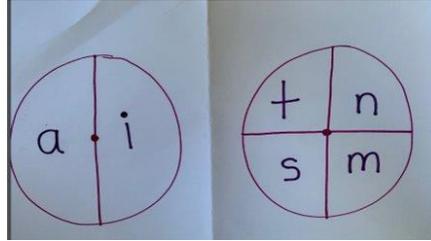


# Phonics Presentation Supporting Resources

## Activity #1: Word Blending: Spin it!

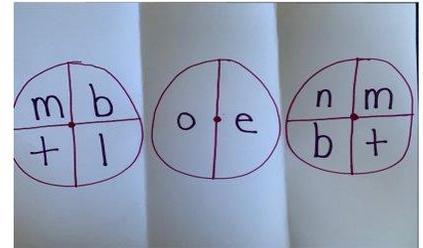
### **Materials needed:**

- Writing tool (pencil, pen, marker)
- Paper
- Paper Clip



### **Procedure for VC words:**

1. Draw 2 circles on a sheet of paper.
2. Divide the first circle evenly into 2-3 sectors. Write a vowel in each sector.
3. Divide the second circle into 4 equal sectors. Write a consonant in each sector.
4. Use the pencil and paper clip to spin the vowel spinner. Write down the vowel the spinner landed on.
5. Spin the consonant spinner. Write down the consonant the spinner landed on next to the vowel.
6. Have your child blend the sounds to read the word.



### **Procedure for CVC words:**

- Same as VC procedure with an additional consonant spinner.

### **Suggested consonants to begin with:**

- f, l, m, n, r, s, t, b

### **Suggested vowels to pair together:**

- a/i
- o/e
- u/a, u/i, u/e

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## Activity #2: Newspaper Search

### **Materials needed:**

- few pages of an old newspaper or grocery flyers from the supermarket
- a pencil, pen, a crayon or a highlighter

### **Procedure:**

1. Assign a **consonant or vowel search**. Name a letter and have your child search and circle it at least five times. After five appearances of one letter, assign a new search.
  - Consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, y, z
  - Vowels: a, e, i, o, u
2. Assign a **consonant blends search**. Name a consonant blend. Have your child search and circle words that begin with consonant blends. After five appearances of one consonant blend, assign a new search.
  - Two-letter L Blends: bl, cl, fl, gl, pl, sl
  - Two-letter R-Blends: br, cr, dr, fr, gr, pr, tr
  - Two-Letter S-Blends: sc, sk, sm, sn, sp, st, sw

# Phonics Presentation Supporting Resources

3. Assign a **digraphs search**. Name a digraph. Have your child circle words that have initial and/or final digraphs. After five appearances of one digraph, assign a new search.
  - Digraphs: ch, ck, kn, ph, sh, th, wh
4. Assign a **vowel digraphs search**. These are also called vowel teams. Name a vowel team and have your child circle words with the vowel team. After five appearances of one vowel team, assign a new search.
  - Vowel Digraphs (Vowel Teams): ai, ay, ea, ee, ie, ie, oa, oe, oo, ue, ui

**Suggested examples:** Use these charts to help your child identify the blends and the location of blends in words.

**Consonant Digraph Examples**

Digraphs can make initial sounds, and come at the beginning, middle, or end of the word. Below, we'll list each sound, including its use as an initial digraph and a final digraph.

DIGRAPH	INITIAL OR FINAL SOUND	EXAMPLES
"ch-"	Initial	chair, cheese, child 
"-ch"	Final	lunch, pinch, rich
"-ck"	Final	luck, sick, tuck
"kn-"	Initial	knight, knife, knot
"ph-"	Initial	phone, phonics, phrase
"sh-"	Initial	shape, ship, shoe 
"-sh"	Final	brush, dish, flash
"-ss"	Final	bliss, chess, mess
"th-"	Initial	think, three, thumb
"-th"	Final	bath, earth, with
"wh-"	Initial	whale, what, why 
"-wr-"	Initial	wreck, wrist, writing

**Vowel Digraph Examples**

Vowel digraphs are typically placed in the middle of words. Of course, that's not always the case, as we'll examine the "ea" digraph pairing that can come at the beginning of words like "each" and the end of words like "plea."

DIGRAPH	EXAMPLES
"ai"	gain, maim, stain
"ay"	day, play, stay
"ea"	beach, read, speak
"ee"	feet, peek, sheet 
"ie"	brief, chief, thief
"ie"	cried, pie, tied
"oa"	boat, goat, road 
"oe"	aloe, toe, woe
"oe"	canoe, horseshoe, snowshoe
"oo"	book, cook, shook
"oo"	zoo, boom, noon
"ue"	argue, blue, rescue 
"ui"	cruise, fruit, recruit

## Activity #3: Alphabet I-Spy Games

### Materials needed:

- Letter chart
- Objects from your home
- Food items from your cupboards and/or pantry
- Environmental print from your neighborhood

### Procedure:

1. Have your child **take a walk in your home**. Have them look for and identify, learned letters by calling out an object's initial letter sound. For example, you would say, "I spy something that begins with the letter sound /t/" Your child would guess, "table."
2. Have your child **go through your cupboards and/or pantry** and have them look for identify, learned letters by calling out a food item's initial letter sound. For example, you would say, "I spy food that begins with the letter sound /b/." Your child would say, "bread, blueberries, butter, beans."

## Phonics Presentation Supporting Resources

3. Take your child on a *walk around the neighborhood*. Have them look for, and identify, learned letters and words in environmental print. For example, have your child recognize these store signs, have them spell their names.

**Suggested Letter Chart:** <http://www.guruparents.com/support-files/alphabet-chart.pdf>



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### **Activity #4: Alphabet Recognition**

#### ***Materials needed:***

- Paper or index cards
- Markers



#### ***Procedure:***

1. Making a set of letter cards - one letter to a card - two cards for each letter
  2. Place the cards face down on the desk, table or floor.
  3. Have the children turn two cards at a time. If the cards match, children keep them.
- 

### **Activity#5: Letter Path**

#### ***Materials needed:***

- Paper
- Colorful markers, crayons, color pencils

#### ***Procedure:***

1. Create a paper "stone" path around the house with one letter written on each stone.
  2. Have the children "walk the alphabet" each day, saying aloud the letter name or sound.
  3. Call out the letter name or sound and have the children stand on the appropriate stone letter.
-

# Phonics Presentation Supporting Resources



## Activity #6: Dictation

### **Materials needed:**

- Writing tool (pencil, pen, marker)
- Paper or dry erase board

### **Procedure:**

1. **Say** the word (can also use it in a sentence). Child **repeats** the word.
2. **Say and count** each sound in the word, on your fingers, with your child.
3. Parent and child **writes** the word, **sound by sound**, on separate pieces of paper.
4. Parent and child **compare** spellings.
5. Give your child the opportunity to **make corrections**.

### **Suggested examples:**

- at, am, an, it, in, if, as
- mat, pin, tip, pan, cap
- slam, clip, clan, ship, chin, that
- mate, pine, cape, pane, tape

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## Activity #7: Read, Spell, Write, Extend for High-Frequency Words

### **Materials needed:**

- Writing tool (pencil, pen, marker)
- Paper
- High-Frequency Word List

a	about	after	again	all	an	and
any	are	as	at	be	been	before
boy	but	by	can	come	day	did
do	down	eat	for	from	get	give
go	good	had	has	have	he	her
here	him	his	how	I	if	in
is	it	just	know	like	little	long
make	man	many	me	much	my	new
no	not	of	old	on	one	or
other	our	out	put	said	see	she
so	some	take	that	the	their	them
then	there	they	this	three	to	two
up	us	very	was	we	were	what
when	which	who	will	with	work	would
you	your					

# Phonics Presentation Supporting Resources

## **Procedure:**

1. Write the word in a sentence to read with your child and underline the word. (I see a cat.)
  2. Spell the word out loud and have your child repeat it.
  3. Have your child write the word several times as they spell it out loud.
  4. Ask your child to think of another sentence using the word. Have them say and then write their sentence on paper.
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## **Activity #8: High-Frequency Word “Memory” Game**

### **Materials needed:**

- Writing tool (pencil, pen, marker)
- Paper or index cards
- High-Frequency Word List (see above)

### **Procedure:**

1. Choose about 10-12 words from the high-frequency word list on the previous slide.
  2. Write each word 2 times on a sheet of paper and cut them out.
  3. Lay all the words out on a table facing down.
  4. Taking turns, each player will select 2 cards and read each word out loud.
  5. If the 2 cards match you keep them. If they do not match, return them to their original spot.
  6. Continue until there are no words left.
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## **Activity #9: Say it! Stretch it! Tap it! Read it! Write it!**

### **Materials needed:**

- Writing tool (pencil, pen, marker)
- Paper

### **Procedure:**

Say it!



S-t-r-e-tch it!



Tap it!



Read it!



Write it!



# Phonics Presentation Supporting Resources

## **Activity #10: Write the Alphabet!**

### ***Materials needed:***

- Writing tools (pencils, pens, markers)
- Paper

### ***Procedure:***

1. Write the alphabet in upper and lower case.
2. Draw a picture for each letter!

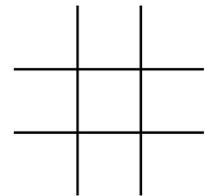
## **Activity #11: Magic Square!**

### ***Materials needed:***

- Writing tools (pencils, pens, markers)
- Paper

### ***Procedure:***

1. Draw a grid on your paper with two horizontal lines and two vertical lines.
2. Put a vowel in the middle box (a, e, i, o, u)
3. Put consonants in the other boxes (b, c, d, f, g, h, l, m, n, p, r, s, t, v, w)
4. How many words can you make with these letters?



## **Family Resources – Websites and Apps**

### ***WEBSITES:***

- [www.education.com](http://www.education.com) - free K-5 learning activities
- [www.pbskids.org](http://www.pbskids.org) - stories, games, activities
- [www.letters-and-sounds.com](http://www.letters-and-sounds.com) - play phonics games
- [www.magickeys.com/books/phonics](http://www.magickeys.com/books/phonics) - practice reading
- [www.readworks.org](http://www.readworks.org) - free books to read & listen to
- [www.getepic.com](http://www.getepic.com) - books to read & listen to
- [www.starfall.com](http://www.starfall.com) – games & activities
- [www.abcmouse.com](http://www.abcmouse.com) – learning activities
- [learnwithhomer.com](http://learnwithhomer.com) – songs, stories, games
- [www.abcya.com](http://www.abcya.com) – games

### ***APPS:***

#### **Simplex Spelling with Reverse**

#### **Phonics: Lite**

From the app store



#### **Articulation Station**

From the app store



**Feedback Survey Link:** <https://forms.gle/bG9aP2tJ9qSBAhKY8>