



SECTION 1: CVC WORDS

Phonemic Awareness Warm-Ups

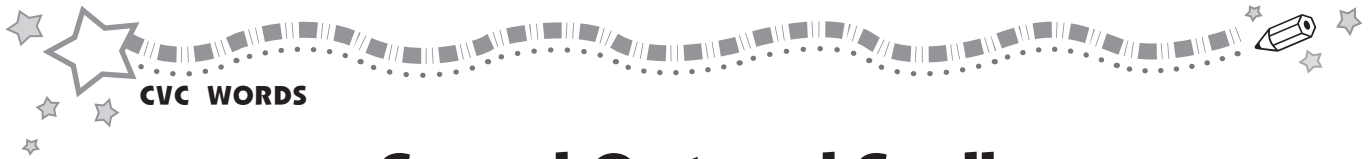
Phonemic awareness experiences can be planned easily by making use of the Word Lists on pages 7 and 8. First, select a set of words by choosing a specific Word List or gather words from various lists in this resource. Determine which phonemic awareness skills you would like children to practice and proceed by generating questions for the selected skills. (Note: Not all skills should be addressed in each lesson. Vary the lessons by focusing on different combinations of skills each time.)

For example, you may wish to use words from Word List Set 1: *rat*, *ran*, *man*, *mat*, *cat*, *can*, *pan*, and *pat*. While working with a small group of children, you might ask them the following questions:

- **Phoneme matching:** “Which words begin with the same sound—*rat*, *man*, *ran*?” (*rat* and *ran*)
- **Phoneme segmenting:** “How would I say the word *ran* to stretch apart the sounds?” (/r/ - /a/ - /n/)
- **Phoneme blending:** “Listen closely because I want to tell you my secret word. It is /m/ - /a/ - /t/. Say the sounds with me: /m/ - /a/ - /t/. Say those sounds quickly. What is my secret word?” (*mat*)
- **Phoneme substituting:** “Think about the word *mat*. Let’s change the /m/ sound to /k/. What word did you make that rhymes with *mat*?” (*cat*)
- **Phoneme substituting:** “Listen to the word *cat*. Let’s change the /t/ sound to /n/. What new word did you make?” (*can*)
- **Phoneme segmenting:** “Now, think about the word *can*. How many sounds do you hear in *can*? Hold up your fingers to show me the number. (three) Tell me the sounds in the word.” (/k/ - /a/ - /n/)
- **Phoneme substituting:** “Listen to the word *can*. Let’s change the /k/ sound to /p/. What new word did you make that rhymes with *can*?” (*pan*)
- **Phoneme blending:** “Here is another secret word for you. It is /p/ - /a/ - /t/. Say the sounds with me: /p/ - /a/ - /t/. Put these sounds together to make the word. Say them quickly. What is my secret word?” (*pat*)

Recognize and Read Words

To strengthen word recognition and decoding skills, various lessons on word families can be created by using sets of words from the Word Lists on pages 7 and 8. For each lesson, write the chosen list on chart paper so that it can be displayed in the classroom. Introduce the words to a small group of children, drawing attention to featured word families by underlining those word parts (spelling patterns). Also, have children chant the words on the list or take turns reading them aloud. Encourage children to compare the words by looking for spelling patterns and hunt for additional words in their reading materials that could be added to the list. If possible, try to provide examples from meaningful text that incorporate some of the words on the list. Write those sentences on the chart, too. You may also wish to make copies of a corresponding activity sheet for students to complete in your literacy center. *For Word Lists 1–10, you will find activity sheets on pages 21–30.*



Sound Out and Spell

Getting Ready: For each member of your group, copy the letter cards on page 9 onto colorful card stock and the activity sheets on pages 10–20 (as needed) onto standard paper. *Note:* The activity sheets on pages 10–19 are coordinated with specific Word List Sets 1–10. The generic activity sheet on page 20 can be used with any Word Set list in this chapter. Also provide pencils, scissors, and envelopes.

Directions:

1. Have students cut out the letter cards along the dashed lines. Give each student an envelope for storing the pieces, which can be reused each time words from the lists on pages 7 and 8 are spelled. Also, distribute a copy of the corresponding activity sheet to each child for the lesson.
2. Choose 8–10 words from one of the sets provided on pages 7 and 8. (Extra words that do not follow the general letter patterns featured are also included in each list.) If you prefer to generate your own lists or harvest words from the literature children are currently reading, identify two or three word families that you would like to introduce to students. If possible, choose words that can be sorted into categories in two different ways. You may wish to include one or two extra words that will not meet the criteria for either selected category.
3. Have children arrange their activity sheets and letter cards on a flat surface in front of them. One at a time, say aloud the selected words and have the children use their letter cards to spell the words on their activity sheets. For example, you may use the activity sheet on page 10 along with these words from Word List Set 1: *rat, ax, ran, man, mat, cat, can, am, pan, and fat*. First, say each word slowly by separating the individual phonemes for children (e.g., /r/-/a/-/t/). Ask children to tell you how many sounds they hear in the word (e.g., three sounds). *Note:* If there are only two phonemes in the selected word (e.g., *am* = /a/ /m/), have children cover one of the boxes with a black card. (When the word *ax* is spelled, place the letter *x* card on the line between two boxes because the letter stands for two phonemes /ks/.) Say the chosen word as many times as necessary to help students link the individual sounds with the corresponding letters as they fill in the boxes with letter cards. Direct students to identify the initial sound first and then listen for the final sound before choosing the letter card for the vowel sound. When the word is spelled correctly with letter cards, have the child print it in one of the boxes on the bottom half of the activity sheet. Continue until all selected words have been spelled and written.

Word Sort

Getting Ready: Students use their completed worksheets from the above activity. Scissors, pencil, paper, and glue are also needed. If interested, you may also create your own master sheet by writing the selected words in the boxes on a copy of page 20 and then reproduce it for students to use.

Directions:

1. Have students cut out the words and the picture cards along the dashed lines.
2. Encourage them to sort the words into two or three groups and then name their categories. For example: After completing the Sound Out and Spell activity for Word List Set 1, children can group the words according to the pictures on the bottom of the sheet by using word families as the criteria (words ending with *-an*, words ending with *-at*, and those not ending with *-an* or *-at*). The words that do not fit in either main category would be arranged under the picture of a “letter box.” Alternatively, have children sort the words from Set 1 by using the final consonant in each word (words ending with *n*, words ending with *t*, and those not ending with *n* or *t*).
3. Direct students to glue their words in groups on a blank sheet of paper and label their categories.



Word Lists

Set 1 (-an, -at)

- rat
- ax
- ran
- man
- mat
- cat
- can
- am
- jam
- pan
- pat
- fat

Set 2 (-in, -ig)

- in
- bin
- big
- pig
- pin
- tin
- rig
- wig
- it
- kin
- fin
- fig

Set 3 (-op, -ot)

- top
- cob
- cop
- cot
- rot
- at
- got
- hot
- hop
- not
- mop
- it

Set 4 (-ed, -et)

- bed
- bet
- yet
- got
- fed
- met
- jet
- pet
- led
- red
- wet
- wed

Set 5 (-ug, -ub)

- sub
- tub
- tug
- jug
- big
- cub
- rub
- hub
- hug
- dug
- gum
- bug

Set 6 (-ab, -ag)

- cab
- cub
- tug
- tag
- tab
- gab
- gag
- sag
- rag
- dab
- wag
- bag

Set 7 (-ip, -it)

- it
- sit
- sip
- zip
- hit
- hip
- lip
- fit
- bit
- rip
- cap
- pit

Set 8 (-ob, -og)

- log
- leg
- dog
- sob
- cob
- jog
- fog
- hog
- jab
- job
- mob
- rob

Set 9 (-eg, -en)

- men
- beg
- peg
- pen
- den
- ten
- leg
- wig
- hen
- pan
- pin
- yen

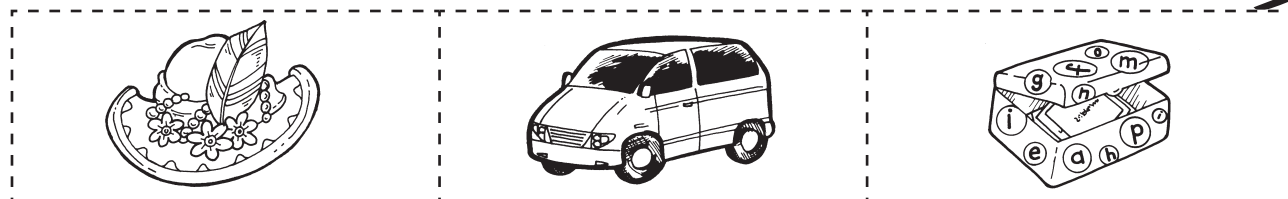
Set 10 (-un, -ut)

- bun
- but
- bet
- nut
- gut
- fun
- fin
- sun
- run
- fan
- cut
- hut

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Word List Set 1

Directions: Use the letter cards to spell the word. Then, write it below in a box. Cut out the words and picture cards. Sort them into word-family groups.



Name _____

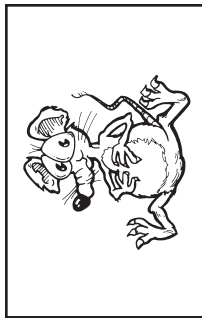
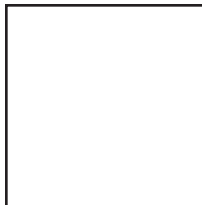
Building Words

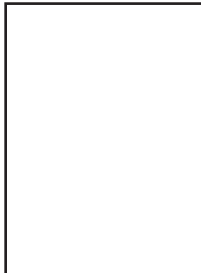
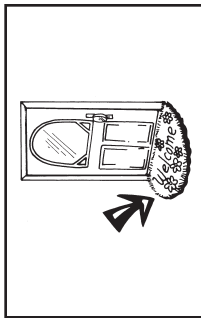
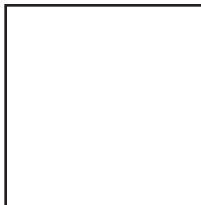
Directions: Cut out the cards. Say the name of each picture. Glue the letter for the beginning sound and word-family cards in the correct boxes. Write the word. Glue the extra cards in the Secret Word box.

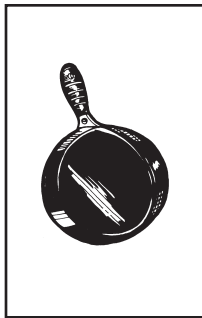
Beginning Letter

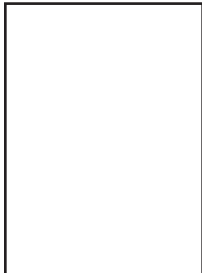
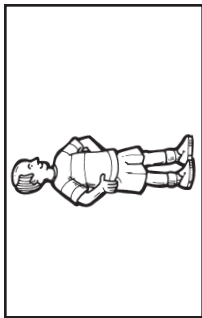
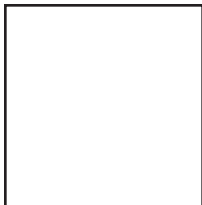
Word Family

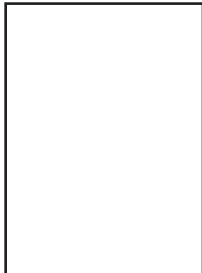
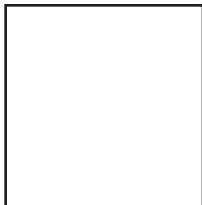
Write the Word!











Activity for Word List: Set 1 on Page 7

c f m

m p r

an

an

an

at

at

at



Secret Word

Fun to Read! Fold the paper on the dotted line. Read the words to a friend.

Name _____

Word Hunts

Activity for Word List:
Set 2 on Page 7

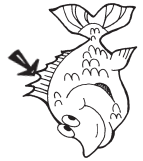


Directions: Look at the clues. Say the name of each picture. Read each word. Look down and across in the puzzle to find the hidden words. Circle them.

s	i	m	f	n	e	r	d	i	g	b	e
p	y	t	a	k	d	v	f	a	e	i	
i	g	a	n	e	f	i	g	w			
x	c	i	a	s	e	a	g				
d	w	t	e	p	i	n					

Clues

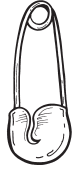
bin



dig



fig



win



Directions: Look in books for other words that end with "ig" or "in." Write them below.

_ig

_in

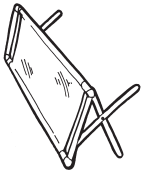


Name _____

See and Spell Ladder

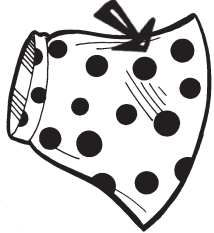
Activity for Word List:
Set 3 on Page 7



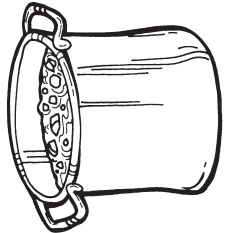
Directions: Say the name of each picture. Write the word. Only one letter changes in each word as you move down the ladder. Glue the missing pictures in the spaces. Write the words.

				
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_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____



Directions: Write the name for each picture.



Directions: Read each word. Draw a picture of it.

pop

tot

