

Behavior and Reading Improvement Center *Basic Early Literacy Skills (BELS)*

Nonsense Word Fluency

Classroom Activities

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Early Literacy Skill: Ability to Hear and Manipulate Sounds in Words

Phonemic Awareness: Phoneme Segmentation

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Phoneme Segmentation Fluency

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Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Phoneme Segmentation Fluency

Overview

Phonics instruction is important because it leads to an understanding of the alphabetic principle—the systematic and predictable relationships between written letters and spoken sounds.

Put Reading First:

The Research Building Blocks for Teaching Children to Read, 2001

Basic Early Literacy Skills (BELS) activities are practical building blocks for teaching children to read. They are resources for teachers designed by teachers to build fluency in four areas: recognizing and naming letters, hearing and manipulating sounds in words, associating sounds with letters and using them to form words, and reading words in connected text effortlessly, automatically, and accurately. Each activity is identified by the early literacy skill and the area of phonic instruction it addresses as well as by a *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* benchmark indicator that can be used to assess it. The purpose of the activity, including North Carolina Standard Course of Study (NCSCOS) Competency Goal Objective, grouping strategies, instructional strategies, and differentiation ideas are presented. Handouts, presentation masters, and related readings are also part of this resource.

Literacy skills are the foundation for achievement of a fundamental goal of education: All children reading by the end of third grade. Regular assessment of progress toward benchmarks on key indicators provides the foundation for teaching critical literacy skills. Basic Early Literacy Skills Activities link outcomes of selected early literacy skills assessments to instruction

Organizational Framework

There are four sets of Basic Early Literacy Skills (BELS) Activities; each addresses a different early literacy skill and different benchmarks on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments. The scope and content of the activities is illustrated below:

BELS Scope and Content

Early Literacy Skill	Dynamic Indicators of Basic Early Literacy Skills	Basic Early Literacy Skills Activities
Ability to recognize and name letters	Letter Naming Fluency	<ul style="list-style-type: none"> ▪ Distinguishing Letters from Non-Letters ▪ Distinguishing Letter Forms <ul style="list-style-type: none"> ○ Tall Letters ○ Short Circular Letters ○ Short Stick Letters ○ Short Hump Letters ○ Hanging Letters ▪ Distinguishing Same and Different Letters ▪ Distinguishing Upper-Case and Lower-Case Letters <ul style="list-style-type: none"> ○ Differentiating Using American Sign Language ○ Differentiating Using Sense of Touch ▪ Distinguishing Letter/Sound (Using Sense of Touch)

Early Literacy Skill: Ability to Hear and Manipulate Sounds in Words**Phonemic Awareness: Phoneme Segmentation**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Phoneme Segmentation Fluency

BELS Scope and Content

Early Literacy Skill	Dynamic Indicators of Basic Early Literacy Skills	Basic Early Literacy Skills Activities
Ability to hear and manipulate sounds in words.	Initial Sound Fluency	<ul style="list-style-type: none">▪ Silly Sentence - Part 1▪ Silly Sentence – Part 2▪ Picture/Sound Charts▪ Letter/Sound Books - Part 1▪ Letter/Sound Books - Part 2▪ Sound Collages▪ Sound Identification Game▪ Picture/Sound Identification Game
	Phoneme Segmentation Fluency	<ul style="list-style-type: none">▪ “Stretching” Sounds in Words▪ Elkonin Boxes—Identifying Sounds with Fingers▪ Elkonin Boxes—Pushing Sounds▪ Elkonin Boxes—Sound Boxes▪ Elkonin Boxes—Transition Boxes▪ Elkonin Boxes—Letter BoxesGo Fish

Early Literacy Skill: Ability to Hear and Manipulate Sounds in Words**Phonemic Awareness: Phoneme Segmentation**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Phoneme Segmentation Fluency

BELS Scope and Content

Early Literacy Skill	Dynamic Indicators of Basic Early Literacy Skills	Basic Early Literacy Skills Activities
Ability to associate sounds with letters and use them to form words.	Nonsense Word Fluency	<ul style="list-style-type: none">▪ Distinguishing letters/sounds using sense of touch▪ Sound/Letter BINGO▪ Letter/Sound BINGO▪ Sound Identification Game▪ Making and Breaking using Magnetic Letters▪ Blending (vc)▪ Blending (cvc)▪ Sorting Beginning Consonant Sounds▪ Sound Line▪ Word Wheel▪ Flip Books▪ Slide A Word▪ Word Scramble▪ Word Maker▪ Roll The Dice▪ MATCH!▪ RINGO!▪ Go Fish

Early Literacy Skill: Ability to Hear and Manipulate Sounds in Words**Phonemic Awareness: Phoneme Segmentation**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Phoneme Segmentation Fluency

BELS Scope and Content

Early Literacy Skill	Dynamic Indicators of Basic Early Literacy Skills	Basic Early Literacy Skills Activities
Ability to read words in connected text effortlessly, automatically, and fluently.	Oral Reading Fluency	Oral Reading Fluency Builder

Using Assessment to Inform Instruction

Effective teaching uses information from ongoing assessments to inform instruction. This means that effective teachers informally and formally assess their students' current levels of skill development and analyze the performance to identify what to teach. They also use the information to decide on the type of instruction needed by individual students. When a student is performing as expected compared to his neighbors and peers, effective teachers provide continuing instruction grounded in principles and practices that have been effective with the student in the past. When a student is not performing as expected compared to his neighbors and peers, effective teachers adjust their teaching to support individual learning needs and foster success. Assessment data, especially standardized, state testing outcomes, rarely provide the kind of specific information that classroom teachers need for instruction. Assessments that are productive in this regard are conducted a minimum of three times a year or on a routine basis (i.e., weekly, monthly, or quarterly) using comparable and multiple test forms to (a) estimate rates of reading improvement, (b) identify children who are not demonstrating

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adequate progress and therefore require additional or different forms of instruction, and/or (c) compare the efficacy of different forms of instruction for struggling learners so that more effective, individualized instructional programs can be put in place for them.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development (<http://dibels.uoregon.edu/>). They are short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills and results can be used to evaluate individual student development as well as to provide direction and feedback to inform instruction. Decision rules for use in developing instructional recommendations for children in Kindergarten and First Grade are presented in the following tables.

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Phonemic Awareness: Phoneme Segmentation

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Phoneme Segmentation Fluency

Kindergarten

Indicator	DIBELS Kindergarten Benchmark Goals and Indicators of Risk					
	Three Assessment Periods Per Year					
	Benchmark Assessment					
	Beginning of Year Month 1-3		Middle of Year Month 4-6		End of Year Month 7-10	
	Scores	Status	Scores	Status	Scores	Status
Initial Sound Fluency	ISF < 4	At risk	ISF < 10	Deficit		
	4 <= ISF < 8	Some risk	10 <= ISF < 25	Emerging		
	ISF >= 8	Low risk	ISF >= 25	Established		
Letter Naming Fluency	LNF < 2	At risk	LNF < 15	At risk	LNF < 29	At risk
	2 <= LNF < 8	Some risk	15 <= LNF < 27	Some risk	29 <= LNF < 40	Some risk
	LNF >= 8	Low risk	LNF >= 27	Low risk	LNF >= 40	Low risk
Phoneme Segmentation Fluency			PSF < 7	At risk	PSF < 10	Deficit
			7 <= PSF < 18	Some risk	10 <= PSF < 35	Emerging
			PSF >= 18	Low risk	PSF >= 35	Established
Nonsense Word Fluency			NWF < 5	At risk	NWF < 15	At risk
			5 <= NWF < 13	Some risk	15 <= NWF < 25	Some risk
			NWF >= 13	Low risk	NWF >= 25	Low risk

Source: <http://dibels.uoregon.edu/benchmark.php>

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Phonemic Awareness: Phoneme Segmentation

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Phoneme Segmentation Fluency

First Grade

Indicator	DIBELS First Grade Benchmark Goals and Indicators of Risk					
	Three Assessment Periods Per Year					
	Benchmark Assessment					
	Beginning of Year Month 1-3		Middle of Year Month 4-6		End of Year Month 7-10	
	Scores	Status	Scores	Status	Scores	Status
Letter Naming Fluency	LNF < 25	At risk				
	25 <= LNF < 37	Some risk				
	LNF >= 37	Low risk				
Phoneme Segmentation Fluency	PSF < 10	Deficit	PSF < 10	Deficit	PSF < 10	Deficit
	10 <= PSF < 35	Emerging	10 <= PSF < 35	Emerging	10 <= PSF < 35	Emerging
	PSF >= 35	Established	PSF >= 35	Established	PSF >= 35	Established
Nonsense Word Fluency	NWF < 13	At risk	NWF < 30	Deficit	NWF < 30	Deficit
	13 <= NWF < 24	Some risk	30 <= NWF < 50	Emerging	30 <= NWF < 50	Emerging
	NWF >= 24	Low risk	NWF >= 50	Established	NWF >= 50	Established
Oral Reading Fluency			ORF < 8	At risk	ORF < 20	At risk
			8 <= ORF < 20	Some risk	20 <= ORF < 40	Some risk
			ORF >= 20	Low risk	ORF >= 40	Low risk

Source. <http://dibels.uoregon.edu/benchmark.php>

The Basic Early Literacy Skills (BELS) Activities are a set of teacher-developed, evidence-based instructional materials for improving the performance and skills of children needing strategic and intensive instruction. They are brief, multi-level activities grounded in principles and practices of effective instruction.

Teaching Effectively

Teaching early literacy skills is just like teaching any other content. First you review why the skills are important. Next you provide examples that show children what they are expected to do and provide independent and supervised opportunities for children to show that they understand what they are expected to do. The *demonstrate, demonstrate, practice, and prove* teaching model is appropriate for teaching early literacy skills.

First, the teacher should *demonstrate* the expected behavior. Next, students are given a chance to *demonstrate* their understanding. When students are actively engaged in doing this, the teacher should provide supportive feedback so they will know when they are doing it right or corrective feedback so they will know when they are doing it wrong and how to do it right. This step helps to ensure that children know what to do and that they don't practice doing it incorrectly. It is an opportunity for you to "check for understanding" before asking students to practice or perform independently. When you are sure that all of your children have learned the skill, it is time to *practice* doing it. To maximize the benefits of practice, you should:

- Provide supportive feedback so they know they are doing them correctly.
- Provide corrective feedback so they don't practice doing them incorrectly.

This type of "guided practice" reduces errors because students perform under your direction and you give them clear, specific feedback on their performance. After you have shown students what to do (teacher demonstrates) and they have shown you that they know what to do (students demonstrate) *and* can do it (students practice), you should have students periodically *prove* that they have mastered the content by frequently checking for understanding and monitoring their performance and progress.

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Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Phoneme Segmentation Fluency

Nonsense Word Fluency Content Preview

On assessments of nonsense word fluency, the child is presented with randomly ordered nonsense words (e.g., sig, rav, ov) and asked to produce verbally the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. For example, if the stimulus word is “vaj” the student could say /v/ /a/ /j/ or say the word /vaj/ to obtain a total of three letter sounds correct. The benchmark goal for Nonsense Word Fluency is 50 correct letter sounds per minute by the middle of first grade. Students scoring below 30 in the middle of first grade may need instructional support to achieve first grade reading goals (Good & Kaminski, 2002). These students will profit from Basic Early Literacy Skills (BELS) Classroom Activities.

Several different approaches to phonics instruction have been incorporated in these lessons including synthetic phonics, analytic phonics, analogy-based phonics, phonics through spelling, and onset-rime phonics instruction. These lessons were developed for teachers to use with their students in no particular sequential order. Activities 1-4 were developed as hands-on transitional activities from Alphabetic Knowledge to Phonics Instruction. Students practice going from letter to sound and sound to letter while participating in these beginning stages of synthetic phonics activities. More synthetic phonics lessons are found in activities 5-7. Students learn how to convert letter combinations into sounds and how to blend the sounds into words. The rest of the activities (8-16) provide further experiences for the students to practice through analytical, analogy-based, and onset-rime phonics instruction.

Early Literacy Skill: Ability to Hear and Manipulate Sounds in Words

Phonemic Awareness: Phoneme Segmentation

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Phoneme Segmentation Fluency

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Nonsense Word Fluency

Classroom Activities

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 1: Distinguishing letters/sounds using sense of touch

Author: Tina McClanahan

Purpose: TLW...identify letters representing letters or sounds using sense of touch.

NCSCOS competency Goal 1 Objectives:

K—1.03: TLW recognize and name upper and lower case letters of the alphabet.

Grouping Strategies:

Whole Group	Small Group	Independent
<p>Materials:</p> <ul style="list-style-type: none"> ▪ Athletic sock with a cup placed inside ▪ Magnetic letters ▪ Sound spelling picture cards <p><i>Optional</i></p> <p><i>Large chart to graph letters pulled</i> <i>Crayons/markers</i></p>	<p>Materials:</p> <ul style="list-style-type: none"> ▪ Athletic sock with a cup placed inside ▪ Magnetic letters ▪ Sound spelling picture cards <p><i>Optional</i></p> <p><i>Medium sized chart to graph letters</i> <i>pulled</i> <i>Crayons/markers</i></p>	<p>Materials:</p> <ul style="list-style-type: none"> ▪ Athletic sock with a cup placed inside ▪ Magnetic letters ▪ Chart to graph letters pulled HO 1 ▪ Crayons/markers ▪ Sound Spelling picture cards matching the Magnetic Letters you are using

Instructional Strategies:

This activity is written so it may be adapted as new letters are introduced in your Open Court Reading lessons.

Input/Modeling [*Demonstrate*]

- Explain to the student(s) the purpose of the activity: *“Today we are going use our sense of touch to identify some letters of the alphabet.”*
- Show students the sock covered cup and explain the purpose of the activity: *“I have placed some magnetic letters in this sock. I am only using the letters we have learned so far in our OC lessons.”* Point to the sound spelling cards above your board and your alphabet chart.
- *“We are going play a special game today. I am going to draw a sound spelling card from this pile. Then I will let you slip your hand down in the sock and try to find the magnetic letter that matches the sound spelling card. When you think you have found the letter you must not take your hand out of the sock until I tell you to do so. When I tell you it is OK, pull your hand and the letter out so we can see if you are correct. If we think you are correct, we will touch our ear. If we do not think you are correct, we will touch our foot.”*
- *“Let me show you what I expect you to do.”* As you show them what you expect, review the procedures aloud. *“If you think I am correct, touch your nose. If I am not correct, touch your knee. Good job!”*
- **OPTIONAL:** *“Now I am going to color in the box on my graph that is just above the letter/sound I identified. I am going to color in this box since I pulled the letter/sound ____.”* Color in the correct box modeling for the students what will be expected of them during IWT.
- *“Remember, you cannot pull your letter out until I tell you to do so.”*

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 1: Distinguishing letters/sounds using sense of touch (continued)

Guided Practice [*Demonstrate*]

- *“Now let’s have one of you give it a try.”*
- Call on a several children to find the magnetic letter representing the letter name **or** letter sound you prompt them to find.
- **OPTIONAL:** Have the student color in the correct box on the class graph.
- Keep the materials ready for “filler” activities when you have a few minutes to spare.

Independent Practice [*Practice*]

1. Place the materials in your ABC center for students to practice identifying letters/sounds using their sense of touch during IWT. (For accountability purposes, students will need to work with a partner so the partner can check for accuracy.) Write the letters contained in the sock/cup along the bottom of the graph. (The letters will depend on which ones you have introduced to them in class.)
 - a. The student will draw a sound spelling picture card from the pile provided.
 - b. Then the student will put their hand inside the sock to find the letter that matches the sound spelling picture card.
 - c. Their partner will check if the student is correct.
 - d. If they are correct, the students will complete the activity sheet, HO 1, by coloring a block in the correct column on the graph each time they identify the correct letter.

Check for Understanding [*Prove*]

- As the students signal, check for understanding.
- Note the students who are still having difficulty for pullout groups during IWT.

Differentiation:

Stage 1	Stage 2	Stage 3
Supply students with only two different letters they have learned in their OC lessons. The letters you use should not be visually/tactilely similar. Have multiple copies of the letters. EX. s, S, s, M, m, m.	Supply students with no more than four different letters they have learned in their OC lessons. EX. S, s, M, m, A, a, p, P	Supply students with a variety of letters that they have been taught in their OC lessons. For best results, use no more that 10 letters at a time as they perform the activity.

Attachments:

- Letter Graph, HO 1

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 2a: Sound/Letter BINGO

Author: Tina McClanahan

Purpose: TLW identify and mark *sound to letter* while playing a game, BINGO.

NCSCOS competency Goal 1 Objectives:

K—1.02: TLW demonstrate understanding of the sound of letters.

Grouping Strategies:

Whole Group	Small Group	Independent
Materials:		
<ul style="list-style-type: none">▪ Open Court <i>Individual Sound Spelling Cards</i>**▪ Pocket Chart▪ Chart stand▪ Individual Student BINGO letter boards HO 2a▪ BINGO markers▪ Box or bag in which to draw cards from		
<i>Optional</i>		
<i>Laminate the boards and use dry erase markers to mark off as the game progresses.</i>		

Instructional Strategies:

K Teachers: Use only the sound/spelling cards and letter cards that have been introduced so far in your Open Court lessons.

Hint: Have other teachers create 2-3 BINGO cards, then photocopy them onto construction paper or cardstock to share in each classroom for a variety of boards.

Input/Modeling [*Demonstrate*]

- Explain the activity to the students: *“Today we are going to play a game to help us practice identifying the letters that go with the sounds we have learned in our Open Court lessons.”*
 - *“You already know how to play our game, but I have put a little ‘twist’ on it. I will briefly go over how we are going to play our game of BINGO today.”*
 - *“First, I am going to put you with a partner. Then, I am going to give you and your partner a BINGO board with letters on it and some ‘chips’ for you to mark your card.”*
 - *“I have a bag here with picture cards in it. I will draw a card from my bag and when I point to the card I want all of you to say the sound. Remember wait until I point to the card! Let’s try it.”* Keep practicing until all students respond only when you point to the letter card.
 - *“Super! Now when I touch the sound card I want you to tell me the name of the letter. Remember to wait until I point to the card! Don’t let me trick you!”* Keep practicing until all students respond only when you point to the letter card.
-

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 2a: Sound/Letter BINGO (continued)

Input/Modeling [*Demonstrate*] (continued)

- *“Fantastic! You all are so good at that! I really like the way you wait until I touch the card.”*
- Display an example of their BINGO board on the overhead or hold one of them up for all of them to see then say: *“I need everybody’s eyes up here. This is what your board may look like. All of you will have a different board, but they all will have letters on them.”*
- *“I am going to draw a card from my bag and when I point to it, I want you to tell me the sound of the picture.”* Pull out a card, point to it and say: *“Sound.”* Then point to it and say: *“Letter. Wow! Great job.”*
- *“Now I need to look at my card and I need to find the letter that matches the sound/spelling card I drew from my bag. I can choose any letter in any box, but only one letter at a time. When I find the letter I want to cover, I will place my ‘marker’ on it.”*
- *“The game continues until you have covered five letters in a row, either up and down, side to side, or diagonal. When you have covered five letters in a row, you and your partner will say, “BINGO!”*

Guided Practice [*Demonstrate*]

- Put the students in partners and pass out the materials they will need to play the game.
- *“Let’s play a practice sound/spelling card. I am going to draw a card. Remember do not say the sound or letter name until I point to it and say ‘sound’ or ‘letter’.”*
- Draw a card from your bag. Hold it up so all students can see then say, *point “Sound” ... point “Letter.”*
- *“Now look on your card and see if you and your partner can find a letter that matches the sound/spelling card I drew from the bag.”*
- *“Let’s do one more like that together.”* Follow the same procedures stated above.

Independent Practice [*Practice*]

Continue the game as time allows.

Option 1

1. Place the game pieces in the ABC center for groups of students to play the game.
2. One student is the teacher, while the others mark their cards.

Check for Understanding [*Prove*]

- Observe students as they participate in the activity and praise/correct as needed.

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Activity 2a: Sound/Letter BINGO (continued)

Differentiation:

Stage 1	Stage 2
Play the game with partners so students can support each other.	Each child has his or her own BINGO card in which to play the game.

Attachments:

- Blank BINGO card HO 2a
- Sample BINGO cards using pictures from *Individual Sound Spelling Cards* Levels 4-6 are provided with BELS materials. Use other ClipArt to create other cards.

**Open Court *Individual Sound Spelling Cards* Levels 1-3 or Levels 4-6 as appropriate for grade and level

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 2b: Letter/Sound BINGO

Author: Tina McClanahan

Purpose: TLW identify and mark *letter to sound* while playing a game, BINGO.

NCSCOS competency Goal 1 Objectives:

K—1.02: TLW demonstrate understanding of the sound of letters.

Grouping Strategies:

Whole Group	Small Group	Independent
Materials:		
<ul style="list-style-type: none">▪ Open Court <i>Individual Sound Spelling Cards</i>**▪ Pocket Chart▪ Chart stand▪ Individual Student BINGO sound/spelling picture boards▪ BINGO markers▪ Box or bag in which to draw cards from		
<i>Optional:</i>		
<i>Laminate the boards and use dry erase markers to mark off as the game progresses</i>		

Instructional Strategies:

K Teachers: Use only the sound/spelling cards and letter cards that have been introduced so far in your Open Court lessons.

Hint: If each teacher creates 2-3 BINGO cards, then you can photocopy them onto construction paper or cardstock to share amongst each classroom for a variety of boards.

Input/Modeling [*Demonstrate*]

- Explain the activity to the students: *“Today we are going to play a game to help us practice identifying the sounds that go with the letters we have learned in our Open Court lessons.”*
- *“If you have ever played BINGO before, please raise your hand.”*
- *“Good, many of you already know how to play our game. I will briefly go over how we are going to play our game of BINGO today.”*
- *“First, I am going to put you with a partner. Then, I am going to give you and your partner a BINGO board with pictures on it and some ‘chips’ for you to mark your card.”*
- *“I have a bag here with letter cards in it. I will draw a card from my bag and when I point to the card I want all of you to name that letter. Remember to wait until I point to the card! Let’s try it.”*
Keep practicing until all students respond only when you point to the letter card.

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 2b: Letter/Sound BINGO (continued)

Input/Modeling [*Demonstrate*] (continued)

- *“Super! Now when I touch the letter card I want you to tell me the sound of the letter. Remember to wait until I point to the card! Don’t let me trick you!”* Keep practicing until all students respond only when you point to the letter card.
- *“Fantastic! You all are so good at that! I really like the way you wait until I touch the card.”*
- Display an example of their BINGO board on the overhead or hold one of them up for all of them to see then say: *“I need everybody’s eyes up here. This is what your board may look like. All of you will have a different board, but they all will have pictures on them.”*
- *“I am going to draw a card from my bag and when I point to it, I want you to tell me the name of the letter.”* Pull out a card, point to it and say: *“Letter.”* Then point to it and say: *“Sound. Wow! Great job.”*
- *“Now I need to look at my card, and I need to find a picture that begins with the same sound as the letter I drew from my bag. I can choose any picture in any box, but only one picture at a time. When I find the picture I want to cover, I place my ‘marker’ on it.”*
- *“The game continues until you have covered five pictures in a row, either up and down, side to side, or diagonal. When you have covered five pictures in a row, you and your partner will say, “BINGO!”*

Guided Practice [*Demonstrate*]

- Put the students in partners and pass out the materials they will need to play the game.
- *“Let’s play a practice letter. I am going to draw a letter. Remember, do not say the letter name or sound until I point to it and say ‘letter’ or ‘sound’.”*
- Draw a card from your bag. Hold it up so all students can see then say, *point “Letter”... point “Sound.”*
- *“Now look on your card and see if you and your partner can find a sound/spelling picture that begins with the letter I drew from the bag.”*
- *“Let’s do one more like that together.”* Follow the same procedures stated above.

Independent Practice [*Practice*]

Continue the game as time allows.

Option 1

1. Place the game pieces in the ABC center for groups of students to play the game.
2. One student is the teacher, while the others mark their cards.

Check for Understanding [*Prove*]

- Observe students as they participate in the activity and praise/correct as needed.

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 2b: Letter/Sound BINGO (continued)

Differentiation:

Stage 1	Stage 2
Play the game with partners so students can support each other.	Each child has his or her own BINGO card in which to play the game.

Attachments:

- Blank BINGO card HO 2a
- Sample BINGO cards using pictures from *Individual Sound Spelling Cards* Levels 4-6 are provided with BELS materials. Use other ClipArt to create other cards.

**Open Court *Individual Sound Spelling Cards* Levels 1-3 or Levels 4-6 as appropriate for grade and level

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 3: Sound Identification Game

Author: Tina McClanahan

Purpose: TLW...confirm or discount sound to letter matches.

NCSCOS competency Goal 1 Objectives:

K—1.02: TLW demonstrate understanding of the sound of letters.

Grouping Strategies:

Whole Group	Small Group	Independent
Materials: <ul style="list-style-type: none">▪ Chart tablet displays▪ Markers▪ Chart stand <p><i>Optional:</i></p> <p><i>Overhead displays</i></p>	Materials: <ul style="list-style-type: none">▪ Chart tablet displays▪ Markers▪ Chart stand <p><i>Optional:</i></p> <p><i>Put student pages together to form a group book.</i></p>	Materials: <ul style="list-style-type: none">▪ Accountability Sheet <p><i>Optional:</i></p> <p><i>Keep student sheets separate and create a “student” book when all pages are complete.</i></p>

Instructional Strategies:

Input/Modeling [*Demonstrate*]

- Explain the activity to the students: *“Today we are going to do a quick review of some of the sounds we have learned so far this year in our Open Court lessons, and I need your help.”*
- Display the chart tablet with the list of letters displayed in a row.
- *“I have a list of letters here on my chart. I am going to point to one letter at a time and ask you a question. You will need to answer either ‘yes’ or ‘no’ as I snap my fingers.”*
- *“Let me show you what I mean.”* Point to the first letter on the chart and ask, *“Is this an /m/?”* Snap your fingers and say, *“Yes.”*

Guided Practice [*Demonstrate*]

- *“Now you try it with me.”* Point to the first letter on the chart again, ask the question, and snap your fingers until everyone understands the task.
- *“Great job! Let’s try some more.”* Point to the rest of the letter in the row and ask the same question, *“Is this an /m/?”* Snap your fingers and wait for their response. Praise as needed.

Independent Practice [*Practice*]

1. Pass out the handout and explain the activity to the students.
 2. They are to circle all of the ‘m’/s on the page.
-

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 3: Sound Identification Game (continued)

Check for Understanding [*Prove*]

- Observe the students as you go through the activity.
- Call on several students to respond independently.
- Check the Independent Practice handout and re-teach as needed during IWT as needed.

Differentiation:

Stage 1	Stage 2	Stage 3
Use only two letters on the chart/transparency/ handout.	Use three letters on the chart/transparency/ handout.	Use four or more letters on the chart/transparency/ handout.

Attachments:

- Transparency Overhead TR3
- Accountability Sheet HO 3

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 4: Making and Breaking using Magnetic Letters

Author: Tina McClanahan

Purpose: TLW... blend sounds to create words.

NCSCOS competency Goal 1 Objectives:

K—1.02: TLW demonstrate that spoken language is a sequence of identifiable speech sounds.

1—1.01: TLW segment the phonemes of one-syllable words.

Grouping Strategies:

Whole Group	Small Group	Independent
Materials: <ul style="list-style-type: none">▪ Magnetic Letters▪ Overhead Projector	Materials: <ul style="list-style-type: none">▪ Magnetic Letters▪ Vertical metal surface	Materials: <ul style="list-style-type: none">▪ Magnetic letters▪ Vertical metal surface

Instructional Strategies:

Tips for Using Magnetic Letters

1. *Magnetic letters are not used to learn specific words, but rather to see how words work.*
2. *Magnetic letter activities should be no more than 2-3 minutes.*
3. *The teacher should demonstrate first and verbalize what she is doing.*
4. *Students should be actively involved during the activities and should use both hands when manipulating the letters.*
5. *Magnetic letter activities should begin with what the child knows.*
6. *A vertical surface should be used for activities.*
7. *Three examples are enough.*

Input/Modeling [*Demonstrate*]

- *“Today we are going to use magnetic letters to make some words that we are reading in our decodable books.”*
- *“I am going to place the three letters that I need up here on our overhead projector.”* Use only the letters you need to “make” your word for the day.
- *“Now, I am going to use the letters to make the word _____. Let’s see. First, I hear _/ /_, so I am going to place the letter _____ at the top left side of the board. Next, I hear _/ /_, so I am going to place the letter _____ right beside the letter _____. Notice that I am not leaving any space between my two letters. That is because when we write words, we do not leave spaces between the letters that make up those words. Finally, I hear _/ /_, so I am going to place my last letter, _____, right here at the end of my word.”*
- *“When I read my word the fast way, I run my finger under the word and say it quickly. But sometimes, if I am not sure how to read the new word, I need to move my letters apart like this, (demonstrate how you separate the letter in the words), so I can blend my sounds together in order to read the word. I call this ‘breaking’ a word apart.”*

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 4: Making and Breaking using Magnetic Letters (continued)

Input/Modeling [*Demonstrate*] (continued)

- Demonstrate slow articulation of the letters spaced apart as you slowly run your finger under all the letters.
- Say, *“Now that we have read our word slowly, I am going to put my letters back together. I call this ‘making’ a word. I will read the word the fast way again.”* Demonstrate how you run your finger quickly under the word as you say it.

Guided Practice [*Demonstrate*]

- Segment and blend several new decodable words found in the reading books for the day.
- Call on different students to ‘break’ and ‘make’ the unknown words following the procedures outlined above.

Independent Practice [*Practice*]

1. Allow students who need ‘hands-on’ activities to use the magnetic letters to make and break words apart during their reading of the decodable books.

Check for Understanding [*Prove*]

- Observe and note which students are having difficulty with the concept of making and breaking words as you work with the class.
- Re-teach during IWT time as needed.

Differentiation:

***See attachment for more specific information on each of the stages mentioned below.*

Stage 1	Stage 2	Stage 3
Use only CVC words.	Use only word family words.	Use only prefixes, suffixes, compound words, and endings added to known words.

Attachments:

- Making and Breaking using Magnetic Letters HO 4 (a-b)

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 5a: Blending (vc)

Author: Tina McClanahan

Purpose: TLW...blend chunks of (vc) letters.

NCSCOS competency Goal 1 Objectives:

K—1.02: TLW demonstrate that spoken language is a sequence of identifiable speech sounds.

*demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word. *demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onset and rimes).

K—1.03: TLW recognize most beginning consonant letter-sound associations in one-syllable words.

1—1 .02: TLW demonstrate decoding skills by using phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text..

Grouping Strategies:

Whole Group	Small Group
Materials:	
<ul style="list-style-type: none">▪ Chart tablet displays▪ Chart stand▪ Overhead projector▪ Magnetic letters	
<i>Optional</i>	
<i>Overhead letters</i>	
<i>Pointer</i>	

Instructional Strategies:

Input/Modeling [*Demonstrate*]

- Explain the activity to the students: *“Today we are going to blend some of the ‘sounds’ we have learned so far this year in our Open Court lessons, and I need your help.”*
- Display the chart tablet with the list of letters displayed in a row.
- *“I have a list of letters here on my chart. I am going to point to each letter as I say its sound.”*
- *“Next, I am going to use two of these letters to blend some make-believe words. Let me show you what I mean. If I take the letter ‘a’ and the letter ‘p’ and place them beside each other like this, I can blend the sounds together to create a make-believe word.”* Point to each letter and slide your finger under the ‘word’ as you say the following: *“I know ‘a’ makes the /a/ sound and ‘p’ makes the /p/ sounds, but when I blend them together they say /ap/.”*

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 5a: Blending (vc) (continued)

Guided Practice [*Demonstrate*]

- *“Now you try it with me. When I point to the letter I want you to say the sound, but when I slide my finger under the letters, I want you to blend the sounds and tell me the new ‘word’”* Point to the ‘a’ and have the children give you that sound on cue. Point to the ‘p’ and have the children give you that sound on cue, then say, *“Now, get ready, I am going to slide my finger under the whole thing. Ready—blend.”* Keep practicing the following procedures until they are well established by all students.
- *“Great job! Let’s try some more.”* Choose another group of VC ‘words’ to blend following the above procedures.

Check for Understanding [*Prove*]

- Observe the students as you go through the activity.
- Call on several students to respond independently.
- Re-teach as needed during IWT as needed.

Differentiation:

Stage 1	Stage 2	Stage 3
Use only the sounds/letters the students have been taught to blend VC ‘words.’	Use only the sounds/letters that students have been taught to blend CVC ‘words.’	Use only the sounds/letters that students have been taught to blend CVC and other actual words.

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 5b: Blending (cvc)

Author: Tina McClanahan

Purpose: TLW...blend chunks of (cvc) letters.

NCSCOS competency Goal 1 Objectives:

K—1.02: TLW demonstrate that spoken language is a sequence of identifiable speech sounds.

*demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word. *demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onset and rimes).

K—1.03: TLW recognize most beginning consonant letter-sound associations in one-syllable words.

1—1.02: TLW demonstrate decoding skills by using phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text..

Grouping Strategies:

Whole Group	Small Group
Materials:	
<ul style="list-style-type: none">▪ Chart tablet displays▪ Chart stand▪ Overhead projector▪ Magnetic letters	
<i>Optional</i>	
<i>Overhead letters</i>	
<i>Pointer</i>	

Instructional Strategies:

Input/Modeling [*Demonstrate*]

- Explain the activity to the students: *“Today we are going to blend some of the ‘sounds’ we have learned so far this year in our Open Court lessons, and I need your help.”*
- Display the chart tablet with the list of letters displayed in a row.
- *“I have a list of letters here on my chart. I am going to point to each letter as I say its sound.”*
- *“Next, I am going to use three of these letters to blend some make-believe words. Let me show you what I mean. If I take the letter ‘p’, ‘a’, and the letter ‘s’ and place them beside each other like this, I can blend the sounds together to create a make-believe word.”* Point to each letter and slide your finger under the ‘word’ as you say the following: *“I know ‘p’ makes the /p/ sound, the ‘a’ makes the /a/ sound, and ‘s’ makes the /s/ sound, but when I blend them together they say /pas/.”*

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 5b: Blending (cvc) (continued)

Guided Practice [*Demonstrate*]

- *“Now you try it with me. When I point to the letter I want you to say the sound, but when I slide my finger under the letters, I want you to blend the sounds and tell me the new ‘word’.”* Point to the ‘a’ and have the children give you that sound on cue, point to the ‘p’ and have the children give you that sound on cue, then say, *“Now, get ready, I am going to slide my finger under the whole thing. Ready—blend.”* Keep practicing the following procedures until they are well established by all students.
- *“Great job! Let’s try some more.”* Choose another group of CVC ‘words’ to blend following the above procedures.

Check for Understanding [*Prove*]

- Observe the students as you go through the activity.
- Call on several students to respond independently.
- Re-teach as needed during IWT as needed.

Differentiation:

Stage 1	Stage 2	Stage 3
Use only the sounds/letters the students have been taught to blend VC ‘words.’	Use only the sounds/letters that students have been taught to blend CVC ‘words.’	Use only the sounds/letters that students have been taught to blend CVC and other actual words.

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 6: Sorting Beginning Consonant Sounds

Author: Emme Barnes

Purpose: TLW apply knowledge of initial consonant sounds.

NCSCOS Competency Goal Objectives:

K—5.1 TLW develop spelling strategies and skills by analyzing sounds.

I—1.02 TLW demonstrate decoding and word recognition strategies and skills.

Grouping Strategies:

Whole Group	Small Group	Independent
<p>Materials:</p> <ul style="list-style-type: none"> ▪ Mounted pictures or objects that represent items beginning with two initial consonants previously learned ▪ Two milk containers with the tops cut off. Label with a consonant symbol on each container. (Hint: to reuse containers, simply use Velcro to attach letters on tag board to the container.) ▪ Number each picture for self checking purposes on accountability sheets. ▪ Accountability sheets HO 6 	<p>Materials:</p> <ul style="list-style-type: none"> ▪ Mounted pictures or objects that represent items beginning with two initial consonants previously learned ▪ 2 milk containers with the tops cut off. Label with a consonant symbol on each container. (Hint: to reuse containers, simply use Velcro to attach letters on tag board to the container.) ▪ Number each picture for self checking purposes on accountability sheets. ▪ Accountability sheets HO 6 	<p>Materials:</p> <ul style="list-style-type: none"> ▪ Mounted pictures or objects that represent items beginning with two initial consonants previously learned ▪ 2 milk containers with the tops cut off. Label with a consonant symbol on each container. (Hint: to reuse containers, simply use Velcro to attach letters on tag board to the container.) ▪ Number each picture for self checking purposes on accountability sheets. ▪ Accountability sheets HO 6 <p><i>Optional:</i></p> <p><i>Picture cards, construction paper, scissors, glue sticks</i></p>

Instructional Strategies:

Input/Modeling [*Demonstrate*]

- Explain to the students the purpose of the activity (sorting beginning consonant sounds).
- Pick up one of the picture/objects and say: *“This is a picture of a _____. What sound do I hear at the beginning of that word? I hear a _____. Because I hear the sound _____, I am going to place it in the carton that is labeled _____.”*
- Using a picture/object that represents the other consonant sound being compared use the same procedure as above.

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 6: Sorting Beginning Consonant Sounds (continued)

Guided Practice [*Demonstrate*]

- Explain to the students that you will practice this with them. They will fill in the blank when you pause using the sentence pattern used in the modeling stage.

Independent Practice [*Practice*]

1. Place the materials in your ABC Center for students to practice the activity during IWT time. For accountability purposes, the teacher may use the accountability sheets or have the students paste the picture cards onto construction paper sorted into the two consonant sound groups.

Check for Understanding [*Prove*]

- As the students are calling out the missing information, check for those who seem unsure of hesitant. Note to keep them for pull out during IWT.

Differentiation:

Stage 1	Stage 2	Stage 3
For students in this stage, the teacher should focus on only using two consonant sounds.	For students in this stage, the teacher, should have the students sort more than two consonant sounds at one time. For an additional challenge, students can label the pictures using the sounds they know on their accountability sheets.	Students in this stage should be focusing on sorting blends and digraphs. For an additional challenge, students can label the pictures using the sounds they know on their accountability sheets.

Attachments

- Accountability Sheet HO 6 Sorting Beginning Consonant Sounds

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 7: Sound Line

Author: Emme Barnes

Purpose: TLW identify letter- sound correspondences through pictures.

NCSCOS competency Goal Objectives:

K—5.1 TLW develop spelling strategies and skills by analyzing sounds.

Grouping Strategies:

Whole Group	Small Group	Independent
<p>Materials:</p> <ul style="list-style-type: none"> ▪ Rope ▪ Clothespins with Upper and Lowercase letters on them ▪ Mounted Pictures on tag board that represent the sounds being studied (Teacher can choose how many consonant to include on the Sound line.) 	<p>Materials:</p> <ul style="list-style-type: none"> ▪ Rope ▪ Clothespins with Upper and Lowercase letters on them ▪ Mounted Pictures on tag board that represent the sounds being studied (Teacher can choose how many consonant to include on the Sound line.) <p>(See appendix for various pictures)</p>	<p>Materials:</p> <ul style="list-style-type: none"> ▪ Rope ▪ Clothespins with Upper and Lowercase letters on them ▪ Mounted Pictures on tag board that represent the sounds being studied (Teacher can choose how many consonant to include on the Sound line.) <p><i>Optional:</i></p> <p><i>Paper</i> <i>Crayons</i></p>

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to the students the purpose of the activity (identifying beginning consonant sounds).
- Pick up one of the pictures and say: *"This is a picture of a _____. What sound do I hear at the beginning of that word? I hear a _____. Because I hear the sound _____, I am going to attach it to the clothespin that is labeled with the letter _____."*
- Repeat using a picture that represents another consonant sound.

Guided Practice [*Demonstrate*]

- Explain to the students that you will practice this with them. They will fill in the blank when you pause using the sentence pattern used in the modeling stage.

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 7: Sound Line (continued)

Independent Practice [*Practice*]

1. Place the materials in your ABC center for students to practice the activity during IWT time. For accountability purposes students record their sound line onto paper (see attachment- teacher can modify as needed) recording both the letters/sounds on the line as well as drawing the corresponding picture underneath it.

Check for Understanding [*Prove*]

- As the students are calling out the missing information, check for those who seem unsure or hesitant. Note to keep them for pull out during IWT time.

Differentiation:

Stage 1	Stage 2	Stage 3
Students in this stage can focus on two or three initial consonant sounds.	Students in this stage can focus on five or six initial consonant sounds.	Students in this stage can focus on blends and digraphs.

Attachments:

- Blank Sound Line Accountability Sheet HO 7

Early Literacy Skill: Ability to associate sounds with letters and use them to form words**Phonics Instruction: Word Work**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 8: Word Wheels

Author: Emme Barnes

Purpose: TLW use phonics knowledge of sound letter relationships to decode regular one-syllable words when reading words.

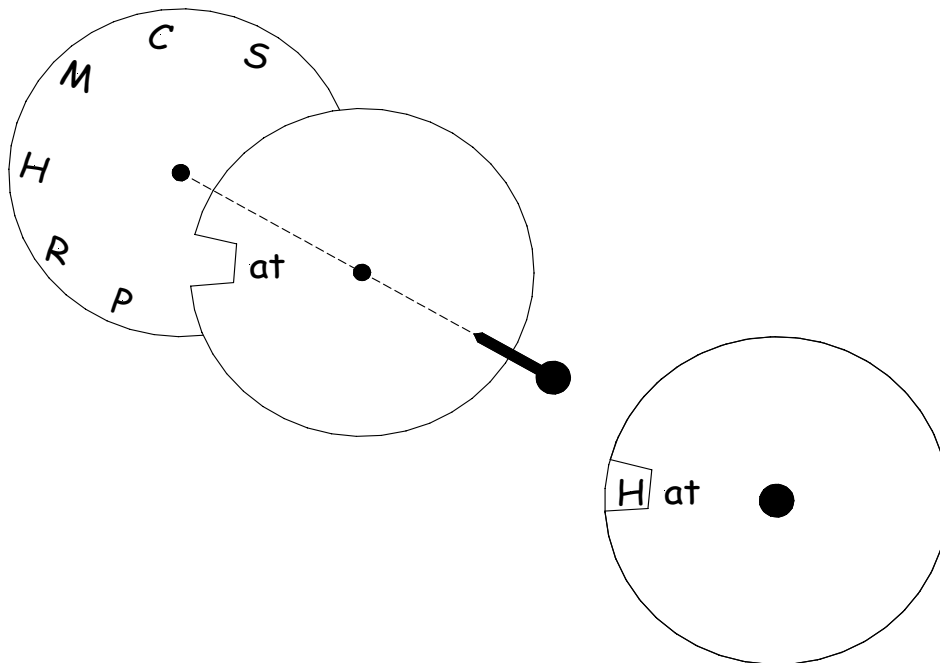
NCSCOS competency Goal 1 Objectives:

1—1.02 TLW demonstrate decoding and word recognition strategies and skills.

Grouping Strategies:

Whole Group	Small Group	Independent
<p>Materials:</p> <ul style="list-style-type: none">Large Demo Word Wheel with same consonants and phonogram (see example below)Transparency of accountability sheet (see attached phonogram list)	<p>Materials:</p> <ul style="list-style-type: none">Word wheels that contain a phonogram (ie. -at) and a circle of consonantsPencils	<p>Materials:</p> <ul style="list-style-type: none">Word wheels that contain a phonogram (ie. -at) and a circle of consonantsCrayonsPencilsAccountability Sheet for students to record their work

Directions for Making the Word Wheel: Using two pieces of different colored construction paper construct two circles of the same size. Label the outer area of one of the circles with consonants (see below on diagram). Cut a small window (see below on diagram) out of the second circle and label the phonogram being studied on the second circle. Attach the two circles together with a brass fastener. The circles should rotate (see diagram below).



Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words**Phonics Instruction: Word Work**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 8: Word Wheels (continued)

*Instructional Strategies:*Input/Modeling [*Demonstrate*]

- Explain to students the purpose of the activity: (blending sounds to make a word)
- Point to the large phonogram and say, "*Sound /a/ sound /t/ blend them together /at/*" Moving the wheel so that a consonant shows beside the phonogram, say, "*This is the letter (h). It makes the sound /h/. When I put it with "at" I get the word /hat/.*"
- Continue modeling with two more of the consonants.

Guided Practice [*Demonstrate*]

- Pass out the word wheels to groups of students. Using the same sentence structure as above, have students practice with other group members using the remainder of the consonants.

Independent Practice [*Practice*]

1. Before IWT, show students the accountability sheet. Explain to them that as they make a word, they will write it on their accountability sheet. In order to check for understanding and meaning of the blended word children will draw a picture that represents the word made.

Check for Understanding [*Prove*]

- As the students are working in groups, check for correct blending.
- Note the students who are having difficulty for pull out groups during IWT.

Differentiation:

Stage 1	Stage 2	Stage 3
Students in this stage might focus only on making CVC words with the phonogram being studied.	Students in this stage might focus on using blends and digraphs to form words with the phonogram being studied.	Students in this stage might focus on using three letter blends combined with the phonogram being studied.

Attachments

- Accountability Sheet HO 8

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words

Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 8: Word Wheels (continued)

List of Possible Phonograms for this Activity

AT

cat
fat
hat
mat
sat
bat
rat
pat

AN

can
fan
pan
man
van

AD

dad
sad
mad
pad

AG

bag
flag
rag
tag
wag

OP

hop
top
mop
pop

OG

dog
log
jog
frog

ET

net
jet
pet
wet

UG

bug
jug
mug
tug
rug

Blends

br,bl
st,sl,sk,sp,sn,sm,sw
dr
fr,fl
tr,thr
gr,gl
pl,pr,
cl,cr
scr,str

Digraphs

th
ch
sh
wh
ph

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 9: Flip Books

Author: Emme Barnes

Purpose: TLW apply knowledge of initial consonant sounds as well as phonogram patterns to make new words.

NCSCOS competency Goal Objectives:

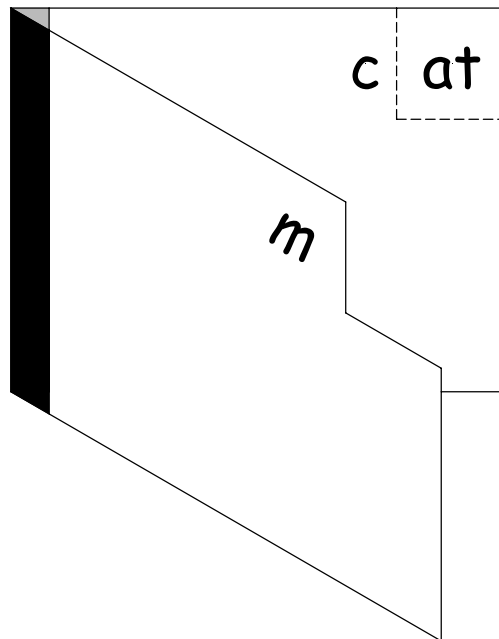
K—5.1 TLW develop spelling strategies and skills by analyzing sounds.

1—1.02 TLW demonstrate decoding and word recognition strategies and skills.

Grouping Strategies:

Whole Group	Small Group	Independent
Materials: <ul style="list-style-type: none">▪ Teacher Flip Books (see directions and diagram below)▪ Pencils▪ Crayons	Materials: <ul style="list-style-type: none">▪ Pre-Assembled Flip Books (see directions and diagram below)▪ Pencils▪ Crayons	Materials: <ul style="list-style-type: none">▪ Pre-Assembled Flip Books (see directions and diagram below)▪ Pencils▪ Crayons

To make Flip Books: Using construction paper, assemble them horizontally and staple on left hand side. On all but the last page, cut out a small rectangle in the upper right hand corner and label on the last page the phonogram in the corner that is being studied.



Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words**Phonics Instruction: Word Work**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 9: Flip Books (continued)

*Instructional Strategies:*Input/Modeling [*Demonstrate*]

- Explain to the students the activity’s purpose (using consonant sounds to build words in a book).
- Using the teacher flip book, show the students how the book is set up. Explain that your book will focus on –at words. Explain that their books will focus on a different pattern, but that they will help you with your book first.
- Have students brainstorm all of the –at words they know (ie. hat, rat, bat, mat, etc...). Show students how to record the initial consonant beside the phonogram on each page eventually showing how each page has a different consonant, but still has the same word ending. After each page has a word on it, students go back and draw a picture to match the word they created. Ask students what patterns they notice in the words.

Guided Practice [*Demonstrate*]

- Explain to the students that you will practice this with them. They will complete one together in pairs using the teacher’s choice of phonogram.

Independent Practice [*Practice*]

1. Place the materials in your ABC center for students to complete the activity during IWT time. Phonograms for study can be tailored to each child’s needs (see differentiation below). Students should go back and underline the phonogram on each page. Students can read aloud their “word” books to peers if time allows. This will aid in word fluency development.

Check for Understanding [*Prove*]

- As the students are working together, check for those who seem unsure or hesitant. Note to keep them for pull out during IWT time.

Differentiation:

Stage 1	Stage 2	Stage 3
Students in this stage can create CVC words using the phonogram chosen by the teacher. They should include an illustration of the words. (e.g., mat, cat, hat, bat)	Students in this stage can create CVC words using the assigned phonogram. In addition, these students can write a sentence on each page using the words they have created (with a picture).	Students in this stage can create words using the assigned phonogram with blends and digraphs. In addition, these students can write a sentence on each page using the words they have created (with a picture). (e.g., ship, whip, chip, drip, trip)

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words**Phonics Instruction: Word Work**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 10: Slide A Word

Author: Emme Barnes

Purpose: TLW will create, list, read and illustrate CVC words.

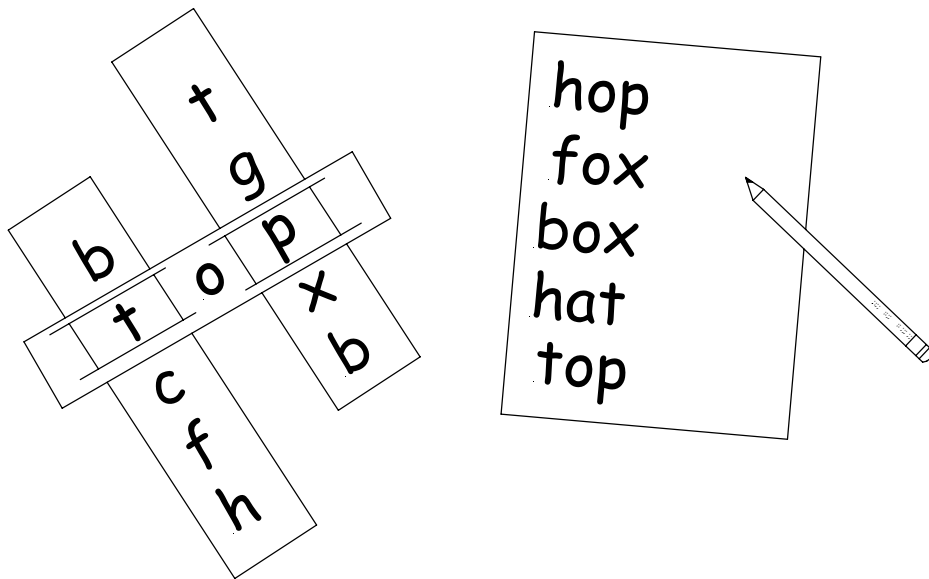
NCSCOS Competency Goal Objectives:

K—5.1 TLW develop spelling strategies and skills by analyzing sounds.**1—1.02** TLW demonstrate decoding and word recognition strategies.

Grouping Strategies:

Whole Group	Small Group	Independent
Materials: <ul style="list-style-type: none">▪ Word Slide (see directions and sample below)▪ Paper▪ Pencil▪ Crayons▪ Transparency of Accountability Sheet HO 10	Materials: <ul style="list-style-type: none">▪ Word Slide (see directions and sample below). One is needed for each pair of students.	Materials: <ul style="list-style-type: none">▪ Word Slide (see directions and sample below)▪ Paper▪ Pencil▪ Crayons▪ Accountability Sheet HO 10

Teacher Preparation for Slide A Word: Cut a piece of tag board or poster board into strips 8 ½ by 2 ½ inches. Use a razor, cut a pair of horizontal slits on each end 1 ½ inches apart. In the center, write a vowel. Cut two 12 by 1 ½ inch strips for each slider. Thread them through the slits at each end and write a variety of consonants, blends or digraphs that have previously been taught. Then, turn the strips over and write other beginning and ending sounds on the back. See below.



Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words**Phonics Instruction: Word Work**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 10: Slide A Word (continued)

*Instructional Strategies:*Input/Modeling [*Demonstrate*]

- Explain to the students the purpose of the activity (building words)
- Model for students how to use the slider. Say, *“I am sliding the paper strips and I have the letters t-o-p. They make the sounds /t/ /o/ /p/. That word is top. I will record it on my sheet. To show that I know what this word says, I will draw a picture of a top beside the word that I wrote.”*
- Repeat with another word created by the slider.

Guided Practice [*Demonstrate*]

- Have students practice working in pairs using the slider. Students should sound out the word and then say the word to their partner.

Independent Practice [*Practice*]

1. Place the materials in your ABC center for students to practice the activity during IWT time. Remind them to illustrate their words to verify that they are able to read the word.

Check for Understanding [*Prove*]

- As the students are working in pairs check for those who seem unsure or hesitant. Note to keep them for pull out during IWT time.

Differentiation:

Stage 1	Stage 2	Stage 3
Students in this stage may only have the initial consonant change on their slider and keep the vowel and ending consonant the same. (e.g. hop, top, mop, pop)	Students in this stage may use the same vowel and have both the beginning and ending consonant change. (e.g. hat,fan,sad,rat)	Students in this stage may use blends and digraphs as they create words. (e.g.shop, chop, flop, drop)

Attachments:

- Accountability Sheet HO 10

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 11: Word Scramble

Author: Emme Barnes

Purpose: TLW apply knowledge of sounds to build words.

NCSCOS competency Goal 1 Objectives:

1—1.02 TLW demonstrate decoding and word recognition strategies and skills.

Grouping Strategies:

Whole Group	Small Group	Independent
Materials: <ul style="list-style-type: none">▪ Transparency of accountability sheet HO11 focusing on one phonogram family.▪ Vis-à-vis Marker	Materials: <ul style="list-style-type: none">▪ Accountability sheet HO11—1 per pair▪ Pencils	Materials: <ul style="list-style-type: none">▪ Accountability sheet HO11▪ Pencils

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to students the purpose of the activity: (using sounds they know to spell words).
- Show students the overhead transparency accountability sheet that focuses on one phonogram family. Say, *"All of the words we spell today will have a pattern in them. As we spell these words, I want you to think about what the pattern might be."*
- Show students the first picture. Say, *"This is a picture of a cat. I see three lines here underneath the word cat, so I know that I will only need three letters to spell cat. But, there's a problem. I have been given six letters to choose from. I need to decide which letters I am going to use to spell cat."*
- *"Help me say the first sound in cat. /c/ which of these letters makes the /c/ sound? I'm going to look up at the sound cards on the wall to check. I think it is the letter C. So in the first blank, I will write the letter C."*
- *"Now for the second sound. I know the first sound is /c/. Stretch the word out /cccaaaa/. The second sound is /a/. Which of these letters makes the /a/ sound? I'm going to look up at the sound cards on the wall to double check. I think it is the letter A, so I will write the letter A in the second blank."*
- *"Now for the third sound. I know the first sound is /c/, and I know the second sound is /a/. The third sound I hear is /t/. Which letter makes the /t/ sound? I'm going to look up at the sound cards on the wall to double check. I think it is the letter T. Now I have spelled the word 'cat'."*
- Repeat with another picture using the same modeling procedure as above.

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 11: Word Scramble (continued)

Guided Practice [*Demonstrate*]

- Have students work together in pairs to complete the rest of the accountability sheet.

Independent Practice [*Practice*]

1. Place the materials in the ABC center for students to complete during IWT time.

Check for Understanding [*Prove*]

- Note the students who are having difficulty for pull out groups during IWT.

Differentiation:

Stage 1	Stage 2	Stage 3
Students in this stage should focus only on one phonogram pattern on each page.	Students in this stage should focus on having the same short vowel but different beginning and ending consonant sounds.	Students in this stage should focus on having a variety of CVC words on their accountability sheet. **Once students have mastered the process, you may use a variety of words and patterns to expand the activity to include four+ letter words.

Attachments:

- Accountability Sheet HO 11 (a-d)

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words

Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 12: Word Maker

Author: Emme Barnes

Purpose: TLW match initial consonants, blends, and diagraphs with word families to make words.

NCSCOS competency Goal 1 Objectives:

1—1.02 TLW demonstrate decoding and word recognition strategies and skills.

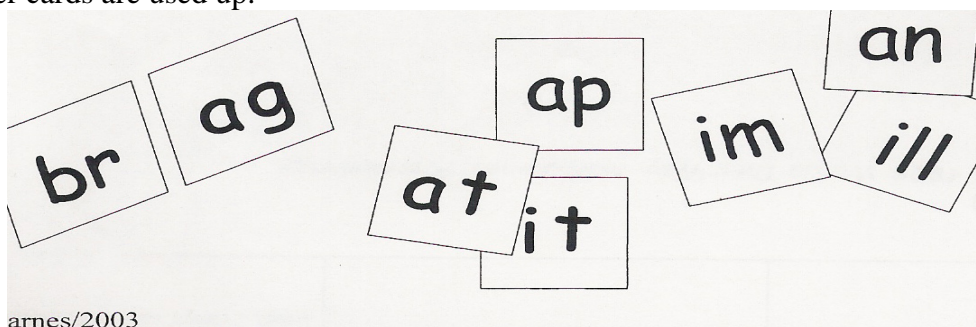
Grouping Strategies:

Whole Group	Small Group	Independent
Materials: <ul style="list-style-type: none">Large Index cards with onsets on half (single consonants) and common short vowel rimes on the other <p><i>Optional:</i></p> <p><i>Accountability sheets for students to record their work. HO 12</i></p>		Materials: <ul style="list-style-type: none">Large Index cards with onsets on half (single consonants) and common short vowel rimes on the otherCrayonsPencilsAccountability Sheet for students to record their work HO 12

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to students the purpose of the activity: (making words)
- Choose a student to work with you in front of the class.
- Say: "I am going to draw five cards from this deck of cards. My partner, _____, will also draw five cards. Now we are going to place our cards face up so we can try to make words with them."*
- "Now, we will try to put our cards together to make a word." Show the students how you can use your cards to make a word and have your partner do the same. Once you both have made all the words you can from the cards dealt, Say: "We have made all the words we can with the cards we have, so now we will take turns drawing cards from to pile. Each time a new word is made, you may draw two more cards. If you cannot make a pair, you only draw one card."*
- Model both of these examples in front of the class. Show the children that play continues until all the letter cards are used up.



Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words**Phonics Instruction: Word Work**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 12: Word Maker (continued)

Guided Practice [*Demonstrate*]

- Have the students work in partners with a set of cards and play the game through to make sure they understand the directions and concept.

Independent Practice [*Practice*]

1. Students may work independently with the word maker cards to generate and record as many words as possible. For accountability purposes, students should compile a list of the words they made and record them on their paper. An illustration of each word (if possible) should accompany each recorded word.

Check for Understanding [*Prove*]

- As the students are working, note the students who are having difficulty for pull out groups during IWT.

Differentiation:

Stage 1	Stage 2	Stage 3
Students in this stage should work with initial consonants as the onsets and with short vowel rimes.	Students in this stage should work with blends and diagraphs as the onsets and with short vowel rimes.	Students in this stage should use blends and diagraphs as the onsets and use rimes such as <i>ish, ash, ush, ing, ang, ast, ust, ank, ink, ump, amp, ack, ell, and all.</i>

Attachments:

- Accountability Sheets HO 12 (a-b)

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words**Phonics Instruction: Word Work**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 13: Roll The Dice

Author: Emme Barnes

Purpose: TLW review word families and build automaticity with words.

NCSCOS competency Goal 1 Objectives:

1—1.02: TLW demonstrate decoding and word recognition strategies and skills.

Grouping Strategies:

Whole Group	Small Group	Independent
Materials: <ul style="list-style-type: none">▪ Cube with four contrasting word families (for example: an, ap, at, and ag). A blank side is labeled lose a turn and another is labeled roll again (see below).▪ 2 markers▪ 2 pieces of chart paper▪ Accountability Sheet HO 13	Materials: <ul style="list-style-type: none">▪ Cube with four contrasting word families (for example: an, ap, at, and ag). A blank side is labeled lose a turn and another is labeled roll again (see below).▪ Pencil▪ Paper▪ Accountability Sheet HO 13	

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to students the purpose of the activity: (making words).
- Explain to the students that this game can be played with 2-4 players.
- *Say: “Today we will play a new word game. I need a student to help me.”* Pick a student to help.
- *“I have die here with word families on four sides, lose a turn on one side and roll again on one side. I am going to roll the dice and if it lands on a word family, I must say and write a word from that family here on my paper.”* Roll the die and follow the directions or create a word and write the word on your chart.
- *“Here we go! I landed on the _____ word family. I need to make up a word that ends with _____. I know the word _____ so I will record that word on my paper. Let me sound out the first part /___/, and I know I must add this last part from my die.”* Write the word on your paper. Let the student partner roll the die and record his/her word on the paper as you both think aloud the process.
- *“Now, you must keep your own lists, just as we have shown you. You may only use a word once, so you must pay attention to the words your partner creates. If you cannot think of a word or if you land on ‘lose a turn,’ you pass the die on to the next player. If you land on ‘roll again,’ you may roll again. The game ends when I call time.”*

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words**Phonics Instruction: Word Work**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 13: Roll The Dice (continued)

Guided Practice [*Demonstrate*]

- Have the students practice the game for an allotted amount of time in groups of four while you support their efforts.

Independent Practice [*Practice*]

1. Place this in a word study center for play during IWT time. Students should give completed papers with the list of recorded words to the teacher for accountability purposes.

Check for Understanding [*Prove*]

- As you rotate around the room, take note of the students who are having difficulty generating words and/or writing the words. Keep them for pull out groups during IWT.

Differentiation:

Stage 1	Stage 2	Stage 3
Students in this stage may work with simple word families (i.e. <i>at, ag, ed, in, etc.</i>).	Students in this stage may work with more complex word families (i.e. <i>and, ing, ank, etc.</i>).	Students in this stage may play with words focusing on long vowel patterns (i.e. <i>ide, ope, ate, ead, ute, etc.</i>).

Attachments:

- Accountability Sheet HO 13

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 14: MATCH!

Author: Emme Barnes

Purpose: TLW look for matches of the beginning sounds they have recently studied.

NCSCOS competency Goal 1 Objectives:

K—1.02: TLW demonstrate understanding of the sound of letters.

1—1.02 TLW demonstrate decoding and word recognition strategies and skills.

Grouping Strategies:

Whole Group	Small Group	Independent
Materials: <ul style="list-style-type: none">▪ A set of cards that feature pictures with four to eight different beginning sounds—including at least four pictures for each sound—should be on transparency paper	Materials: <ul style="list-style-type: none">▪ A set of cards that feature pictures with four to eight different beginning sounds—one set for each pair of students▪ Glue▪ Accountability HO 14 or Construction paper	Materials: <ul style="list-style-type: none">▪ A set of cards that feature pictures with four to eight different beginning sounds▪ Glue▪ Accountability HO 14 or Construction paper

***Note: Picture cards from Words Their Way appendix work well for this game.*

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to students the purpose of the activity: (looking for matches of beginning sounds).
- Say: *“Today we will be matching beginning sounds in a new game. I need a student to help me.”* Pick a student to help.
- Using the overhead, divide the deck of pictures in half. Keep one half for yourself and give the other half to the student. Explain to the students that you will both turn a picture card face up from your decks at the same time. If the cards begin with the same sound, then the first person to say “Match!” gets to keep the pair.
- If the pictures do not match, continue to turn over sets of cards until a match occurs.
- The leftover cards can be placed back into the pile.

Guided Practice [*Demonstrate*]

- Allow students to practice the game in pairs.

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words**Phonics Instruction: Word Work**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 14: MATCH! (continued)

Independent Practice [*Practice*]

1. Place this game in your ABC center. Each pair will need consumable pictures so that they can glue their matches onto construction paper. This accountability allows the teacher to note the matches that were made.

Check for Understanding [*Prove*]

- Note the students who are having difficulty for pull out groups during IWT.

Differentiation:

Stage 1	Stage 2	Stage 3
Students in this stage may play the game with pictures focusing on matching initial consonant sounds.	Students in this stage may play with words that focus on word families and/or short vowels.	Students in this stage may play with words focusing on long vowel patterns.

Attachments:

- Accountability Sheets HO 14 (a-b)

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 15: RINGO!

Author: Emme Barnes

Purpose: TLW build fluency through word recognition.

NCSCOS competency Goal 1 Objectives:

1—1.02 TLW demonstrate decoding and word recognition strategies and skills.

Grouping Strategies:

Whole Group	Small Group	Independent
Materials:		
<ul style="list-style-type: none">▪ RINGO board on transparency HO 15 (each box should contain a word from a word family, focusing on two families at a time, (ie words from the –at and –ag family).▪ Cubes or counters		

Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to students the purpose of the activity: (building word fluency and recognition).
- Say: *“As I call out a word on the card, I want you to mark it with a counter.”*
- Model an example for the children. Explain that RINGO is a game to see who can get four in a row vertically or horizontally (show examples on the card). Also, tell them that they must read the marked words back to you that they mark and that you will check them.

Guided Practice [*Demonstrate*]

- Pass out RINGO cards to each child. Say a word that is on the card. Then have the students cover the square with a counter. Do this until a child calls RINGO! Have that child call out their words back to you (remember four in a row) and check their answers.

Independent Practice [*Practice*]

1. This game may be placed in the WORD center. Note that this game will need to have a teacher, teacher assistant, or volunteer calling out the list of words. RINGO cards may be changed to reflect the word families being studied.

Check for Understanding [*Prove*]

- Note the students who are having difficulty during the word calling as they try to locate the words. Note to pull them out for additional help during IWT.

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words**Phonics Instruction: Word Work**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 15: RINGO! (continued)

Differentiation:

Stage 1	Stage 2	Stage 3
Students in this stage need practice locating letters.	Students in this stage may focus on word families that follow a CVC pattern.	Students in this stage may focus on words with blends and digraphs paired with a three letter word family ending (ie – ank)

Attachments:

- Accountability Sheet HO 15

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 16: Go Fish

Author: Emme Barnes

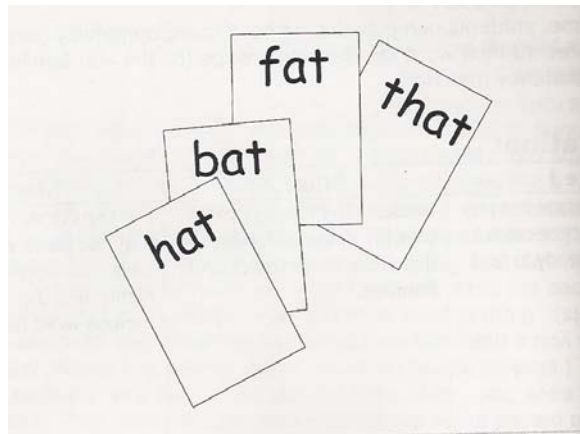
Purpose: TLW review word families and build automaticity with words.

NCSCOS competency Goal 1 Objectives:

1—1.02 TLW demonstrate decoding and word recognition strategies and skills.

Grouping Strategies:

Whole Group	Small Group
Materials:	
<ul style="list-style-type: none">▪ Deck of cards with sets of four word family word groups (i.e. that, bat, fat, hat; can, pan, man, fan; stop, hop, mop, pop; etc.)▪ Accountability sheet HO 16	



Instructional Strategies:

Input/Modeling [Demonstrate]

- Explain to students the purpose of the activity: (review word families).
- Explain to students that this game can be played with two players to four players. Choose a student to work with you at the front of the room.
- Say, *“First you will mix up the cards in your deck. Then you will deal five cards to each player and leave the rest of the cards in the middle of the table. The object of the game is to make a match with words from the same word family.”*
- *“Now, we will look at our cards to see if we have a word family match. If we do have a match, we can show the cards to each other, and then place our set on the table in a special pile for our matches.”* Place any matches on the table in front of you.

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words**Phonics Instruction: Word Work**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Activity 16: Go Fish (continued)

Input/Modeling [Demonstrate] (continued)

- *“I have a card in my hand that needs a match, so I want to ask my partner, _____, if he/she has a card that belongs to my cards ‘family’. If he/she has the card in my ‘family’, then he must give it to me and I get to place my match in my pile and I get another turn.”*
- *“If he/she does not have a match, then they tell me to ‘go fish,’ and I pick a card from the middle deck and try to make a match. Then my turn is over.”*
- *“Once my turn is over, the next person asks for a card and we continue to play until someone runs out of cards in their hand.”*
- Model playing the game until you are sure all students understand how to play the game.

Guided Practice [*Demonstrate*]

- Have students practice in pairs with the game as you observe, clarify and support.

Independent Practice [*Practice*]

1. Before IWT, show students the accountability sheet. Explain to them that as they make word matches, they will write the pair of words on their accountability sheet.

Check for Understanding [*Prove*]

- As students are practicing, walk around and take note of students who are having difficulty making pairs/sets. Keep them for pull out during IWT time.

Differentiation:

Stage 1	Stage 2	Stage 3
Students in this stage might focus only on matching CVC words families.	Students in this stage might focus on using blends and digraphs with the word families being used.	Students in this stage might play the game with more advanced words using blends and digraphs with the various word families.

Attachments

- Accountability Sheet HO 16

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

Blank Lesson Template:

Activity:

Purpose:

NCSCOS competency Goal 1 Objectives:

K—1.03: TLW recognize and name upper and lower case letters of the alphabet

Grouping Strategies:

Whole Group	Small Group	Independent
Materials:	Materials:	Materials:
<i>Optional:</i>	<i>Optional:</i>	<i>Optional:</i>

Instructional Strategies:

Input/Modeling [*Demonstrate*]

Guided Practice [*Demonstrate*]

Independent Practice [*Practice*]

Check for Understanding [*Prove*]

Differentiation:

Stage 1	Stage 2	Stage 3

Attachments

Classroom Activity Transparencies and Handouts

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words

Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

HO 2a

Sound Identification

B	I	N	G	O

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

TR3

EXAMPLE ONLY

“Is this an /m/?”

m

a

p

a

m

p

m

a

a

a

m

m

a

m

m

HO 3

Name: _____ Date: _____

Circle all of the letters that represent our “Sound of the Day.”

m *m* *a*

a *m* *m*

a *m* *a*

a *a* *m*

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

HO 4 (a)

**Making and Breaking using Magnetic Letters:
Scaffolding Students Learning**

Establishing the Task:

When **establishing the task**, *always* begin with a known word. This gives the students a way to link what they know to what you want them to learn about making and breaking words.

Remember, *no more than three examples are necessary for students to understand the task and to keep students engaged in the activity. Avoid any examples that children are unlikely to encounter.*

Making and Breaking Known words:

Have the child **make and break the KNOWN word** several times. Follow the procedures outlined above by separating the letters, not mixing them up. The purpose is not to ‘spell’ the words, but to learn to segment and blend new words.

Making and Breaking Known words to Unknown words:

When the student understands the concept of making and breaking words, you are ready to move to the next step of **generating from known words to unknown words** using magnetic letters.

The teacher selects very easy and familiar words, such as ‘no’ and ‘go’ and provides only the letters needed for the activity. Then the teacher asks the child to construct the third word ‘so’ and to read them all.

Always place the words in a column on the vertical surface for the students to benefit the most from the activity.

The teacher may also select known words for **initial consonant substitution**. For example, the student knows the words ‘can’ and ‘man’, but does not know the word pan. The teacher would prompt the student to use only the letters provided to make the words ‘can’ and ‘man’, then she would ask the child to use the remaining letters to create the word ‘pan’.

Once that is established, you will not need the letters to create all three words, but will keep the same ‘family’ part and only change the onset to create the new words.

POSSIBLE Teaching Points:

-at	-ig	-e	-n	-op
cat	big	me	an	mop
sat	pig	be	in	hop
fat	wig	we	on	pop
mat		she		stop
hat		he		
bat				

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words**Phonics Instruction: Letter/Sound Identification**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

HO4 (b)

-ay	-ight	-in	-ot	-un
play	night	win	not	fun
day	right	pin	hot	run
say	light	tin	got	sun
way	sight	fin	rot	bun
may	fight		pot	

Making and Breaking using prefixes, suffixes, compound words, and endings:

In order to best teach making and breaking of 'chunks', you will need to glue/tape the magnetic letters needed to form the chunks. For example, if you are adding the ending 'ing' to known words, glue/tape the letters I-N-G together so the letters act as a single unit of sound. The same goes for diphthongs and diagraphs.

POSSIBLE Teaching Points:

Prefixes	Suffixes	Compound Words	Endings
re- pre-	-able -ble	today cowboy away into	-ing -ly -s -es -ies -y

Teaching for Independence

The following procedures will help lead the child to more independent problem solving beginning with the most teacher support to the least teacher support (scaffolding).

1. Teacher supplies the letters and/or models.
2. Teacher substitutes onsets.
3. Child substitutes onsets.
4. Teacher substitutes rimes.
5. Child substitutes rimes.
6. Child thinks of other known words.
7. Child makes up other words that are new to him.

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

HO 6

Name _____

Date _____

Sorting Beginning Consonant Sounds

Directions: After you sort the letters into the carton, write the numbers on the back of the pictures in the correct column below.

Letter _____	Letter _____

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Letter/Sound Identification

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

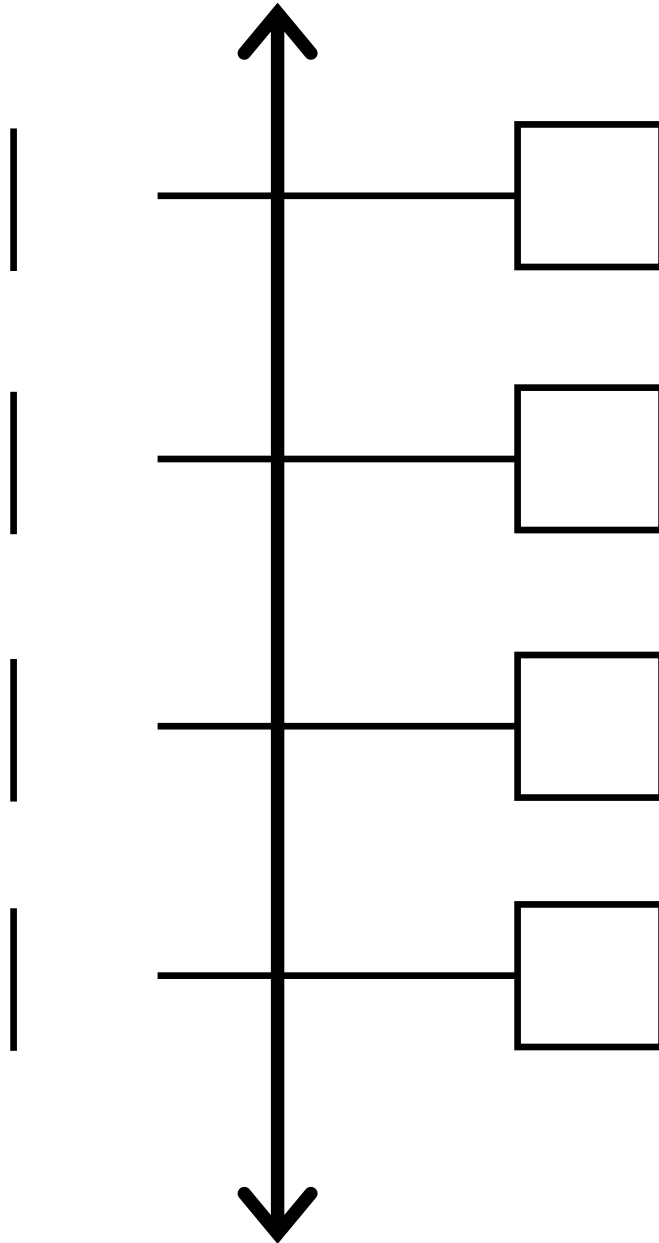
HO 7

Sound Line

Name _____

Date _____

***Directions:** After you have completed your sound line using the clothespins and rope, record your answers below. Put the letter on the line and the matching picture in the box above it.*



Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words

Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

HO 8

Word Wheels

Name _____

Date _____

Directions: After you create a word on your word wheel, record the word on a line and then illustrate that word beside of it.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words

Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

HO 10

Slide a Word

Name _____

Date _____

Directions: After you create a word on your slider, write it in the blank and draw an illustration that matches the word you have written.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words

Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

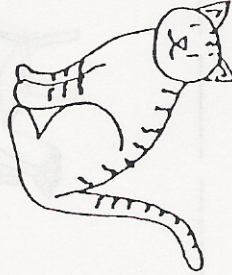
HO 11 (a)

Word Scramble

Name _____

Date _____

Word Scramble- Same Phonogram Pattern



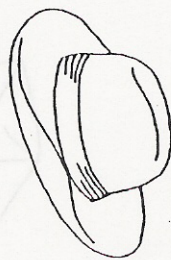
ncadot



tferav



ktjap



lohcta

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words

Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

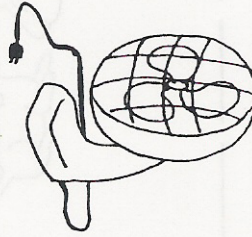
HO 11 (b)

Word Scramble

Name _____

Date _____

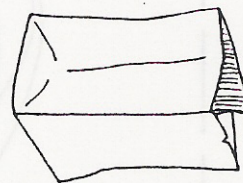
Word Scramble- Same Short Vowel



jfenat



psotna



gcubsa



tbemav

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words

Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

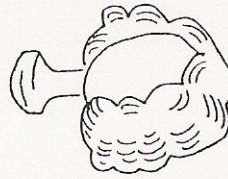
HO 11 (c)

Word Scramble

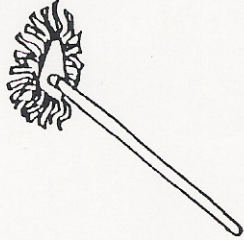
Name _____

Date _____

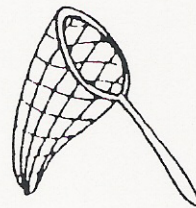
Word Scramble- CVC patterns



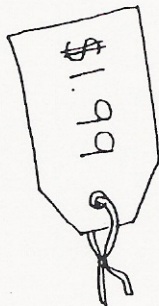
wstegi



mjapov



tkanew



tehsag

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words**Phonics Instruction: Word Work**

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

HO 12 (a)**Word Maker**

Name _____

Date _____

Directions: After you have created your words with your cards, record your words on the lines provided. Then make five sentences using as many of the words as you can on the back side of this paper.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.
17.	18.
19.	20.
21.	22.
23.	24.
25.	26.
27.	28.
29.	30.

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words

Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

HO 14 (a)

MATCH!

Name _____

Date _____

Directions: Paste your “Matches” in the pairs of boxes below.

Picture 1	Picture 2

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words
Phonics Instruction: Word Work
Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency
HO 14 (b)

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words

Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

HO 15

R	I	N	G	O

Early Literacy Skill: Ability to Associate Sounds with Letters and Use Them to Form Words

Phonics Instruction: Word Work

Dynamic Indicators of Basic Early Literacy Skills Benchmark Indicator: Nonsense Word Fluency

HO 16

Go Fish

Name _____

Date _____

Directions: When you finish your game, record the pairs of words you matched during the game in the boxes below.

Word 1	Word 2