

Reading for Every Child

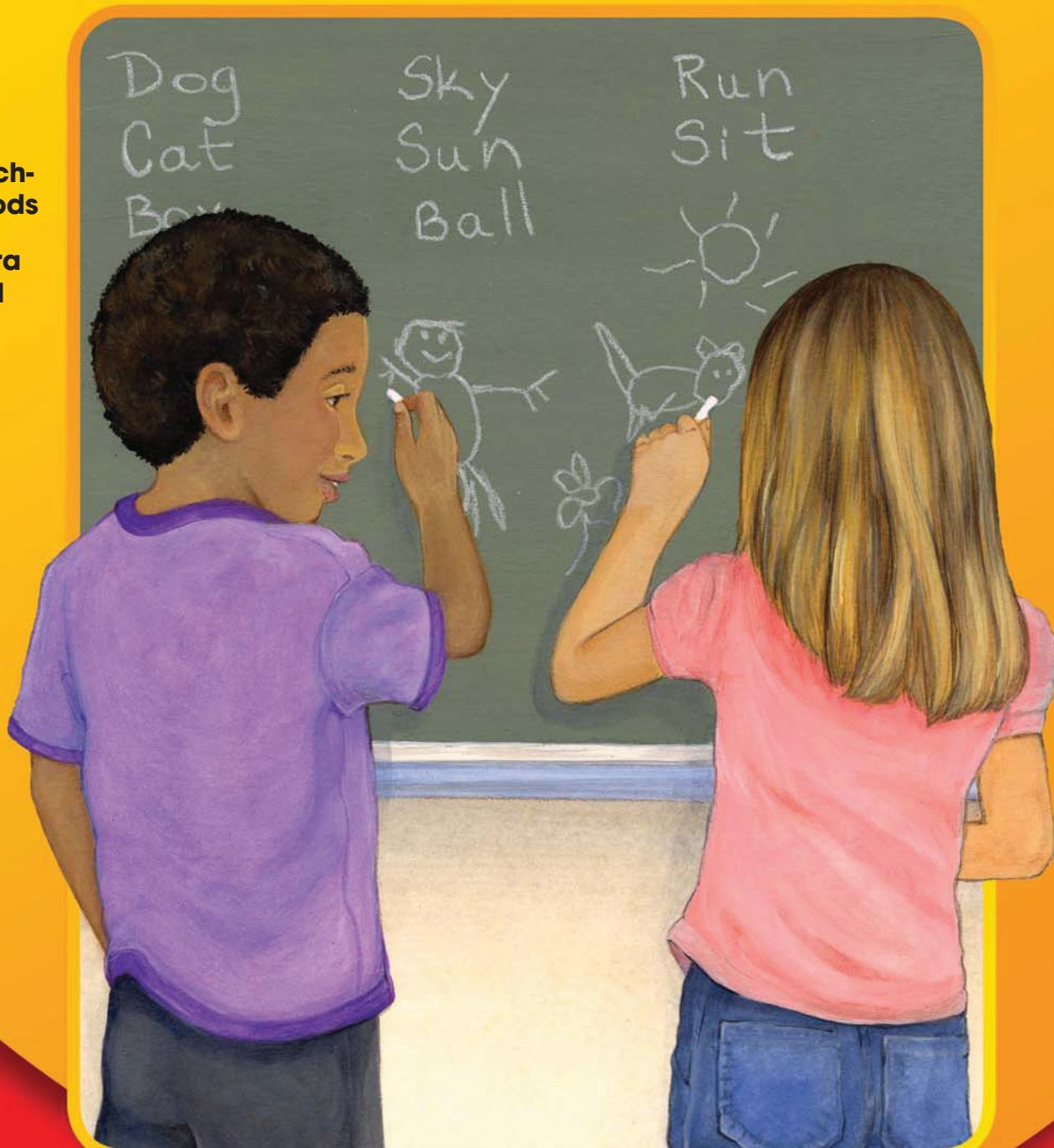
Vocabulary

ALIGNED TO

STATE & NATIONAL
STANDARDS!

TeachingStateStandards.com

- Uses Best Practices in Teaching Vocabulary
- Uses Research-Based Methods
- Includes Extra Practice and Enrichment Activities
- Includes Word Play and Puzzles
- Includes Teacher Resource Pages



Reading for Every Child

Vocabulary

Grade K

by
Lesli Evans

Published by Instructional Fair
an imprint of
Frank Schaffer Publications®



Instructional Fair

Author: Lesli Evans
Editor: Linda Triemstra
Interior Designer: Lori Kibbey

Frank Schaffer Publications®

Instructional Fair is an imprint of Frank Schaffer Publications.

Printed in the United States of America. All rights reserved. Limited Reproduction Permission: Permission to duplicate these materials is limited to the person for whom they are purchased. Reproduction for an entire school or school district is unlawful and strictly prohibited. Frank Schaffer Publications is an imprint of School Specialty Children's Publishing. Copyright © 2005 School Specialty Children's Publishing.

Send all inquiries to:
Frank Schaffer Publications
3195 Wilson Drive NW
Grand Rapids, Michigan 49544

Reading for Every Child: Vocabulary—grade K

ISBN 978-0-74242-070-0

Table of Contents

A Is for Ant.....	6
B Is for Bag	8
C Is for Cat.....	10
D Is for Dog	12
E Is for Egg.....	14
F Is for Fun.....	16
G Is for Gift	18
H Is for Hen	20
I Is for Ice	22
J Is for Jump.....	24
K Is for King	26
L Is for Lace	28
M Is for Me	30
N Is for Nest	32
O Is for Over.....	34
P Is for Play	36
Q Is for Queen	38
R Is for Red	40
S Is for Six	42
T Is for Tree.....	44
U Is for Up	46
V Is for Vest	48
W Is for Wall.....	50
Xx, Yy, and Zz.....	52
Clap, Clap, Clap.....	54
Pets and Vets.....	56
Dip, Dip, Dip.....	58
Hot Pots	60
Run for Fun	62
Short Sounds	64
Review	66
Teacher Resources	69
Answer Key	79



Reading First

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

Phonemic Awareness

Phonemic awareness focuses on a child's understanding of letter sounds and the ability to manipulate those sounds. Listening is a crucial component, as the emphasis at this level is on sounds that are heard and differentiated in each word the child hears.

Phonics

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

Fluency

Fluent readers are able to recognize words quickly. They are able to read aloud with expression and do not stumble over words. The goal of fluency is to read more smoothly and with *comprehension*.

Vocabulary

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

Comprehension

Comprehension is “putting it all together” to understand what has been read. With both fiction and nonfiction texts, students become active readers as they learn to use specific comprehension strategies before, during, and after reading.

Introduction

The *Reading for Every Child: Vocabulary* series offers instruction that will benefit a wide range of students. Each book in this series incorporates research-based methods of vocabulary instruction and includes grade-appropriate vocabulary. The books are filled with activities to help students connect phonic elements to vocabulary words.

This book includes thirty lessons that provide a variety of experiences for developing vocabulary. The activities incorporate opportunities for students to learn and practice known and new vocabulary words and concepts. Teacher resource pages include suggestions for basic, extra practice, extension, and enrichment activities. In addition, each lesson provides hands-on learning through drawing, matching, and other activities. At the end of the book you will find a review and reproducible letter cards.

Suggestions for Classroom Use

Students' background knowledge, experiences with oral language, and basic vocabularies vary greatly. You may need to modify the activities and the suggestions below to fit your students' individual needs. The versatile design of the lessons allows you to use them in a variety of ways. Here are a few suggestions:

- Cut out an activity and duplicate it for each student.
- Reproduce an activity as an overhead transparency for the classroom.
- Duplicate an activity for a take-home project.
- Staple activities together to make an activity book.
- Attach each activity to a folder or bin. Place the necessary materials in the folder or bin to have ready when needed.

Assessment

When completing these activities, encourage students to work cooperatively and with peer tutors as you observe their progress. After an activity, encourage students share their responses verbally as well as nonverbally.



A Is for Ant

Word Bank

a

act

ant

ape

art

Basic

Distribute letter cards with an A on them. Tell children that you are going to say some words. Have them listen for the /a/ sound in each word. Tell children to hold up their letter cards if the word begins with the /a/ sound. Say *sun, act, ring, ant, box, art, yard, and ape*.

Extra Help

Use word-blending techniques to help children sound out the words from the Word Bank. Spell out each word, one letter at a time, using letter cards. Place the letter cards *a-n-t* on the chalk tray so children can see them. Model blending the letters to sound out the word *ant*. Have children listen for the /a/ sound.

Enrichment

Draw and cut out an alligator. Tell children that this alligator wants a snack but only eats words that begin with the letter A. Have children draw and color objects that begin with the letter A. Tape the pictures around the alligator. Write labels for children to add to each picture.

Extension

Tape a cut-out of a tree on the classroom door. Have a basket with apple cut-outs next to the tree. For a few days, have children listen for words that begin with the /a/ sound. Then have children write any A words they hear on an apple and tape it to the tree. Help children spell their words. Encourage them to draw a picture to go with their word.

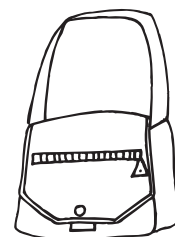
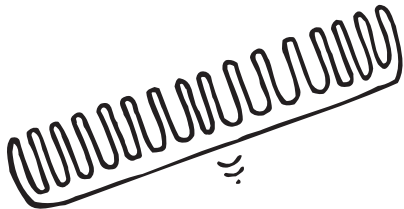
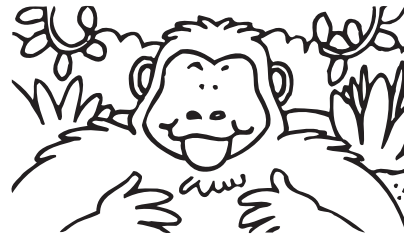
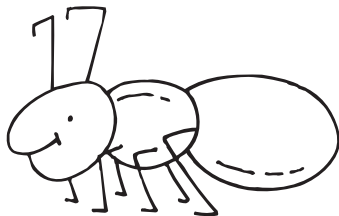
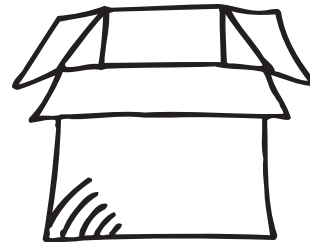
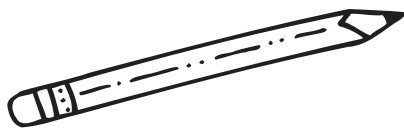


A Is for Ant

Word Bank

a act ant ape art

Directions: Trace the letter A. Then circle all the pictures that begin with A.





B Is for Bag

Word Bank

bag	ball	bike
book	box	bus

Basic

Place pictures of the words from the Word Bank on the chalk tray. Have children take turns naming the pictures. Have children listen carefully for the /b/ sound. Give each child a *B* letter card. Say the following words: *bag*, *dog*, *bus*, *car*, *ball*, *pig*, and *bike*. Have children hold up the letter cards each time they hear the /b/ sound.

Extra Help

Review the sound that the letter *B* makes. Have children repeat the sound each time you point to the letter. Provide sand trays for children to use. Read aloud the words from the Word Bank. Have children use their fingers to trace the letter *B* in a sand tray.

Enrichment

Play *B* Bingo with children. Give each child a square divided into nine equal, smaller squares. Have children listen to words that you read, such as *ball*, *dot*, *boy*, *bear*, and *pig*. Have children listen to the beginning sound of each word and write the letter that stands for the sound they hear at the beginning of the word in one of the squares. If a child fills in three squares in a row with the letter *B*, the child should say *Bingo*.

Extension

Play a game of Giant Steps with the class. Have children stand in a straight line on one side of the room. Tell them to take a giant step forward if the word you say begins with /b/ sound and to take a baby step backwards if it does not begin with the /b/ sound. When the line has moved to the other side of the room, the game is over.

B Is for Bag

Word Bank

bag	ball	bike
book	box	bus

Directions: Circle the word that names each picture. Then write the word on the line.

1.



bus but

2.



big bag

3.



blue book

4.



buy ball

5.



bake bike

6.



box fox



C Is for Cat

Word Bank

cake

cap

cat

cold

cup

Basic

Draw or cut out pictures that begin with the /c/ sound, such as *cake*, *cap*, *cold*, *cup*, and *cat*, and glue them to cards. Make cards for other words, such as *bat*, *gift*, *truck*, and *dog*. Place the pictures around the room. Review the sound that /c/ makes. Have children take turns finding a picture that begins with the /c/ sound. When they find a picture, have them say the name of the picture and emphasize the /c/ sound.

Extra Help

Hold up the C letter card. Review with children the sound that letter C makes. Tell children that the letter C stands for the /k/ sound. Have children practice writing the letter C. Have children write each word on a card and draw a picture to go with it. Have children use their cards to practice reading C words.

Enrichment

Use a white candle to write words on plain white index cards. Have children use a watercolor wash to reveal the mysterious words. Have children sort the words with the /k/ sound into one group and those without the /k/ sound into a different group.

Extension

Have children make a caterpillar with circles. Give them six colored circles. Have children draw a face on one of the circles. On the rest of the circles, have them draw a picture of a word that begins with the /c/ sound. Help them to write the name of their picture. Then have children glue the circles together to make an inchworm.



C Is for Cat

Word Bank

cake

cap

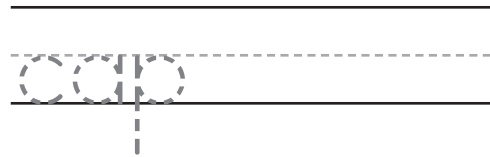
cat

cold

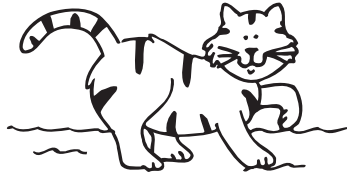
cup

Directions: Trace each word. Then draw a line from each word to the picture it names.

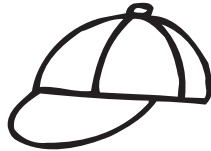
1.



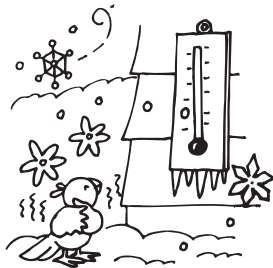
2.



3.



4.



5.





D Is for Dog

Word Bank

dad

desk

dog

draw

drink

Basic

Write the words from the Word Bank on the chalkboard or whiteboard. Read each word to the children. Have children say the name of each word after you. Have them listen carefully to the /d/ sound. Then have children take turns circling the letter that makes the /d/ sound in each word. Have them name other words that begin with the /d/ sound.

Extra Help

Draw or cut out pictures that begin with the /d/ sound, such as *dad*, *draw*, *drink*, *desk*, and *dog*, and glue them to index cards. Place the cards around the room. Give each child a self-stick note. Have the child write the letter *D* on the note. Have children take turns finding a picture that begins with *D*. When they find a picture, have them place the self-stick note on it.

Enrichment

Have children think about an animal or object whose name begins with the letter *D*. Give them modeling clay and have children shape their modeling clay into that object. Then have children use an index card to make a sign for their object.

Extension

Have children play a *D* relay game. Divide the class into two teams. Give each team a piece of chalk. Have the first student name a word that begins with the /d/ sound, run to the chalkboard, and write the letter *D*. Then the child returns to his or her team and passes the chalk to the next player, who names a different *D* word. The game continues until all children have had a turn writing the letter *D* on the board.



Name _____

Date _____

Vocabulary

words that begin with Dd

D Is for Dog

Word Bank

dad

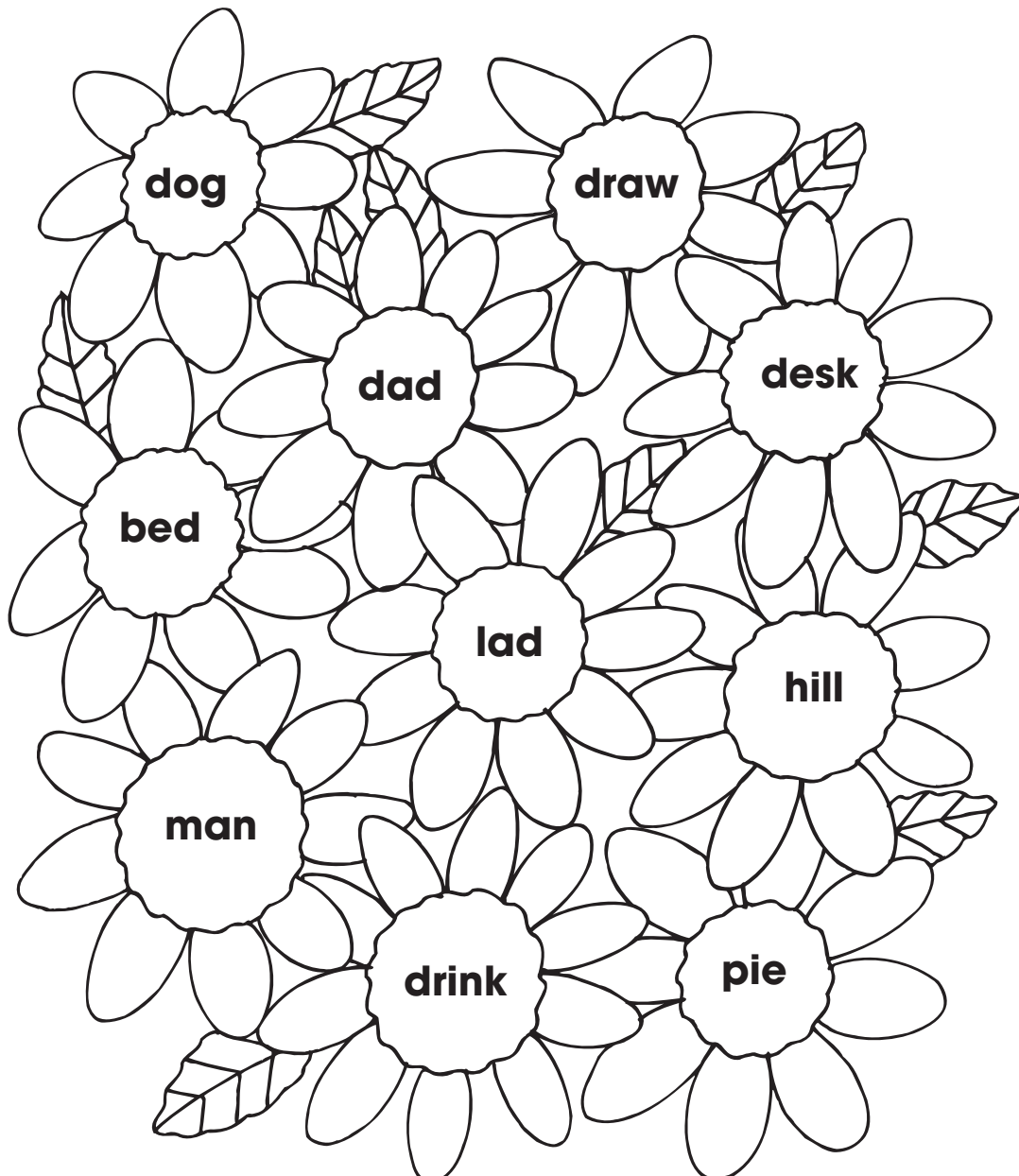
desk

dog

draw

drink

Directions: Find the words that begin with the letter *D*. Then color the flowers that have a *D* word.





E Is for Egg

Word Bank

eat

eggs

eight

elf

eye

Basic

Place picture cards for the words from the Word Bank in a pocket chart. Tell children that all the pictures begin with the same sound. Have children name each picture and listen for the /e/ sound. Ask children to tell what sound each word begins with. Help children practice writing the letter *E* and reading the words from the Word Bank.

Extra Help

Review the sound that the letter *E* makes. Have children repeat the sound each time you point to the letter. Provide sand trays for children to use. Read aloud the words from the Word Bank. Have children use their fingers to trace the letter *E* in a sand tray as they repeat the word.

Enrichment

Explain to children that an escalator is a set of moving stairs. Tell children that they are going to make an *E* escalator. Give children a strip of paper folded into small blocks. Make sure the blocks are large enough for children to write an *E* and draw a picture. Have them write the letter *E* and draw a picture on each step.

Extension

Give children egg-shaped patterns. Have children trace the pattern and cut out their eggs. Tell children to draw a face on the top part of the egg. On the bottom part, have children draw a picture of an object that begins with the /e/ sound.



E Is for Egg

Word Bank

eat

eggs

eight

elf

eye

Directions: Read each sentence. Then cut out the words and then paste them in the correct sentence.

1. The is small.



eat

2. Hens lay .



eight

3. I apples.



eggs

4. is a number.



elf

5. My are blue.



end

eyes



F Is for Fun

Word Bank

fan

feet

fly

fox

Basic

Review the /f/ sound with your class. Place on the chalk tray pictures of the words from the Word Bank. Have children take turns naming the pictures. Have children listen carefully for the /f/ sound. Give each child an *F* letter card. Say the following words: *fan, gate, feet, store, fox, house, pan, fly, and fun*. Have children hold up their letter cards each time they hear the /f/ sound.

Extra Help

Give each child four index cards. Tell the children that you will say some words. If one of the words begins with the /f/ sound, have children write the letter *F* on the front of one of their cards. Say the following words: *foot, bat, fish, shell, fork, goat, and feather*. Then have children turn over the card and draw a picture of the object that begins with *F*. Children can use the cards to play a matching game. Have children work with a partner. Have them place their cards facedown and take turns flipping the cards over and matching the pictures.

Enrichment

Have children play a version of Duck, Duck, Goose. Have children stand in a circle. Have one child walk around the outside of the circle. Have this child tap another child and say a word that begins with the letter *F*. The child who was tapped now walks around the circle, selects a different child by tapping him or her, and says a different word that begins with *F*.

Extension

Have children draw a picture of a fox or provide them with an outline of one. Have children draw a fancy outfit for the fox. Have them brainstorm kinds of clothes a fancy fox might wear. Encourage them to include things that begin with *F*, such as feathers on a hat or fish designs on a shirt.



Name _____

Date _____

Vocabulary

words that begin with Ff

F Is for Fun

Word Bank

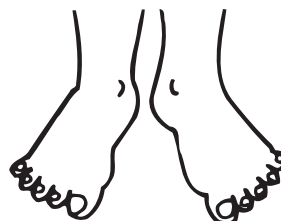
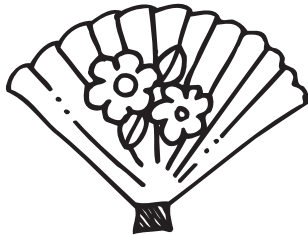
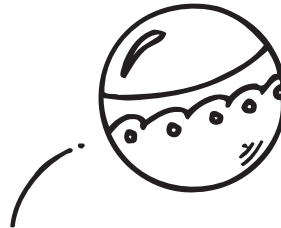
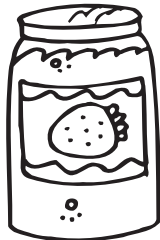
fan

feet

fly

fox

Directions: Trace the letter *F*. Then circle all the pictures that begin with *F*.





G Is for Gift

Word Bank

gate

gift

girl

goat

grapes

gum

Basic

Point to the letter *G* and tell children that the letter *G* makes the /g/ sound. Give children a card with the letter *G* printed on it. Read the following words to children and have them listen for the /g/ sound: *girl, book, gum, cup, gift, tree, goat, and gate*. Have children hold up the letter *G* if the word begins with the /g/ sound.

Extra Help

Review the letter *G* with children. Give children a set of picture cards. Have them sort the cards into two groups. Group 1 has the pictures whose names begin with the /g/ sound, and group 2 has words that do not begin with the /g/ sound.

Enrichment

Write the letter *G* on a playground ball. Have the children sit in a circle. Roll the ball to a child. Have the child name a word that begins with the /g/ sound. Then have the child roll the ball to the next child. That child repeats the *G* word and says another word with the /g/ sound. Continue passing the ball until each child has had a turn to say a word.

Extension

Have children make *G* puzzles. Have them cut out from magazines pictures of things whose name begins with the letter *G*. Have them glue their picture to construction paper and write the name of their picture as a caption. Then have children cut their picture apart into puzzle-shaped pieces. Have children trade puzzle pictures and put the pieces back together.

G Is for Gift

Word Bank

gate

gift

girl

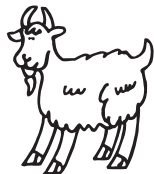
goat

grapes

gum

Directions: Circle the word that names each picture. Then write the word on the line.

1.



glue goat

2.



go gum

3.



goose girl

4.



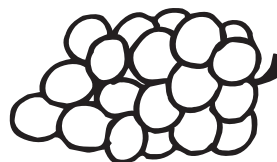
gift grill

5.



girl gate

6.



grapes game



H Is for Hen

Word Bank

ham

hand

hen

hive

horn

Basic

Write the words from the Word Bank on the chalkboard or whiteboard. Read each word to children. Have children say the name of each word after you. Have children take turns circling the letter that makes the /h/ sound in each word. Have them name other words that begin with the /h/ sound.

Extra Help

Review the /h/ sound with children. Draw or cut out pictures that begin with this sound, such as *hen*, *horse*, *house*, *hammer*, and *hospital*, and glue the pictures to cards. Place the pictures around the room. Have children take turns finding a picture that begins with /h/ sound. When they find a picture, have them say the name of the picture and emphasize the /h/ sound.

Enrichment

Make *H* pictures. Give children an outline of the letter *H* large enough to draw on. Have children draw pictures of words that begin with the letter *H*. Display the *H* pictures on the classroom bulletin board.

Extension

Have children trace an outline of their hand. Have them write a vocabulary word on each finger. On the back of the hand, have children draw a picture of a word that begins with the letter *H*.



H Is for Hen

Word Bank

ham

hand

hen

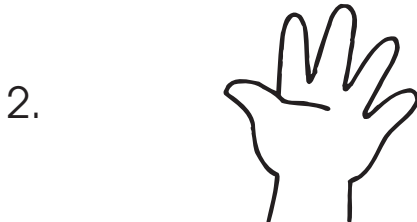
hive

horn

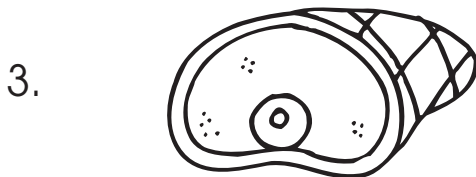
Directions: Trace each word. Then draw a line from the word to the picture it names.



hive



hen



horn



hand



ham



I Is for Ice

Word Bank

ice

inch

ink

into

it

Basic

Write the letter *I* on the chalkboard or whiteboard. Have children say the name of the letter with you. Review with children the sound that the letter *I* makes. Distribute letter *I* cards to children. Tell them that you are going to say some words. If the word has the /i/ sound, children should hold up their cards. Say the following words: *ink, ball, inch, rug, into, map, it, soup, and ice.*

Extra Help

Review the sound that /i/ makes. Have children chant this rhyme for each word from the Word Bank:

One _____, two _____, (inch)

Three _____, four, (inch)

Five _____, six _____, (inch)

Seven _____ more. (inch)

Enrichment

Give children an outline of an igloo. Tell them to write a letter *I* on their igloo for each word you say that begins with the /i/ sound. Tell children to listen carefully for the /i/ sound. Say these words to children: *ink, ant, inch, five, into, snake, it, tall, and ice.*

Extension

Play the Inchworm game with children. Draw a game board shaped like an inchworm. Give children markers to use as game pieces. Tell children to begin at START and move along the spaces by saying a word that begins with the /i/ sound. Encourage children to say, *My I word is _____.* For each *I* word, have children move their marker one space. If they cannot think of an *I* word, children may pass their turn. The first person to reach the END wins.



Name _____

Date _____

Vocabulary

words that begin with Ii

I Is for Ice

Word Bank

ice

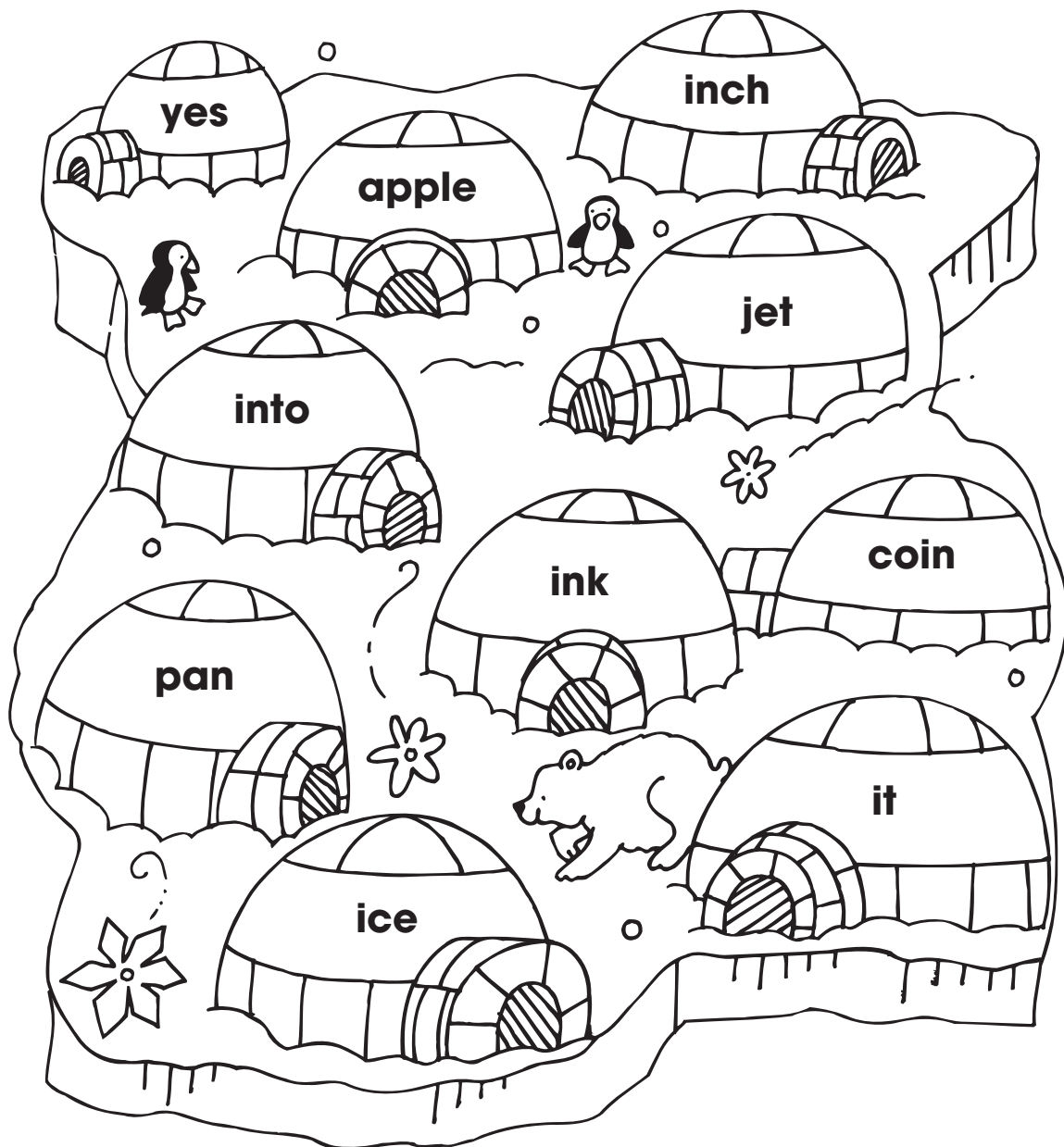
inch

ink

into

it

Directions: Find the words that begin with the letter *I*. Then color the igloos that have an *I* word.





J Is for Jump

Word Bank

jacks

jar

jet

jug

jump

Basic

Hold up a picture of a jar. Point to the picture and say its name. Have children repeat the word after you. Ask them what sound they hear in the beginning of *jar*. Tell children that *jar* begins with the /j/ sound. Place a variety of picture cards on the chalk tray. Have children point out and name the pictures that begin with the /j/ sound.

Extra Help

Have children practice writing the letter *J*. Review the /j/ sound with them. Give children a *J* letter card. Say the following words: *jar, socks, jug, cup, jump, gate, jacks, rug, and jet*. Have children hold up their letter cards when they hear a word that begins with the /j/ sound.

Enrichment

Give each child five jars cut out of construction paper. Tell them to write the letter *J* on each jar. Have children draw pictures of objects that begin with *J* on the jars. Display children's drawings on the bulletin board for others to read.

Extension

Have children sit in rows, as if they are on a school bus. Give each child a strip of paper cut to look like a ticket. Have children write *J* on one side of the ticket and think of a word that begins with the /j/ sound. Have children whisper their *J* word to you and then write it on the back of their ticket. Have children take turns chanting the following and substituting their /j/ word:

J is for (jungle). Look what I see!
J is for (jungle). Where can it (they) be?
J is for (jungle). Jiggle, jangle me.



J Is for Jump

Word Bank

jacks

jar

jet

jug

jump

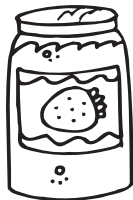
Directions: Trace each word. Then draw a line from the word to the picture it names.

1.



jug

2.



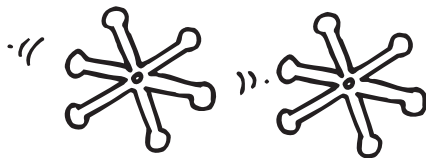
jacks

3.



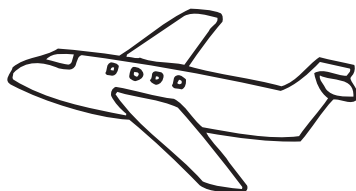
jet

4.



jump

5.



jar



K Is for King

Word Bank

key

kick

king

kit

kite

Basic

Review the /k/ sound with children. Have them repeat the /k/ sound as you say each word from the Word Bank. Write the words on the chalkboard or whiteboard. Have children take turns coming to the board and circling the letter *K* in each word. Then have children say the word aloud.

Extra Help

Have children make a card for each word from the Word Bank. Have them draw a picture to go with each word. Have children place all their pictures facedown on a table. Then have them take turns picking two cards to make a match. As a child turns over a card, have him or her name the picture. If the cards match, the child keeps the cards. The game continues until all cards are matched.

Enrichment

Give each child five kites cut out of construction paper. Tell children you will say some words and they should write a *Kk* on the kite when they hear a word that begins with the /k/ sound. Say these words: *key, bear, kite, fish, king, ring, kick, pet, and kit*. Have children draw pictures of objects that begin with *K* on each kite.

Extension

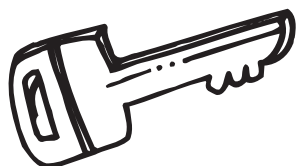
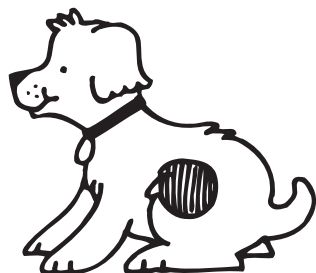
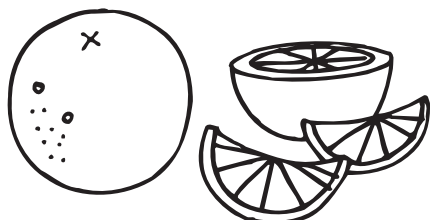
For a week, have children search for other words that begin with the /k/ sound. Tell children to listen for words in stories. When they hear a word with the /k/ sound, write it on a sheet of chart paper. At the end of the week, have children count the number of *K* words they found.

K Is for King

Word Bank

key kick king kit kite

Directions: Trace the letter *K*. Then circle all the pictures that begin with *K*.





L Is for Lace

Word Bank

lace

lamb

leaf

legs

lock

log

Basic

Give letter *L* cards to children. Write the letter *L* on the chalkboard or whiteboard. Have children say the name of the letter with you. Tell them that you are going to say some words. If the word has the /l/ sound, have children hold up their cards. Say the following words: *lace, moon, lock, duck, legs, fish, log, and lamb.*

Extra Help

Review with children the sound that the letter *L* makes. Have children make tactile letter cards for *L* with glue and colored sand. Give each child a card with the letter *L* printed on it. Have children trace the letters with white glue. Sprinkle colored sand over the letters and shake off the excess sand. Show children picture cards of objects. Have children use their fingers to trace their sand letters every time you show an object that begins with the /l/ sound.

Enrichment

Have children name foods that begin with the /l/ sound, such as *lettuce, limes, lentils, or lollipops.* Give them an outline of a lunchbox. Tell children to fill their lunchboxes with foods that begin with /l/. Help children label their foods.

Extension

Give children leaf patterns to trace. Have them add arms, legs, and a face to the leaves and then color them. Have children cut out the leaves and write a vocabulary word on them. Attach strings to the leaves to make puppets. Have children make their leaf puppets dance and tell their puppets' names and where they live. Encourage children to use names that begin with the /l/ sound.



L Is for Lace

Word Bank

lace

lamb

leaf

legs

lock

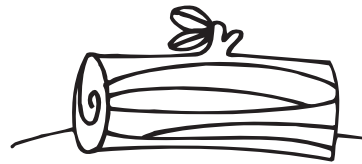
log

Directions: Circle the word that names the picture. Then write the word on the line.

1.

**light****lace**

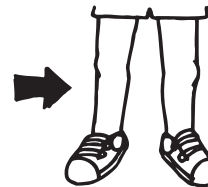
2.

**log****lane**

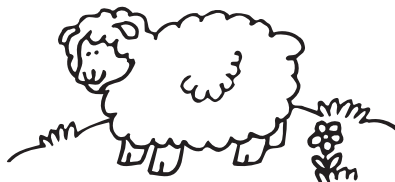
3.

**leaf****lion**

4.

**lip****legs**

5.

**lick****lamb**

6.

**lock****line**



M Is for Me

Word Bank

man

me

milk

mom

my

Basic

Write the letter *M* on the chalkboard or whiteboard. Have children say the name of the letter with you. Review with children the sound that the letter *M* makes. Distribute letter *M* cards to children. Tell them that you are going to say some words. If the word has the /m/ sound, children should hold up their cards. Say the following words: *mouse, soup, map, ball, milk, door, mom, rug, man, book, me, dog, and my.*

Extra Help

Tell children to listen for the /m/ sound in words. Read the following to children. Have them name the words that begin with the /m/ sound. (mom, me)

Listen for the /m/ sound,
The /m/ sound, the /m/ sound,
Listen for the /m/ sound,
In words like *mom* and *me*.

Have children replace the words *mom* and *me* with other words that begin with the /m/ sound.

Enrichment

Print the letter *M* on construction paper. Give children a ball of clay. Have children roll out the clay in a string. Tell them to bend and shape their clay to cover the letter *M*. Have children name as many words as they can think of that begin with the letter *M*.

Extension

Make mirrors for the letter *M* with macaroni and aluminum foil. Cut out several mirror shapes for children. Have children cover their shapes with aluminum foil and decorate the edges of the mirrors with macaroni shapes. Then have children draw pictures of words that start with *M* and glue their pictures on the mirrors. Help children label their pictures and underline the letter *M*.



Name _____

Date _____

Vocabulary

words that begin with Mm

M Is for Me

Word Bank

man

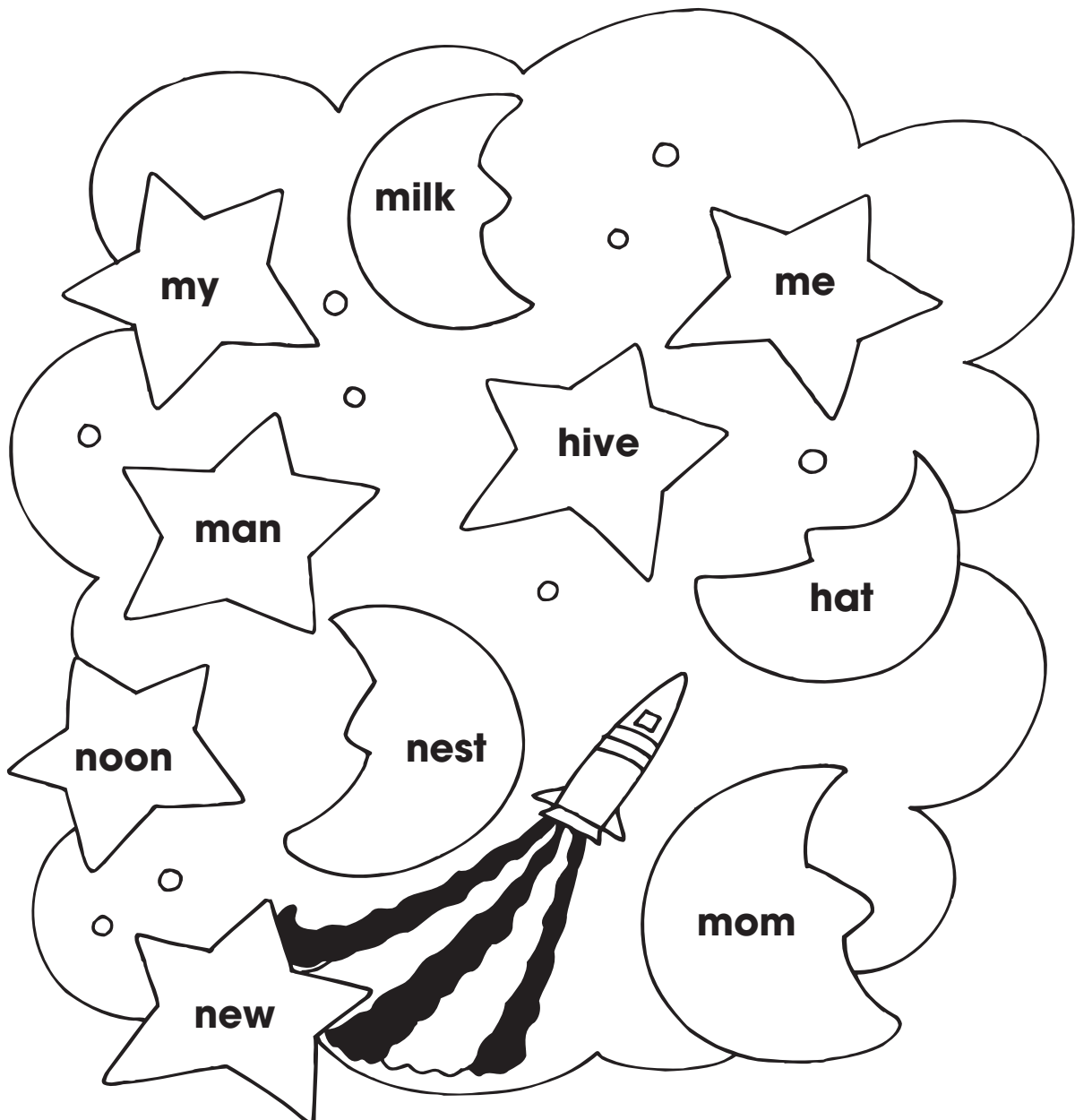
me

milk

mom

my

Directions: Find the words that begin with the letter *M*. Then color the moons or stars that have an *M* word.





N Is for Nest

Word Bank

nail

nap

nest

net

nut

Basic

Review the /n/ sound with children. Have them repeat the /n/ sound as you say each word from the Word Bank. Write the words on the chalkboard or whiteboard. Have children take turns coming up and circling the letter *N* in each word. Then have children say the word aloud.

Extra Help

Have children make a card for each word from the Word Bank. Have them draw a picture to go with each word. Have children place all their pictures facedown on a table. Then have them take turns picking two cards to make a match. As a child turns over a card, have him or her name the picture. If the cards match, the child keeps the cards. The game continues until all cards are matched.

Enrichment

Give children blank newsprint. Tell them that they can make a newspaper for the letter *N*. Have them write a large letter *N* at the top of the paper. Have children draw and label pictures of objects that begin with the letter *N*.

Extension

Play a game of Twenty Questions with children. Place an object in a paper sack. Have children ask yes or no questions about the size, shape, or use of the object. Tell them that they should ask questions such as *Can you eat it? Is it brown? or Does it roll?* Have children take turns guessing what *N* word is in the sack.



N Is for Nest

Word Bank

nail

nap

nest

net

nut

Directions: Trace each word. Then draw a line from the word to the picture it names.

1.



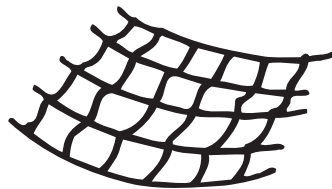
net

2.



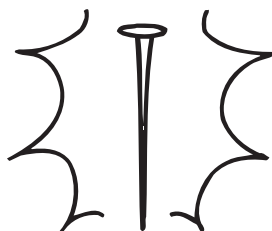
nail

3.



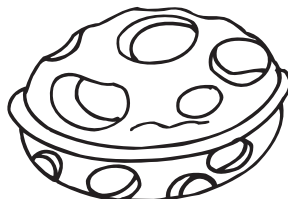
nut

4.



nap

5.



nest



O Is for Over

Word Bank

old

open

over

own

ox

Basic

Hold up the letter *O* card. Tell children that the letter *O* makes the /o/ sound as in *octopus*. Write the words from the Word Bank on the chalkboard or whiteboard. Point to the letter *O* in each word. Say each word, and have children repeat it. Tell them to listen for the /o/ sound in each word. Then have children take turns circling the letter *O* in each word.

Extra Help

Have children practice saying *O* words and listening for the /o/ sound by using the following rhyme. Have children substitute a vocabulary word for each blank.

One _____, two _____, (ox)

Three _____, four, (ox)

Five _____, six _____, (ox)

Seven _____ more. (ox)

Enrichment

Draw a game board with the letter *O* as the spaces. Give children markers to use as game pieces. Tell children to begin at START and move along the spaces by saying a word that begins with the /o/ sound. Encourage children to say, *My O word is _____*. For each *O* word, have children move their marker one space. If they cannot think of an *O* word, children may pass their turn. The first person to reach the END wins.

Extension

Have children draw an octopus on construction paper. Tell them to write the letter *O* on the tentacles of the octopus. Ask them to name a word that begins with *O* and write it at the end of each tentacle. Help children spell their words. If desired, have children draw a picture to go with each word.



O Is for Over

Word Bank

old

open

over

own

ox

Directions: Read each sentence. Then cut out the words and then paste them in the correct sentence.

1. I



a bike.



ox

2. Her car is



own

3. The



ate grass.

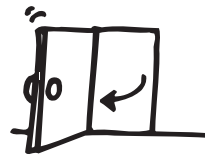


over

4.



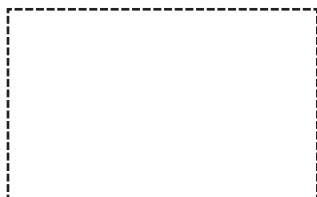
the door.



oven

open

5. Jump



the box.



old



P Is for Play

Word Bank

pen

pig

play

pool

pot

Basic

Show children pictures of objects that begin with the letter *P*. Have them say the word and listen carefully for the /p/ sound. Then give children a card with the letter *P* on it. Tell them you will say some words. When they hear a word that begins with the /p/ sound, have them hold up their letter cards and hop up and down.

Extra Help

Hold up the *P* letter card. Review with children the sound that letter *P* makes. Tell children that the letter *P* stands for the /p/ sound. Have children practice writing the letter *P*. Have children write each word on a card and draw a picture to go with it. Have children use their cards to practice reading *P* words.

Enrichment

Give children paper plates. Tell them to write *P* in the middle of the plate. Have children draw pictures of foods that begin with the letter *P*, such as *pizza*, *pie*, *potatoes*, and *popcorn*.

Extension

Have children play Post Office. Give them small envelopes. Have them draw pictures of objects that begin with the /p/ sound. Tell them to write the letter *P* on their pictures and put them in the envelopes. Then have children place their envelopes in a box. Have them take turns drawing a letter from the box, opening the envelope, and reading the word.



P Is for Play

Word Bank

pen

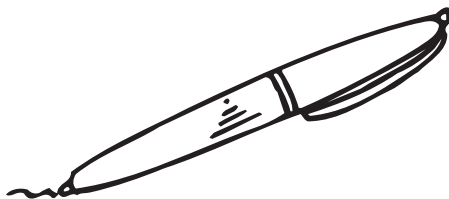
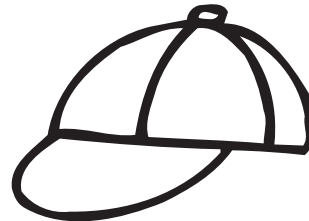
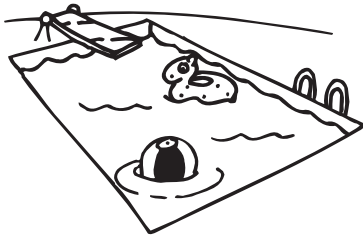
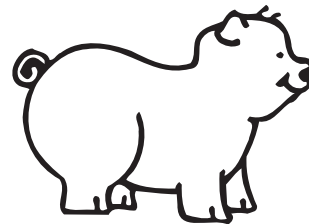
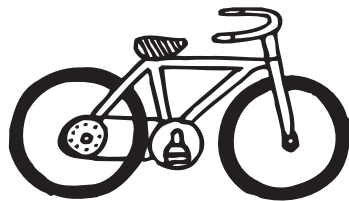
pig

play

pool

pot

Directions: Trace the letter *P*. Then circle all the pictures that begin with *P*.





Q Is for Queen

Word Bank

quart

queen

quiet

quilt

quiz

Basic

Review with children the sound that the letter *Q* makes. Tell them that *Q* is always followed by the letter *u*. Give children a card with the letter *Q* printed on it. Have children trace the letters with white glue. Sprinkle colored sand over the letters and shake off the excess sand. Show children picture cards of objects. Have children hold up their sand letters every time you show an object that begins with the /kw/ sound.

Extra Help

Tell children you will say some words and they should listen for the beginning sound in each word. Say the following sentence: *Queen Quinnlyn has a quite large quilt.* Ask children to tell you what words begin with /kw/ sound. Ask:

What sound does *queen* begin with? Have children say *queen*.

What sound does *Quinnlyn* begin with? Have children say *Quinnlyn*.

What sound does *quite* begin with? Have children say *quite*.

What sound does *quilt* begin with? Have children say *quilt*.

Enrichment

Have children fold a sheet of paper into four sections. Have them draw a circle in each section. Tell them that the circle is a quarter. Have children write a *Q* and draw a design on their quarters. Children can cut out their quarters and use them for play money.

Extension

Have children make crowns for the letter *Q*. Give children strips of paper with a straight edge on one side and a zigzag edge on the other. Have children decorate their crowns with the letter *Q*. Have them wear their crowns when they name a word that begins with *Q*.

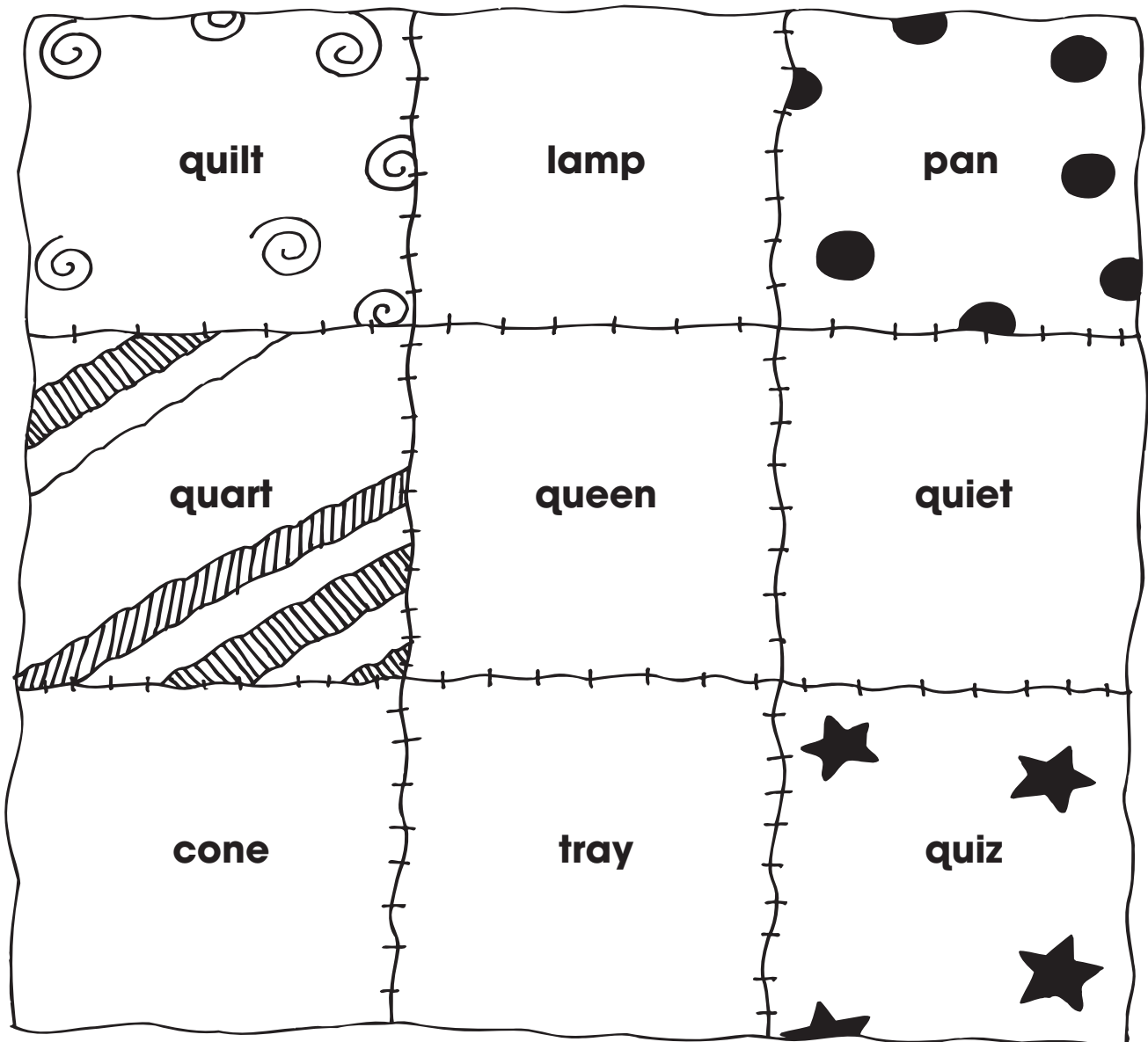


Q Is for Queen

Word Bank

quart queen quiet quilt quiz

Directions: Find the words that begin with the letter Q. Then color the squares that have a Q word.





R Is for Red

Word Bank

ran

red

ride

rose

run

Basic

Review the /r/ sound with children. Have them repeat the /r/ sound as you say each word from the Word Bank. Write the words on the chalkboard or whiteboard. Have children take turns coming up and circling the letter *R* in each word. Have children say the word aloud.

Extra Help

Give children a yellow circle cut from construction paper. Have children draw railroad signs on their circles with the letter *R* in each section. With masking tape, make railroad tracks on the floor. Line up children next to the railroad tracks. Ask a child to name a word that begins with the letter *R*. If he or she correctly names a word with the /r/ sound, the child may cross the railroad tracks. Continue asking children to name words with the /r/ sound until each child has crossed the railroad tracks.

Enrichment

Show children how to run in place. Tell them that you are going to say some words that begin with the letter *R*, like *rock*. If a word begins with the letter *R*, children should run in place. If it does not begin with *R*, they should stop running. Say the following words: *rope, ride, moon, ruler, road, mouse, fat, robot, rose, and walk*.

Extension

Have an *R* Hunt. Draw or cut out pictures that begin with the /r/ sound, such as *rock, rabbit, ring, rainbow, and rope*, and glue the pictures to index cards. Place the cards around the room. Give each child a self-stick note. Have them write the letter *R* on it. Have children take turns finding a picture that begins with *R*. When they find a picture, have them place their self-stick notes on it.



R Is for Red

Word Bank

ran

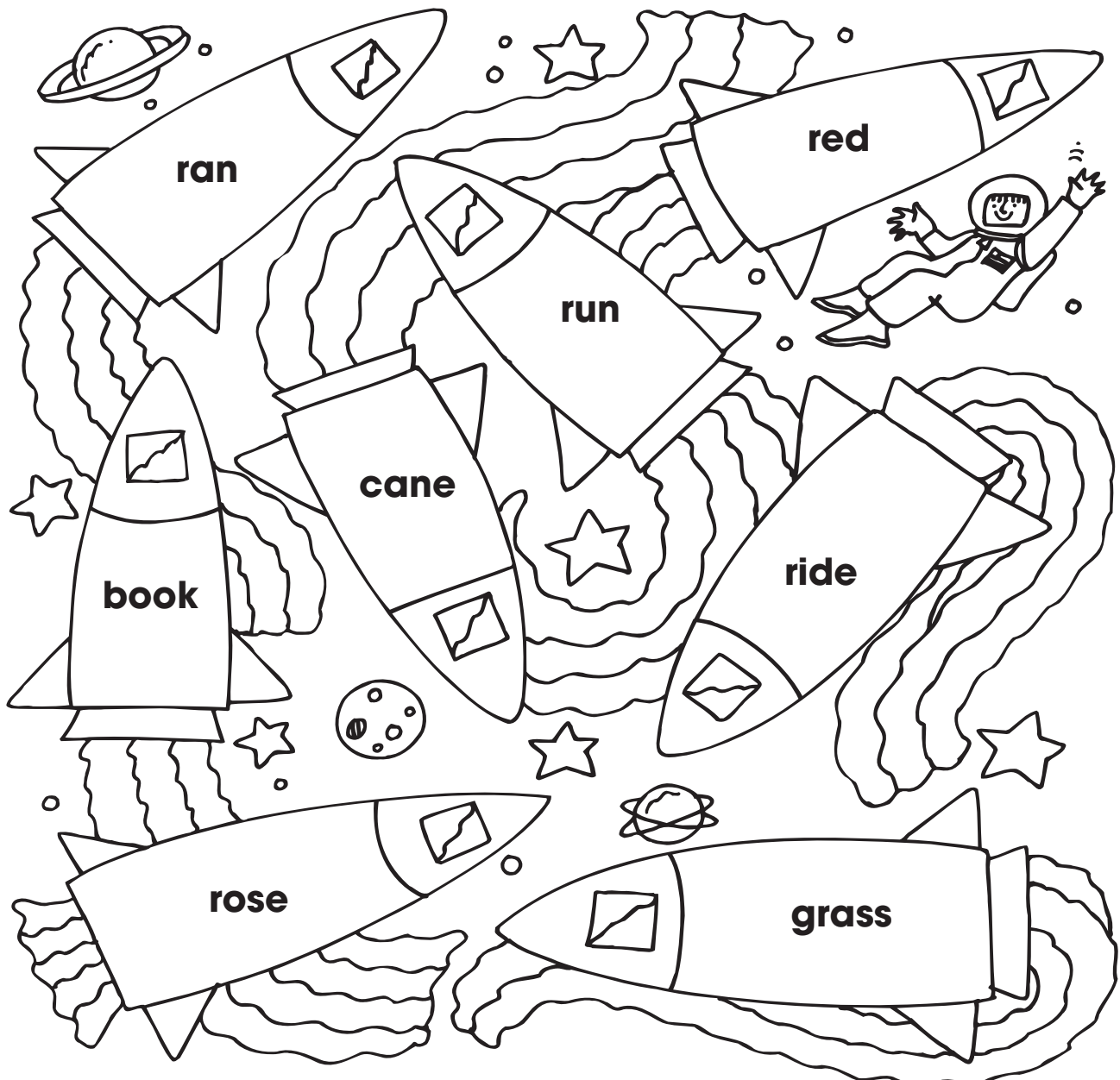
red

ride

rose

run

Directions: Find the words that begin with the letter *R*. Then color the rockets that have an *R* word.





S Is for Six

Word Bank

sail	sand	saw
shell	six	sleep

Basic

Write the letter *S* on the chalkboard or whiteboard. Have children say the name of the letter with you. Review with children the sound that the letter *S* makes. Give children tactile letter cards for *S*. Tell them that you are going to say some words. If the word has the /s/ sound, children should hold up their letter cards. Say the following words: *saw, mitt, sand, box, sail, fan, sleep, rope, and six.*

Extra Help

Review the sound that the letter *S* makes. Have children repeat the sound each time you point to the letter. Provide sand trays for children to use. Read aloud the words from the Word Bank. Have children use their fingers to trace the letter *S* in a sand tray.

Enrichment

Give each child five sails cut from construction paper. Have children draw a picture of something that begins with the letter *S* on each sail. Paste their sails on a mural of ocean waves. Have children draw a boat for each sail. You may wish to give children patterns to cut out or trace. Help children label their boats.

Extension

Place in a paper sack pictures of a variety of objects for children to sort. Have children take turns picking a picture from the sack. Have them say the name of the picture and tell whether its name begins with the /s/ sound or not. Have children place all the words that begin with *S* in one pile and all the other pictures in a different pile.



S Is for Six

Word Bank

sail

sand

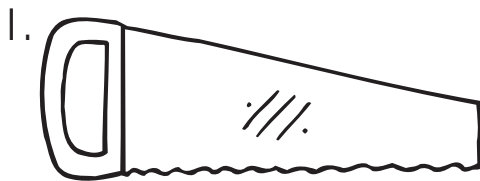
saw

shell

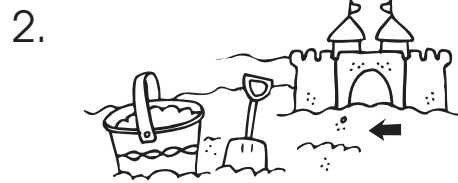
six

sleep

Directions: Circle the word that names each picture. Then write the correct word on each line.



saw shoe



seed sand



sea sail



sleep seal



sick six



screw shell



T Is for Tree

Word Bank

toe

top

tree

truck

two

Basic

Place picture cards for the words from the Word Bank in a pocket chart. Tell children that all the pictures begin with the same sound. Have children name each picture and listen for the /t/ sound. Ask children to keep practicing the /t/ sound as they learn the words from the Word Bank.

Extra Help

Give children an outline of a turtle. Have them color and cut out their turtles. Glue the turtles to craft sticks. As you say some words, have children hold up their turtles if the word begins with the /t/ sound. Say the following words: *toe, cat, truck, bead, tree, pool, top, stamp, and two.*

Enrichment

Have children use classroom building blocks to build a tower of words with the /t/ sound. Have children take turns naming a word that begins with the letter *T*. For every word with a /t/ sound, have someone add a block to the tower. Encourage children to build the tower as high as possible.

Extension

Have children knock down *T* words. Glue pictures on empty plastic soda bottles. Have most of the pictures show objects that begin with the letter *T*. Line up the bottles in a row. Have children take turns bowling down each soda bottle that contains a word with the /t/ sound.



T Is for Tree

Word Bank

toe

top

tree

truck

two

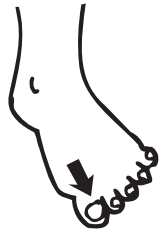
Directions: Trace each word. Then draw a line from each word to the picture it names.

1.



truck

2.



tree

3.



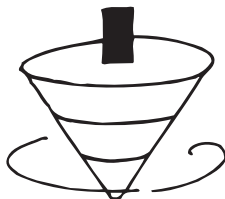
top

4.



two

5.



toe



U Is for Up

Word Bank

uncle

under

up

us

use

Basic

Write the words from the Word Bank on the chalkboard or whiteboard. Read each word to children. Have children say the name of each word after you. Have them listen carefully to the /u/ sound. Then have children take turns circling the letter that makes the /u/ sound in each word from the Word Bank. Have them name other words that begin with the letter *U*.

Extra Help

Give children umbrella patterns. Have them trace and cut out the umbrellas. Have children write the letter *U* on their umbrellas. Attach their umbrellas to craft sticks. Tell them that you are going to say some words. If the word has the /u/ sound, have children stand up and raise their umbrellas. Say the following words: *under, down, up, sky, us, them, uncle, and use*.

Enrichment

Have children sit in a circle and toss around a bean bag. Gently toss the bean bag to a child. Have the child say, *U is for _____* and name a word that begins with the letter *U*. Then have the child toss the bean bag to the next child. That child repeats the phrase and says another word with the /u/ sound. Continue passing the bean bag until each child has had a turn to name a word.

Extension

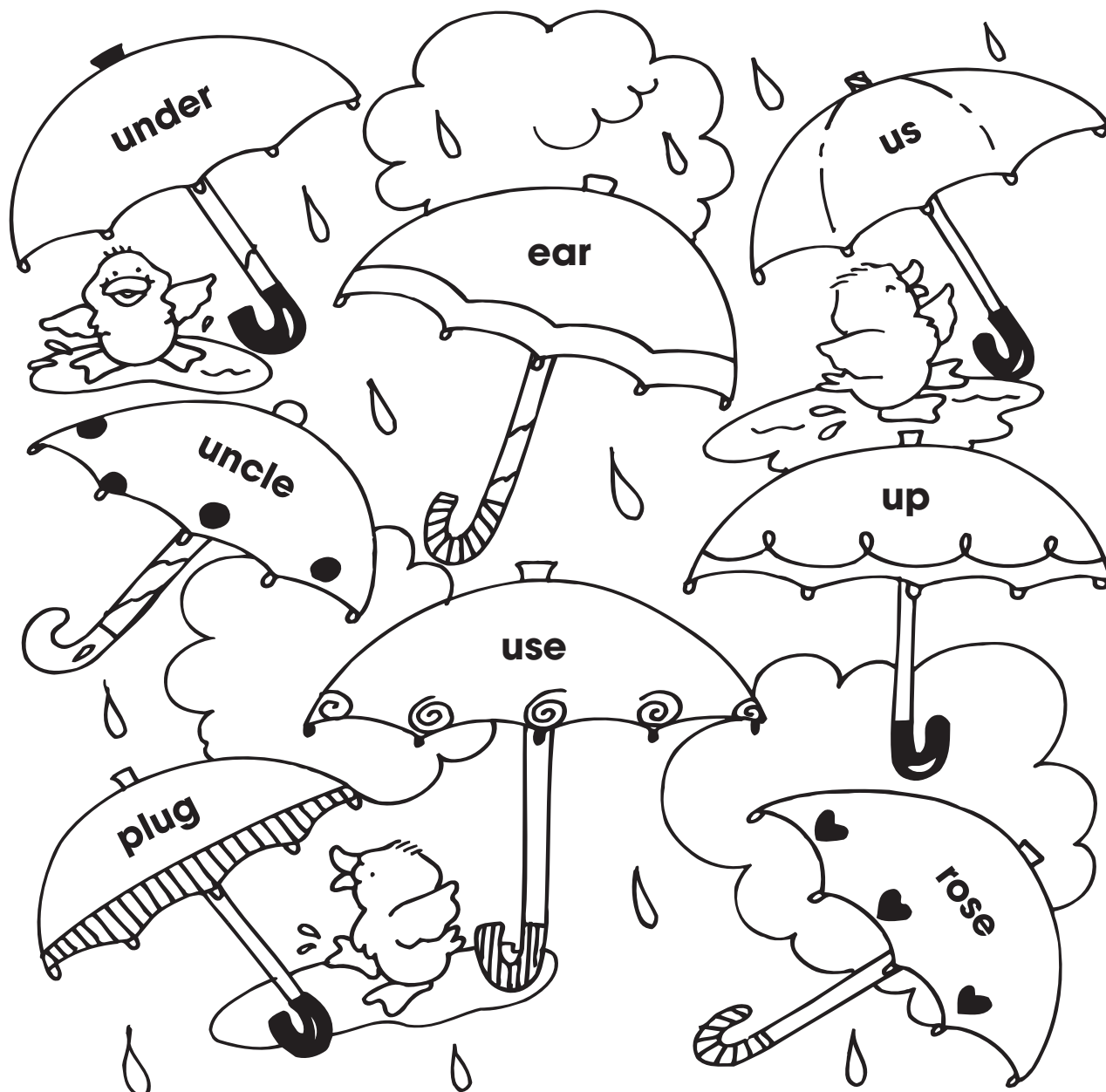
Play Tic-Tac-Toe with children. Give each child a square divided into nine equal, smaller squares. Have children listen to words that you read, such as *under, ball, up, sand, us, tree, uncle, play, and use*. Have children listen to the beginning sound of each word and write the letter that stands for the sound they hear at the beginning of a word in one of the squares. If he or she fills in three squares in a row with the letter *U*, the child wins the game.

U Is for Up

Word Bank

uncle under up us use

Directions: Find the words that begin with the letter *U*. Then color the umbrellas that have a *U* word.





V Is for Vest

Word Bank

van

vase

vest

vet

vine

Basic

Give letter V cards to children. Write the letter V on the chalkboard or whiteboard. Have children say the name of the letter with you. Tell them that you are going to say some words. If the word has the /v/ sound, have children hold up their cards. Say the following words: *vest, sun, van, nurse, vine, apple, vase, tree, and vet.*

Extra Help

Have children use metal cookie sheets and magnetic letters to spell out the words from the Word Bank. Say each word slowly, elongating each sound. Have children listen for the sound each letter makes. Then have them find each letter and spell out the word.

Enrichment

Have children sit in a circle and pass a volleyball around. Gently toss the ball to a child. Have the child say, *V is for _____* and name a word that begins with the letter V. Then have the child toss the ball to the next child. That child repeats the phrase and says another word with the /v/ sound. Continue passing the ball until each child has had a turn to name a word.

Extension

Give children a strip of paper divided into six sections. Have children listen to the following words: *very, green, view, people, voice, and small.* Have them write the letter that stands for the sound they hear at the beginning of the word.

V Is for Vest

Word Bank

van

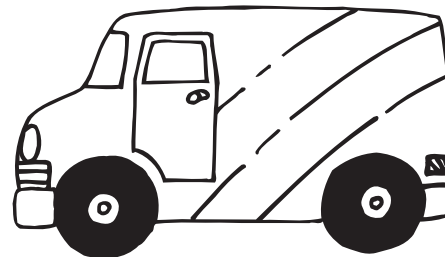
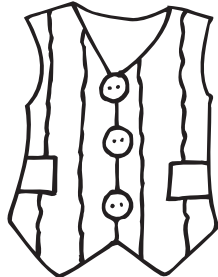
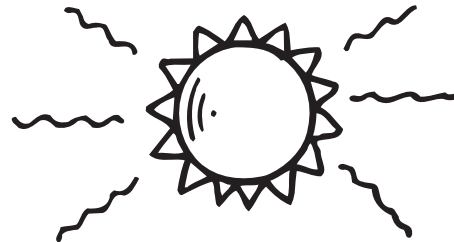
vase

vest

vet

vine

Directions: Trace the letter V. Then circle all the pictures that begin with V.





W Is for Wall

Word Bank

wall

weed

well

wig

wind

Basic

Point to the letter *W* and tell children that the letter *W* makes the /w/ sound. Give children a card with the letter *W* printed on it. Read the following words to children and have them listen for the /w/ sound. Say *wind*, *mitten*, *wall*, *seal*, *wish*, *desk*, *well*, *kite*, and *weed*. Have children hold up their letter cards if the word begins with the /w/ sound.

Extra Help

Review the /w/ sound with children. In paper sacks, place a variety of picture cards. Include several cards in each sack that show objects that begin with the /w/ sound. Have children sort through the cards to find the objects that begin with the /w/ sound.

Enrichment

Play a game of *Ws* with children. Give each child a square divided into nine equal, smaller squares. Have children listen to words that you read, such as *wind*, *nest*, *wall*, *key*, *wish*, *moon*, *well*, *card*, and *weed*. Have children listen to the beginning sound of each word and write the letter that stands for the sound they hear at the beginning of the word in one of the squares. The first child to fill in three squares in a row with the letter *W* wins the game.

Extension


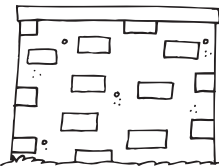
Play a game of *Giant Steps* with the class. Have children stand in a straight line on one side of the room. Tell them to take a giant step forward if the word you say begins with /w/ sound and to take a baby step backwards if it does not begin with the /w/ sound. When the line has moved to the other side of the room, the game is over.



W Is for Wall



Word Bank



wall weed well wig wind



Directions: Read each sentence. Then cut out the words and then paste them in the correct sentence.

1. The  is long. 

2. I pulled out the  

3. The  blew the leaf. 

4. The lady wore a  

5. We get water from the  

wind

wall

wish

weed

well

wig



Xx, Yy, and Zz

Word Bank

x-ray

yard

yarn

yo-yo

zipper

zoo

Basic

Write the words from the Word Bank on the chalkboard or whiteboard. Read each word to children. Have children say the name of each word after you. Have them listen carefully to the beginning sound. Then have children take turns circling the letters that makes the /x/, /y/, or /z/ sound in each word from the Word Bank. Have them name other words that begin with the letters X, Y, or Z.

Extra Help

Review the letters X, Y, and Z with children. Give children a set of picture cards. Have them sort the cards into groups. Group 1 has words that begin with the /x/ sound, group 2 has words that begin with the /y/ sound, and group 3 has words that begin with the /z/ sound.

Enrichment

Give children squares of drawing paper. Tell children that you are going to make up some riddles for words that begin with X, Y, or Z. Have children listen to the riddles and draw a picture to answer each riddle. Say riddles such as:

I am round with string wound around me. I go up and down on my string. What am I? (yo-yo)

I am on a jacket. You can pull me up to close up the jacket. What am I? (zipper)

The doctor uses me to take pictures of your bones. What am I? (x-ray)

Extension

For a week, have children search for other words that begin with the /x/, /y/, or /z/ sound. Tell children to listen for words in stories. When they hear a word with the /x/, /y/, or /z/ sound, write it on a sheet of chart paper. At the end of the week, have children count the number of words they found.



Xx, Yy, and Zz

Word Bank

x-ray

yard

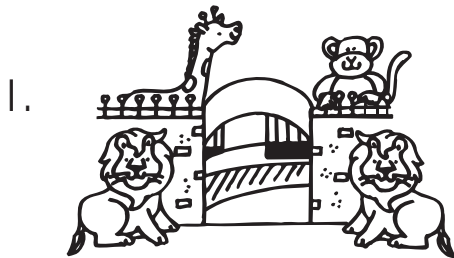
yarn

yo-yo

zipper

zoo

Directions: Circle the word that names each picture. Then write the correct word on the line.



zebra

zoo



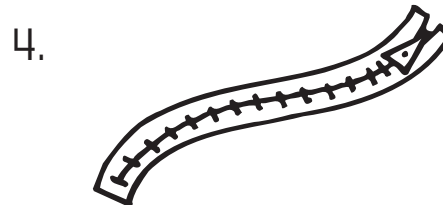
x-ray

exit



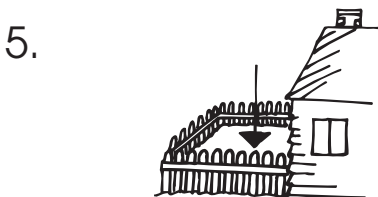
yak

yarn



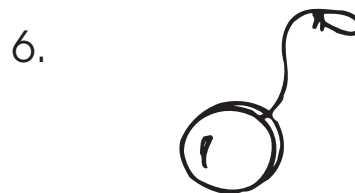
zone

zipper



yawn

yard



yo-yo

yam



Clap, Clap, Clap

Word Bank

cap

rap

lap

map

nap

tap

Basic

Tell children they can sound out words by breaking a word into parts. Help children sound out *cap*. Have them say /c/ /a/ /p/. Put one counter on the desk for each sound in the word. Ask, *What is the first sound you hear in /c/ /a/ /p/?* (I hear /c/) *What is the middle sound?* (I hear /a/) *What is the last sound?* (I hear /p/) Repeat this for each word in the Word Bank.

Extra Help

Have children use metal cookie sheets and magnetic letters to spell out the words in the Word Bank. Say each word slowly, elongating each sound. Have children listen for the sound each letter makes. Then have them find each letter and spell out the word.

Enrichment

Write the words from the Word Bank on the chalkboard or whiteboard. Have children read the words. Then have them make up a riddle and give word clues for one of the words, such as *Babies take one every day.* (nap) Then have another child circle the word that answers the riddle. Continue until all words have been circled.

Extension

Write the words from the Word Bank on slips of paper and place them in a box. Have a child draw out a word and act it out. Then have a different child guess the word.

Clap, Clap, Clap

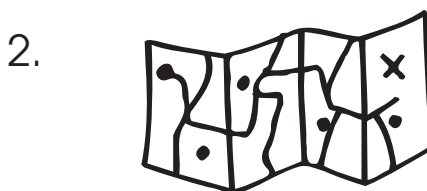
Word Bank

cap	rap	lap
map	nap	tap

Directions: Trace the letters and cut them out. Then paste the letters that stand for the beginning sound in each word.



ap



ap



ap



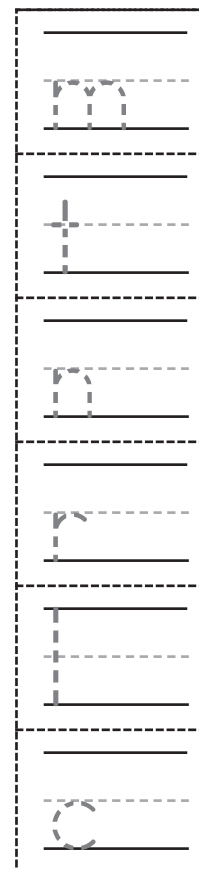
ap



ap



ap





Pets and Vets

Word Bank

met

net

pet

vet

wet

Basic

Write the words from the Word Bank on the chalkboard or whiteboard. Read each word to children. Have children say each word after you. Have them listen carefully to the ending sound. Tell children that all the words end with the same sound. Have them listen for the *-et* sound. Then have children substitute other initial consonants, such as *b*, *g*, *s*, or *l*, to make other words that end in *-et*.

Extra Help

Have children listen to each word from the Word Bank as you read it. Say each word very slowly, elongating each sound. Tell children they can blend the letters in each word by saying the sound each letter makes slowly at first and then repeating the sounds more quickly. Practice blending words.

Enrichment

Write on a sentence strip a sentence frame for each word from the Word Bank. Distribute the sentence strips to children. Have them read the sentence and fill in the blank with a word that completes their sentence. When they are finished writing sentences, have children take turns reading them aloud.

Extension

Call three children to the front of the class. Assign each child a sound in the word *net*. Line them up in order of the letters and have them say the sounds. Ask the rest of the class to name the word. Follow the same process for other vocabulary words.

Pets and Vets

Word Bank

met net pet vet wet

Directions: Read each sentence. Then cut out the words and paste them in the correct sentence.

1. The cat is my _____.



2. The rain is _____.



3. The _____

cares for animals.



4. Catch the fish in the _____.



5. I _____

the man.



pet

met

vet

net

wet



Dip, Dip, Dip

Word Bank

dip

hip

lip

rip

sip

Basic

Use word-blending techniques to help children sound out the words from the Word Bank. Spell out each word, one letter at a time, using letter cards. Place the letter cards *l-i-p* on the chalk tray so children can see them. Model blending the letters to sound out the word *lip*. Have children listen for the *-ip* sound.

Extra Help

Review the sound that *-ip* makes. Have children chant this rhyme for each word from the Word Bank:

One _____, two _____, (sip)

Three _____, four, (sip)

Five _____, six _____, (sip)

Seven _____ more. (sip)

Enrichment

Have children make a list of words that end in *-ip* and make up a word hunt for them. Have them draw a picture or write an *-ip* word on a card. Place the word cards around the room. Have children give clues as to where to find their words cards, such as *The word tip is near the pencil cup.*

Extension

Have children make a word ladder. Give students a blank ladder with *-ip* written on the bottom rung. Have children write *-ip* on the rest of the rungs of the ladder. Have them add an initial consonant to each ending to form new words. Then have children exchange ladders and read each other's words.



Dip, Dip, Dip

Word Bank

dip

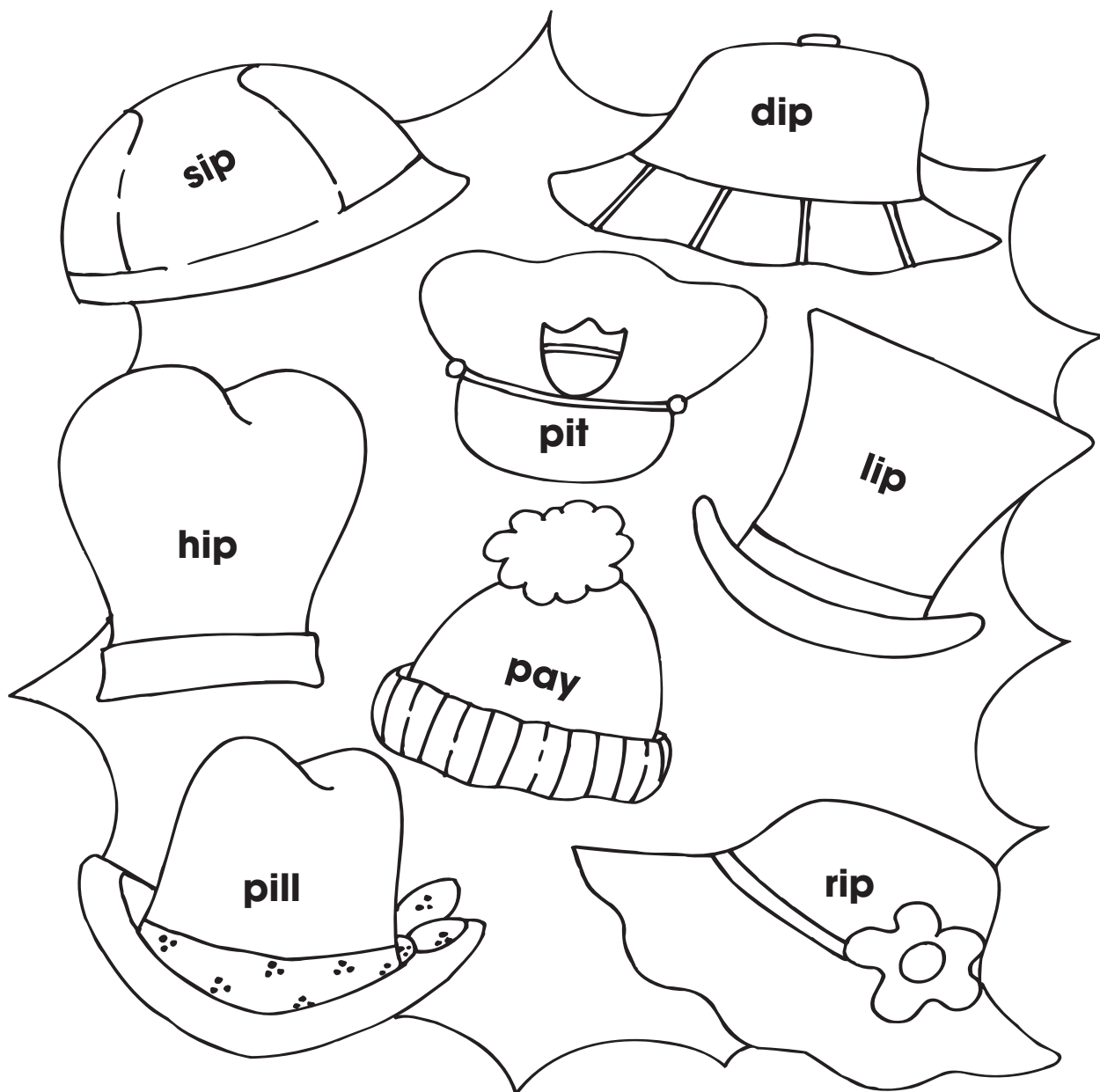
hip

lip

rip

sip

Directions: Find the words that end with *-ip*. Then color the hats that have an *-ip* word.





Hot Pots

Word Bank

cot

dot

hot

tot

lot

pot

Basic

Tell children they can sound out a word by breaking it into parts. Help children sound out *dot*. Slowly say /d/ /o/ /t/. Put one counter in a jar for each sound in the word. Ask, *What is the first sound you hear in /d/ /o/ /t/?* (I hear /d/) *What is the middle sound?* (I hear /o/) *What is the last sound?* (I hear /t/) Repeat this for each word from the Word Bank.

Extra Help

Have children use metal cookie sheets and magnetic letters to spell out the words from the Word Bank. Say each word slowly, elongating each sound. Have children listen for the sound each letter makes. Then have them find each letter and spell out the word.

Enrichment

Have children do a word cheer for *hot*. Divide the class into three groups. Have each group cheer one sound in the word. Tell the first group that their part of the word is /h/. Tell the second group that their part of the word is /o/. Tell the third group that their part of the word is /t/. Lead the children in a cheer. As you point to each group, they are to say their part. Point from group to group so that the children say *hot*. Repeat cheers for other words.

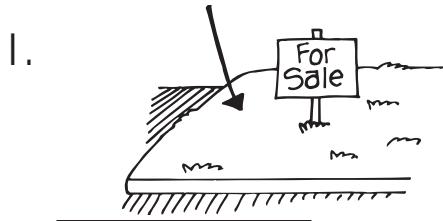
Extension

Have children make picture puzzles for words with *-ot*. Have them draw pictures of things whose name ends with *-ot*. Have them glue their pictures to stiff paper and write the names of their pictures as captions. Then have children cut their pictures apart into puzzle-shaped pieces. Have children trade puzzle pictures and put the puzzles back together.

Hot Pots

Word Bank		
cot	dot	hot
tot	lot	pot

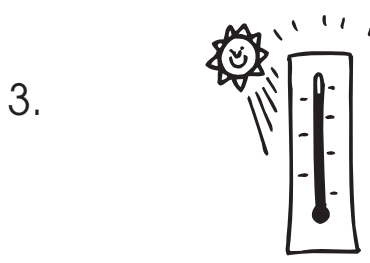
Directions: Trace the letters and cut them out. Then paste the letter that stands for the beginning sound in each word.



_____ ot



_____ ot



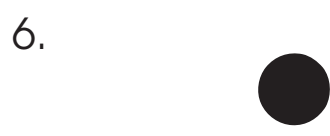
_____ ot



_____ ot



_____ ot



_____ ot

t	l	h	c	d	p
t	l	h	c	d	p



Run for Fun

Word Bank

bun

fun

nun

run

sun

Basic

Display a picture card for *sun*. Tell children that if you say the word *sun* without the /s/, you get *-un*. Have children repeat the ending with you. Tell them that they can replace the initial consonant with other letters to make words that end with *-un*. Put the letters *-un* in a pocket chart. Have students replace the initial consonant with *b*, *f*, *n*, and *r* to make the other words from the Word Bank.

Extra Help

Have children listen to each word from the Word Bank as you read it. Say each word very slowly, elongating each sound. Tell children they can blend the letters in each word by saying the sound each letter makes slowly at first and then repeating the sounds more quickly. Have children practice blending words.

Enrichment

Give children five index cards to use to make a set of vocabulary cards. Have children write one word on each card and draw a picture to go with it. Have children work with a partner to play a game of Concentration. Have them shuffle their cards together and place them facedown on the table. Then have children take turns picking two cards and trying to find a match.

Extension

Have two children come to the front of the classroom. Whisper the /b/ sound to one child and the *-un* sound to the other child. Tell them to say their sound when you point to them. Have the rest of the class say the word. Repeat this for the other words from the Word Bank.



Run for Fun

Word Bank

bun

fun

nun

run

sun

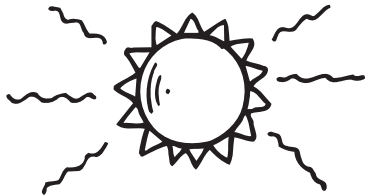
Directions: Trace each word. Then draw a line from each word to the picture it names.

1.



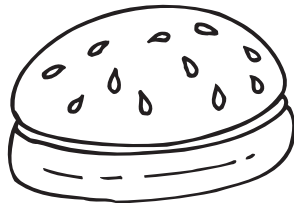
run

2.



sun

3.



bun

4.



run

5.



fun



Short Sounds

Word Bank

bag

dot

hen

pig

rug

sun

Basic

Place picture cards for the words from the Word Bank in a pocket chart. Tell children that all the picture names have a short vowel sound in the middle. Have children name each picture and listen for the vowel sound. Ask children to tell what sound they hear in the middle of each word. Help children practice reading the words from the Word Bank.

Extra Help

Have children clap their hands for each sound in a word. Help children sound out *hen*. Slowly say /h/ /e/ /n/. Tell them to clap their hands for each sound they hear. Ask, *What is the first sound you hear in /h/ /e/ /n/?* (I hear /h/) *What is the middle sound?* (I hear /e/) *What is the last sound?* (I hear /n/) Repeat this for each word from the Word Bank.

Enrichment

Help children make a list of other words with short vowel sounds. Write their words on chart paper. Have them sort the words into groups. Have children put all the short /a/ words together and so on. Write their lists on chart paper and display it where children can see the words to use when writing.

Extension

Have children make a book of short vowel words. Give each child five sheets of paper. Have children write a short vowel word on the top of each page. Then have children draw a picture to go with each word. Staple their pages together to make a book. Have children trade books to read.

Short Sounds

Word Bank

bag

dot

hen

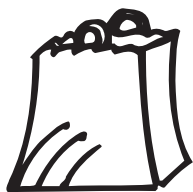
pig

rug

sun

Directions: Trace the letters and cut them out. On the correct line, paste the letter that stands for the middle sound in each word.

1.



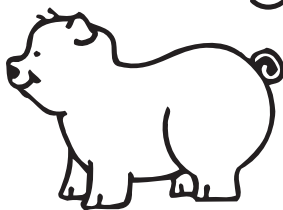
b _____ g

2.



d _____ t

3.



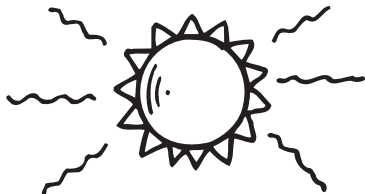
p _____ g

4.



h _____ n

5.

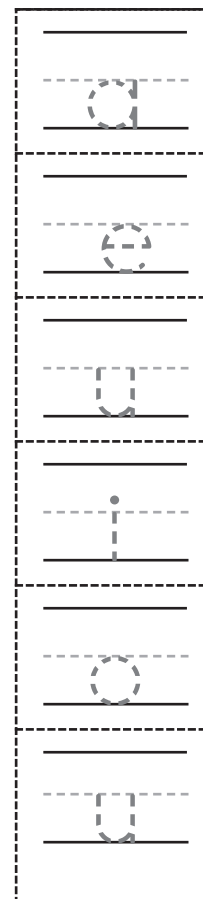


s _____ n

6.



r _____ g



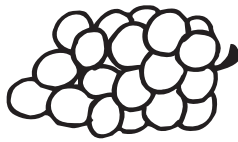
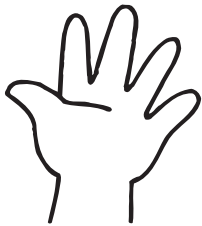


Review

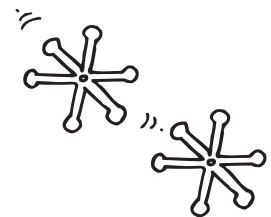
1. Circle the picture of the word that begins with A.



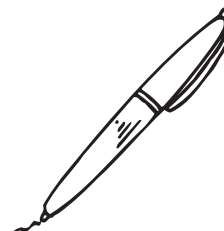
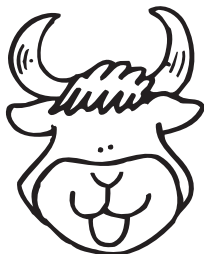
2. Circle the picture of the word that begins with F.



3. Circle the picture of the word that begins with J.



4. Circle the picture of the word that begins with O.





Review

Directions: Circle the word that matches each picture.

5.



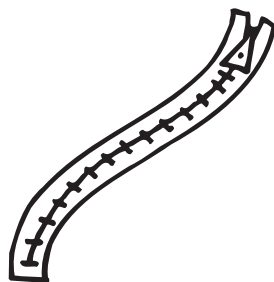
uncle nurse

6.



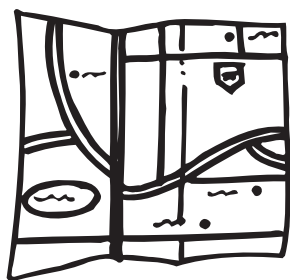
shell vase

7.



yo-yo zipper

8.



tap map



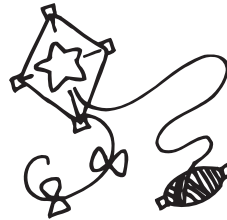
Review

Directions: Read each sentence. Circle the picture of the word that fits in each sentence.

9. The hen lays _____.



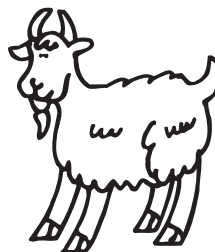
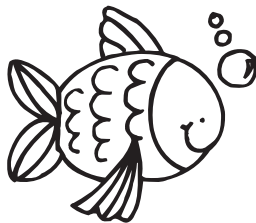
10. The wind blows the _____.



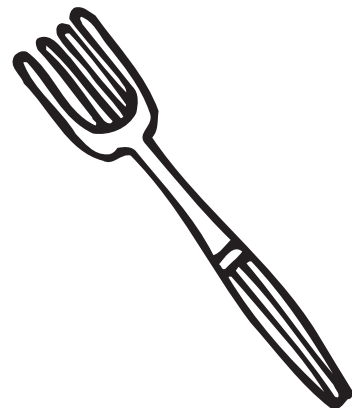
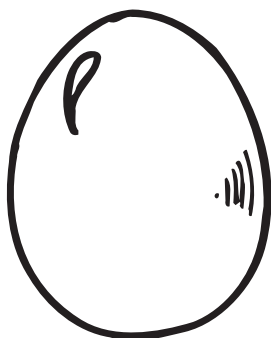
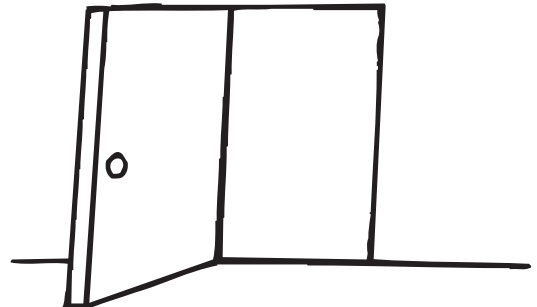
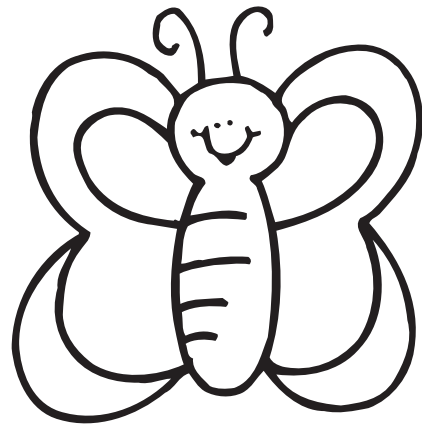
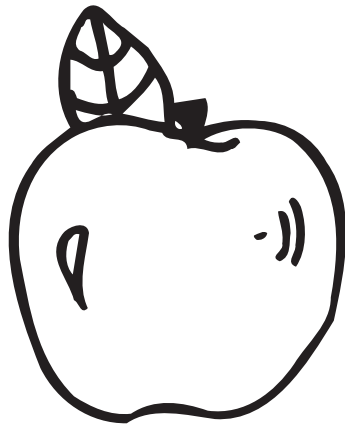
11. I put an apple in the _____.



12. The _____ is in the net.



Letter Cards





Letter Cards

Bb

Aa

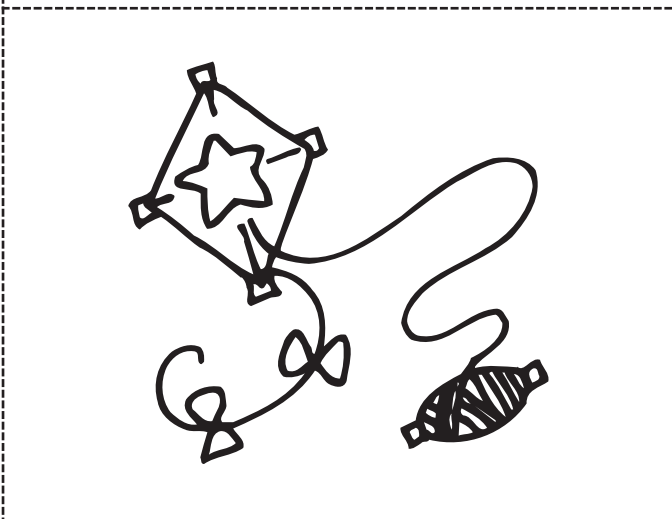
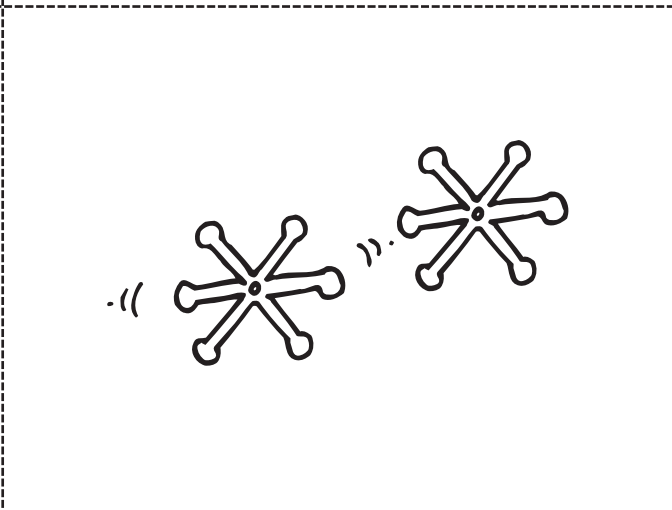
Dd

Cc

Ff

Ee

Letter Cards





Letter Cards

Hh

Gg

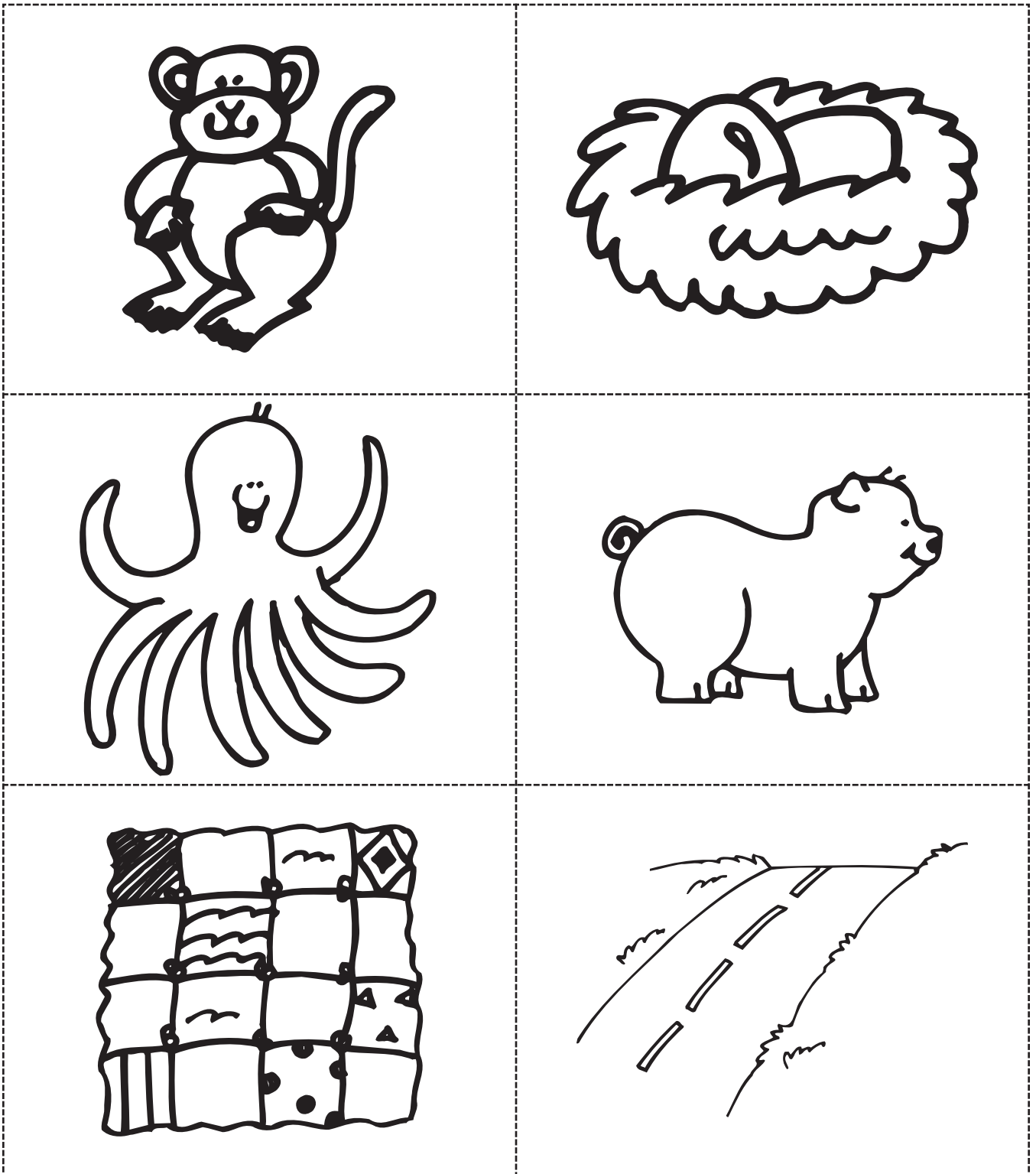
Jj

Ii

Ll

Kk

Letter Cards





Letter Cards

Nn

Mm

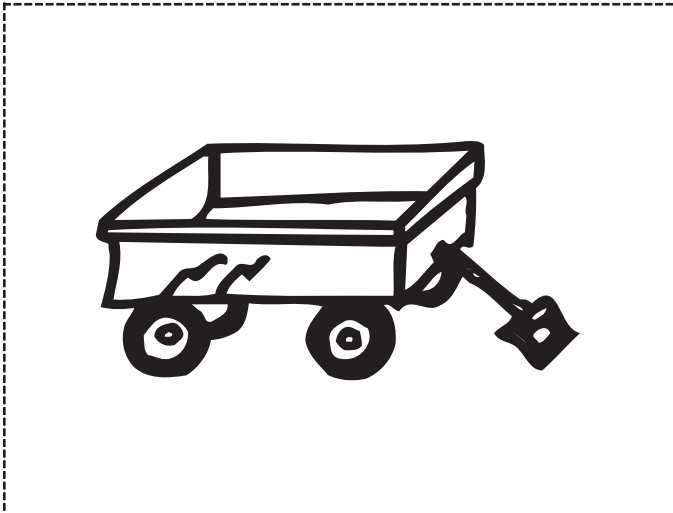
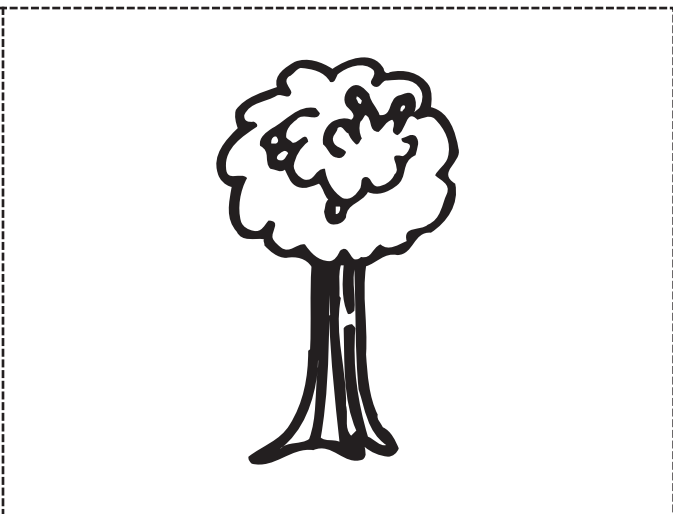
Pp

Oo

Rr

Qq

Letter Cards





Letter Cards

Tt

Ss

Vv

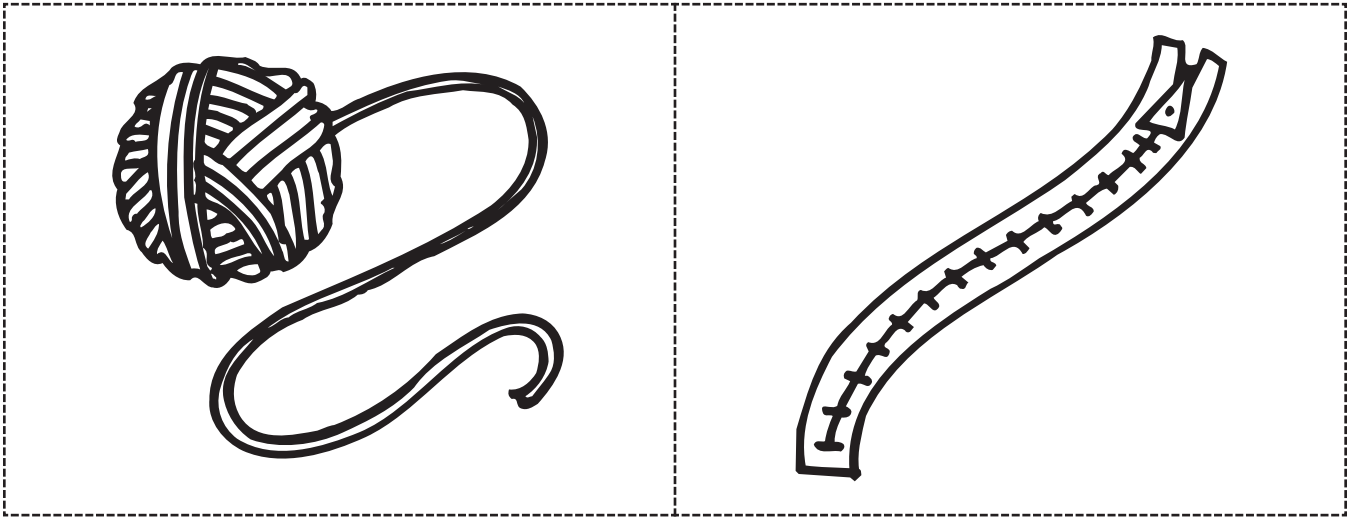
Uu

Xx

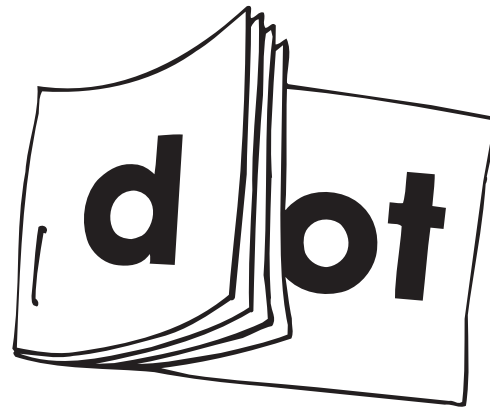
Ww



Letter Cards



Flip Books





Letter Cards

Zz**Yy**

Flip Books

Create flip books to help your students expand their vocabulary. Copy the model on the front of this page to make books for a variety of word families. On the larger card, write the word family for a book, including one consonant to go on that last page. On the smaller squares, write one corresponding consonant that will be cut out and then stapled collectively to the front left part of the larger card. The consonants can be stapled at the top or on the side, whichever is easier for the student.

Have students look at and pronounce the first word of the book. Then, turn the page to show the next word in the family. Encourage students to practice words in each family. Have students draw pictures to illustrate the meaning of each word, or have them use the word when in writing.

Word Families*-ap**-et**-ip**-ot***other suggested word families:***-at**-ell**-in**-op**-ub**-ug*

**A Is for Antpage 7**

Circle ant, art, act, and ape

B Is for Bagpage 9

1. bus
2. bag
3. book
4. ball
5. bike
6. box

C Is for Catpage 11

1. cake
2. cat
3. cap
4. cold
5. cup

D Is for Dogpage 13

Color dad, draw, drink, desk, and dog

E Is for Eggpage 15

1. elf
2. eggs
3. eat
4. Eight
5. eyes

F Is for Funpage 17

Circle fan, feet, fox, and fly

G Is for Giftpage 19

1. goat
2. gum
3. girl
4. gift
5. gate
6. grapes

H Is for Henpage 21

1. hen
2. hand
3. ham
4. hive
5. horn

I Is for Icepage 23

Color ink, inch, into, it, ice

J Is for Jumppage 25

1. jump
2. jar
3. jug
4. jacks
5. jet

K Is for Kingpage 27

Circle kite, king, kick, and key

L Is for Lacepage 29

1. lace
2. log
3. leaf
4. leg
5. lamb
6. lock

M Is for Mepage 31

Color milk, mom, man, me, my

N Is for Nestpage 33

1. nest
2. nap
3. net
4. nail
5. nut

O Is for Overpage 35

1. own
2. old
3. ox
4. Open
5. over

P Is for Playpage 37

Circle pig, pool, pot, and pen

Q Is for Queenpage 39

Color queen, quilt, quiz, quiet, and quart

R Is for Redpage 41

Color ran, red, ride, run, rose



S Is for Six.....page 43

1. saw
2. sand
3. sail
4. sleep
5. six
6. shell

T Is for Tree.....page 45

1. two
2. toe
3. truck
4. tree
5. top

U Is for Up.....page 47

Color under, up, us, use, uncle

V Is for Vest.....page 49

Circle vest, van, vine, vase, and vet

W Is for Wall.....page 51

1. wall
2. weed
3. wind
4. wig
5. well

Xx, Yy, and Zz.....page 53

1. zoo
2. x-ray
3. yarn
4. zipper
5. yard
6. yo-yo

Clap, Clap, Clap.....page 55

1. rap
2. map
3. nap
4. lap
5. tap
6. cap

Pets and Vets.....page 57

1. pet
2. wet
3. vet
4. net
5. met

Dip, Dip, Dip.....page 59

Color lip, dip, hip, rip, and sip

Hot Pots.....page 61

1. lot
2. cot
3. hot
4. tot
5. pot
6. dot

Run for Fun.....page 63

1. nun
2. sun
3. bun
4. run
5. fun

Short Sounds.....page 65

1. bag
2. dot
3. pig
4. hen
5. sun
6. rug

Review.....pages 66-69

1. apple
2. fox
3. jacks
4. ox
5. uncle
6. vase
7. zipper
8. map
9. eggs
10. kite
11. bag
12. fish