

Phonics Reading Program with Hands on Activities



by
Nancy Whitton

I dedicate this book to
Sister Henrietta Seiler OSB
a wonderful teaching partner
and
a loving, effective teacher.

Special thanks to
Grace Whitton
for her engaging art work.

Greetings!

My intention is to present a clear, easy, effective, and engaging approach to reading using hands on activities, suggested workbook pages, books, and contracts with a sight word component.

Because 85% of the English language is phonetical, this program is phonics based and sequential. You can also use any activity in this book to enhance your preferred reading program.

My name is Nancy Whitton and I began my teaching career in 1968 with 37 third graders. Over the years, I became a certified Montessori Pre-School teacher and opened a school for 3 to 5 year olds. My most recent adventure into reading was to take the Orton-Gillingham training which I applied as a volunteer reading tutor.

My foundation for teaching is first and foremost my love and respect for children and then gaining skill and experience in supporting them in the reading process.

These are the most important principles that guide my work:

- Read and read to your child from the time they are babies. Little cardboard books with a picture and word per page are great.
- Go to the library. Librarians have great suggestions for appropriate books and often have story time.
- Begin the lessons in this book when you and your child are ready- when you have prepared the lesson and when your child can sit and attend to the lesson for at least 5 to 10 minutes. Some children may be ready at 3 years old and some may be of kindergarten age or beyond. "Words" is a great place to start with first graders.

- Use hands on activities which address many styles and pathways to learning. Also, hands on activities can add interest and variety to the reading process, making it more fun.
- Don't rush through a lesson just to finish. Better to do less work and do it correctly, than to practice mistakes.
- Take time to have the child correct mistakes without criticism-just in the spirit of "this is how it really is." Or, just introduce the concept again.
- Take time to review concepts. Most kids need between 4 and 14 repetitions. Some need 40!
- Decide on guidelines and make agreements for using the materials - especially the toys. Honor your agreements.
- Adjust the lessons to your child's needs and interests...add more, do less, come up with your own ideas and contracts. Be inspired and inspiring!
- Take time to congratulate one another on jobs well done!

Add your own values in teaching here:

The layout for this manual includes several blank pages. Be sure to print it out with all the blank pages. The author intends for all of the Teacher Information pages to be on the left side of the Contracts. Printing the blank pages enables it to follow that format. In some cases a section will begin with a blank page. That is correct in following this format.

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Props

A variety of props can be helpful, interesting, and fun as you proceed.

Small Magnet Board: from Really Good Stuff - Desktop Pocket Chart Stand and Magnet Board 18x12 around \$55.



Pointer: from LearningResources.com



Letters to Feel: from Montessori Services (language - books for early and emerging readers) Red letter Blue Number book set or sandpaper letters.



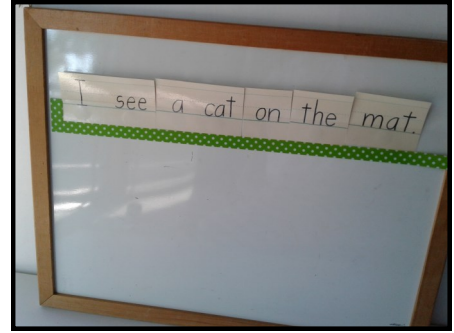
Sand/Salt Tray



Magnetic Strip Windows:

G Pocket-XL lime Polka dot -

From Parent Teacher Store USA



Real Objects and Little Toys

(pictures work well too)



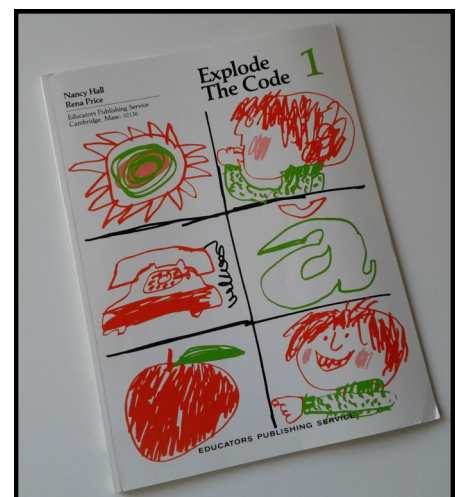
Movable Alphabet



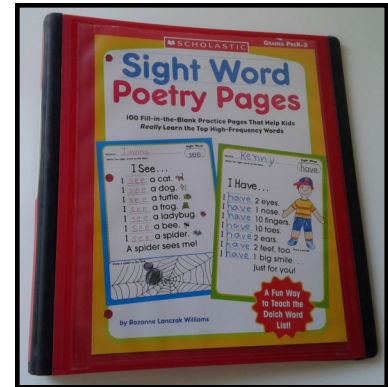
Explode The Code Workbook Series:

from Educators Publishing Service

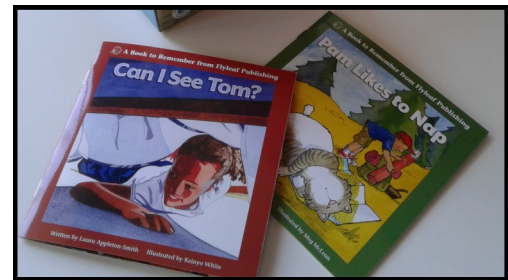
Cambridge, Mass. 02138



Sight Word Poetry Pages: from Scholastic
by Roxanne Lanczkak Williams



Readers: from Flyleaf Publishing
400 Bedford St. Manchester NH 03101



Learning the Names of Letters

1. Sing the "abc" song. I sang the "abc" song to my infant daughter as I put her to bed.
2. "abc" books and puzzles are great resources to begin learning the names of the letters.
3. It is easy to create a chart of upper case (capital) and lower case letters of the alphabet. I have a little "pointer" stick and the child points to the letter as he/she sings the song.



Learning the Sounds of the Letters and Practicing How to Write the Letters

I have a set of lower case letters that the child can feel.
I've put a "dot" on the letter that shows where to begin tracing.
I've lined the bottom of the card with tape.

Three Part Lesson - Montessori Style

- Set out 1 letter. Say: "This is the letter "m" and the sound it makes is mmmmmmmmm like in mmmonkey." Then trace the letter beginning at the dot. The child says the sound and traces the letter also. Do this for 2 more letters.
- When 3 letters are out on the table, ask the child to show you the one that says "mmmmmm". "Show me the one that says "ooooo" like in octopus. Show me the one that says "ppppp" as in pumpkin." Do this several times.
- Finally, the teacher points to a letter and asks: "What is the sound of this letter?" "What is the sound of that letter?" Do this several times. (Repeat this activity once a day.)



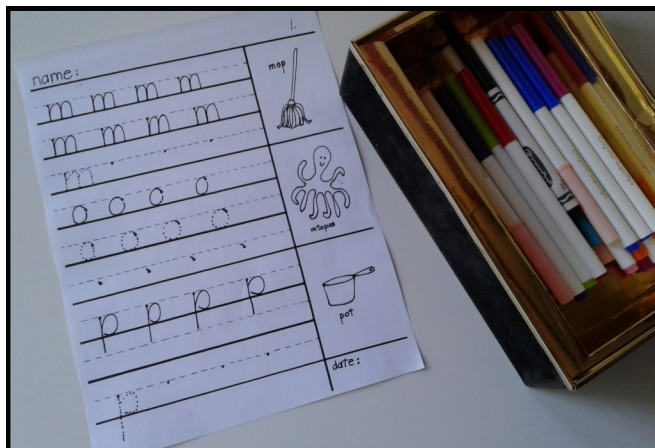
Another fun way to practice the letter sounds and how to write them correctly is with a sand/salt tray. The teacher demonstrates how to form the letter, then gently shakes the tray to erase the letter. The child does the same.



Introduce the letters in sets of 3 - moving on to the next set when the child is sure of the first set. There are activities to practice: **Practicing the Letter Sounds** before moving on to the next set of 3 letters.

This is the sequence: mop hat win bus cfg red jkl vq xyz.

Handwriting papers are on the website. (Supplemental Manual)



Also a really fun hand writing activity is an Orton Gillingham app: **Writing Wizzard.**

The Sounds of the letters:

(This is not the name of the letter but how it sounds.)

The vowels in this section have the short vowel sound.

"mmm" as in monkey

"ooo" as in octopus

"ppp" as in pumpkin

"hhh" as in hat

"aaa" as in apple

"ttt" as in turtle or ten

"www" as in wagon

"iii" as in indian or itch

"nnn" as in nut

"bbb" as in ball or bat

"uuu" as in up or umbrella

"sss" as in sun

"ccc" as in cat

"fff" as in fish

"ggg" as in goat or go

"rrr" as in rabbit or red

"eee" as in edge

"ddd" as in dog or dad

"jjj" as in jump or jet

"kkk" as in kite

"lll" as in lion or log

"qqq" as in queen

"vvv" as in vase or vet

"xxx" as in box

"yyy" as in yarn or yes

"zzz" as in zebra

The Letter "b" Song

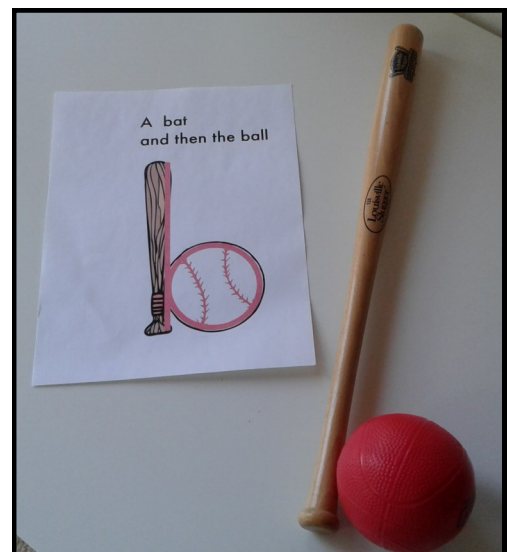
sung to Farmer in the Dell

A bat and then the ball

A bat and then the ball

That's how we make a "b"

A bat and then the ball.

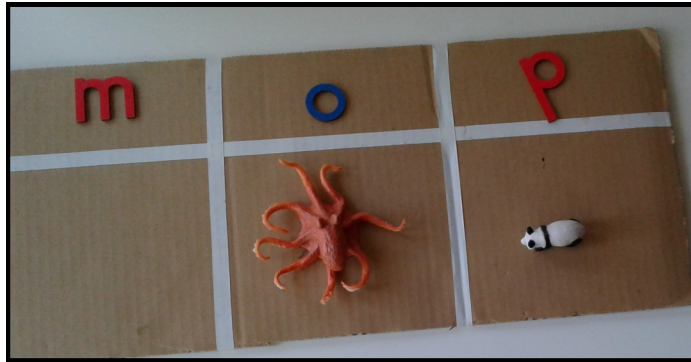


Practicing the Letter Sounds

1. Individual Letters and Objects

Make sure the objects are not a choking hazard. 3 letters and 9 objects in a baggie and a piece of cardboard taped into 3 sections.

(eg.) m - o - p and 9 objects: 3 objects beginning with the "m" sound, 3 objects beginning with the "o" sound and 3 objects beginning with the "p" sound.



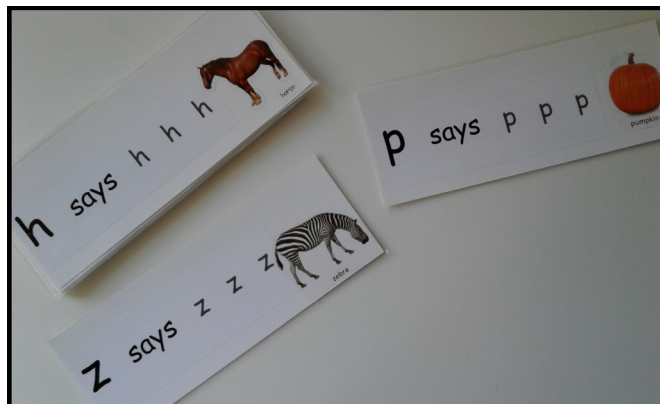
2. Painting/Coloring Pictures for each group of letters



This tray helps keep spills to a minimum.

(supplemental Manual)

3. Picture flash cards



1. All Pictures and Letters to Color are in the Supplemental Manual.
2. All Handwriting Pages are in the Supplemental Manual.
3. All (Magnetic) Pictures and Words are in the Supplemental Manual.
4. All Sight Words and Sentences are in the Supplemental Manual.
5. All Sentences and Pictures are in the Supplemental Manual.
6. All Dividing Words Papers are in the Supplemental Manual.
7. All Suffixes (ed-ing-est-ful) are in the Supplemental Manual

Words

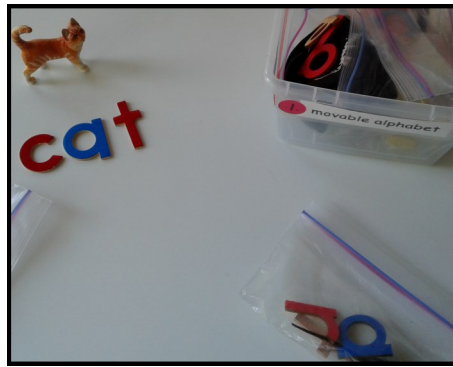
When the child knows many or all of the letter sounds, it is time to begin putting letters in groups to make words. I begin with 3 letter short "a" word. **There are 5 activities** that go with each short vowel sound. There are also Workbook Pages and Handwriting Pages.

Teacher Information

Contract 1

1. Movable Letters and Objects

Put movable letters and object in a baggie using short "a" words. man, hat, bag, cat, wag, and rat for the 3 letter short "a" words. One object and the letters for that object per baggie.



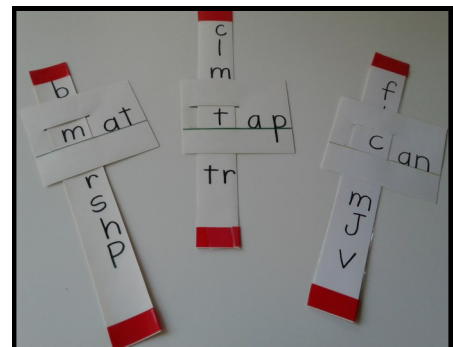
2. Magnetic Words and Pictures

cat	bag	sad	map
hat	can	van	bat
rat	yak	man	gas



3. Word Family Sliders (short "a" words)

_and	_an	_ad
_ap	_at	



4. Flash Cards (for short "a" words)

bat, nap, cap, fat, sad, at, rag, map, van,
tag, has, bad, mad, wag, pan, dad, mat,
as, bag, ax, and, can, hat, cat, man, wax,
pat, zap, hat, fan, tap, rat, had, ran, pat,
zap, hat, fun, tap



5. Black Box Spelling (short "a" words)

cat, bag, sad, map, hat, can, van, bat,
rat, yak, man, gas



Explode the Code Book 1, Pages: 4, 5, 12, 13, 20, 21

Handwriting Papers: 1. (m - o - p) and 2. (h - a - t)

I group the short "a" word activities on a red tray. All of Contract 1 activities are color coded **red**.



Name: _____ Date: _____

Contract 1: Short "a" Words as in apple

1. Movable Letters and Objects _____ O
2. Magnetic Words and Pictures _____ O
3. Word Family Sliders _____ O
4. Flash Cards _____ O
5. Black Box Spelling - Short "a" words _____ O
6. Explode the Code Book 1, Pages:
4, 5, 12, 13, 20, 21 _____ O

Handwriting

1. m - o - p _____ O
 2. h - a - t _____ O
- Trace over short "a" words _____ O

Once Contract 1 is complete, move on to Contract 2: Short "o" Words as in octopus.

Teacher Information

Contract 2

1. **Movable Letters and Objects**: fox, ox, pot, box, dog
2. **Magnetic Words and Pictures**: fox, box, top, dot, mop, log, hot, pot, dog, rod, sock, lock
3. **Word Family Sliders**: _op, _og, _ot
4. **Flash Cards**: box, not, Tom, Bob, on, hop, fox, mop, lot, got, log, stop, hot, sob, rot, pop, dot, dog, top, nod,
5. **Black Box Spelling**: fox, box, top, dot, mop, log, hot, pot, dog, rod, sock, lock

Explode the Code Book 1, Pages: 79, 80, 81, 82.

Handwriting: pages 3. (w - i - n) and 4. (b - u - s) (Supplemental Mnual)

Short "o" Word activities are color coded orange.



Name: _____

Date: _____

Contract 2: Short "o" Words as in octopus

1. Movable Letters and Objects _____ O

2. Magnetic Words and Pictures _____ O

3. Word Family Sliders _____ O

4. Flash Cards _____ O

5. Black Box Spelling - Short "o" Words _____ O

6. Explode the Code Book 1, Pages:
79, 80, 81, 82 _____ O

Handwriting

3. w - i - n _____ O

4. b - u - s _____ O

Trace over short "o" words _____ O

Once Contract 2 is complete, move on to Contract 3: Short "i" Words as in Indian and itch.

Teacher Information

Contract 3

1. **Movable Letters and Objects**: pin, pig, fish, six, lid
2. **Magnetic Words and Pictures**: lip, six, wig, pig, bib, pin, mix, sit, lid, hill, rip, fin
3. **Word Family Sliders**: _in _ip _it _ill
4. **Flash Cards**: bib, dim, lip, lid, fin, it, is, rid, pit, his, pig, win, wig, sit, rip, rim, bit, fix, pin, big, him, in. six. Jim. tin, kid, Tim, sip, mix, hit, zip, kiss
5. **Black Box Spelling**: lip, six, wig, pig, bib, pin, mix, sit, lid, hill, rip, fin

Explode the Code Book 1, Pages: 29, 30, 31, 32

Handwriting Pages: 5. (c - f - g) and 6. (r - e - d) (Supplemental Manual)

Short "i" Word activities are color coded **yellow**.



Name: _____ Date: _____

Contract 3: Short "i" Words as in Indian and itch

1. Movable Letters and Objects _____ O
2. Magnetic Words and Pictures _____ O
3. Word Family Sliders _____ O
4. Flash Cards _____ O
5. Black Box Spelling - Short "i" Words _____ O
6. Explode the Code Book 1, Pages:
29, 30, 31, 32 _____ O

Handwriting

5. c - f - g _____ O
6. r - e - d _____ O
- Trace over short "i" words _____ O

Once Contract 3 is complete, move on to Contract 4: Short "u" Words as in umbrella and up.

Teacher Information

Contract 4

1. Movable Letters and Objects: bus, cup, sun, cub, bug
2. Magnetic Words and Pictures: bug, tub, sun, rug, run, mug, bus, bun, nut, hug, duck, mud
3. Word Family Sliders: _ug _ut _un
4. Flash Cards: sun, up, us, mud, nut, cub, hug, gum, mug, yum, rug, dug, but, cup, rub, hut, hum, pup, fun, bus, tub, tug, bun, cut, run
5. Black Box Spelling: bug, tub, sun, rug, run, mug, bus, bun, nut, hug, duck, mud

Explode the Code Book 1, Pages: 44, 46, 47, 48

Handwriting Pages: 7. (j - k - l) and 8. (q - v) (Supplemental Manual)

Short "u" Word activities are color coded **green**.



Name: _____

Date: _____

Contract 4: Short "u" Words as in umbrella, up

1. Movable Letters and Objects _____ O

2. Magnetic Words and Pictures _____ O

3. Word Family Sliders _____ O

4. Flash Cards _____ O

5. Black Box Spelling - Short "u" Words _____ O

6. Explode the Code Book 1, Pages:
44, 46, 47, 48 _____ O

Handwriting

7. j - k - l _____ O

8. q - v _____ O

Trace over short "u" words _____ O

Once Contract 4 is complete, move on to Contract 5: Short "e" Words as in edge.

Teacher Information

Contract 5

1. **Movable Letters and Objects**: red, bed, jet, pen, bell, hen, net, ten
2. **Magnetic Words and Pictures**: ten, bed, pen, web, net, bell, wet, hen, red, set, pet, jet
3. **Word Family Sliders**: _ed _en _et _ell
4. **Flash Cards**: fed, hen, mess, red, Ben, pen, get, men, Jen, led, jet, met, wet, Ed, vet, bed, pet, web, net, ten, let, Fred, went, bell, tell, sell, fell
5. **Black Box Spelling**: ten, bed, pen, web, net, bell, wet, hen, red, set, pet, jet

Explode the Code Book 1, Pages: 62, 63, 64, 65

Handwriting Page: 9. (x - y - z) (Supplemental Manual)

Short "e" Word activities are color coded blue.



Name: _____

Date: _____

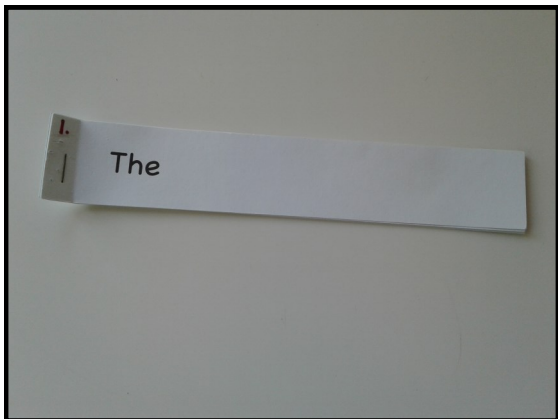
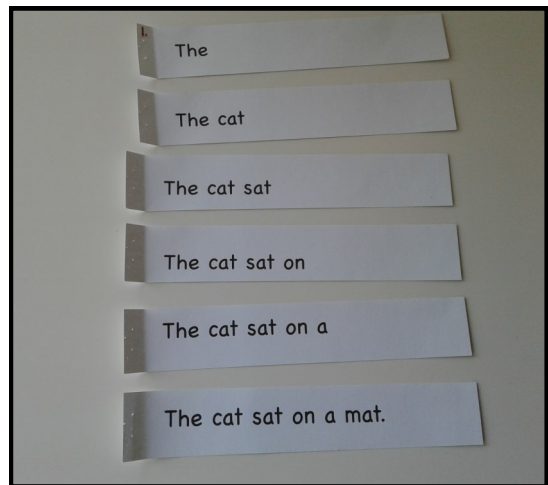
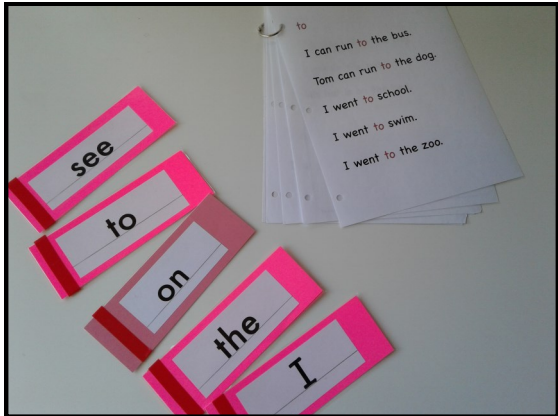
Contract 5: Short "e" Words as in edge

1. Movable Letters and Objects _____ O
2. Magnetic Words and Pictures _____ O
3. Word Family Sliders _____ O
4. Flash Cards _____ O
5. Black Box Spelling - Short "e" Words _____ O
6. Explode the Code Book 1, Pages:
62, 63, 64, 65 _____ O

Handwriting

9. x - y - z _____ O

Trace over short "e" words



Sentences and Sight Words

A sentence is a complete thought. A sentence is a word or group of words that tells something or asks a question. A sentence begins with a capital/upper case letter and ends with a period, question mark, or an exclamation point. (Make a presentation to explain this to the children.)

Sight words are commonly used words that generally cannot be sounded out phonetically. Children are expected to know them by sight. I used words from Dolch and Fry sight words lists on the internet.

After children are confident with **"Words"** I move on to **"Sentences and Sight Words."**

1. Teacher shares an activity with each group of sight words.
2. There are flash cards and sentences for each group of sight words on the website.
3. Mystery Sentences
4. Cut Up Sentences
5. Pictures and Sentences
6. Explode the Code Workbook Pages
7. Sight Word Poetry Pages
8. Handwriting Pages
9. Books to read from Emergent Readers Series - *Flyleaf Publishing*

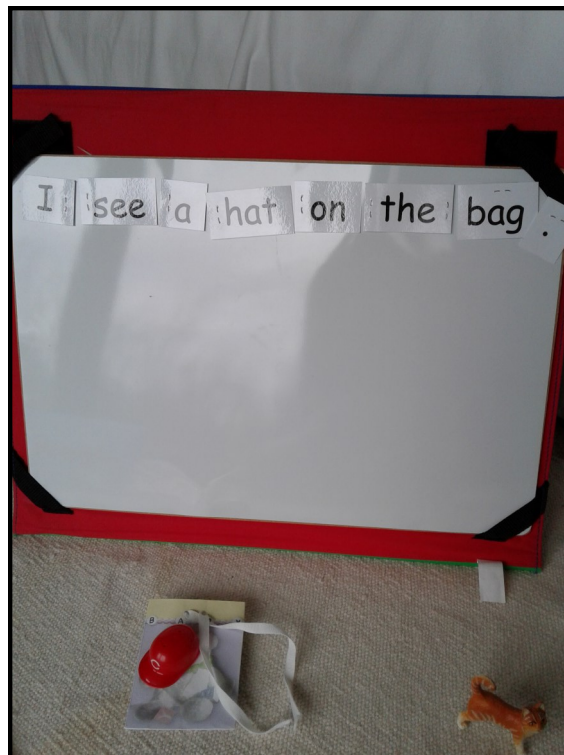
This is also a review of the short vowels sounds: "a" as in apple, "o" as in octopus, "i" as in Indian and itch, "u" as in umbrella and up, "e" as in edge.

Teacher Information

Sight Words Group 1. Activity - (Contract 6 - review short a)

- Have all of the sight words in this group on individual flash cards: I, a, the, to, see, on. Introduce and practice them often.
- Put a little magnet strip on these individual words written on card stock: I, a, the, to, see, on, bat, bag, cat, mat, hat, rat and .
- Have a tray with these toy objects: cat, bag, hat, bat, mat, rat.
- On the magnet board make this sentence with the cards: I see a bat on the mat. With the pointer, point to each word while saying it. Next, the child does the same. Then the child manipulates the objects that portray the sentence. Make many sentences with the words and objects to practice in the same way.

Other sentences: I see a hat on the bag. I see a cat on the hat...



Mystery Sentences

A mystery sentence is a group of thin strips of papers with a word or words on each strip - stapled together.

strip 1. Pat	strip 1 holds 1 word
strip 2. Pat ran	strip 2 holds 2 words
strip 3. Pat ran to	strip 3 holds 3 words
strip 4. Pat ran to the	strip 4 holds 4 words
strip 5. Pat ran to the van.	last strip holds the sentence

Stack the strips on top of each other and staple them together.
Now the child reads all of the strips starting with the 1st strip.

Sam has a black hat.	The cat can nap on a mat.
The cat sat on a mat.	Is Nan mad at dad?

Sentences and Pictures

6 sentences to be matched to 6 pictures

Sight Word Sentences

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Cut Up Sentences to assemble:

I see a cat on the mat.
Dad has a black van.
Can Pat see the man?

Explode the Code Book 1, Pages: 8, 9, 16, 17

Handwriting Pages: 10. (M - O - P) and 11. (H - A - T)
(Supplemental Manual)

Read from Emergent Readers Series: *Pam Likes to Nap.*

Name: _____

Date: _____

Contract 6: Sentences and Sight Words Group 1.

Review short "a" sound as in apple

1. Sight Words Group 1 Activity _____ O
2. Mystery Sentences _____ O
3. Sentences and Pictures _____ O
4. Explode the Code Book 1, Pages 8, 9, 16, 17 _____ O
5. Sight Word Poetry Pages "see" and "the" _____ O
6. Cut Up Sentences 1. 2. 3. _____ O
7. Handwriting - upper case/capitol letters
10. M - O - P and 11. H - A - T _____ O
8. Sight Word Sentences _____ O
9. Read: Pam Likes to Nap _____ O

Teacher Information

Sight Words Group 2 Activity (Contract 7 - review short o)

- Have all of the sight words in this group on individual flash cards: put, it, in, is, not, and. Introduce and practice often.
- This activity is for the word "put". Have a chair, bell, basket, bean-bag... near where you will be conducting the lesson. Hold the flash card with the word "put" for all to see.
- Give a direction: Put the bean bag under the chair.
- The child must say the word "put" and spell the word "put".
- Then that child acts out the direction. Create other commands and let the child say and spell "put" and then complete the command.

Mystery Sentences

A mystery sentence is a group of thin strips of papers with a word or words - stapled together. (See Sight Words Group 1. Activity)

Tim pats his cat.

The tot sobs a lot.

Can a dog hop on a log?

The fox sat on a box.

Bob got a lot of hot dogs.

Sentences and Pictures

6 sentences to be matched to 6 pictures

Sight Word Sentences

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper.

Cut Up Sentences: 1. It is not hot. 2. Tom got a dog and a cat. 3. Bob put the pot in a box.

Explode the Code Book 1, Pages: 83, 84

Handwriting Pages: 12. (W - I - N) and 13. (B - U - S)

(Supplemental Manual)

Read from Emergent Readers Series: *Can I See Tom?*

Name: _____ Date: _____

Contract 7: Sentences and Sight Words Group 2.

Review short "o" sound as in octopus

1. Sight Words Group 2 Activity _____ O
2. Mystery Sentences _____ O
3. Sentences and Pictures _____ O
4. Explode the Code Book 1, Pages: 83, 84 _____ O
5. Sight Word Poetry Pages: not and it _____ O
6. Cut Up Sentences 1. 2. 3. _____ O
7. Handwriting - upper case/capitol letters
12. W - I - N and 13. B - U - S _____ O
8. Sight Word Sentences _____ O
9. Read: *Can I See Tom?* _____ O

Teacher Information

Sight Words Group 3 Activity (Contract 8 - review short i)

- Have all of the sight words in this group on individual flash cards: has, as, into, he, she, of. Introduce and practice often.
- Have these individual word cards: He, She, has, a, bag, of. Then have a picture card of a boy, girl, fish, cupcakes, candy and "."
- Make the sentence: He has a bag of (picture of candy).
- Use the pointer to read each word. Let the child choose another picture and do the same. They use the pointer to read the sentence.
- Turtle poem and project "He".

Mystery Sentences

A mystery sentence is a group of thin strips of papers with a word or words - stapled together. (See Sight Words Group 1. Activity)

Tim pats his cat.

The dog bit the pig.

A tin can sits in the bag.

Six fat pigs had a nap.

Can the pin fix the rip?

Sentences and Pictures

6 sentences to be matched to 6 pictures (on website)

Sight Word Sentences

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Cut Up Sentences: 1. She has a big bag of rags. 2. Did he put the kids into the van? 3. She has a lot of pigs.

Explode the Code Book 1, Pages: 33, 34

Handwriting Pages: 14. (C - F - G) and 15. (R - E - D) (Supplemental Manual)

Read from the Emergent Readers Series: Dot Likes to Dig

Name: _____

Date: _____

Contract 8: Sentences and Sight Words Group 3

Review short "i" sound as in Indian and itch

1. Sight Words Group 3 Activity _____ O
2. Mystery Sentences _____ O
3. Sentences and Pictures _____ O
4. Explode the Code Book 1, Pages: 33, 34 _____ O
5. Sight Word Poetry Pages: he _____ O
6. Cut Up Sentences 1. 2. 3. _____ O
7. Handwriting - upper case/capitol letters _____ O
14. C - F - G and 15. R - E - D
8. Sight Word Sentences _____ O
9. Read: Dot Likes to Dig _____ O

Teacher Information

Sight Words Group 4 Activity (Contract 9 - review short u)

- Have all of the sight words in this group on individual flash cards: his, him, her, you, your, yes, me. Introduce and review often.
- Have these individual word cards: yes and no.
- Then ask a question such as: Do you have a pet?
- The child says and spells their reply. Then uses it in a full sentence: Yes, I have a pet. Do this with many questions, many times.

Mystery Sentences

A mystery sentence is a group of thin strips of papers with a word or words - stapled together. (See Sight Words Group 1. Activity)

It is fun to run and run.

I can run up a hill.

The bus is big and yellow.

The bugs buzz in the sun.

Is a bug on the rug?

Sentences and Pictures

6 sentences to be matched to 6 pictures

Sight Word Sentences

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Cut Up Sentences 1. Tom has your hat. 2. I let her put his cat on her lap. 3. A pup dug in the sand.

Explode the Code Book 1, Pages: 49, 50

Handwriting Pages: 16. (J - K - L) and 17. (Q - V)

(Supplemental Manual)

Read: from the Emergent Reading Series: *My Wagon Is Red*

Name: _____

Date: _____

Contract 9: Sentences and Sight Words Group 4

Review short "u" sound as in umbrella

1. Sight Words Group 4 Activity _____ O

2. Mystery Sentences _____ O

3. Sentences and Pictures _____ O

4. Explode the Code Book 1, Pages: 49, 50 _____ O

5. Sight Word Poetry Pages: he _____ O

6. Cut Up Sentences 1. 2. 3. _____ O

7. Handwriting - upper case/capitol letters

15. J - K - L and 17. Q - V _____ O

8. Sight Word Sentences _____ O

9. Read: My Wagon is Red _____ O

Teacher Information

Sight Words Group 5 Activity ([Contract 10](#) - review short e)

- Have all of the sight words in this group on individual flash cards: this, for, no, go, my, look. Introduce and review often.
- Have a box with a lid away from the child/group. In the box are these objects: top, van, dog, cat, fox, pot, jug, plum, bug, "."
- Have individual words of those objects by the magnet board.
- Put the sentence "Go and look for my" on the magnet board.
- Choose a word and finish the sentence. A child goes and gets the correct object, brings it to the board and reads the sentence using the pointer. Continue doing this many times.

Mystery Sentences

A mystery sentence is a group of thin strips of papers with a word or words - stapled together. (See Sight Words Group 1. Activity)

The pet hen got wet.

A big web is on the wall.

Ten men can fix the mess.

Ben went to get a pen.

Is the red bell big?

Sentences and Pictures

6 sentences to be matched to 6 pictures

Sight Word Sentences

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Cut Up Sentences: 1. This is for you. Did Ken look at the hen?
3. No, he had to go to bed.

Explode the Code Book 1, Pages: 66, 67

Handwriting Pages: 18. (X - Y - Z) and 19. (Review)
(Supplemental Manual)

Read from the Emergent Readers Series: Ted Can Do Tricks

Name: _____ Date: _____

Contract 10: Sentences and Sight Words Group 5

Review short "e" sound as in edge

1. Sight Words Group 5 Activity _____ O
2. Mystery Sentences _____ O
3. Sentences and Pictures _____ O
4. Explode the Code Book 1, Pages: 66, 67 _____ O
5. Sight Word Poetry Pages: this, look, for _____ O
6. Cut Up Sentences 1. 2. 3. _____ O
7. Handwriting - upper case/capitol letters
18. X - Y - Z and 19. Review _____ O
8. Sight Word Sentences _____ O
9. Read: Ted Can Do Tricks _____ O

Teacher Information

Contract 11 - "ck"

When a "k" sound comes after a short vowel, it is spelled "ck".

Objects and Movable Letters: Jack, duck, lock, deck, wick

Magnetic Words and Pictures: duck lock, sock, neck, tack, rock, sick, wick, clock, black

"ck" sliders: ____ack, ____eck, ____ick, ____ock, ____uck

Flash cards: sock duck, cluck, neck, sick, back, truck, speck, rock, wick, deck, Zack, Nick, clock, crack,

Black Box Spelling: "ck" words

Cut Up Sentences: 1. Kim had good luck. 2. Did the duck quack?
3. The black cat is quick.

Poem: What Do You Need? by Helen O'Reilly

Read: Duck In the Truck by Jez Alborough

The teacher reads this book to the children and perhaps they want to read it or some of it. Maybe they could copy 5 "ck" words from the book and read them to someone.

Read from the Emergent Readers Series: *C and K* and *Can You See 3?*

Handwriting Pages: 20. and 21. (Supplemental Manual)

Name: _____

Date: _____

Contract 11: "ck" Words

1. Objects and Movable Letters _____ O
2. Magnet Words and Pictures _____ O
3. "ck" Sliders _____ O
4. Flask Cards _____ O
5. Black Box Spelling _____ O
6. Poem: *What Do You Need?* Helen O'Reilly _____ O
7. Book: *Duck In the Truck* Jez Alborough _____ O
 - The teacher reads this book to the children, and perhaps they want to read it (or some of it too!)
 - Maybe they could copy 5 "ck" words from the book and read them to someone.
8. Handwriting: Letters and Pictures Pages: 20. and 21. ____ O
9. Read: C and K and Can You See 3? _____ O

After completing 11 Contracts, take a moment to breathe and relax. Allow "catch up" time. Evaluate how things are going and regroup - if necessary.

The Little Red Hen

Then take time to have the child read the story of the Little Red Hen with you. There is a simple, colorful, version of this story on the internet with many repeating sentences. A book from the library could work well too.

- Tell the child/children a little bit about the plot of the story.
- Put repeating sentences on the magnet board and read 1 word at a time while pointing to it with the pointer.
- Sight words to introduce and practice are: **said, very, little, help, will, myself, she, well, did, do.** Make flash cards for these words and practice often.
- Let the child read the part: "Not I," said the cat. "Not I," said the rat. "Not I," said the pig.
- After you have read this story several times, the child might want to read it themselves!
- Talk about the story and why the little red hen didn't want to share her bread.
- There are "Sight Word Sentences" to read and a poetry page with the word "very" to complete.
- There are fun activities on the internet associated with this story if you wish to do more with it.

Adding S

Nouns are made plural by adding s or es at the end of the word.

Make a hands on card activity like this:

There is a paper activity



Read: *Hal Likes Hats*

Blends

Main Lesson with a stuffed animal (eg: Curious George) or puppet

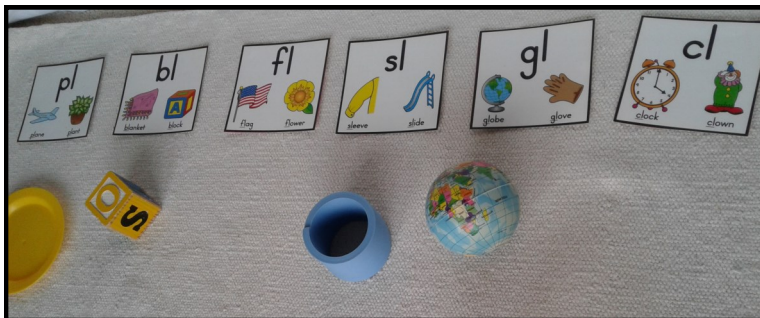
A blend is 2 letters that keep their own sounds - said quickly together. George is in a large paper bag. (adds to the suspense)

- Write a blend on the board - example: "st" Say the sound, not the letter names. "SSSTTT" as in star, stuck and stop.
- Have these words written on individual flash cards: clap, swim, skip, slip, flop, snap, spin, trot, flip, trick.
- Get George out of the bag. George is going to read and then act out the words - one at a time. All words begin with a blend.
- George pleads with the child or group to be silent so "he" can read the words and act them out.
- He does this. The last word is "trick" which he also performs. (You can find a simple trick on the internet.)

There are **4 Contracts** on blends and they are color coded **purple**:
"l" blends, "r" blends, "s" blends and "end blends".

These are the activities: "l" blends

Objects and Blend Cards



Magnetic "I" Blend - Words and Pictures

flag, plus, block, plum, glass, plug,
sled, clip, clock, clap, clam, black

Black Box Spelling

flag, plus, block, plum, glass, plug,
sled, clip, clock, clap, clam, black

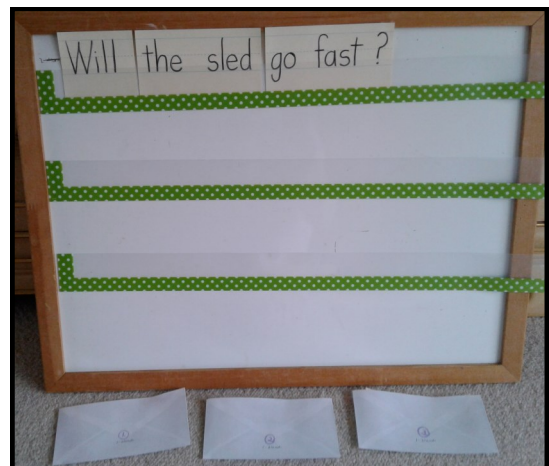


Cut Up Sentences

1. The flag flaps in the wind.
2. The class claps for Glen.
3. Will this sled go fast?

Flash Cards

flat, black, block, plum, plug,
clip, glass, plus, clock, flag, plan



Explode the Code Book 2, Pages

Read from the Emergent Readers Series

Sight Word Group Activity

Sight Word Sentences and Flash Cards (Supplemental Manual)

Sight Word Poetry Pages

Teacher Information

Sight Words Group 6 Activity (Contract 12 - "I" blends)

- Have all of the sight words in this group on individual flash cards: **by, like, or, can, did, be, off**. Introduce and review often.
- Have these words on individual card stock: **Did, he, she, like, or, ?**
- Have about 10 individual cards of pictures of foods such as peas, tomatoes, candy, salad, juice, bananas...
- Put the sentence "Did she/he like _____ or _____ ?" on the magnet board. Fill in the blank space with pictures.
- The child reads the sentence pointing to point to each word read.
- Have a switch item with "on and off" and practice

Cut-up Sentences with "I" blends, sight words, or story words.

Make a sentence using "I" blends, sight words, or story words. Put each word on an individual card - one sentence to an envelope.

1. Will the sled go fast? 2. The class claps for Glen. 3. The flag flaps in the wind.

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper Group 6: "I" blends

Black Box Spelling "I" Blends: clap, flag, clam, plug, clock, clap
flag, clam, clock,

Magnetic Words and Pictures: glass, clip, block, sled, plus,
black, plum (Supplemental Manual)

Explode the Code Book 2, lesson 1 and lesson 2

Sight Word Poetry Pages: can, by, like, or

Read from the Emergent Readers Series: Will Is Up At Bat

Name: _____ Date: _____

Contract 12: Sentences and Sight Words Group 6

"l" blends

1. Main Lesson on Blends _____ O
2. Objects and Blend Cards: fl, gl, sl, pl, cl, bl _____ O
3. Magnetic Words and Pictures _____ O
5. Explode the Code Book 2, lesson 1. _____ O
6. Explode the Code Book 2, lesson 2. _____ O
7. Flash Cards _____ O
8. Sight Word Group 6 Activity _____ O
9. Sight Word Poetry Pages: can, by, like, or _____ O
10. Sight Word Sentences _____ O
11. Cut Up Sentences _____ O
12. Black Box Spelling "l" blends _____ O
13. Read: Will Is Up At Bat _____ O

Teacher Information

Sight Words Group 7 Activity (Contract 13 - "r" blends)

- Have all of the sight words in this group on individual flash cards: do, down, come, went, was, good. Introduce and review often.
- Have a stamp with the word "good" on it, with a stamp pad. After the child completes some work, they can stamp "good" on their paper and then say and spell that word. There is also a poem featuring the word "down" to be painted with water colors.

Cut-up Sentences with "r" blends, sight words, or story words.

Make a sentence using "r" blends, sight words, or story words. Put each word on an individual card - one sentence to an envelope.

1. Brad must not drag the cat.
2. Brit will press the dress for mom.
3. Will Greg grin when the frog jumps?

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper Group7: "r" blends

Black Box Spelling "r" Blends

cross, dress, drum, crib, drip, grass, grin, crust, frog, crab, trot, crack

Magnetic Words and Pictures (Supplemental Manual)

cross, dress, drum, crib, drip, grass, grin, crust, frog, crab, trot, crack

Explode the Code Book 2, Lesson 3 and 4

Sight Word Poetry Pages: come and was

Read from the Emergent Readers Series: *Fran Can Flip*

Name: _____

Date: _____

Contract 13: Sentences and Sight Words Group 7

"r" blends

1. Objects and Blend Cards: gr, tr, br, fr, pr, dr, cr _____ O
2. Magnetic Words and Pictures _____ O
3. Explode the Code Book 2, lesson 3. _____ O
4. Explode the Code Book 2, lesson 4. _____ O
5. Flash Cards "r" blends _____ O
6. Sight Words Group 7 Activity _____ O
7. Sight Word Poetry Pages: come, was _____ O
8. Sight Word Sentences _____ O
9. Cut Up Sentences _____ O
10. Black Box Spelling "r" Blends _____ O
11. Read: *Fran Can Flip* _____ O

Teacher Information

Sight Words Group 8 Activity (Contract 14 - "s" blends)

- Have all of the sight words in this group on individual flash cards: from, all, some, have, are, stop, spell. Introduce/review often.
- Have individual packets of grapes and chips. Have the baggies of grapes in a bowl. Have the baggies of chips in another bowl.
- Have these words on individual cards: I, have, all, some, of, the, .
- With the individual words make a sentence such as: I have all of the grapes. Let the child read the sentence with the pointer and then do what the sentence says. Another example: I have some of the chips. Read and enact. After many sentences, share the snacks.

Cut-up Sentences with "s" blends, sight words, or story words.

Make a sentence using "s" blends, sight words, or story words. Put each word on an individual card - one sentence to an envelope.

1. Can you spell "stamp"? 2. I can swim fast. 3. Stop at the bottom step.

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper Group 7: "s" blends

Black Box Spelling "s" blends

snack, swing, skip, spot, swim, twig, stamp, spell, stem, spin, skunk, twin

Magnetic Words and Pictures (same as above) (Supplemental Manual)

Explode the Code Book 2, Lesson 5 and 6

Sight Word Poetry Pages: have

Read from the Emergent Readers Series: *We Can Get Fit* and *A Cricket Sings* which introduces "ing"

Name: _____

Date: _____

Contract 14: Sentences and Sight Words Group 8

"s" blends

1. Objects and Blend Cards: sw, sk, st, sn, sp _____ O
2. Magnetic Words and Pictures _____ O
3. Explode the Code Book 2, lesson 5. _____ O
4. Explode the Code Book 2, lesson 6. _____ O
5. Flash Cards "s" Blends _____ O
7. Sight Words Group 8 Activity _____ O
8. Sight Word Poetry Page: have _____ O
9. Sight Word Sentences _____ O
10. Cut Up Sentences _____ O
11. Black Box Spelling "s" Blends _____ O
12. Read: We Can Get Fit and A Cricket Sings _____ O

Teacher Information

Sight Words Group 9 Activity (Contract 15 - end blends)

- Have all of the sight words in this group on individual flash cards: want, saw, there, here, were, must. Introduce and review often.
- Ask questions using objects in the room: Is the clock here or over there? Child responds and spells "here" or "there".
- Child/ren draw a picture using this sentence: I saw a _____ and I want it.

Cut-up Sentences with "end" blends, sight words, or story words.

Make a sentence using "end" blends, sight words, or story words. Put each word on an individual card - one sentence to an envelope.

1. That belt cost a lot. 2. Did Ben go to the pond at dusk? 3. He left the raft on the bank.

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper Contract 14: "end" blends

Black Box Spelling "end" Blends

wind, list, hand, desk, belt, lamp, nest, gift, tent, jump, mask, hump

Magnetic Words and Pictures (Supplemental Manual)

wind, list, hand, desk, belt, lamp, nest, gift, tent, jump, mask, hump

Explode the Code Book 2, Lessons 8, 9 and 10

Sight Word Poetry Pages: there

Name: _____

Date: _____

Contract 15: Sentences and Sight Words Group 9

"end" blends

1. Magnetic Words and Pictures _____ O
2. Explode the Code Book 2, lesson 8. _____ O
3. Explode the Code Book 2, lesson 9. _____ O
4. Explode the Code Book 2, lesson 10. _____ O
5. Flash Cards _____ O
6. Sight Word Group 9 Activity _____ O
7. Sight Word Poetry Pages: there _____ O
8. Cut Up Sentences _____ O
9. Sight Word Sentences _____ O
10. Black Box Spelling "end" blends _____ O
11. Big Bin of Objects and Words _____ O

Dividing Words into Syllables

After all of the blend contracts (thru contract 15) are complete, I start to teach how to divide words into syllables. (breaking big words into smaller parts, making it easier to figure out an unknown word.) Big words can be easy to read! This is an introduction phase - more practice will be added after the long vowel contracts.

- Use the book: *The Sunset Pond*
- A compound word is 2 little words that form one word such as "sunset."

1. Two Syllable Compound Words

- Let the child/ren know that big words can be easy to read when we break them into smaller parts.
- We will be breaking these compound words into smaller parts: sunset, Batman, bobcat, backpack, zigzag, sandbox, windmill, dustpan, pigpen, handbag.
- On a marker board show the child/ren how to draw a line between the two small words.

Let them try this.

- Do the hands on activity putting two small words with a picture together to make a compound word.
- There is a paper to practice this concept.



2. Dividing Two Syllable Words Between Double Consonants

- Let the child/ren know that big words can be easy to read when we break them into smaller parts.
- We will be breaking two syllable words into smaller parts by dividing between the double consonants.
- Here are the words: ribbon, kitten, rabbit, puppet, nugget, tennis, bonnet, traffic, muffin, mitten
- On a marker board show the child/ren how to draw a line between the double consonants. Let them try this.
- Do the hands on activity putting two small parts together to make a word.



- There is a paper to practice this concept.
- Use the book: *Jen's Best Gift Ever*. The feature word is "ribbon".
- The book focuses on finding solutions! This could be a theme in the classroom this year!

3. Dividing Two Syllable Words Between Different Consonants

- Let the child/ren know that big words can be easy to read when we break them into smaller parts.
- We will be breaking two syllable words into smaller parts by dividing between consonants. (pumpkin)
- Here are the words: pumpkin, napkin, magnet, basket, picnic, helmet, trumpet, dentist, cactus, unzip
- On a marker board show the child/ren how to draw a line between the double consonants. Let them try this.
- Do the hands on activity putting two small parts together to make a word.



- There is a paper to practice this concept.
 - Use the book: It Is Halloween!
- The feature word is "pumpkin".

Diagraphs

A diagraph is 2 letters that represent a single new sound - sh, ch, wh, th are the most common diagraphs.

Diagraph activities are color coded **turquoise**.

Teacher Information

Sight Words Group 10 Activity (Contract 16 - "th" and "wh")

- Have all of the sight words in this group on individual flash cards: this, that, then, them, they, with, when, where, why, who, what. Introduce and review often.
- Have cards with the individual words: who, what, when, where and why. Read a story. Have long cards with the answers to the questions relating to the story that are appropriate to the who, what, when, where and why questions. (suggestion: Little Red Hen or any other book)

Sentences and Pictures

6 sentences to be matched to 6 pictures

I think I am good at math. That dog got a bath. Did you thank mom for the gift? Which dress do you like? When can I have lunch? Jon went with them on the path.

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Magnetic Words and Pictures (Supplemental Manual)

math, them, bath, path, thin, tenth, thumb, think, three, thick

Black Box Spelling: math, them, bath, path, thin, tenth, thumb, three, thick

Sight Word Poetry Pages: what, where, this, that, them with

Read from the Emergent Reading Series: *This and That*, *Scamp Gets a Bath* and *I Can Plant A Seed*.

Name: _____

Date: _____

Contract 16: Sight Words Group 10

Digraphs "th" and "wh"

1. Magnetic Words and Pictures _____ O
3. Explode the Code Book 3, lesson 6. _____ O
4. Flash Cards "th" and "wh" _____ O
5. Sight Word Group 10 Activity _____ O
6. Sight Word Poetry Pages: what, where, this, that,
them, with _____ O
7. Sight Word Sentences _____ O
8. Sentences and Pictures _____ O
9. Read: This and That _____ O
10. Read: Scamp Gets a Bath _____ O

Teacher Information

Sight Words Group 11 Activity (Contract 17 - "ch")

- Have all of the sight words in this group on individual flash cards: something, one, over, many, how. Introduce/review often.
- Have a candlestick and allow each child to jump over it saying: Jack be nimble, Jack be quick. Jack jump over the candlestick.
- Child performs the action and then says and spells "over."
- Compose a lot of "how" questions: How old are you? ... Ask a question and the child responds and then says and spells "how".
- Have a jar with grapes in it. How many grapes are in the jar? Share as a treat.

Sentences and Pictures

6 sentences to be matched to 6 pictures:

Chad and Tom chat. Dad will chop the log. The little chick is yellow. We sat on a bench to rest. I had chips for lunch. That man is very rich.

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Black Box Spelling "ch" Words

lunch, witch, inch, bench, chip, chick, chop, chess, chin, chat, rich, punch

Magnetic Words and Pictures (words as above)

(Supplemental Manual)

Explode the Code Book 3, Lesson 7

Sight Word Poetry Pages: one, over and the "How Many" paper

Read and decorate the poem: *Almost Lunchtime* by Helen Moore

Name: _____

Date: _____

Contract 17: Sight Words Group 11

Digraph "ch"

1. Magnetic Pictures and Words _____ O
2. Pictures and Sentences _____ O
3. Explode the Code Book 3, lesson 7. _____ O
4. Flash Cards "ch" _____ O
5. Sight Words Group 11 Activity _____ O
6. Sight Word Poetry Pages: one, over, and the "How
Many" paper _____ O
7. Sight Word Sentences _____ O
8. Black Box Spelling "ch" Words _____ O
9. Read: put a lot of "ch" words on the board. Make _____ O
a story together using as many "ch" words as you can.
Read it together.

Read: *Almost Lunchtime* by Helen Moore

Teacher Information

Sight Words Group 12 Activity (Contract 18 - "sh")

- Have all of the sight words in this group on individual flash cards: love, house, out, about, too, two, to, around. Introduce/review often.
- Have child draw a picture titled: This is my house.
- Have the child make a card for someone signed: I love you.

Sentences and Pictures

6 sentences to be matched to 6 pictures

I wish I had a pet fish. I like to shop for shells. Shut the box.

The dish is on the shelf. The girl had a rash on her leg. Dad has cash in the bank.

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Black Box Spelling "sh" Words

fish, dish, shell, brush, shed, ship, shelf, rash, rush, trash, wish, shut

Magnetic Words and Pictures (Supplemental Manual)

fish, dish, shell, brush, shed, ship, shelf, rash, rush, trash, wish, shut

Explode the Code Book 3, Lesson 5

Sight Word Poetry Pages: out, about, two, love

Read: *Frank the Fish Gets His Wish*

Name: _____

Date: _____

Contract 18: Sight Words Group 12 - Digraph "sh"

1. Magnetic Pictures and Words _____ O
2. Pictures and Sentences _____ O
3. Explode the Code Book 3, lesson 5. _____ O
4. Flash Cards "sh" _____ O
5. Sight Words Group 12 Activity _____ O
6. Sight Word Poetry Pages: out, about, two, love _____ O
7. Sight Word Sentences _____ O
8. Black Box Spelling "sh" Words _____ O
9. Clothespin Activity Review _____ O
10. Read: Frank the Fish Gets His Wish _____ O

Suffixes

A suffix is a word ending. It is a group of letters you can add to the end of a root word.

When something happened a while ago, whether it was a long time ago or just a minute ago, you usually add “ed” to the action word or verb.

Adding “ed” to Words

1. Use the books, *Just a Box and Balls*
 - Have these words on flashcards: asked, strapped, lifted, flipped, propped, grabbed, melted. Also have the words getting and blanket on flashcards too.

Adding “ing” to Words

2. Use the book, *Fun in Winter, Spring, Summer and Fall*

Bossy "R"

When an "r" comes after the vowel, the vowel sound changes.

The letter "r" controls the vowel sound.

ar = arm

or = ornament

er = her

ir = bird

ur = turtle

Bossy "r" activities are color coded **cranberry**.

Teacher Information

Sight Words Group 13 Activity (Contract 19 - "ar")

- Have all of the sight words in this group on individual flash cards: part, hard, start, are, star. Introduce/review often.
- Have a 6 inch cardboard arm for each child. Have a running list of "ar" words for the children to run through a slot on the arm.
- Make a paper quilt star of your state.
- Do something with yarn.

Black Box Spelling

barn, farm, yarn, dart, card, harp, mark, star, cart, park, car, shark

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Cut Up Sentences

1. Dad went to park the car. 2. Can Mark play the harp? 3. The dog barks in the yard.

Explode the Code Book 6, Pages: 1, 3, 8

Sight Word Poetry Pages: are

Read: *Marvin's Trip To Mars*

Name: _____

Date: _____

Contract 19: Sight Words Group 13

Bossy "r" - "ar"

1. Black Box Spelling "ar" _____ O
2. Explode the Code Book 6, Pages 1, 3, 8 _____ O
3. Flash Cards "ar" Words _____ O
4. Cut Up Sentences _____ O
5. Sight Words Activity 13 _____ O
6. Sight Word Poetry Pages: are _____ O
7. Sight Word Sentences _____ O
8. Read: Put a list of "ar" words on the board and make a story together using as many "ar" words as you can. Read the story often. _____ O

Teacher Information

Sight Words Group 14 Activity (Contract 20 - "or")

- Have all of the sight words in this group on individual flash cards: or, more, before, Introduce/review often.
- Make a Christmas "or"nament. Have lots of things to decorate with.
- Read a book about horses and have child/ren make paper horses.

Black Box Spelling:

fork, snore. thorn, horn, storm, north, fort, cork, cord, sport, horse, corn.

Cut Up Sentences

1. He is good at sports. 2. Do you like corn on the cob? 3. We sit on the porch swing.

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Explode the Code Book 6, Pages 9, 11

Sight Word Poetry Pages: or, more

Read: *Sled Dog Morning*

If this is too difficult for the child to read, teacher reads.

Name: _____

Date: _____

Contract 20: Sight Words Group 14

Bossy "r" - "or"

1. Black Box Spelling "or" Words _____ O
2. Explode the Code Book 6, Pages 9, 11 _____ O
3. Flash Cards "or" Words _____ O
4. Cut Up Sentences _____ O
5. Sight Words Group 14 Activity _____ O
6. Sight Word Poetry Pages: or, more _____ O
7. Sight Word Sentences _____ O
8. Read: *Sled Dog Morning* _____ O

Teacher Information

Sight Words Group 15 Activity (Contract 21 - "er", "ir", "ur")

- Have all of the sight words in this group on individual flash cards:
first, third, sister, under, after, better, ever, never, other, mother, father, brother, together.
- Introduce/review often.
- Make a cardboard rooster that crows, "er, er, er, er."

Sight Word Sentences A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper (Supplemental Manual)

Cut Up Sentences

1. He will jump over the rug. 2. A fern is a plant. 3. The bird can chirp.

Explode the Code Book 6, Pages 17, 19

Sight Word Poetry Pages: never, together, flower

Read from the Emergent Readers Series: *Grandma Dot*

Name: _____

Date: _____

Contract 21: Sight Words Group 15

Bossy "r" - "er"

1. Movable Alphabet and Objects _____ O

2. Explode the Code Book 6, Pages 17, 19 _____ O

4. Flash Cards "ir, er, ur" Words _____ O

5. Sight Words Group 15 Activity _____ O

6. Sight Word Poetry Pages: never, together, flower _____ O

7. Sight Word Sentences _____ O

8. Read: Grandma Dot _____ O

9. Syllables: ending in "er" as in summer, and jumper _____ O

Do the hands on activities of putting 2 small parts together to make a word. Add the picture.

Long Vowels

Long Vowels sound like the name of the letter.

a - acorn

e - easel

i - ice cream

o - overalls

u - unicorn

Explain this to the child/ren. Having a chart near by can be handy.

The first activity is a close pin and picture activity.



The child/ren say the name of the picture, listen for the long vowel sound and clips it on the board for that sound.

You could also have pictures with magnets and the 5 vowels on cards and sort accordingly.

There is a paper that is also for listening for the long vowel sound and determining the correct one.

Explode the Code Book 3, Page 2 does the same thing: has the child listening for the long vowel sound.

Long Vowel Activities are color coded **brown**.

Teacher Information

Sight Words Group 16 Activity (Contract 22 - long vowel open)

- Have all of the sight words in this group on individual flash cards: because, before, begin, become Introduce/review often.
- Sing the "because song" to Mary Had a Little Lamb:
b - e - c - a - u - s - e u - s - e u - s - e. b-e-c-a-u-s-e,
because, because, because.

Cut Up Sentences: 1. We said hi to Jim. 2. No, you can not go to the zoo. 3. I am so glad to be with you.

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Magnetic Words and Pictures

hi, me, we, go, yo-yo, no, ho-ho, he, she

Explode the Code Book 3, Pages 4 and 5

Sight word Poetry Pages: go, be, me, we, no, he

Read: *Snowflake* poem or *Go Dog Go* - Dr. Seuse

Name: _____

Date: _____

Contract 22: Sight Words Group 16

Long Vowel Rule 1: If a vowel is at the end of a little word, the vowel says its name.

Explain "long vowel" sounds and do an activity listening for long vowel sounds.

1. Magnetic Pictures and Words _____ O
2. Cut Up Sentences _____ O
3. Explode the Code Book 3, Pages 4 and 5 _____ O
4. Flash Cards _____ O
5. Sight Words Group 16 Activity _____ O
6. Sight Word Poetry Pages: go, be, me, we, no, he, _____ O
7. Sight Word Sentences _____ O
8. Read: "Snowflakes" Poem _____ O

Teacher Information

Sight Words Group 17 Activity (Contract 23 - long vowel y as i)

Have all of the sight words in this group on individual flash cards:
would, could, should Introduce/review often.

Make a paper with these words:

I should_____.

I could_____.

I would_____if my mom or dad would let me. Let kids fill in the blanks.

Cut Up Sentences: 1. Why did he cry? 2. My mom will go by bus. 3.
Jack can fly a kite in the sky.

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group
on an 8-1/2 x 11 sheet of paper

Magnetic Words and Pictures (Supplemental Manual)

fry, cry, dry, sky, fly, my, why.

Explode the Code Book 3, Pages 6 and 7 then 8, 9, 10

Flash Cards

Name: _____

Date: _____

Contract 23: Sight Words Group 17

Long Vowel Rule 2: If a little word ends in "y", the "y" says "i" as in my.

1. Magnetic Pictures and Words _____ O

2. Cut Up Sentences _____ O

3. Explode the Code Book 3, Pages: 6, 7, _____ O
then 8, 9, and 10 as review pages for the first 2
long vowel rules.

4. Flash Cards _____ O

5. Sight Words Group 17 Activity _____ O

6. Sight Word Sentences _____ O

7. Read: Put all of the "y" words on the board and _____ O
create sentences or a story using as many words as you
can. Read often.

8. Sight Word poetry pages: could

Teacher Information

Sight Words Group 18 Activity (Contract 24 - magic e)

- Have all of the sight words in this group on individual flash cards: nine, five, white, use, here, write, name, date, those, these, same, gave, came, home, make. Introduce/review often.
- Have a little white board and marker. Ask the child/ren to respond to these sentences you have written out on card stock: (They could each have a paper on a clip board.) Write your name. Write the date. How many of these do I have? Can you make a home? I have five balls. Make nine circles. The cats are the same size.
- Make a kite to decorate a kite poem.

Sight Word Sentences

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Magic e Fold Ups

Objects and Movable Alphabet: rose, bike, tape, tube, five

Flash Cards: slide, bike, time, ride, like, size, line, dime, hike, smile,,drove, nose, cone, those, froze, close, joke, home, rope, smoke, flute, rule, Luke, mule, rude, use, cute, dune, June, tube, date, tape, same, wave, gave, made, cake, face, name, gate

Explode the Code Book 3, Lessons 2, 3, and 4

Sight Word Poetry Pages: make, take, made, time, these

Read from Reading Series 2: *The Case of Jake's Escape*, *My Summer-time Camping Trip*, *Mr. Mole's Stove*, *Summer Fun at Duke Park*, *Amazing Snakes*

Black box spelling & magnetic words & Pictures

This Contract could take 2 to 4 weeks. (Supplemental Manual)



Name: _____

Date: _____

Contract 24: Sight Words Group 18

Long Vowel Rule 3: Put a silent "e" at the end of a word, and the vowel before it says its name.

1. Objects and Movable Letters _____ O

2. Fold Ups _____ O

3. Explode the Code Book 3, lesson 2, 3, 4 _____ O

4. Sight Words Group 18 Activity _____ O

5. Sight Word Poetry Pages: make, take, made,
time, these _____ O

6. Flash Cards _____ O

7. Sight Word Sentences _____ O

8. Black Box Spelling "magic e" Words _____ O

9. Read from Series 2: *The Case of Jake's Escape*, _____ O
*My Summertime Camping Trip, Mr. Mole's Stove, Summer
Fun at Duke Park, and Amazing Snakes*

Teacher Information

Sight Words Group 19 Activity (Contract 25 - long vowel ee)

- Have all of the sight words in this group on individual flash cards: green, tree, three. Introduce/review often.
- Have child/ren draw a picture of three green trees and write a sentence or poem to go with it.

Magnetic Words and Pictures: tree, three sheep, feet, cheese, teeth, wheel, queen, green, deer, sleep, jeep

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Flash Cards: see, need, three, green, keep, sheep, jeep, sleep, seem, feet

Explode the Code Book 3, Pages 75 and 76

Sight Word Poetry Pages: need

Read from the Emergent Reading Series: *Meg and Jim's Sled Trip*

Name: _____

Date: _____

Contract 25: Sight Words Group 19

Long Vowel Rule 4: "ee" says e as in tree.

1. Magnetic words and pictures _____ O
2. Explode the Code Book 3, Pages 75 and 76 _____ O
3. Sight Word Group 19 Activity _____ O
4. Sight Word Poetry Pages: need _____ O
5. Flash Cards "ee" _____ O
6. Sight Word Sentences _____ O
7. Magnetic Words and Pictures _____ O
8. Read: *Meg and Jim's Sled Trip* _____ O

Teacher Information

Sight Words Group 20 Activity (Contract 26 - long vowel ea)

- Have all of the sight words in this group on individual flash cards: read, year, each, please. Introduce/review often.
- Share this poem:
I see three trees up the street. Each has something sweet to eat. Apples, peaches, cherries too, Sweet treats that are good for you.
My feet run fast to the fruit filled trees. I take a seat beneath green leaves. Then grab a fruit that I can reach and sink my teeth into a peach. Yum! (Share a peach treat!)
- Could have the child/ren illustrate.

Magnetic Words and Pictures: leaf, peach, beak, pea, seal, read, bead, steam, seat, meal, ear, leap.

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Flash Cards: sea, clean, east, leak, eat, bean, leaf, beach, earn

Explode the Code Book 3, Pages 77 and 78

Sight Word Poetry Pages: eat, each

Name: _____

Date: _____

Contract 26: Sight Words Group 20

Long Vowel Rule 4: "ea" says e as in leak.

1. Magnetic words and pictures _____ O
2. Explode the Code Book 3, Pages 77, 78 and 80 _____ O
3. Sight Word Group 20 Activity _____ O
4. Sight Word Poetry Pages: eat, each _____ O
5. Flash Cards "ea" _____ O
6. Sight Word Sentences _____ O
7. Read: *Lin Lin and the Gulls* _____ O
8. Read: *Shep the Sheep of Caladeen* _____ O

Teacher Information

Sight Words Group 21 Activity (Contract 27 - long vowel y as e)

- Have all of the sight words in this group on individual flash cards: happy, puppy, work, word. Introduce/review often.
- Have this story printed on paper: Bobby took the frisky puppy to the muddy playground. The puppy got dirty. Daddy was happy when Bobby gave the messy puppy a bath. Now the puppy can play on the sunny, grassy hill. Daddy, Bobby and puppy are happy. All is well. Then show the child/ren how to make a simple origami dog to decorate the story.

Cut Up Sentences

I got a puppy for my birthday.

I am happy to take him for a walk.

A puppy is a lot of work.

I gave my word that I would help take care of him.

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Magnetic Words and Pictures: happy, daddy, jelly, sunny, kitty, puppy, grassy, penny, muddy, Bobby, sandy, candy
(Supplemental Manual)

Explode the Code Book 4, Lesson 9

Sight Word Poetry Pages: word

Read from the Emergent Readers Series: *Am I Lucky?*

Name: _____

Date: _____

Contract 27: Sight Words Group 21

Long Vowel Rule: When a 2 syllable word ends in y, the y says e and takes the consonant before it to make the last syllable as in happy.

1. Magnetic Words and Pictures _____ O
2. Explode the Code Book 4, lesson 9 _____ O
3. Sight Words Group 21 Activity _____ O
4. Sight Word Poetry Pages: word _____ O
5. Flash Cards _____ O
6. Sight Word Sentences _____ O
7. Cut Up Sentences _____ O
8. Read: *Am I Lucky?* _____ O

Teacher Information

Sight Words Group 22 Activity (Contract 28 - long vowel ay)

- Have all of the sight words in this group on individual flash cards: birthday, yesterday, play, say, day away. Introduce/review often.
- Make an "ay" slider.

Magnetic words and Pictures: hay, tray, day, play, say, pray, way, birthday, jay, x-ray, clay, gray.

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Flash Cards: tray, say, day, may, ray, pray, stay, clay, play, gray

Sight Word Poetry Pages: may, say, way, day

Black Box Spelling: "ay" words

Name: _____

Date: _____

Contract 28: Sight Words Group 22

Long Vowel Rule: "ay" says a as in pay. "Ay" is at the end of a word.

1. Magnetic Words and Pictures "ay" _____ O
2. Sight Word Group 22 Activity _____ O
3. Sight Word Poetry Pages: may, say, way, day _____ O
4. Flash Cards _____ O
5. Sight Word Sentences _____ O
6. Black Box Spelling "ay" words _____ O

Teacher Information

Sight Words Group 23 Activity (Contract 29 - long vowel ai)

- Have all of the sight words in this group on individual flash cards: chair, train, hair, rain. Introduce/review often.
- Make a paper chain and use as hair on a portrait, or anything else you want to make.

Magnetic words and Pictures: sail, pail, tail, rain, hair, nail, chain, snail, chair, train, stain, mail

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Black Box Spelling "ai" and "ay" words
(use pics from magnetic words & pictures)

Flash Cards: tail, wait, quail, laid, chair, trail, pain, sail, rain, mail

Explode the Code Book 3, lesson 11

Read from Series 3: *Snail Hits the Trail*

Name: _____

Date: _____

Contract 29: Sight Words Group 23

Long Vowel Rule: "ai" says a as in rain. "Ai" is at the beginning or middle of a word.

1. Magnetic Words and Pictures "ai" _____ O
2. Sight Word Group 23 Activity _____ O
3. Flash Cards _____ O
4. Explode the Code Book 3, Lesson 11 _____ O
5. Sight Word Sentences _____ O
6. Black Box Spelling "ai" and "ay" Words _____ O
7. Read: *Snail Hits the Trail* (Reading Series 3) _____ O

Teacher Information

Sight Words Group 24 Activity (Contract 30 - long vowel ow)

- Have all of the sight words in this group on individual flash cards: old, new, girl, boy, snow, show, know, grow. Introduce/review often.
- Make a paper snowman to illustrate a snowman poem.
- Grow a seed.

Cut Up Sentences

The plants will grow.

The west winds blow the snow.

I will show you my yellow bow.

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Magnetic Words and Pictures: bow, mow, grow, row, sow, snowman, snow, glow, blow, snowball, crow, throw (Supplemental Manual)

Flash Cards: grow, row, snow, show, slow, own, mow, bow, blow, low

Sight Word Poetry Pages: new

Read from Series 3: *Tracking With Uncle Joe*

Read: *Frosty the Snowman* or any snow story or poem

Name: _____

Date: _____

Contract 30: Sight Words Group 24

"ow" says o as in snow. "ow" comes at the end of a word.

1. Magnetic Words and Pictures "ow" _____ O
2. Sight Words Group 24 Activity _____ O
3. Sight Word Poetry Pages: new _____ O
4. Flash Cards "ow" words _____ O
5. Sight Word Sentences _____ O
6. Cut Up Sentences _____ O
7. Read from Series 3: Tracking With Uncle Joe and _____ O
Frosty The Snowman or any snow story or poem

Teacher Information

Sight Words Group 25 Activity (Contract 31 - long vowel oa)

- Have all of the sight words in this group on individual flash cards: give, live, again, boat, soap. Introduce/review often.
- Make boat to float in a dish of water. (look on the internet)

Cut Up Sentences

The boat will float in the tub.

This coat kept me warm.

Joan used soap to wash her hands.

Sight Word Sentences (Supplemental Manual)

A group of 3 - 5 sentences or phrases for each sight word in the group on an 8-1/2 x 11 sheet of paper

Magnetic Words and Pictures: boat, oak, road, coat, toad, toast, float, soap, loaf, goat, oats, moat (Supplemental Manual)

Flash Cards: coat, soak, road, roast, loaf, goat, toast, toad, boat

Explode the Code Book 3, Lesson 12

Read from Series 3: *Plates, Quakes and Glowing Magma*

Name: _____

Date: _____

Contract 31: Sight Words Group 25

"oa" says o as in boat. "Oa" is at the beginning or middle of a word.

1. Magnetic Words and Pictures "oa" _____ O

2. Sight Words Group 25 Activity _____ O

3. Explode the Code Book 3, Lesson 12 _____ O

3. Flash Cards "oa" words _____ O

4. Sight Word Sentences _____ O

5 Cut Up Sentences _____ O

6. Read from Series 3: *Plates, Quakes and Glowing Magma* _O

7. Sight Word Poetry Page: live

Teacher Information

Sight Words Group 26 Activity (Contract 32-“ou” sound)

- Have all the sight words in this group on individual flash cards: out, about, match, pretty, cozy, sound. Introduce and review often.
- On little strips of paper put the farm animal sounds: baa, moo...Have some farm animals (or pictures) and the sentence: Which animal makes the sound on the paper? Have the child spell “sound” and place the sound on the little paper next to the animal that makes that sound,
- Get a large map of the US and name some states south of Ohio.

Magnetic Words and Pictures: thousand, blouse, couch, mouse, round, south, trout, mouth, count, house, cloud, playground.

“ou” Flash Cards: mouse, blouse, noun, grouch, out, cloud, pound, shout, trout, sound, found, scout, ounce, south, house, ground, playground, hound, loud, proud, round, our, couch.

Sentences and Pictures

I found my blouse in a mound on the couch.
When a bee stung me, I shouted, “ouch!”
I can bounce a ball round the playground.
The cloud was in the shape of a hound dog.
The boy scout caught a trout in the lake
I can count to one thousand.

Cut Up Sentence: I saw a brown mouse in our house.
Dad got the mouse in a mousetrap.
He put the mouse outside in the trash.

Name: _____ Date: _____

Child Contract 32: Sight Word Group 26
ou says "ou" as in ouch!

1. Magnetic Words and Pictures _____ O
2. Sight Word Group 26 activity _____ O
3. Explode the Code Book 6 from lesson 12 _____ O
4. Flash Cards "ou" words _____ O
5. Sentences and Pictures _____ O
6. Sight Word Poetry Pages: out, about, sound _____ O
7. Read a Pumpkin Poem and decorate _____ O
8. Cut Up Sentences _____ O
9. Read and Decorate a Cloud Poem _____ O
10. Read Sight Word Sentences _____ O

Teacher Information

Sight Word Group 27 Activity (Contract 33 "ow" as cow)

Have all of the sight words in this group on individual flash cards: flower, how, down, fall, now, brown.

introduce and practice often

-Have a cow on a stick and have pictures of a rock, a hole, a pebble and a log on cards.

Walk the cow along a field and have it trip and fall down on the _____. Have this question on a strip of paper: How did the brown cow fall down now? Act this out with each item.

Magnetic Words and Pictures: owl, town, towel, cow, brown, flower, shower, clown, crown, down frown, bow.

"ow" Flash Cards: now, cow, pow, plow, brow, and as above.

Sentences and Pictures

I walked down town in a rain shower.

The flowers like spring showers.

The owl is brown and white.

The clown is juggling three balls.

The crown is filled with beautiful gifts.

Name: _____ Date: _____

Child Contract 33: Sight Word Group 27
ow says "ow" as in cow

1. Magnetic Words and Pictures _____ O
2. Sight Word Group 27 Activity _____ O
3. Explode the Code Book 6 from Lesson 12 _____ O
4. Flash Cards: "ow" words _____ O
5. Sentences and Pictures _____ O
6. Sight Word Poetry Pages _____ O
7. Read: My Vivid Town _____ O
8. Sight Words and Sight Word Sentences _____ O

Teacher Information

Sight Word Group 28 Activity (Contract 34 igh as in light)

-Have all the sight words on individual flash cards: night, right, light, high, child, old. Introduce and practice often.

-Read the poem:

Starlight, star bright, first star I see tonight.

Wish I may, wish I might, have the wish I wish tonight.

Talk about what each child might wish for

-Research and write about men named Dwight.

-Oh what a beautiful sight! Ask the children to write/draw about a place in the world where they want to go because it is so beautiful.

Magnetic Words and Pictures

sunlight, light bulb, night, flight, high, sight, lightning, lighthouse, right, highway, flashlight.

"igh" Flash Cards: night, right, light, might, tight, bright, sight, tight, high, sigh, firefighter, lighthouse.

Sentences and Pictures: The child broke his right arm.

Dwight's house is in the high rise.

The lighthouse shines brightly for ships in the night.

The firefighter saved the old man.

Opposite igh Board: night/day, right/left, light/dark, high/low, might/will, nightmare/daydream, bright/dim

Name: _____ Date: _____

Child Contract 34: Sight Word Group 28

igh words: igh says i as in light. The gh is silent.

1. Magnetic Words and Pictures _____ O
2. Explode the Code Book 6, lesson 6 _____ O
3. Sight Word Activity Group 28 _____ O
4. Sentences and Pictures _____ O
5. Read: Traffic Lights by Vivian Gouled _____ O
6. Flash Cards _____ O
7. Sight Words and Sight Word Sentences _____ O