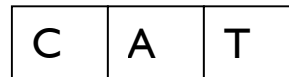


## Directions:

1. Do appropriate boxes for words in a workbook. (1 letter goes in each box/1 box for each sound.)
2. At the beginning of the year draw boxes in the actual workbook.
3. Later in the year, draw 1 set on the board.



1 letter or sound in each box

Submitted by: Paula McDonald  
[mcdonaldp@usd231.com](mailto:mcdonaldp@usd231.com)

## Directions:

1. Talk about specific letters and the sounds they make.
2. Compare them to the letter and sounds they are producing in place of the correct sounds.
3. Practice making the correct sounds and talk about how they are produced (where tongue is placed, what the lips do, etc.).
4. When the sound is mastered, the students begin using the sound in words.
5. Have them to look at minimal pairs of words, words that differ by one similar phoneme, and identify which word begins with the letter/sound they are working on. (Ex. “key” & “tea”.)

Submitted by: Lori Coughlin, SLP  
[coughlinl@usd231.com](mailto:coughlinl@usd231.com)

PHONICS: The cube game

PARENT/TEACHER

Directions:

1. You need 3 letter cubes (2 consonants and 1 vowel)
2. Roll the cubes.
3. Build a 3-letter word.
4. Is it a 'real' word or not?
5. Reverse consonants. Repeat.

B A T

T A B

Submitted by: Mike Purcell  
[purcellm@mail.com](mailto:purcellm@mail.com)

PHONICS: Sentence of the day

TEACHER

Directions:

1. Student will write a sentence about what they did last night.
2. Everyone counts out how many words are in the sentence.
3. Draw that many lines on the board.
4. Pass the pen to one student who has to write the 1<sup>st</sup> word.
5. The whole class sounds out the word.
6. Pass the pen to another student for the next word.
7. Continue until the sentence is complete.

Submitted by: Carole Ferrel  
[ferrelc@usd231.com](mailto:ferrelc@usd231.com)

PHONICS: Labeling

PARENT/TEACHER

Directions:

1. Sound out words and label every item in every drawing or picture.

Submitted by: Carole Ferrel  
[ferrelc@usd231.com](mailto:ferrelc@usd231.com)

PHONICS: Kinesthetic

TEACHER

Directions:

1. While working on articulation – discuss the letter that makes their sound.
2. Use the letter, kinesthetic movements, and description of how to make the sound. (Point to throat for “K”, push with the back of your tongue.)

Submitted by: Michelle Huynh  
[huynhm@usd231.com](mailto:huynhm@usd231.com)

PHONICS: Picture cards

PARENT/TEACHER

Directions:

1. Teacher shows picture card and says picture.
2. Student must say the letter that the picture begins with and the letter sound.

Submitted by: Diane Anderson  
[andersond@usd231.com](mailto:andersond@usd231.com)

PHONICS: Computer Lab

TEACHER

Directions:

- I. Working in KidPix or Word/Paint

Text box – K

Easy word families:

Dog

Fog

Hog

Poem: In the misty morning fog, I mistook mother for a \_og.

Submitted by: Liz Munroe  
[munroel@usd231.com](mailto:munroel@usd231.com)

Directions:

1. Build a pattern chart on board. Have students fill in words using patterns.
2. Take words to build into sentences.
3. Bridge phonic lesson to fluency activity by using a decodable text that matches vowel pattern.

Patterns of O				
O Qo	OE Toe	OA Boat	OW Snow	O – E Bone

Submitted by: Mary Carol Keister  
[keisterm@usd231.com](mailto:keisterm@usd231.com)

Directions:

1. Think of a ‘big’ word such as flashlight. This word can have a word family, a specific skill or a theme word.
2. Scatter the letters for it on an overhead. Students will make as many words as they can with these letters.
3. Call on students to come up to the overhead and make one of their words.
4. Active Participation: There are different ways to get students actively involved. You can have kids write the words on whiteboards or journals. Have them cross off the word if someone else thought of it or add it if someone had a word they didn’t. They can also use and manipulate letters. Call names from a cup for kids to come up.

Submitted by: Shiloh Harlan  
[harlans@usd231.com](mailto:harlans@usd231.com)

PHONICS: Tap and Sweep

TEACHER

Directions:

1. Students can build words with letter cards.
2. Students use their fist to tap under each letter and say the sound.
3. Then move their fist under the letters in one smooth line to blend and say the word.

Submitted by: Cheryl Schasteen  
[schasteenc@usd231.com](mailto:schasteenc@usd231.com)

PHONICS: Elkonin Boxes

TEACHER

Directions:

1. Teacher says a word. (3, 4, or 5 letters)
2. Students count the sounds and place counters in each position for the sounds.
3. Students push the sounds (counters) up to the letter spaces.
4. Then with a dry erase marker, write the letter that stands for that sound.
5. Reread the word. Does it match?

○	○	○	○

Submitted by: Cheryl Schasteen  
[schasteenc@usd231.com](mailto:schasteenc@usd231.com)

PHONICS: Open Court Alphabet

TEACHER

Directions:

1. Use a pocket folder that has the open court alphabet and letter cards.
2. Each student has a folder with all the cards.
3. The teacher says a sound and the student finds the card that has the sound and lays it on their desk.
4. The teacher can continue to build a word sound by sound and the student must place the sounds in correct order.

PHONICS: Pocket Words

PARENT/TEACHER

Directions:

1. Make a pocket for letter cards by folding a piece of construction paper the long way and staple the ends.
2. Make little letter cards with several copies of the vowels or vowel combinations. (3x5 index cards, cut in half, work great.)
3. Give the student a word to make and have them use the cards to put the word together.
4. Change just one part of the word and have them find the right card to make the change.

	C		A		T	

U

B

R

PHONICS: Guess & Spell the Word

TEACHER

Directions:

1. Write the words on sticky notes (one to each note) and place it on a child's back and pair up the student's.
2. Have the student's give their partner phonics clues and sounds to figure out the word and how to spell it correctly.
3. The student's should not give the letters, only sounds and rules of phonics.

Submitted by: Kelli Riddle  
[kriddle@chetopaschools.org](mailto:kriddle@chetopaschools.org)

PHONICS: Letter Sound Hunt

PARENT/TEACHER

Directions:

1. Send a note home asking parents to help child hunt for 5 items beginning with "W" sound.
2. Use the ALS sign language and sound with child as you hunt around the house.
3. The next day at school: Have the children sit in a circle while each student shares 1 item at a time.
4. Have the whole class use "sign" and "sound" to prove it begins with "W".

Submitted by: Nancy Boore  
[boore@girard248.org](mailto:boore@girard248.org)

PHONICS: Swat the Sound

PARENT/TEACHER

Directions:

1. Say a sound, vocabulary word, etc. and have students “swat” the sound.
2. Pair them up and have them try to “out swat” each other.

Submitted by: Terry Lawrence  
[terry.lawrence@usd359.k12.ks.us](mailto:terry.lawrence@usd359.k12.ks.us)

PHONICS: The Character Song

PARENT/TEACHER

Directions:

1. Name a character. Example: Actress Annie – Are you adding Actress Annie? Baby Baranby – Are you blowing Baby Baranby?
2. Listen to the letter “A”. Say the sound a,a,a.

Submitted by: Donna Huffman  
[donna.huffman@usd264.com](mailto:donna.huffman@usd264.com)

PHONICS: A E I O U – Sit Down

PARENT/TEACHER

Directions:

1. Have students join hands to form a circle.
2. The teacher stands in the center and names a vowel as she/he points to a student in this order: A, E, I, O, U. When you get to U, say, “you sit down”. Repeat.
3. The student left standing goes to the center. Repeat.

Submitted by: Lynn Ferguson  
[fergusol@usd290.org](mailto:fergusol@usd290.org)

PHONICS: Go Fish!

PARENT/TEACHER

Directions:

1. In advance: prepare fish cutouts with either an upper or lower case letter on each fish. Place a paper clip at the mouth of each fish. Get a 3-foot long dowel rod and attach a string to 1 end with a magnet at the end of the string.
2. Place fish on floor – letter side up (this is your pond).
3. Students take turns “going fishing” for the upper/lower case letter the teacher asks for.
4. Ask students to name something/find something in the room that begins with that letter.
5. Keep fishing until all of the fish have been caught.



## PHONICS: Quick Change Game

TEACHER

### Directions:

1. Students begin by writing a given short vowel word on their paper. (Ex: Hit)
2. Teacher gives directions “change hit” to “hot”, “change hot” to “hat”, “change hat” to “fat”, “change fat” to “fan” and so on.
3. Changing vowels and consonants transforms the word into many different words.

Submitted by: Christine Lahr  
[ChristineLahr@smsd.org](mailto:ChristineLahr@smsd.org)

## PHONICS: The Character Song

PARENT/TEACHER

### Directions:

3. Name a character. Example: Actress Annie – Are you adding Actress Annie? Baby Baranby – Are you blowing Baby Baranby?
4. Listen to the letter “A”. Say the sound a, a, a.

Submitted by: Donna Huffman  
[donna.huffman@usd264.com](mailto:donna.huffman@usd264.com)

## PHONICS: Sound Hunt

PARENT/TEACHER

### Directions:

1. Have several books available to the students.
2. Have them look through the books to find words with a specific sound being taught. (For example: words with the short /u/ sound, beginning /sm/ blend, /ou/ sound, etc.)
3. The students write the words on a sound chart to be placed on a word wall. They could also write the words on a piece of paper to make their own "Book of Sounds".
4. Label the chart or paper with the appropriate letters for the sound.

Submitted by: Kathy Riedel  
[riedels@ruraltel.net](mailto:riedels@ruraltel.net)

## PHONICS: CRASH!

PARENT/TEACHER

### Directions:

1. Write sight words or words from a particular word family on flashcards. (i.e. fat, cat, mat) or all short /a/ words with different endings (fat, man, cab).
2. In the deck of cards, include a CRASH card about every 5<sup>th</sup> card.
3. Mix up the cards.
4. Students take turns drawing a card and reading it. Each child continues until he makes a mistake or draws a CRASH card.
5. Play goes on to the next player.
6. Players count their cards at the end of the game.

I like to use Ellison cutter to make the cards different shapes. Short /a/ deck might be blue, short /e/ deck might be red, etc.

Submitted by: Susan Waller  
[swaller@gclkschools.com](mailto:swaller@gclkschools.com)

## Directions:

1. Make a card with squares. In each square, put a vowel combination.
2. Students work in pairs and have a different color disc.
3. The student says the vowel sound. If it is correct, they put their disk on the box.
4. The object is to get four of your discs in a row.

Ai	Ea	Oa	Oo
Ee	Oe	Ue	Ay
Ay	Oo	Ee	Oa
Ow	Ai	Ou	Oe

Submitted by: Becky Brungardt  
[beckybrungardt@hotmail.com](mailto:beckybrungardt@hotmail.com)

## PHONICS: Refrigerator Rhymes

PARENT

## Directions:

1. Use magnetic letters to spell a common word ending such as “at” or “all” on the refrigerator.
2. Let your child put different beginning letters to make words.
3. As your child gets the idea, let him/her decide if the words are “real”.

_at _all
c m t b

Submitted by: Ginger Gibson  
[howardjgibson@netscape.net](mailto:howardjgibson@netscape.net)

PHONICS: Tic-Tac-Toe

PARENT/TEACHER

Directions:

1. You can provide students with a tic-tac-toe board with letters on it or students can make their own.
2. To play the game the adult asks the students something like “mark the first/last sound in ‘cat’”.
3. The first person with 3 in a row wins.

D	F	T
G	C	C
M	T	M

Submitted by: Kim Hawkins  
[khawkinsgs@mail.olathe.k12.ks.us](mailto:khawkinsgs@mail.olathe.k12.ks.us)

PHONICS: Word Line

PARENT/TEACHER

Directions:

1. Use colored chalk to write 1 vowel /a/ on the board 3 times.
2. The task is to build a separate word around each vowel.
3. Have the student identify the “letter” & the “sound”.
4. Add the same initial consonant /m/. The student says the sounds together.
5. Add another consonant to the end of each word part (map, man, mad).

Submitted by: Janice A. Plum  
[DJPLUM101991@JUNO.com](mailto:DJPLUM101991@JUNO.com)

PHONICS: How Many Words Can You Make?

TEACHER

Directions:

1. Select a word family that you want to focus on (i.e. \_at).
2. Use each letter of the alphabet and ask if it is a real word when used with the vowel chunk. If it is a real word, have the students write it in their notebook.
3. Continue with blends.

Submitted by: Deanna Hardenburger  
[dhardenburgerfv@mail.olathe.k12.ks.us](mailto:dhardenburgerfv@mail.olathe.k12.ks.us)

PHONICS: Letter/Word Bag Activity

PARENT/TEACHER

Directions:

1. Have a bag with letters and basic sight words in it and a deck of cards say “letter” and “word”.
2. Students draw a card “letter” and have to recognize a letter they know or if they draw a “word” card they need to find a word they know how to read.

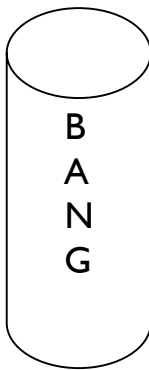
Submitted by: Alicia Michel/Molly Finch

PHONICS: BANG

PARENT/TEACHER

Directions:

1. Cut 3x5 cards into fourths (total of 26 needed).
2. Place a letter of the alphabet on each piece until all 26 letters are used. Write BANG on 4 cards.
3. Wrap a Pringles can in red paper with BANG written down the side. Run yarn through plastic lid for the fuse.
4. Place all the cards inside, shake up the can and take turns pulling out letters naming them as they are pulled out.
5. If a BANG is pulled out, all letters collected are put back in the can. Students love shaking the can and passing it to the next student.



Submitted by: Linda L. Janssen  
[ljanssen@usd327.org](mailto:ljanssen@usd327.org)

PHONICS: Letter Search

PARENT

Directions:

1. Pick a letter or a set of letters and search through newspapers or magazines.
2. Highlighters can also be used.
3. Cut out the pictures and paste them to paper.

Submitted by: Diana Boley  
[Diboley.usd278@ncktc.tec.ks.us](mailto:Diboley.usd278@ncktc.tec.ks.us)

Directions:

1. You need a large alphabet picture card of /a/.
2. Review the name and sound of /a/.
3. The game is as follows with a clap on every syllable: /a/ clap hands on thighs, /a/ clap hands together, /what/ clap hands on thighs, /be/ clap hands together, /gins/ clap hands on thighs, /with/ clap hands together, /a/ clap hands on thighs, /ask/ clap hands together, /an/ clap hands on thighs, /ant/ clap hands together.

Submitted by: Joanna Romito  
[jromito@usd497.org](mailto:jromito@usd497.org)

Directions:

1. Type a story that the students have read previously omitting every 5<sup>th</sup> letter.
2. Have the students complete the story by adding missing letters.
3. Then have them read the completed story.
4. Variations: Omit all vowels, omit all initial letters of each word, omit all final letters of each word, or omit all blends.

Submitted by: Carolyn Scott  
[carolynsc@manhattan.k12.ks.us](mailto:carolynsc@manhattan.k12.ks.us)

Directions:

1. Give students a map of the places for the scavenger hunt and a sheet of clues for the hunt.
2. Ahead of time the teacher/parent needs to place the answer options around for the scavenger hunt. (For example: The child's map would show the kitchen. Once he/she gets to the kitchen they have to find the answer to the kitchen's clue that is listed on their clue sheet. Could be "Go to the kitchen and find something that rhymes with cat.")
3. Somewhere in the kitchen are three cards /man/ /tap/ /rat/.
4. The student needs to write the correct answer on their clue sheet.
5. Continue throughout the hunt location.



Submitted by: Janell Barnow  
[jbarnow@hotmail.com](mailto:jbarnow@hotmail.com)

Directions:

1. This is good for a very long car ride.
2. Name letters on license plates.
3. Read nonsense words made of plate letters.
4. Make words for plate letters.

Example: Everyone swims together



Submitted by: Deb Ehling-Gwin  
[dehling-gwin@usd2348.com](mailto:dehling-gwin@usd2348.com)

PHONICS: I Spy

PARENT/TEACHER

Directions:

1. Challenge the students to say, "I spy something in this room that begins with the "f" sound. What is it?"
2. Can vary the challenge to number of syllables, specific category or sound segments.

Submitted by: Paul Maigaard  
[pmaigaa@usd497.org](mailto:pmaigaa@usd497.org)

PHONICS: Reading Groups

TEACHER

Directions:

1. Divide students into small groups.
2. Each group should read aloud taking turns for 20-30 minutes per day.

Submitted by: Anita Burton  
[burtona@cheysin](mailto:burtona@cheysin)