

Fun Songs for Phonics, and Secret Tips for Sounding Out CVC Words

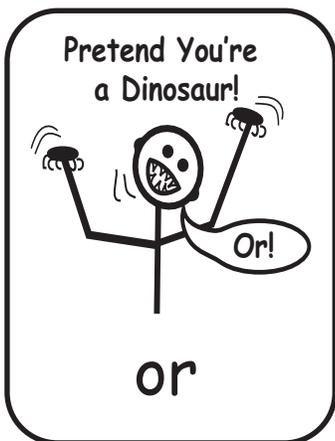
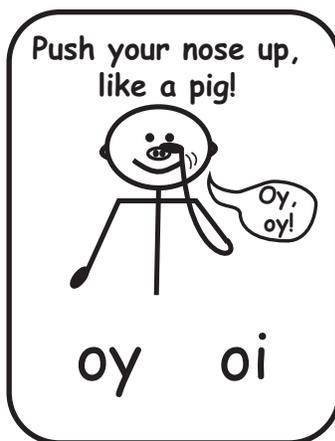
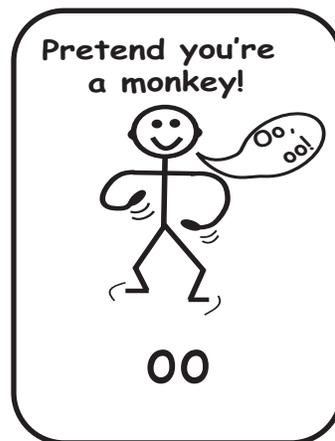
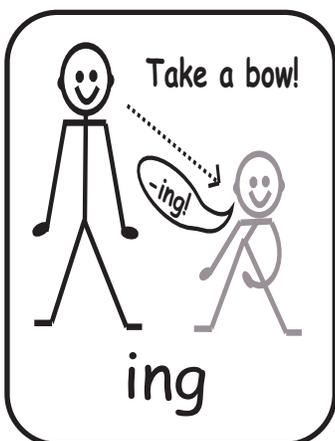
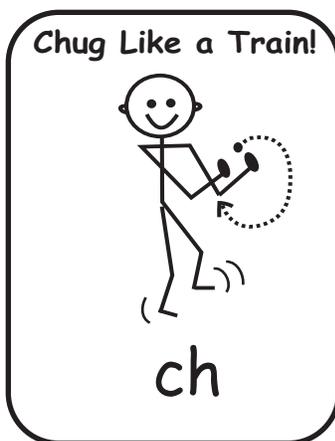
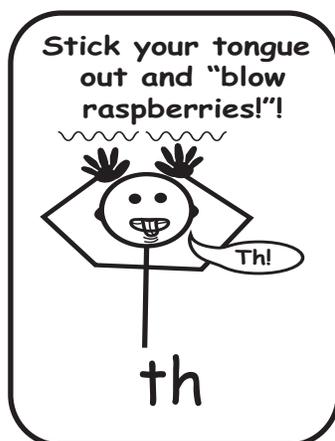
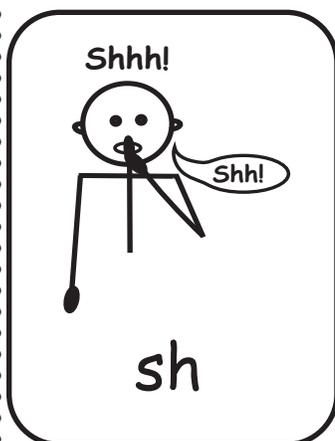
Presented by Heidi Butkus heidi@heidisongs.com

To start teaching new sound spelling patterns, introduce the sound spelling cards. The Sounds Fun Phonics Cards are meant to be used kinesthetically and serve as a mnemonic device.

Procedure:

1. Show flash card with the visual cue. (Kids respond physically and verbally.)
2. Keep practicing the sound with the visual cue and the motion for several weeks until the kids have it down.
3. While you are working on teaching the sounds with the flashcards, teach songs that incorporate the sounds, movements and characters.
4. Once they know the motion and the sound for each flash card, then they practice making the motion and sound for each letter combination with plain letter cards only.
5. Practice reading words with that spelling pattern in it, and find the spelling patterns in reading materials.
6. Build their phonics skills by practicing with games, word building activities, and lots of reading.

Sounds Fun Phonics Motions



Fly!

Aw!

au aw

Jump and Cheer!

Ay!

ai ay

Eee!

ea ee

Pretend You're a Tiger!

Er!

er ir ur

Pick your nose!

Ew!

ew

Give a salute!

igh

Howl like a dog!

Ow!

ou ow

Hold Your Tummy!

Oh!

oa

Wipe your hands on your shirt!

ink

Stinky!

unk

Vowel Teams

Show two fingers!

Hold up one finger!

When two vowels go walking, the first one does the talking.

Bossy E

Shake finger!

When I see a little word that ends with an "e," that makes the middle vowel say its name to me!

Magic Y

Sign Language Y Show two fingers! Sign Language E

When a Y ends a word with two syllables or more, Magic Y makes the sound of an E.

More tips to help kids be successful:

- * Find puppets to go with each character card, and let the puppet do the teaching of each sound spelling pattern.
- Example: My pirate puppet from Gummilump taught the children how to read the "ar" family words.
- * When I write with the class whole group, I keep a copy of the poster right there next to my easel so that we can always check for the correct sound spelling that we need.
- * Stapling the poster to a trifold foam presentation board is a great way to make it portable enough to travel all around the room to different locations.
- * Give the children each a copy of the poster to take to their seats for easy reference.

Sounds Fun Phonics Songs

Ai/Ay Hooray

Ai and Ay say A.
Let's go out to play! Hooray!
Ai and Ay say A.
No more rain today. Hooray!
One, two, three, four, five, six, seven, eight!
Cheer for the team, cheer for the team!
Jump for the team, jump for the team!
Yay!!!!!!
(repeat)

Ai and Ay say A.
Let's go out to play! Hooray!

Ar

A and R for a pirate,
Is "Ar, ar, ar!"
It's hard to be a pirate at sea,
"Ar, ar, ar!"
(repeat)



Au and Aw

Au and Aw say "aw" like "caw,"
Au and Aw say "aw."
Caw, caw, caw!
Caw, caw, caw!
Au and Aw say "aw."
(repeat)

Ch

C and H! /ch/, /ch/, /ch/!
C and H! /ch/, /ch/, /ch/!
Just like a choo choo train.
Just like a choo choo train!
(repeat)

Ea/Ee Whee

Ea and Ee: EEEEE!
Ea and Ee: EEEEE!
Boogie to the beat: EEEEE!
Move those feet: EEEEE!
Boogie to the beat: EEEEE!
Move those feet: EEEEE!
(repeat)

Ea and Ee: EEEEE!

Er/Ir/Ur Tiger

Stripes on Mr. Tiger's fur.
Scratch, and scratch and grr!
Stripes on Mr. Tiger's fur.
Please don't eat me tiger, sir!
E-R, I-R, U-R. Tiger, tiger, er!
E-R, I-R, U-R. Tiger, tiger, er!
(repeat)



Igh

(El Capitan by John Phillips Sousa)

Well, I-G-H, says, "I!"
Just like in a light, a light, a light,
Or even a fight, a fight, a fight!
Cause I-G-H, says, "I!"
Just like in a light or even a fight tonight!
Aye, aye!

Ing King

Ing says "ing" like king!
Bow to the king!
Bow to the king!
Ing says "ing" like king!
Bow to the king!
Bow to the king!
Swing like the king. Oh, yeah!
Swing like the king. Yeah!

Ink

I-N-K spells ink like pink!
I-N-K spells ink like pink!
Uh oh! I think I spilled pink ink!
Uh oh! I think I spilled pink ink!
Wash it in the sink! Wash it in the sink!
I-N-K spells ink like pink!
I-N-K spells ink like pink!

Come on, uh huh! Come on, uh huh!
Come on, uh huh! One, two, three, four!

Oa

O and A go, "oh, oh, oh!"
As he begins to cry!
Oh! Oh! Oh, oh, oh!
Poor little tummy ache guy!

Oo Monkey

O and O go /oo/ /oo/ /oo/,
Like a monkey, like a monkey!
O and O go /oo/ /oo/ /oo/
Like a monkey, like a monkey!
We're climbing up a tree,
And we're monkeying around.
We scratch-a scratch-a scratch-a,

And we're jumping on the ground!

O and O go /oo/ /oo/ /oo/,
Like a monkey, like a monkey!
O and O go /oo/ /oo/ /oo/,
Like a monkey, like a monkey!
Oi/Oy Piggy



Oi, Oy goes "Oy, oy!"
Oi, Oy goes "Oy, oy!"
We're jumping for joy, joy. joy. Oh boy!
We're jumping for joy, joy. joy. Oh boy!
Cause Oi, Oy goes "Oy, oy!"
Oi, Oy goes "Oy, oy!"

The piggy goes, "Oink, oink, oink!"
The piggy goes, "Oink, oink, oink!"
We're jumping for joy, joy. joy. Oh boy!
We're jumping for joy, joy. joy. Oh boy!
Oi, Oy goes "Oy, oy!"
Oi, Oy goes "Oy, oy!"
We're jumping for joy, joy. joy. Oh boy!
We're jumping for joy, joy. joy. Oh boy!

Or Dinosaur

O-R, or. Just like a dinosaur!
O-R, or. Just like a dinosaur!
Chomp, chomp, roar.
Stomp across the floor!
Chomp. chomp, roar.
Stomp across the floor!
Jump and bump and roar like a baby dinosaur!
Jump and bump and roar like a baby dinosaur!

Ou/Ow Howl

Ou and Ow go "ow, ow, ow!"
So let me hear you howl. Ow!!!!
Ou and Ow go "ow, ow, ow!"
So let me hear you howl. Ow!!!!
The doggy says "Ow!"
Coyote says "Ow!"
Wolfy says "Ow!" Ow!!!!"
(repeat)



Ou and Ow go "ow, ow, ow!"
So let me hear you howl. Ow!!!!

Sh Quiet Girl

(Follow Me)

S and H! S and H! /Sh/, /sh/,
/sh/, /sh/, /sh/!

Quiet please, quiet please!
/Sh/, /sh/, /sh/, /sh/, /sh/!



S and H! S and H! /Sh/, /sh/, /sh/, /sh/, /sh/!
Quiet please, quiet please!
/Sh/, /sh/, /sh/, /sh/, /sh/! NOW!

Th Blowing Raspberries

When you see T and H,
This is your big chance to
stick your tongue between
your teeth and blow!
Cause T-H, T-H goes: /th/,
/th/!

T-H, T-H goes: /th/, /th/!
You stick your tongue between
your teeth and blow!
Cause T-H, T-H goes: /th/, /th/!



Like thumpity, thump, thump, thump!
But not bumpity, bump, bump, bump!
Like they-ditty, they, they, they!
But not play-ditty, play, play, play!

Cause T-H, T-H goes: /th/, /th/!
T-H, T-H goes: /th/, /th/!
You stick your tongue between your teeth and
blow!
Cause T-H, T-H goes: /th/, /th/!

Unk Skunk

U-N-K spells "unk" like skunk. Pee you! Pee you!
U-N-K spells "unk" like skunk. Pee you! Pee you!

Boogie to the left, boogie to the right,
Tail goes up, you lost the fight!
Boogie to the left, boogie to the right,
Tail goes up, you lost the fight!
(repeat)

Magic Y

(The Caissons by Gruber/Sousa)

When a Y ends a word with two syllables or
more,
Magic Y makes the sound of an E.
When a Y ends a word with two syllables or more,
Magic Y makes the sound of an E.
So we're hap-happy as we burn off energy!
Count off the numbers loud and strong: One, two!
So wherever you go, you will always know,
Magic Y makes the sound of an E. Yes siree!

When Two Vowels Go Walking

When two vowels go walking,
The first one does the talking.
The first one wins the game,
And says his own name!
The second, he got mad,
Now he's quiet and sad.
When two vowels go walking, that's the game.

He had a spinning winning name,
The second vowel lost the game.
He had a spinning winning name,
The second vowel lost the game.
(repeat)

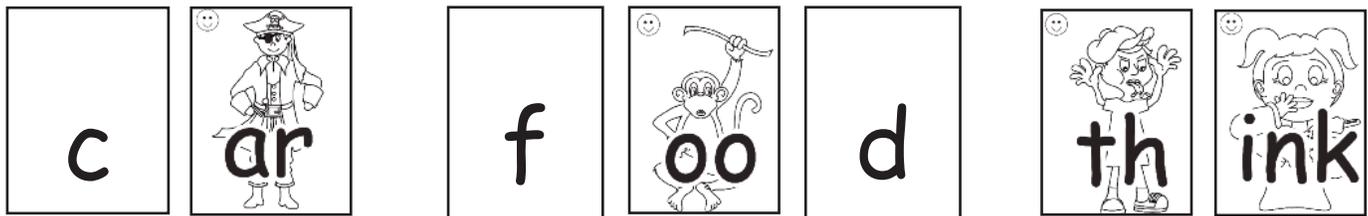
Bossy E

When I see a little word that ends with an E,
That makes the middle vowel say its name to me!
He says, "HEY! You Bossy E! Stop bossing me!"
"Say your name!"
"HEY! You Bossy E! Stop bossing me!"
"Say your name!"
One, two, three, four!

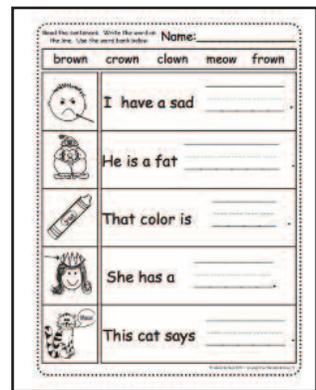
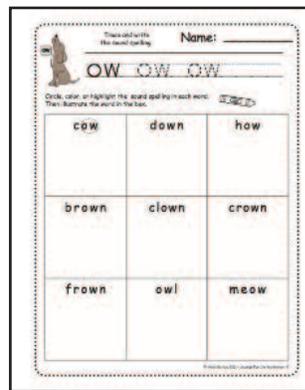
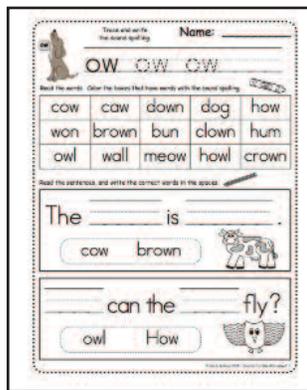
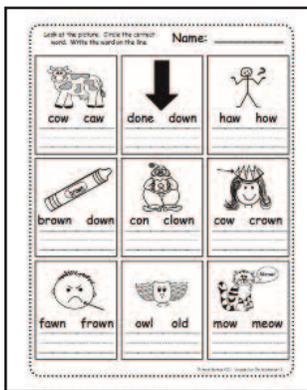
It's not a shack but shake.
Shake, shake, shake!
Not a shack but shake.
Shake, shake, shake!
Not a shack but shake.
Shake, shake, shake!
Thanks to Bossy E,
Thanks to Bossy E!
Chorus
It's not a whip, but wipe.... etc.

Sounding Out Words With The Sounds Fun Phonics Spelling Patterns

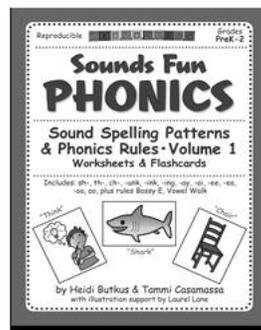
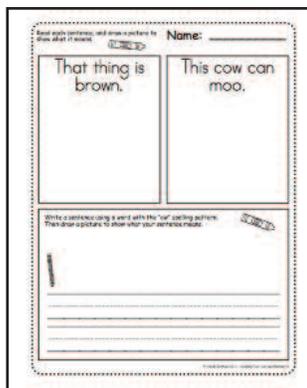
1. When I sound out words that have some of the Sounds Fun Phonics spelling patterns in them, I have kids use the motion for the sound.
2. The Sounds Fun Word Building Kit forms a "bridge" to help kids learn to sound out words with these new sound spelling patterns.



- * Have kids make lists of the words that they can make with the cards.
- * Play games with the cards by having the teacher use the cards to make words and have the children guess them.



(From the Sounds Fun Workbooks)



BLENDING SOUNDS INTO WORDS!

Sounding out words is a skill that is usually acquired along with phonemic awareness skills.

The Progression of Phonemic Awareness Skills

1. Blending parts of compound words
(jump + rope = jumprope)
2. Blending initial sound to rest
of word in longer words
(/f/ + irefighter = firefighter)
3. Blending initial sound to rimes in
shorter words
(/s/ + it = sit)
4. Blending 3 phonemes/sounds in context
("He has a /p/ + /i/ + /g/" =
"He has a pig.")
5. Blending 3 phonemes
(out of context)
(/b/ + /e/ + /l/ = bell)



Final Skill Objective: Blending CVC Words in Print "cat" =

Learning to blend sounds together is a separate skill from knowing the letters and sounds. You do not have to know all of the letters to begin practicing!

- * If your students are having a lot of trouble sounding out words, see if they can blend some sounds that YOU say. If not, then back up to more phonemic awareness activities.
 - * Children with poorly developed phonemic awareness skills usually have a lot of trouble learning to sound out words when the time comes.
 - * You can easily find out where to begin by asking your students to do some of the above tasks on the progression to see where they fall. Assuming they can get past the first couple of steps, here's where to begin:
 - * To get started, have them LISTEN to you make letter sounds and try to guess your "secret word". Start with just two sounds.
- Ex.: /mmmmm/ /aaaaaa/ "ma!"
- Ex.: /ssssssss/ /aaaaaa/ "sa!"
- * These are the easiest consonant sounds to start with because they can be drawn out.
f, l, m, n, r, s, v, z
 - * Show them the letters as you go. Remember to have them spend a lot of time just listening and watching.
 - * Add in a third sound when most children are getting the first two.
 - * Use the "How Do You Sound It Out?" song from **Little Songs for Language Arts** to help teach children how to sound out a word.



Sound It Out

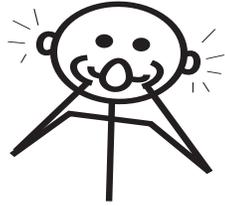
(To teach blending sounds into words)

How do you sound it out,
How do you sound it out?
Say all the sounds and then you drag 'em out!
/r/, /u/, /n/,
/rrrrrr/, /uuuuuu/, /nnnnnn/.
Run! Run! Run, run, run!

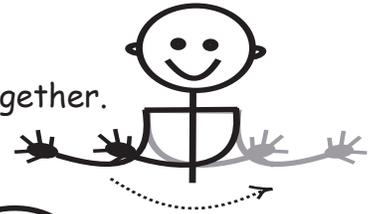
Repeat this pattern with:
Jump, swim, fly.

How to Sound Out a Word

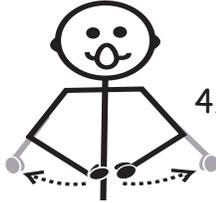
1. Say the letter sounds.



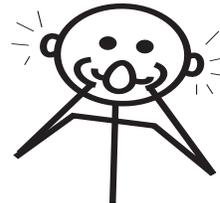
3. Blend the sounds together.



2. Stretch out the sounds.



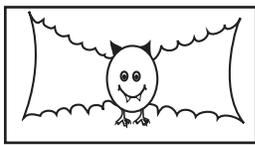
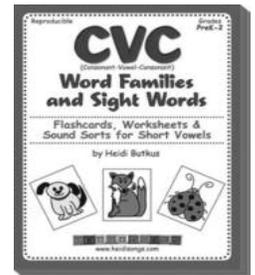
4. Say the word.



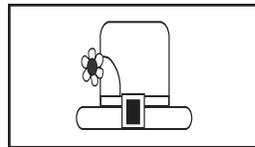
*You can get these steps and illustrations as a free download on my blog at:
<http://heidisongs.blogspot.com>. Look for the Nov. 11, 2011 entry.*

How to Introduce a Word Family

1. Start by introducing the flash cards from the CVC book, volume 1 or 2. Practice matching the pictures to the words, and practice sounding out the words.



bat



hat

2. Use a pocket chart to sort the cards when you sort them whole group.

3. Send home flash cards with your students so that they can practice at home. The CVC book has "Student Flash Cards" that all fit onto one page to conserve resources.

4. After you have introduced more than one word family, practice reading and sorting them into the different word families.

5. When teaching kids to read CVC words, remember that often children must be taught the vocabulary of the words on the worksheet.

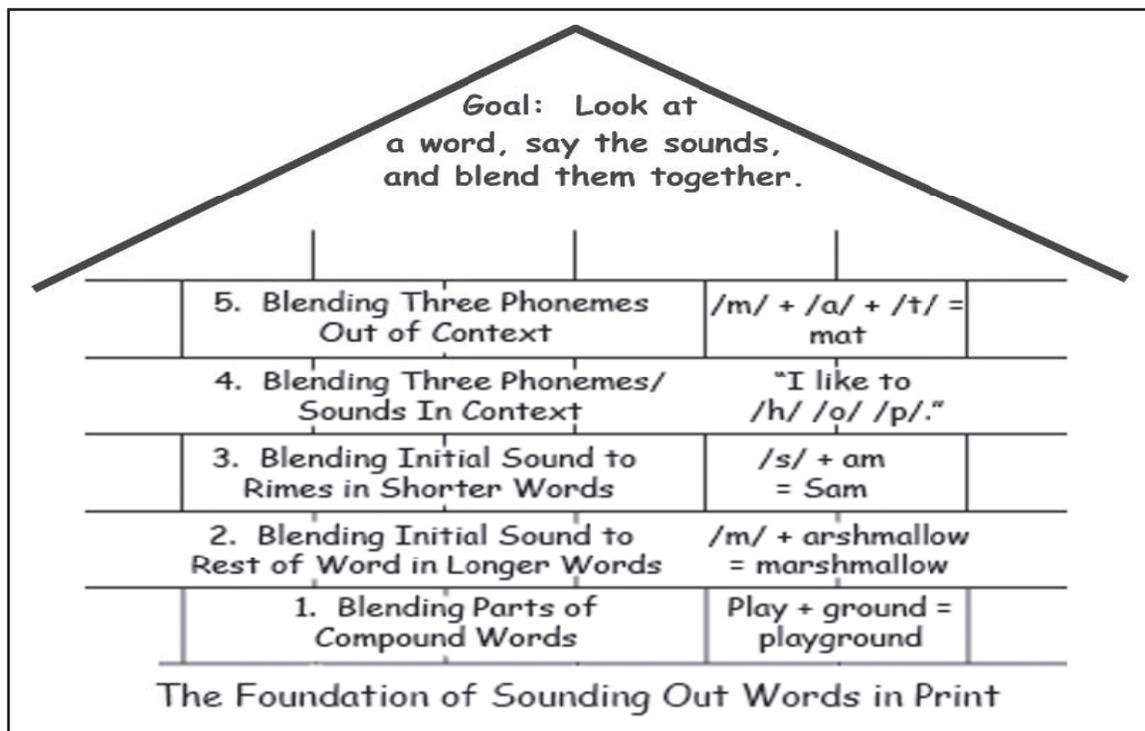


6. Have kids practice matching the words and pictures together for about a week before they do it on a worksheet.

7. Work on sounding out the words for about a week before asking them to do a worksheet. Once they can sound out the words and are familiar with the pictures, then it is okay to introduce the worksheets to them. Recommended: no more than one worksheet per week for homework- but use the flash cards almost daily if time.
8. Play games with the flash cards, such as bingo or go fish, etc.
9. One of the best ways to use these bingo games is to call out the word in segments and have the kids blend the word and find it.
10. Bubble wrap game: Sound out a word, and then as a reward, pop a bubble on the bubble wrap or packing balloons filled with air.

Things to Try if Children are Not Getting It

First: Check to see if all of the "bricks" of the foundation are in place.



For the following activities, make sure that you use the very same words and sounds that you are trying to get the kids to ultimately read. **This is VERY IMPORTANT for those that struggle.**

So if you are working on "in family" words with your class, and you have one group that can't sound out ANY words at all, make sure that you do the phonemic awareness activities with the "in family" sounds.

1. *Guess My Silly Sound*

Give a child just two sounds, and have him or her try to blend them together. Give each child a wooden cube to build a tower each time he or she gets it right. They see how high they can build their tower. *Try putting the vowel first and the consonant last.*

2. *Guess My Secret Word*

Take some CVC flash cards and tell the children the sounds without showing the letters. Ask them to blend them. If they cannot, then give them contextual clues.

3. *Listen to The Words Carefully*

Say the words slowly, and have the children say them slowly, too- into **phonics phones** to help them focus on the sounds!

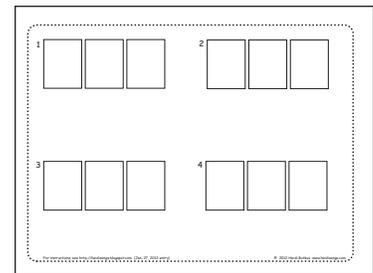
4. *Stretch Out the Words*

Have the kids listen to you say the words slowly you segment them. Then get out some stretchy snakes and let them pull on them while they segment the word.

5. *Write the Sounds That You Hear*

Have the kids write the sounds that they hear in the words they segmented.

Then give them markers and have them push the markers together as they blend them. Master available as a free download on my blog: Jan. 27, 2012 entry. <http://heidisongs.blogspot.com>



6. *Play games with the pictures from the CVC book, such as Memory or Go Fish.*

7. *Consider ruling out short term memory issues with a Three Step Direction Test.*

Give the child three simple directions at once and see if he can remember and do them in order.

8. *Try adding in some daily whole group practice with MOVEMENTS into your routine. We have a movement for each letter sound that we do when we sound out the words.*

9. *Address letter sound fluency with those that struggle. Can they give one sound a second?*

10. *Try a different movement. We switched to a "shoulder/arm swipe" as we sounded out words halfway through the year.*

11. *Once a child sounds out a word, have them do it again IMMEDIATELY!*

12. *Teach them to "read your lips."*

13. *Sing a Sound Blending Song!*
(The following songs are from HeidiSongs *Sound Blending Songs for Word Families.*)

In Family

Oh, here's a word with I and N.
Just blend sounds together again!

I n.
I n.
I n, i n.
In, in! In, in, in!

Oh, here's a word with I and N.
Just blend sounds together again!

F i n.
F i n.
F i n. F i n.
It's a fin, fin, fin!

Oh, here's a word with I and N.
Just blend sounds together again!

P i n.
P i n.
P i n. P i n.
It's a pin, pin, pin!

Oh, here's a word with I and N.
Just blend sounds together again!

W i n.
W i n.
W i n. W i n.
Gonna win, win, win!

Sound Blending Songs for Word Families

The At Family

All of the words in the
At Family,
End the same with an A
and a T,
It goes a t! A t!
A t! A t! At! At!
That's the At Family!

Put an M in front of
"at."
What word is that?
What word is that?
M a t!
M a t!

Ma t! Ma t!
Mat, mat!
Wipe your feet on the
mat!
Wipe your feet on the
mat!

Put an R in front of
"at."
What word is that?
What word is that?
R a t!
R a t!
Ra t! Ra t!
Rat, rat!
My cat will eat the rat!

My cat will eat the
rat!
Put an S in front of
"at."
What word is that?
What word is that?
S a t!
S a t!
Sa t! Sa t!
Sat, sat!
We jumped and then
we sat!
We jumped and then
we sat!
That's the At Family!

An Family

You can read words with an
A and an N,
Sound them out like this and
try it again,
A n! A n!
A n! A n!
An, an, an!
An Family!

Try it with a V in front of it!
Let's sound it out!
V a n!
V a n!
Va n! Va n!
Van, van, van!
Let's drive a van!

Ig Family

Here's a little song
with letters I and G,
To sound these letters
out you have to follow
me!

B i g. B i g.
Big, big, big, big!
That hairy monster is

big, big, big!
P i g. P i g.
Pig, pig, pig, pig!
That hairy monster is a
pig, pig, pig!

J i g. J i g.
Jig, jig, jig, jig!
That hairy monster did
a jig, jig, jig!

D i g. D i g.
Dig, dig, dig, dig!
That hairy monster
likes to dig, dig, dig!

Here's a little song
with letters I and G,
To sound these letters
out you have to follow
me!

Try it with an F in front of
it!
Let's sound it out!
F a n!
F a n!
Fa n! Fa n!
Fan, fan, fan!
Show me a fan!

Eg Family

A dino named Meg laid
a dinosaur egg,
With an E and a G,
That's the Eg Family!
E gg. Egg. Roar!
E gg. Egg. Roar!

M e g. Meg.
Roar!
(Repeat)
B e g. Beg.
Roar!
(Repeat)

L e g. Leg.
Roar!
(Repeat)
A dino named Meg laid
a dinosaur egg,
With an E and a G,
That's the Eg Family!

Try it with an R in front of
it!
Let's sound it out!
R a n!
R a n!
Ra n! Ra n!
Ran, ran, ran!
And we all ran!

Ip Family

Blend the words with I
and P,
It's the Ip family!
Z i p. Zip!
Z i p. Zip!
Zip goes the zipper!

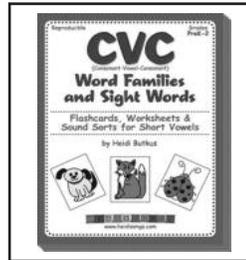
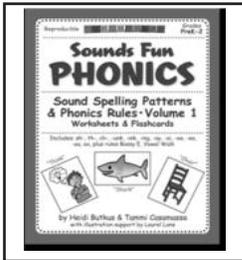
Zip goes the zipper!
Z i p. Zip!
Z i p. Zip!
R i p. Rip!
R i p. Rip!
Rip goes the ripper!
Rip goes the ripper!
R i p. Rip!

R i p. Rip!
L i p. Lip!
L i p. Lip!
Lips stay zipped
Lips stay zipped!!
L i p. Lip!
L i p. Lip!

T i p. Tip!
T i p. Tip!
Tip to the left!
Tip to the right!
If you don't fall down,
you're doing it right!
T i p. Tip!
T i p. Tip!
Tip!

Common Core Literacy Centers Kids LOVE!

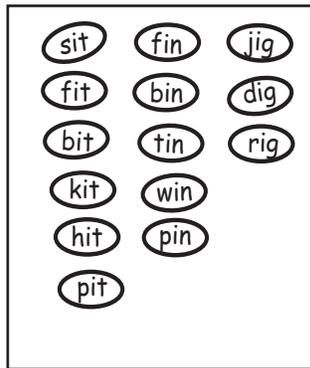
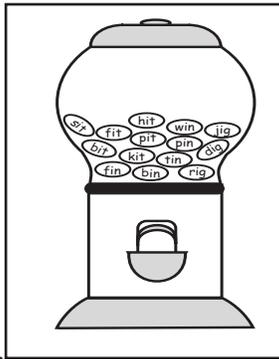
Here are some learning centers and activities that you can use to help reinforce sounding out and reading words with CVC spelling patterns or any of the regular phonics sound spelling patterns. Many can be adapted for sight word practice as well.



Many of the following centers were made using parts of the worksheets and some of the flash cards from the Sounds Fun Phonics Workbooks or the CVC Workbooks from www.heidisongs.com. However, most could probably be made with just about **any** worksheets or flash cards.

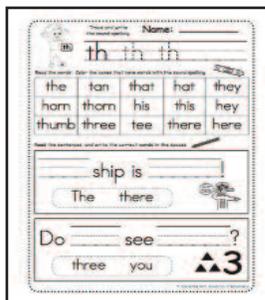
CVC Gumballs

* Get a gumball machine and some decorative gems. Use Mod Podge to adhere CVC words onto the gems, and then let them dry. Then, have the children push the button to release the gems. They then read the words, sort them into word families, and match them to the flash cards with the words.



Visual Discrimination Cards with Jewels or Markers

* Copy and laminate just the visual discrimination part of a worksheet. Children can complete many of these with dry or wet erase markers in a very short period of time.
- Place jewels on the matching words or letters.



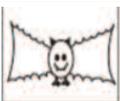
the	tan	that	hat	they
horn	thorn	his	this	hey
thumb	three	tee	there	here

Have children put jewels on all of the "th" words, etc. (Example from HeidiSongs Sounds Fun Workbook).

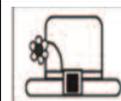
Write the name of the animal in the box that says the picture.

Name: _____

	mat hat rat mat
	the my mat cat
	sat bat cat bat
	bat a the my
	hat my hat mat
	the hat sat pat
	Nat Nat rat my
	sat hat Nat mat
	pat hat pat mat
	rat my the pat
	rat the pat rat
	rat my mat a



sat bat cat bat
bat a the my

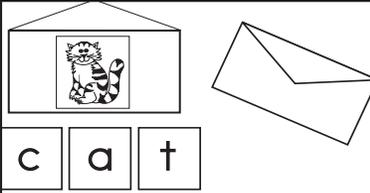


hat my hat mat
the hat sat pat

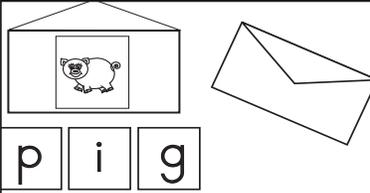
Have children put jewels on the CVC word that is pictured to the left.
(Example from HeidiSongs CVC Workbook Vol. 1).

CVC Pockets

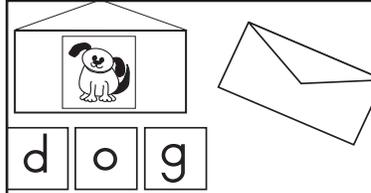
* Make your own CVC Pockets from pictures and letter cards, or download mine from HeidiSongs.com.



c a t



p i g



d o g

CVC Puzzles

* Make your own from pictures and letter cards, or download mine from HeidiSongs.com.



b u g



d i g



d o g

Word Pokers

* Word Pokers example shown is from HeidiSongs CVC book, but can be done with any similar workbook page.

 Nan the fan	 and fan ran	 Nan go van
 man see ran	 fan man my	 an Nan pan
 Dan my the	 go can cat	 the fan man



Nan the fan

○ ○ ○



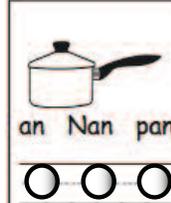
Nan go van

○ ○ ○



fan man my

○ ○ ○



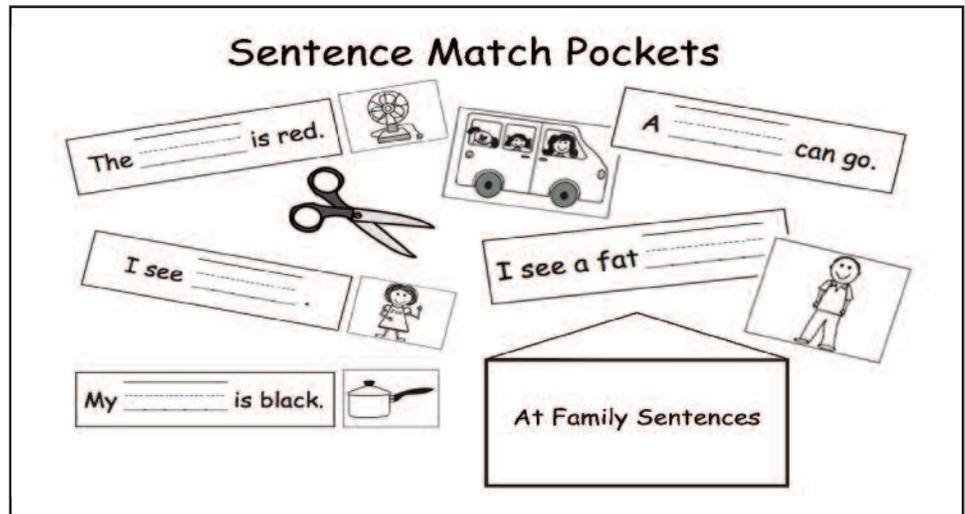
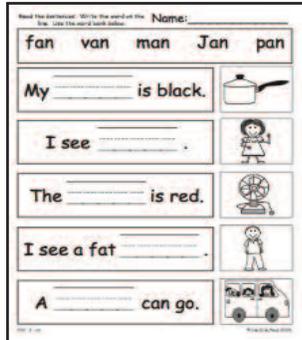
an Nan pan

○ ○ ○

Kids poke a pencil through the holes under the correct word, then check the back of the card. If it is correct, they will find the hole circled on the back of the card with a red marker.

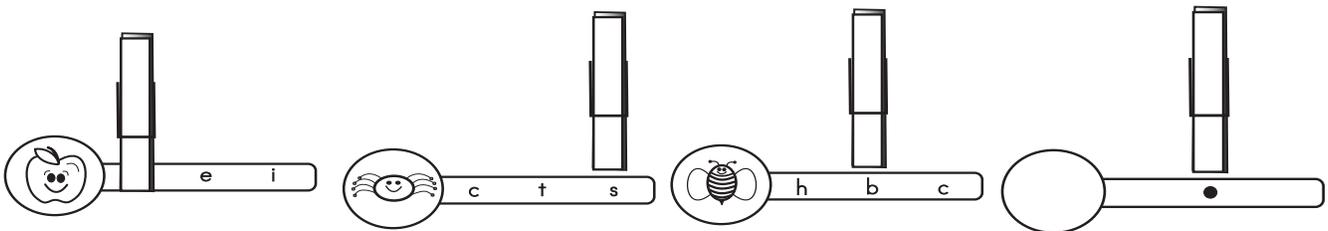
Sentence Matching Pockets

* Sentence Match Pockets example shown from Heidisongs CVC book; you can use any similar worksheet.



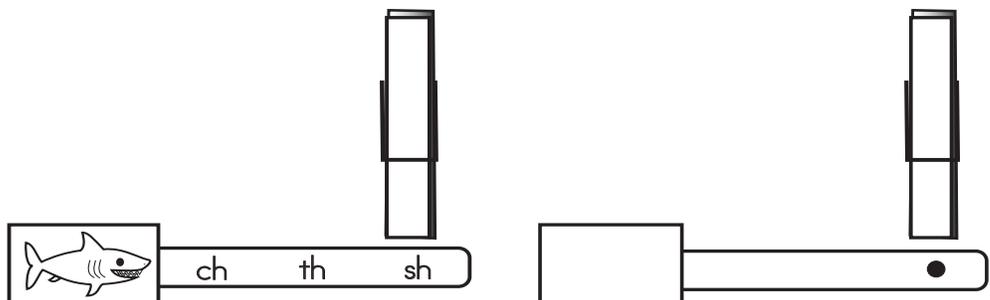
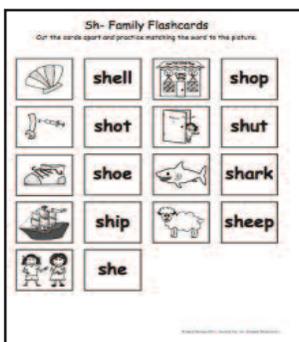
Phonics Sticks and Clips

* Beginning Sounds Sticks and Clips (Idea from <http://MakeTakeTeach.com>).



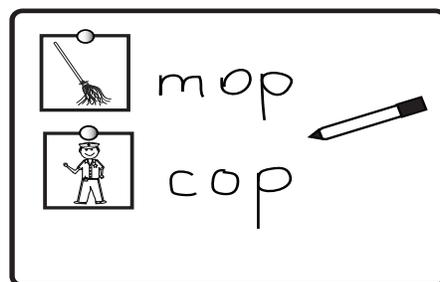
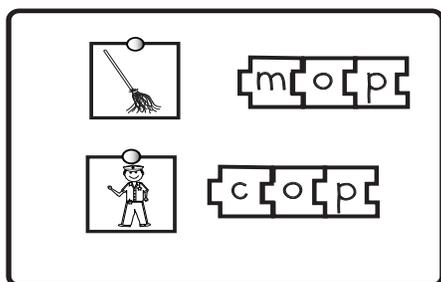
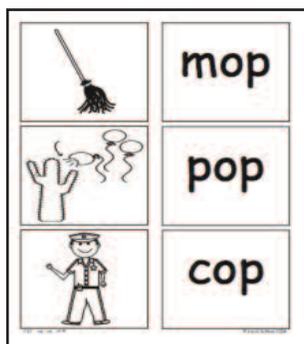
Staple a picture to the end of a craft stick. Write some letters on the stick. Put a dot on the back of the stick behind the correct letter. Children clip a clothespin on the stick over the correct letter, and check to see if it covered up the dot.

* I adapted the idea for Digraph Sticks using the Sounds Fun Student Flashcards from the Workbook. The idea is adaptable for beginning, middle, or ending sounds, the number of sounds in a word, or syllables, etc.



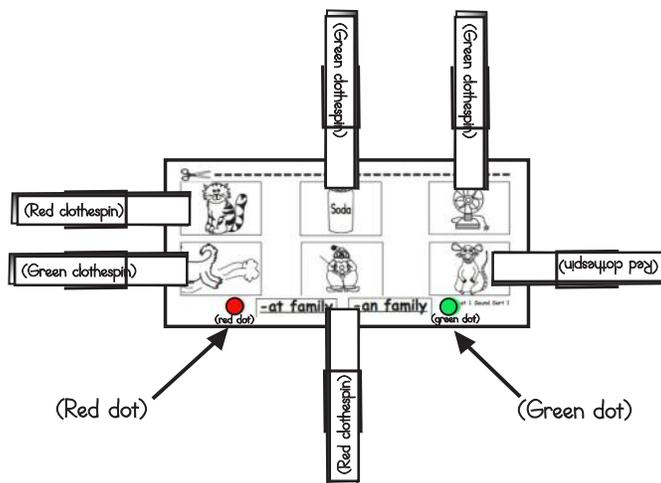
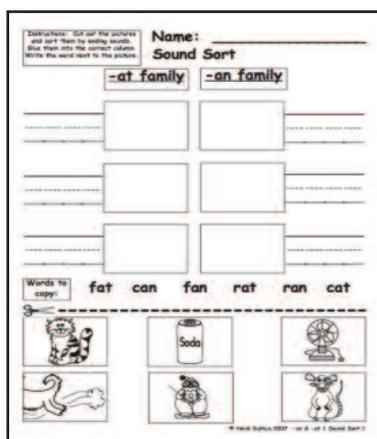
CVC cards & Magnetic Letters or White Boards

- * Magnetic Letters and CVC or Other Word Family Picture Flash Cards. Example shown is from HeidiSongs CVC Book.
- * Flash cards, white boards, and markers



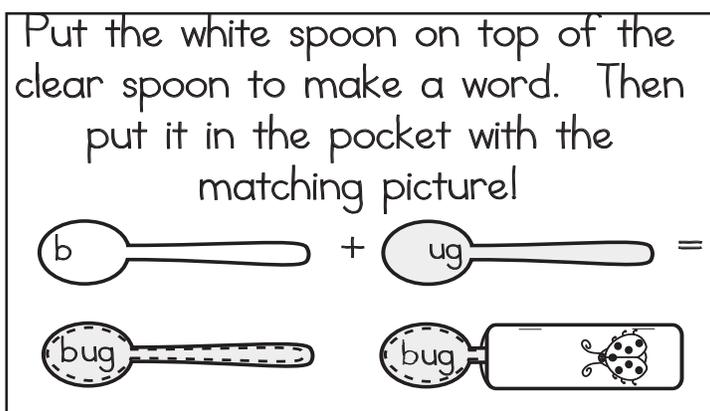
Word Family Clips

- * For practice sorting words into word families. I used the bottom of the Sound Sort Worksheets from my CVC Workbooks to create them.



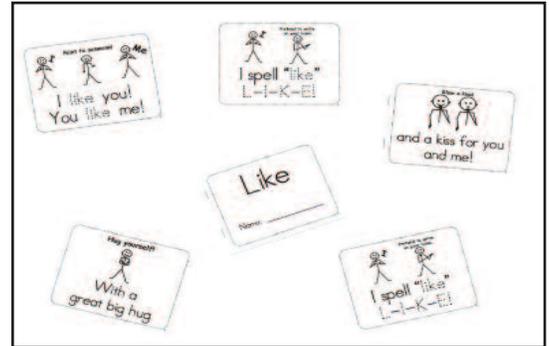
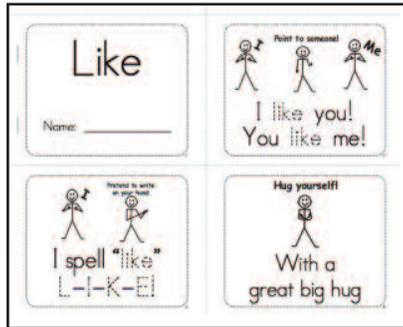
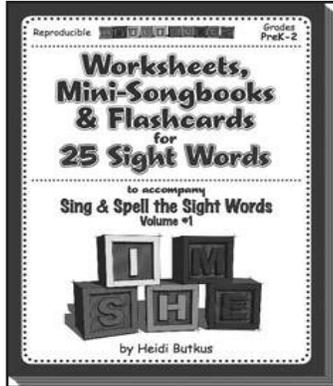
CVC Spoons

- * This is for practice building CVC words and matching them to the correct picture. Use the Student Flashcards from the CVC book for the pictures on the pockets.



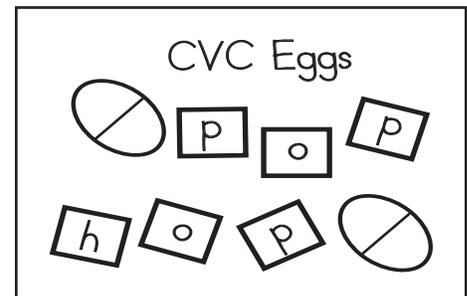
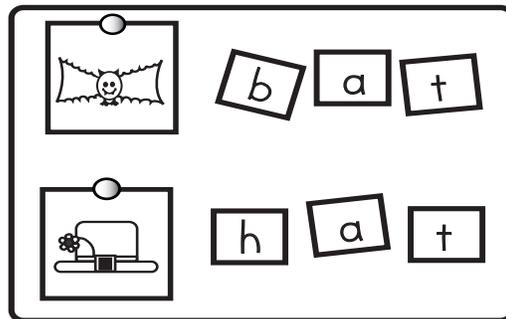
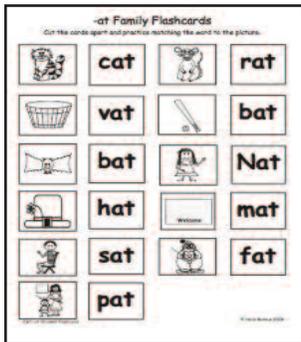
Sight Word Songs Lyrics Mix Up

* This is for practice reading the lyrics to the songs, comprehending them, and then putting them back into the correct order using the picture clues and the child's knowledge of the song as a guide. This could be done with any song book. Example is from HeidiSongs Worksheets, Mini-Songbooks, & Flashcards Resource Book (Vol. 1).



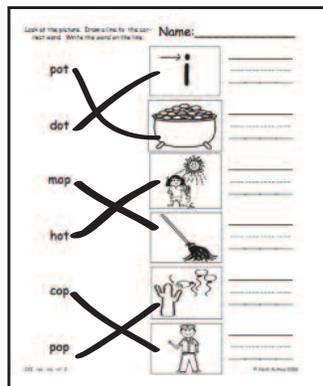
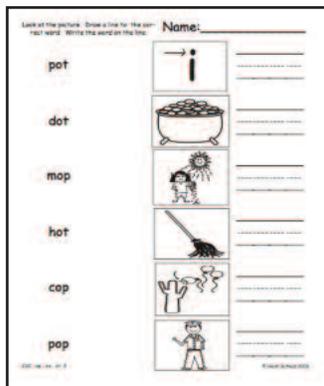
CVC cards & Ceramic Tiles

- * Ceramic Tiles can be purchased cheaply at hardware stores such as Home Depot.
- * Remove any adhesive backing thoroughly before writing letters on the front.
- * Put tiles in plastic eggs and let kids unscramble them to make words.



Worksheets and Wikki Stix

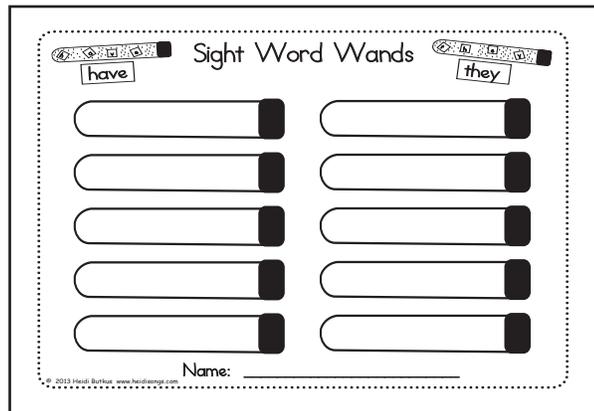
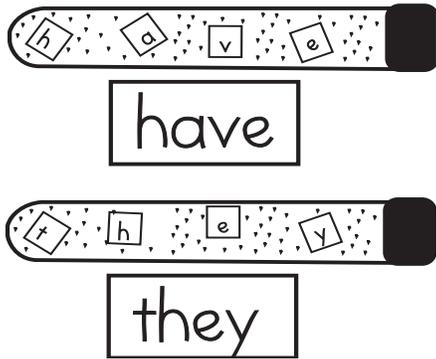
* Worksheets that ask children to draw a line to match the answers can often be completed with Wikki Stix. Example is from HeidiSongs CVC Book Vol. 1.



Place the worksheets in page protectors. Then let children make the lines with Wikki Stix.

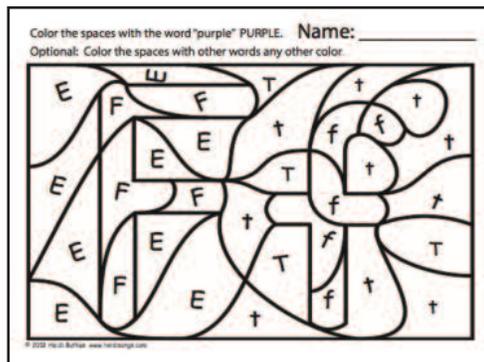
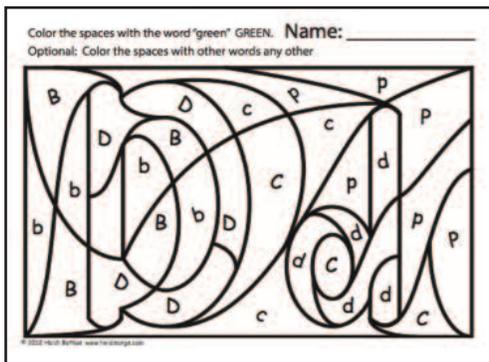
Sight Word Wands

Get some small bottles. I used 6 inch 16 x 150 mm plastic test tubes with caps. Ten for \$3.99 from Amazon. Put letter beads for certain sight words, glitter and water in the bottles. I used .27 Inch (7mm) alphabet beads from Bead Landing. Let kids look at the tubes without opening them and try to match them to the correct sight word and write it down. (Inspired from an idea from <http://skellyskindergarten.blogspot.com>)

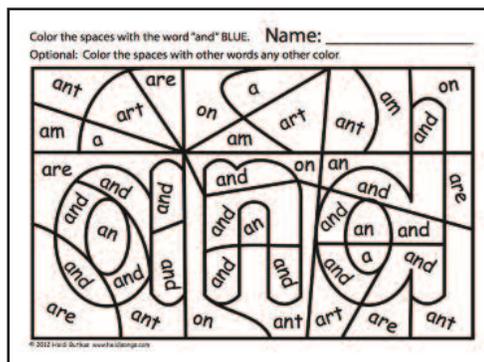
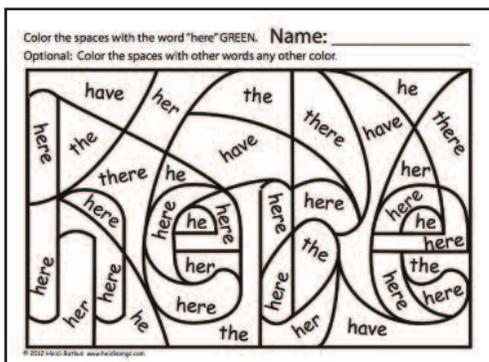


Hidden Word or Letter Worksheets and Jewels

* This activity is for visual discrimination of words or letters. Have children put the jewels on the target words or letters.



Hidden Alphabet Worksheets from HeidiSongs



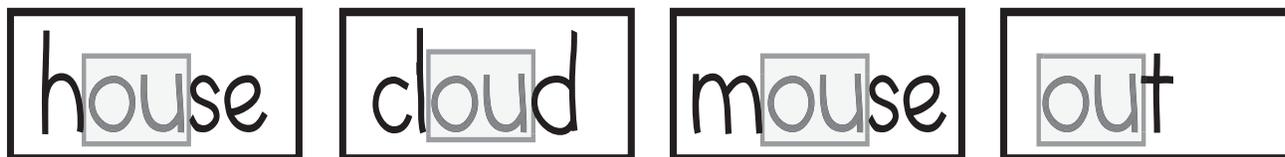
Hidden Sight Word Worksheets from HeidiSongs

Writing Words with the iPad or iPod

* Load sight word or alphabet songs into the iPod or iPad. Have children listen to the music and write the letters or words featured in the songs.

Highlighting Word Families

* For the next activity, you have to prep your kids ahead of time by teaching them how to find words that belong to word families. We used highlighter tape and taped up the words all around the room. With practice, then they were able to do this alone in centers.



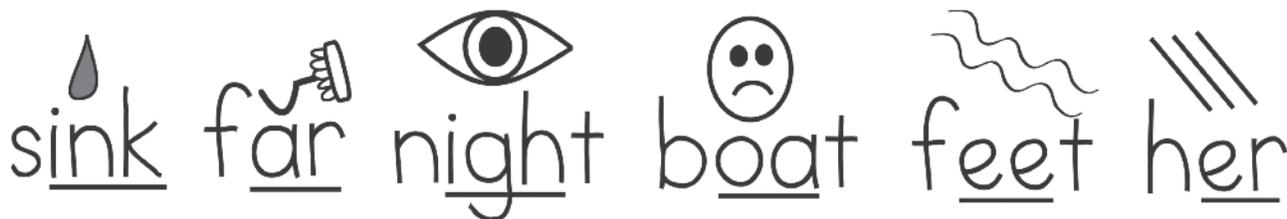
Coding Words with Sounds Fun Phonics Codes

(Inspired by Katrina Glick of Washington-Kosciusko Elementary in MN)

1. th, ch, sh- Draw a box around the two letters because they always work together.
2. ow, ou- Draw a big U under the two letters and put arrows on it that point to the sky, since the dogs point their noses to the sky and howl.
3. ing- Draw a crown for the king and underline the "ing."
4. oo- Draw a yellow banana over the word, because monkeys like bananas. Underline the "oo."
5. ew- Draw a triangle with two dots inside it to represent a nose, because the "ew" monster picks his nose. Underline the "ew."



6. ink- Draw a drop of pink ink and underline the "ink."
7. ar- Draw a pirate's hook over the word and underline the "ar."
8. igh- Draw an eye over the word and underline the "igh."
9. oa- Draw a sad face because you are sick, and underline the "oa."
10. ee, ea- Draw wavy lines to represent a slide and underline the "ee" or "ea."
11. er, ir, ur- Draw slashes over the letters to represent tiger stripes, and underline the "er," "ir," or "ur."



12. unk- Draw smelly waves coming up from the word because the skunk stinks! Then underline the "unk."
13. or- Draw a dino's head and neck with the pointy zig zag coming down the neck. Underline the "or."

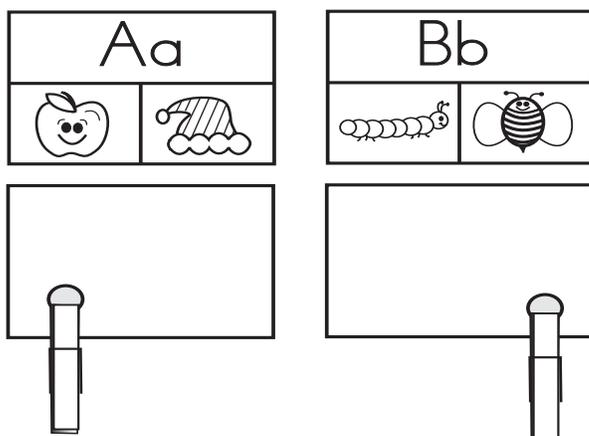
14. ay, ai- Draw a pom pom and underline the "ai" or the "ay."
15. oy, oi- Draw a pink pig's tail and underline the "oi" or "oy."
16. sight words- Circle them with a marker to show that they are special and different from the other words. We work on them until we know them on sight.



Building Words with Toys

- * Try chain links, blocks, etc. Motivate children to build words rather than just play by offering to take a picture of their words when they are done, or let them take a picture.

Beginning Sounds Manipulatives



Free file from www.prekinders.com. Make it self-checking by putting a sticker on the back of the correct answer.

Whacky Phonics

Match Sounds Fun Word Building Kit Cards to Word Cards



This game is played with partners in a center or in a small group. A child draws a Sounds Fun phonics card, and then whacks a matching word card on the table with a Word Whacker.

Nonsense Words

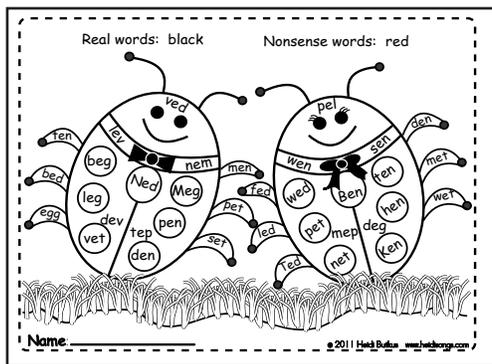
- * Make a game out of identifying whether or not a word is real or nonsense. Kids get to "blow raspberries" whenever we read a nonsense word. Try this little song.

The Nonsense Words Song

Nonsense words, nonsense words,
Silly, silly, silly words!
Nonsense words, nonsense words,
They don't mean a thing.
Thththth!

(From the HeidiSongs CD
Sound Blending Songs
for Word Families):

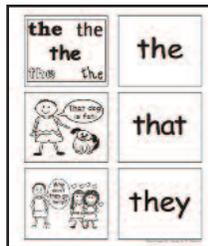
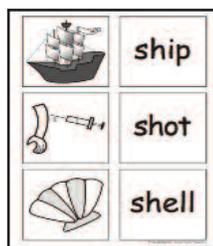
Nonsense Word Activities



Lots of FREE downloadable worksheets like these on Heidi's blog, <http://heidisongs.blogspot.com> Try letting kids put jewels on them instead of coloring them each time. This makes a great way to review them with manipulatives.

Activities with Flash Cards

- * Copy and laminate the flash cards. Have kids highlight the target sounds with wet erase markers. Then match the words to the pictures. (Could also be done with the full page of flash cards in dry erase sheet protectors.)



Related activities:

- Draw a cloud around the target sound and then underline the rime. Then match the words to the pictures.
- Rainbow draw the words on those laminated flashcards, etc.

- Trace the words and rewrite.
- Copy the flash cards with the target sounds covered with sticky notes and laminate. Have kids write the missing sounds.
- Sort the flash cards by phonic sound spelling rule.
- Cover up part of the word on the flash card before copying, and have the children build the rest of it with plastic letters.

Reading Comprehension Scramble

Type up any reading passage and copy it off. Let the children cut it up into sentences and put it back together. They can also cut it into words and rebuild it.

List of Related Citations Common Core Literacy Centers Kids Love Presented by Heidi Butkus

Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York, NY: Basic Books.

Jensen, E. (2008). *Brain-Based Learning: The New Paradigm of Teaching*. Thousand Oaks, CA: Corwin Press.

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Heggerty, Michael. (2004). *Phonemic Awareness: The Skills That They Need To Help Them Succeed! (Kindergarten Version)*. River Forest, IL: Literacy Resources, Inc.

Marzano, R., Pickering, J. & Pollock, J. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, Alexandria, VA: ASCD.

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Marzano, R. (2007). *The Art and Science of Teaching*, Alexandria, VA: ASCD.

McIntosh, E. & Peck, M. (2005) *Multisensory Strategies: Lessons and Classroom Management Techniques to Reach All Learners*. New York, NY: Scholastic Inc.

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