

Early Orton-Gillingham Practice Packs



Kick your instruction up a notch!





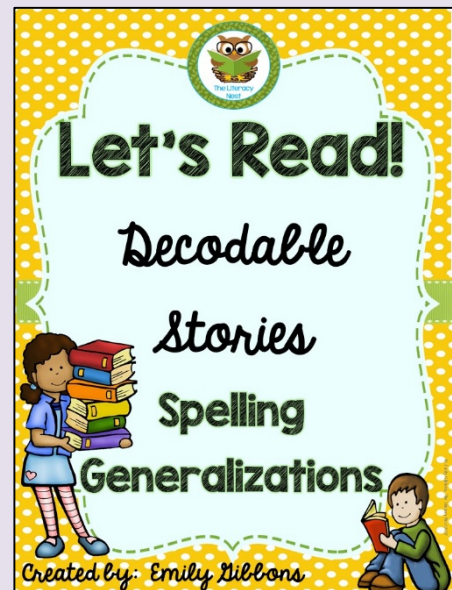
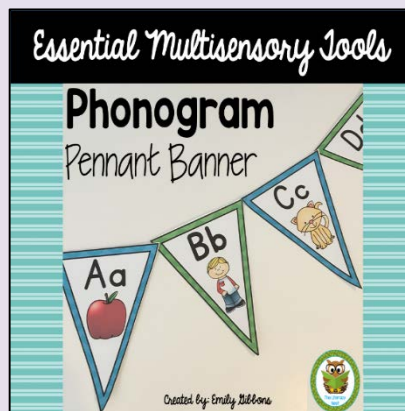
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Dear Educator,

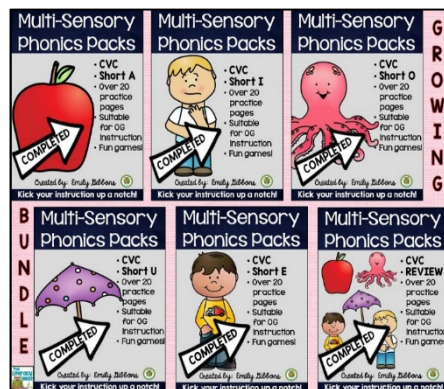
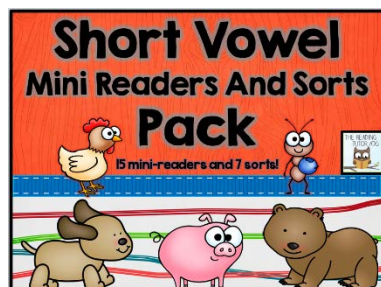
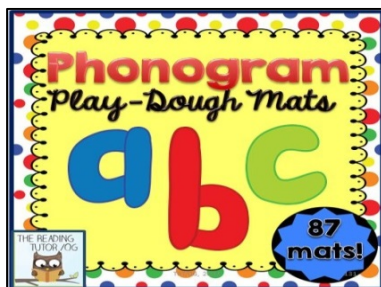
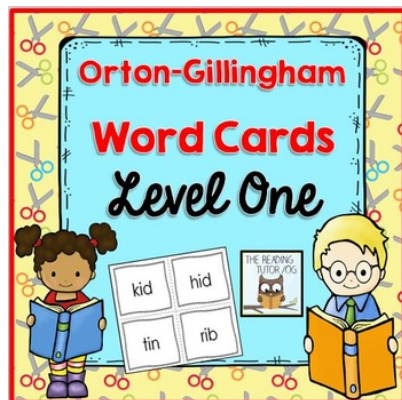
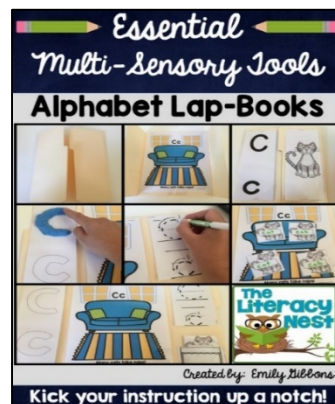
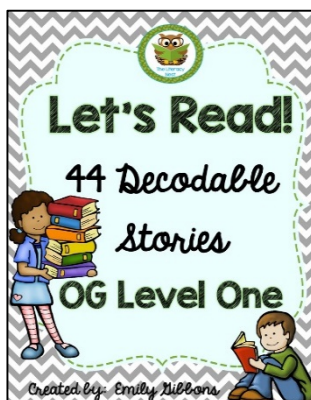
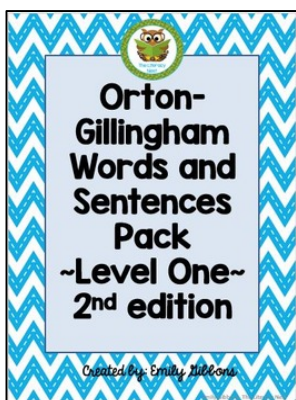
Thank you for your purchase! This resource was created for early Orton-Gillingham instruction (level one) or other reading intervention programs. It was designed for students who may be receiving an introduction to the approach, as well as the alphabetic principle, while using a variety of fine motor practice and multisensory techniques. The activities included may be used during specific points of an O.G. lesson plan, including all review lessons. When using the Orton-Gillingham approach, Each letter as part of level one is it's own lesson. ***PLEASE LOOK AT THE PROGRESSION CHART I FOLLOW.** It will make a lot more sense when you see the way I've organized some of the pages, particularly the letter tiles. I'm not saying you HAVE to follow this progression. You may still use everything in this resource if you don't. ***PLEASE TAKE TIME TO LOOK AT THE PAGES WITH PHOTOS AND TEACHING TIPS.** I've taken the time to create these pages with you and your students in mind. We can all use a little visual sometimes, right? 😊

The following resources would accompany this resource well. Click any image to view.

Thanks again!

Emily Gibbons, M.Ed.

CDP ([blog](#))



Page #	Activity
5	Concept Checklist/Progression Chart
6-32	Alphabet Mini-Posters
33-36	Alphabet cards (for metal rings)
37-50	Multisensory Practice Cards
51-77	Manuscript Writing Practice
79-129	Phonogram Skill Practice
130-136	Letter Tiles
137-138	Blending Cards
139-140	CVC Spelling Practice Cards
141-145	Concentration Card Decks
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149-150	Ladders and Slides
151-152	Feed The Monster
153-156	Key Word BINGO
157-158	Dice Games for Letter Reversal Practice
159	Credits

Child's Name: _____
 Instructor: _____

Date: (began) _____
 Date: (ended) _____

Language Concepts, Spelling Rules, Generalizations,
 Syllable Division and Syllable Types

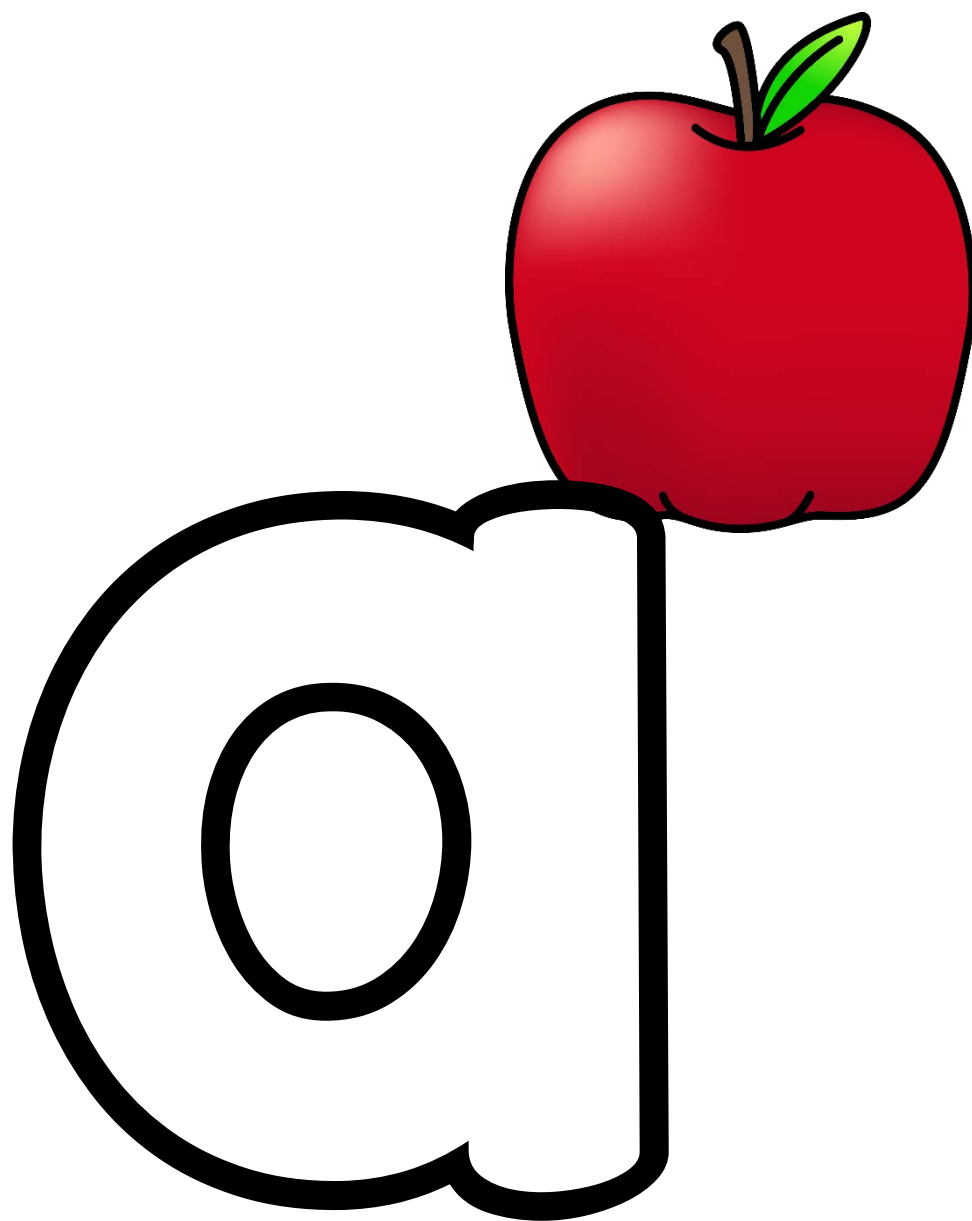
Phonograms

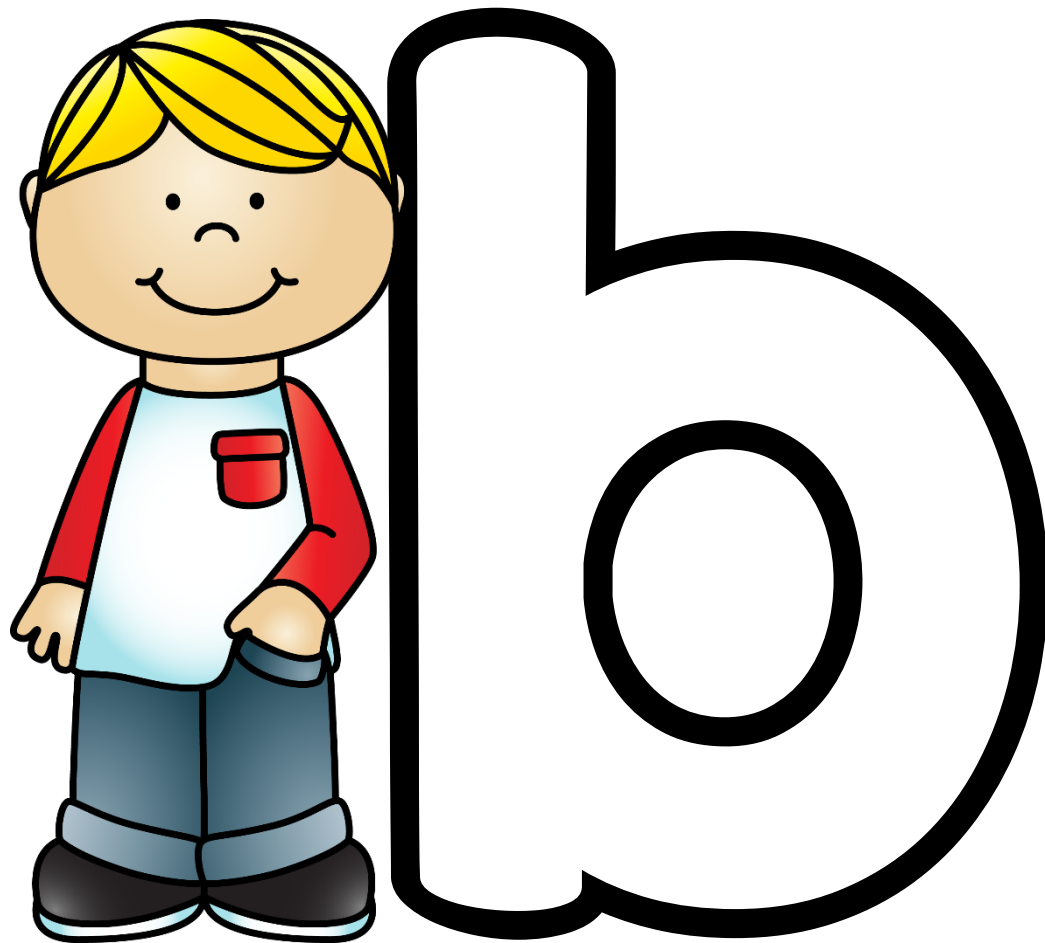
<p>Level I</p> <p>Group 1: a b c f h i j k m p t</p> <p>Group 2: g (goat), o, r l n th u ch e s(sun) sh d w wh y (C) v z</p> <p>Vowel-Consonant-E</p> <p>learned, red or phonetic words</p>	<p>initial 'c'</p> <p>digraphs</p> <p>ff, ll, ss, zz (floss rule)</p> <p>blends, closed syllable (VC)</p> <p>silent e syllable (VCe) VC/CV (rab/bit)</p> <p>VC/CVCe (tad/pole)</p> <p>handwriting, comprehension</p>
<p>Level II</p> <p>Long vowel monosyllables</p> <p>(ang, ong, ing, ung, ank, ink unk onk)</p> <p>(y /lon i/ my) x (box) qu (queen) ck tch (catch) (y /long e/ candy) ai ay ee</p> <p>ea (eat) ar(car) or (horn) (ind, ild, old ost) oa er ur ir oe(toe) ow (snow)</p> <p>ed (rented) ed(jumped) ed(sailed)</p> <p>oo(food and book) u-e/oo rule ow(plow), ey(valley)</p> <p>ou(ouch) all family</p> <p>learned words</p>	<p>y- (my, candy)</p> <p>k—ck</p> <p>ch-tch</p> <p>ai-ay</p> <p>ou-ow</p> <p>VC/CCV (lob/ster), VCC/CV (pump/kin)</p> <p>VCC/CCV (back/ground)</p> <p>r-controlled syllable type (Vr)</p> <p>diphthong (vowel team) syllable type (VV)</p> <p>comprehension</p> <p>compound words</p> <p>-s plural</p>
<p>Level III</p> <p>oi(boil) oy(boy) igh(light) ie(piece) ie(pie)</p> <p>ph(phone) ea(bread) ea(steak)</p> <p>open syllables: (pony, music, erase, baby, spider)</p> <p>long u/oo/(tulip), tion, sion, hard and soft c and g</p> <p>(s/z/ nose) ou (soup)</p> <p>au (August) aw (saw) schwa a (Alaska)</p> <p>learned words</p>	<p>Doubling Rule</p> <p>oi-oy</p> <p>au-aw</p> <p>V/CV (ra/ven) VC/V (rob/in)</p> <p>-es plural</p> <p>suffixes, possessives, contractions</p> <p>comprehension</p> <p>grapheme choice</p>
<p>Level IV</p> <p>Consonant-le, dge (fudge), ew (few) ew (grew)</p> <p>ei (ceiling) ei (vein), eigh (eight)</p> <p>ue (rescue), ue (true), y-e(type), eu(Europe) eu (sleuth)</p> <p>ui (juice)</p> <p>learned words</p>	<p>Silent E rule (dive-diving)</p> <p>Y rule (spy, spied, spying) (play, played, playing)</p>
<p>Level V</p> <p>Silent letters: kn, mb, gh, gn, gu, ps, mn, wr, h, t, l,</p> <p>ch/k/(Christmas), ch/sh/ (Chicago), (y/i/ gym),</p> <p>schwa (concept for all vowels), (i/e/ radio), -que/k/,</p> <p>o /short u/, a /o/, ar /er/, or /er/, war, oar /or/,</p> <p>wor /er/, ear, our /er/, ir /eer. irr /eer/, -ci, -si, -ti /sh/, ou</p> <p>/u/, -age, -ain, -ture, -ous, -cial, -tial, -ance, -ence,</p> <p>-cal, -ial, -ious, -iate, -cian, -able, -ible</p>	<p>Comprehension/Writing Skills</p>

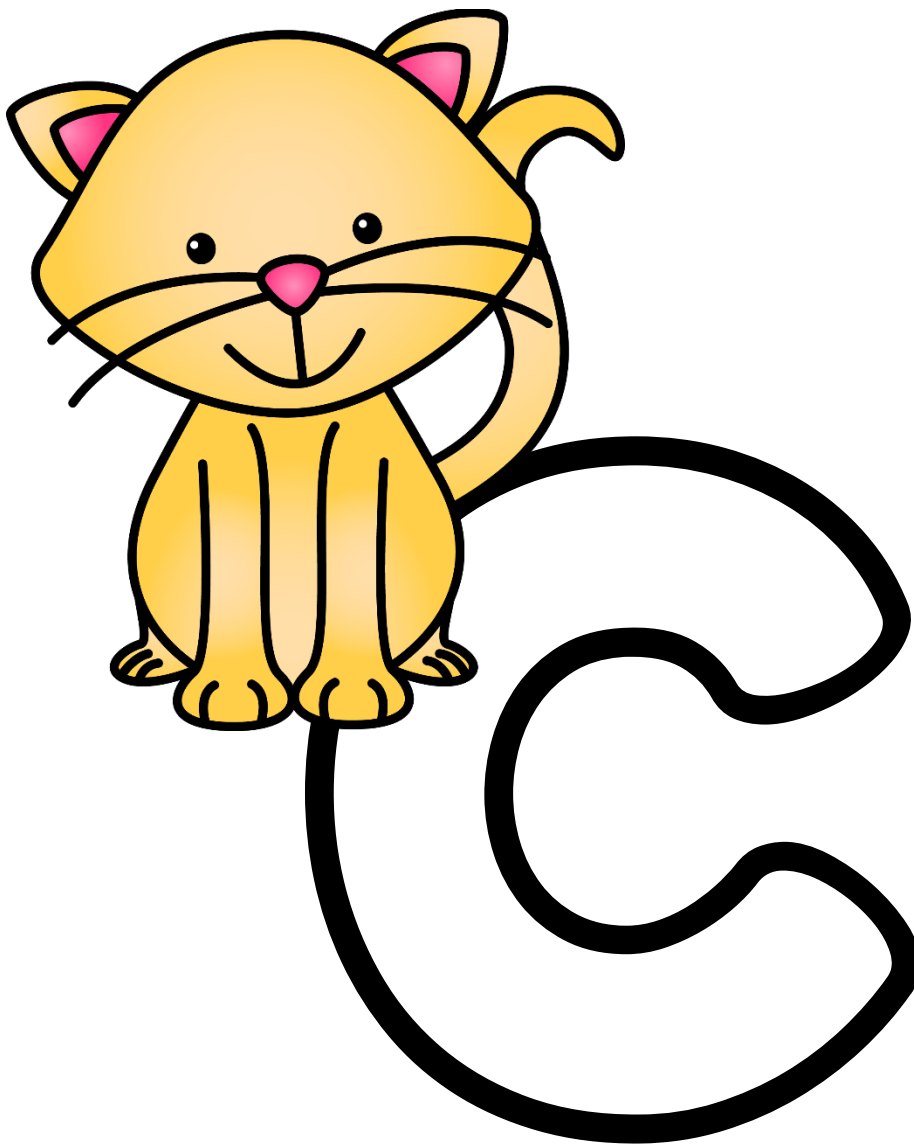


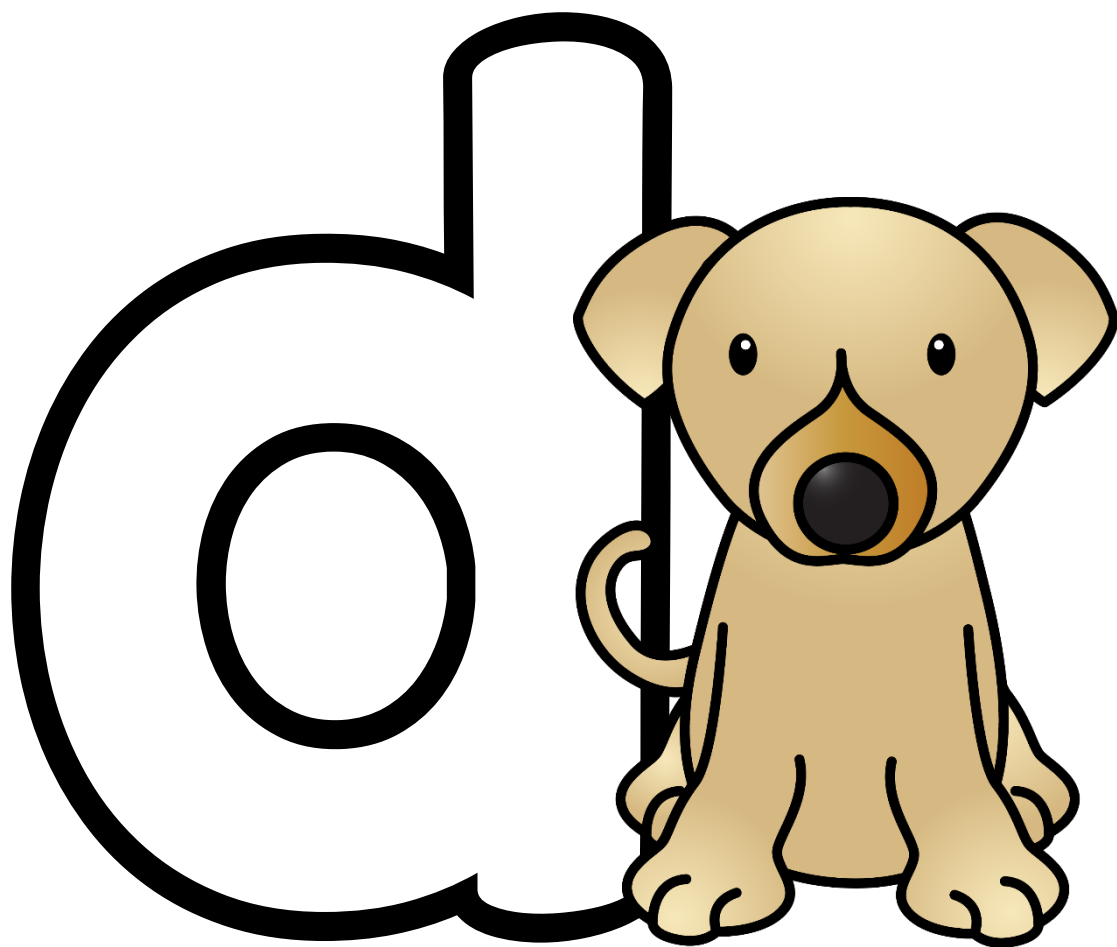
Phonogram Posters with Key Words

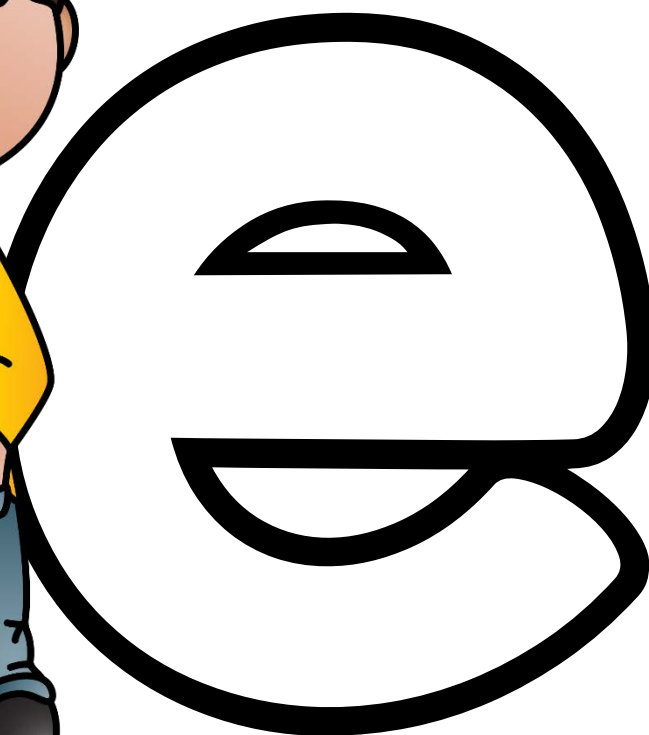
Use these practice sheets for letter/sound correspondence and fine motor practice. You can laminate them and place them in a binder with dry erase markers. You could make them tactile by gluing hot glue over the letters and letting it dry. Then students can trace over with a finger for sensory output. I also LOVE placing a plastic cross-stitch template over these if your students don't like the sand tray.



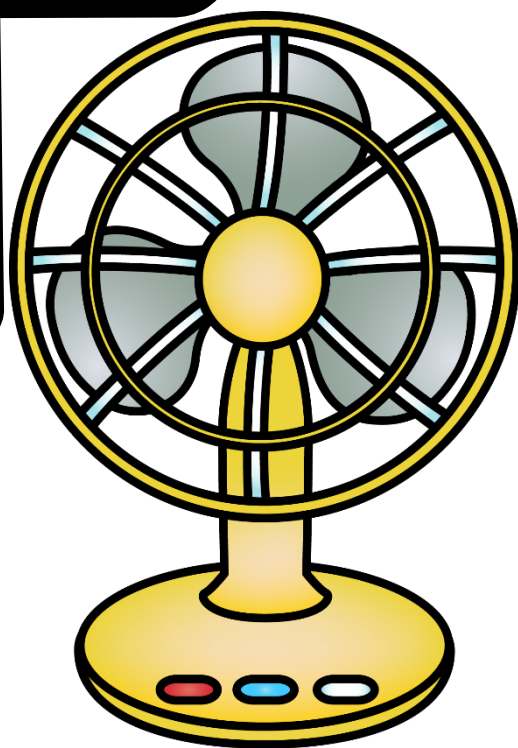


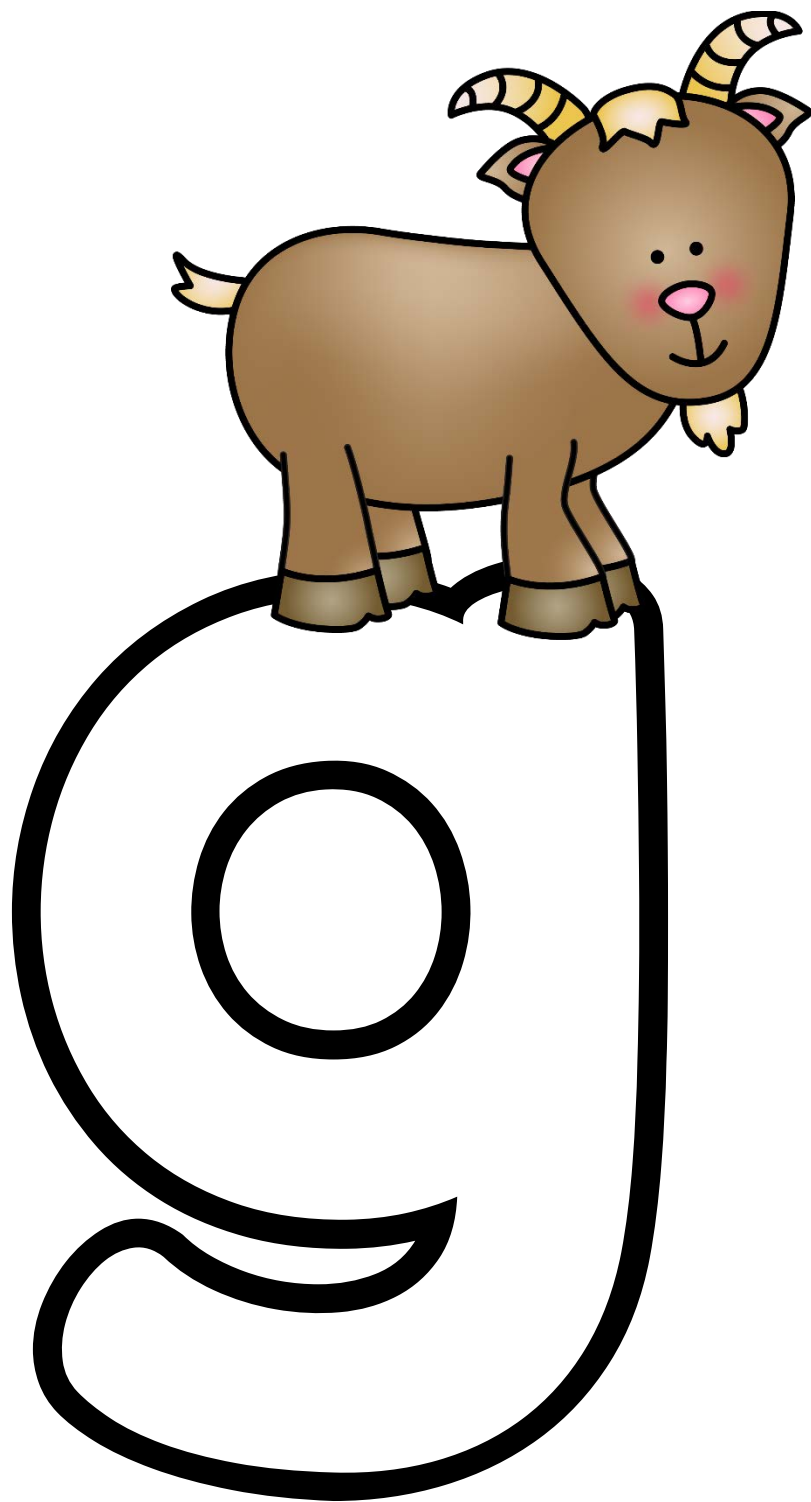


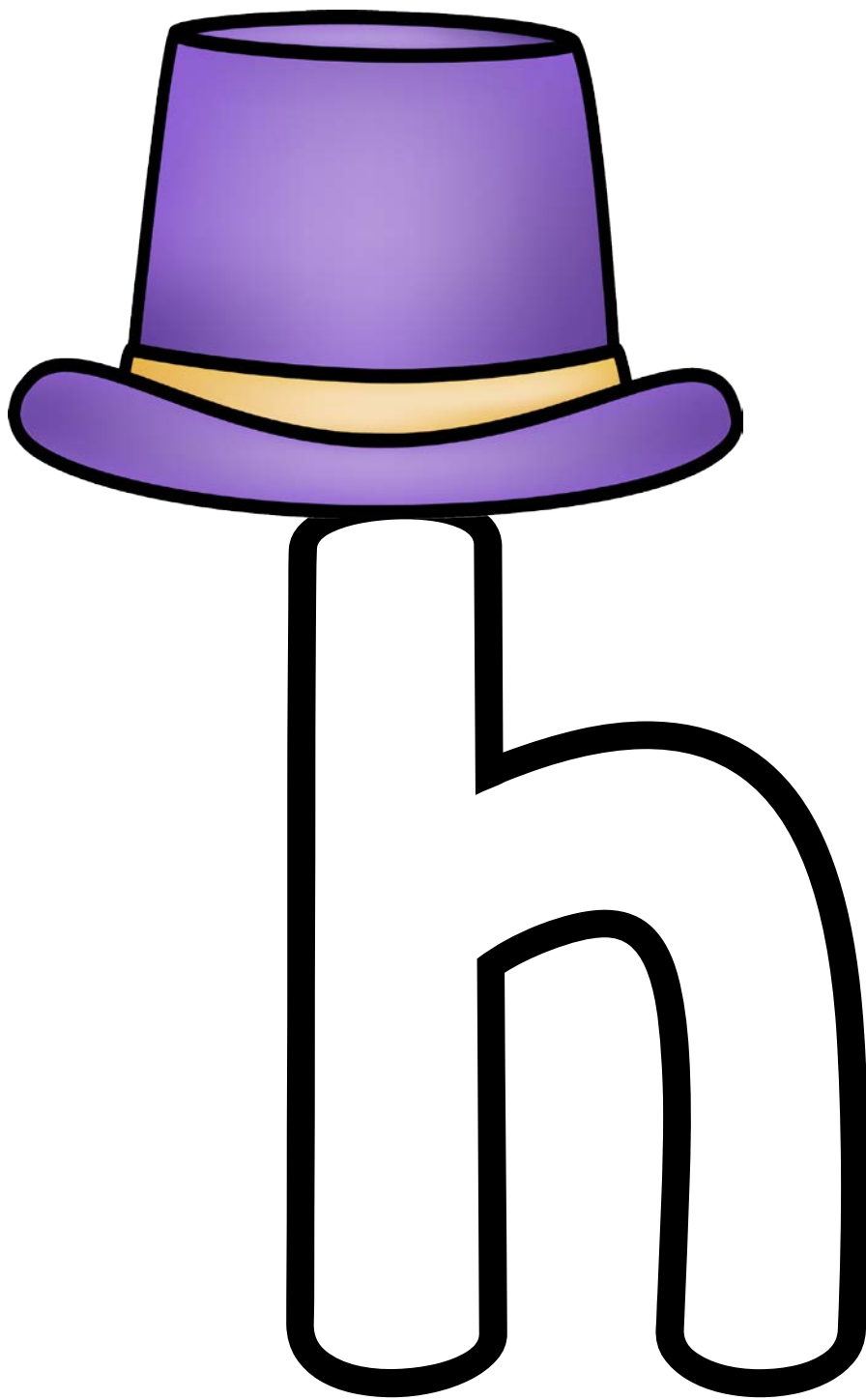


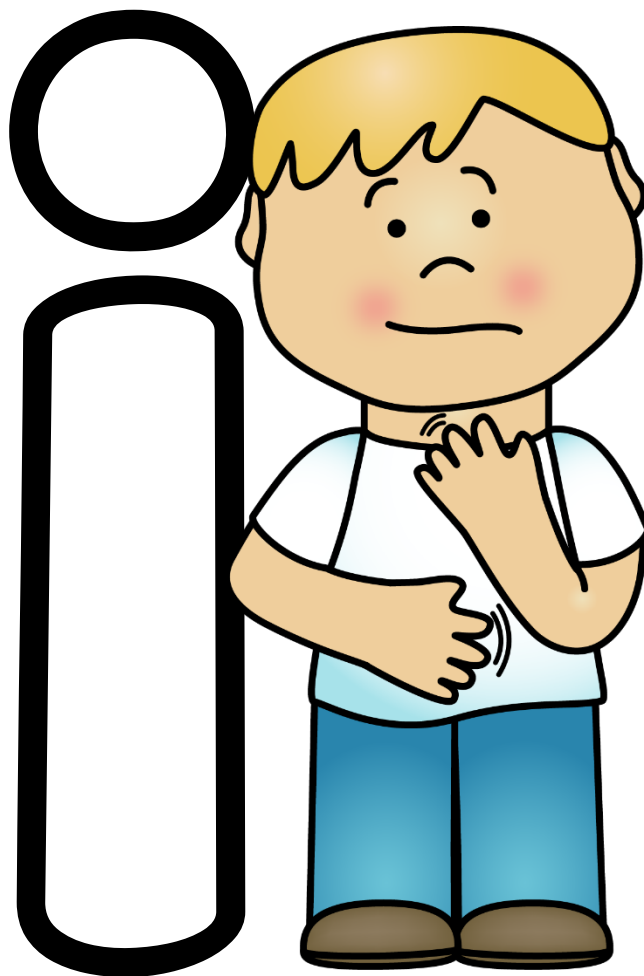


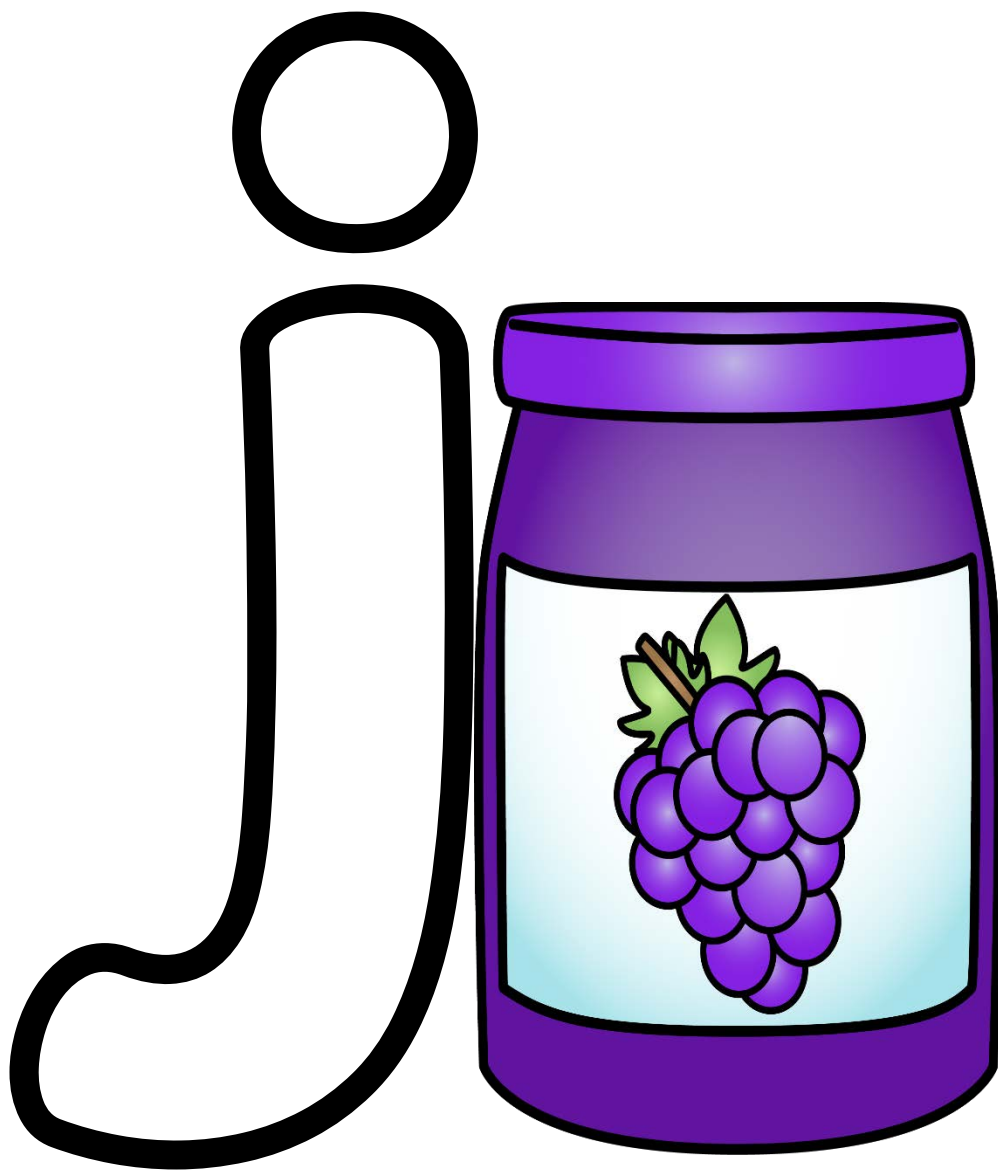
f

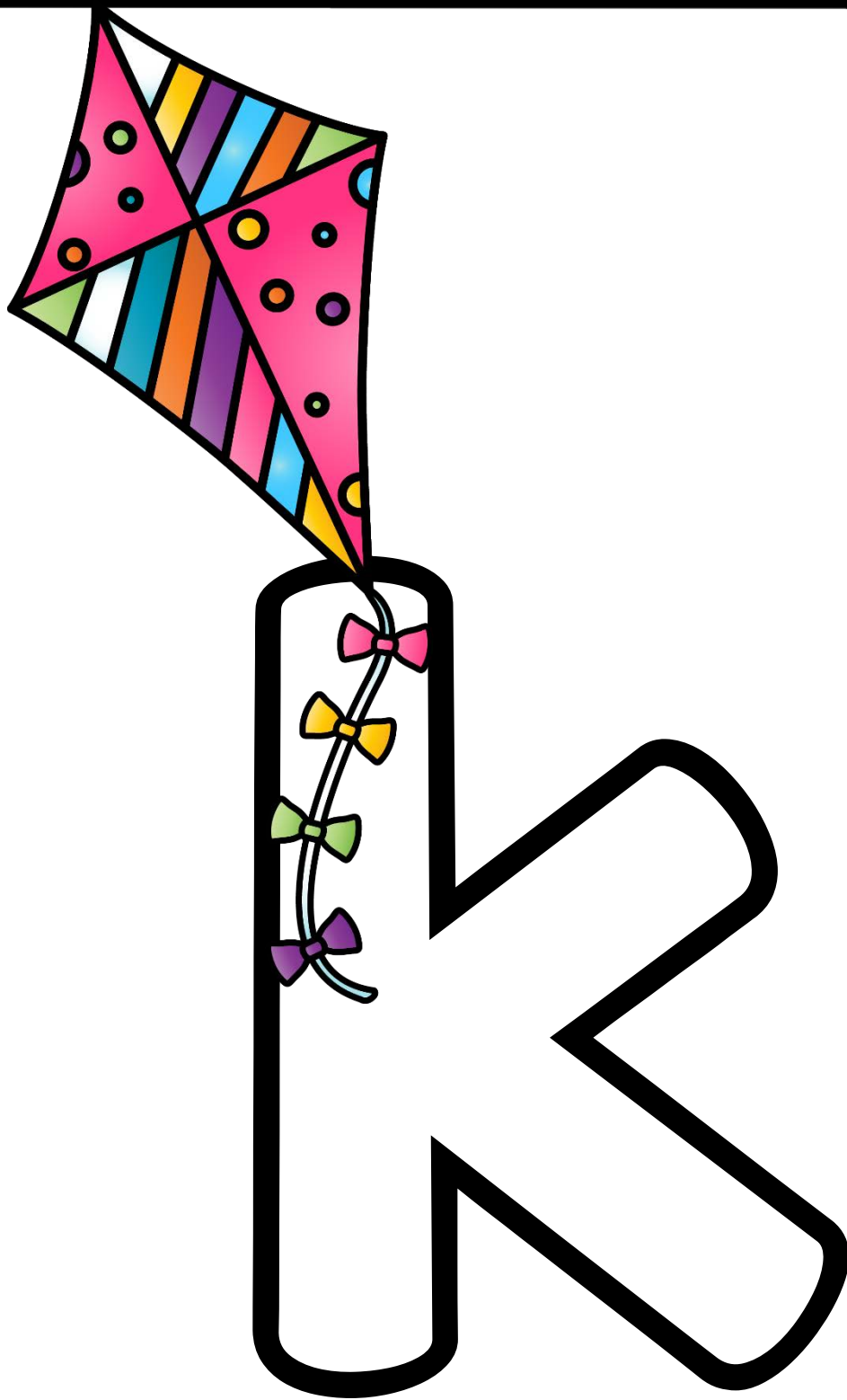


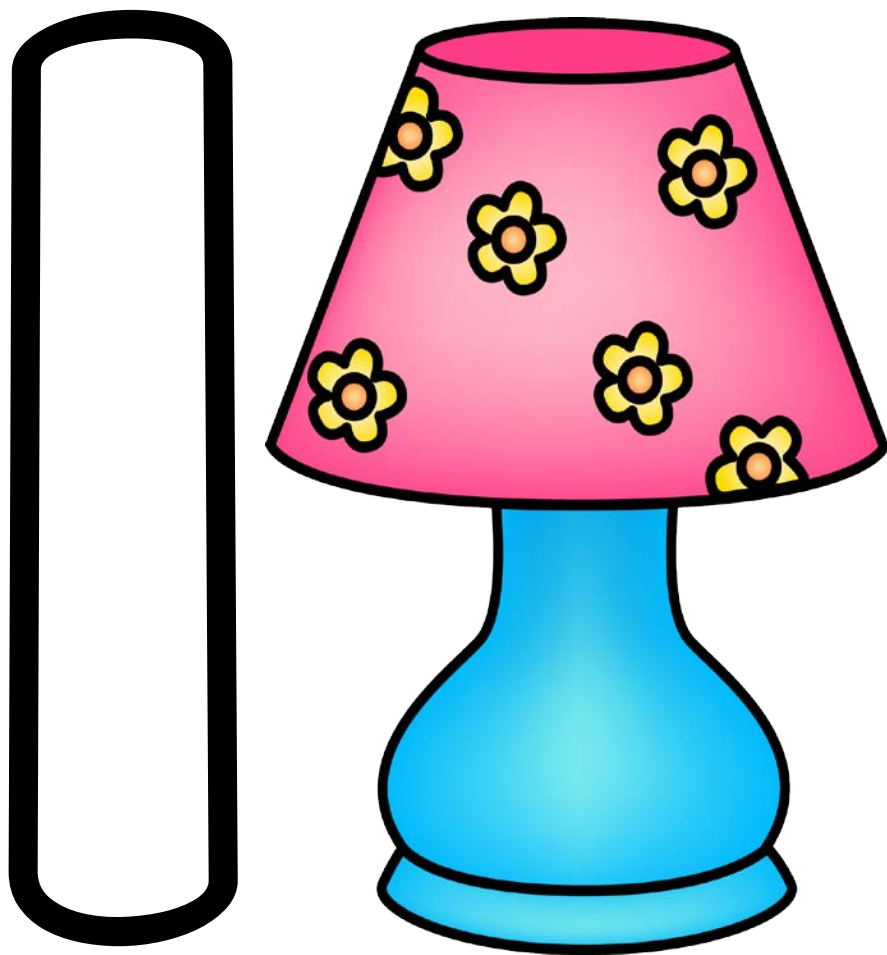


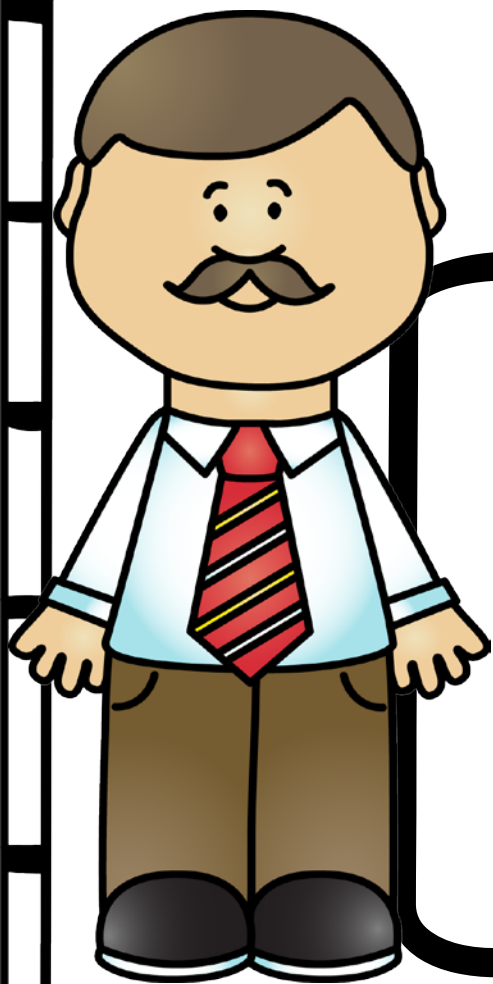


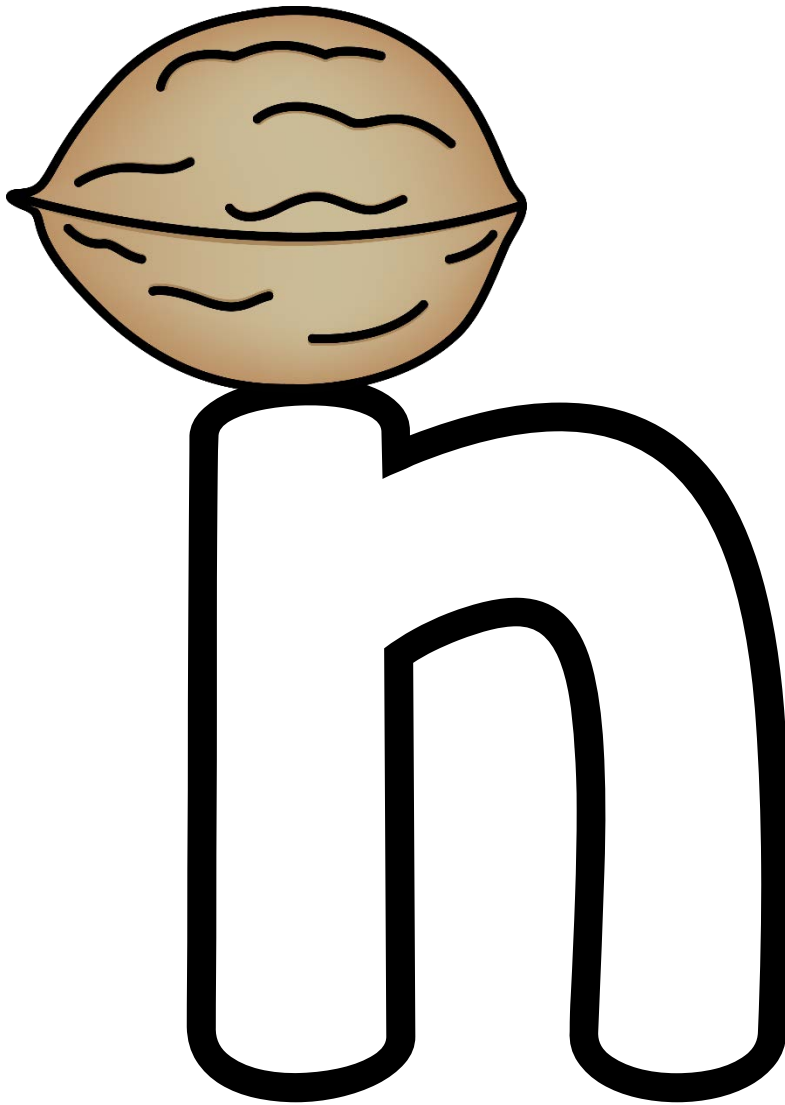


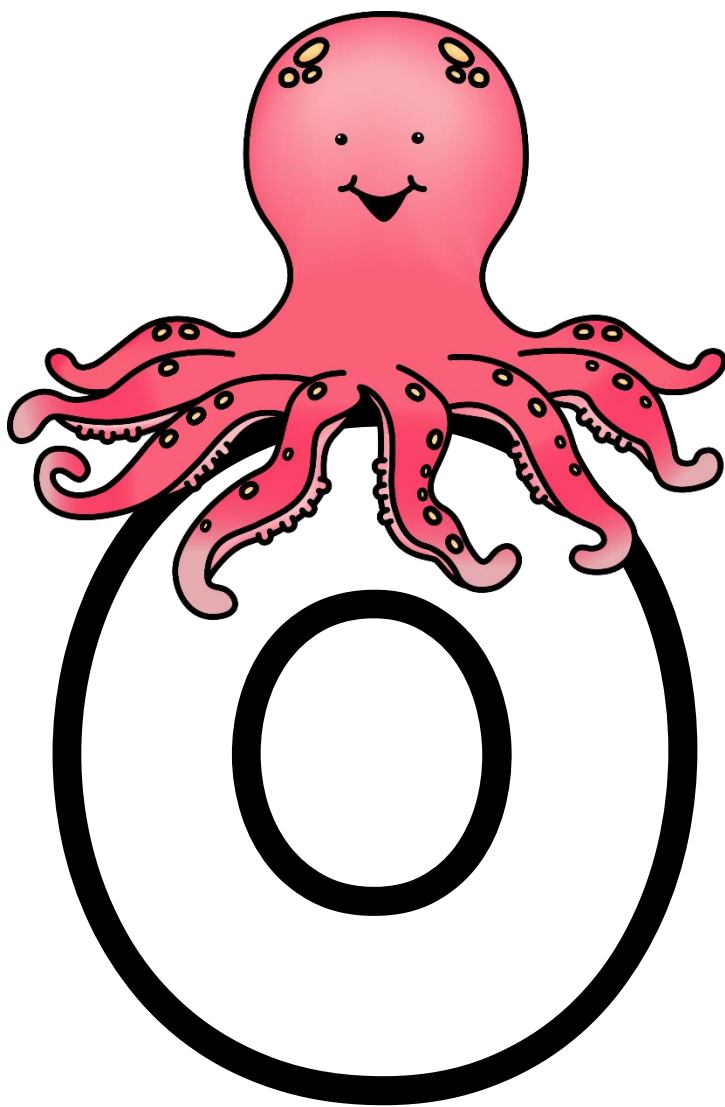


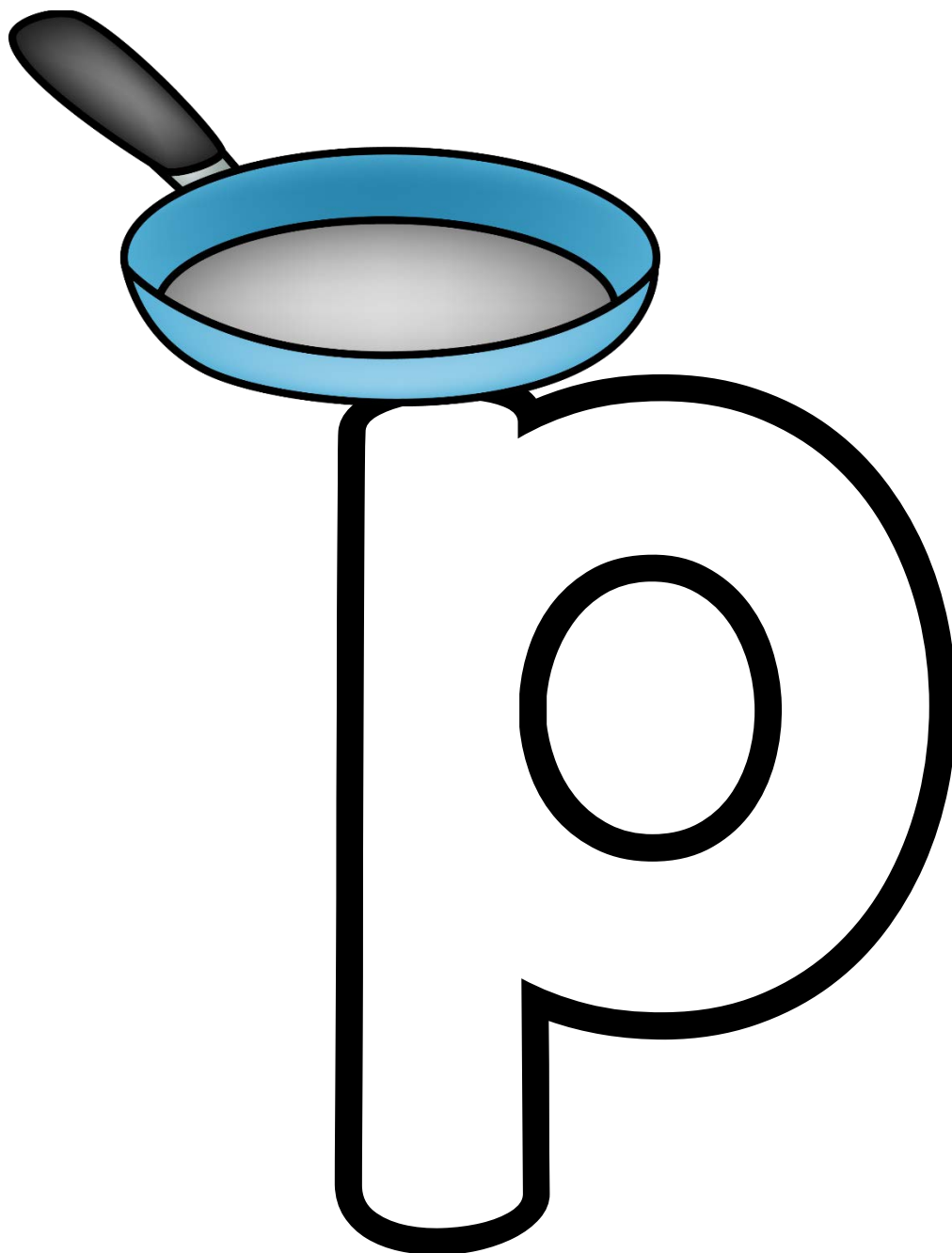






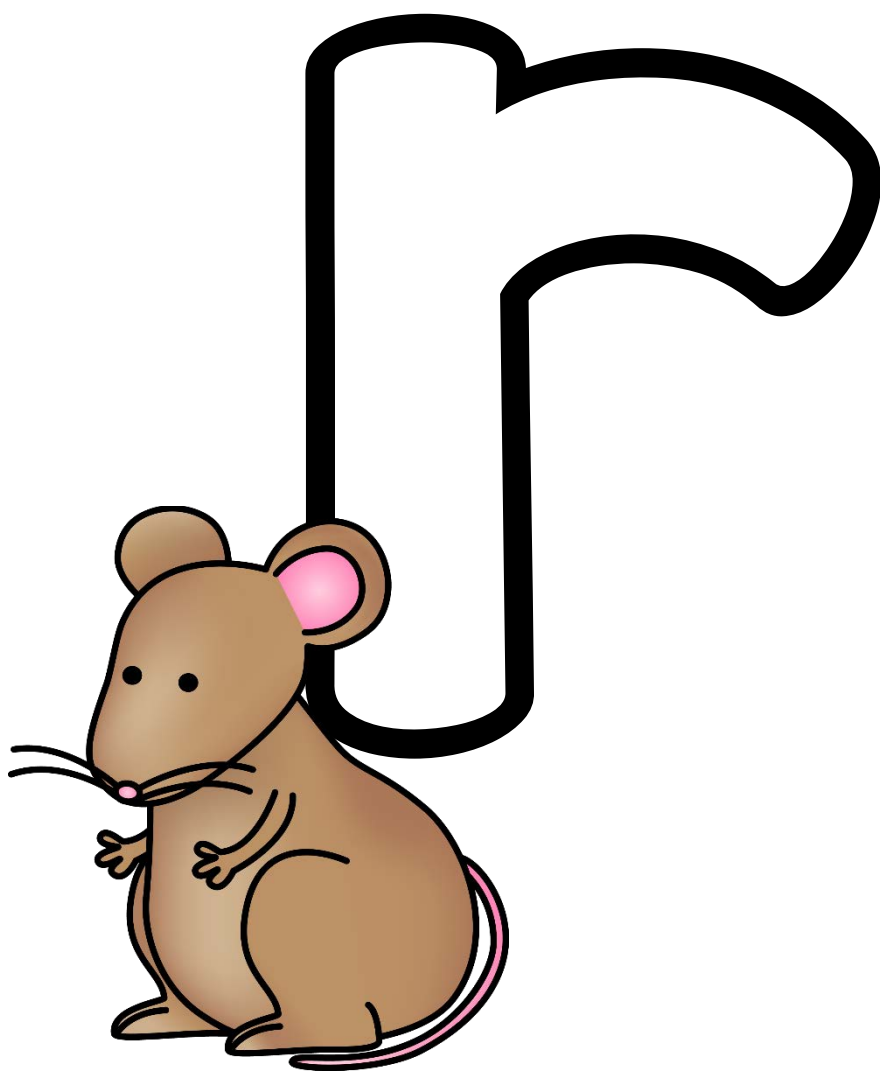


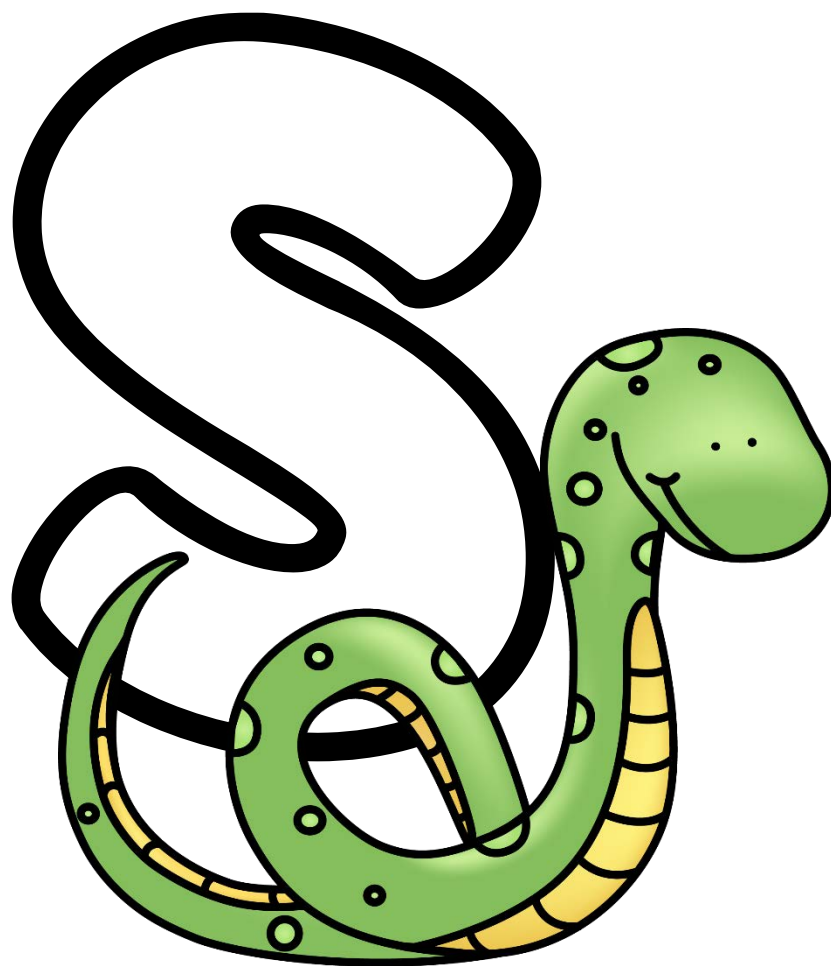


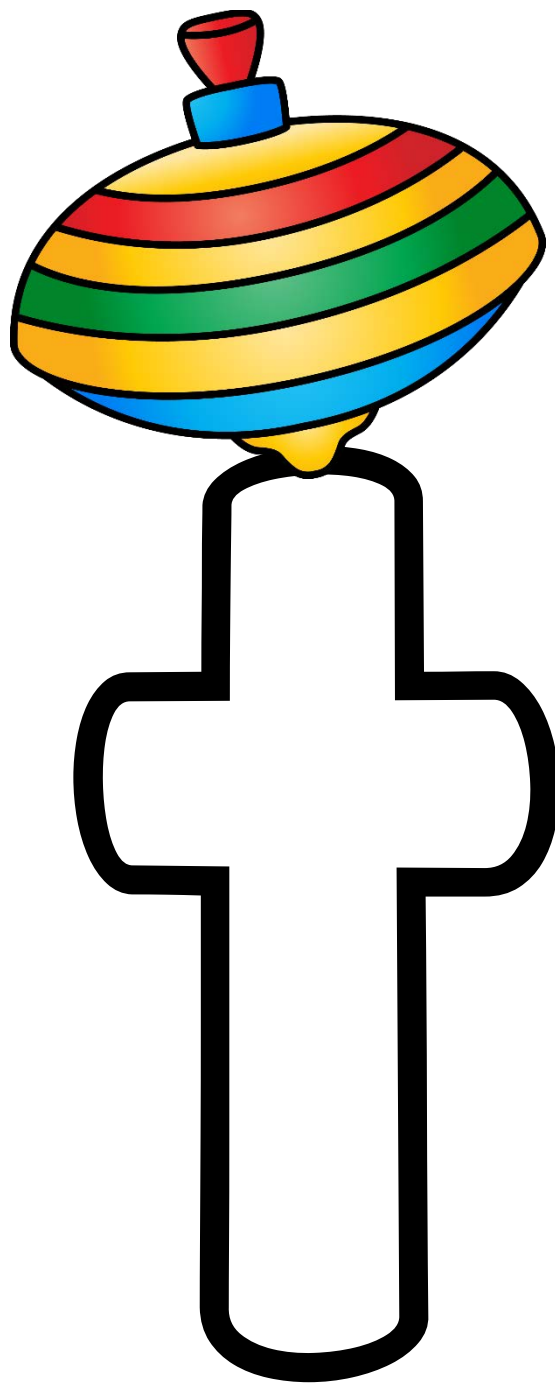




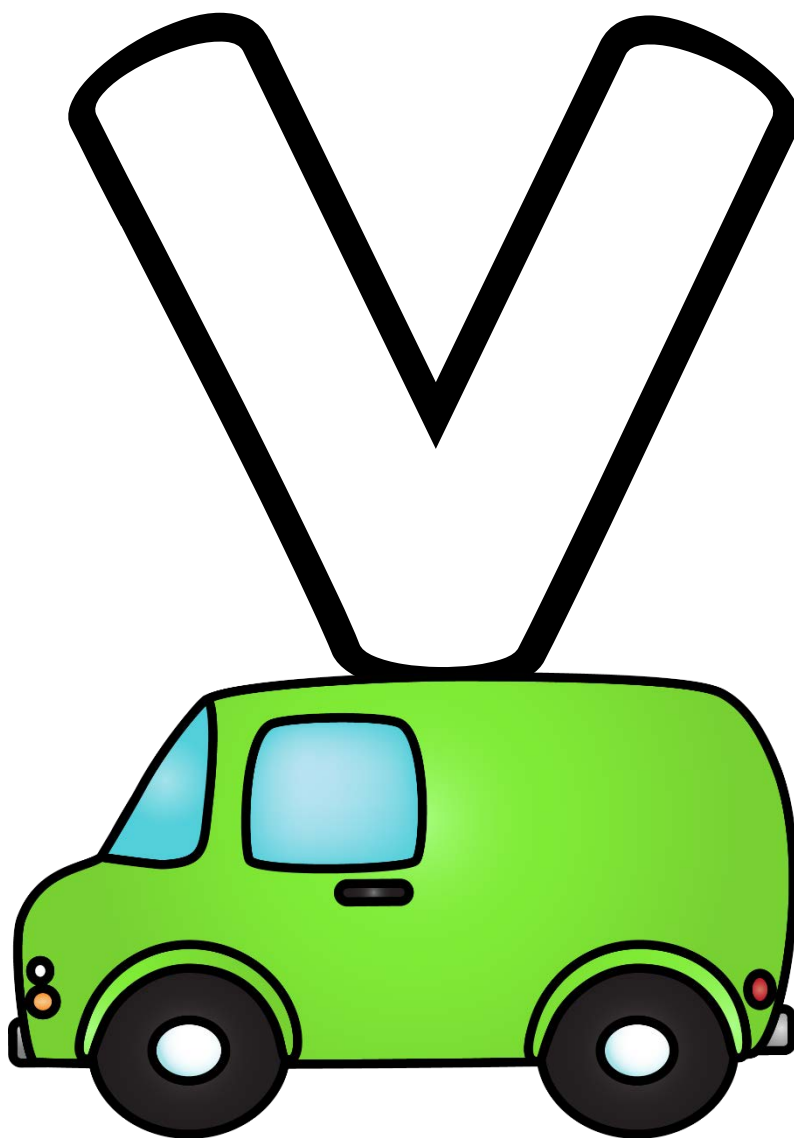
q







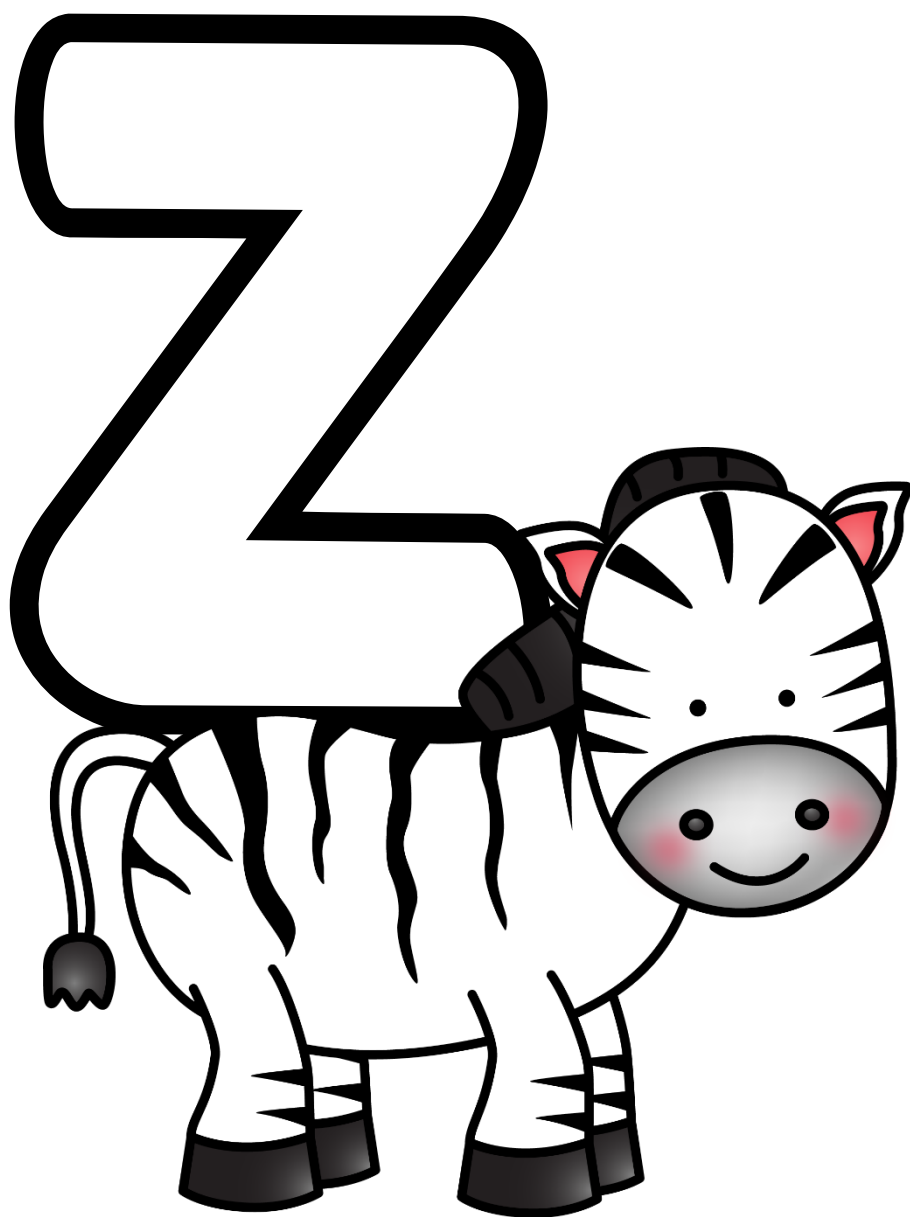








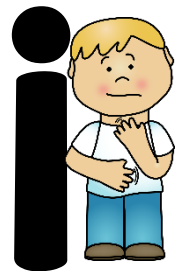
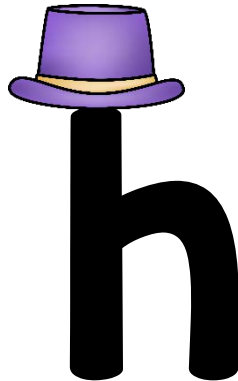
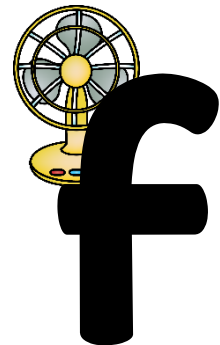
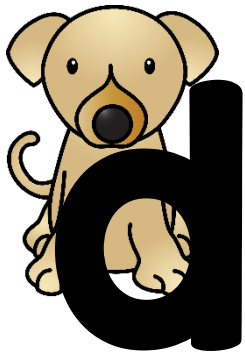
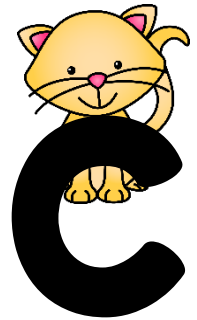
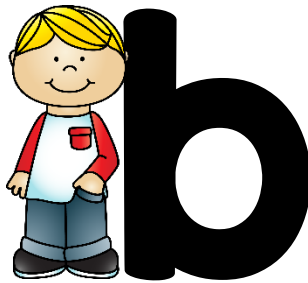
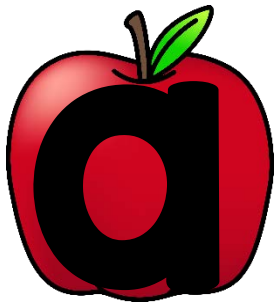


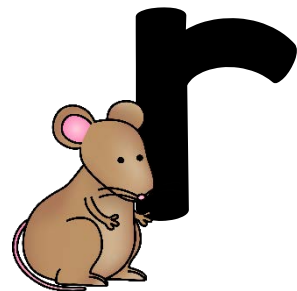
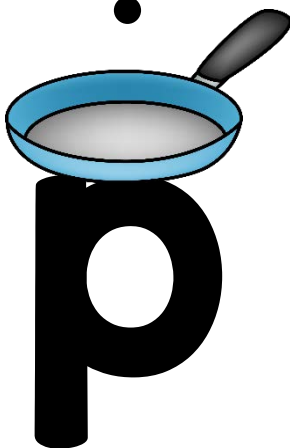
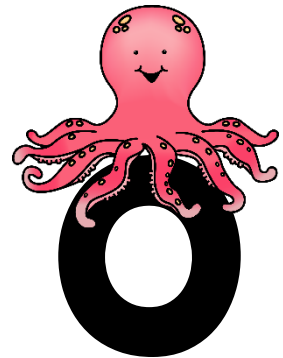
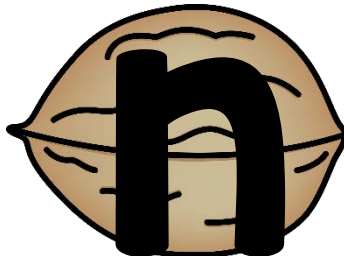
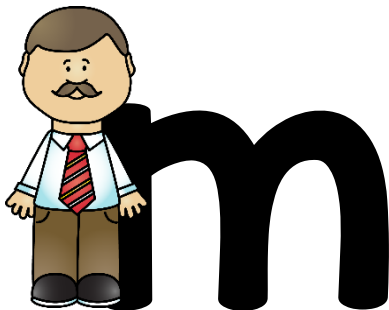
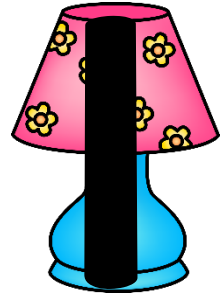


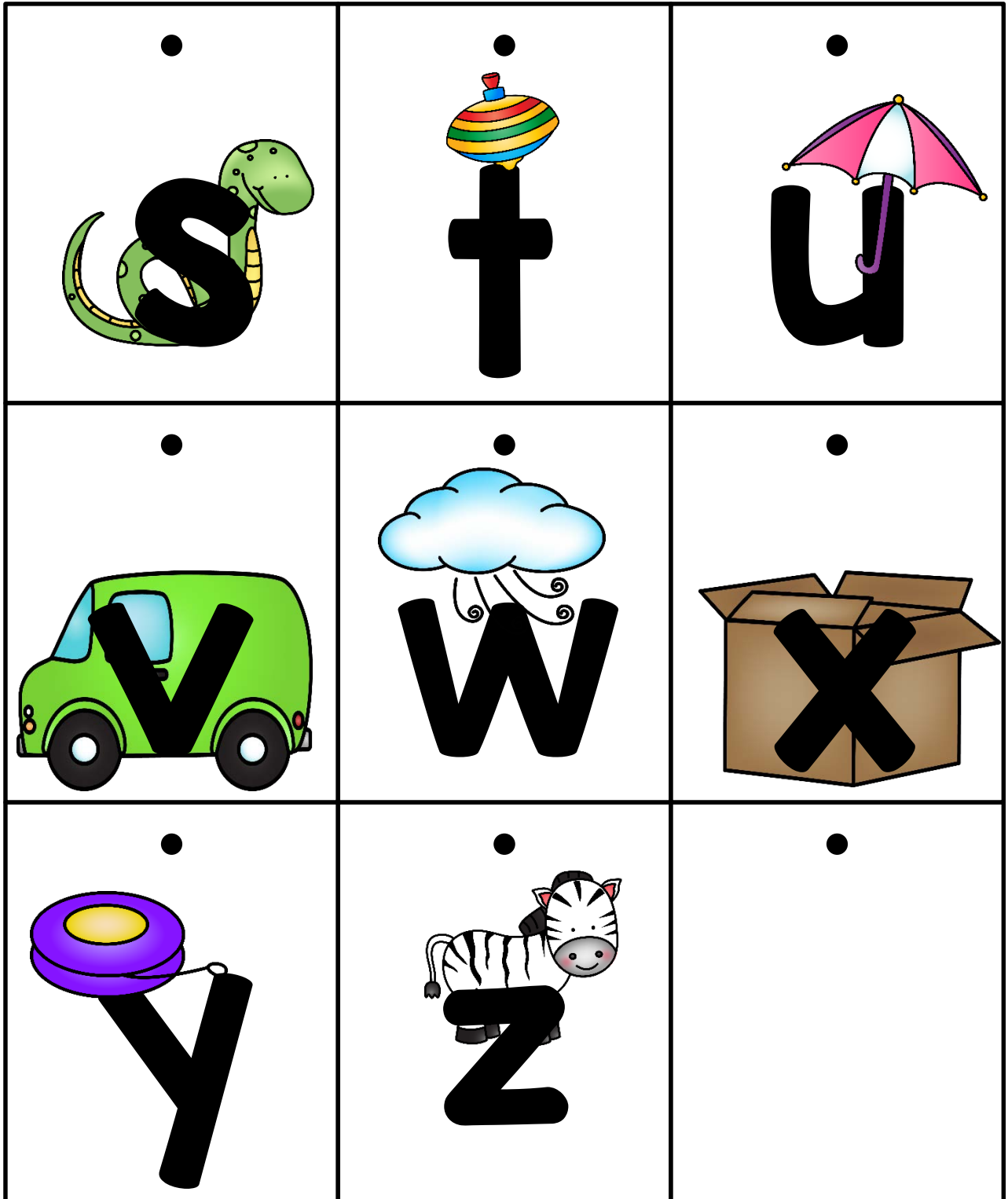


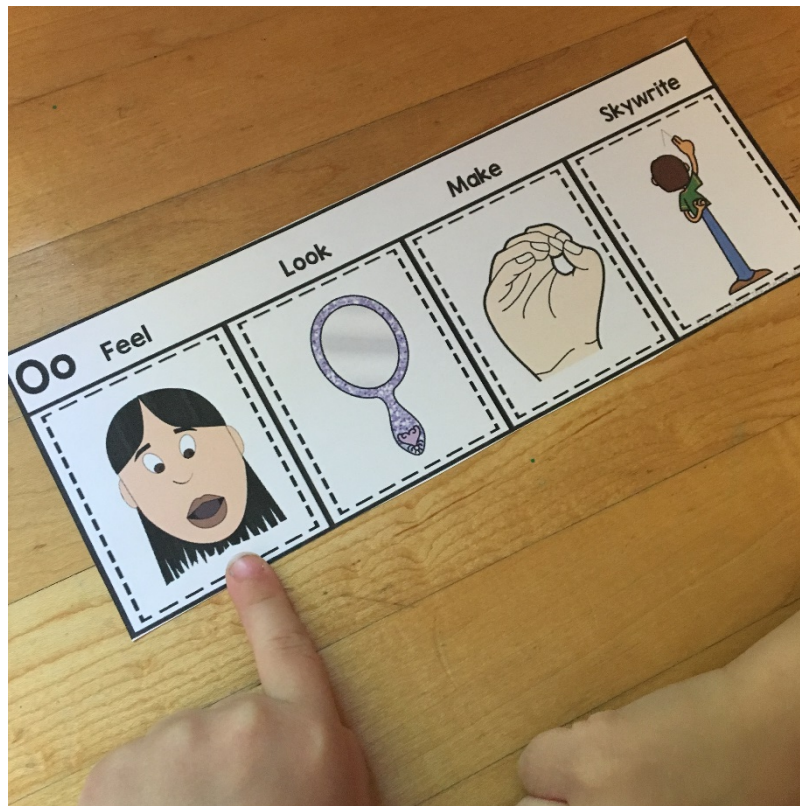
Mini Phonogram Cards

These cards can be placed on a metal ring and used for letter/sound correspondence practice. Cut out and add to each child's personal deck of cards each week. Use them as part of a drill or for take home practice. Students say the letter, it's key word, and the sound it makes. "A, apple, /ă/."









Feel, Look, Make, Skywrite

When you are introducing a new phonogram for the first time, you want to find ways to engage multiple senses. Using the above tool after introducing the new card in your card deck, you could have your students trace in a sand tray, or what about using the following steps instead?

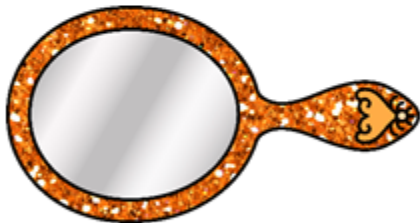
Have a small hand mirror handy. First, have your student look at the mouth formation picture and say the letter. Notice how it feels to say o. What are your lips, teeth, and tongue doing? Where are they positioned? Next, looking at your mouth in the hand mirror, watch what happens as you say o. What does it look like? (This could also work if you wanted to take time to discuss voiced versus unvoiced consonants, if you happen to be introducing a consonant.) After that, make the letter o in sign using their dominant hand. By forming it with your fingers, you're making a deeper connection. Finally, engage those large muscles by having the child sky-write the letter multiple times. Their dominant arm should be straight and the other behind their back.

Aa

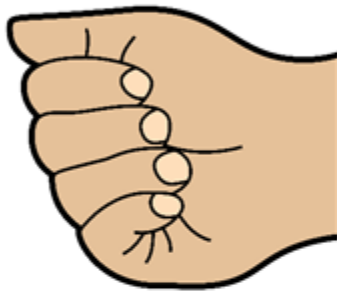
Feel



Look



Make



Skywrite

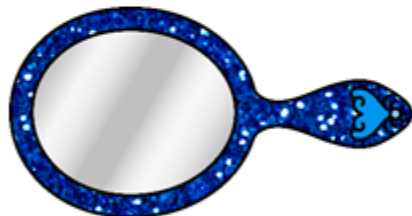


Bb

Feel



Look



Make



Skywrite

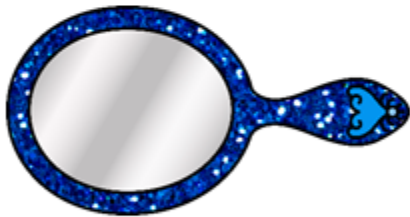


Cc

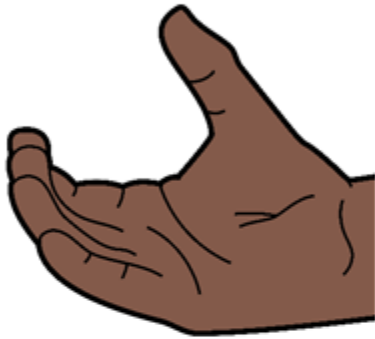
Feel



Look



Make



Skywrite

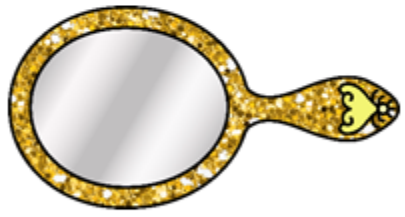


Dd

Feel



Look



Make



Skywrite

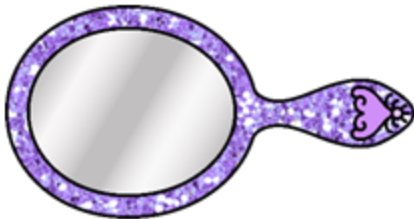


Ee

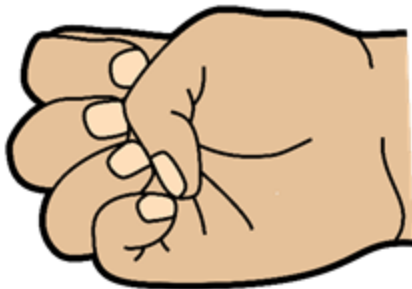
Feel



Look



Make



Skywrite

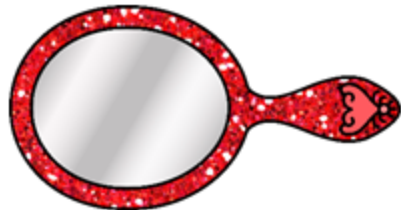


Ff

Feel



Look



Make

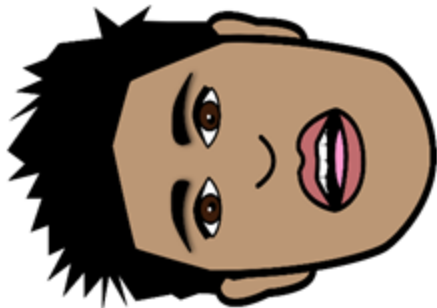


Skywrite

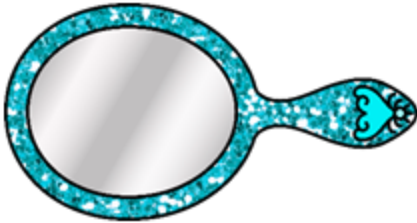


Gg

Feel



Look



Make

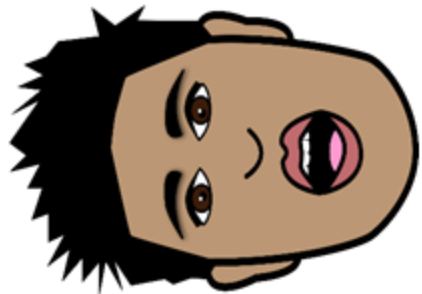


Skywrite

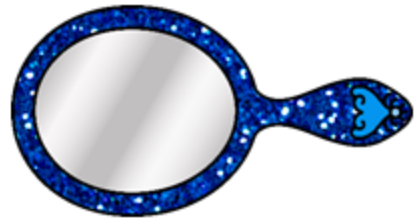


Hh

Feel



Look



Make



Skywrite

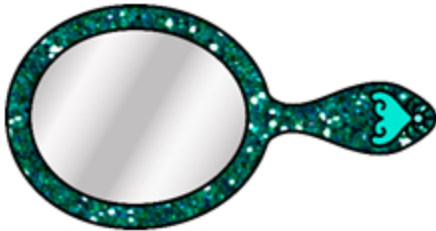


Ii

Feel



Look



Make



Skywrite



Jj

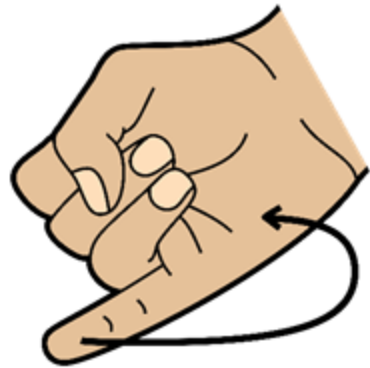
Feel



Look



Make



Skywrite

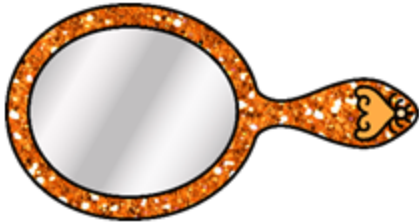


Kk

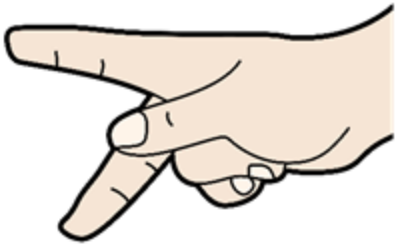
Feel



Look



Make



Skywrite



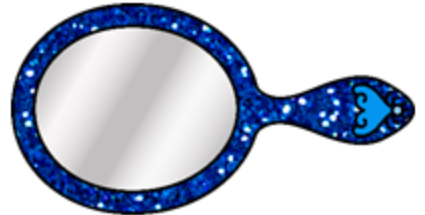
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Ll

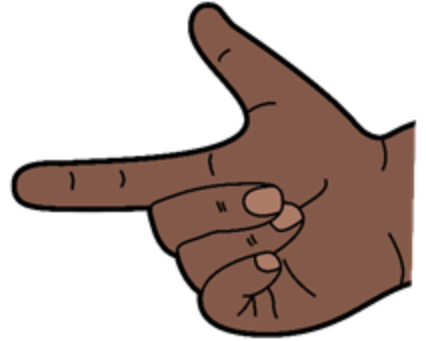
Feel



Look



Make



Skywrite



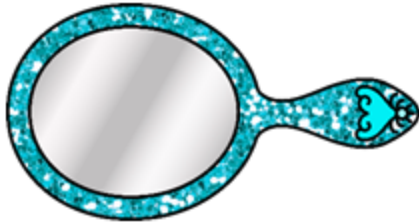
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Mm

Feel



Look



Make



Skywrite

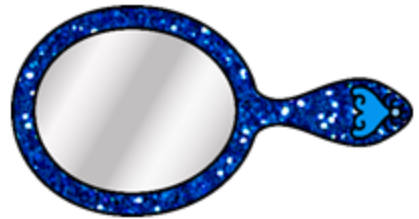


Nn

Feel



Look



Make



Skywrite

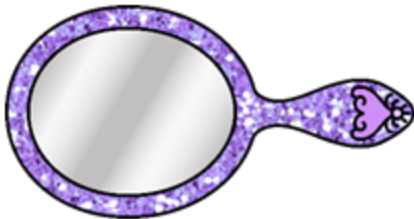


Oo

Feel



Look



Make



Skywrite

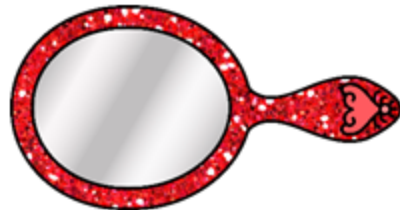


Pp

Feel



Look



Make



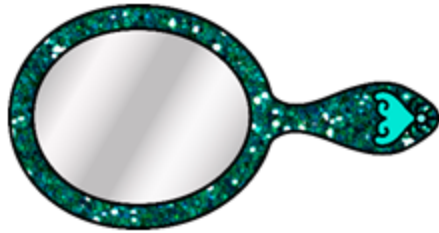
Skywrite



Qq Feel



Look



Make



Skywrite



Rr Feel



Look



Make



Skywrite

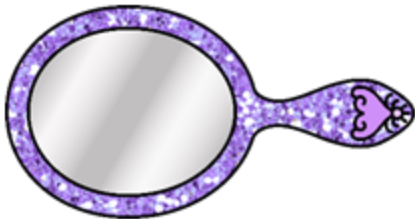


Ss

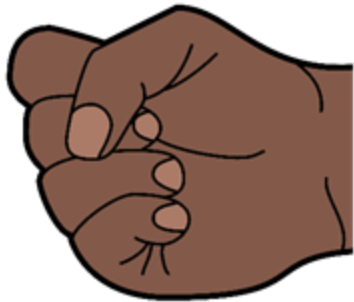
Feel



Look



Make



Skywrite

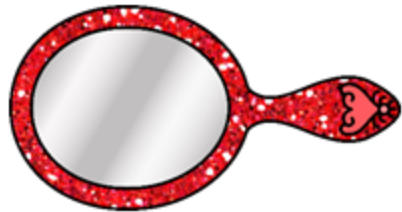


Tt

Feel



Look



Make



Skywrite

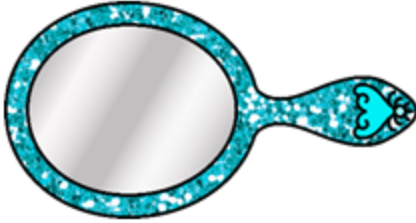


Uu

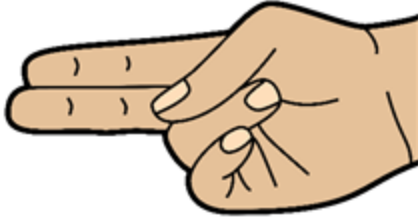
Feel



Look



Make



Skywrite

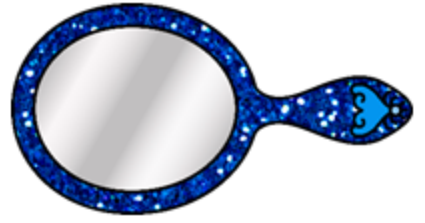


Vv

Feel



Look



Make



Skywrite

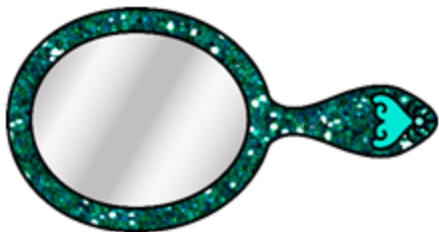


Ww

Feel



Look



Make



Skywrite



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Xx

Feel



Look



Make



Skywrite



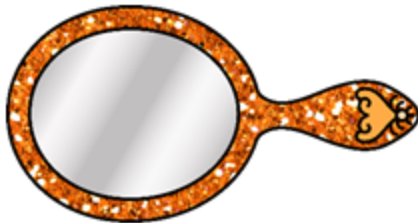
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Yy

Feel



Look



Make



Skywrite

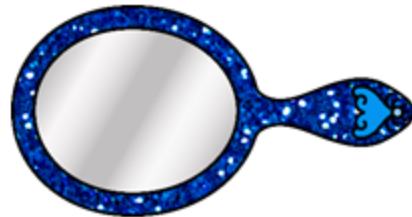


Zz

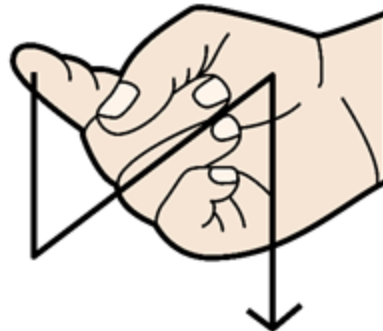
Feel



Look

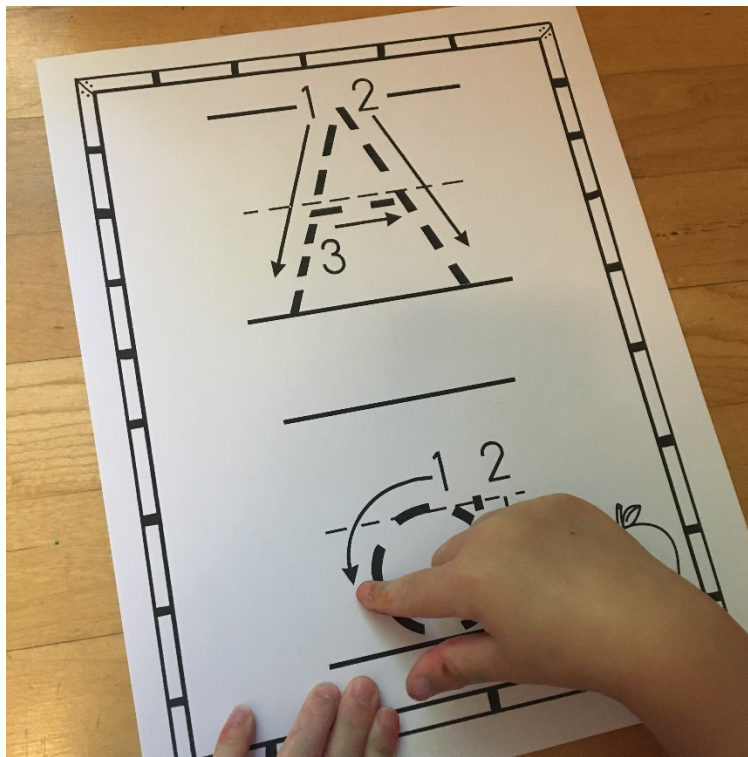


Make



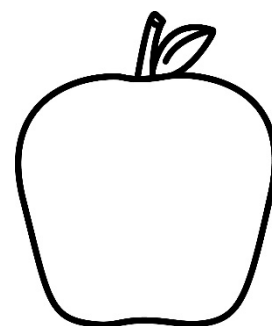
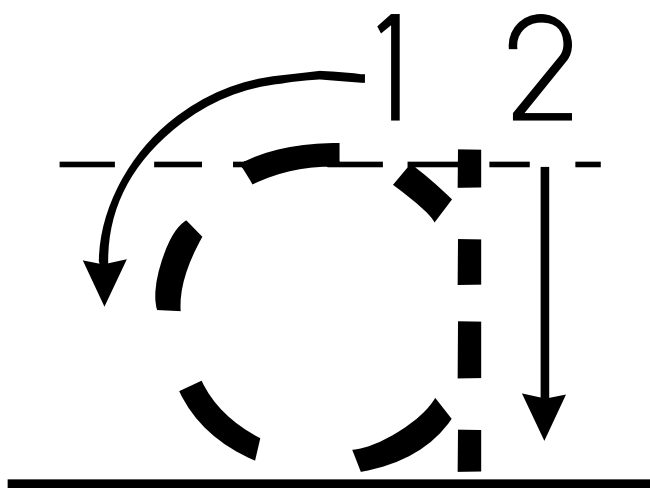
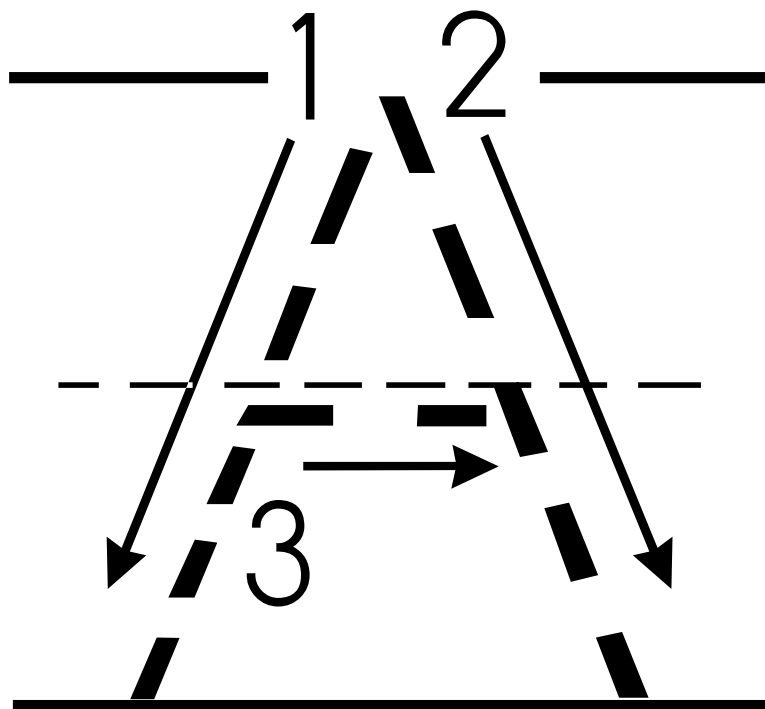
Skywrite

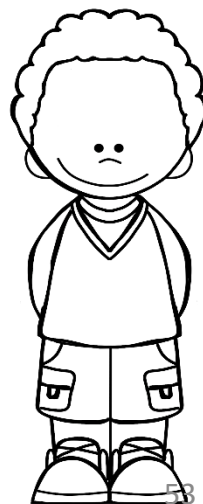
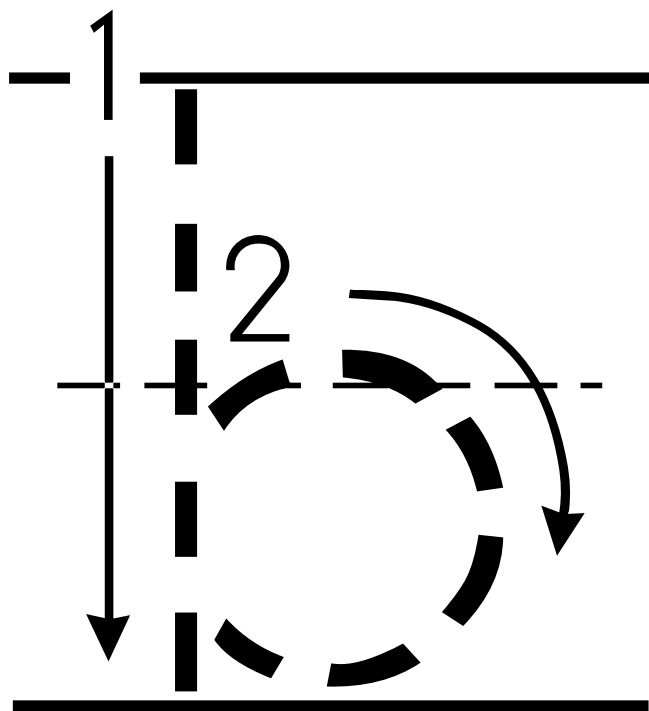
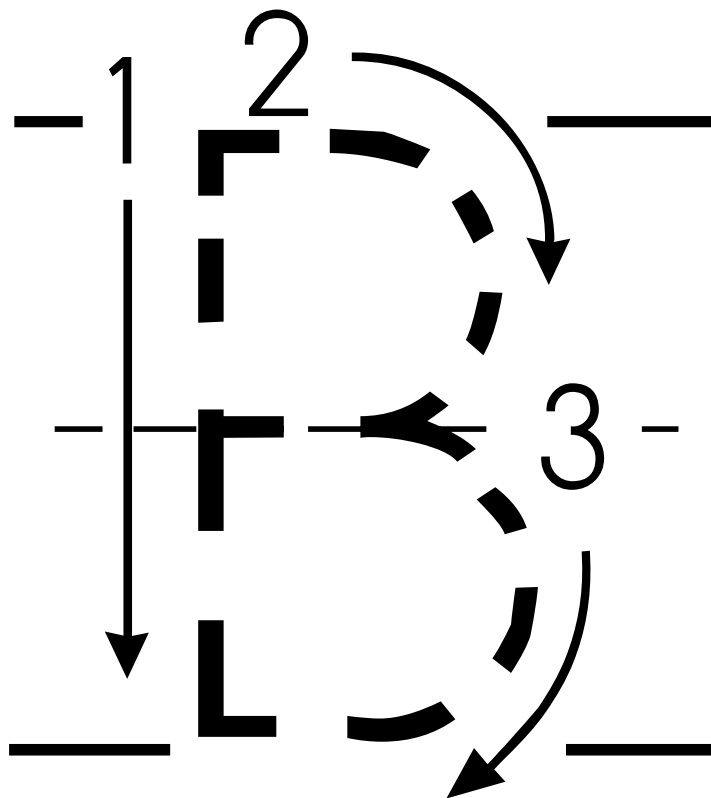


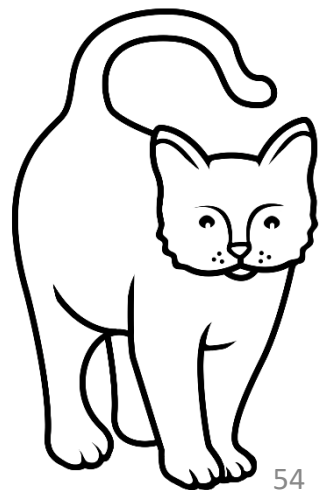
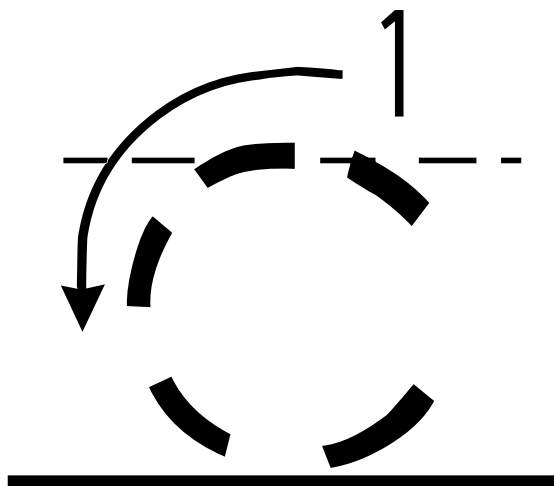
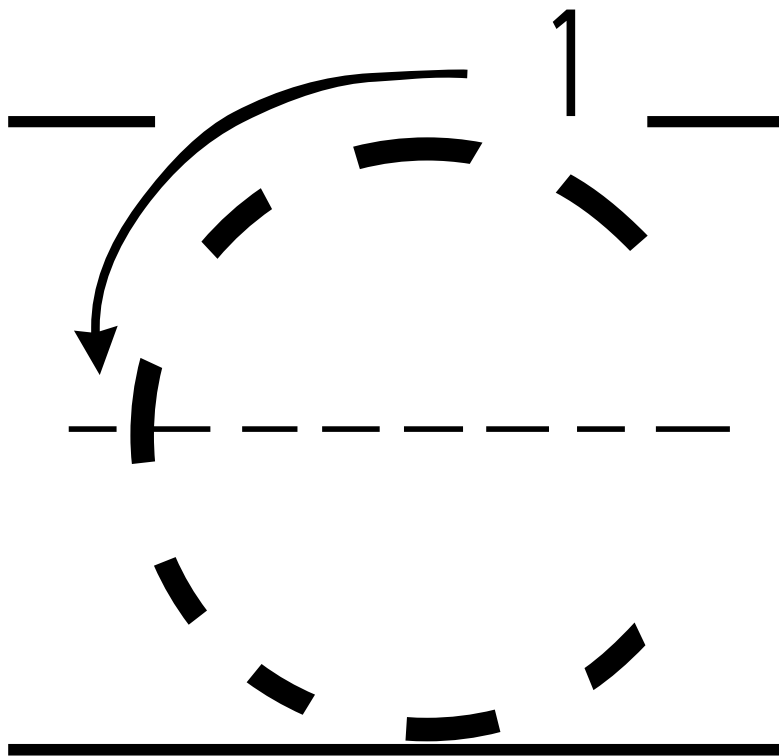


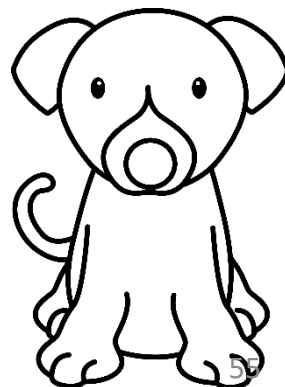
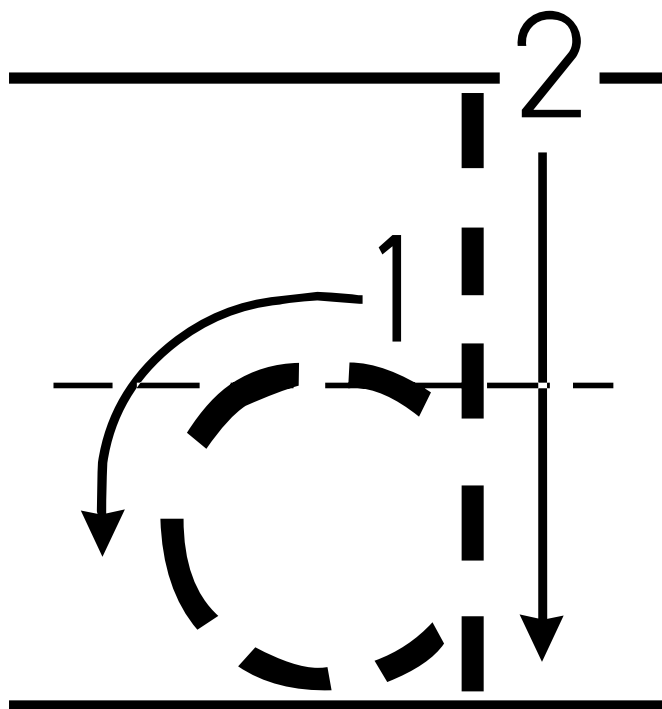
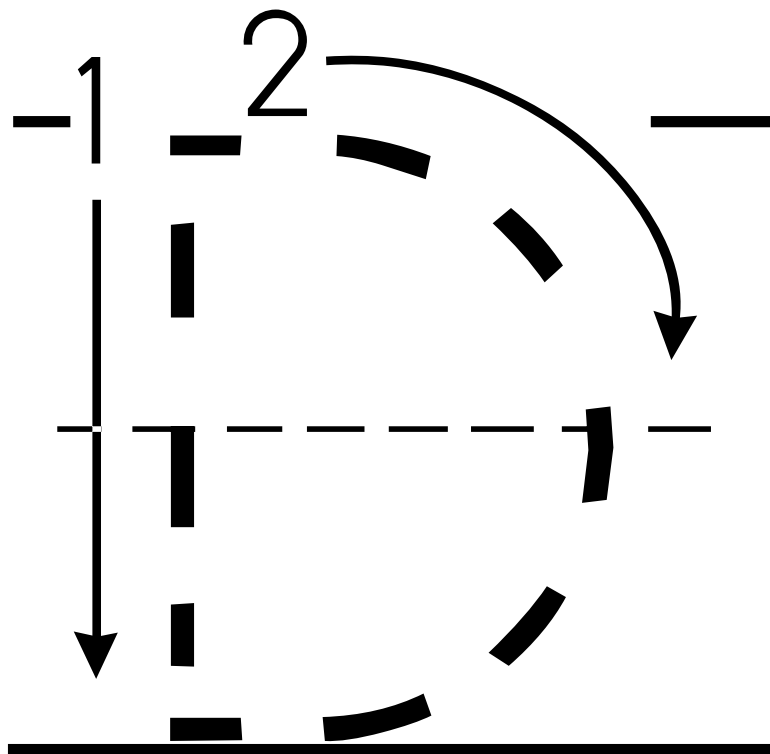
Manuscript Practice

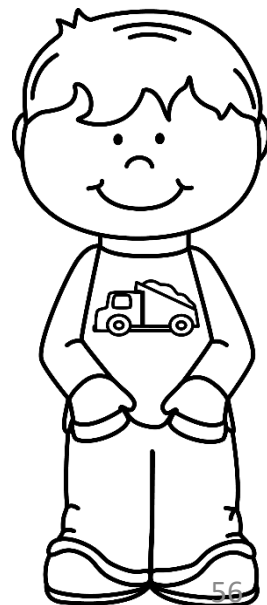
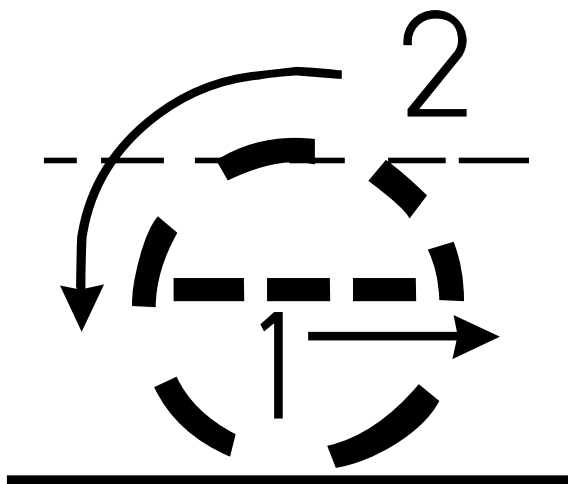
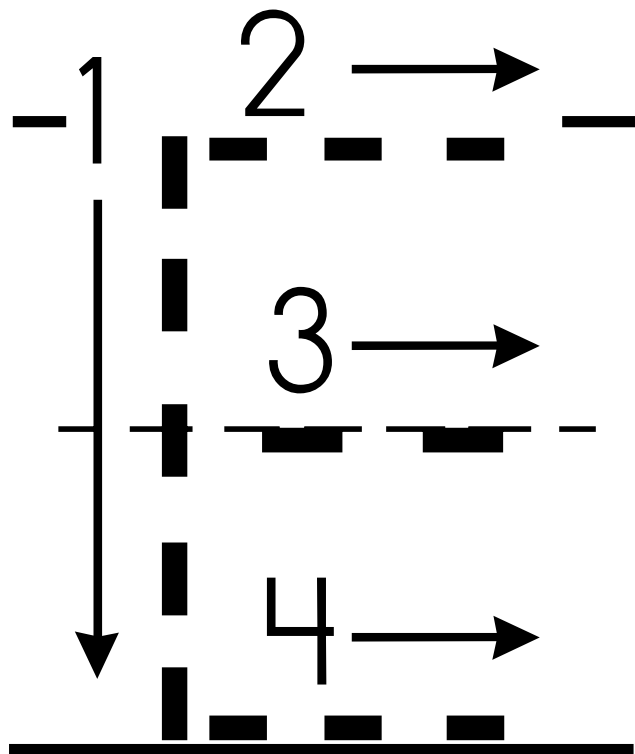
Use these practice sheets for fine motor practice. You can laminate them and place them in a binder with dry erase markers. You could make them tactile by gluing hot glue over the letters and letting it dry, or using glitter glue. Then students can trace over with a finger for sensory output.

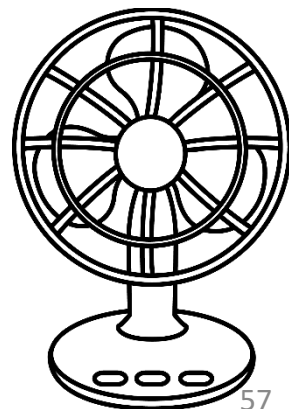
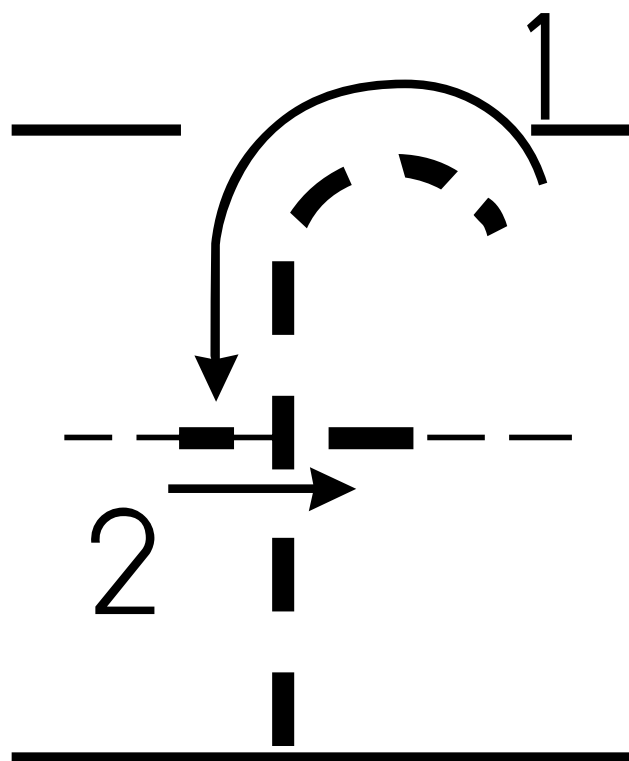
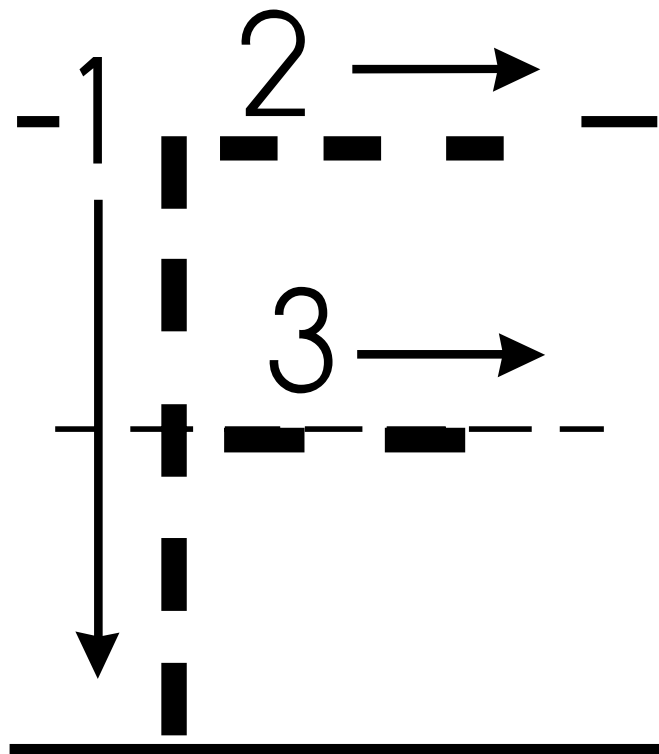


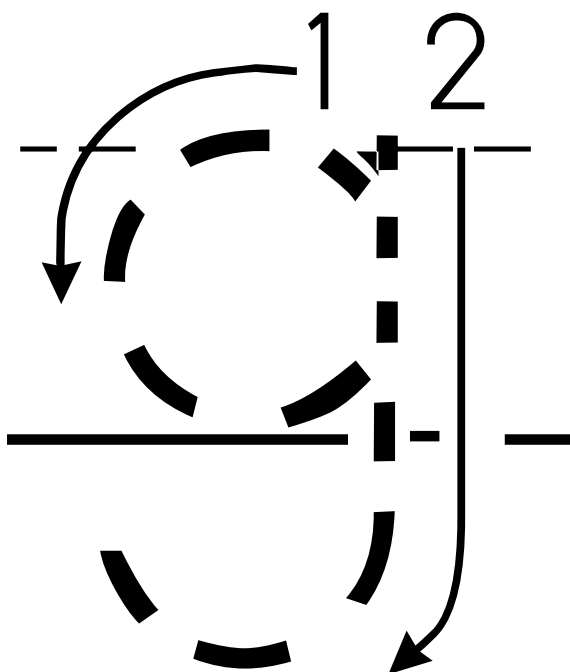
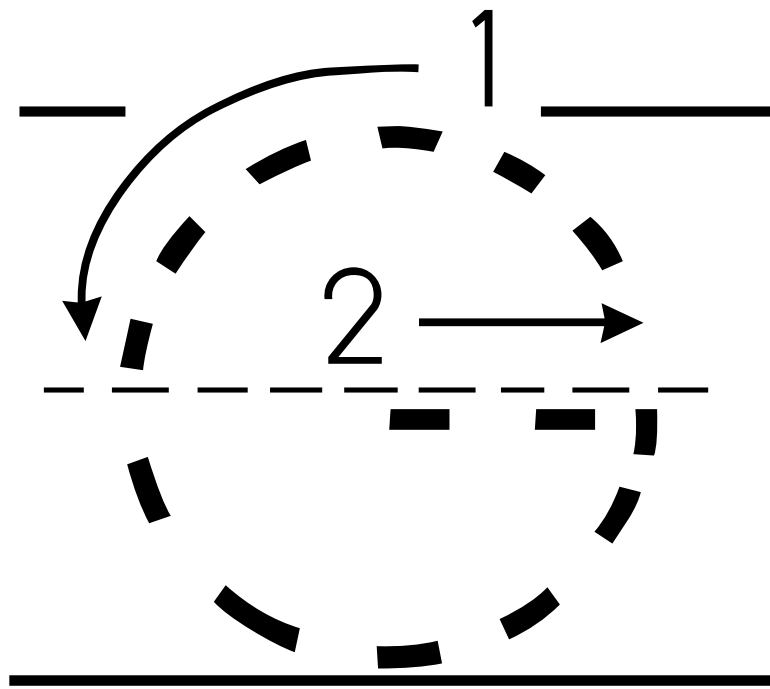


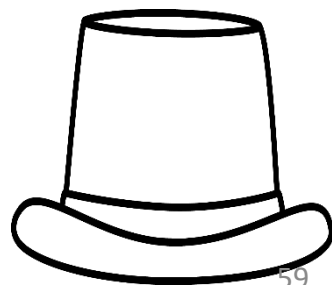
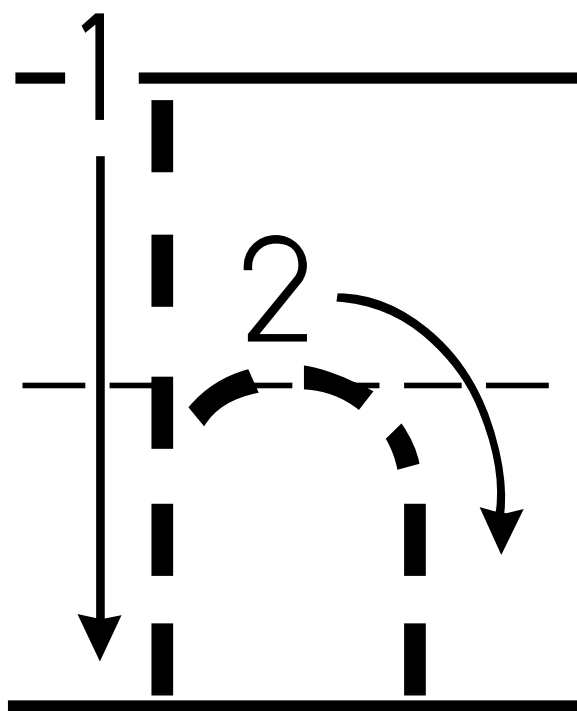
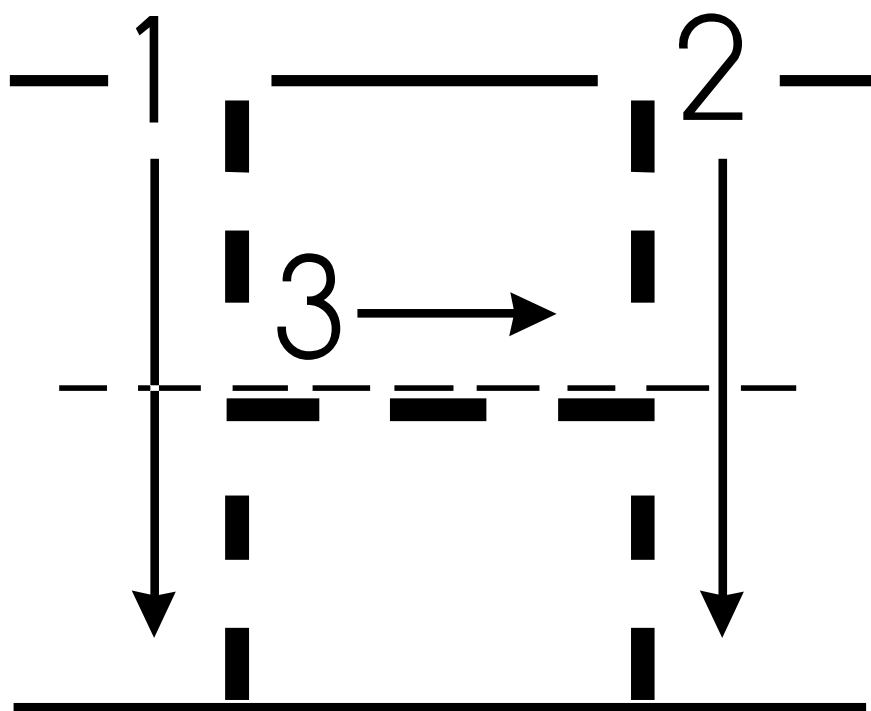


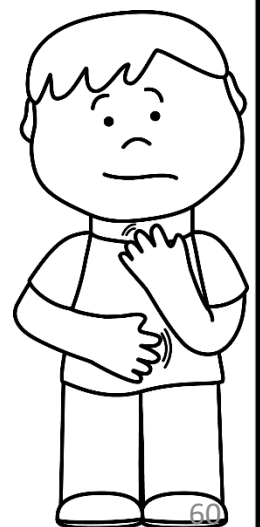
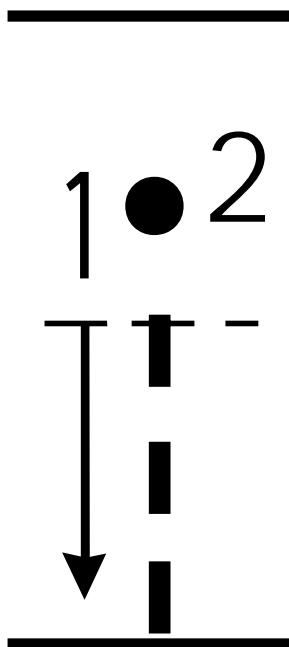
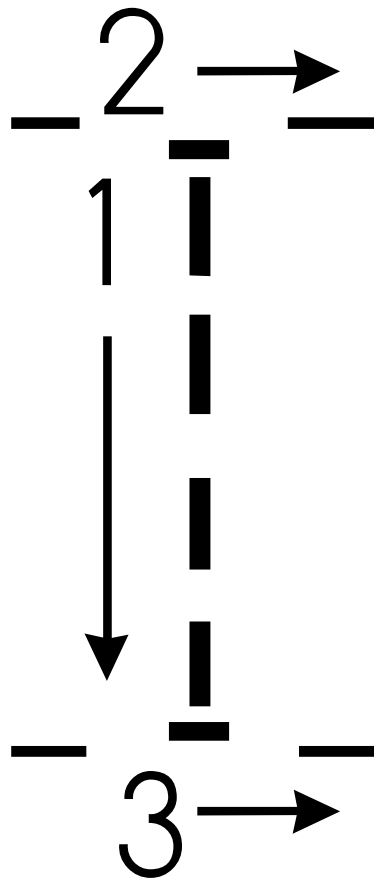


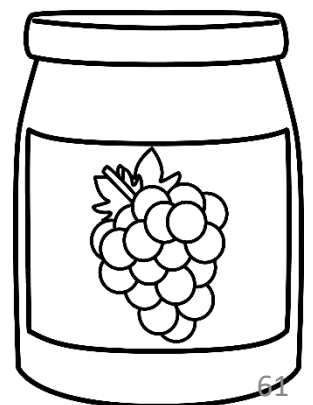
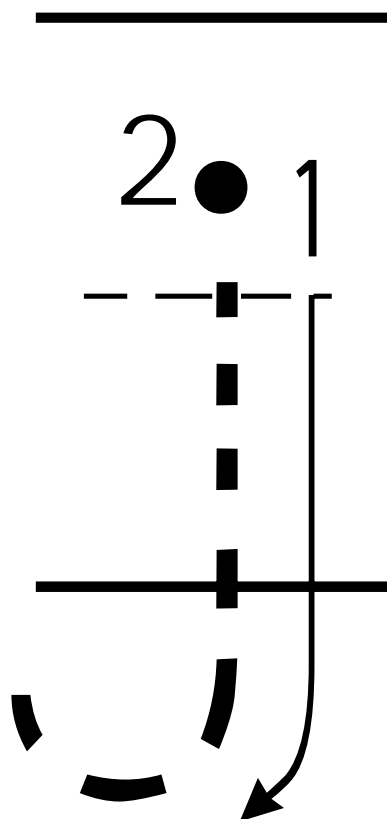
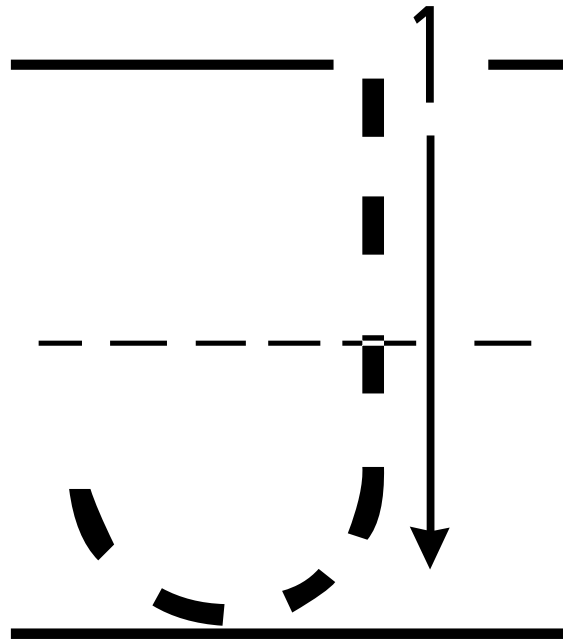


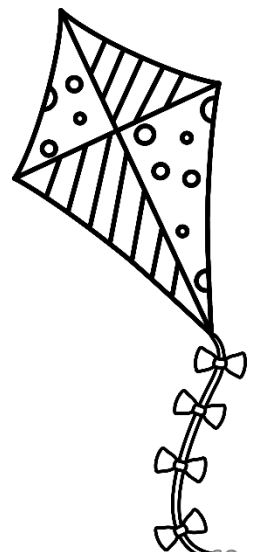
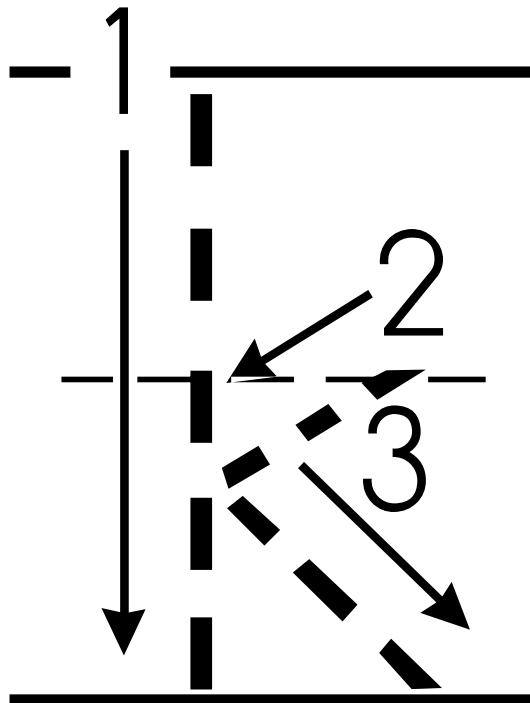
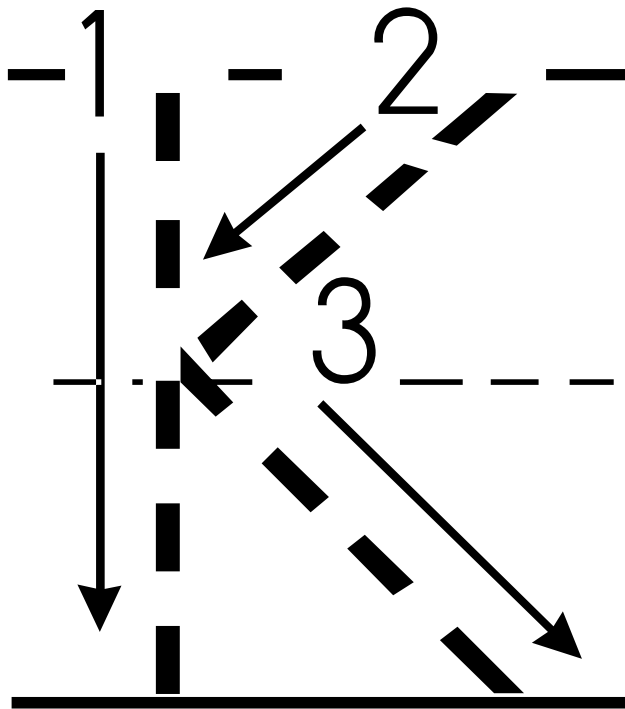


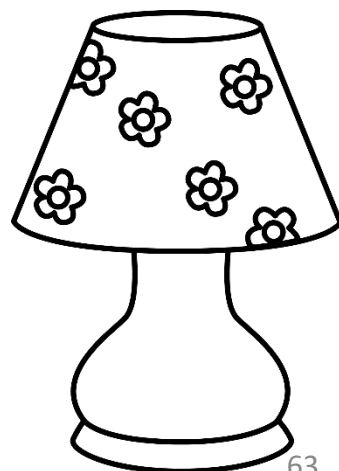
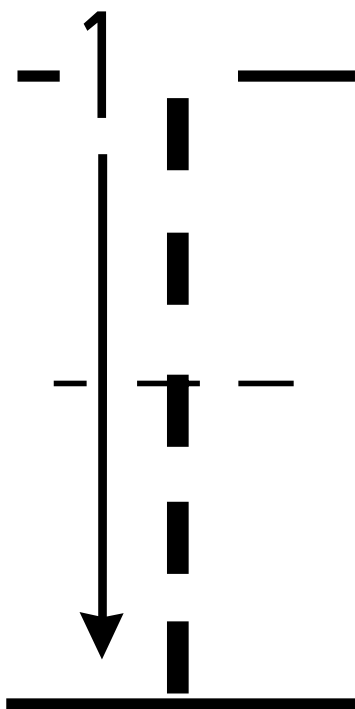
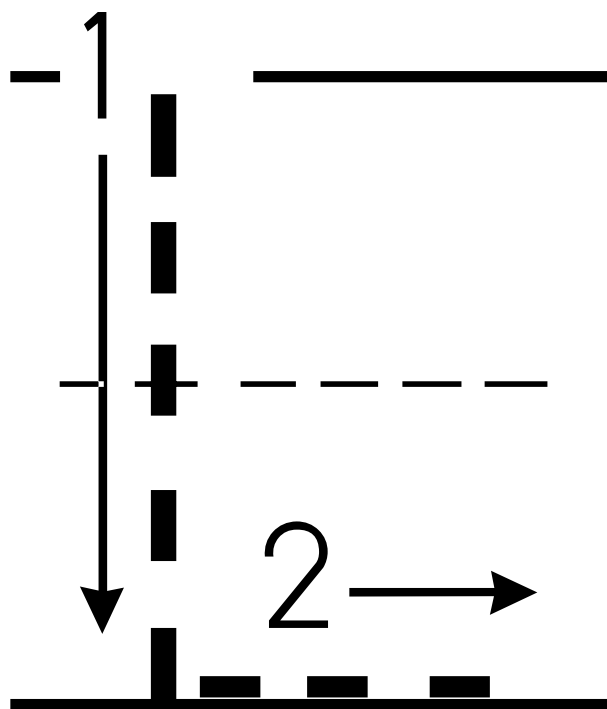


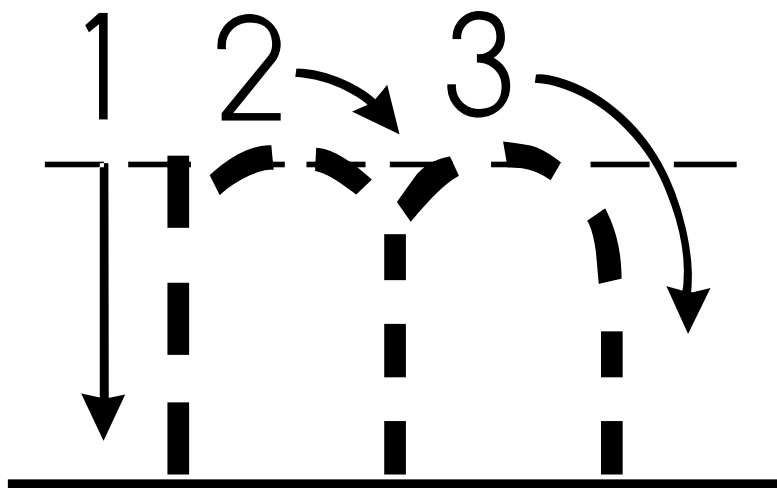
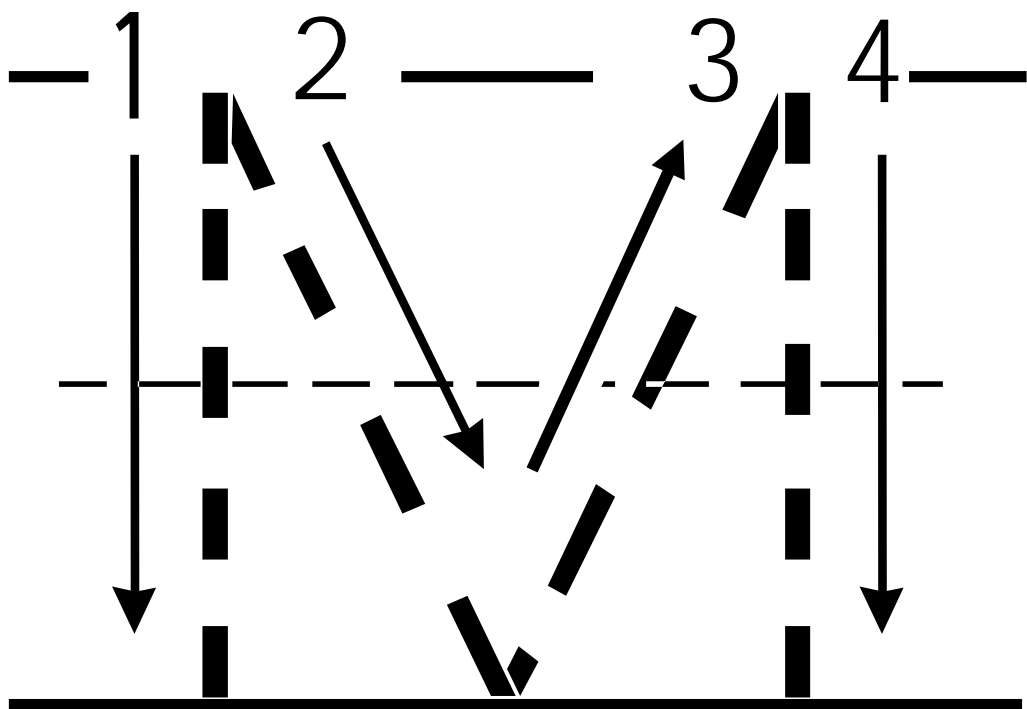


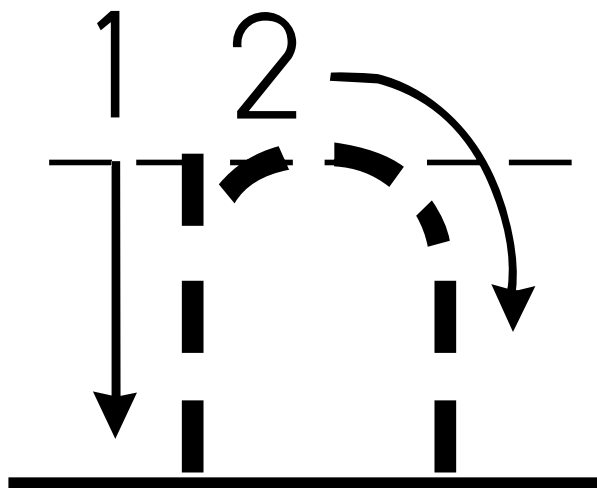
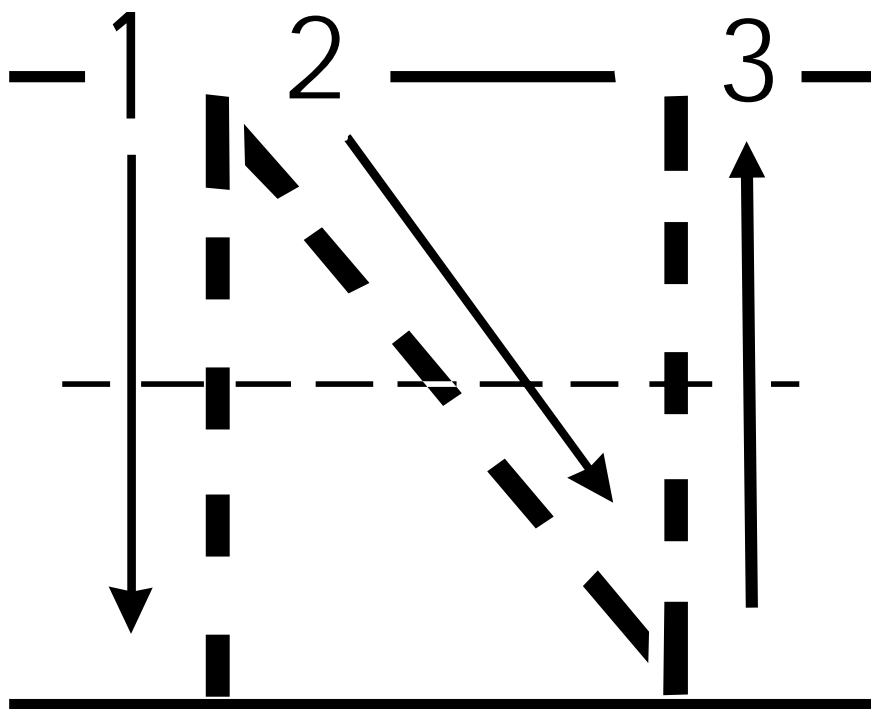


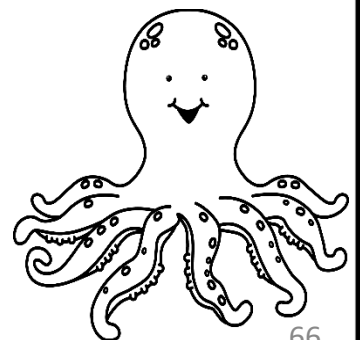
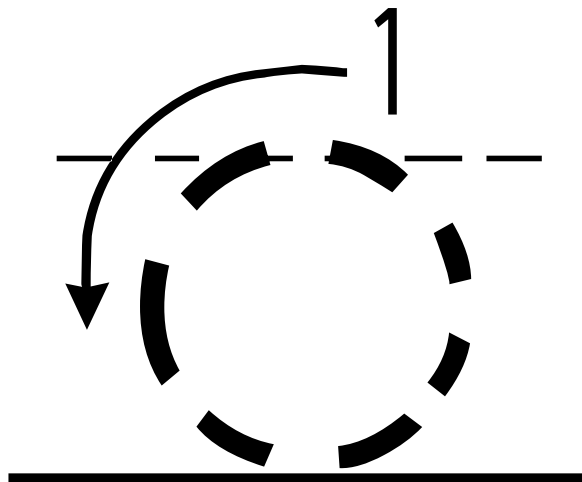
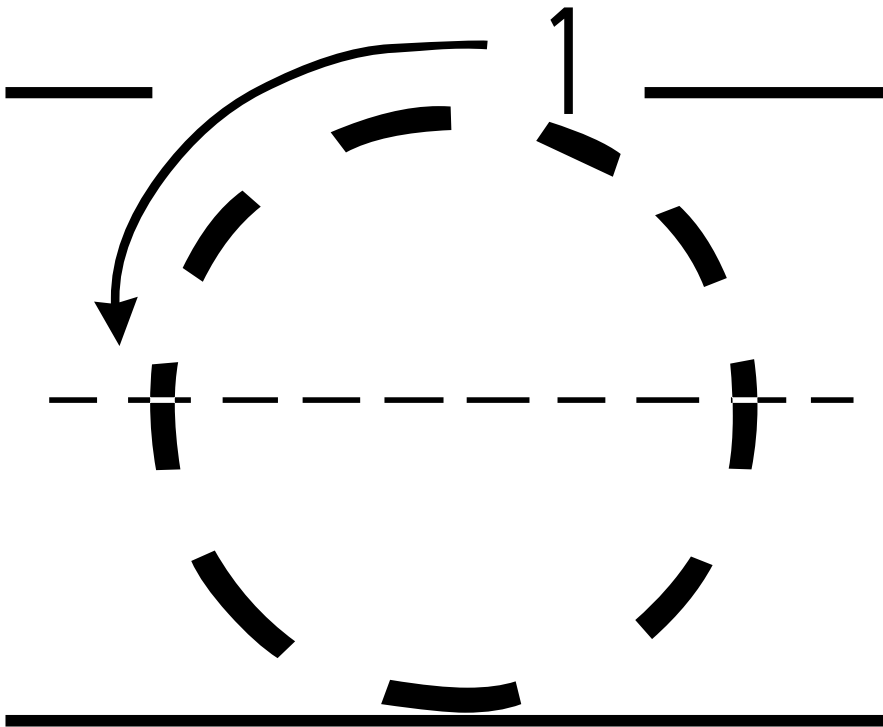


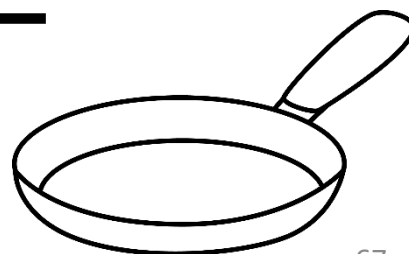
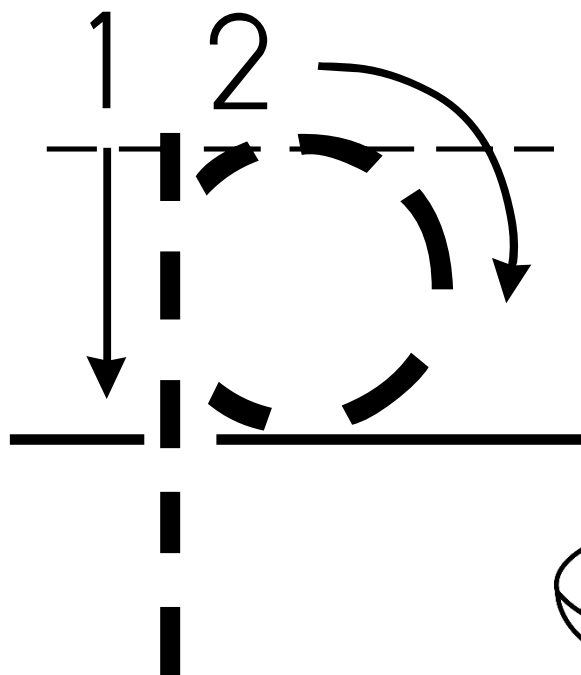
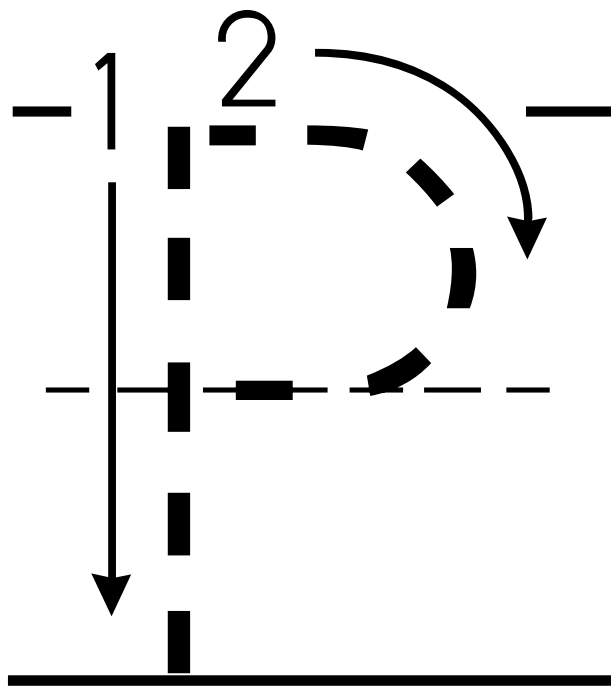


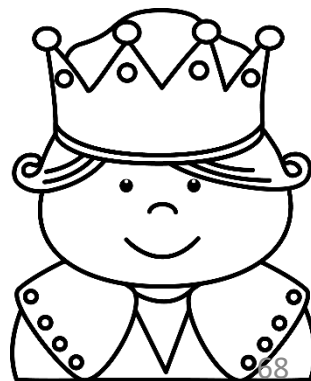
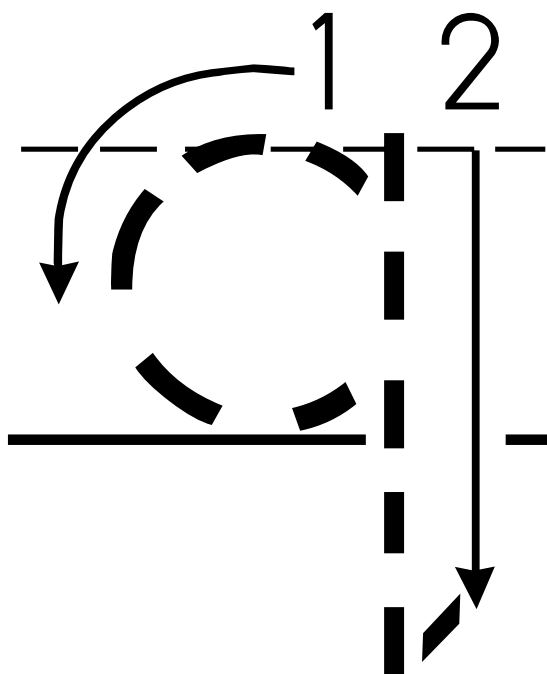
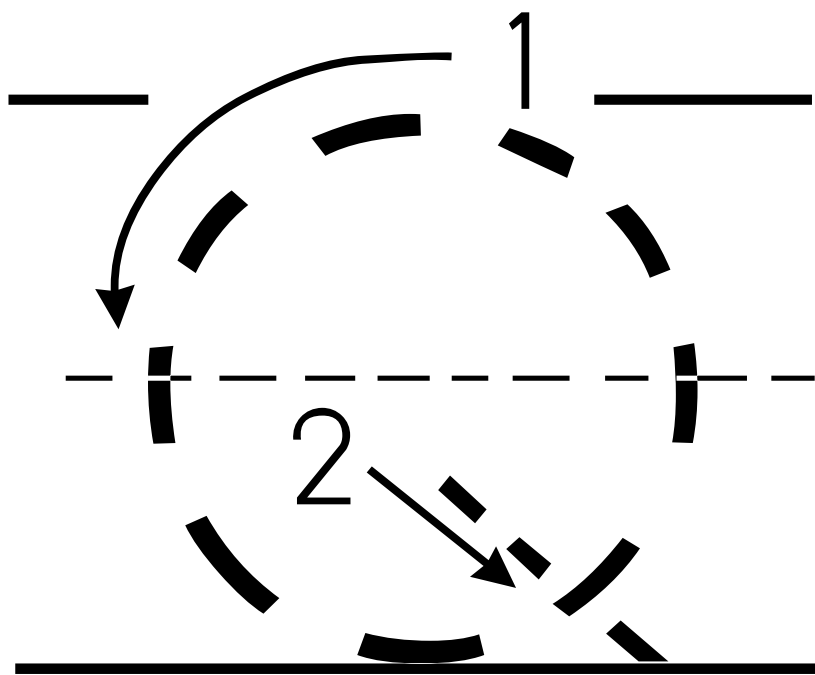


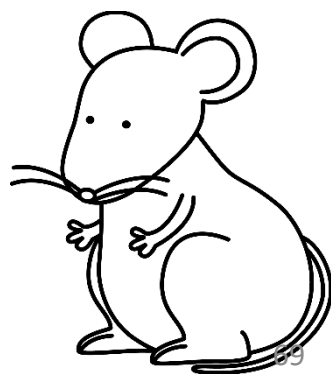
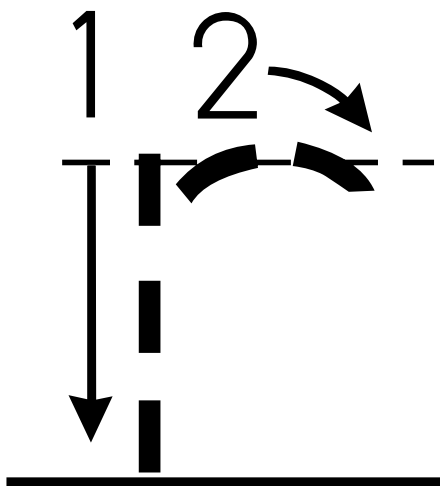
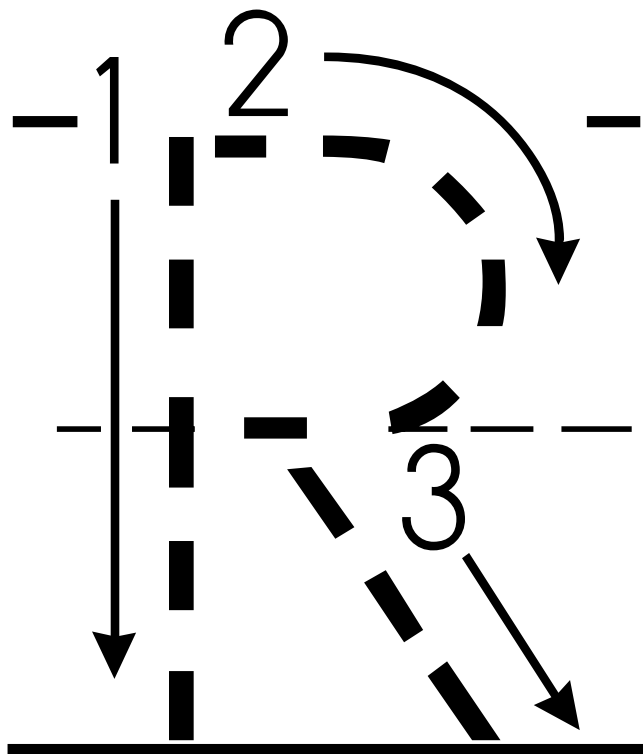


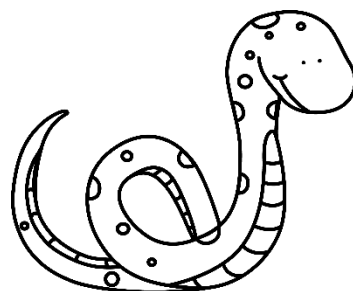
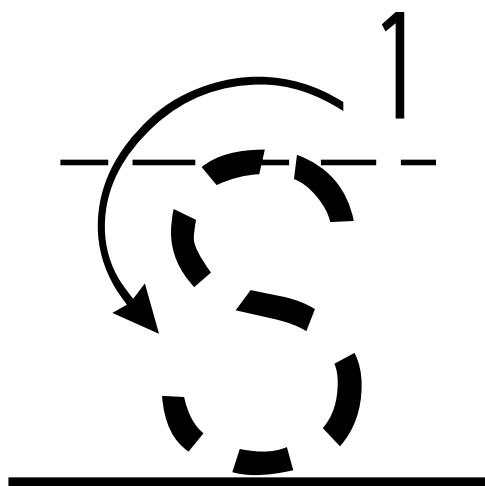
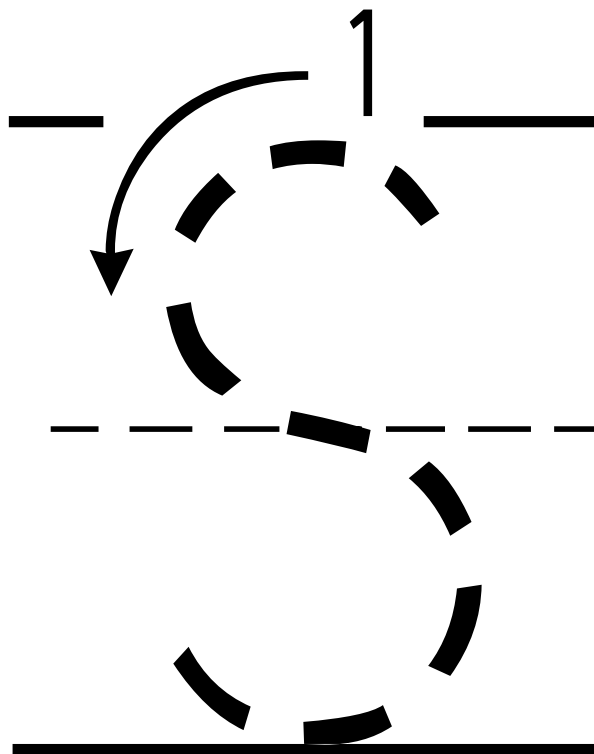


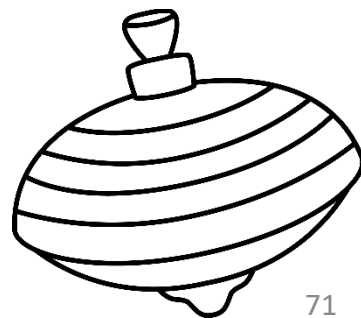
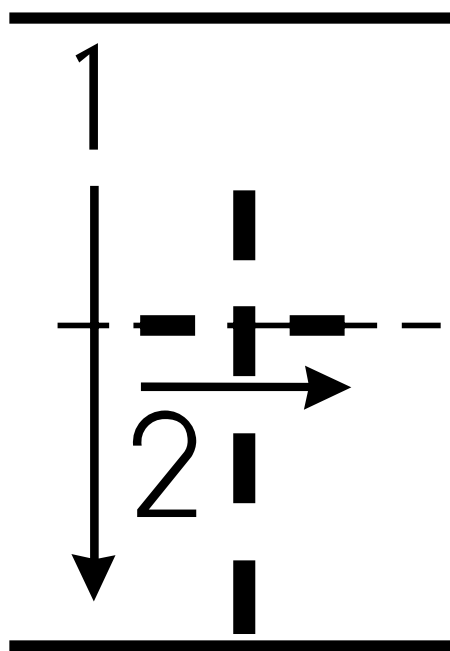
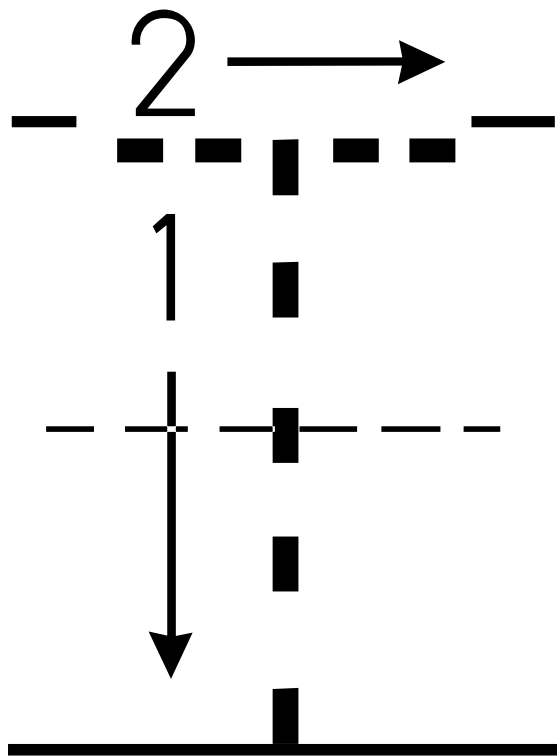


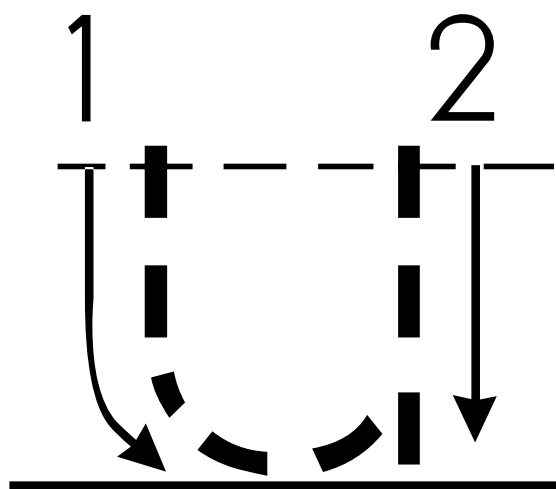
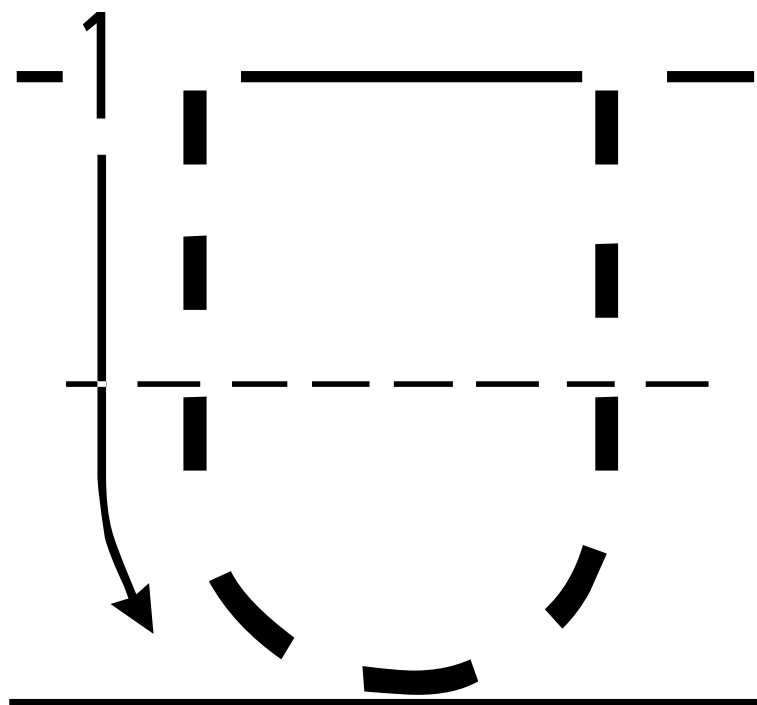


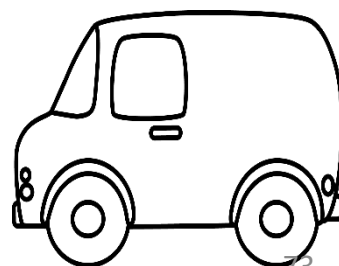
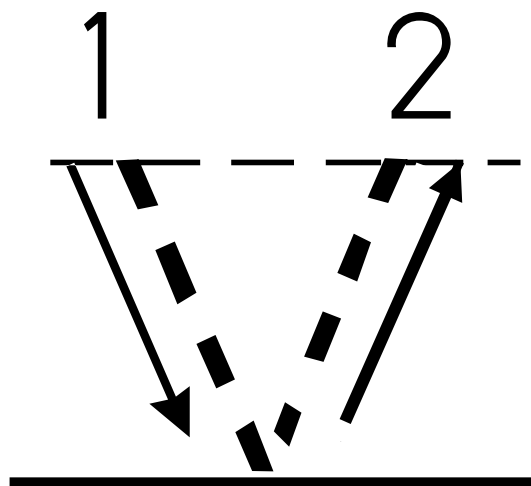
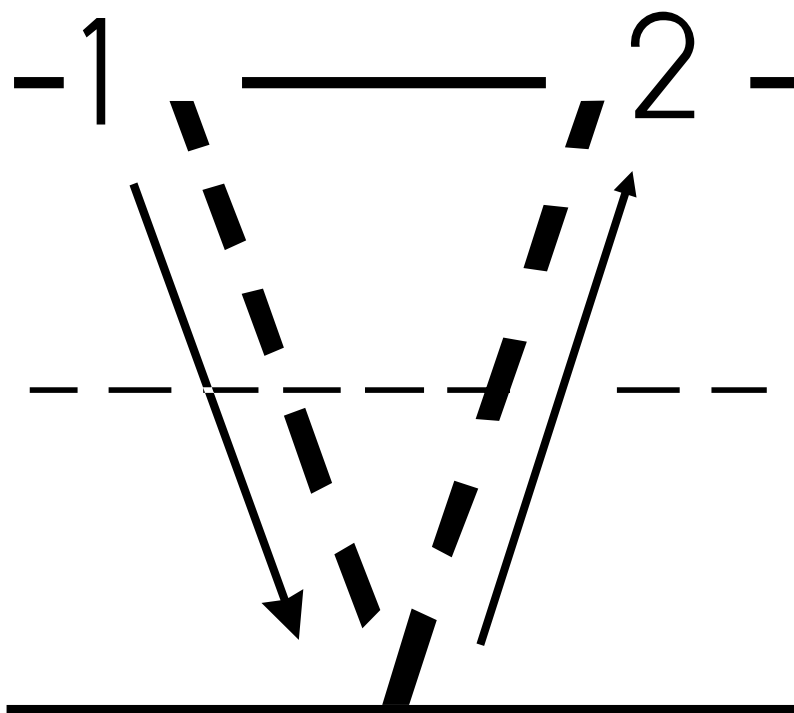


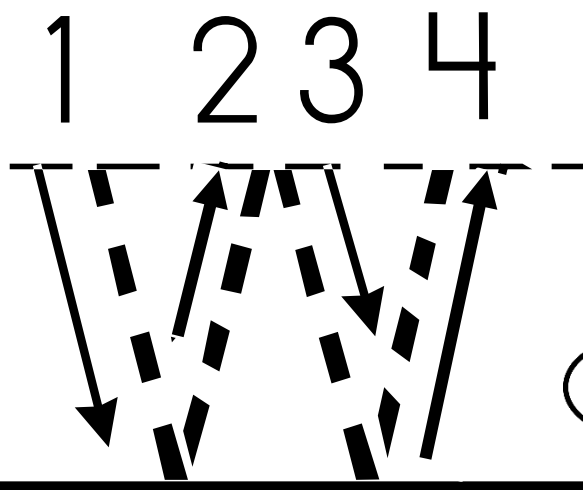
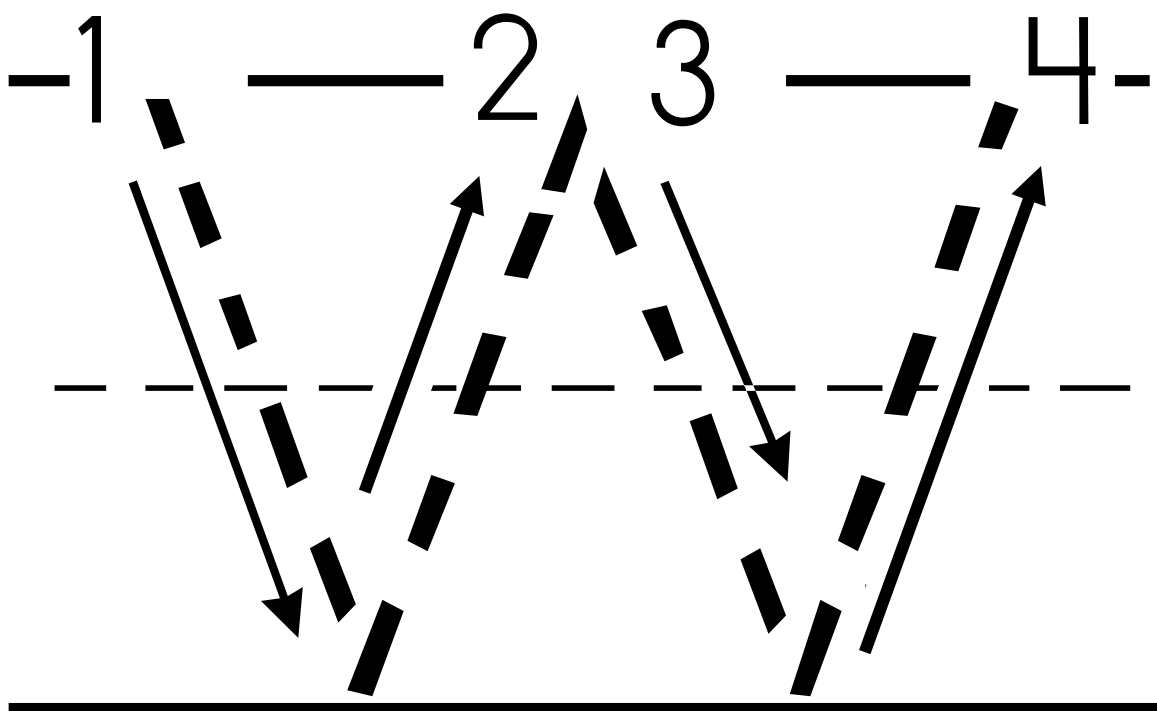


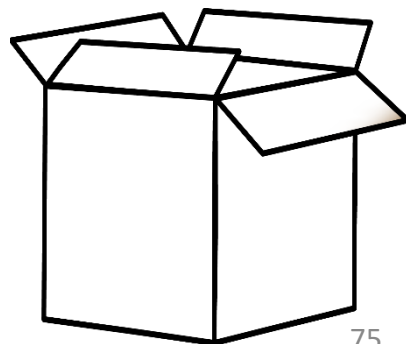
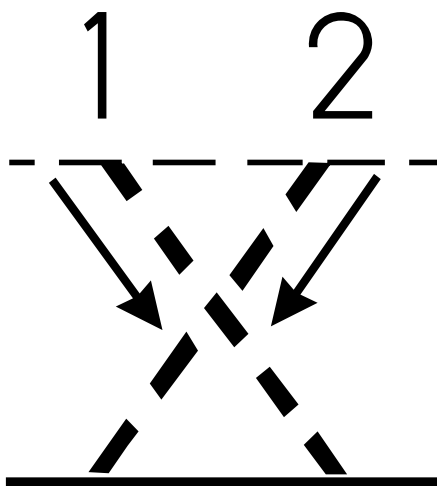
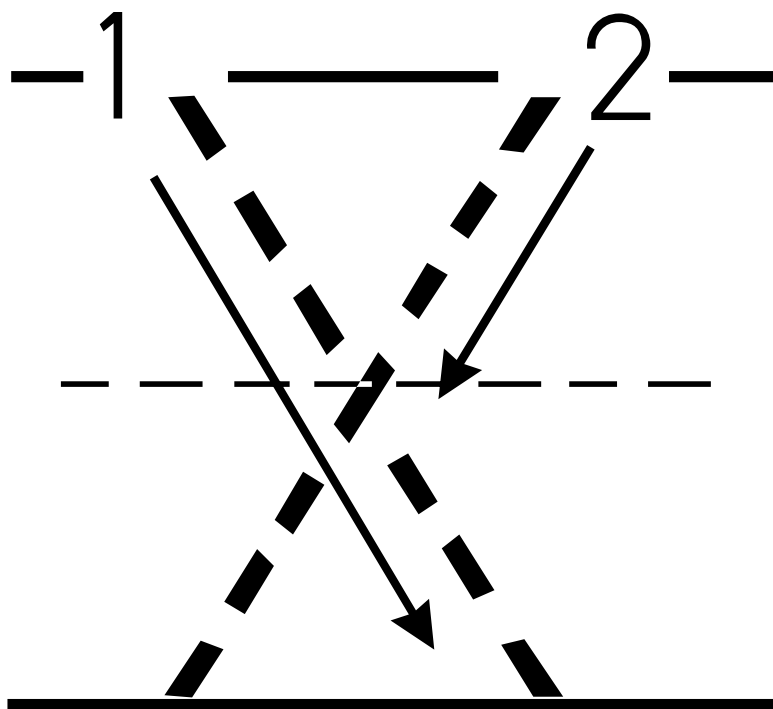


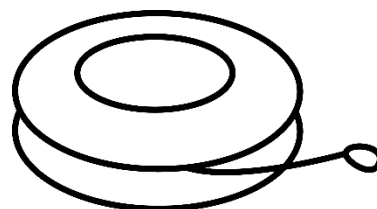
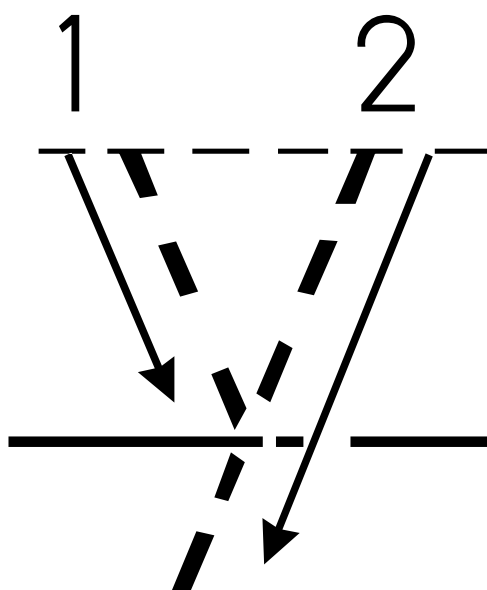
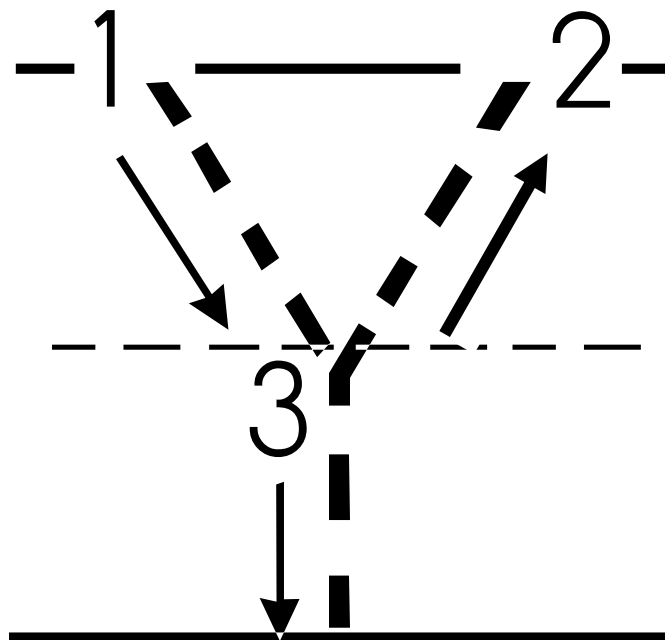


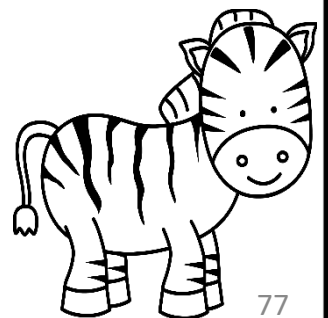
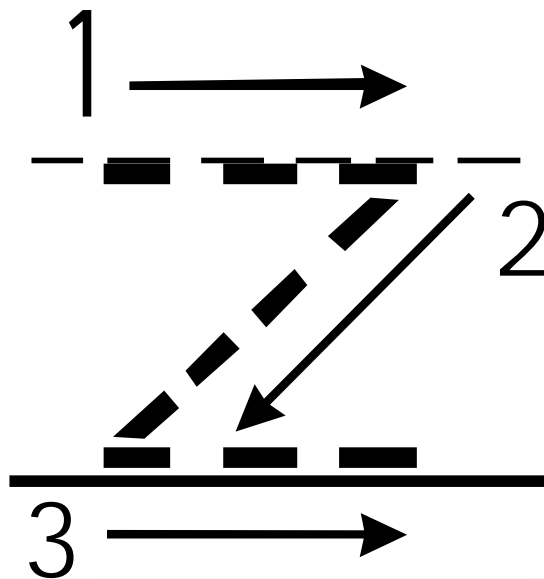
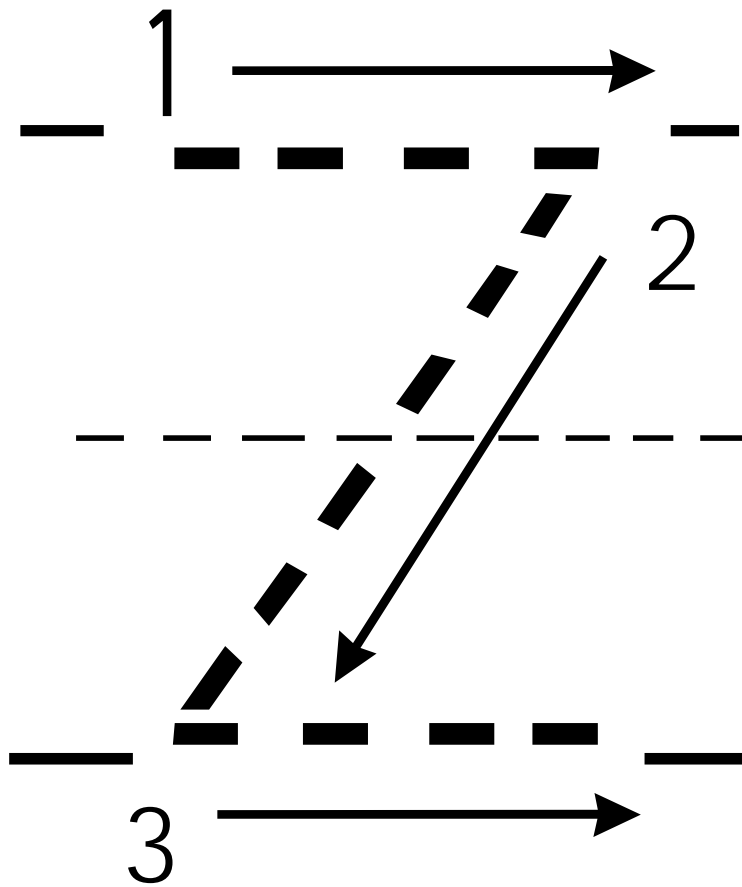












Name: _____ Date: _____



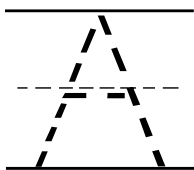
a /ă/

Say it.

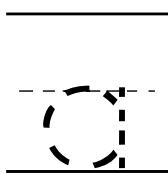
Trace it.

Try it.

A



a



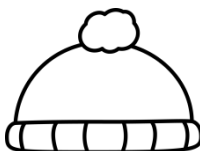
Write a under the pictures that begin with /ă/.













Name: _____

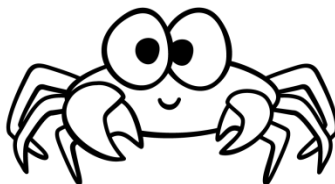
Date: _____

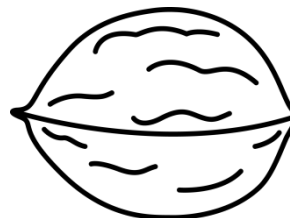


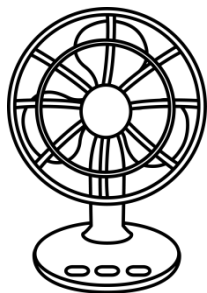
1. Say each picture name.

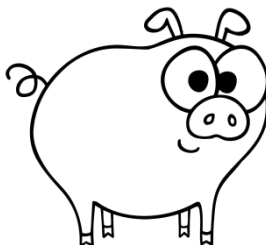
2. Write a on the line if you hear /ă/.

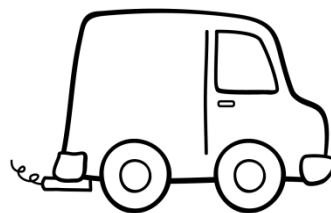


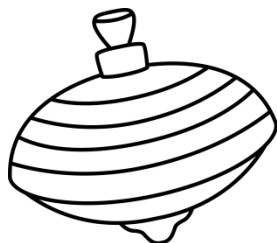


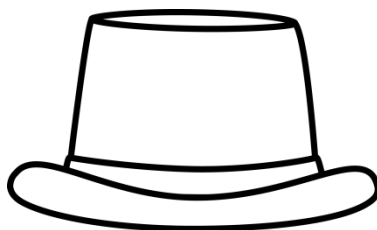














Name: _____ Date: _____



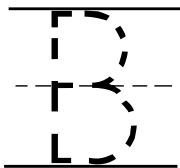
Bb /b/

Say it.

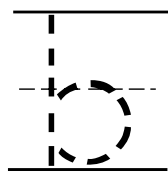
Trace it.

Try it.

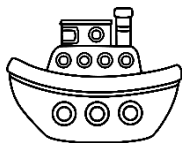
B



b

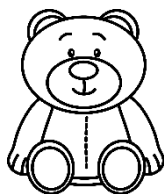


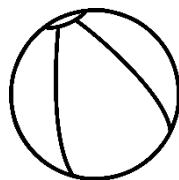
Write b under the pictures that begin with /b/.

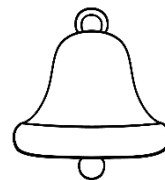












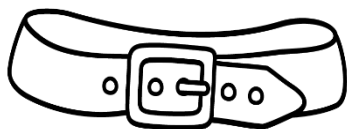
Name: _____

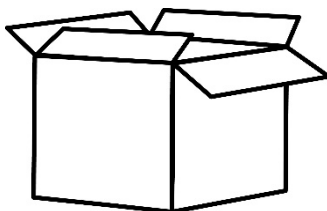
Date: _____



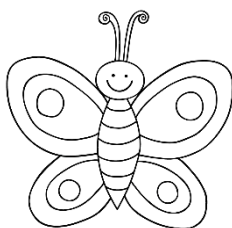
1. Say each picture name.

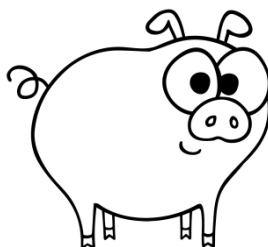
2. Write b on the line if you hear /b/.

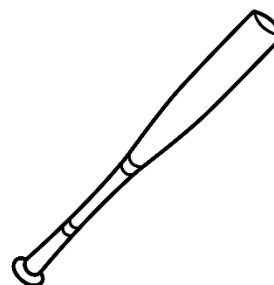




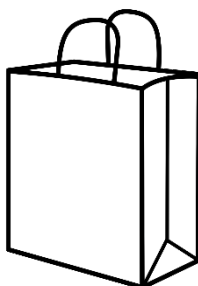














Name: _____ Date: _____



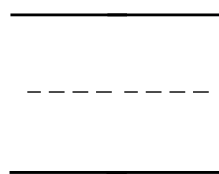
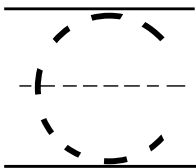
Cc /k/

Say it.

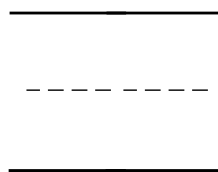
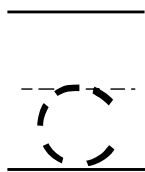
Trace it.

Try it.

C



c



Write c under the pictures that begin with /k/.













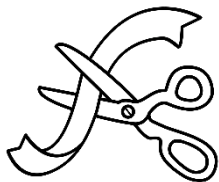
Name: _____

Date: _____

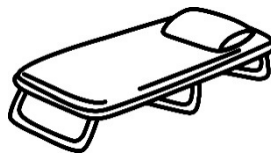


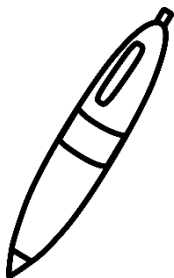
1. Say each picture name.

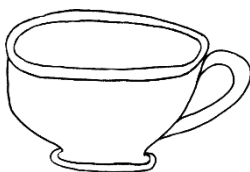
2. Write c on the line if you hear /k/.







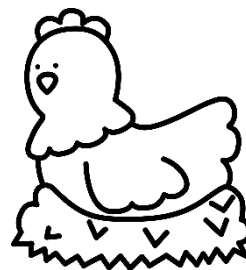












Name: _____ Date: _____



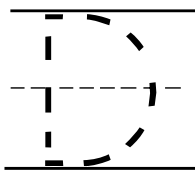
Dd /d/

Say it.

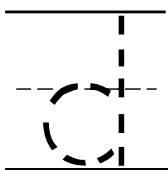
Trace it.

Try it.

D



d



Write d under the pictures that begin with /d/.













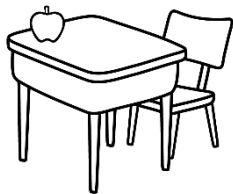
Name: _____

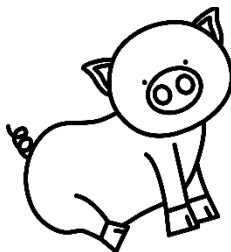
Date: _____



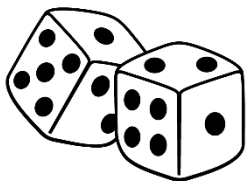
1. Say each picture name.

2. Write d on the line if you hear /d/.

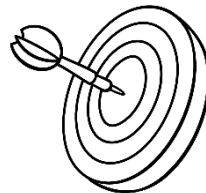


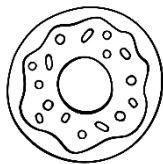


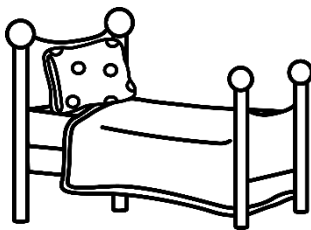


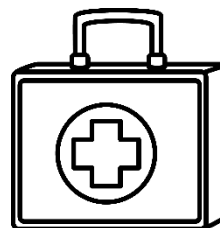












Name: _____ Date: _____

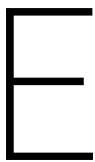
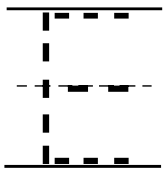
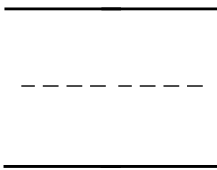


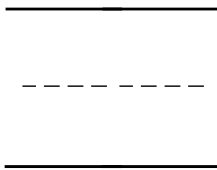


Ee /ě/

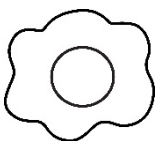
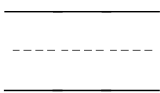
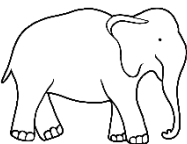
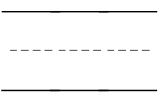

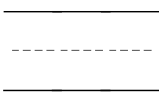

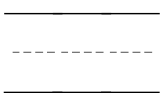
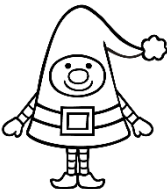
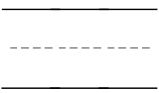

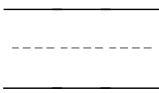
Say it.

Trace it.

Try it.

Write e under the pictures that begin with /ě/.

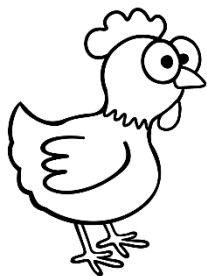
Name: _____

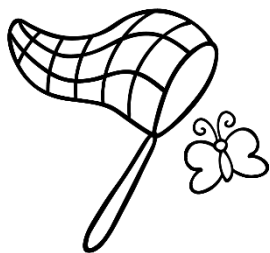
Date: _____

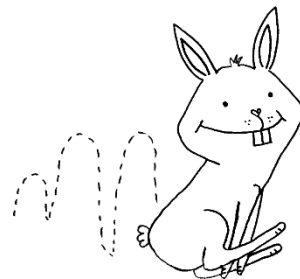


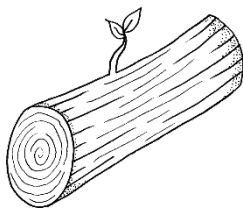
1. Say each picture name.

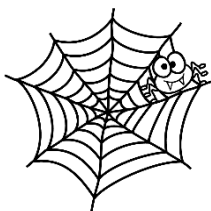
2. Write e on the line if you hear /ě/.

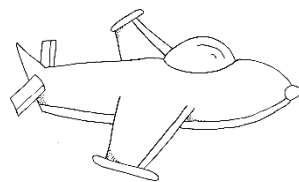




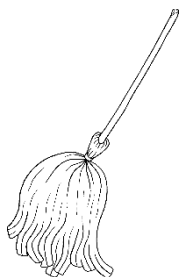






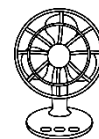








Name: _____ Date: _____



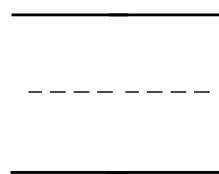
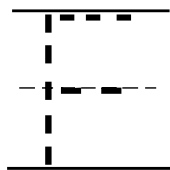
F f /f/

Say it.

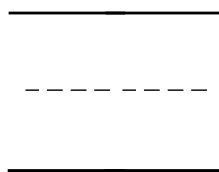
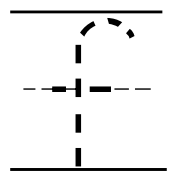
Trace it.

Try it.

F



f

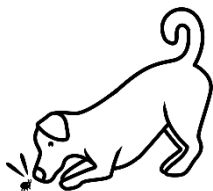


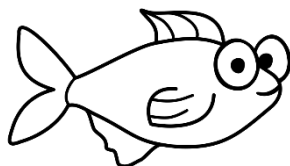
Write f under the pictures that begin with /f/.







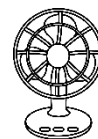






Name: _____

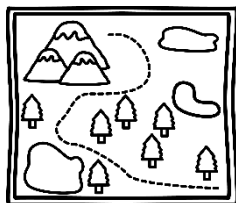
Date: _____



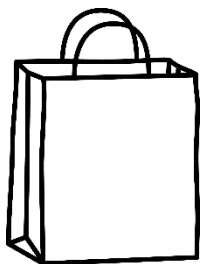
1. Say each picture name.

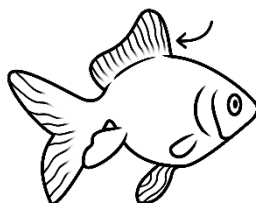
2. Write f on the line if you hear /f/.

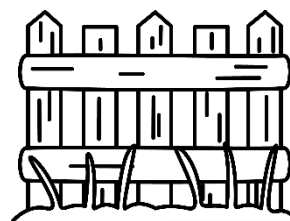


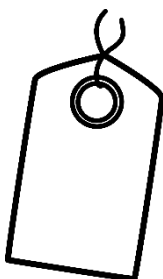


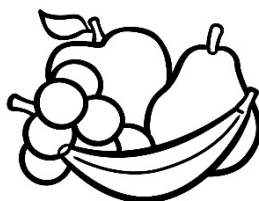


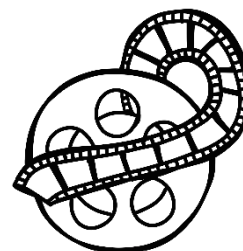












Name: _____ Date: _____



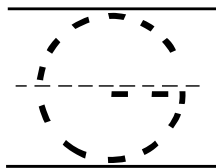
Gg /g/

Say it.

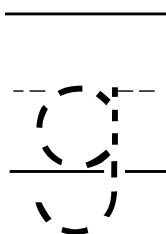
Trace it.

Try it.

G

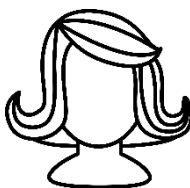


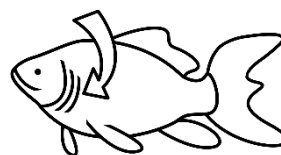
g



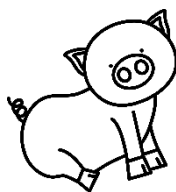
Write g under the pictures that begin with /g/.













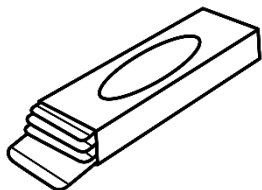
Name: _____

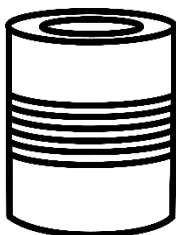
Date: _____



1. Say each picture name.

2. Write g on the line if you hear /g/.

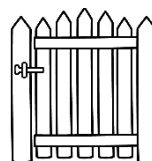


















Name: _____ Date: _____



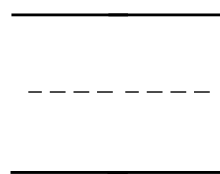
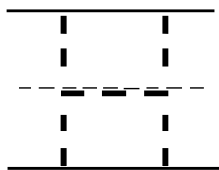
Hh /h/

Say it.

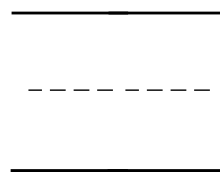
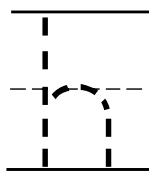
Trace it.

Try it.

H



h



Write h under the pictures that begin with /h/.

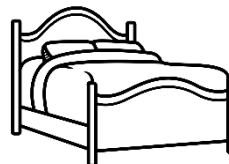












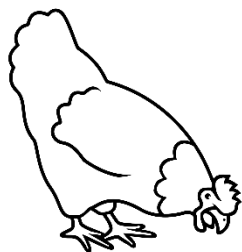
Name: _____

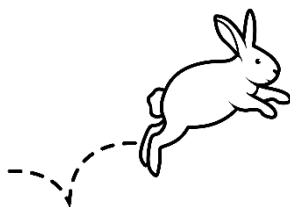
Date: _____

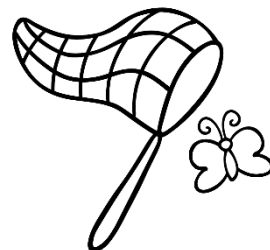


1. Say each picture name.

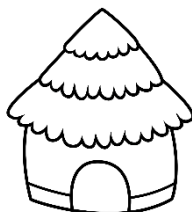
2. Write h on the line if you hear /h/.

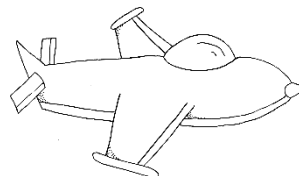






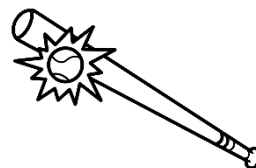












Name: _____

Date: _____



Ii /i/

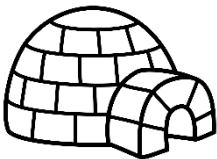
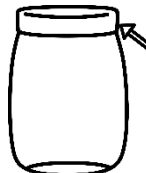
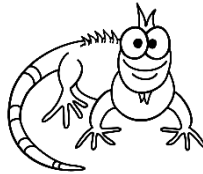

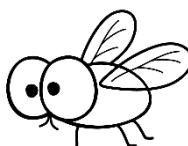

Say it.

Trace it.

Try it.

I	I	_____ _____ _____
i	i	_____ _____ _____

Write i under the pictures that begin with /i/.

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

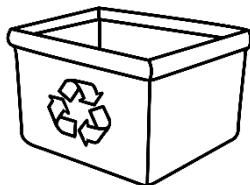
Name: _____

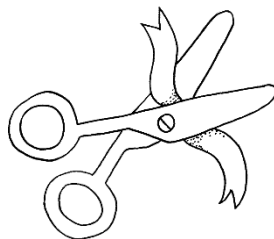
Date: _____

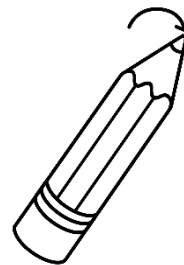


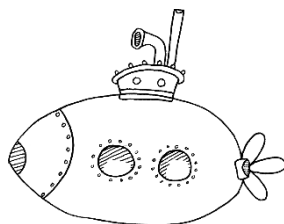
1. Say each picture name.

2. Write i on the line if you hear /i/.



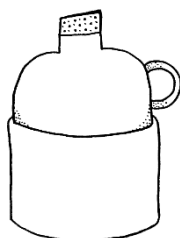








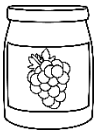








Name: _____ Date: _____



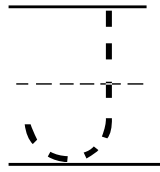
Jj /j/

Say it.

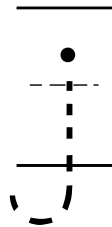
Trace it.

Try it.

J

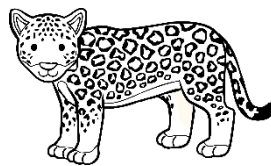


j



Write j under the pictures that begin with /j/.













Name: _____

Date: _____

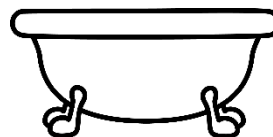


1. Say each picture name.

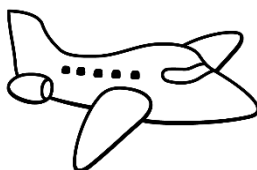
2. Write j on the line if you hear /j/.



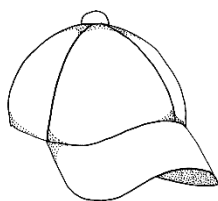


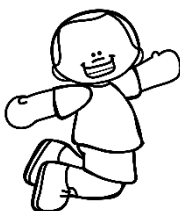


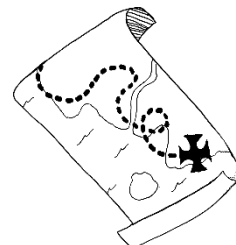




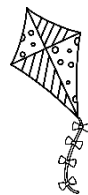








Name: _____ Date: _____



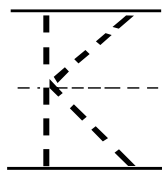
Kk /k/

Say it.

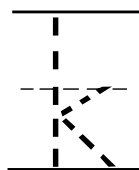
Trace it.

Try it.

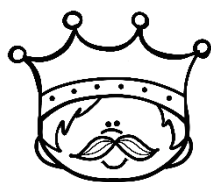
K



k



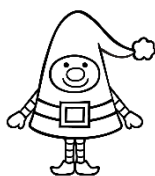
Write k under the pictures that begin with /k/.







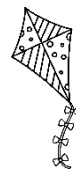






Name: _____

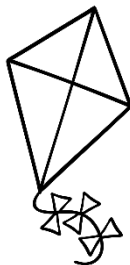
Date: _____

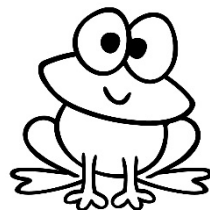


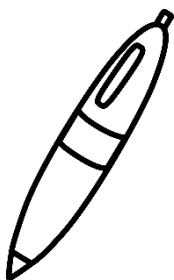
1. Say each picture name.

2. Write k on the line if you hear /k/.

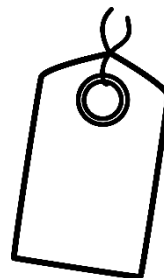


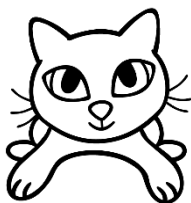


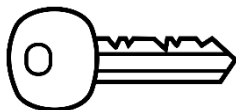














Name: _____ Date: _____


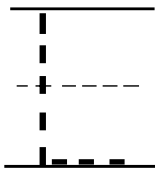
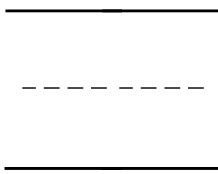


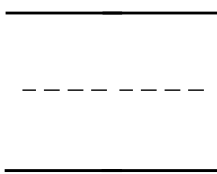


L I //

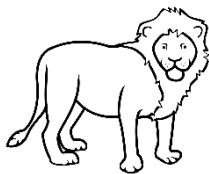
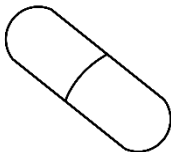
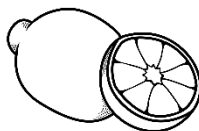


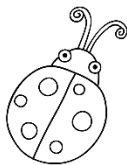
Say it.

Trace it.

Try it.

Write l under the pictures that begin with //.

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

Name: _____

Date: _____



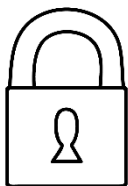
1. Say each picture name.

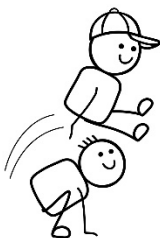
2. Write l on the line if you hear /l/.



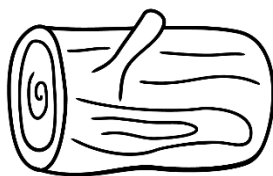
















Name: _____ Date: _____



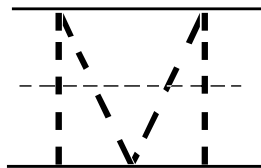
M m /m/

Say it.

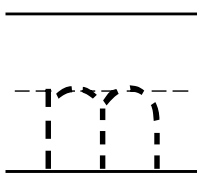
Trace it.

Try it.

M



m



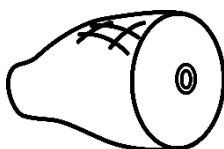
Write m under the pictures that begin with /m/.













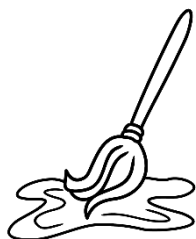
Name: _____

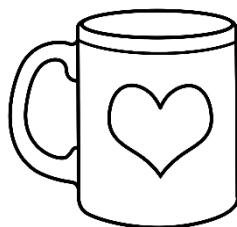
Date: _____

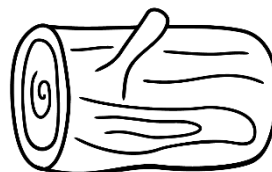


1. Say each picture name.

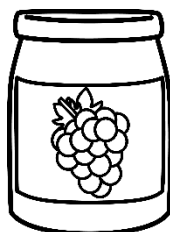
2. Write m on the line if you hear /m/.





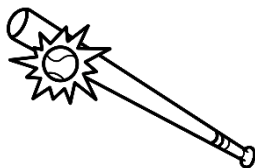














Name: _____ Date: _____



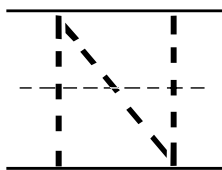
Nn /n/

Say it.

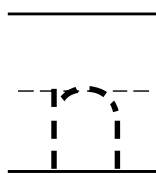
Trace it.

Try it.

N



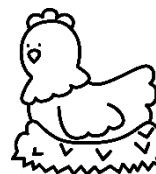
n

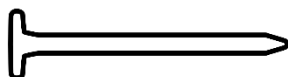


Write n under the pictures that begin with /n/.













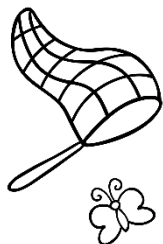
Name: _____

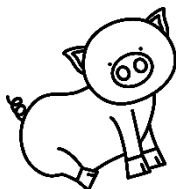
Date: _____



1. Say each picture name.

2. Write n on the line if you hear /n/.

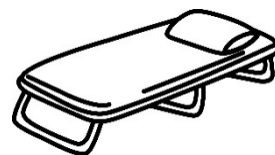


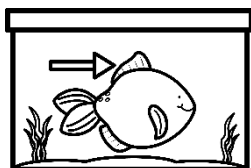


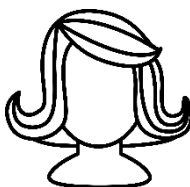


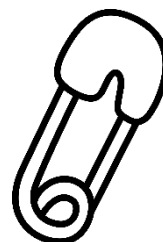












Name: _____ Date: _____

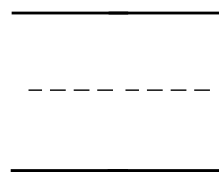
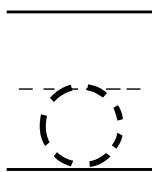
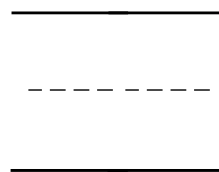
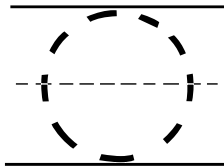
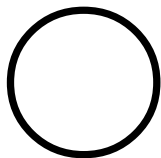


O o /õ/

Say it.

Trace it.

Try it.



Write o under the pictures that begin with /õ/.

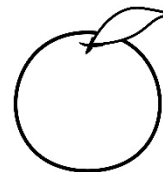












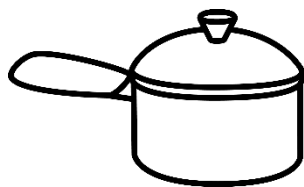
Name: _____

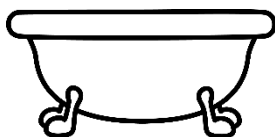
Date: _____



1. Say each picture name.

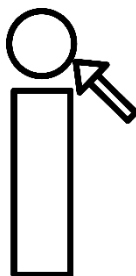
2. Write o on the line if you hear /**o**/.



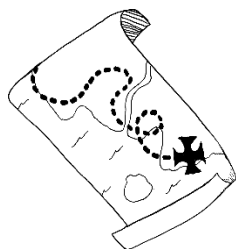




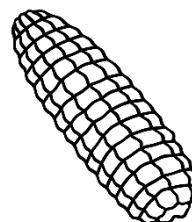












Name: _____ Date: _____



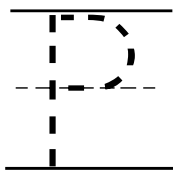
Pp /p/

Say it.

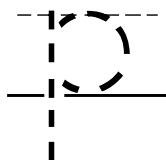
Trace it.

Try it.

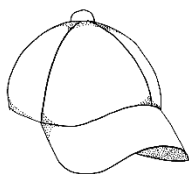
P



p

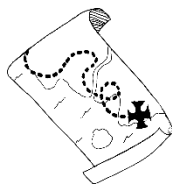


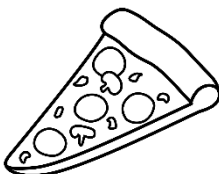
Write p under the pictures that begin with /p/.













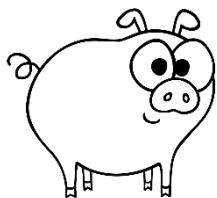
Name: _____

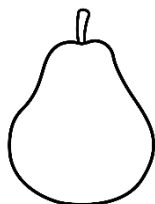
Date: _____



1. Say each picture name.

2. Write p on the line if you hear /p/.

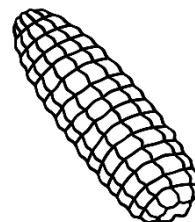


















Name: _____ Date: _____



QU qu /kw/

Say it.

Trace it.

Try it.

QU		<hr/> <hr/> <hr/>
qu		<hr/> <hr/> <hr/>

Write qu under the pictures that begin with /kw/.

 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>
 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>

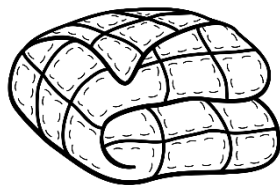
Name: _____

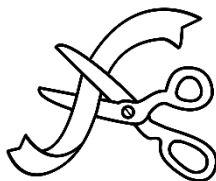
Date: _____



1. Say each picture name.

2. Write qu on the line if you hear /kw/.



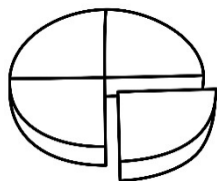


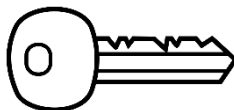


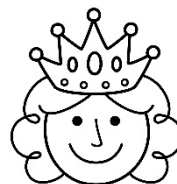












Name: _____ Date: _____



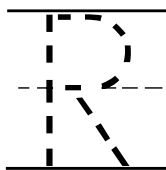
Rr /r/

Say it.

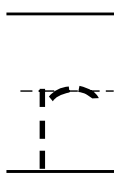
Trace it.

Try it.

R



r



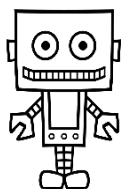
Write r under the pictures that begin with /r/.













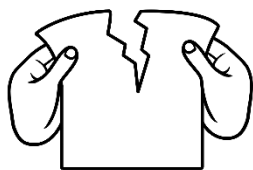
Name: _____

Date: _____



1. Say each picture name.

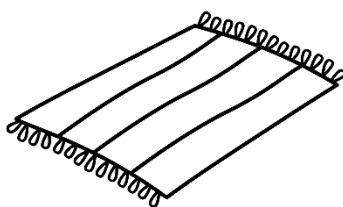
2. Write r on the line if you hear /r/.

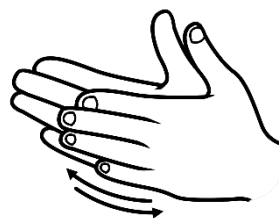




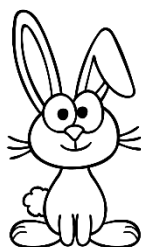


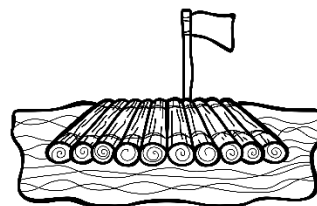




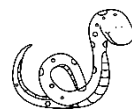








Name: _____ Date: _____



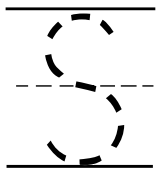
Ss /s/

Say it.

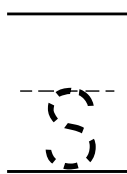
Trace it.

Try it.

S



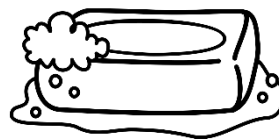
s

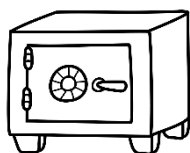


Write s under the pictures that begin with /s/.

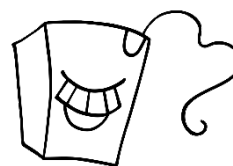






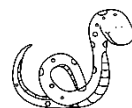






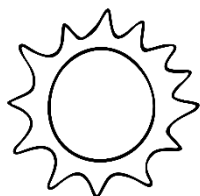
Name: _____

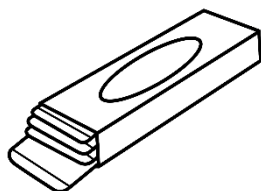
Date: _____

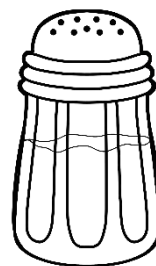


1. Say each picture name.

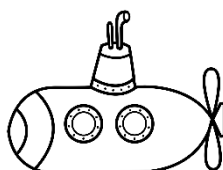
2. Write s on the line if you hear /s/.

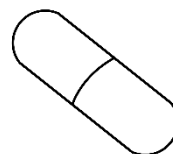




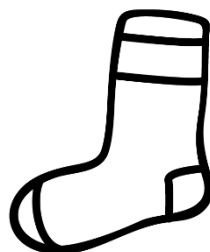


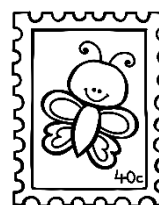
$$1 + 2 = 3$$











Name: _____

Date: _____



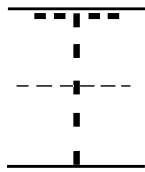
T + /t/

Say it.

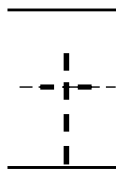
Trace it.

Try it.

T



t



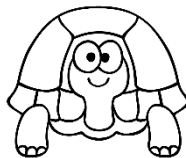
Write t under the pictures that begin with /t/.













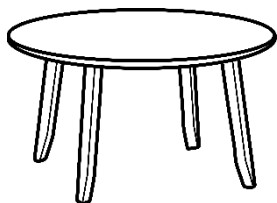
Name: _____

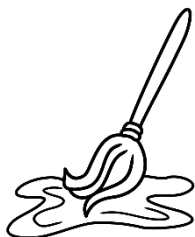
Date: _____



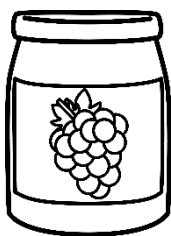
1. Say each picture name.

2. Write t on the line if you hear /t/.



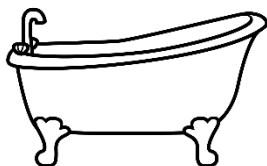


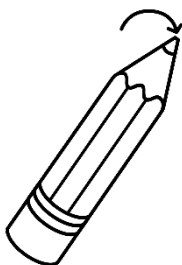
10

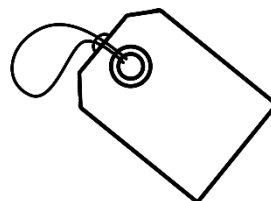












Name: _____ Date: _____

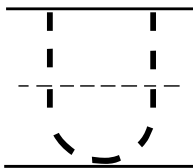
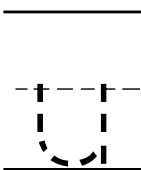


Uu /ũ/


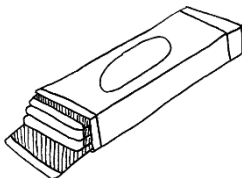
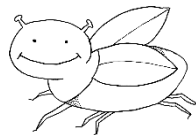

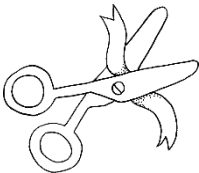
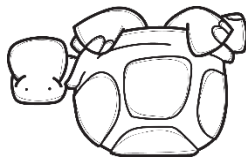
Say it.

Trace it.

Try it.

U		<hr/> <hr/> <hr/>
u		<hr/> <hr/> <hr/>

Write u under the pictures that begin with /ũ/.

 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>
 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>

Name: _____

Date: _____

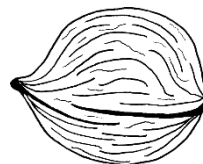


1. Say each picture name.

2. Write u on the line if you hear /ū/.

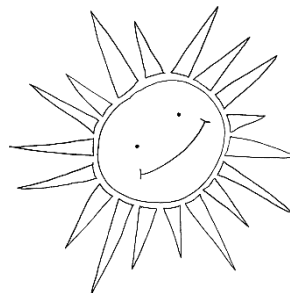


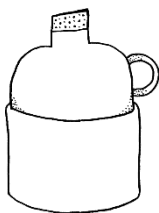


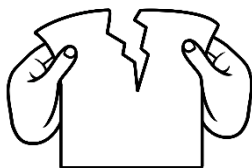


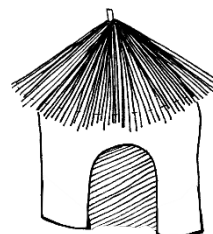












Name: _____ Date: _____



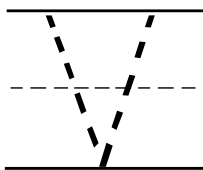
V v /v/

Say it.

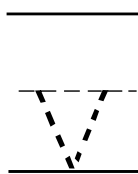
Trace it.

Try it.

V



v

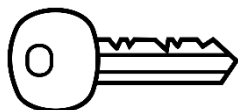


Write v under the pictures that begin with /v/.

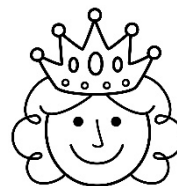












Name: _____

Date: _____

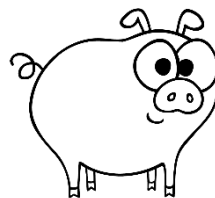


1. Say each picture name.

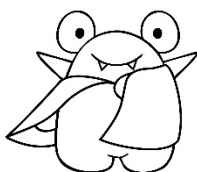
2. Write v on the line if you hear /v/.





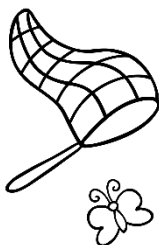














Name: _____ Date: _____



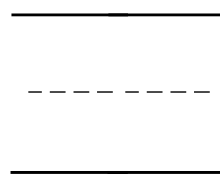
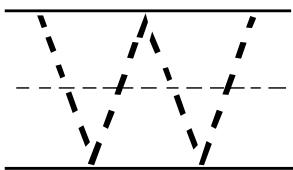
W w /w/

Say it.

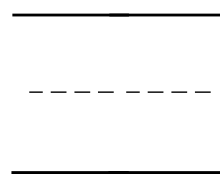
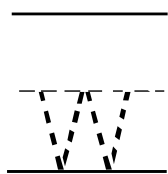
Trace it.

Try it.

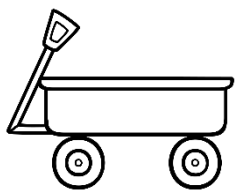
W



w



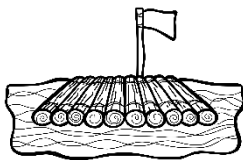
Write w under the pictures that begin with /w/.

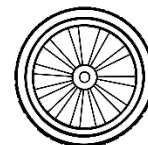












Name: _____

Date: _____



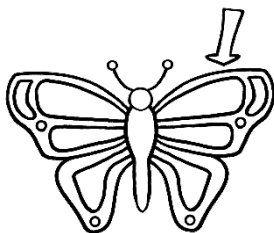
1. Say each picture name.

2. Write w on the line if you hear /w/.





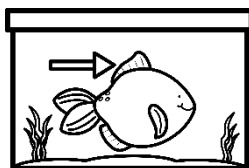


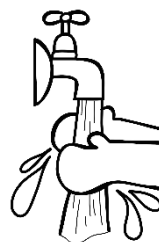












Name: _____ Date: _____



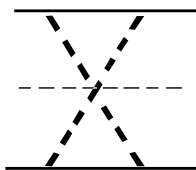
X x /ks/

Say it.

Trace it.

Try it.

X

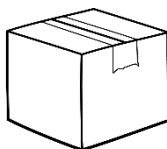


x



Write x under the pictures that end with /ks/.













Name: _____

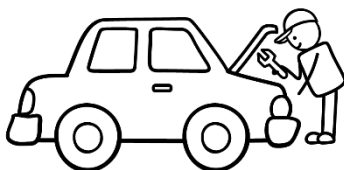
Date: _____

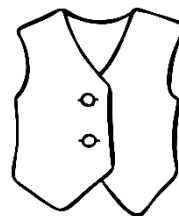


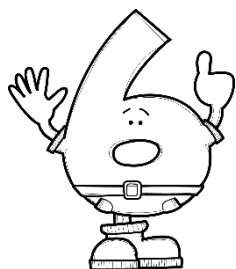
1. Say each picture name.

2. Write x on the line if you hear /ks/.

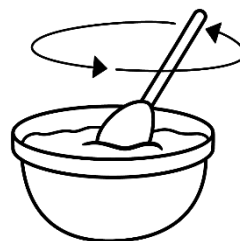


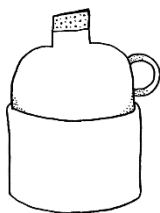


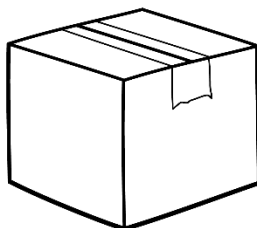


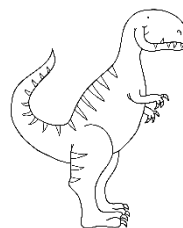













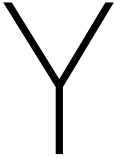
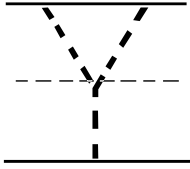


Name: _____ Date: _____ 

Y y /y/

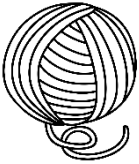

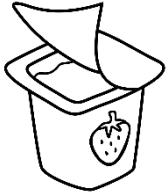

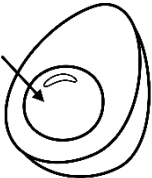

Say it.

Trace it.

Try it.

		<hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/>

Write y under the pictures that begin with /y/.

 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>
 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>

Name: _____

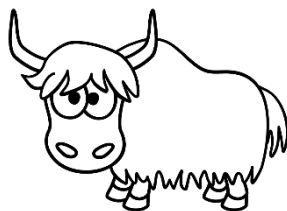
Date: _____



1. Say each picture name.

2. Write y on the line if you hear /y/.

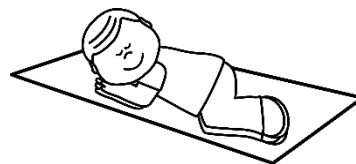




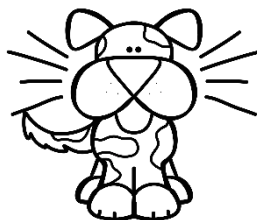


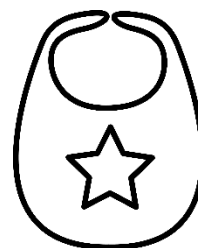












Name: _____ Date: _____



Zz /z/

Say it.

Trace it.

Try it.

Z		<hr/> <hr/> <hr/>
z		<hr/> <hr/> <hr/>

Write z under the pictures that begin with /z/.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Name: _____

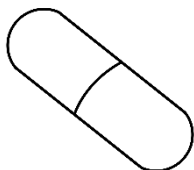
Date: _____



1. Say each picture name.

2. Write z on the line if you hear /z/.



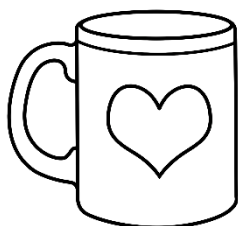


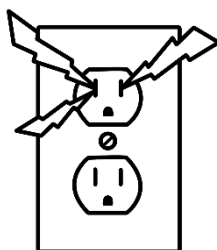


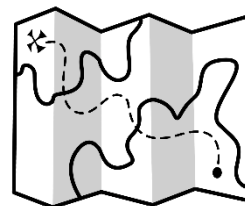


$$1 + 2 = 3$$









Level 1 Letter Tiles by Lesson: Use for Blending Boards. Copy on cardstock and cut.

a										
---	--	--	--	--	--	--	--	--	--	--

a	b									
---	---	--	--	--	--	--	--	--	--	--

a	b	c								
---	---	---	--	--	--	--	--	--	--	--

a	b	c	f							
---	---	---	---	--	--	--	--	--	--	--

a	b	c	f	h						
---	---	---	---	---	--	--	--	--	--	--

a	b	c	f	h	i					
---	---	---	---	---	---	--	--	--	--	--

a	b	c	f	h	i	j				
---	---	---	---	---	---	---	--	--	--	--

a	b	c	f	h	i	j	k	
---	---	---	---	---	---	---	---	--

a	b	c	f	h	i	j	k	m
---	---	---	---	---	---	---	---	---

a	b	c	f	h	i	j	k	m	p
---	---	---	---	---	---	---	---	---	---

a	b	c	f	h	i	j	k	m	p	t
---	---	---	---	---	---	---	---	---	---	---

a	b	c	f	h	i	j	k	m	p	t	g
---	---	---	---	---	---	---	---	---	---	---	---

a	b	c	f	h	i	j	k	m	p	t	g
o											

a	b	c	f	h	i	j	k	m	p	t	g
o	r										

a	b	c	f	h	i	j	k	m	p	t	g
o	r	l									

a	b	c	f	h	i	j	k	m	p	t	g
o	r	l	n								

a	b	c	f	h	i	j	k	m	p	t	g
o	r	l	n	u	th						

a	b	c	f	h	i	j	k	m	p	t	g
o	r	l	n	u	e	th	ch				

a	b	c	f	h	i	j	k	m	p	t	g
o	r	l	n	u	e	s	th	ch	sh		

a	b	c	f	h	i	j	k	m	p	t	g
o	r	l	n	u	e	s	d	th	ch	sh	

a	b	c	f	h	i	j	k	m	p	t	g
o	r	l	n	u	e	s	d	w	th	ch	sh

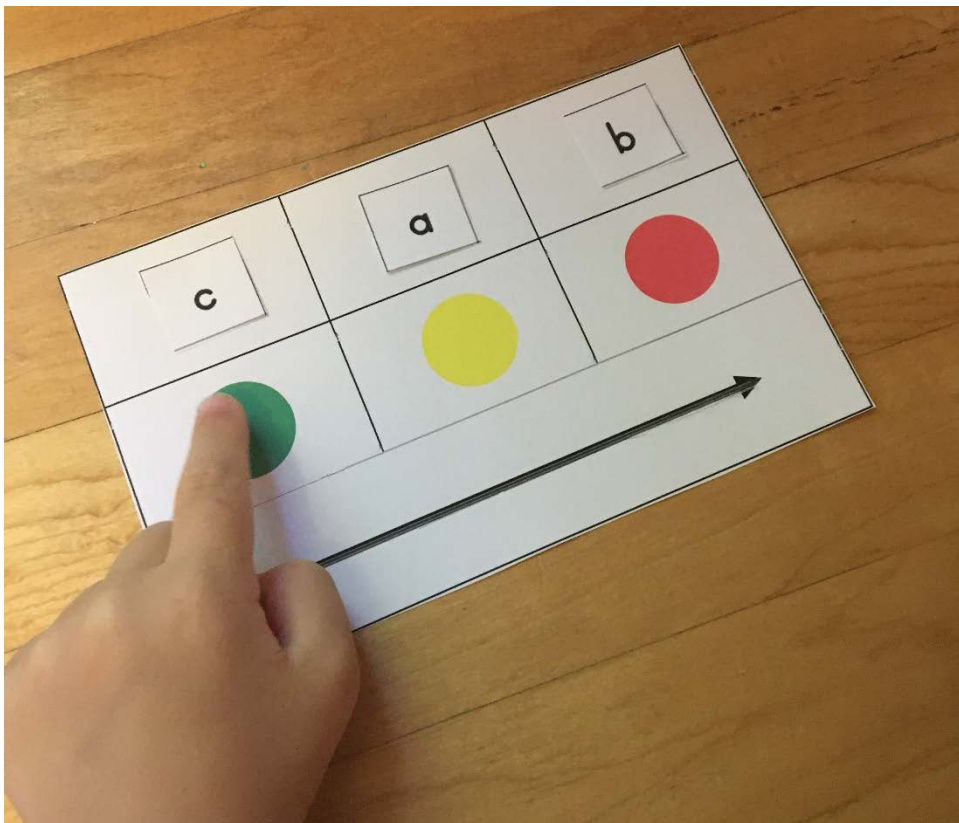
a	b	c	f	h	i	j	k	m	p	t	g
o	r	l	n	u	e	s	d	w	y	th	ch
sh	wh										

a	b	c	f	h	i	j	k	m	p	t	g
o	r	l	n	u	e	s	d	w	y	v	th
ch	sh	wh									

a	b	c	f	h	i	j	k	m	p	t	g
o	r	l	n	u	e	s	d	w	y	v	z
th	ch	sh	wh								

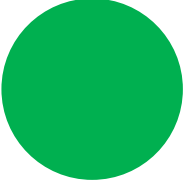
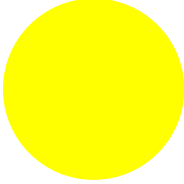
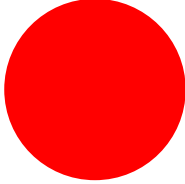

a	b	c	f	h	i	j	k	m	p	t	g
o	r	l	n	u	e	s	d	w	y	v	z
x	th	ch	sh	wh							

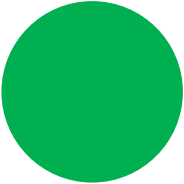
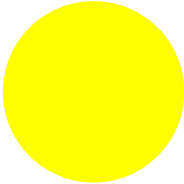
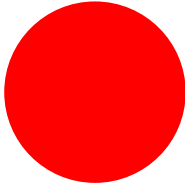

a	b	c	f	h	i	j	k	m	p	t	g
o	r	l	n	u	e	s	d	w	y	v	z
x	qu	th	ch	sh	wh						

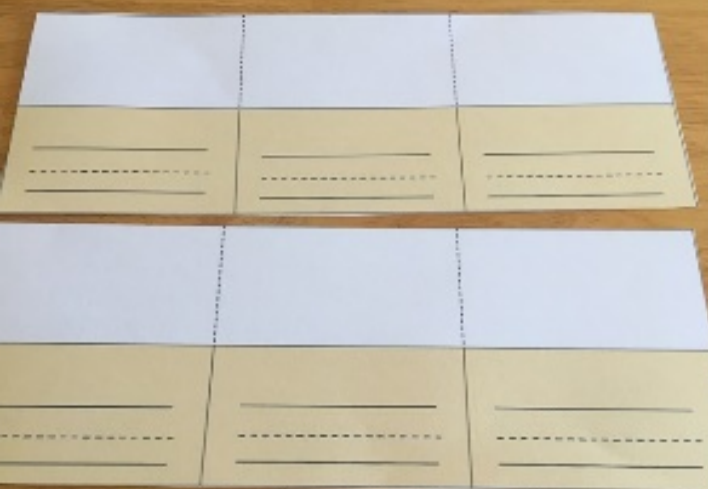


This tool can be used as Elkonin box practice without the letters, OR for blending and segmentation practice. Use letter tiles, plastic buttons or counters. The use of a traffic light system is a scaffold for children who are beginning to blend letters together and read words. Have students slide a green, yellow or red plastic button or counter into each space, or under each letter tile. After that, have them slide a finger along the horizontal arrow to read the whole word. The use of this tool will wholly depend on the needs of your students at that time. These are suggested uses.

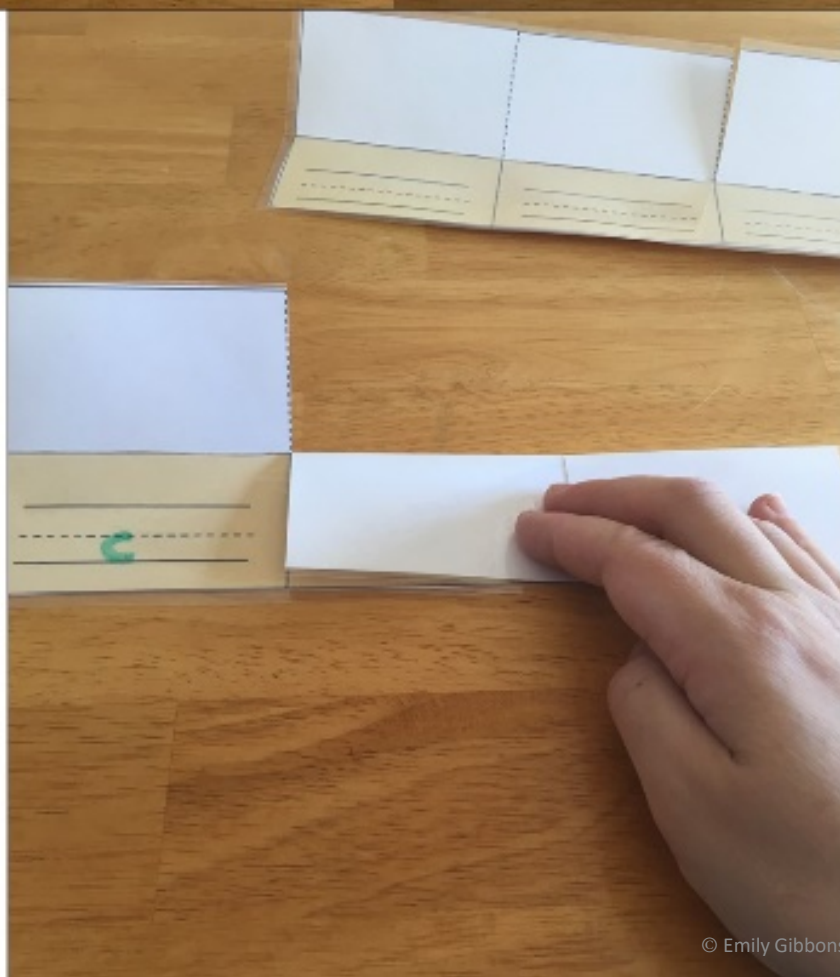
Use for Elkonin boxes or blending boxes with level 1 letter tiles.



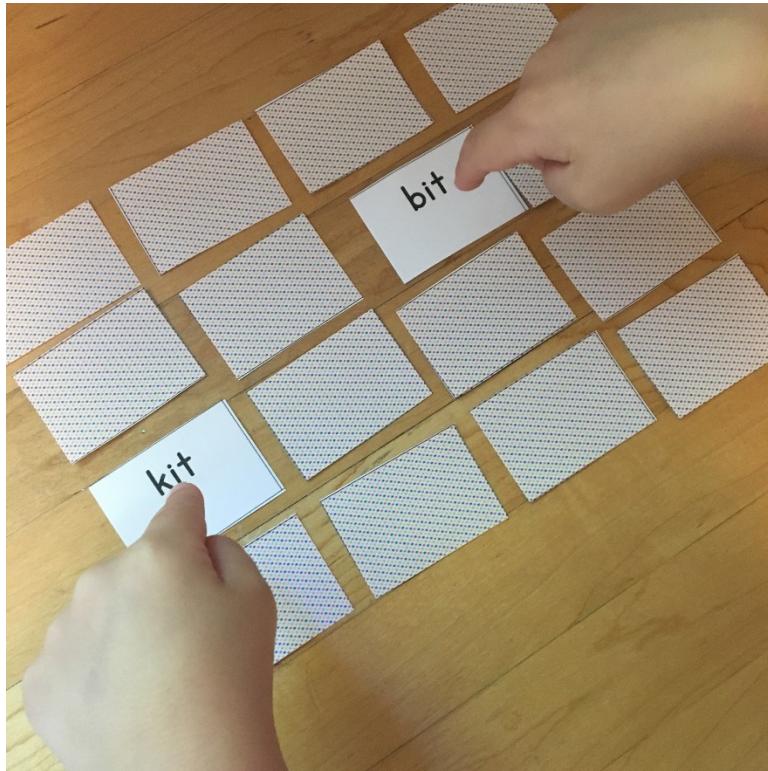
Cut and laminate spelling flip-flap cards for longer lasting use.



Fold down the flaps for focused spelling practice.

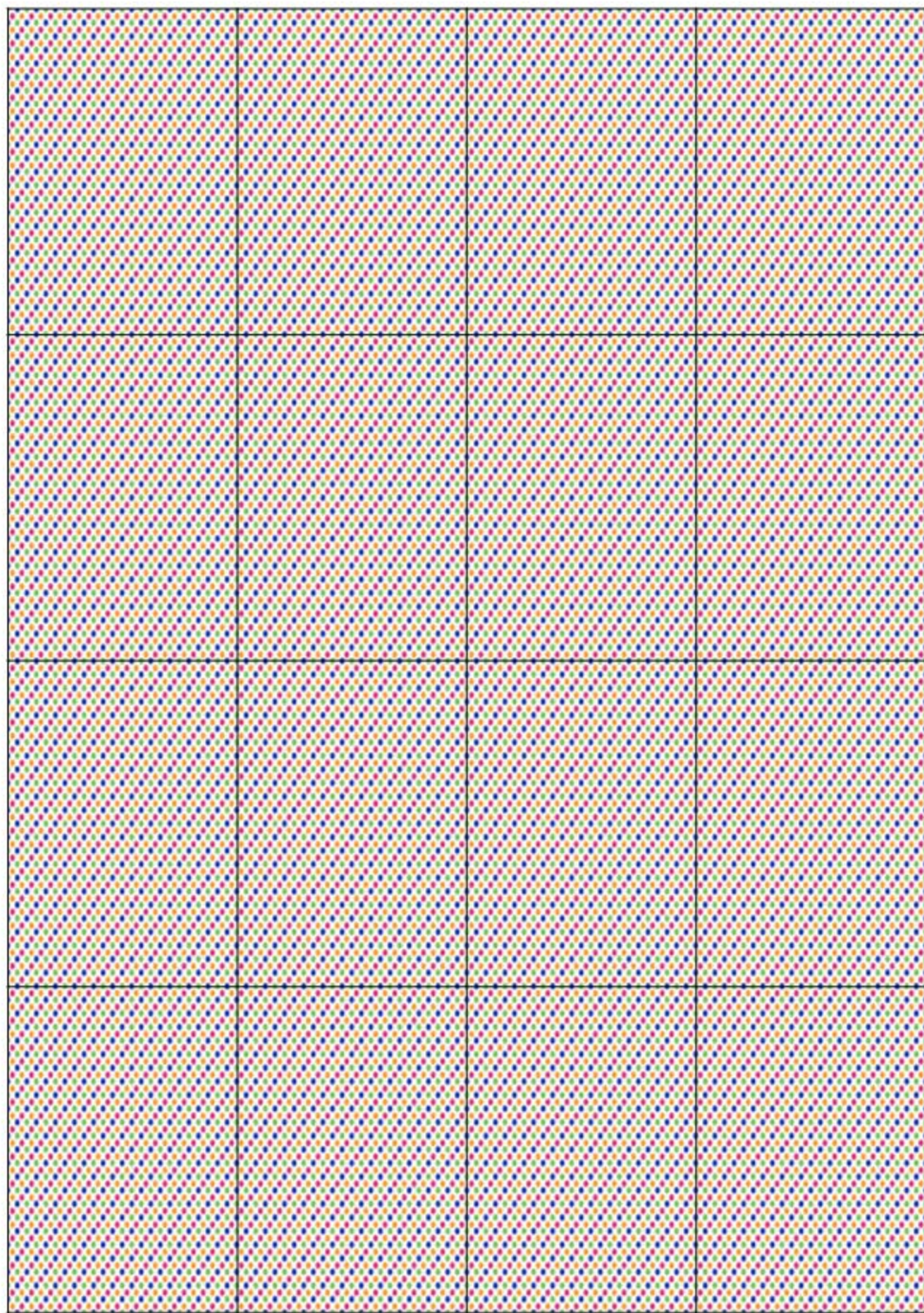
CVC Spelling Flip-Flap Cards

	<div></div> <div></div> <div></div>		<div></div> <div></div> <div></div>
	<div></div> <div></div> <div></div>		<div></div> <div></div> <div></div>
	<div></div> <div></div> <div></div>		<div></div> <div></div> <div></div>

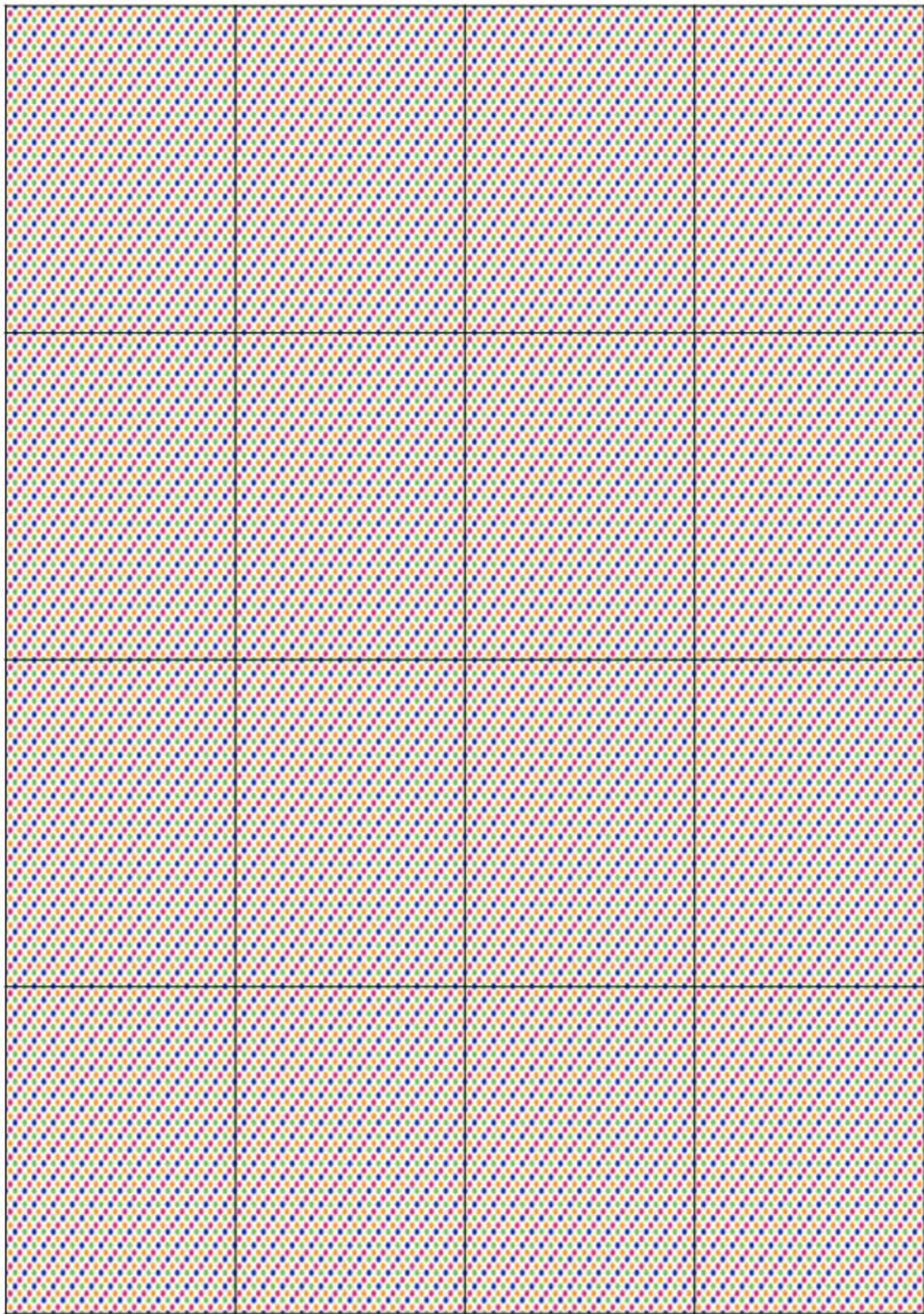


CVC Concentration

As you refer to my progression chart, the phonograms in level two are broken into two groups. I have created two concentration games for the two groups.



cab	jab	hat	pat
fit	bit	mat	cat
tip	hip	bam	jam
kit	hit	Tim	Jim



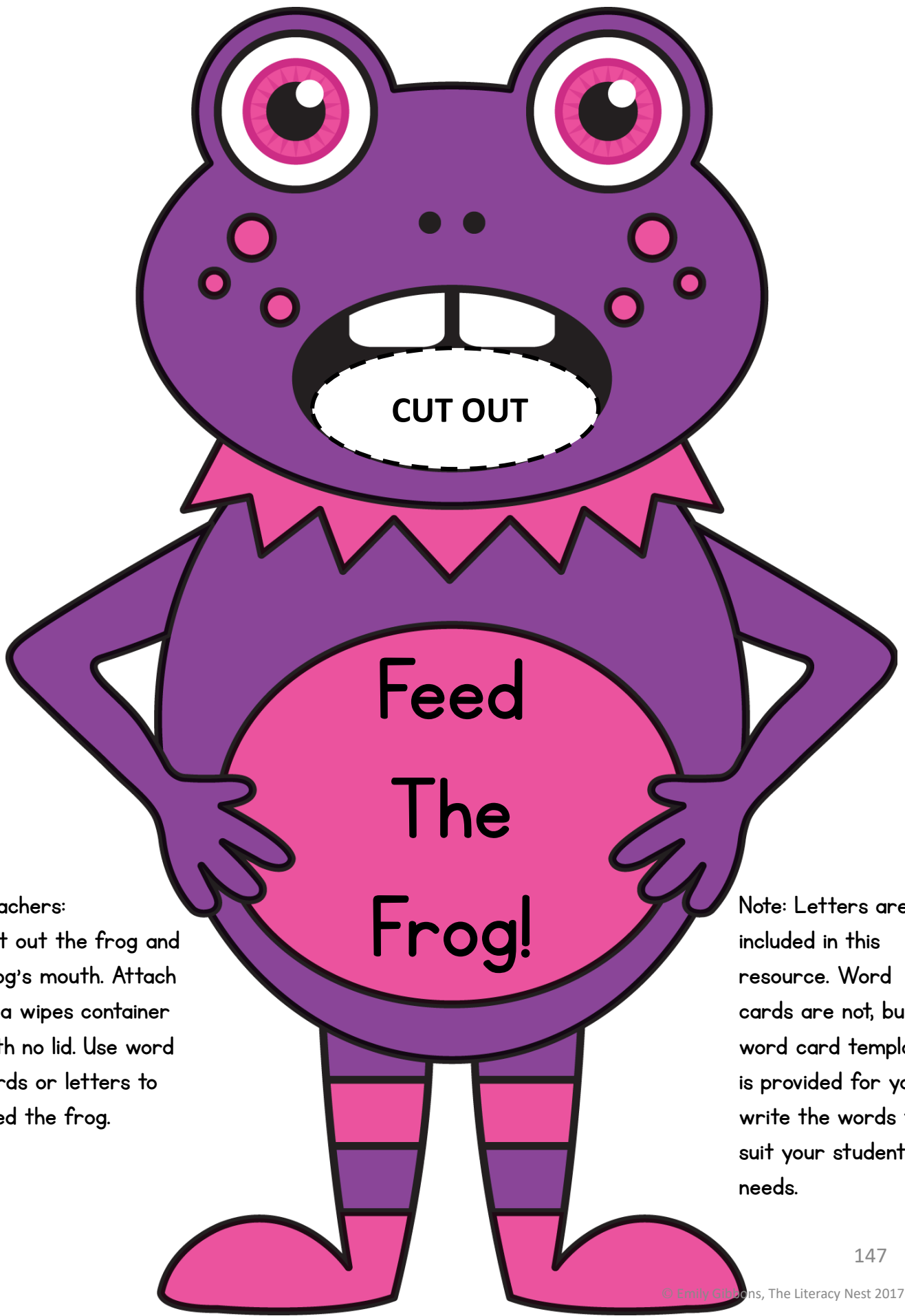
got	lot	sun	fun
dug	mug	den	pen
dog	fog	ten	hen
wig	dig	lad	dad



Feed The Frog

Materials: One cut-out frog, letter tiles or word cards

Directions: Take turns reading the letters or word cards out loud. Feed the frog the letters or word cards after you read each one.



Teachers:
Cut out the frog and
frog's mouth. Attach
to a wipes container
with no lid. Use word
cards or letters to
feed the frog.

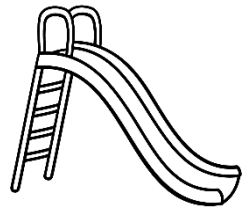
Note: Letters are
included in this
resource. Word
cards are not, but a
word card template
is provided for you to
write the words that
suit your students'
needs.

Teachers: Use this page to write words for Feed The Frog.



Ladders and Slides

Game Directions



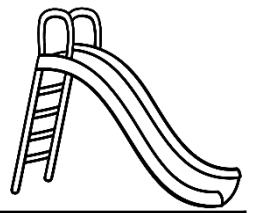
Materials: One die, game pieces for each player,
one Ladders and Slides game board

To Play: Place game pieces on the “Start”.

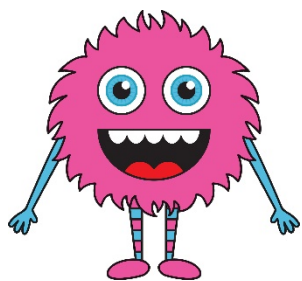
1. Decide who will go first.
2. Roll the die. Move the same number of spaces as the number you rolled on.
3. If you land on...
 - A letter: Say the letter, it's key word, and it's sound.
 - A ladder: Climb up to the space above you.
 - A slide: Slide backwards to the space where the bottom of the slide ends.
4. Be the first person to make it to the finish line to win.



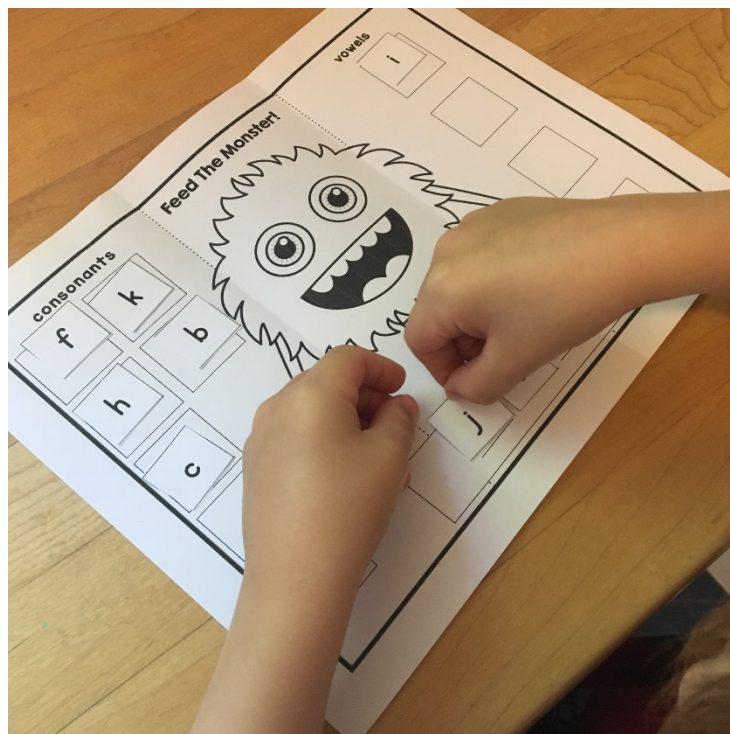
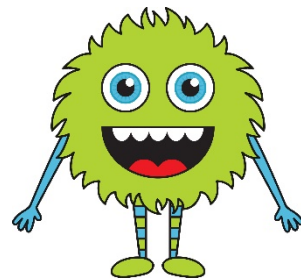
Ladders and Slides



x	y	z	Finish
w	v	u	t
p	qu	r	s
o	n	m	l
h	i	j	k
g	f	e	d
Start	a	b	c



Feed The Monster Game Directions



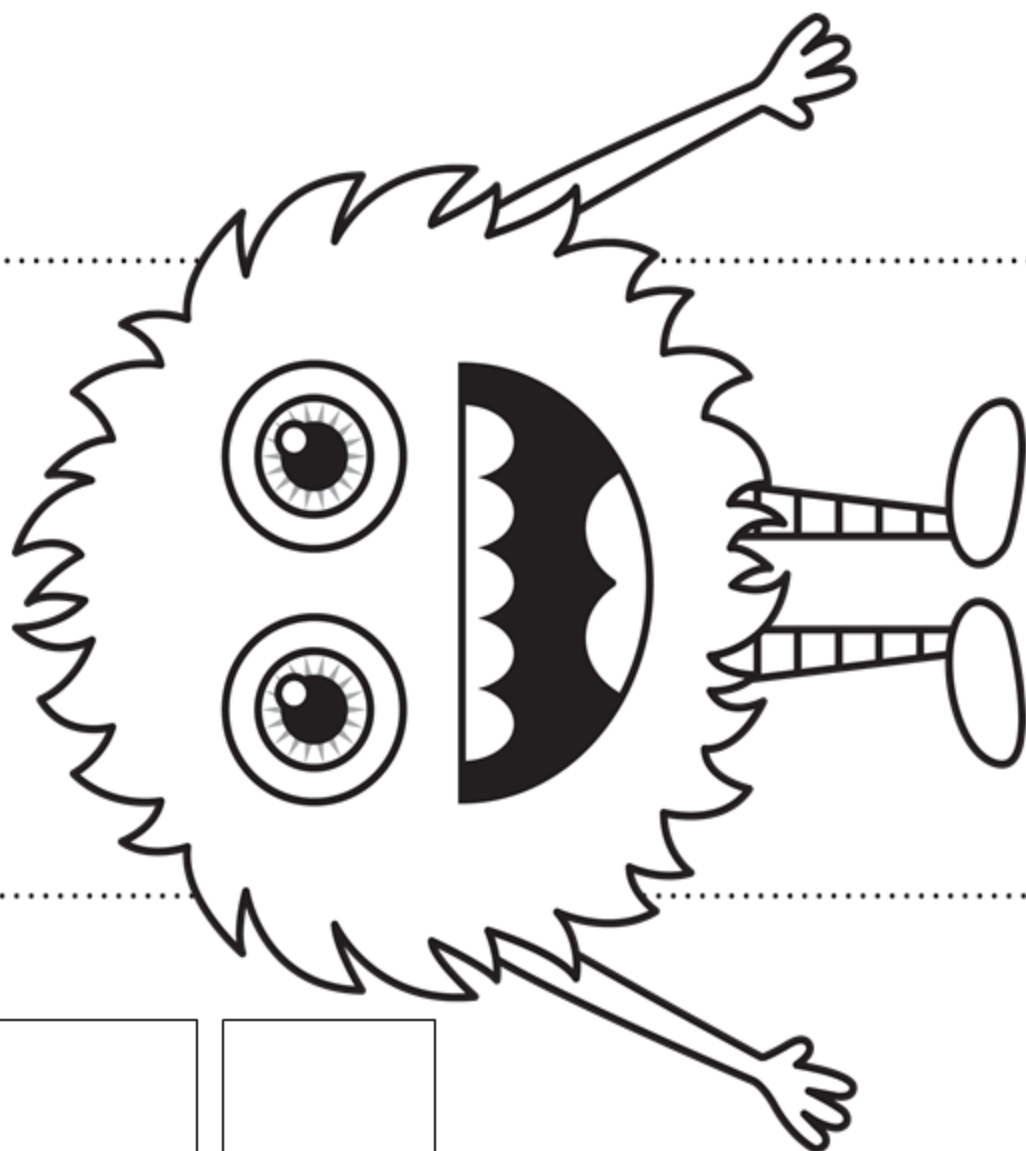
Materials: Letter tiles, one Feed The Monster game board per player

To Play: The teacher will think of a secret CVC word, and hand out letter tiles for students to place on their game boards.

1. Students take turns guessing one letter at a time to guess the secret CVC word.
2. If a student guesses a correct letter, they place the letter on the line under the monster, where they think it will go.
3. If they guess incorrectly, they must feed the monster the incorrect letter by placing it in its mouth.
4. Players will keep taking turns guessing the letters until the CVC word is formed.

consonants

Feed The Monster!



vowels

Key Word BINGO

Game Directions



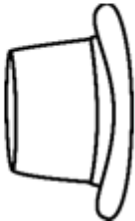

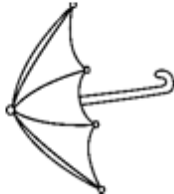
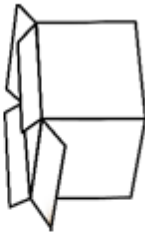















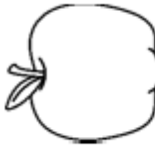
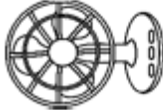



Players: 2-4

Materials: Player 1 and 2 game boards, BINGO game pieces (chips or markers), cut out calling cards

Preparation: Cut out the BINGO calling cards.

Directions: The teacher will call out one calling card at a time. Students will look on their boards to find the matching space. The first person with SIX spaces in a column is the winner.

Key Word Bingo Player 1

			
			
			
	FREE!		
			
			
			

Key Word Bingo Player 2









Key Word Bingo Calling Cards











































Teachers: Cut these cards out and use for BINGO calling cards

Aa apple	Bb boy	Cc cat	Dd dog
Ee Ed	Ff fan	Gg goat	Hh hat
Ii itchy	Jj jam	Kk kite	Ll lamp
Mm man	Nn nut	Oo octopus	Pp pan
QU qu queen	Rr rat	Ss snake	Tt top
Uu umbrella	Vv van	Ww wind	Xx box
Yy yo-yo	Zz zebra		

DICE ROLL STAMP-IT: Roll a die. Read the letter. Starting at the top, use a bingo stamper to stamp one letter space at a time. See which column wins!

					
d	g	b	j	p	g
p	a	j	d	g	b
b	p	a	p	j	d
j	b	g	a	d	j
g	j	d	b	a	a
a	d	p	g	b	p

DICE ROLL TRACE-IT: Roll a die. Read the letter. Starting at the top, trace one letter space at a time. See which column wins!

Credits: My products are made possible by the following fabulous artists!



[Fifth in the Middle](#)

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