Kentucky Department of Education

Phonics

Instructional Menu

READING FIRST

PREFACE

This publication is one of five Instructional Menus developed for Reading First schools to help them forge forward in their goal of reading excellence. These menus are intended to provide a compilation of Scientifically Based Reading Research (SBRR) instructional activities found in a variety of professional development materials/sessions experienced throughout the tenure of Reading First. The list is not a mandated list, but includes options for use during the instructional day.

To obtain copies of the Reading First Instructional Menus, contact the Kentucky Department of Education Reading First, Co-Directors: Linda Holbrook or Sharla Six at (502) 564-2106 or visit the Kentucky Department of Education Reading First Website at:
http://education.ky.gov/KDE/Instructional+Resources/Literacy/Kentucky+Reading+First/Kentucky+Reading+First+Resources.htm

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Phonics

Phonics

What does the research say about Phonics?
Phonics involves learning the alphabetic system, that is letter-sound correspondences, and spelling patterns, and learning how to apply this knowledge to reading and writing. It is designed to use with beginners in the primary grades and for those children who are having difficulty learning to read.

There are several different instructional approaches used to teach phonics explicitly and systematically. These include synthetic phonics, analytic phonics, embedded phonics, analogy phonics, onset-rime phonics, and phonics through spelling. According to the National Reading Panel, systematic phonics programs are more effective than non-phonics programs.

Here are some key findings of the elements to include in **phonics** and word study instruction:

- **Phonics relates letters and sounds.** Effective phonics instruction includes ways to break spoken words into sounds and how to blend sounds to form words.
- **Phonics clarifies relationships between letters and sounds.**
- **Phonics knowledge applies as students read words, sentences and text.**
- **Phonics instruction is based on assessment.** Information from assessment assists teachers to adapt instruction based on individual needs.
- **Phonics instruction includes four components:** alphabetic knowledge, phonemic awareness, vocabulary development and reading of text.

In general, phonics should be practiced through word, sentences, and texts (phonics readers) - NOT in isolation. (National Reading Panel [NRP], 2000).

GUIDING QUESTIONS

1.) What is Phonics?
According to *Put Reading First*, phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words. Teachers of reading and publishers of programs of beginning reading instruction sometimes use different labels to describe these relationships, including the following: graphophonemic relationships; letter-sound associations; letter-sound correspondences; sound-system correspondences; and sound-spellings.

2.) Why should I teach Phonics?
Phonics instruction has the biggest impact in Kindergarten and First Grade. It also enhances word reading with older struggling readers. While phonics instruction makes a contribution to children's reading growth, it also improves reading comprehension.

Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction. Systematic phonics instruction is the direct teaching of a set of letter-sound relationships in a clearly defined sequence. Teachers use many activities to build phonetic understanding, including:

Letter names and sounds.

Helps students understand that the letters or clusters of letters that make up words represented by separate spoken sounds.

> Teacher: Show a card with the letter A. What letter is this?
> Children: It is an A.

> Teacher: What letter makes /f/ sound? Children write an F on their paper.

Short vowels (vc and cvc)

Children recognize words with vc or cvc pattern.

> Teacher: What is AT or CAT spell*?*
> Children: It is "at" and "cat".

Consonant digraphs

A consonant digraph is two or more consecutive consonants that represent a single sound.

   For example: sh, ch, gh, ph, th, thr, shr

Consonant blends

A consonant blend is two or more consecutive consonants that blend together, while maintaining their own sounds. Blends are sometimes called clusters.

   For example: fl, st, bl, cl, dr, pl, pr, cr, br, fr, gr, str

Long vowel Silent e (cvc$_e$)

These sounds are created by combining simple syllable nuclei with glides and therefore are sometimes called "glided sounds." *Sound it Out!* Pg. 81.

   For example: ade, ide, ode, ube, ote, ane.

'r' controlled vowels

A vowel followed by an "r" stands for a special sound that is neither long nor short. For example: ar, er, ir,or, ur.

Advanced Consonants

   For example: -tch, -dge, -x, qu, soft c and g, kn, gn, wr

Vowel teams/dipthongs and diagraphs

A dipthong is a complex vowel sound characterized by a continually moving tongue shape and changing sound quality. A vowel digraph is two consecutive vowels (or a vowel followed by "w") that produce one sound, usually the sound of the first vowel.

   Vowel dipthongs examples: oi, oy, ou, ow
   Vowel diagraphs examples: ai, ay, ei, oa, ow, au, ea, ew, oo, aw, ee, ie, ou

Multi-syllable (2 syllable, 3 syllable, 4 syllable)

There is a separate Instructional Activities Menu for multi-syllabic words.

Prefixes and suffixes

Meaning units that are added to root words (or stems) to form new words; *prefixes* are added to the beginning of root words; *suffixes* are added to the end of root words.

Instructional Menu for Phonics

Skill/Strategies(s)	Activity	Activity Description
Letter Names and Sounds **Short vowels (vc and cvc)** **Consonant diagraphs** **Consonant blends** **Long vowel Silent e (cvce)** **'R' controlled vowels** **Advanced consonants** **Vowel team/dipthongs and digraphs** **Multi-syllable** **Prefixes and suffixes**	**Name That Letter/Say That Sound**	Students will identify letter names and sounds. Begin with one vowel and three or four consonants, adding new letters as students master them. Model the task by showing students a letter and saying, "This is ___." Then ask the group, "What letter is this?" "Where do they say that sound?" (*Research-Based Methods of Reading Instruction* by Sharon Vaughn pg. 42, Kentucky Reading First Summer Institute Binder 2004 pgs. 3-3 to 3-9)
Letter Names and Sounds **Short vowels (vc and cvc)** **Consonant diagraphs** **Consonant blends** **Long vowel Silent e (cvce)** **'R' controlled vowels** **Advanced consonants** **Vowel team/dipthongs and digraphs** **Multi-syllable** **Prefixes and suffixes**	**Which Letter Am I?**	Given a letter sound, students will write the letter that makes that sound. Use this after students learn letters given in Name That Letter/Say That Sound activity. **Extensions:** Alphabet Mat Game (*Research-Based Methods of Reading Instruction* by Sharon Vaughn pg. 42, Kentucky Reading First Summer Institute Binder 2004 pgs. 3-3 to 3-10)

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Letter Names and Sounds **Short vowels (vc and cvc)** **Consonant diagraphs** **Consonant blends** **Long vowel Silent e (cvce)** **'R' controlled vowels** **Advanced consonants** **Vowel team/dipthongs and digraphs** **Multi-syllable** **Prefixes and suffixes**	**Sequencing Letters**	Students identify letters and place in alphabetical order. Letter cards are arranged on chalk tray or pocket chart in alphabetical order. Then scramble letter cards and teams of children arrange the letters in proper sequence. Optional: Children "march by" pointing to each letter as they recite ABC song. (*Sound It Out!* by John F. Savage pg. 49, Kentucky Reading First Summer Institute Binder 2004 pgs. 3-3 to 3-9)
Letter Names and Sounds **Short vowels (vc and cvc)** **Consonant diagraphs** **Consonant blends** **Long vowel Silent e (cvce)** **'R' controlled vowels** **Advanced consonants** **Vowel team/dipthongs and digraphs** **Multi-syllable** **Prefixes and suffixes**	**Regular Word Reading: Read the Word**	Students will read cards with vc and cvc words. Students will first sound out each letter and then read the word fast. Model the task by saying each sound continuously as you point to each letter ("iiiinnn"). After sounding out the word, read the word fast ("in"). Letter tiles may be used as a scaffold for this activity. **Extensions:** Teaching decoding/Say It Faster/Move It Closer (*Research-Based Methods of Reading Instruction* by Sharon Vaughn pg. 43, Kentucky Reading First Summer Institute Binder 2004 pgs. 3-13 & 3-14)

Skill/Strategies(s)	Activity	Activity Description
Letter Names and Sounds **Short vowels (vc and cvc)** **Consonant diagraphs** **Consonant blends** **Long vowel Silent e (cvc$_e$)** **'R' controlled vowels** **Advanced consonants** **Vowel team/dipthongs and digraphs** **Multi-syllable** **Prefixes and suffixes**	**Word Bingo**	Create 2-4 bingo cards (8 1/2 x 11), each containing 20 squares, and a deck of cards containing 32 CVC pattern words and 6 "wild cards." Wild cards can have any symbol on them (e.g., happy face). At the top of each card place headers with the vowel sounds the class is studying (e.g. bat, lip, but, get, hot, etc.). To begin the activity, a student draws a word from the deck. If the player can place the word in the appropriate column (e.g., /man/ under /bat/, /lip/ under /sit/, and then read each word in that column, the word is left on the board. If the student misreads the word or places it in an incorrect column, the word is removed from the board. If a student draws a wild card from the deck, the card can be placed anywhere on the board. Then the student takes another turn. The activity is over when one of the students fills all the squares on the bingo card. This activity can be used in whole group, small group or in a literacy center. (www.sedl.org)
Letter Names and Sounds **Short vowels (vc and cvc)** **Consonant diagraphs** **Consonant blends** **Long vowel Silent e (cvc$_e$)** **'R' controlled vowels** **Advanced consonants** **Vowel team/dipthongs**	**Word Sort with Prefixes**	Review the prefixes learned and have students read through the word cards. Place one of the cards from each group (key cards) on the table. Model sorting one card into each category. Provide each student with a word card. Explain that he/she will put the card under the key card of the same pattern. Have the student sort the word, read the word, and explain why he/she has sorted it into that group check for accuracy.

Skill/Strategies(s)	Activity	Activity Description
and digraphs **Multi-syllable** **Prefixes and suffixes**		Discuss the meaning of each word, paying attention to how the meaning of a word is changed by adding another word or by adding a prefix. (Supplemental Instruction for Struggling Readers: A Guide for Tutors-The University of Texas at Austin, 2005, Kentucky Reading First Summer Institute Binder 2004 Pgs. (3-29) & (3-30) (12-17 affixes)
Letter Names and Sounds **Short vowels (vc and cvc)** **Consonant diagraphs** **Consonant blends** **Long vowel Silent e (cvce)** **'R' controlled vowels** **Advanced consonants** **Vowel team/dipthongs and digraphs** **Multi-syllable** **Prefixes and suffixes**	**Making Words**	Provide each student with a pre-selected bag of vowels and consonants (vowels in red, consonants in black). Announce and display the letters for the day: one or two vowels and three or more consonants. Have children pull the same letters from their bag. Show them how you can change one letter of the word to make another word. Call out words for the children to construct with their cards. Begin with simple two-letter words and progress to words with more letters. One at a time, display the correctly spelled word, taking care to point out letter-sound correspondence and spelling patterns. (www.sedl.org)
Short vowels (vc and cvc) **Consonant diagraphs** **Consonant blends** **Long vowel Silent e (cvce)** **'R' controlled vowels** **Advanced consonants** **Vowel team/dipthongs and digraphs** **Multi-syllable** **Prefixes and suffixes**	**Again, Context**	The teacher will create sentences with words containing one or two initial consonant digraphs. For example, "We write on the board with _alk. I like barbeque potato _ips. In the cold weather, my lips get _apped.." Using the 'Cloze' strategy, students will use context clues to determine the word part missing in the sentences. (*Sound It Out!* by John Savage pg. 72)

Skill/Strategies(s)	Activity	Activity Description
Short vowels (vc and cvc) **Consonant diagraphs** **Consonant blends** **Long vowel Silent e (cvc$_e$)** **'R' controlled vowels** **Advanced consonants** **Vowel team/dipthongs and digraphs** **Multi-syllable** **Prefixes and suffixes**	**Word Study Cards**	Introduce prefixes to students. Tell students that prefixes appear at the beginning of some words and influence the meaning of those words. Write one prefix on the board. It is best to begin with a prefix that is common and a clear meaning to the students (e.g., *mis*). Read the prefix to the students and teach its meaning. Write a root word on the board. Ask a student to read and define the word. Add the prefix to the beginning of the word, and explain how the prefix changes the meaning of the word. Repeat the process. Ask students to: 1) read and define the prefix, 2) read the root word, 3) read the word with the prefix added, and 4) define the new word. Distribute the root word cards and the prefix cards to the students. Ask students to combine the prefix and the roots to make new words. Ask students to write the new words in their word journals and write a sentence with at least four of the new words. (*Supplemental Instruction for Struggling Readers: A Guide for Tutors*-The University of Texas at Austin, 2005, Kentucky Reading First Summer Institute Binder 2004 pg 12-17)

Skill/Strategies(s)	Activity	Activity Description
'R' controlled vowels **Vowel teams/dipthongs** **and digraphs**	**Bossy _R_**	Write a CVC word on the board (e.g., tap). Discuss the sound that the vowel makes in the word. Write the same word again, but with the last consonant changed to an _r_ (e.g., tar). Read both words and explain that the _r_ changes the sound of the _a_. Explain that when an _r_ comes after a vowel, the _r_ gets bossy and changes the sound of the vowel. (ex. can/car, hand/hard). Have students take turns reading the word cards and provide assistance as necessary. Ask students to write two or three _r_-controlled words in their writing notebooks. (_Supplemental Instruction for Struggling Readers: A Guide for Tutors_-The University of Texas at Austin, 2005)
Prefixes and Suffixes	**Is it Real?**	Define and review prefixes from the previous lessons. Make sure students understand how to read, spell, and define the prefix. Periodically ask a student to define the word, or to use it in a sentence. Introduce the activity "Is it Real?" and explain the rules. Distribute the prefix cards to the students. The first student rolls the dice, moves his/her game piece the appropriate number of spaces, and reads the word on the space. Then he/she combines the prefix and the word and reads the new word. He/she decides if it is a real word or a make-believe word. If it is a real word, he/she must use the word in a sentence.

Skill/Strategies(s)	Activity	Activity Description
		If the student is able to complete all steps correctly, he/she gets one more turn (with a maximum of two rolls).
		If not, the student moves his/her piece back to the last spot he or she was on, and the next player takes his/her turn.
		(*Supplemental Instruction for Struggling Readers: A Guide for Tutors*-The University of Texas at Austin, 2005)
Letter names and sounds **Short vowels (vc and cvc)**	**Slap Cards**	Students will identify letter names and sounds using uppercase and lowercase letters on index cards.
		Students place a card on a pile in the center of a table and say the name of the letter on the card.
		When student places a vowel on the pile, all students slap the pile of cards.
		The student whose hand is on the bottom takes the pile.
		(*Research-Based Methods of Reading Instruction* by Sharon Vaughn pg. 42)
'R' controlled words **Vowel teams/dipthongs and digraphs**	**Vowel Diphthong Word Cards**	Introduce the vowel diphthong pattern. Then write the diphthong pattern on the board (e.g., *oi*).
		Explain that these two letters make the /oi/ sound and use several examples.
		Ask several students to read a word, come to the board, and underline the letters that make the /*oi*/ sound.
		Prepare word cards containing /oi/ words. Students read words from cards. Assistance is provided when necessary. Students read word cards in unison. Monitor and provide feedback. Students add four or five new words in their word journals

Skill/Strategies(s)	Activity	Activity Description
		This activity might also be used for other phonics skills. **Extensions:** When students are ready to practice independently, the students might read cards to each other. The teacher will distribute one diphthong card and several consonant cards to students. Show the students the diphthong card (e.g. /oi/). Model adding consonants to make words for students. (e.g. add /b/ to the beginning of /oi/ and /l/ to the end) Blend the sounds to make the word "boil". Call out the first word for students to form. Monitor and help when necessary. Once the word is formed correctly, the students will add the new word to their word journal. Continue this process. Track words that are most difficult for students and repeat them later in the lesson. (*Supplemental Instruction for Struggling Readers: A Guide for Tutors*-The University of Texas at Austin, 2005)

Skill/Strategies(s)	Activity	Activity Description
Short vowels **Consonant digraphs** **Consonant blends** **Long vowel Silent e** **'r' controlled vowels** **Advanced consonants** **Vowel teams/dipthongs** **and digraphs**	**And the Word is …**	Place two sets of previously studied digraphs (onset) and rime cards face down in the middle of the table. Students will pick up a card from each pile, put the two together and read the word. After reading the word, the student should identify if the word is a real or nonsense word. (*Research-Based Methods of Reading Instruction* by Sharon Vaughn, pg. 43-44)
Short vowels **Consonant digraphs** **Consonant blends** **Long vowel Silent e** **'r' controlled vowels** **Advanced consonants** **Vowel teams/dipthongs** **and digraphs**	**Nonsense Words**	The teacher writes a list of words with consonant digraphs and common rimes on the board; for example: chack, whade, thame. Children erase the initial digraph and substitute another digraph that will make the word real: chack – shack, whade – shade, thame – shame, shamp – champ. (*Sound It Out!* by John Savage, pg. 72)
Short vowels **Consonant digraphs** **Consonant blends** **Long vowel Silent e** **'r' controlled vowels** **Advanced consonants** **Vowel teams/dipthongs** **and digraphs**	**If I know, I now know…**	Teacher selects a common rime such as: ame, ack, or ade. Using consonants, digraphs, blends, etc., students will create words. After a word is created, the student identifies if the "made" word is real. On a sentence strip write, "If I know _____, I now know _____". Using prepared word cards, the teacher models "If I know *name,* I now know *shame."* **Extension:** Students make flip books using brand names. Different beginning sounds are substituted to make new words. Complete directions found in Summer Institute 2004, Volume I, page 3-26.

Skill/Strategies(s)	Activity	Activity Description
Multi-syllable	**Multisyllabic Word Puzzle**	Preparation: Create puzzle cards from multisyllabic words with both open and closed syllables. Place numbers in the upper right hand corner of each puzzle piece. Each word will have a different number. (e.g. 'fan' 'tas' 'tic' will each have a "1", 'mu' 'se' 'um' will each have a "2". Cut puzzle pieces apart in syllables and place in appropriately labeled bags. Review definitions: A syllable is a word or a part of a word made with one opening of the mouth A syllable has one vowel sound. A closed syllable ends in at least one consonant. The vowel in a closed syllable is short. An open syllable ends in one vowel. The vowel in an open syllable is long. Distribute a card to each student in the class. Students take turns identifying and reading their syllables. When students have read their syllables, the students with the number one in the upper right hand corner of their cards go to the front of the room and form a word using all cards with number 1. All students read the new word and compose a sentence with the new word. Continue with other words. Word Example: fan/tas/tic (closed/closed/closed) mu/se/um open/open/closed) (Kentucky Reading First, Summer Institute Binder 2004 pgs. 3-52 to 3-57)

Instructional Activities Menu
Multi-syllabic words Menu

This tool can be used with students having difficulty decoding multi-syllabic words. It is suggested that a screener is given to students to determine their level of need decoding multi-syllabic words. After assessing student decoding, begin instruction at the level the skill breakdown occurs. Multi-syllabic screener follows this Menu.

Phonics Method/Activity (Multi-syllabic 2 syllable, 3 syllable, then 4 syllable)	Description
I. Listening to words read and tell the number of syllables heard	1. Teacher reads a list of multi-syllabic words. 2. Students clap the number of parts or syllables heard in words, or have students drop their chin and count how many syllables are heard in the words. 3. Students say the number of syllables heard.
II. Decoding words of two syllables having the CV/CVC pattern	1. Provide the students with a list of CV/CVC words. 2. Underline vowels. 3. Divide words having the CV/CVC pattern i.e., mu/sic. 4. Mark the first vowel as long, because it is at the end of an open syllable. 5. Mark the second vowel short, because it is between two consonants or closed. 6. Sound out the word.
III. Decoding words of two syllables having the CVC/CVC pattern	1. Provide the students with a list of CVC/CVC words. 2. Underline the vowels. 3. Divide the word between the two consonants in the middle of the word i.e.,nap/kin. 4. Mark the vowels short, because the syllables are closed. 5. Sound out the word.
IV. Decoding 2 syllable words having the C+le pattern	1. Provide the students with a list of C+le patterned words. 2. Underline the vowels. 3. Divide the word in front of the C+le syllable i.e., ta/ble, man/tle. 4. Mark the vowels long or short. 5. Sound out the word.

V. Decoding 2 syllable words having vowel teams, vowel dipthongs, and digraphs (oo, oa, ea, ai, oi, ay, ou, oi, au, aw, oe, ew, al, and igh)	1. Provide the students with a list of two syllable words having vowel teams, dipthongs, and digraphs. 2. Underline the vowel teams, vowel dipthongs, and digraphs. 3. Divide the word into syllables i.e., hea/ther, rai/sin, tay/lor. 4. Mark the vowels long or short if they follow the open or closed syllable pattern and determine the sound of vowel dipthongs and digraphs. 5. Sound out the word.
VI. Decoding two syllable words having prefixes i.e, (pre, un, dis, re, mis, ab, sub, etc)	1. Provide the students with a list of 2 syllable words having a prefix. 2. Underline the vowels, vowel teams, and vowel digraphs. 3. Divide the words after the prefix i.e., re/vamp, un/do, dis/band, pre/view, mis/chief, ab/sence, sub/mit, etc. 4. Mark the vowels long or short if they follow the open or closed syllable pattern and determine the sound of vowel dipthongs and digraphs. 5. Sound out the word.
VII. Decoding two syllable words having suffixes i.e, er, ed, es, ing, tion, ment, etc	1. Provide the students with a list of two syllable words having suffixes. 2. Underline the vowels, vowel teams, vowel digraphs, and vowel dipthongs. 3. Divide the word before the suffix i.e., latch/es, rent/er, wind/ed, hurt/ing, mo/tion, move/ment, etc. 4. Mark the vowels long or short, if they follow the open or closed syllable pattern, and determine the sound of vowel dipthongs and digraphs. 5. Sound out the word.
VIII. Decode words of three or four syllables having prefixes and suffixes	1. Provide the students with a list of multi-syllabic words that have prefixes and suffixes. 2. Underline the vowels, vowel teams, vowel digraphs, and vowel dipthongs. 3. Separate the prefix and/or suffix. 4. Divide the base word into syllables. 5. Follow the pattern established in 2 syllable words for marking vowels. 6. Sound out the word

Multi-syllabic screener

1. Teacher reads the following words and student identifies number of syllables heard.

1. bet _____   5. harmony _____   9. senses _____

2. hobby _____   6. table _____   10. unhappy _____

3. concentrate _____   7. sunshine _____   11. play _____

4. travel _____   8. sky _____   12. reorganize _____

2. Teacher gives student the "Student Copy" of words. Prompting students to decode each word aloud while teacher records response. If correct, put a check mark on the line. If incorrect, write student response.

1. sappin _____   11. neep_____

2. crope_____   12. lapleing_____

3. shuper_____   13. lutter_____

4. uppentle_____   14. samonpully_____

5. deprotenation_____   15. repill_____

6. miftel_____   16. ming_____

7. repleenish_____   17. intripigate_____

8. twoplay_____   18. masonfer_____

9. portish_____   19. mastle_____

10. tarpent_____   20. meeg_____

Multi-syllabic screener Student Copy

1. sappin

2. crope

3. shuper

4. uppentle

5. deprotenation

6. miftel

7. repleenish

8. twoplay

9. portish

10. tarpent

11. neep

12. lapleing

13. lutter

14. samonpully

15. repill

16. ming

17. intripigate

18. masonfer

19. mastle

20. meeg

Instructional Key for
Multi-syllabic Phonics Screener

1. sap-pin _____

2. crope_____

3. shu-per_____

4. up-pen-tle_____

5. de-pro-te-na-tion_____
(alt. de-pro-ten-a-tion)

6. mif-tel_____

7. re-pleen-ish_____

8. two-play_____

9. por-tish_____
(alt. port-ish)

10. tar-pent_____

11. neep_____

12. la-ple-ing_____

13. lut-ter_____

14. sa-mon-pul-ly_____

15. re-pill_____

16. ming_____

17. in-trip-i-gate_____
    (alt. in-tri-pi-gate)

18. ma-son-fer_____

19. mas-tle_____

20. meeg_____

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