td>
<td><strong>cycle</strong></td>
</tr>
<tr>
<td><strong>straw</strong></td>
<td><strong>lace</strong></td>
</tr>
<tr>
<td><strong>star</strong></td>
<td><strong>blade</strong></td>
</tr>
<tr>
<td><strong>roller</strong></td>
<td><strong>shell</strong></td>
</tr>
<tr>
<td><strong>base</strong></td>
<td><strong>corn</strong></td>
</tr>
<tr>
<td><strong>sea</strong></td>
<td><strong>nut</strong></td>
</tr>
</tbody>
</table>

Flip pages
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

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Compound Word Flip Book

blank flip pages
Objective
The student will identify the meaning of prefixes.

Materials
▶ Prefix-O game boards
▶ Meaning word cards
   Note: prefixes used are un = not, re = again, dis = opposite, and pre = before.
▶ Game pieces

Activity
Students match words with prefixes to their meanings while playing a Bingo-type game.
1. Place the meaning word cards face down in a stack. Provide each student with a different Prefix-O game board and game pieces.
2. Taking turns, student one selects the top card from the stack and reads the phrase (e.g., “heat before”).
3. Each student looks for a word on his Prefix-O game board that corresponds to the phrase (i.e., preheat)
4. If found, places one game piece on that word.
5. Student one places meaning word card in a discard pile.
6. Continue until one student covers his game board and says, “Prefix-O!”
7. Peer evaluation

Extensions and Adaptations
▶ Make and use other bingo game boards and meaning word cards.
Prefix-O!

preheat  reopen  disappear

unwrap  dislike  reheat

reappear  rewrap  unlike

game board
Prefix-O!

disable | replace | undo
rewind  | uncut   | displace
precut  | unable  | redo

game board
<table>
<thead>
<tr>
<th>heat</th>
<th>open</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>again</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>opposite</th>
<th>not wrap</th>
</tr>
</thead>
<tbody>
<tr>
<td>of appear</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>opposite</th>
<th>heat</th>
</tr>
</thead>
<tbody>
<tr>
<td>of like</td>
<td>again</td>
</tr>
</tbody>
</table>

**meaning word cards**
<table>
<thead>
<tr>
<th>appear again</th>
<th>wrap again</th>
</tr>
</thead>
<tbody>
<tr>
<td>not like</td>
<td>opposite of able</td>
</tr>
<tr>
<td>place again</td>
<td>not do</td>
</tr>
<tr>
<td>prefix-o</td>
<td>meaning word cards</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>wind</td>
<td>not cut</td>
</tr>
<tr>
<td>again</td>
<td>cut before</td>
</tr>
<tr>
<td>opposite</td>
<td>not able</td>
</tr>
<tr>
<td>of place</td>
<td>do again</td>
</tr>
</tbody>
</table>
Prefix-O!
Objective
The student will identify the multiple meanings of words.

Materials
- Multiple Meaning Bugs work boards
  Copy on card stock, laminate, and cut.
- Meaning word circles
  Copy on card stock, laminate, and cut.
- Student sheet
- Pencil

Activity
Students identify multiple meanings of words while making bugs.
1. Place the Multiple Meaning Bugs work boards face up in rows. Place the meaning word circles face down in a stack. Provide the student with a student sheet.
2. The student reads each word on the head of each bug.
3. Selects a meaning word circle from the stack, reads it, and determines meaning (e.g., “lid for a bottle; that is a cap”). Places on the work board containing the corresponding word.
4. Continues until all bugs have two meaning word circles on them.
5. Selects two words and definitions from the work boards and records on student sheet.
6. Teacher evaluation

Extensions and Adaptations
- Use other words with multiple meanings to record on student sheet.
- Make and use other multiple meaning bugs and meaning word circles.
Multiple Meaning Bugs

Multiple meaning bugs work board
Multiple Meaning Bugs
Multiple Meaning Bugs

V. 012

multiple meaning bugs work board

bat
Multiple Meaning Bugs

cap

cap
Multiple Meaning Bugs

rock

multiple meaning bugs work board
Multiple Meaning Bugs

Multiple meaning bugs work board

ring
**Multiple Meaning Bugs**

- **insect**
  - to annoy someone
- **sound a dog makes**
- **a flying mammal**
- **outside covering of a tree**
- **a big stick used to hit a ball**

**meaning word circles**
Vocabulary

Multiple Meaning Bugs

a covering for a head

a lid for a bottle

a stone

sway

band worn on finger

sound a bell makes

meaning word circles
blank multiple meaning bugs work board
blank meaning word circles
**Vocabulary**

**Word Knowledge**

Four Square Vocabulary Map

**Objective**
The student will identify antonyms.

**Materials**

- Information books about a content topic
- Index card(s)
  
  Select target vocabulary word(s).
  
  Write the target word(s) on the index card(s).
- Student sheet
- Picture dictionary
- Pencil

**Activity**

Students describe a vocabulary word using a four square map.

1. Place books, index cards, and picture dictionary at the center. Provide the student with a student sheet.
2. The student writes the vocabulary word and draws an illustration depicting the word in the upper left-hand section of the map.
3. Completes the map by answering the questions in each box. Uses books or dictionary, if necessary.
4. Teacher evaluation

**Extensions and Adaptations**

- Use other vocabulary words.
- Use other word maps.
Objective
The student will produce the meaning of words.

Materials
- Information books about a content topic
- Student sheet
  Write the target topic or keyword in the center of the map. Write categories or questions in the boxes closest to the center box.
- Chart paper
  Select and write words related to the topic on chart paper.
- Pencils

Activity
Students “brainstorm” words related to a topic and record on a semantic map.
1. Place chart paper and books at the center. Provide each student with a student sheet.
2. Students read the keyword and questions on the student sheet. Using the chart paper for ideas, “brainstorm” and write answers to each question.
3. Write descriptive words in boxes extending from question boxes. Use books if necessary.
4. Continue until all boxes are filled.
5. Teacher evaluation

Extensions and Adaptations
- Extend boxes on the map to include additional categories and distinguishing features.
- Make a semantic floor map using index cards as boxes, yarn as lines, and letter tiles as words.
Objective
The student will produce the meaning of words.

Materials
▶ Information books about a content topic
▶ Word Wizard bookmarks
▶ Word Wizard cards
▶ Student sheet
▶ Pencils

Activity
Students find, record, and discuss words of interest in text.
1. Place books and Word Wizard cards at the center. Provide each student with a Word Wizard bookmark and student sheet.
2. Students write their name, the book title, and author on the Word Wizard bookmark.
3. Read the text, find, and discuss words that are interesting, new, different, unusual, funny, difficult, or important. Record words and page numbers on the Word Wizard bookmark.
4. Taking turns, students read and discuss statements on the Word Wizard cards for each of the words on their bookmarks.
5. Choose one word from the Word Wizard bookmark and complete student sheet.
6. Teacher evaluation

Extensions and Adaptations
▶ Write synonyms and antonyms of selected words.
<table>
<thead>
<tr>
<th>Word Wizard Bookmark</th>
<th>Word Wizard Bookmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td><strong>Name</strong></td>
</tr>
<tr>
<td><strong>Book Title</strong></td>
<td><strong>Book Title</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Author</strong></td>
<td><strong>Author</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Words</strong></td>
<td><strong>Words</strong></td>
</tr>
<tr>
<td>___________</td>
<td>___________</td>
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<tr>
<td>___________</td>
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<td>___________</td>
<td>___________</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Page Numbers</strong></td>
<td><strong>Page Numbers</strong></td>
</tr>
<tr>
<td>___________</td>
<td>___________</td>
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<td>___________</td>
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<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What does the word mean?

Find the word in the text and read the sentence.

Use the word in a sentence.
Word:__________________________

1. What does the word mean?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What page did you find the word on?
________________________________________________________________________
________________________________________________________________________

3. Write a sentence using the word.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Objective
The student will produce the meaning of words.

Materials
▶ Information books about a content topic
▶ Index cards
  Write four-to-six target vocabulary words on cards. Provide page numbers where the word can be found in books.
▶ Word-O-Nary cards
▶ Picture dictionary
▶ Stapler
▶ Pencils

Activity
Students write simple explanations, sentences, and synonyms of words.
1. Place books, index cards, picture dictionary, and stapler at the center. Provide each student with four-to-six Word-O-Nary cards.
2. Taking turns, students select an index card, read the word, and write it on the Word-O-Nary card.
3. Review the word in the text and dictionary and complete the Word-O-Nary card.
4. Continue until a Word-O-Nary card is completed for each of the vocabulary words.
5. Staple cards together to make a “Word-O-Nary.”
6. Teacher evaluation

Extensions and Adaptations
▶ Make a class “Word-O-Nary.”
Word-O-Nary – What my word means to me.

Word: ______________________  Name: ______________________

My word means: __________________________________________

My sentence: ______________________________________________

Other words that have the same meaning: ______________________

__________________________________________________________
Objective
The student will sort words by categories.

Materials
- Transportation category cards
  Copy on card stock, laminate, hole punch, and cut.
- Word keys
  Copy on card stock, laminate, hole punch, and cut.
- Key rings or book rings

Activity
Students sort transportation words into categories and group on key rings.
1. Place the transportation category cards face up in a row and the key rings at the center. Place the word keys face down in a stack.
2. Taking turns, the students select and read the category cards, and place each on a separate key ring.
3. Select a word key, read the word, and place it on the key ring with the corresponding category card (e.g., places the glider key card on the key ring with the air category card).
4. Continue until all word keys are sorted.
5. Peer evaluation

Extensions and Adaptations
- Use word keys without category cards and complete an open sort.
- Use other category cards.
Transportation Key Sort

- Air
- Land
- Water

transportation category cards
Transportation Key Sort

Word keys:
- airplane
- blimp
- glider
- helicopter
- hot air balloon
- space shuttle
Transportation Key Sort

Word keys:
- ambulance
- bicycle
- camper
- car
- bus
- horse
Transformation Key Sort

taxi
motorcycle
train
truck
ship
canoe

word keys
Transportation Key Sort

sailboat
jet ski
submarine
raft
motorboat
tugboat

word keys
Transportation Key Sort

blank category cards
blank word keys
Objective
The student will sort words by categories.

Materials
▶ Pocket chart
▶ Category header cards
▶ Category cube
  *Copy on card stock, laminate, cut, and assemble.*
▶ Category word cards

Activity
Students sort words while playing a category cube game.
1. Place category header cards across the top row of the pocket chart. Place the category word cards face up in rows and the category cube at the center.
2. Taking turns, student one reads the words on the top row of the pocket chart. Student two rolls the category cube, reads the word, selects a word card which belongs in that category, and places it under the corresponding word on the pocket chart (e.g., student two rolls and says the word “food,” then selects the “steak” word card, and places it in the column under “food” on the pocket chart).
3. Continue until all the word cards are sorted.
4. Peer evaluation

Extensions and Adaptations
▶ Choose a category, draw, and label a picture of each item.
▶ Use food category header cards, category spinner, and category word cards to complete another sort.
<table>
<thead>
<tr>
<th>Category</th>
<th>Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td>Pets</td>
<td></td>
</tr>
<tr>
<td>Days</td>
<td></td>
</tr>
<tr>
<td>Months</td>
<td></td>
</tr>
<tr>
<td>Feelings</td>
<td></td>
</tr>
</tbody>
</table>

*header cards*
Cube Word Sort

Clothing

Food Days Pets

Months

Feelings

category cube
<table>
<thead>
<tr>
<th>bread</th>
<th>steak</th>
</tr>
</thead>
<tbody>
<tr>
<td>peas</td>
<td>corn</td>
</tr>
<tr>
<td>potato</td>
<td>lettuce</td>
</tr>
<tr>
<td>peaches</td>
<td>broccoli</td>
</tr>
</tbody>
</table>

**category word cards**
<table>
<thead>
<tr>
<th>hat</th>
<th>shoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>pants</td>
<td>shirt</td>
</tr>
<tr>
<td>socks</td>
<td>belt</td>
</tr>
<tr>
<td>dress</td>
<td>coat</td>
</tr>
</tbody>
</table>

category word cards
<table>
<thead>
<tr>
<th>cat</th>
<th>dog</th>
</tr>
</thead>
<tbody>
<tr>
<td>bird</td>
<td>hamster</td>
</tr>
<tr>
<td>fish</td>
<td>gerbil</td>
</tr>
<tr>
<td>horse</td>
<td>snake</td>
</tr>
<tr>
<td>Sunday</td>
<td>Monday</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
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</tbody>
</table>

category word cards
<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>April</td>
</tr>
<tr>
<td>May</td>
<td>June</td>
</tr>
<tr>
<td>July</td>
<td>August</td>
</tr>
</tbody>
</table>

category word cards
<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td>December</td>
</tr>
</tbody>
</table>

category word cards
<table>
<thead>
<tr>
<th>happy</th>
<th>sad</th>
</tr>
</thead>
<tbody>
<tr>
<td>angry</td>
<td>scared</td>
</tr>
<tr>
<td>excited</td>
<td>proud</td>
</tr>
<tr>
<td>shy</td>
<td>delighted</td>
</tr>
</tbody>
</table>
## Cube Word Sort

<table>
<thead>
<tr>
<th>Category</th>
<th>Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits</td>
<td>header</td>
</tr>
<tr>
<td>Vegetables</td>
<td>header</td>
</tr>
<tr>
<td>Meat and Beans</td>
<td>header</td>
</tr>
<tr>
<td>Grains</td>
<td>header</td>
</tr>
<tr>
<td>Oils</td>
<td>header</td>
</tr>
<tr>
<td>Milk</td>
<td>header</td>
</tr>
</tbody>
</table>

*Category header cards*
<table>
<thead>
<tr>
<th>Sunflower Oil</th>
<th>Yogurt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheese</td>
<td>Ice Cream</td>
</tr>
<tr>
<td>Soy Beans</td>
<td>Strawberries</td>
</tr>
<tr>
<td>Beef</td>
<td>Cottonseed Oil</td>
</tr>
</tbody>
</table>

category word cards
### Cube Word Sort

<table>
<thead>
<tr>
<th>fish</th>
<th>chocolate milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>bread</td>
<td>lima beans</td>
</tr>
<tr>
<td>broccoli</td>
<td>carrots</td>
</tr>
<tr>
<td>potatoes</td>
<td>spinach</td>
</tr>
</tbody>
</table>

**category word cards**
<table>
<thead>
<tr>
<th>Category Word Cards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cabbage</td>
<td>oatmeal</td>
</tr>
<tr>
<td>apples</td>
<td>bananas</td>
</tr>
<tr>
<td>brown rice</td>
<td>grapes</td>
</tr>
</tbody>
</table>
Objective
The student will identify and sort words by categories.

Materials
- Picture dictionary
- Letter or legal size envelopes  
  Choose categories and label three of the envelopes to use as a model (e.g., shapes, animals, toys).  
  Punch holes in one corner of the remaining envelopes.
- Index cards
- Book ring
- Pencil

Activity
Students sort words found in the dictionary into categories.
1. Place picture dictionary and model envelopes at the center. Provide the student with three plain envelopes, index cards, and a book ring.
2. The student reads and copies each of the words from the model envelopes onto each of his three plain envelopes (e.g., shapes, animals, toys).
3. Uses the picture dictionary to find words for each category (e.g., square, cat, ball). Writes the selected words on index cards.
4. Continues until there are at least five cards for each category.
5. Sorts each card into the corresponding category envelope. Puts the envelopes on a book ring.
6. Teacher evaluation

Extensions and Adaptations
- Use index cards in an open sort.
- Draw pictures to use as cues on each card.
- Use magazines and catalogs to find words for categories.
- Share with a partner and add new words to the envelopes.
Objective
The student will identify similarities and differences between the meanings of words.

Materials
- Word strips
  - Copy on card stock, laminate, cut, and assemble.
- Student sheet
- Pencil

Activity
Students compare similar words, distinguish features, and record shared attributes.
1. Place word strips in a stack face down at the center. Provide the student with a student sheet.
2. The student selects a strip and reads the three words (e.g., “ballet, soccer, football”).
3. Determines which two words are similar and why (e.g., “soccer and football are both played using a ball”).
4. Writes the two similar words in the boxes on the student sheet (e.g., soccer/football) and writes the shared attribute beside the words (e.g., ball or games played with a ball.).
5. Continues until student sheet is complete.
6. Teacher evaluation

Extensions and Adaptations
- Write the word that is different on the back of the student sheet along with a word that shares a similar attribute.
<table>
<thead>
<tr>
<th>ballet</th>
<th>soccer</th>
<th>football</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>bike</td>
<td>boat</td>
</tr>
<tr>
<td>house</td>
<td>yard</td>
<td>building</td>
</tr>
<tr>
<td>lion</td>
<td>dog</td>
<td>cat</td>
</tr>
<tr>
<td>apple</td>
<td>broccoli</td>
<td>peach</td>
</tr>
<tr>
<td>blouse</td>
<td>shirt</td>
<td>shoes</td>
</tr>
<tr>
<td>pot</td>
<td>bowl</td>
<td>plate</td>
</tr>
<tr>
<td>tree</td>
<td>bush</td>
<td>sidewalk</td>
</tr>
<tr>
<td>lamp</td>
<td>flashlight</td>
<td>sun</td>
</tr>
<tr>
<td>chair</td>
<td>couch</td>
<td>table</td>
</tr>
</tbody>
</table>
Objective
The student will identify similarities and differences between the meanings of words.

Materials
- Information books about a content topic
- Vocabulary word cards
  Choose a target word pair or use vocabulary from a content topic.
- Student sheet
- Pencil

Activity
Students compare and contrast words using a Venn Diagram.
1. Place vocabulary word cards and books at the center. Provide the student with a student sheet.
2. The student reads the words and writes them in each of the boxes on the student sheet.
3. Writes attributes that are shared by both words in the overlapping area of the circles on the Venn Diagram. Writes attributes which are unique to just one of the topics in the corresponding circle. Uses books if necessary.
4. Continues until there are at least three attributes in each of the three sections of the Venn Diagram.
5. Teacher evaluation

Extensions and Adaptations
- Use other target word cards to compare and contrast.
- Compare and contrast attributes of classroom objects.
<table>
<thead>
<tr>
<th>alligator</th>
<th>shark</th>
</tr>
</thead>
<tbody>
<tr>
<td>frog</td>
<td>toad</td>
</tr>
<tr>
<td>insect</td>
<td>spider</td>
</tr>
<tr>
<td>city</td>
<td>farm</td>
</tr>
<tr>
<td>home</td>
<td>school</td>
</tr>
<tr>
<td>car</td>
<td>bike</td>
</tr>
</tbody>
</table>
Same and Different

Topics:

Vocabulary word cards:
- alligator
- frog
- insect
- city
- home
- car
- shark
- toad
- spider
- farm
- school
- bike
Objective
The student will identify similarities and differences between the meanings of words.

Materials
- Information books about a content topic
- Student sheet
- Pencil

Activity
Students identify the features that distinguish one word from another by completing a semantic feature analysis grid.
1. Place books at the center. Provide the student with a student sheet.
2. The student says the name of the first picture in the left column (i.e., “cat”) and reads the words across the top row (attributes). Places a check in each attribute box that applies to the word (i.e., cat: fur, tail, eyes). Use books if necessary.
3. Continues down the grid until all categories and attributes are compared and student sheet is complete.
4. Teacher evaluation

Extensions and Adaptations
- Make a large floor graph using masking tape as lines to compare distinguishing features (attributes) of objects (e.g., mittens, shoes, buttons, or toys).
- Make and use a semantic feature analysis grid for other words.
<table>
<thead>
<tr>
<th>Feature</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>shell</td>
<td>![Shell Image]</td>
</tr>
<tr>
<td>eyes</td>
<td>![Eyes Image]</td>
</tr>
<tr>
<td>tail</td>
<td>![Tail Image]</td>
</tr>
<tr>
<td>fur</td>
<td>![Fur Image]</td>
</tr>
<tr>
<td>gills</td>
<td>![Gills Image]</td>
</tr>
<tr>
<td>feathers</td>
<td>![Feathers Image]</td>
</tr>
<tr>
<td>scales</td>
<td>![Scales Image]</td>
</tr>
</tbody>
</table>

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Objective
The student will identify antonyms in context.

Materials
▶ Sentence strips
  Copy on card stock, laminate, and cut apart.
▶ Antonym word cards
  Copy on card stock, laminate, and cut apart.

Activity
Students exchange antonyms for the underlined word in sentences.
1. Place sentence strips face down in a stack and antonym word cards face up in rows on a flat surface.
2. Working in pairs, student one selects a sentence, reads it, and repeats the underlined word (e.g., “It is cold outside today. Cold”).
3. Student two reads the word cards, finds the antonym for the underlined word, places it over the underlined word, and reads the new sentence (i.e., “It is hot outside today”).
4. Reverse roles and continue until all the antonyms are correctly matched to sentences.
5. Peer evaluation

Extensions and Adaptations
▶ Use synonyms to change words in sentences.
▶ Make other sentences, antonym, and synonym word cards.
| Sam was happy when he got his new puppy. | My homework was very easy. | I helped my friend carry a heavy package. | It is cold outside today. | Sometimes my classroom is very noisy. |

**sentence strips**
<table>
<thead>
<tr>
<th>The candy tastes sweet.</th>
<th>My jump rope is too long.</th>
<th>I watched the beautiful sunrise.</th>
<th>I saw a big dog running in the park.</th>
</tr>
</thead>
<tbody>
<tr>
<td>sentence strips and antonym word cards</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
glad
simple
hefty
chilly
loud
sugary
lengthy
dawn
huge
Objective
The student will identify and sort words by categories.

Materials
▶ Sentence strips
  Write sentences using selected target vocabulary with one word missing. For example, Mary brushed her ___ before she went to bed.
▶ Index cards or construction paper rectangles
  Write the missing words from the sentences on the cards.

Activity
Students choose words to complete sentences.
1. Place sentence strips face down in a stack and index cards face up in rows on a flat surface.
2. Taking turns, student one selects a sentence, and reads it saying “blank” for the missing word.
3. Student two reads the index cards, finds the missing word, places it over the blank, and reads the sentence.
4. Reverse roles and continue until all the words are correctly matched to sentences.
5. Peer evaluation

Extensions and Adaptations
▶ Make other word cards that complete the sentences. For example, The big red car went down the road.
▶ Use other sentence and word cards.
Vocabulary

Word Fill-In

1. We must _____ so we don’t miss the bus.
2. He was _____ to be in the parade.
3. Mary brushed her _____ before going to bed.
4. All the students were in school. No one was _____.
| The jar was | but we filled it up quickly with cookies. | She | at the funny joke. |
| Everyone makes mistakes. No one is | | | |
| My brother is | than me. I am ten and he is twelve. | | |
| sentence cards | | | |
teeth
hurry
absent
excited
perfect
empty
older
laughed
Objective
The student will identify the meaning of words in context.

Materials
▶ Sentence cards
If words in this activity are not appropriate for your students, make and use sentence cards that are more applicable.
Note: The first underlined word is the target word and the second underlined word is the answer.

Activity
Students identify the meaning of target words by using the context of the sentence.
1. Place sentence cards face down in a stack at the center.
2. Working in pairs, student one selects the top card from the stack and reads the sentence to student two without showing the card (e.g., “The cloud was so enormous it seemed to cover the whole sky. Was it huge or little?”).
3. Student two states the answer (i.e., “it was huge”). Student one checks to see if the answer is correct by looking at the second underlined word or phrase.
4. If correct, student one gives the card to student two. If incorrect, student one states the correct answer, shows the card to student two, and places it at the bottom of the stack.
5. Reverse roles and continue until all cards are read.
6. Peer evaluation

“The cloud was so enormous that it seemed to cover the whole sky. Was the cloud huge or little?”

The cloud was so enormous it seemed to cover the whole sky.
Was the cloud huge or little?

Extensions and Adaptations
▶ Make and use other sentence cards.
The cloud was so enormous it seemed to cover the whole sky.

Was the cloud huge or little?

The cat was very curious and tried to discover what was making the noise.

Did the cat want to find out what was making the noise or want to go to sleep?

I can’t find my dog. He just disappeared.

Is the dog eating or unable to be seen?

The bike gained speed as it went down the hill.

Did the bike lose or add speed?

If the Word Fits
### If the Word Fits

<table>
<thead>
<tr>
<th>The girl’s reply to the question was right.</th>
<th>Did she repeat or answer the question?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the cloud huge or little?</td>
<td></td>
</tr>
<tr>
<td>The cat was very curious and tried to discover what was making the noise. Did the cat want to find out what was making the noise or want to go to sleep?</td>
<td></td>
</tr>
<tr>
<td>I can’t find my dog. He just disappeared. Is the dog eating or unable to be seen?</td>
<td></td>
</tr>
<tr>
<td>The bike gained speed as it went down the hill. Did the bike lose or add speed?</td>
<td></td>
</tr>
<tr>
<td>The girl’s reply to the question was right.</td>
<td>Was she scared or excited?</td>
</tr>
<tr>
<td>I need to go to sleep now because I am very drowsy. Am I thirsty or tired?</td>
<td></td>
</tr>
<tr>
<td>He was eager to go downstairs and open his gifts.</td>
<td>Is the season fall or spring?</td>
</tr>
<tr>
<td>Was he scared or excited?</td>
<td></td>
</tr>
<tr>
<td>Autumn is the season before winter when the weather turns cooler. Is the season fall or spring?</td>
<td></td>
</tr>
<tr>
<td>blank cards</td>
<td>blank cards</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objective
The student will identify key parts of the text.

Materials
- Pocket chart
- Picture cards
  Use picture cards from core curriculum reading program or print media.
- Sentence strips
  Write sentences that describe the pictures.

Activity
Students match sentences which describe pictures on a pocket chart.
1. Place picture cards vertically down the left side of the pocket chart. Place sentence strips face down in a stack.
2. Taking turns, students select a sentence strip and read it.
3. Determine which picture on the pocket chart corresponds to the sentence and place the sentence strip next to that picture.
4. Continue until all sentences and pictures are matched.
5. Peer evaluation

Extensions and Adaptations
- Extend the sentences using descriptive words.
- Write other sentences to match pictures.
- Make and use other picture cards and sentence strips.
Objective
The student will identify the meaning of a sentence.

Materials
- Nursery rhyme title cards
- Nursery rhyme event sentence strips

Activity
Students match nursery rhyme sentences to related titles.
1. Place nursery rhyme title cards face up in rows. Place nursery rhyme event sentence strips face down in a stack.
2. Taking turns, students select a nursery rhyme event sentence strip and read it aloud (e.g., “The cow jumped over the moon.”).
3. Read each nursery rhyme title card and determine which title corresponds to the sentence (i.e., “Hey Diddle, Diddle”). Place the title card next to that sentence strip.
4. Continue until all nursery rhyme sentence strips are matched with corresponding title cards.
5. Peer evaluation

Extensions and Adaptations
- Write and match other sentences from the nursery rhymes.
- Write and match content area topics with factual sentences.
<table>
<thead>
<tr>
<th>Nursery Rhyme Title Card</th>
<th>Comprehension Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little Bo Peep</td>
<td>The Eency, Weency Spider</td>
</tr>
<tr>
<td>London Bridge</td>
<td>Twinkle, Twinkle Little Star</td>
</tr>
<tr>
<td>Five Little Speckled Frogs</td>
<td>Jack and Jill</td>
</tr>
<tr>
<td>Jack Be Nimble</td>
<td>Star Light, Star Bright</td>
</tr>
<tr>
<td>Hey Diddle Diddle</td>
<td>Little Boy Blue</td>
</tr>
<tr>
<td>Nursery Rhyme Event Sentence Strips</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Leave them alone and they'll all come home.</td>
<td></td>
</tr>
<tr>
<td>Down came the rain and washed the spider out.</td>
<td></td>
</tr>
<tr>
<td>Build it up with wood and clay.</td>
<td></td>
</tr>
<tr>
<td>Shining like a diamond in the sky.</td>
<td></td>
</tr>
<tr>
<td>Frogs sit on a hollow log.</td>
<td></td>
</tr>
<tr>
<td>Nursery Rhyme Event Sentence Strips</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Jill came tumbling after.</td>
<td></td>
</tr>
<tr>
<td>Jack jumped over the candlestick.</td>
<td></td>
</tr>
<tr>
<td>I wish I might have the wish I wish tonight.</td>
<td></td>
</tr>
<tr>
<td>The cow jumped over the moon.</td>
<td></td>
</tr>
<tr>
<td>Come blow your horn.</td>
<td></td>
</tr>
</tbody>
</table>
**Objective**
The student will identify the meaning of a sentence.

**Materials**
- Sentence strips

**Activity**
Students read and pantomime (silently act out) sentences.
1. Place the sentence strips face up in rows at the center.
2. Taking turns, student one selects a sentence without touching it, reads it silently, and pantomimes the sentence.
3. Student two watches the pantomime, finds, and reads the corresponding sentence aloud.
4. If correct, takes sentence strip. If incorrect, makes another attempt.
5. Continue until all sentences are acted out and identified.
6. Peer evaluation

---

### Extensions and Adaptations
- Make and pantomime other sentences.
|------------------|-------------------|----------------|-------------|----------|-----------|

sentence strips
### Sentence Pantomime

<table>
<thead>
<tr>
<th>Sentence Strips</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Blow some bubbles.</strong></td>
</tr>
<tr>
<td><strong>Sweep the floor.</strong></td>
</tr>
<tr>
<td><strong>Pop a balloon.</strong></td>
</tr>
<tr>
<td><strong>Make a pizza.</strong></td>
</tr>
<tr>
<td><strong>Button a jacket.</strong></td>
</tr>
</tbody>
</table>
Objective
The student will identify the meaning of a sentence.

Materials
- Sentence strips
  *Cut and sort strips by number.*
- Student sheet
- Crayons or markers
- Pencils

Activity
Students arrange groups of words to make a sentence.

1. Place the sentence strips face down in three separate stacks. Place crayons at the center. Provide each student with a student sheet.
2. Taking turns, students choose one sentence strip from each stack, place the strips in numerical order, read the sentence, and place it aside.
3. Continue making sentences selecting strips from each stack until all strips are used.
4. Select two meaningful and two silly sentences, record, and illustrate on student sheet. Place ☺ next to each silly sentence.
5. Teacher evaluation

Extensions and Adaptations
- Rerrange strips so that there are no silly sentences.
- Make other sentence strips and exchange with partner to make sentences.
### Silly Sentence Mix-Up

<table>
<thead>
<tr>
<th>Hungry birds</th>
<th>Green frogs</th>
<th>The trains</th>
<th>Busy bees</th>
<th>The bells</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the garden</td>
<td>in the grass</td>
<td>on the tracks</td>
<td>on the flowers</td>
<td>in the tower</td>
</tr>
<tr>
<td>ate worms</td>
<td>hopped softly</td>
<td>rumble loudly</td>
<td>buzz loudly</td>
<td>were ringing</td>
</tr>
<tr>
<td>ate worms</td>
<td>in the garden</td>
<td>hopped softly</td>
<td>rumble loudly</td>
<td>in the tower</td>
</tr>
<tr>
<td>ate worms</td>
<td>hopped softly</td>
<td>rumble loudly</td>
<td>buzz loudly</td>
<td>were ringing</td>
</tr>
</tbody>
</table>

**sentence strips**

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<table>
<thead>
<tr>
<th></th>
<th>at the playground.</th>
<th>at the table.</th>
<th>in outer space.</th>
<th>on the bike.</th>
<th>in the big puddle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>were</td>
<td>swinging</td>
<td>ate cookies</td>
<td>flew quickly</td>
<td>rode swiftly</td>
<td>were jumping</td>
</tr>
<tr>
<td>were</td>
<td>jumping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The boys</td>
<td></td>
<td>The student</td>
<td>The shuttle</td>
<td>The man</td>
<td>The girls</td>
</tr>
</tbody>
</table>

**Sentence Strips**

---

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Objective
The student will produce meaningful sentences.

Materials
▶ “Who” word cards
▶ “Action” word cards
▶ “What” word cards
▶ Function word and punctuation cards
▶ Paper
▶ Pencils

Activity
Students make sentences using selected words.
1. Place the “who,” “action,” and “what” word cards face up in separate stacks. Place the function word and punctuation cards face up in rows. Provide each student with paper.
2. Working in pairs, students select a card from each stack and place them in sentence order (i.e., “who,” “action,” and “what”).
3. Read the words on the cards (e.g., “Sally swims beach”). Identify and insert function words and punctuation cards needed to make a meaningful sentence (e.g., at, the, “.”).
4. Read the sentence (i.e., “Sally swims at the beach.”) and record on paper. If the sentence is silly, put a ☺ next to it.
5. Continue until at least five sentences are recorded.
6. Teacher evaluation

Extensions and Adaptations
▶ Rearrange cards so that there are no silly sentences.
▶ Make and use other word cards.
Comprehension

Build a Sentence

Sally

dog

brother

team

dishes

Goldilocks

"who" word cards
swims
chewed
lost
won
fell
broke

"action" word cards
**Build a Sentence**

<table>
<thead>
<tr>
<th>beach</th>
<th>bone</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>game</td>
</tr>
<tr>
<td>shelf</td>
<td>chair</td>
</tr>
</tbody>
</table>

"what" word cards
Build a Sentence

at  a  Her  the

My  his  Our  off

function word and punctuation cards
Build a Sentence

Blank word cards

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Objective
The student will produce meaningful sentences.

Materials
▶ Picture cube
  Copy on card stock, cut, and assemble.
▶ Sentence building word cards
▶ Student sheet
▶ Pencils

Activity
Students arrange word cards into sentences to describe a picture.
1. Place the picture cube at the center. Place the sentence building word cards face up in rows. Provide each student with a student sheet.
2. Taking turns, students roll the cube and look at the picture.
3. Select the sentence building word cards to make a sentence that describes the picture and arrange them in order (e.g., “The three bears went for a walk.”).
4. Read the sentence and record it next to the corresponding picture on the student sheet.
5. Return the cards to their original positions.
6. Continue until student sheet is complete.
7. Teacher evaluation

Extensions and Adaptations
▶ Make other sentences using the word cards.
▶ Make other word cards to extend the sentences in the story.
▶ Make picture cubes using other stories.
Comprehension

Picture Cube

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K-1 Student Center Activities: Comprehension

picture cube
<table>
<thead>
<tr>
<th>The</th>
<th>three</th>
</tr>
</thead>
<tbody>
<tr>
<td>bears</td>
<td>went</td>
</tr>
<tr>
<td>for</td>
<td>a</td>
</tr>
<tr>
<td>walk</td>
<td>Goldilocks</td>
</tr>
<tr>
<td>ate</td>
<td>porridge</td>
</tr>
<tr>
<td>broke</td>
<td>the</td>
</tr>
<tr>
<td>chair</td>
<td>fell</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>asleep</td>
<td>in</td>
</tr>
<tr>
<td>bed</td>
<td>found</td>
</tr>
<tr>
<td>ran</td>
<td>home</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

sentence building cards and blank cards
Objective
The student will describe characters.

Materials
- Narrative text
  *Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- Student sheet
- Pencil

Activity
Students describe a character using a graphic organizer.
1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Names a character in the story and writes the name in the center square of the student sheet. Illustrates the character above the name.
4. Writes words that describe the character’s appearance and actions in the “frame” on the student sheet.
5. Continues until student sheet is complete.
6. Teacher evaluation

Extensions and Adaptations
- Use another graphic organizer to describe character.
- Describe other characters in the story.
Objective
The student will identify similarities and differences between characters.

Materials
- Narrative text
  Choose text within students' instructional-independent reading level range or teacher read-aloud.
- Student sheet
- Pencil

Activity
Students compare characters using a graphic organizer.
1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Names two characters in the story and writes each name on the student sheet.
4. Writes attributes that are shared by both characters on the lines between the boxes. Writes attributes that are unique to just one character on the lines under the corresponding name.
5. Continues until student sheet is complete.
6. Teacher evaluation

Extensions and Adaptations
- Use another graphic organizer to compare characters.
- Compare characters from a different story.
<table>
<thead>
<tr>
<th>Character A</th>
<th>Shared Characteristics</th>
<th>Character B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Objective
The student will sequence events in a story.

Materials
▶ Pocket chart
▶ Sentence strips

Choose a familiar story and write the story title on a sentence strip.
Write the story events on sentence strips.

Activity
Students order the events of a story by sequencing sentences on a pocket chart.
1. Place the sentence strip with the title in the top row of the pocket chart. Place the sentence strips with the story events face up in rows beside the pocket chart.
2. Working in pairs, students read the title and the sentences.
3. Select the sentence strip that tells about the first event in the story, reread the sentence, and place it in the row under the title (e.g., “Three billy goats loved to eat green grass.”).
4. Continue until all sentence strips are placed in order.
5. Retell the story by reading the sentence strips in order.
6. Peer evaluation

Extensions and Adaptations
▶ Write additional sentences from the story and sequence them with the original sentences.
▶ Write and sequence sentence strips from other stories.
Objective
The student will sequence events in a story.

Materials
- Narrative text
  Choose text within students’ instructional-independent reading level range or teacher read-aloud.
- Student sheet
- Pencil

Activity
Students write the main events of a story in sequential order using a graphic organizer.
1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes the title and author on the student sheet.
4. Identifies events which took place in the beginning, middle, and end of the story. Writes descriptive sentences in each of the corresponding sections of the student sheet.
5. Continues until student sheet is complete.
6. Teacher evaluation

Extensions and Adaptations
- Use other graphic organizers to record the events.
Title: __________________________
Author: __________________________

Beginning (What happened first?)

Middle (What happened next?)

End (What happened last?)
1. Cut on dotted lines.
2. Hot dog fold on the fold line.
3. Lift each section, write sentence, and draw picture that corresponds to the beginning, middle, and end of the story.

End

Middle

Beginning

Title: ___________________________
Author: _________________________
Comic Strip Creations

Book Title:
Objective
The student will identify story elements.

Materials
- Narrative text
  *Choose text within students’ instructional-independent reading level range or teacher read-aloud.*
- Question cube
  *Copy on cardstock, cut, and assemble.*
- Student sheet
- Pencils

Activity
Students discuss the parts of a story using a question cube.
1. Place text and question cube at the center. Provide each student with a student sheet.
2. The students read the text or review the teacher read-aloud.
3. Taking turns, roll the question cube, read the question, and answer it in relation to the text.
4. Discuss and write or illustrate the answer on the student sheet.
5. Continue until student sheet is complete.
6. Teacher evaluation

Extensions and Adaptations
- Discuss story elements from a different text.
C. 011

Story Question Cube

- What happens in the story (beginning, middle, end)?
- When does the story take place (time)?
- How was the problem solved?
- Where does the story take place?
- Who are the characters?
- Why did the problem happen?
### Story Question Cube

**Title:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does the story take place?</td>
<td></td>
</tr>
<tr>
<td>What happens in the story (beginning, middle, end)?</td>
<td></td>
</tr>
<tr>
<td>How was the problem solved?</td>
<td></td>
</tr>
<tr>
<td>Who are the characters?</td>
<td></td>
</tr>
<tr>
<td>Why did the problem happen?</td>
<td></td>
</tr>
<tr>
<td>When does the story take place (time)?</td>
<td></td>
</tr>
</tbody>
</table>
Objective
The student will identify story elements.

Materials
- Narrative text
  Choose text within students' instructional-independent reading level range or teacher read-aloud.
- Student sheet
- Pencil

Activity
Students record story elements using a story grammar graphic organizer.
1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes the title and author on the student sheet.
4. Identifies the setting, characters, problem, important events, and solution. Writes descriptive sentences in each of the corresponding sections of the student sheet.
5. Continues until student sheet is complete.
6. Teacher evaluation

Extensions and Adaptations
- Retell the story to a partner using a felt board and story pieces.
- Read another story and record the story elements.
Title: ____________________________

Author: __________________________

Setting

Characters

Problem

Important Events

Solution

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Objective
The student will identify similarities and differences between stories.

Materials
- Narrative texts
  Choose two texts within students’ instructional-independent reading level range or teacher read-aloud.
- Student sheet
- Pencils

Activity
Students compare stories using a Venn Diagram.
1. Place texts at the center. Provide the student with a student sheet.
2. The student reads the texts or reviews the teacher read-alouds.
3. Writes the title and author of each text on the student sheet.
4. Writes story elements (e.g., character, character attributes, setting, plot, problem, resolution) that are shared by both texts in the overlapping area of the circles on the Venn Diagram. Writes story elements that are unique to just one of the texts in the corresponding circle.
5. Continues until there are at least three story elements in each of the three sections of the Venn Diagram.
6. Teacher evaluation

Extensions and Adaptations
- Use a Venn Diagram to compare three texts.
Objective
The student will retell a story.

Materials
- Narrative text
  Choose text within students’ instructional-independent reading level range or teacher read-aloud.
- Retell Wheel
- Brad
  Attach wheels using brad.

Activity
Students repeat a story using a question retell wheel.
1. Place text and retell wheel at the center.
2. Students read the text or review the teacher read-aloud.
3. Taking turns, student one holds the retell wheel and asks student two to name the title and author of the story.
4. Hands wheel to student two who positions the wheel opening on question one. Reads question one and student one answers. If unable to answer question, goes back and reviews story for answer.
5. Continue until all questions on wheel are answered.
6. Peer evaluation

Extensions and Adaptations
- Use another retell wheel to record the story.
What is the title?

Who is the author?
Retell Wheel

1. Who are the main characters?
2. Where and when does the story take place?
3. What happens in the beginning of the story?
4. What is the problem?
5. How is the problem solved?
6. How does the story end?
Name

Title: __________________________

Author: _________________________
**Objective**
The student will identify details in text.

**Materials**
- Expository text
  *Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- 12” x 18” construction paper
  *Cut paper in half lengthwise to make 6” x 18” strips.
  Fold into desired number of sections.*
- Crayons or markers
- Pencil

**Activity**
Students locate information in expository text and record on a fact strip.
1. Place text and crayons at the center. Provide the student with one construction paper strip.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes or illustrates the topic in the first square.
4. Identifies the important facts in the text and writes or illustrates them in each section.
5. Continues until all sections are complete.
6. Teacher evaluation

**Extensions and Adaptations**
- Use a graphic organizer to record topic and facts from this story or a different one.
Objective
The student will identify main idea and supporting details in text.

Materials
- Expository text
  Choose text within students' instructional-independent reading level range or teacher read-aloud.
- Student sheet
- Brad
  Attach wheels with brad.
- Crayons or markers
- Pencil

Activity
Students write or illustrate the main idea and three supporting details on a text wheel.
1. Place text and crayons on a flat surface. Provide the student with the text wheel.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes the title and author on the front of the wheel.
4. Turns the wheel so that the main idea section is showing. Identifies and writes or illustrates the main idea.
5. Turns the wheel to one of the supporting detail sections. Identifies and writes or illustrates a supporting detail.
6. Continues until each section on wheel is complete.
7. Teacher evaluation

Extensions and Adaptations
- Use another graphic organizer to record main idea and details.
Title: _______________________

Author: _______________________

Name ___________________

Expository Text Wheel
Name

C. 016

Expository Text Wheel

Main Idea

Supporting Detail

Supporting Detail

Supporting Detail

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K-1 Student Center Activities/Vocabulary
Expository Text Wheel

Main Idea

Supporting Detail

Supporting Detail

Supporting Detail
**Objective**
The student will identify main idea and supporting details in text.

**Materials**
- Expository text
  - Choose text within students’ instructional-independent reading level range.
- Document camera or other projecting device
- Vis-à-Vis® markers
- Paper
- Pencils

**Activity**
Students identify the main idea and supporting details in paragraphs.

1. Place Vis-à-Vis® markers near the document camera. Provide each student with paper.
2. Taking turns, students read the paragraph. Use a Vis-à-Vis® marker to circle the main idea and underline supporting details.
3. Continue until all paragraphs are read and marked.
4. Each student chooses one paragraph and records the main idea and supporting details on paper.
5. Teacher evaluation

**Extensions and Adaptations**
- Use narrative text.
**Objective**
The student will summarize expository text.

**Materials**
- Expository text
  *Choose text within students' instructional-independent reading level range or teacher read-aloud.*
- Student sheet
- Pencil

**Activity**
Students record the main idea and supporting details, then summarize.
1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Rereads the first paragraph of the text and records the main idea and supporting details on the student sheet.
4. Continues rereading each paragraph and recording the main idea and supporting details on the student sheet.
5. Reviews recorded information and writes a summary of the entire text.
6. Teacher evaluation

**Extensions and Adaptations**
- Illustrate the written summary.
Name

C. 018

Summarizing

Main Idea

Supporting Detail

Supporting Detail

Supporting Detail

Main Idea

Supporting Detail

Supporting Detail

Supporting Detail

Main Idea

Supporting Detail

Supporting Detail

Supporting Detail

Summary of text
Objective
The student will identify fiction and nonfiction text.

Materials
▶ Pocket chart
▶ Fiction and Nonfiction header cards
▶ Books
  *Fiction and nonfiction books within students’ independent reading level range.*
▶ Index cards
▶ Pencils

Activity
Students sort story titles into fiction and nonfiction categories on a pocket chart.
1. Place the Fiction and Nonfiction header cards across the top row of the pocket chart. Place the index cards and books at the center.
2. Taking turns, the students select a book, read the title, review it, and determine if it is fiction or nonfiction.
3. Write the title of the book on an index card and place it under the corresponding header card on the pocket chart.
4. Continue until all the books are reviewed and title cards are placed on the pocket chart.
5. Peer evaluation

Extensions and Adaptations
▶ Add more books and sort by genre.
Fiction

Nonfiction
Comprehension

Objective
The student will identify facts and opinions.

Materials
▶ Pocket chart
▶ Fact and Opinion header cards
▶ Fact and Opinion statement cards

Activity
Students sort statements into fact and opinion categories on a pocket chart.
1. Place the Fact and Opinion header cards across the top row of the pocket chart. Place the fact and opinion statement cards face down in a stack.
2. Taking turns, student one selects the top card and reads it.
3. Student two determines if the statement is fact or opinion and places the card under the corresponding header card on the pocket chart.
4. Reverse roles and continue until all cards are placed on the pocket chart.
5. Peer evaluation

Extensions and Adaptations
▶ Make other fact and opinion statement cards, read, and sort.
Fact

Opinion

fact and opinion header cards
## Fact Versus Opinion

<table>
<thead>
<tr>
<th>Fact (Fact)</th>
<th>Fact (Opinion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocolate is made from cocoa beans.</td>
<td>Chocolate is yummy.</td>
</tr>
<tr>
<td>Cats are good pets.</td>
<td>Cats have whiskers.</td>
</tr>
<tr>
<td>Yogurt is a milk product.</td>
<td>Yogurt is good for breakfast.</td>
</tr>
<tr>
<td>Cookies are made with sugar.</td>
<td>Cookies are delicious.</td>
</tr>
<tr>
<td>Cities are fun to visit.</td>
<td>Cities have tall buildings.</td>
</tr>
</tbody>
</table>

fact and opinion statement cards
<table>
<thead>
<tr>
<th>Fact Statement</th>
<th>Opinion Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alligators are reptiles.</td>
<td>Alligators are nice.</td>
</tr>
<tr>
<td>Whales are mammals.</td>
<td>Whales are lazy.</td>
</tr>
<tr>
<td>Crayons are different colors.</td>
<td>Crayons make it easy to draw.</td>
</tr>
<tr>
<td>Cars have engines.</td>
<td>Cars are better than trucks.</td>
</tr>
<tr>
<td>Water freezes at 32°F.</td>
<td>Water tastes better cold.</td>
</tr>
</tbody>
</table>

fact and opinion statement cards
Objective
The student will identify the relationship between cause and effect.

Materials
- Cause cards
- Effect cards
- Small ball

Activity
Students read a cause and select an effect while playing a ball game.
1. Place the cause cards face down in a stack and the effect cards face up in rows. Place the ball at the center.
2. Taking turns, student one selects a cause card, reads it (e.g., “When the sun is shining…”), and rolls the ball to another student who chooses and reads the corresponding effect card (e.g., “… we go to the beach.”).
3. Continue the activity until all cards are read and corresponding effect cards are chosen.
4. Peer evaluation

Extensions and Adaptations
- Provide an original effect for each cause card.
- Write and illustrate some of the causes and effects from a story.
<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since it is raining outside...</td>
<td>When the dog barks...</td>
</tr>
<tr>
<td>When the sun is shining...</td>
<td>When the wind is blowing...</td>
</tr>
<tr>
<td>My milk spilled...</td>
<td>Jack fell down...</td>
</tr>
<tr>
<td>Cause cards</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Since it is raining outside...</td>
<td></td>
</tr>
<tr>
<td>When the dog barks...</td>
<td></td>
</tr>
<tr>
<td>When the sun is shining...</td>
<td></td>
</tr>
<tr>
<td>When the wind is blowing...</td>
<td></td>
</tr>
<tr>
<td>My milk spilled...</td>
<td></td>
</tr>
<tr>
<td>Jack fell down...</td>
<td></td>
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<tr>
<td>Dad forgot to put gas in the car...</td>
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<tr>
<td>Suzy burned the dinner...</td>
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<tr>
<td>The rabbit's cage was left open...</td>
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<tr>
<td>Tommy ate all the candy in the bag...</td>
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</tr>
<tr>
<td>Kewana was late to soccer practice...</td>
<td></td>
</tr>
<tr>
<td>John's boat had a hole in the bottom...</td>
<td></td>
</tr>
</tbody>
</table>

cause cards
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>... I need my rubber boots.</td>
</tr>
<tr>
<td></td>
<td>... the cat runs and hides.</td>
</tr>
<tr>
<td></td>
<td>... we go to the beach.</td>
</tr>
<tr>
<td></td>
<td>... I like to fly my kite.</td>
</tr>
<tr>
<td></td>
<td>... so I had to clean it up.</td>
</tr>
<tr>
<td></td>
<td>... and broke his crown.</td>
</tr>
</tbody>
</table>

**effect cards**
... and it came to a stop.

... so we had to go out to eat.

... and he ran to the garden to find lettuce.

... and then his belly hurt.

... so she had to run laps.

... and it filled up with water.

effect cards
Objective
The student will identify the relationship between cause and effect.

Materials
- Expository or narrative text
  *Choose text within students’ instructional-independent reading level range.*
- Sticky notes
  *Divide the text into passages using sticky notes to indicate where students are to stop and identify cause and effect relationships.*
- Student sheet
- Crayons or markers
- Pencil

Activity
Students identify cause and effect relationships in text and record on a graphic organizer.
1. Place text and crayons at the center. Provide the student with a student sheet.
2. The student reads the selected passage up to the first sticky note.
3. Identifies the cause and effect relationships and writes or illustrates them in the corresponding boxes on the student sheet.
4. Continues until student sheet is complete.
5. Teacher evaluation

Extensions and Adaptations
- Write possible alternative effects.
**Objective**
The student will use background knowledge to comprehend text.

**Materials**
- Expository text
  *Choose text within students’ instructional-independent reading level range.*
- Student sheet
- Pencil

**Activity**
Students monitor comprehension before, during, and after reading text using a K-W-L chart.
1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text cover and records topic on the student sheet.
3. Writes things that he knows about the topic on the student sheet in the “What I Know” column.
4. Generates questions and records them in the “What I Want to Know” column.
5. Reads the text and records what has been learned in the “What I Have Learned” column.
6. Teacher evaluation

**Extensions and Adaptations**
- Write two more things under “What I want to know” after reading text.
- Use another graphic organizer to monitor comprehension.
<table>
<thead>
<tr>
<th>K</th>
<th>What I already know</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>What I want to know</td>
</tr>
<tr>
<td>L</td>
<td>What I learned</td>
</tr>
</tbody>
</table>

**Topic:**

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Objective
The student will use prediction to comprehend text.

Materials
- Expository or narrative text
  Choose text within students’ instructional-independent reading level range.
- Sticky notes
  Divide the text into passages using sticky notes to indicate where students are to stop and make a prediction.
- Student sheet
- Crayons and markers
- Pencil

Activity
Students make, write or illustrate, and check story predictions.
1. Place text and crayons at the center. Provide the student with a student sheet.
2. The student reads the selected passage up to the first sticky note.
3. Makes and writes or illustrates a prediction on the left-hand side of the student sheet.
4. Continues reading the text until prediction is verified. Writes or illustrates what actually happens in the story on the right-hand side of the student sheet.
5. Continues until student sheet is complete.
6. Teacher evaluation

Extensions and Adaptations
- Discuss predictions and results with a partner.
I found

I predict
Comprehension

Monitoring for Understanding

Classifying Information

**Objective**
The student will classify information to comprehend text.

**Materials**
- Expository text
  *Choose text within students’ instructional-independent reading level range or teacher read-aloud.*
- Student sheet
  *Write the initial topic in the center of the organizer and the categories relating to the topic on the line in each of the four squares.*
- Pencil

**Activity**
Students write words or phrases that describe and/or relate to a category of a topic.
1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes words or phrases that describe and/or relate to the categories in each box.
4. Continues until each box has at least four words or phrases.
5. Teacher evaluation

**Extensions and Adaptations**
- Use to classify narrative text.

---

Name:

<table>
<thead>
<tr>
<th>Food</th>
<th>Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>zebra</td>
<td>Africa</td>
</tr>
<tr>
<td>antelope</td>
<td>grassy plains</td>
</tr>
<tr>
<td>gazelle</td>
<td>savannah</td>
</tr>
<tr>
<td>impala</td>
<td>woodland</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>large</td>
<td>social</td>
</tr>
<tr>
<td>mane</td>
<td>live in groups</td>
</tr>
<tr>
<td>brown</td>
<td>nocturnal</td>
</tr>
<tr>
<td>whiskers</td>
<td>territorial</td>
</tr>
</tbody>
</table>

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Objective
The student will summarize text.

Materials
- Expository or narrative text
  *Choose text within students’ instructional-independent reading level range or teacher read-aloud.*
- Student sheet
- Pencil

Activity
Students summarize text using a graphic organizer.
1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text or reviews the teacher read-aloud.
3. Writes topic or title in top circle. Records information on student sheet based on the type of text. If expository text, writes the main ideas in the boxes and the supporting details in the ovals. If narrative text, writes story elements or story events in the boxes and related information in the ovals.
4. Reviews recorded information and writes a summary on student sheet.
5. Teacher evaluation

Extensions and Adaptations
- Discuss details and summary with partner.