**Phonics**

**Activities**

* **The understanding of how letters or spelling patterns represent sounds of speech. It involves awareness of the sounds of individual letters or letter combinations. Phonics requires the understanding that sounds can be blended to make a word.**

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Activity: Accordion Books

Group Size: Small Group

Purpose: To develop knowledge of word-family rhymes or letter sound patterns.

Materials: Construction paper, glue sticks or stapler, scissors, colored construction paper.

Step by Step Directions:

1. Give students one strip of colored construction paper.
2. Children fold the strip accordion style, leaving about 3 inches on one end.
3. Children write a letter pattern or a word family word on each fold.
4. Glue or staple a colorful face to the top of the accordion books.
5. Children read their books, share the books with their classmates, and take them home.

Example: A students accordion book my have the “ar” letter pattern: smart, sharp, card, yarn, barn, farm.

Activity: Picking What Works for Me

Group Size: Independent or in Pairs

Purpose: To practice using word identification strategies while reading.

Materials: One small flower pot per child. Popsicle sticks with flowers glued to them. Phonics strategies written on each flower. Put flowers in the pot. Put flowers in the pot. (Clay or flower foam can be used for stability.)

Step by Step Directions:

1. Write “Does it Make Sense?” on the side of the pot and place strategy flowers inside the pot.
2. Give each child a flower pot with strategy choices.
3. The students choose and use a strategy to decode a new word.
4. Change strategies as appropriate for children’s needs.

Suggestions for strategies:

* *Do I see a part I know?*
* *What is the beginning sound?*
* *Do I see a silent e?*
* *Do I see two vowels together?*
* *Do I see only one vowel?*
* *Does it sound right?*
* *Does it look right?*

Activity: Tents

Group Size: Small Group, Pairs, Individual

Purpose: Develop knowledge of letter sound patterns.

Materials: 3x5 index cards, black marker, write words with the letter sound pattern students are learning on the cards that are folded in half.

Step by Step Directions:

1. Place the “tents” along the edge of a table. The child “jumps” the tents by touching the table beside each word while saying the words on the tents. Have the child read the word tent several times.
2. The child must read each word correctly before going on to the next.
3. Just for fun you may wish to time how fast each child jumps the tents and then challenge them to beat their own time.
4. Rearrange the tents after each set of jumps.

Activity: Making Words

Group Size: Small Group

Purpose: Students will use given letters to make words of increasing letters.

Materials: Teacher pocket chart with letters, student pocket chart with letters (a, d, h, n, s) Paper

Step by Step Directions:

1. Students will put the letters (a,d,h,n,s) in a pocket chart,
2. Teacher starts by making a 2 letter word. (an)
3. Teacher and students will continue to build 3 and then four letter words with the letters. (and, Dan, has, had, sad, sand, hand)
4. Students will figure out the “secret” word that can be made with all five letters. (hands)
5. As each word is created students will write down a sentence using the word.

Activity: Word Family Egg

Group Size: Small group or pairs

Purpose: Building words using vowel and consonant sounds.

Materials: Basket, marker, plastic eggs, notebook paper, pencils.

Step by Step Directions:

1. Place egg halves in a basket. Some halves will have beginning sounds of word, the other word family rhymes.
2. The students are to pull two egg halves out of the basket to form a word.
3. On notebook paper the students write the words they formed. Their paper will be folded in half: onbe side saying “real words” the other saying “nonsense words.”

Activity: Trading Letters

Group Size: Small Group

Purpose: To develop knowledge of vowel patterns.

Materials: Letter Cards

Step by Step Directions:

1. Give children several letter cards.
2. Ask children to spell a word such as *mad.* Have them then change just one letter to make another word: such as *made.*
3. Talk about patterns; ask children to explain the sounds that the patterns represent.

Activity: Race and Chase

Group Size: Small Group

Purpose: Students learn patterns of spelled words.

Materials: Laminated piece of tag board with a racetrack that is divided into squares, a spinner or dice, and two or more tokens (moving) pieces. Write words on cards that are spelled with patterns the students are learning.

Step by Step Directions:

1. Place word cards face down on the table. Students will role the die or spin the spinner. The student will move that many spaces.
2. They will then draw a card, if they read the word correctly they can stay where they are. If they read it incorrectly they must move back one space.
3. The first player to reach the end wins.
4. This can be used as a spelling activity as well. One of the other players can read the word to the player that is up and they must then spell the word.

Activity: Duck, Duck, Goose

Group Size: Small Group

Purpose: To develop knowledge of word family rhymes.

Materials: Cards with word family words.

Step by Step Directions:

1. Children sit in chairs around a table or in a circle on the floor. If the children sit around the table have them turn their chairs around so the backs of the chairs touch the table and the children sit facing away from the table.
2. One child is “It” “It” has a card with a word family word. “It” keeps the card hidden.
3. “It” walks slowly around the circle gently tapping each child on the head.
4. “It will then stop in front of a child and show them the word card. The child then reads the word.
5. If successful the child becomes the new “It” and gets a new word card.
6. To make the game more challenging the student not only has to read the word but think of another word that belongs in that word family.

Activity: Syllable Boxes

Group Size: Small groups, pairs, individual

Purpose: To divide words into syllables and write syllables.

Materials: Boxes for the number of syllables in the multisyllable words children are reading, pencils

Step by Step Directions:

1. Discuss syllable patterns and how to use these patterns to help pronounce complex words.
2. Ask children to watch and write a multisyllable word on the board (ex: traveling). Then draw as many boxes joined together as there are syllables in a word.
3. Demonstrate how to divide the words into syllables and write them in the boxes.
4. Have students do this for words they find or words they are given.
5. The students will write the words on their papers and draw the appropriate number of boxes.
6. The students will then switch with a peer and the peer will have to fill in the syllable boxes.

Example:

traveling

|  |  |  |
| --- | --- | --- |
| tra | vel | ing |

Activity: Engine-Car-Caboose

Group Size: Small Group