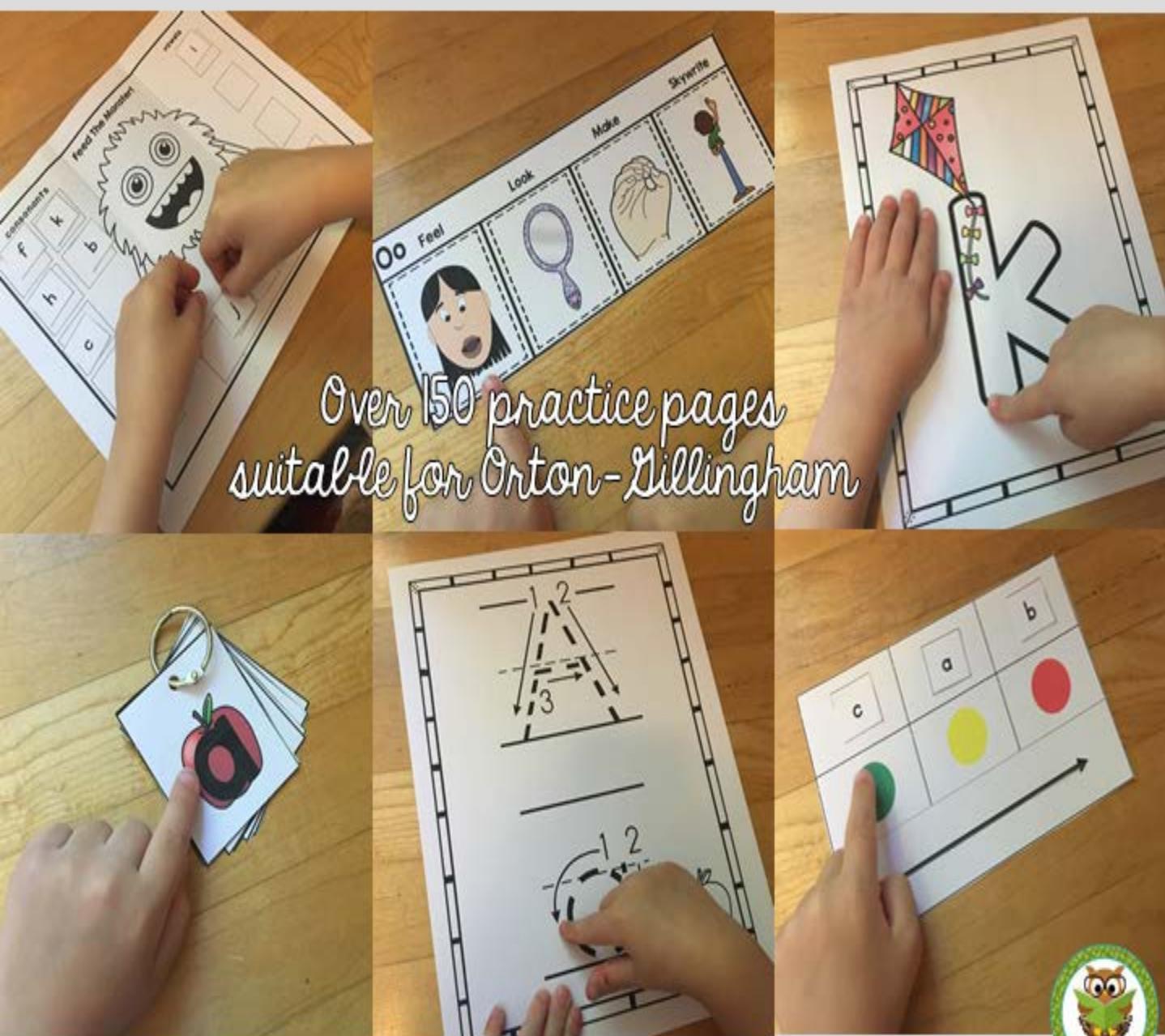


Early Orton-Gillingham Practice Packs



Kick your instruction up a notch!

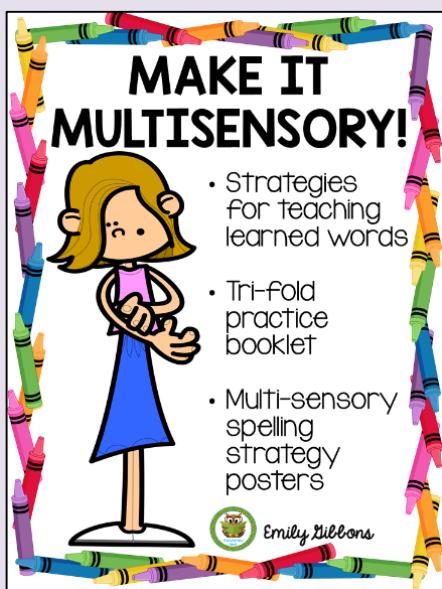


I hope you enjoy this resource!
Here are a few ways to stay in touch with me!

- Follow [my store](#).
- Sign up for my monthly email newsletter [here](#).
I'll send you important updates and a fun freebie!



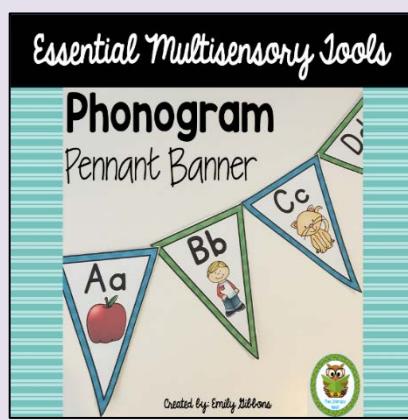
You may also like the following resources in my store:
Just click on any of the images below.



MAKE IT MULTISENSORY!

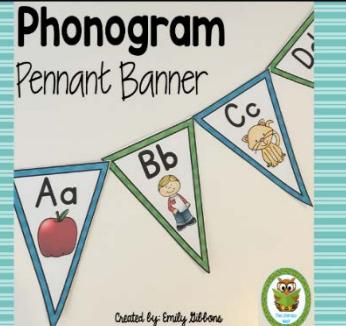
- Strategies for teaching learned words
- Tri-fold practice booklet
- Multi-sensory spelling strategy posters

Created by: Emily Gibbons



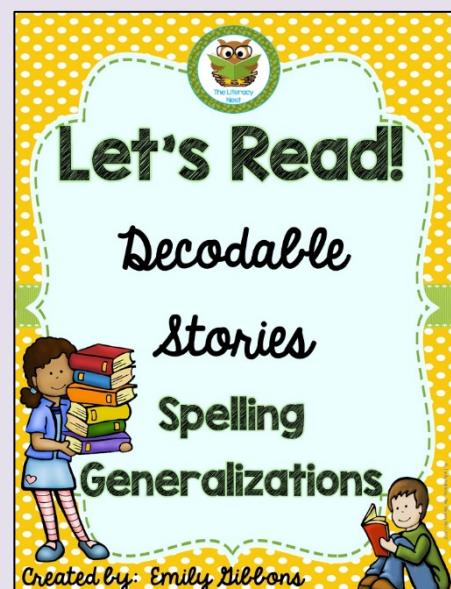
Essential Multisensory Tools

Phonogram Pennant Banner



A phonogram pennant banner with letters Aa, Bb, and Cc. Each letter is on a green triangle with a small illustration: an apple for Aa, a boy for Bb, and a cat for Cc. The banner is strung across a white background with blue vertical stripes on either side.

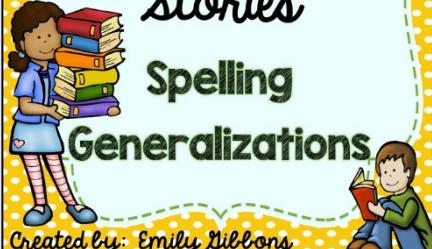
Created by: Emily Gibbons



Let's Read!

Decodable Stories

Spelling Generalizations



A girl is standing next to a stack of colorful books. A boy is sitting on the floor reading a book. The background is yellow with green polka dots.

Created by: Emily Gibbons

[Click here for more Orton-Gillingham resources.](#)

Dear Educator,

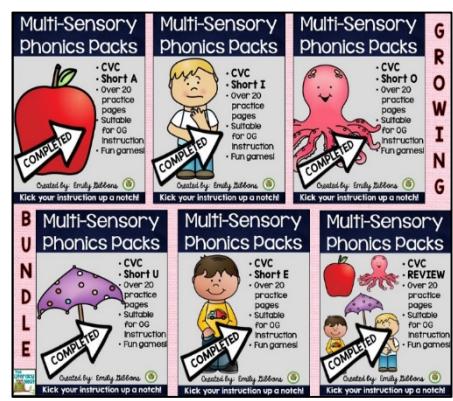
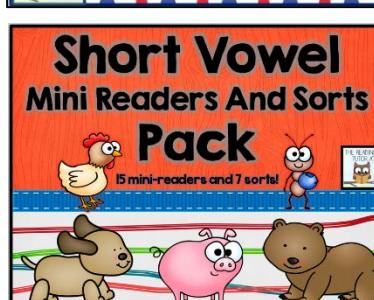
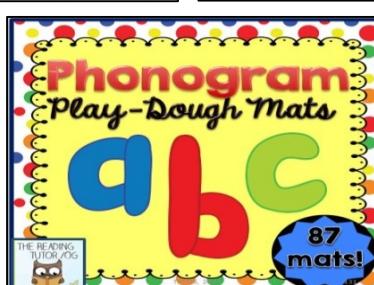
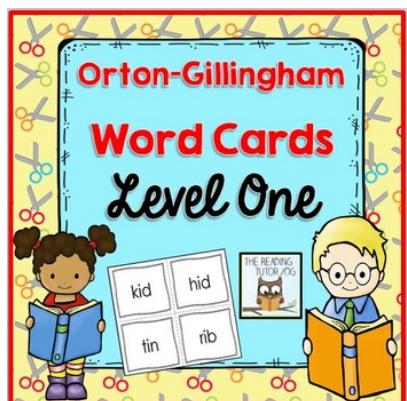
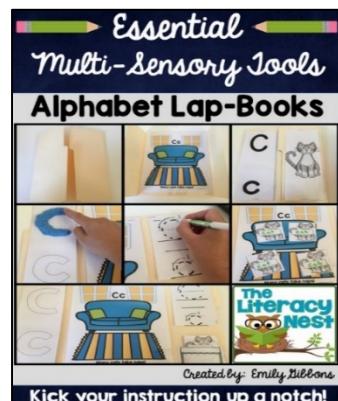
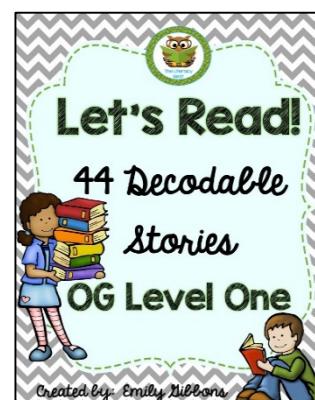
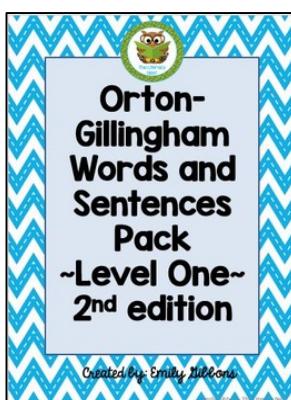
Thank you for your purchase! This resource was created for early Orton-Gillingham instruction (level one) or other reading intervention programs. It was designed for students who may be receiving an introduction to the approach, as well as the alphabetic principle, while using a variety of fine motor 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
146-148	Feed The Frog
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) _____

Phonograms

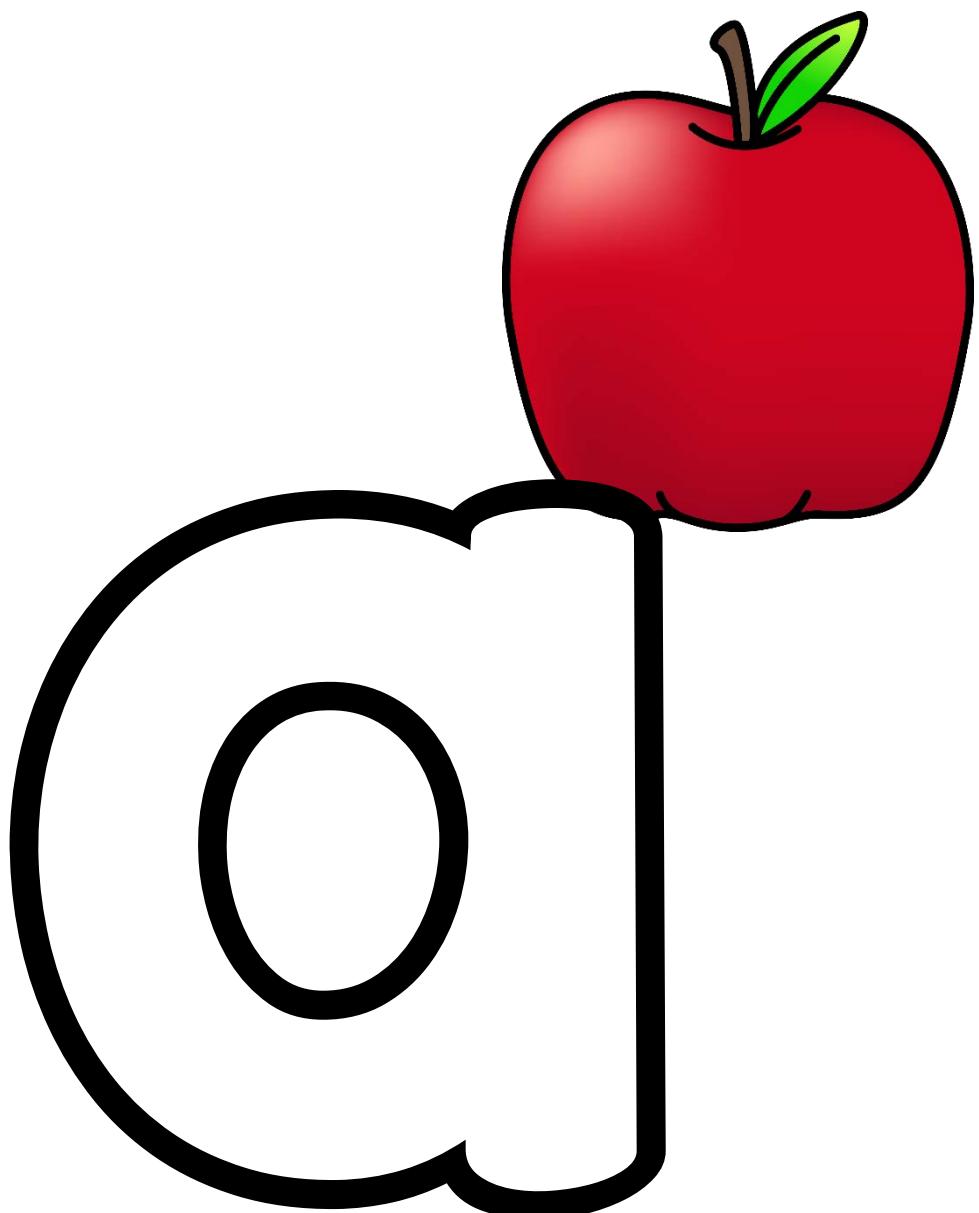
Language Concepts, Spelling Rules, Generalizations, Syllable Division and Syllable Types

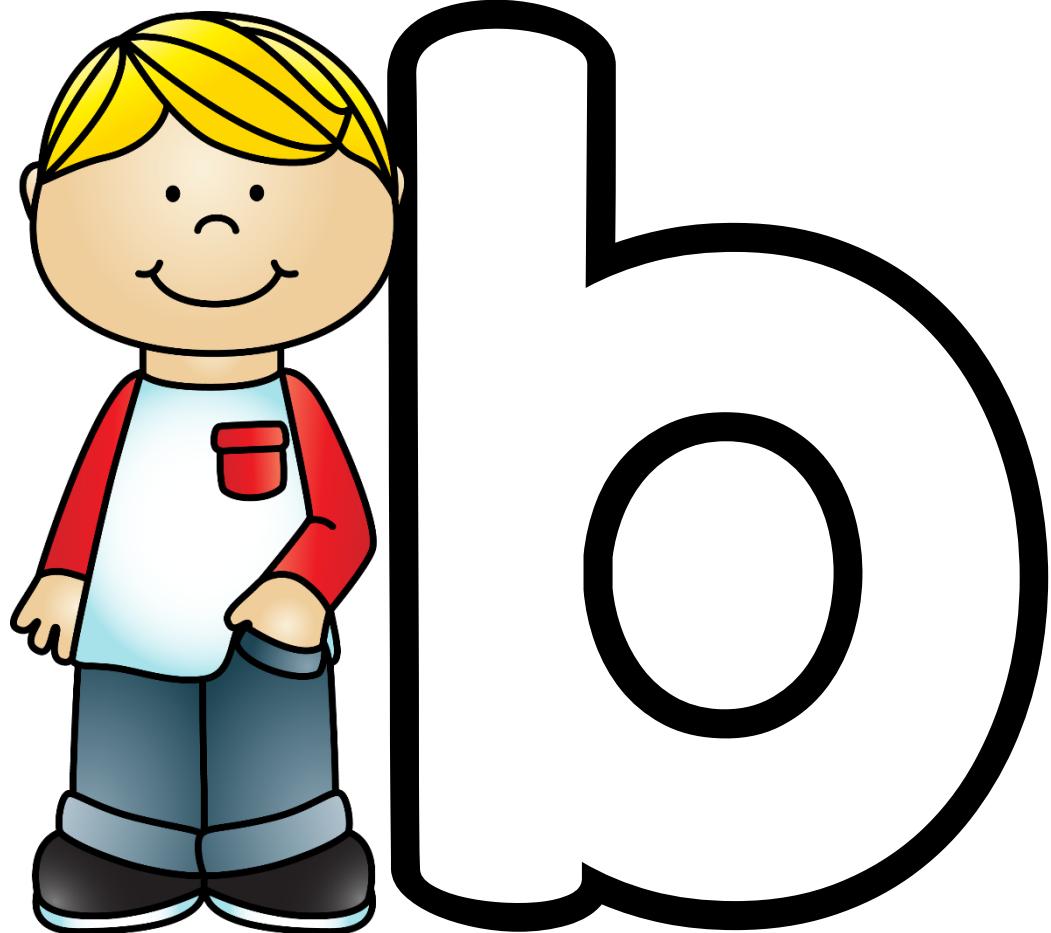
Level I	initial 'c' digraphs ff, ll, ss, zz (floss rule) blends, closed syllable (VC) silent e syllable (VCe) VC/CV (rab/bit) VC/CVCe (tad/pole) handwriting, comprehension
Level II	y- (my, candy) k—ck ch-tch ai-ay ou-ow VC/CCV (lob/ster), VCC/CV (pump/kin) VCC/CCV (back/ground) r-controlled syllable type (Vr) diphthong (vowel team) syllable type (VV) comprehension compound words -s plural
Level III	Doubling Rule oi-oy au-aw V/CV (ra/ven) VC/V (rob/in) -es plural suffixes, possessives, contractions comprehension grapheme choice
Level IV	Silent E rule (dive-diving) Y rule (spy, spied, spying) (play, played, playing)
Level V	Comprehension/Writing Skills Silent letters: kn, mb, gh, gn, gu, ps, mn, wr, h, t, l, ch/k/(Christmas), ch/sh/ (Chicago), (y/i/gym), schwa (concept for all vowels), (i/e/radio), -que/k/, o/short u/, a/o/, ar/er/, or/er/, war, oar/or/, wor/er/, ear, our/er/, ir/er. irr/er/-ci, -si, -ti/sh/, ou/u/, -age, -ain, -ture, -ous, -cial, -tial, -ance, -ence, -cal, -ial, -ious, -iate, -cian, -able, -ible

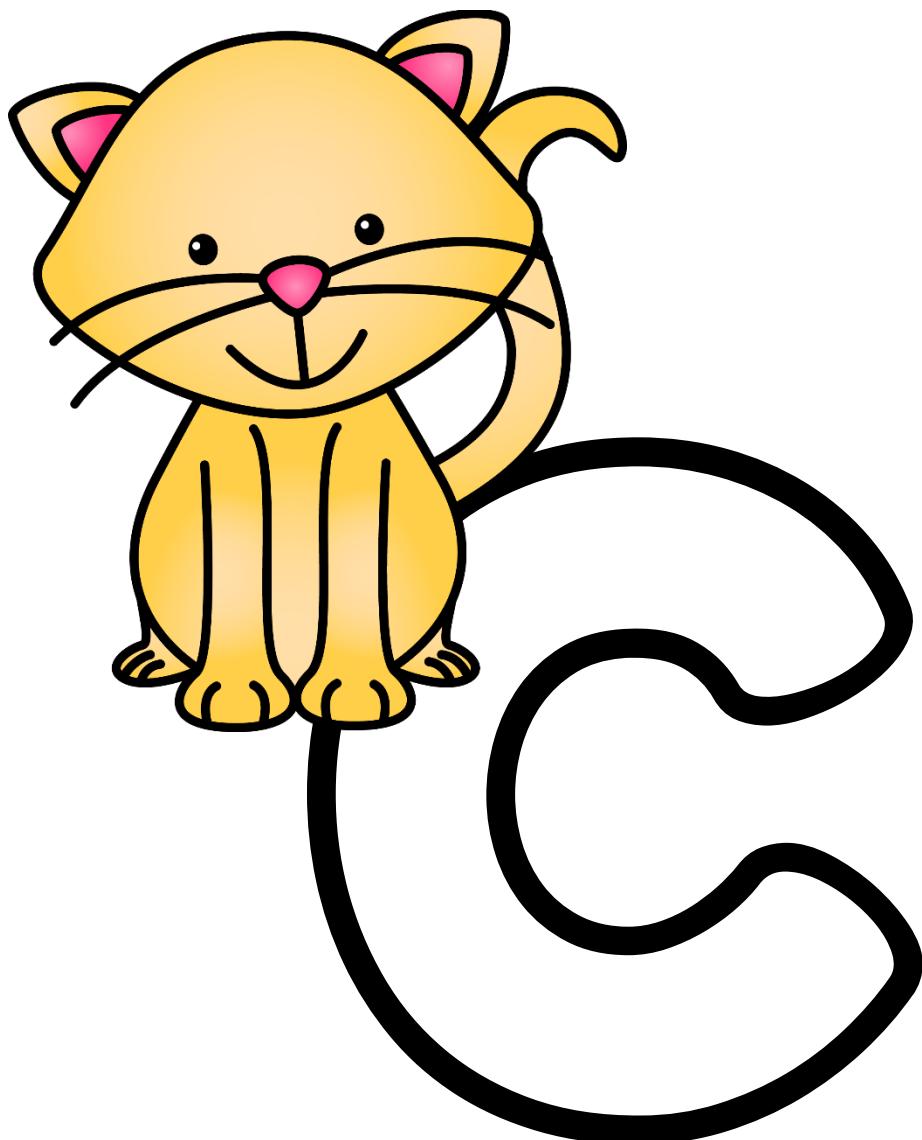


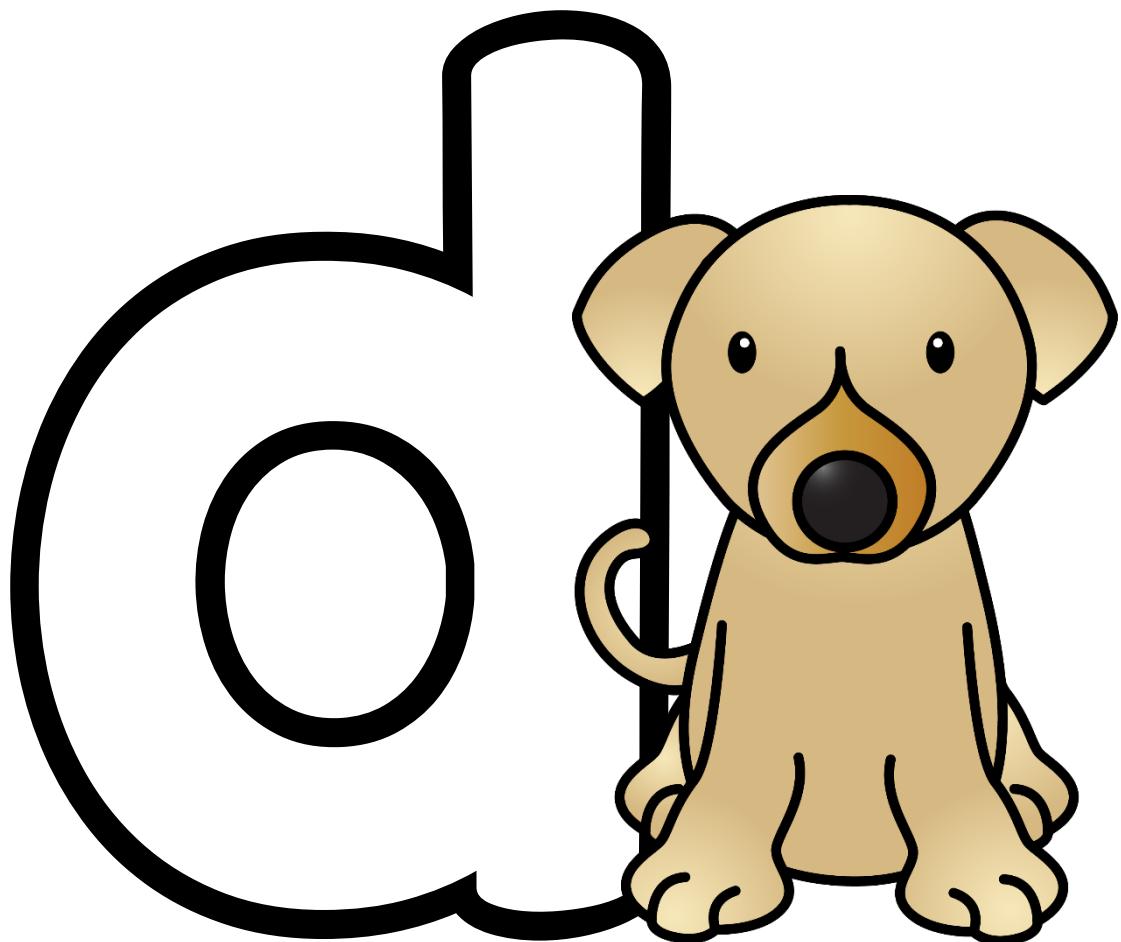
Phonogram Posters with Key Words

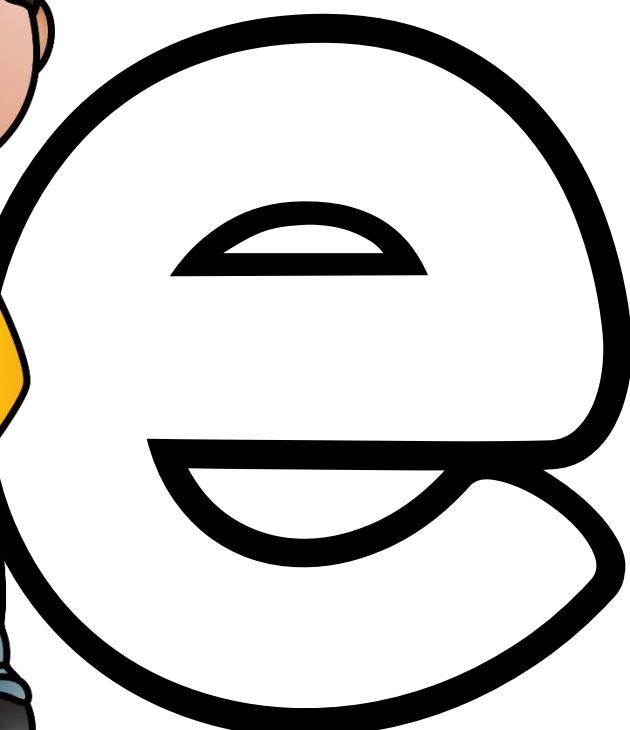
Use these practice sheets for letter/sound correspondence and fine motor practice. You can laminate them and place them in a binder with dry erase markers. You could make them tactile by gluing hot glue over the letters and letting it dry. Then students can trace over with a finger for sensory output.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

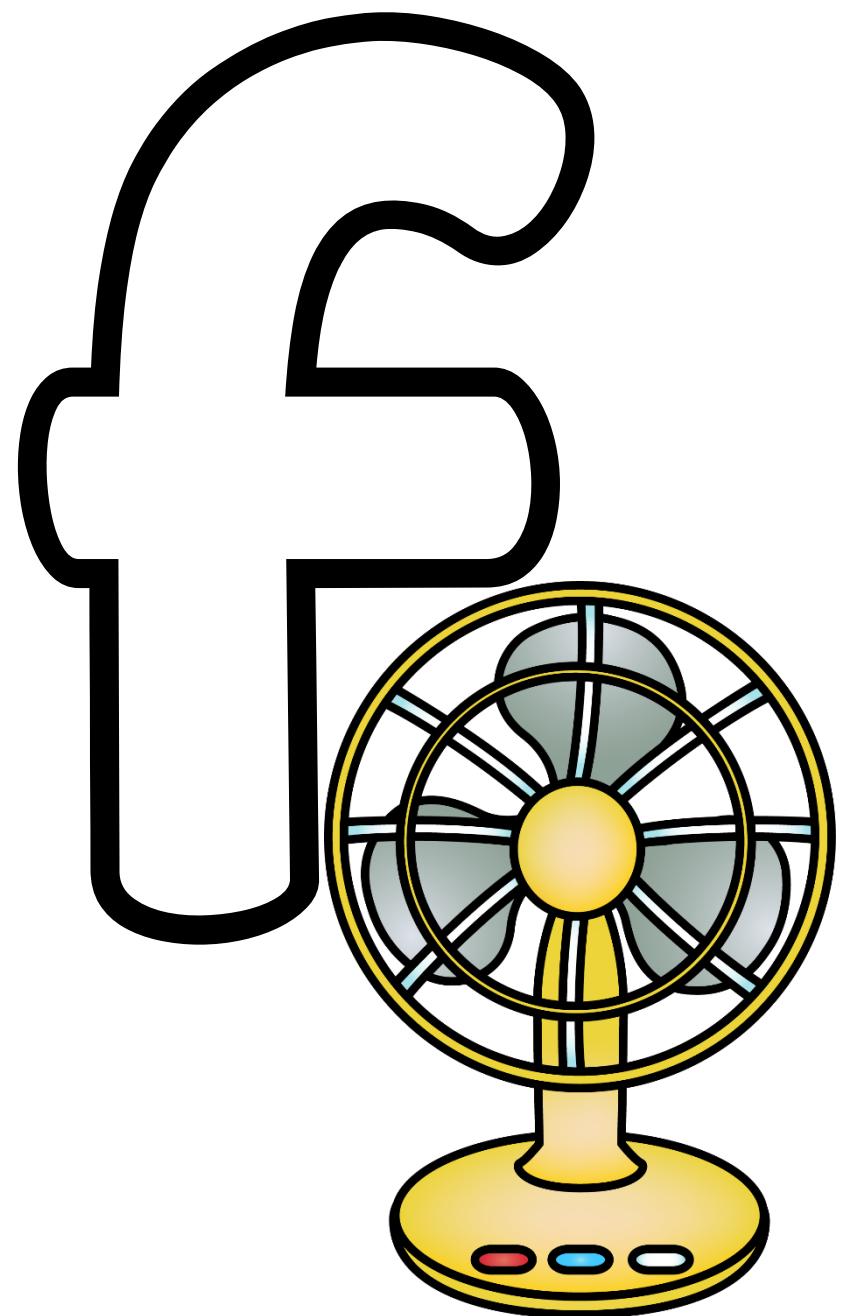


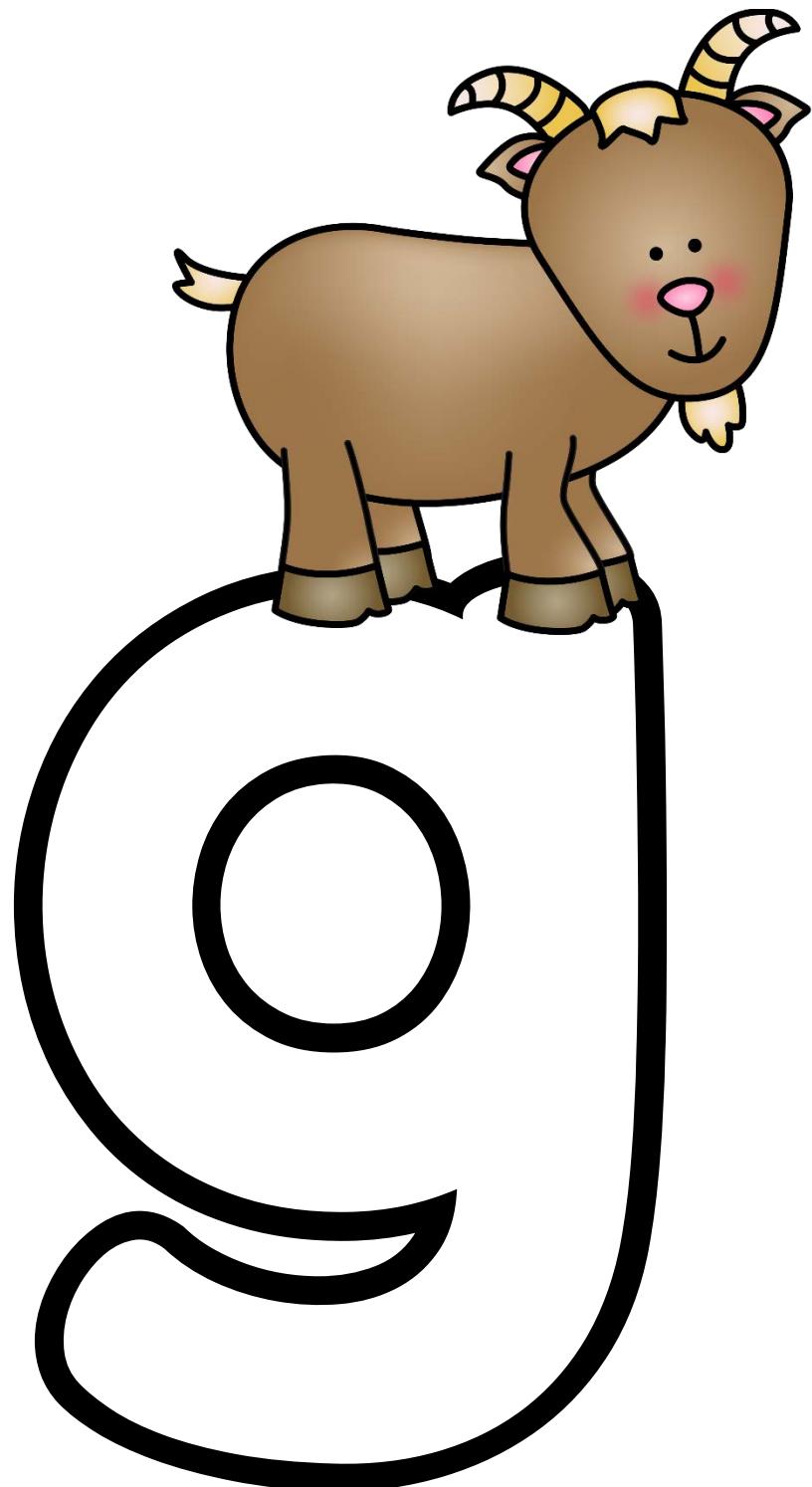


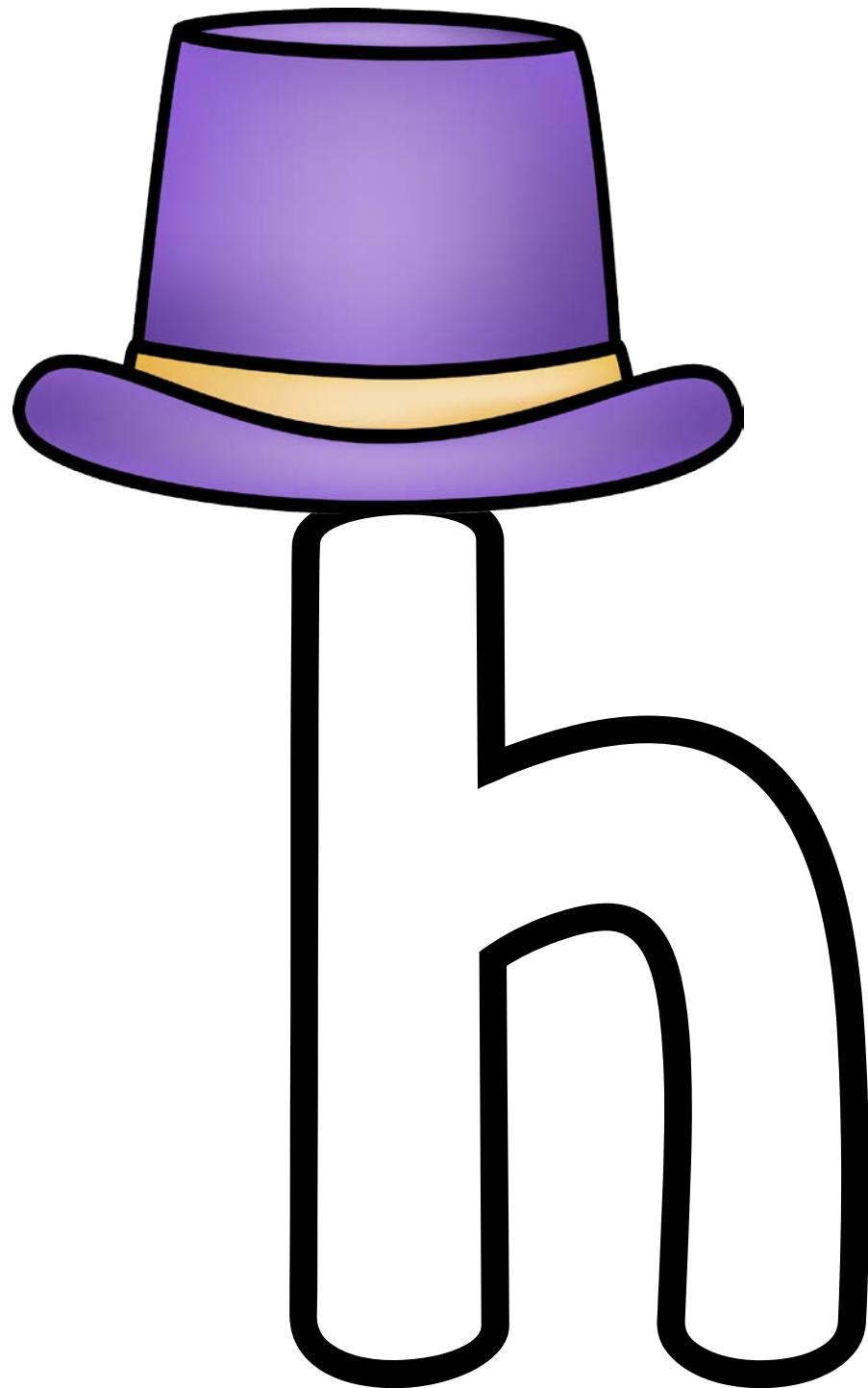


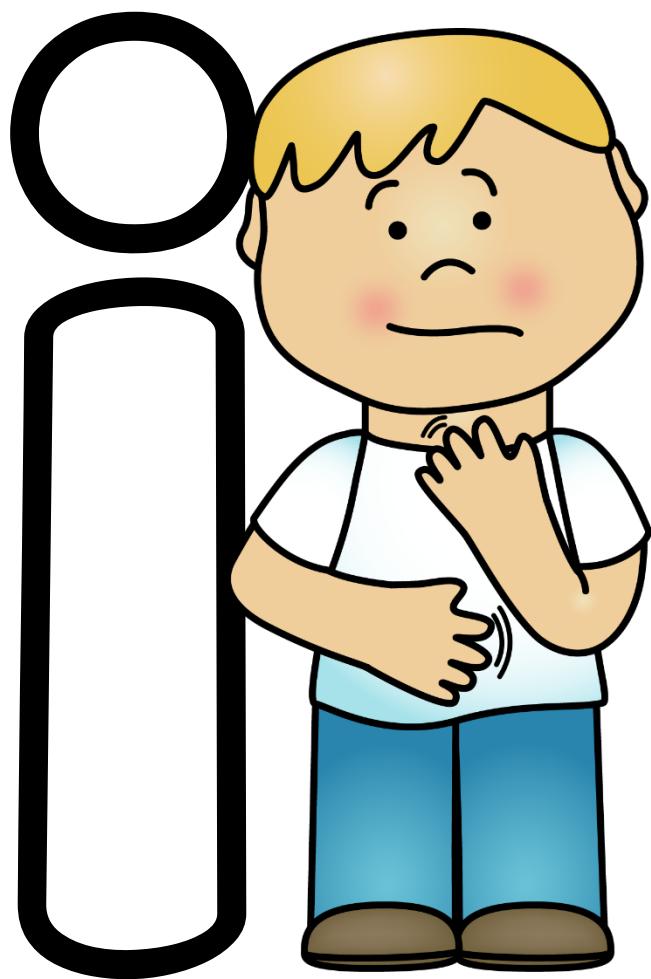


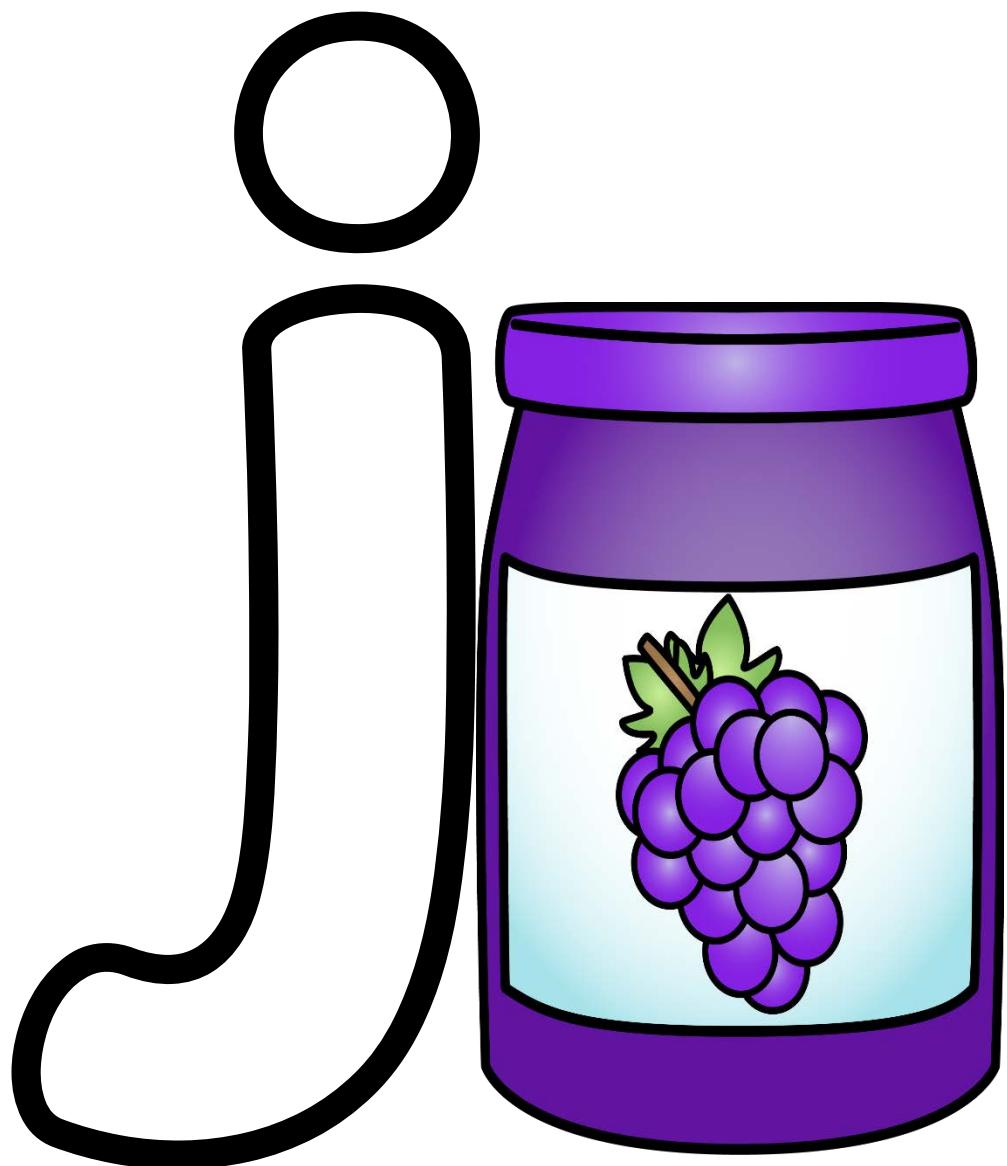


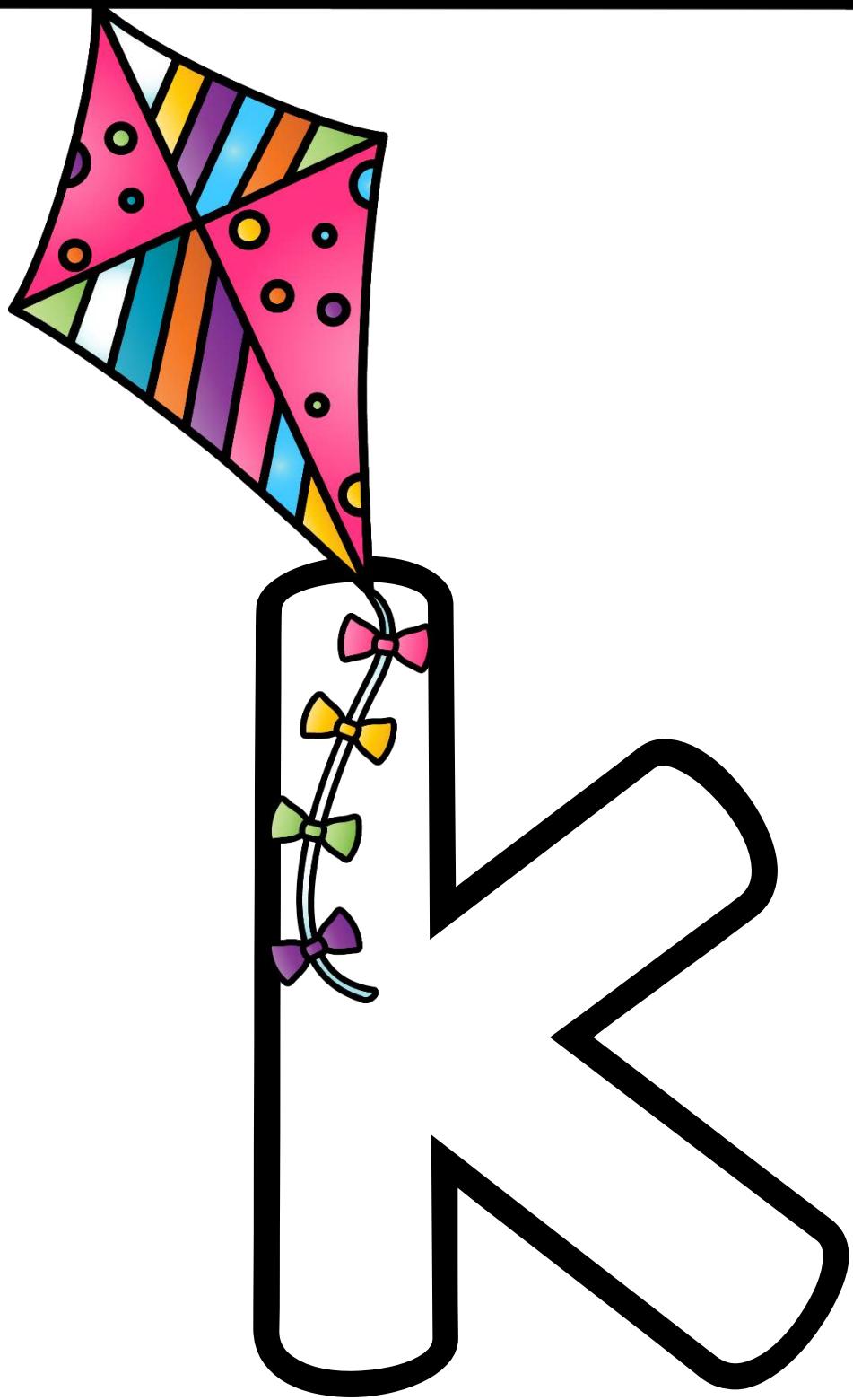




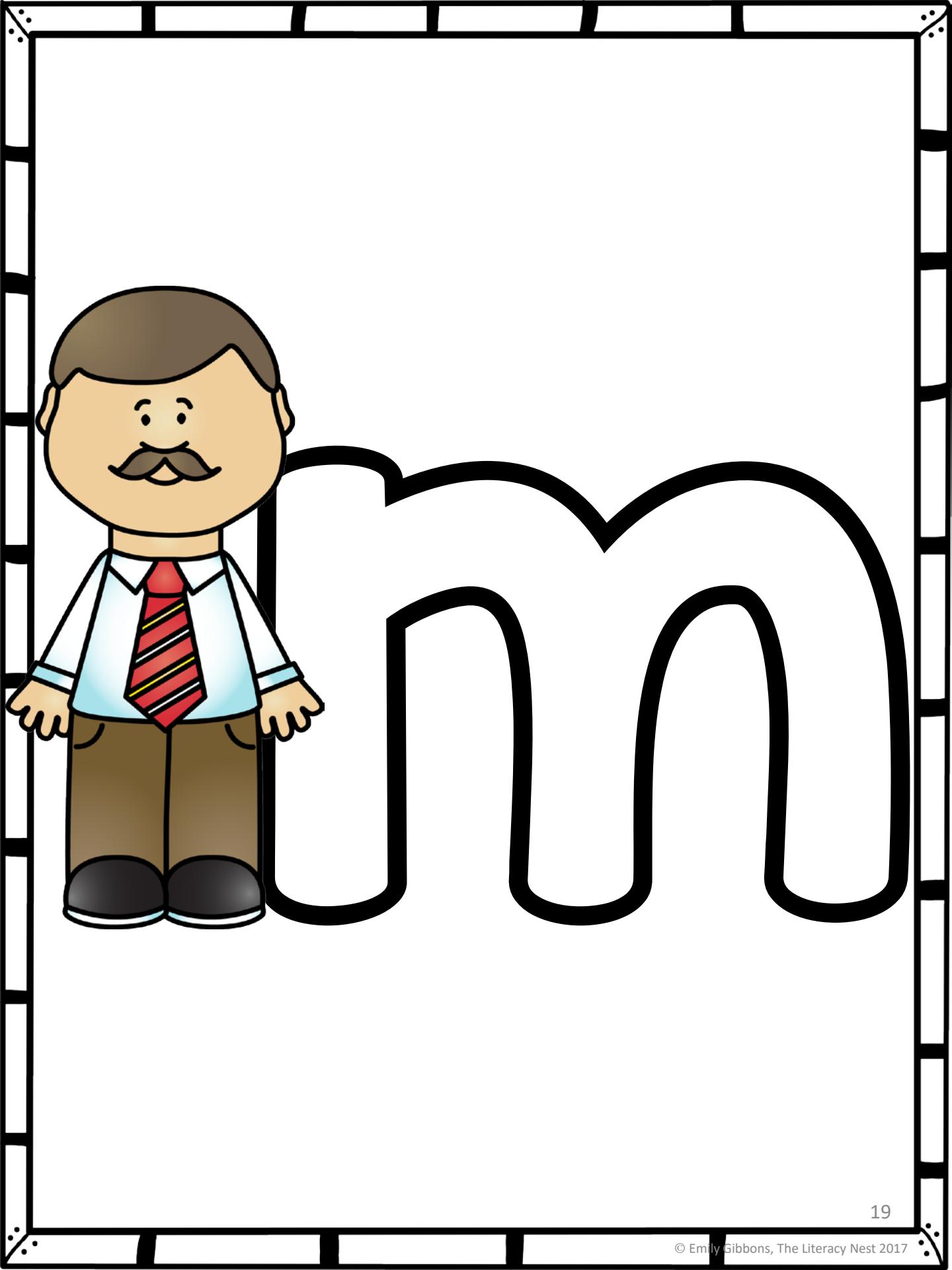


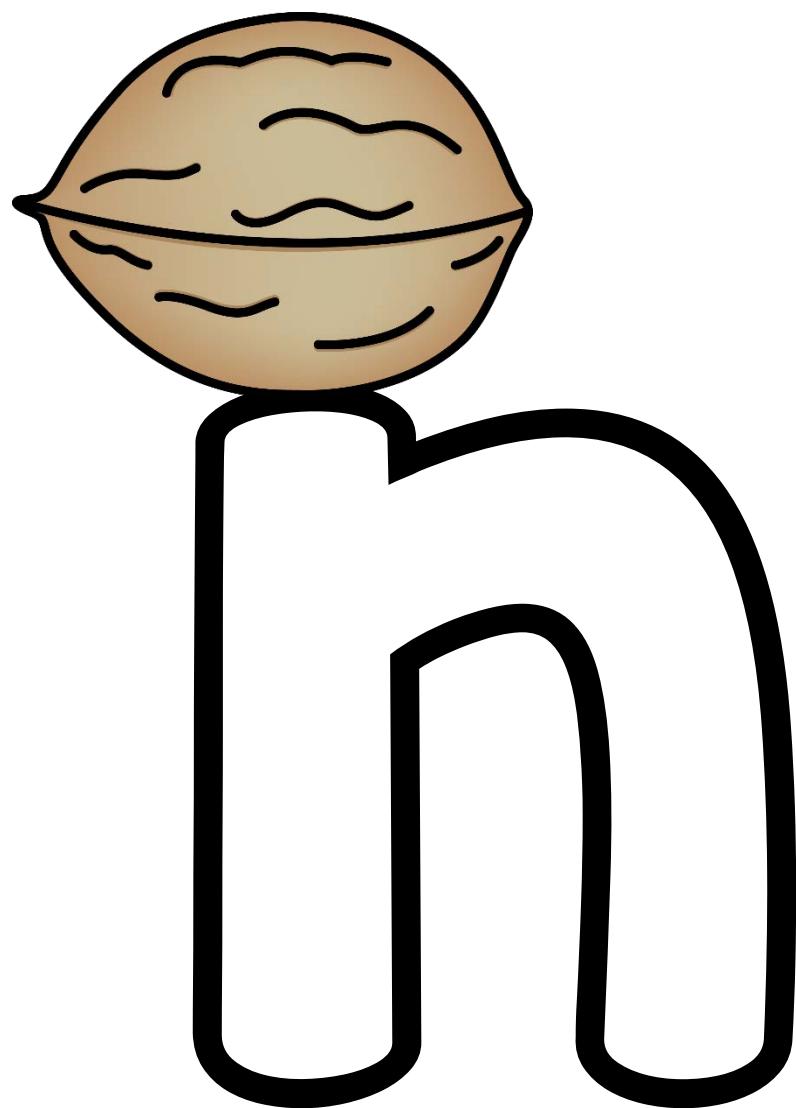


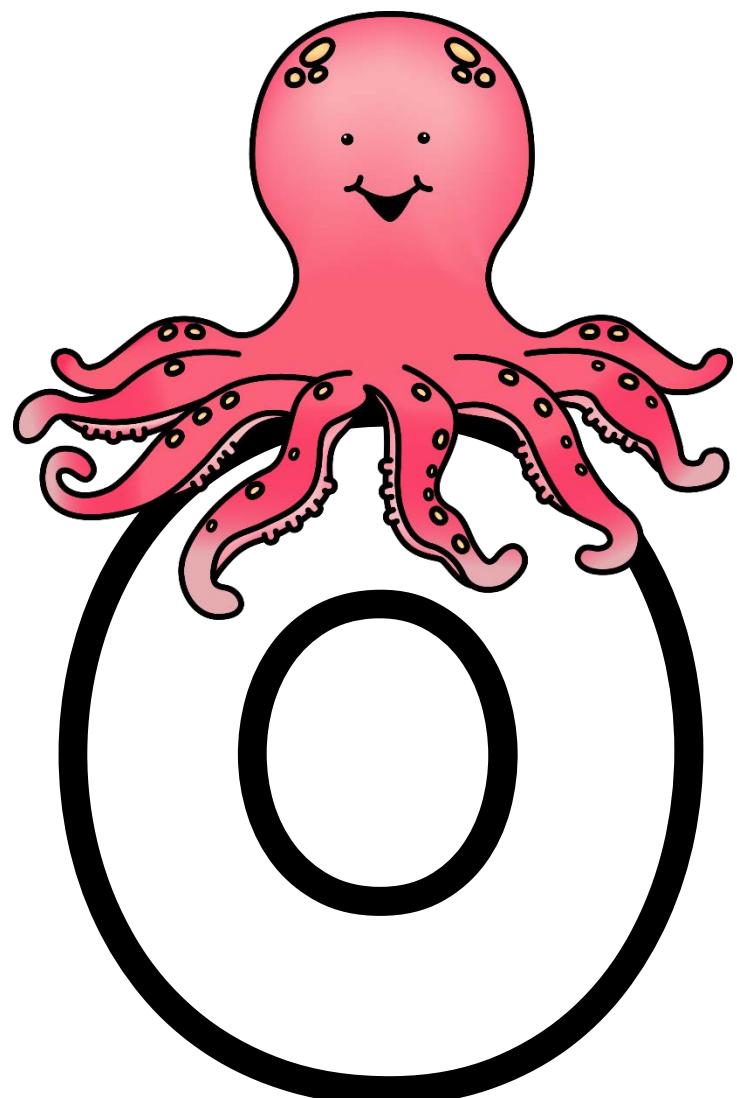


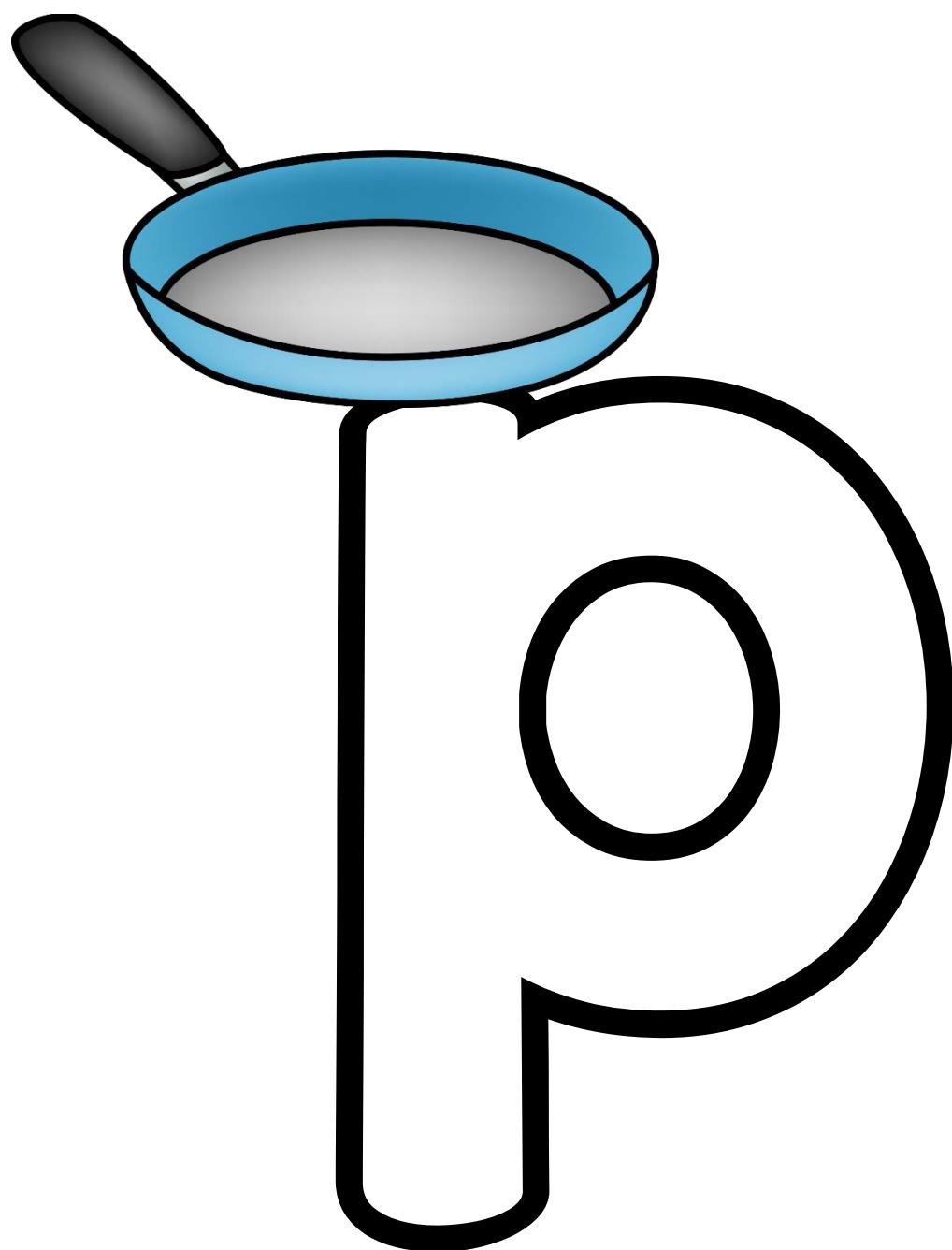




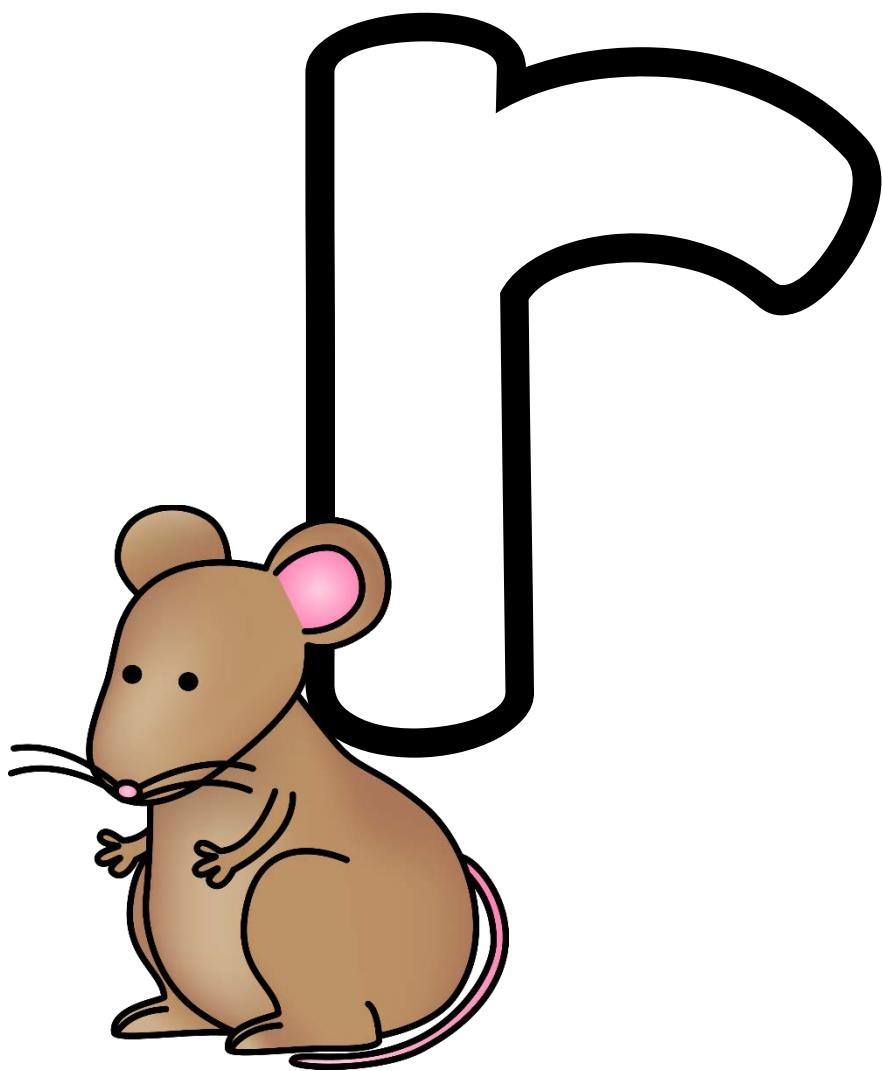


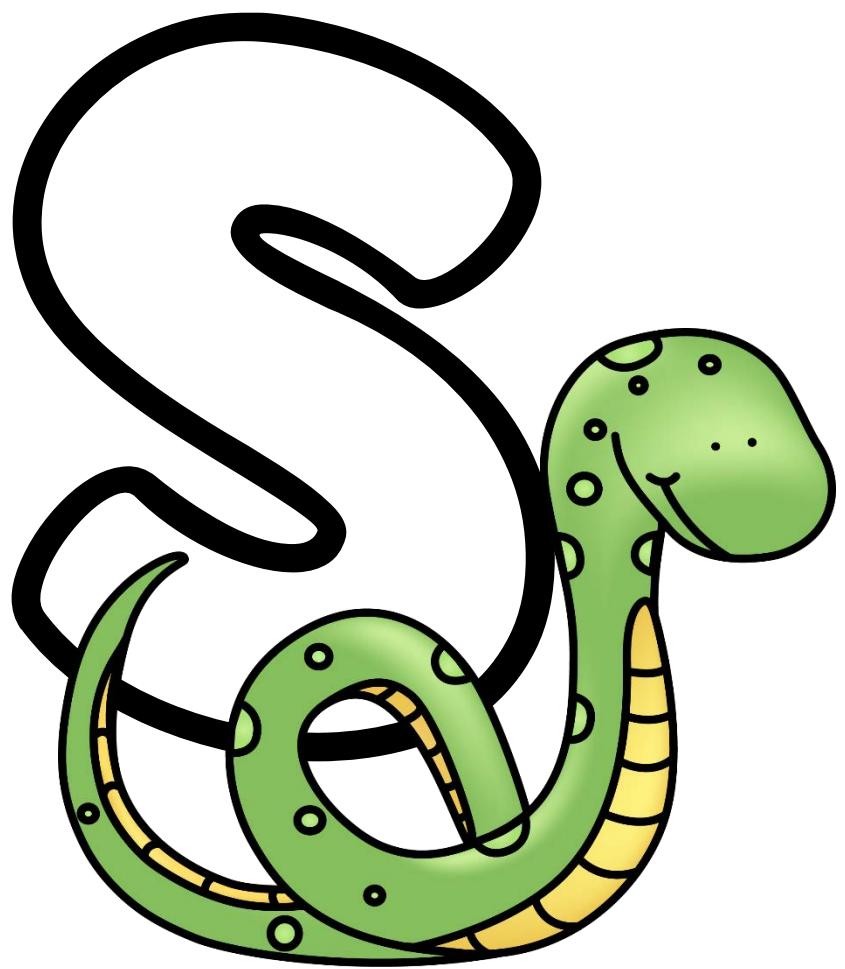


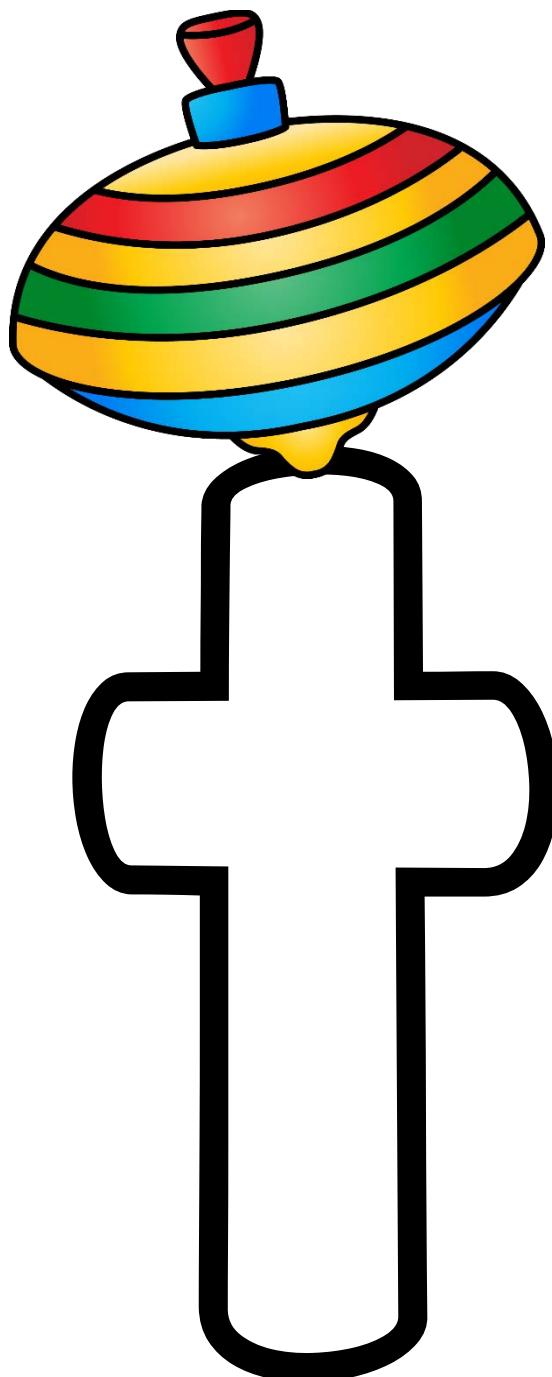












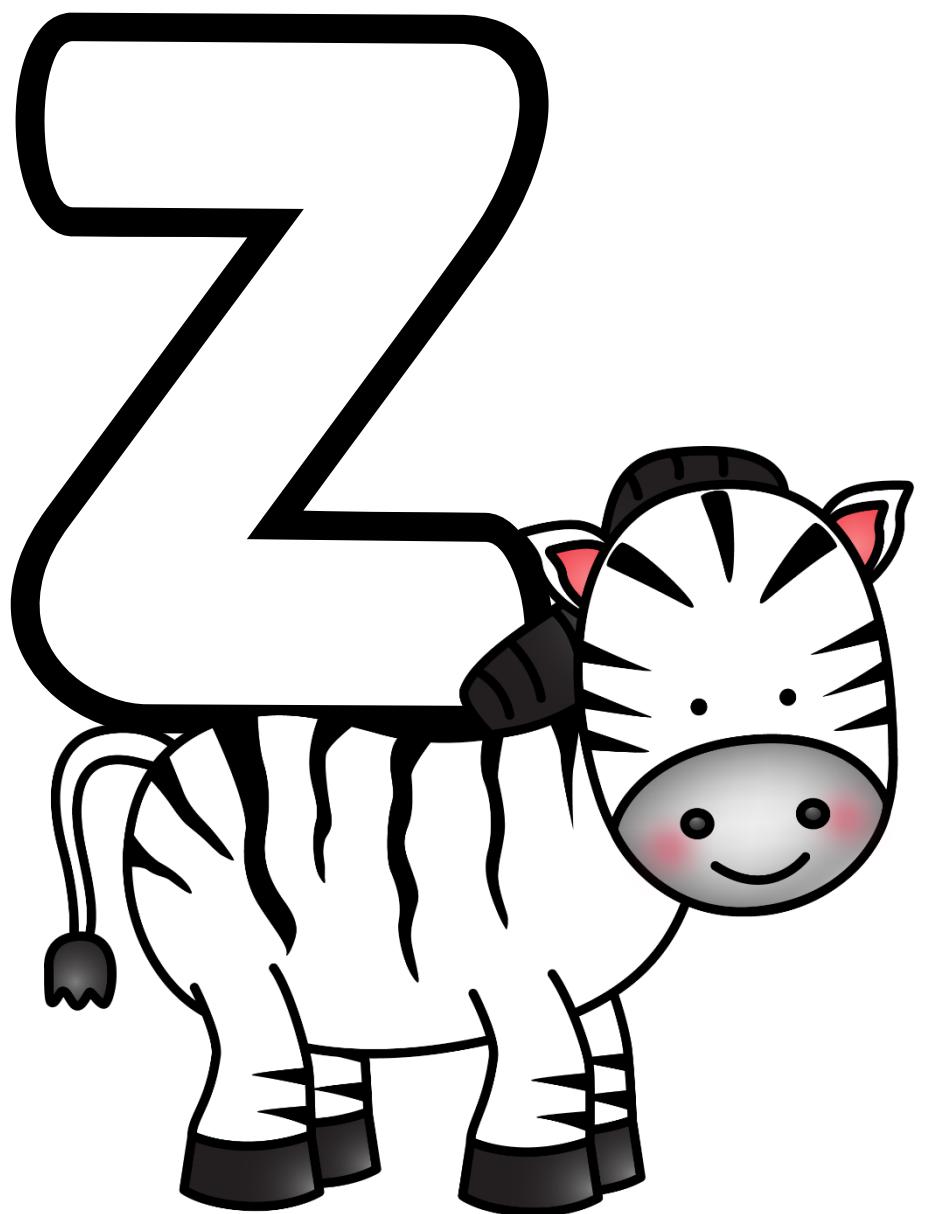








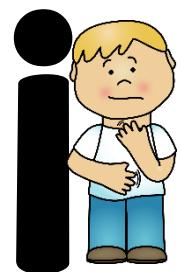
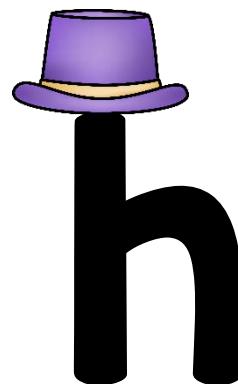
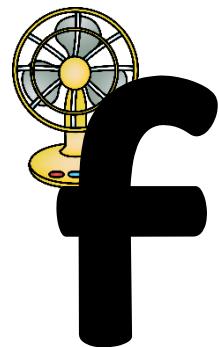
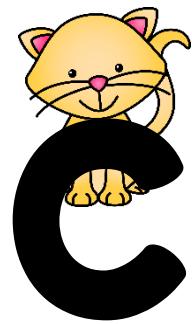
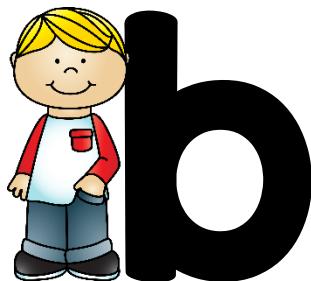
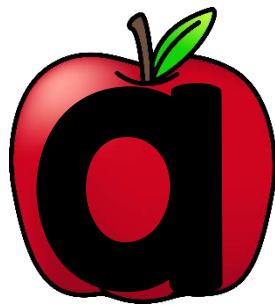






Mini Phonogram Cards

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/."





j



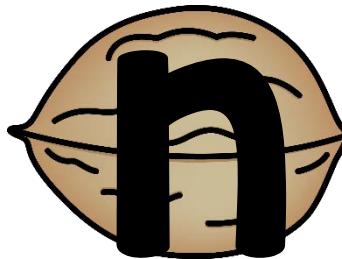
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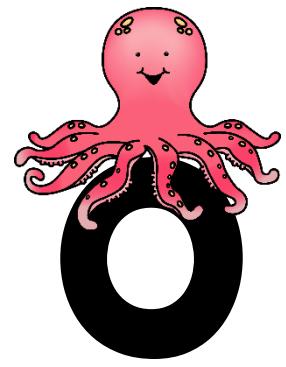
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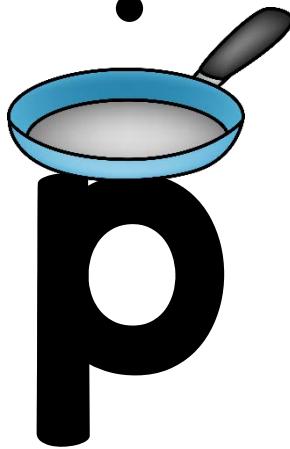
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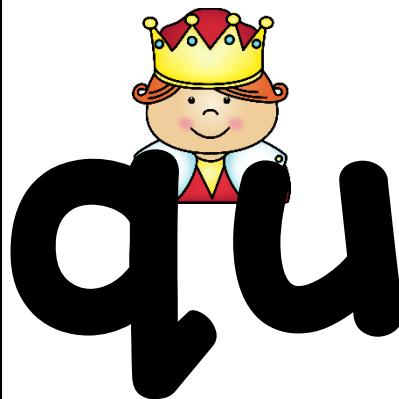
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o



p



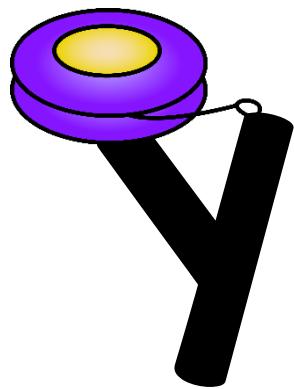
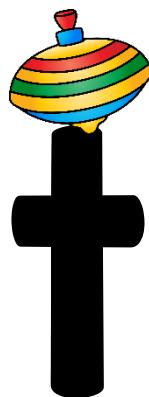
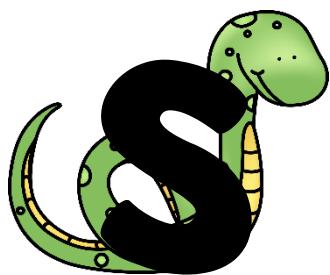
q



u



r





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?

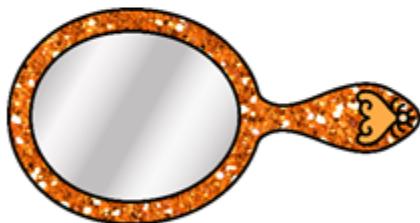
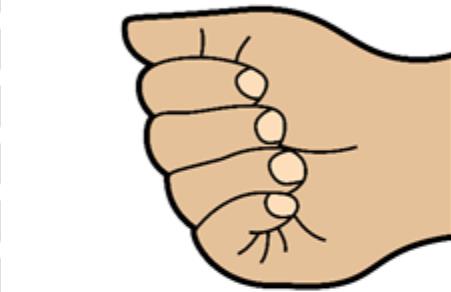
Have a small hand mirror handy. First, have your student look at the mouth formation picture and say the letter. Notice how it feels to say o. What are your lips, teeth, and tongue doing? Where are they positioned? Next, looking at your mouth in the hand mirror, watch what happens as you say o. What 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.

Skywrite

Make

Look

Aa Feel

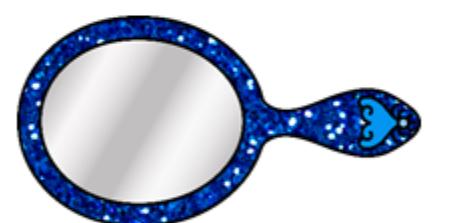
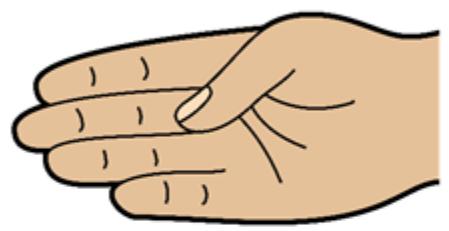


Skywrite

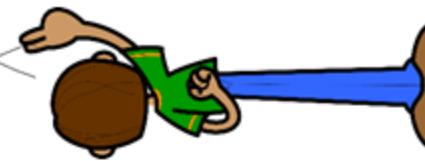
Make

Look

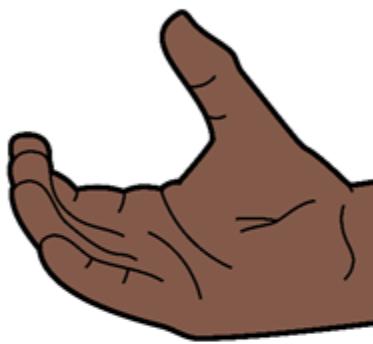
Bb Feel



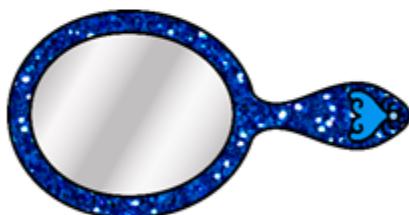
Skywrite



Make



Look



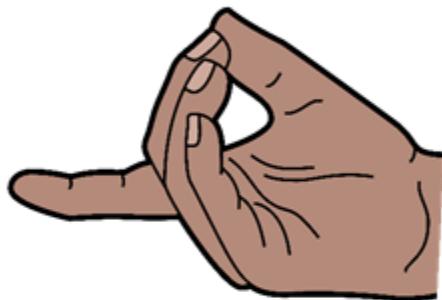
Feel



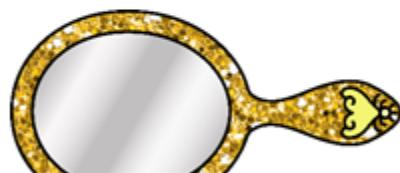
Skywrite



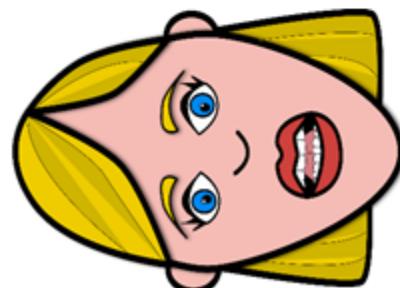
Make



Look



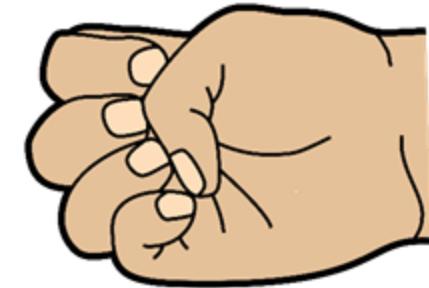
Feel



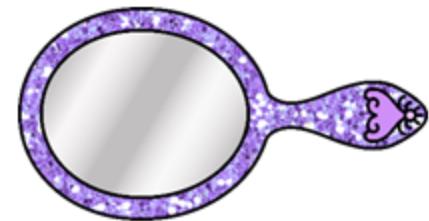
Ee **Feel**



Skywrite



Make



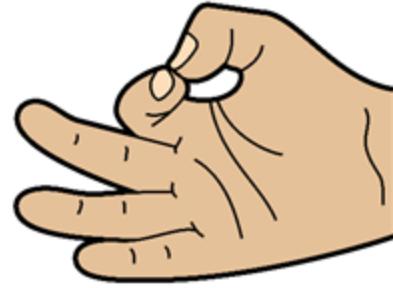
Look

Font: Futura, License: CC BY-NC-ND 2.0

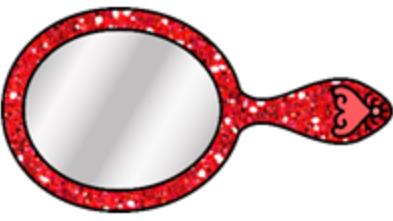
Ff **Feel**



Skywrite

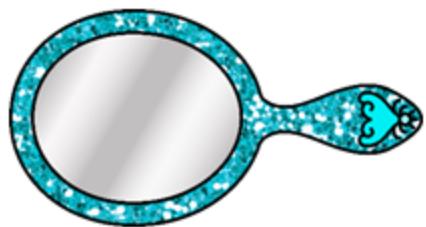


Look

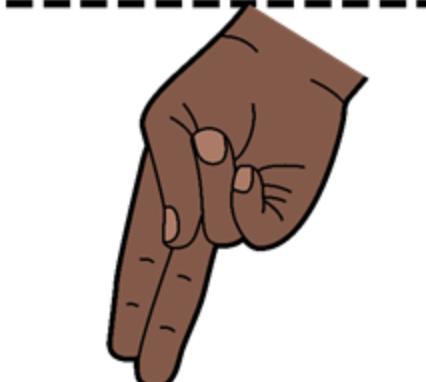
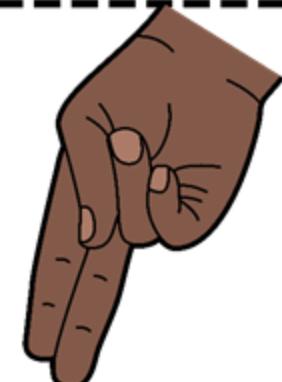
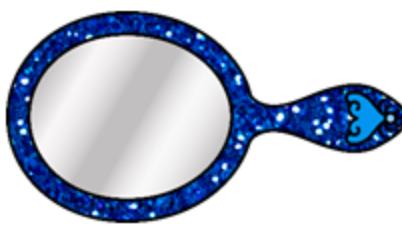


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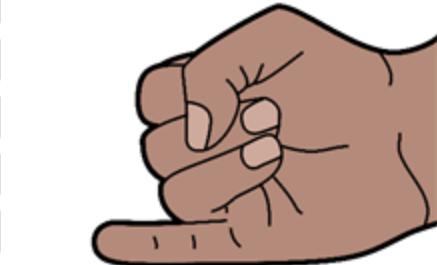
Gg **Feel**
Look
Make
Skywrite



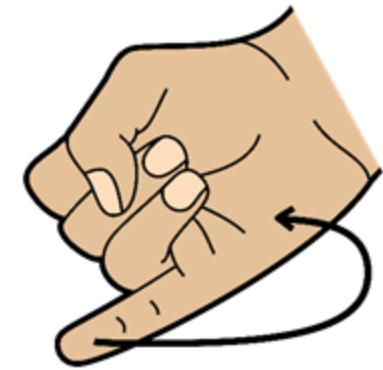
Hh **Feel**
Look
Make
Skywrite



Ti **Feel**
Look
Make
Skywrite



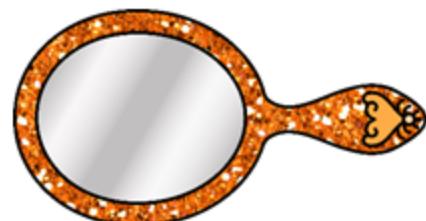
Tj **Feel**
Look
Make
Skywrite



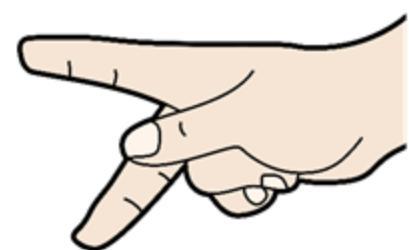
Kk **Feel**



Look



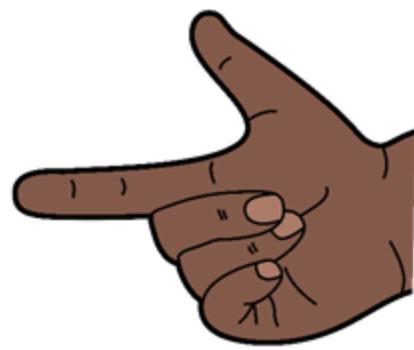
Skywrite



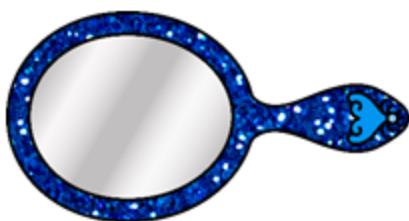
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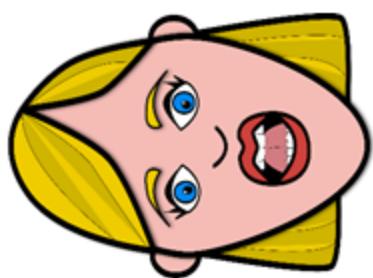
Make



Look



Feel



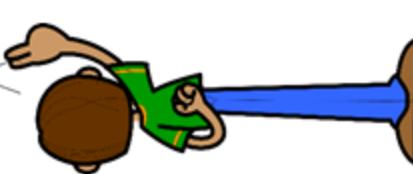
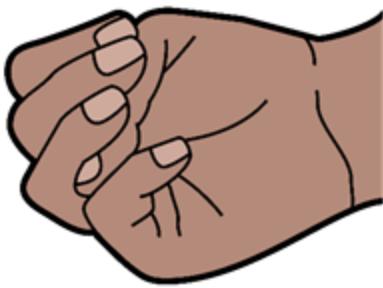
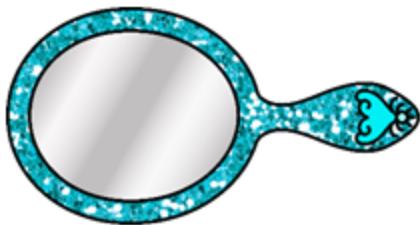
Mm

Feel

Look

Make

Skywrite



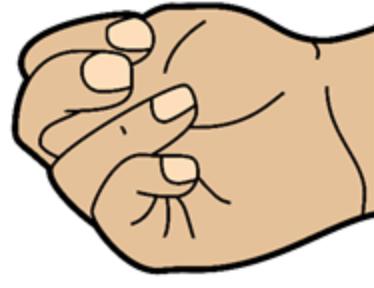
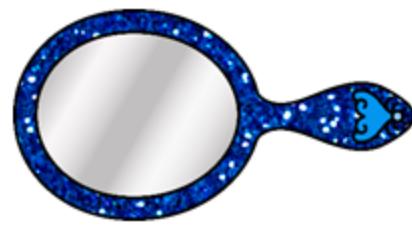
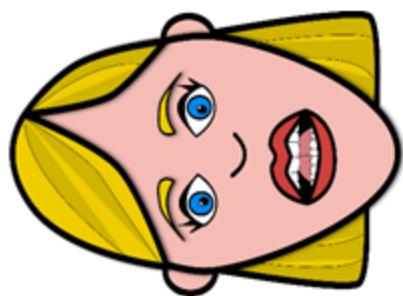
Nn

Feel

Look

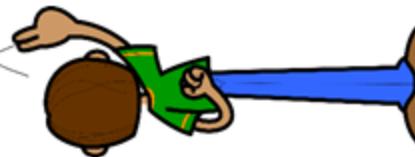
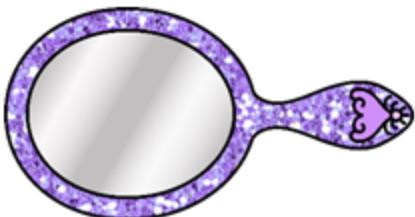
Make

Skywrite



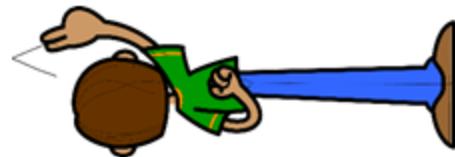
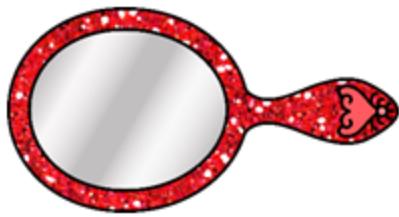
Oo **Feel**

Skywrite
Make
Look

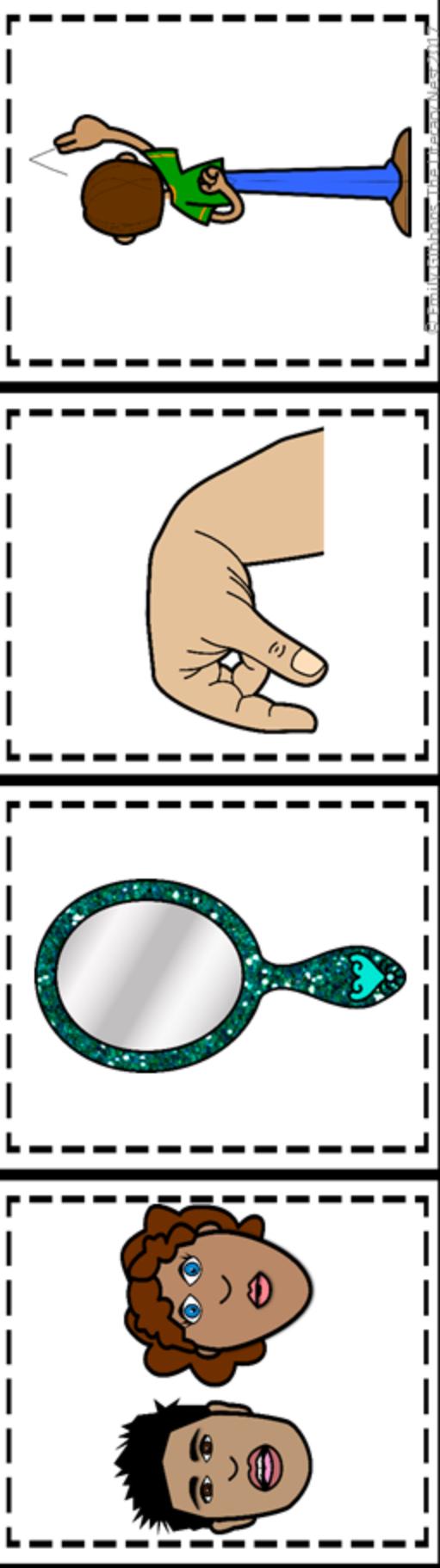


Pp **Feel**

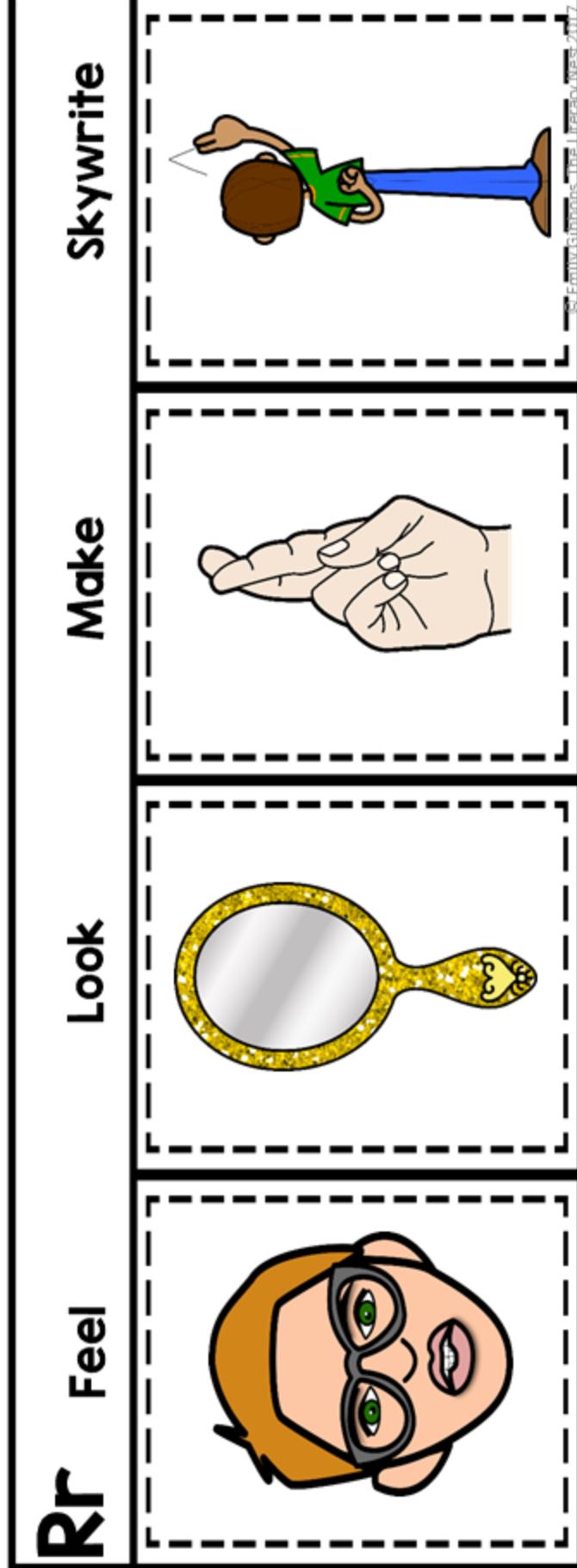
Skywrite
Make
Look



Qq **Feel**
Look
Make
Skywrite



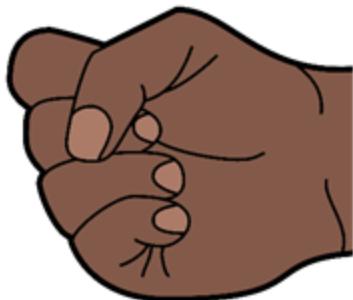
Rr **Feel**
Look
Make
Skywrite



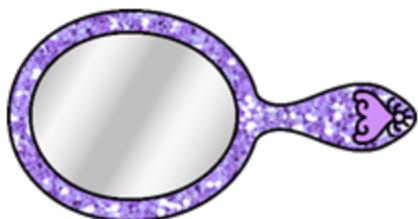
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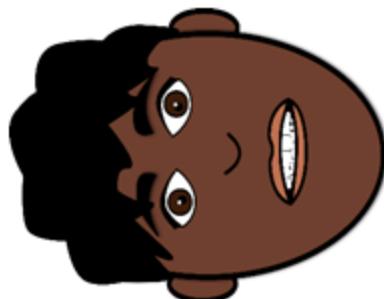
M**ake**



L**ook**



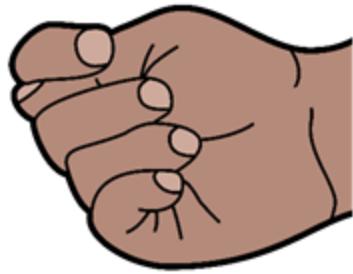
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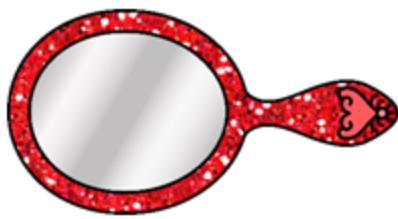
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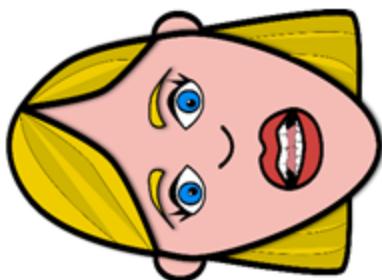
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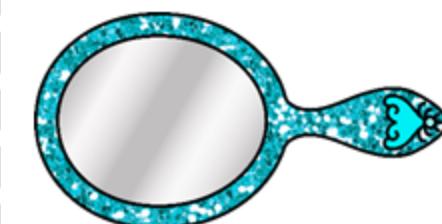
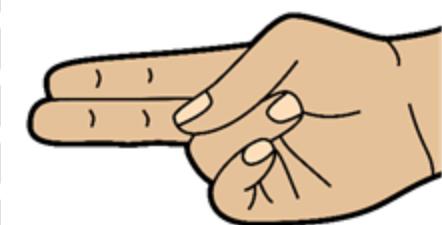
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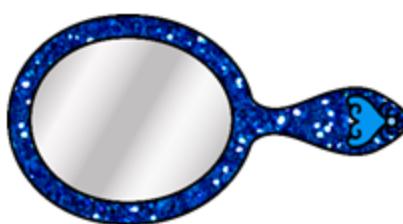
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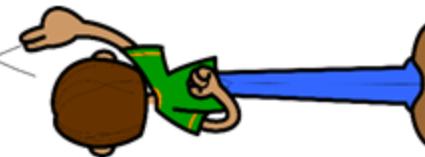
Uu **Feel**
Look
Make
Skywrite



Vv **Feel**
Look
Make
Skywrite



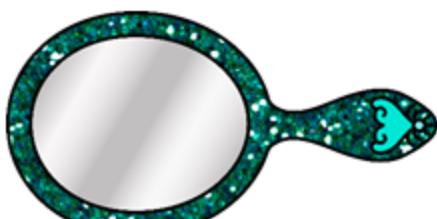
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Make



Look



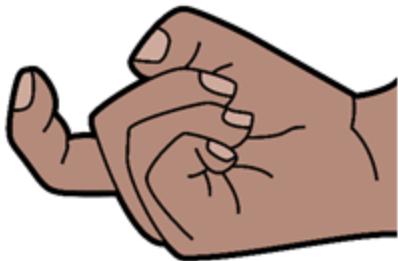
WW Feel



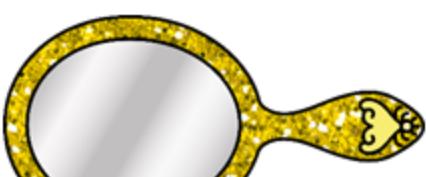
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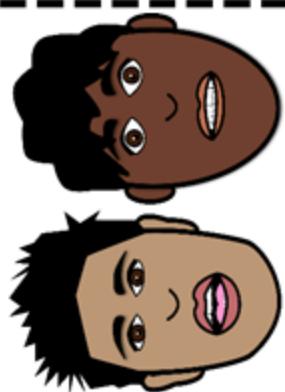
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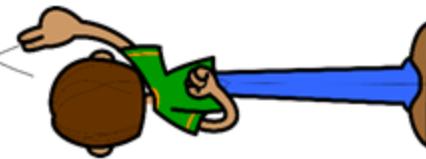
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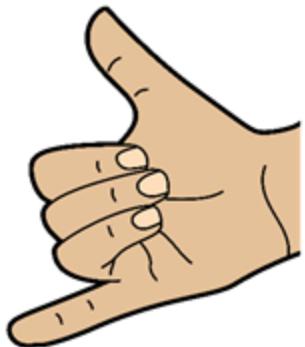
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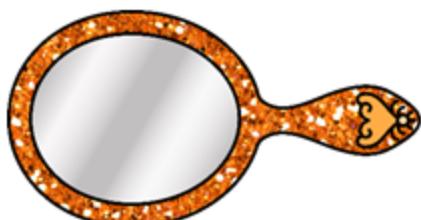
Skywrite



Make



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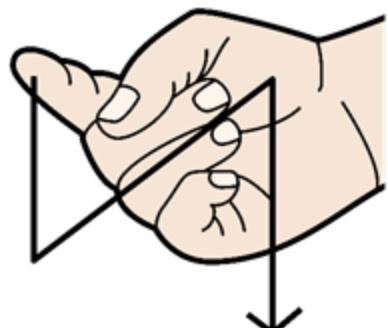
YY Feel



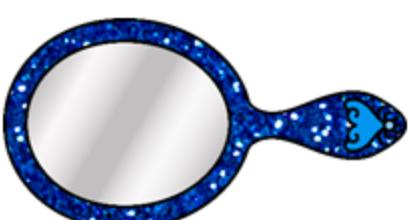
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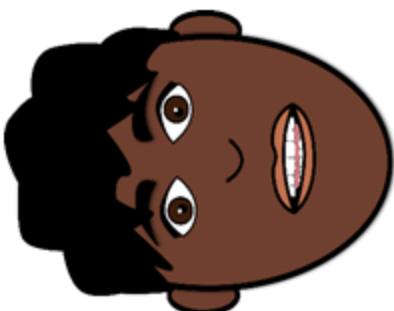
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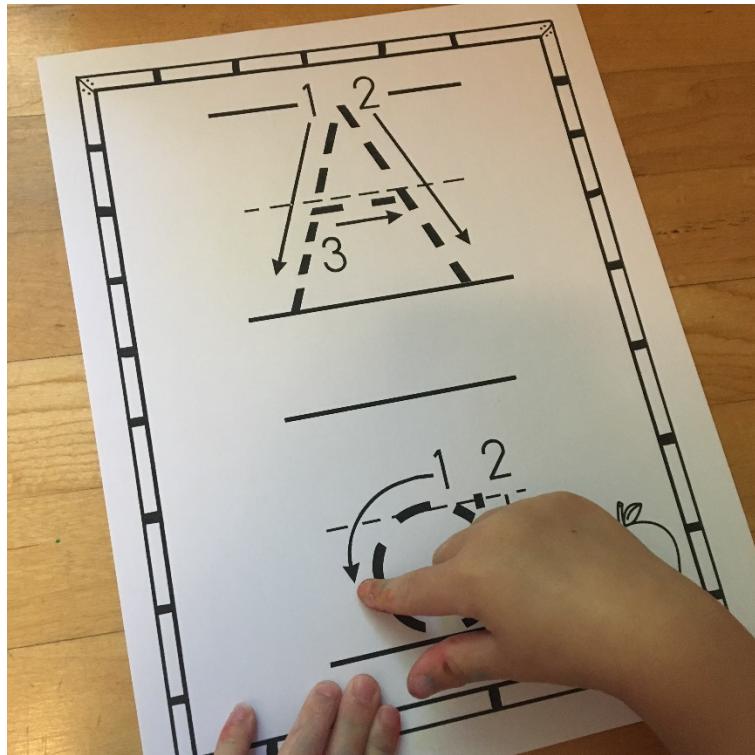


Look



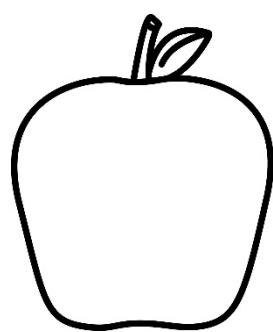
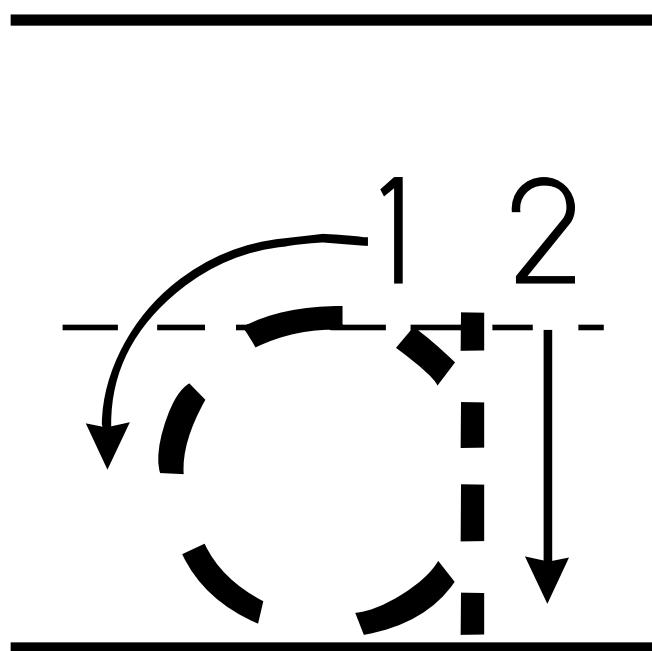
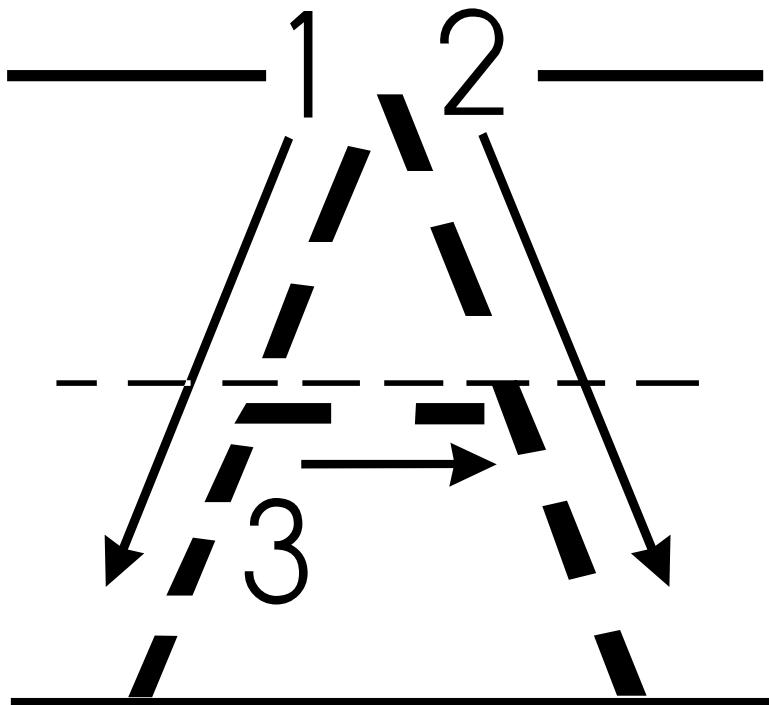
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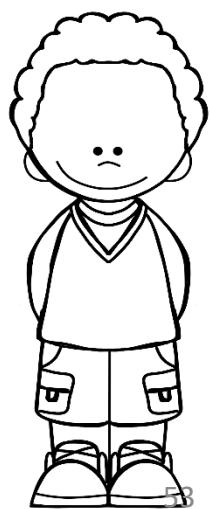
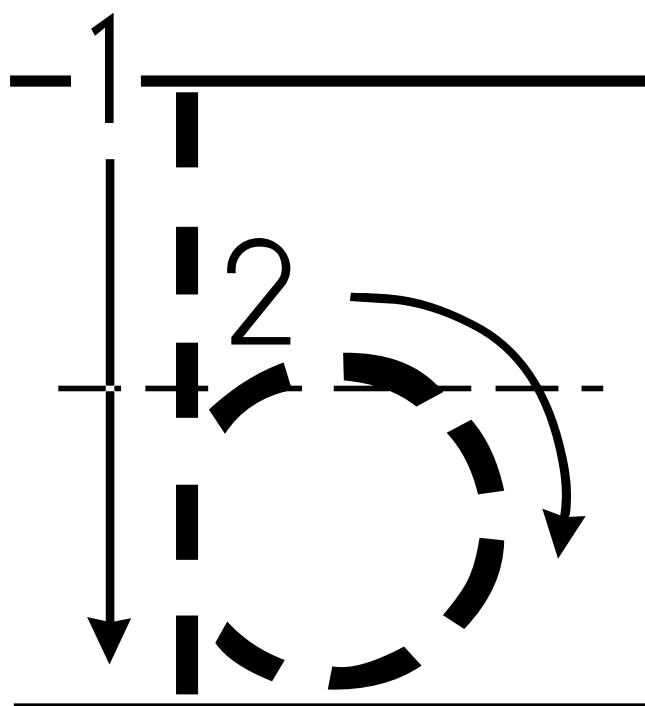
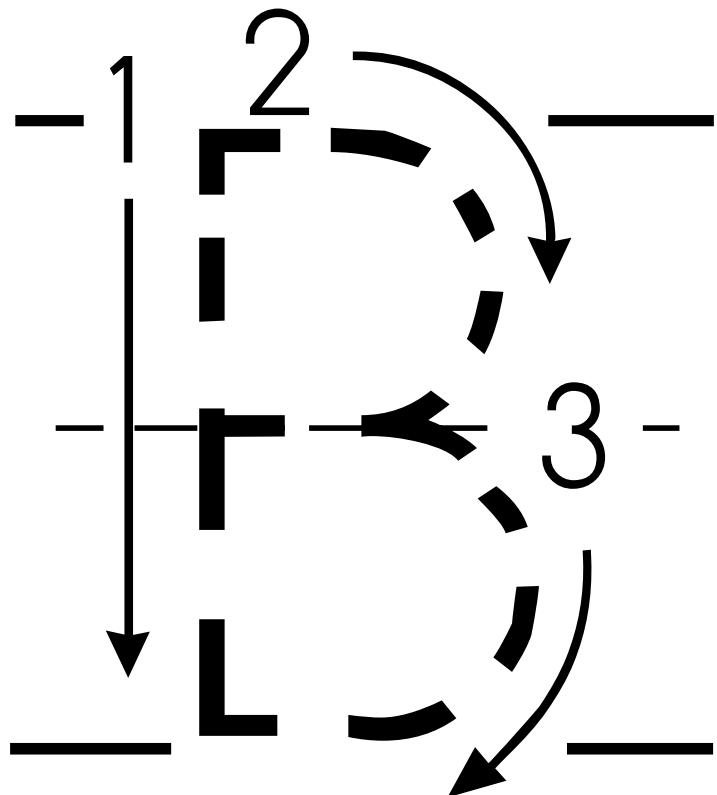


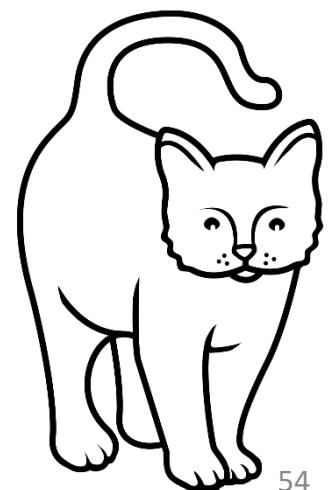
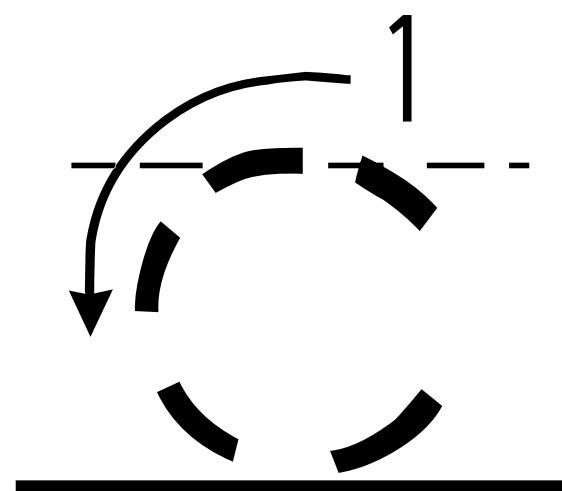
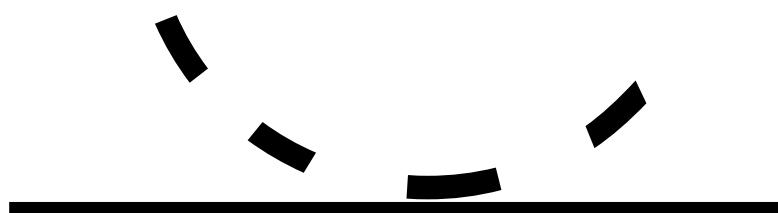
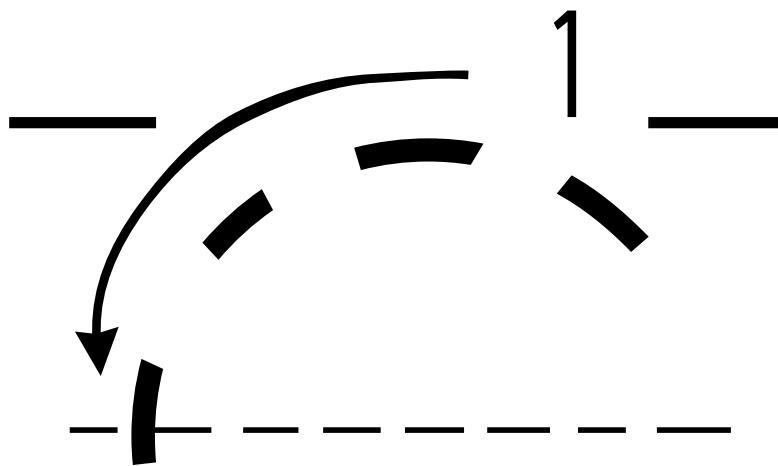


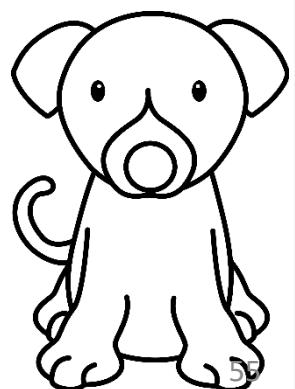
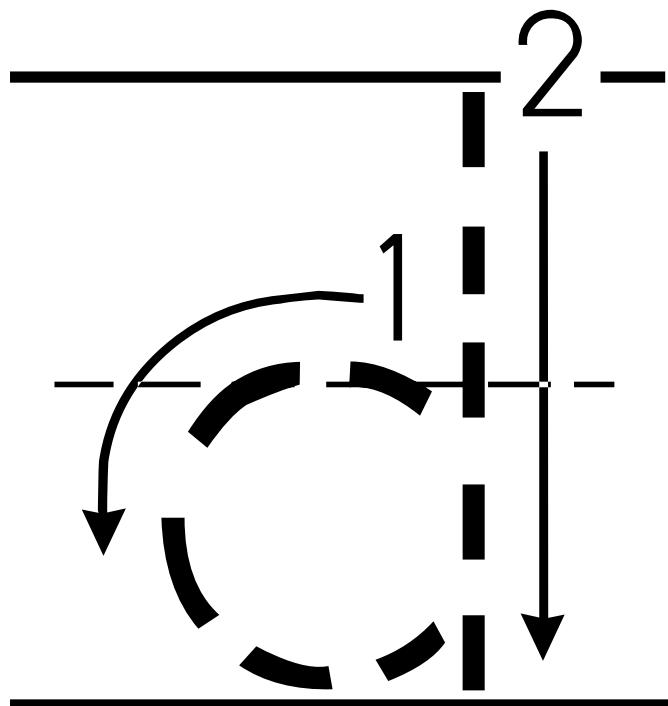
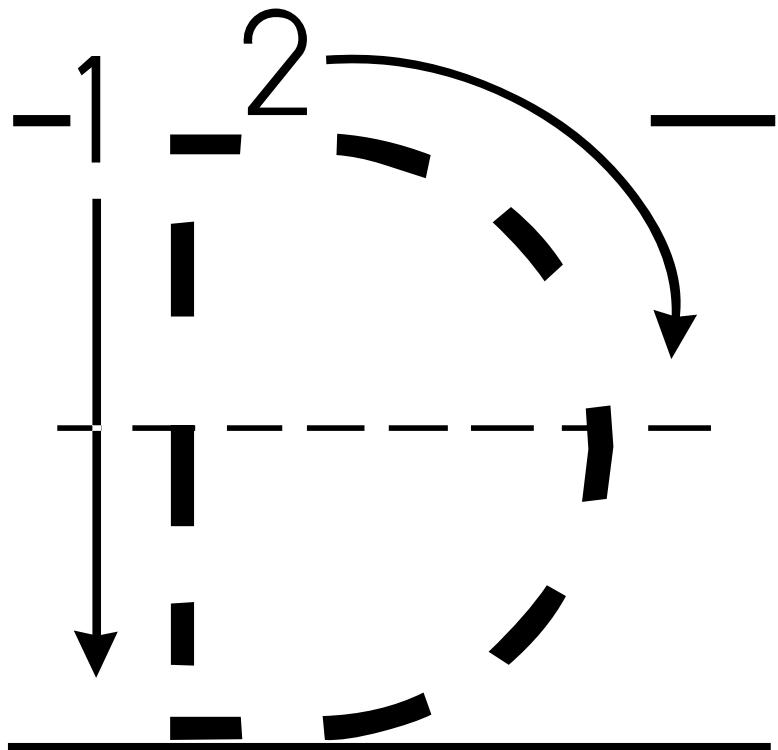
Manuscript Practice

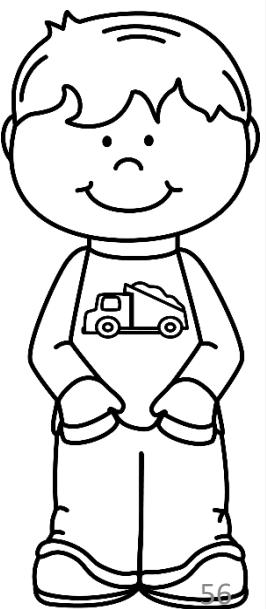
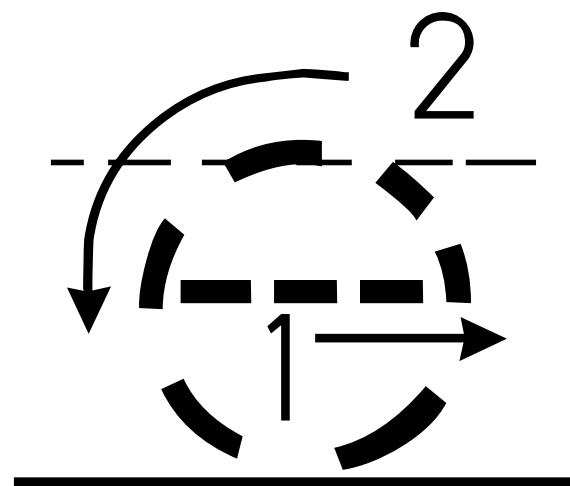
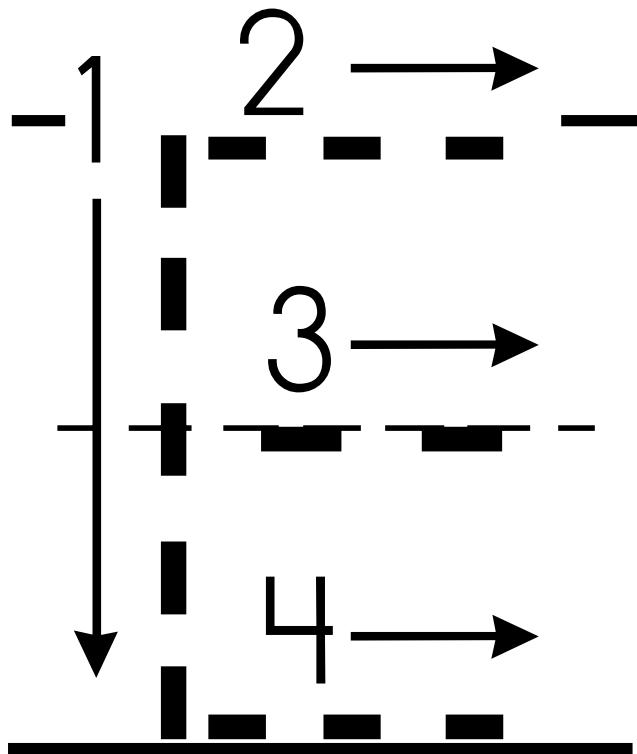
Use these practice sheets for fine motor practice. You can laminate them and place them in a binder with dry erase markers. You could make them tactile by gluing hot glue over the letters and letting it dry, or using glitter glue. Then students can trace over with a finger for sensory output.

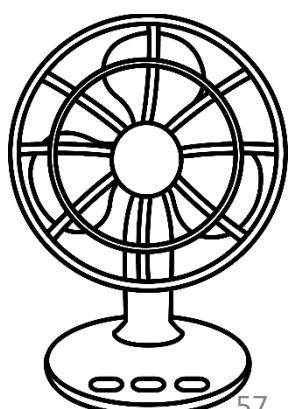
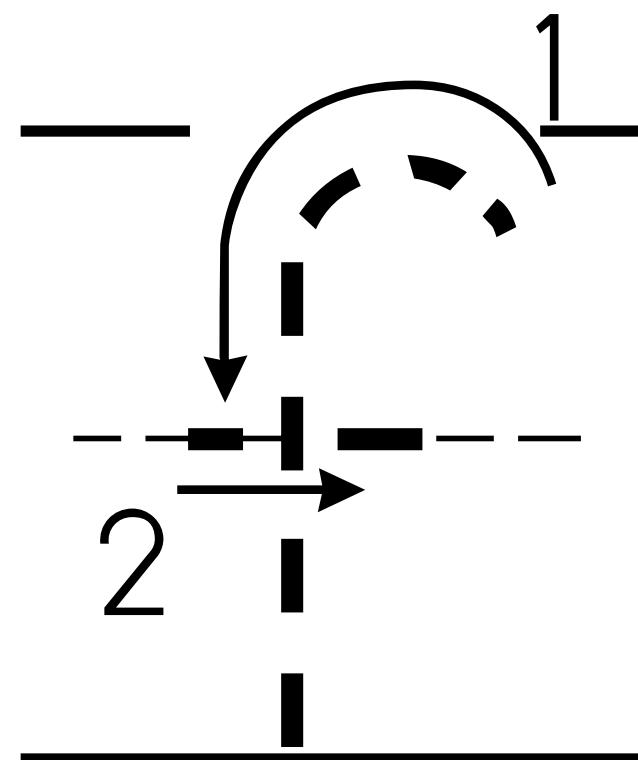
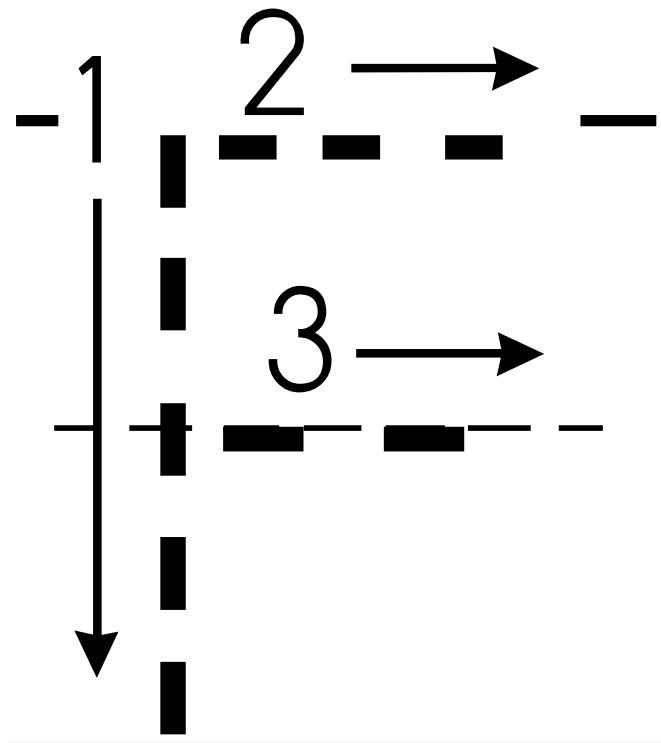


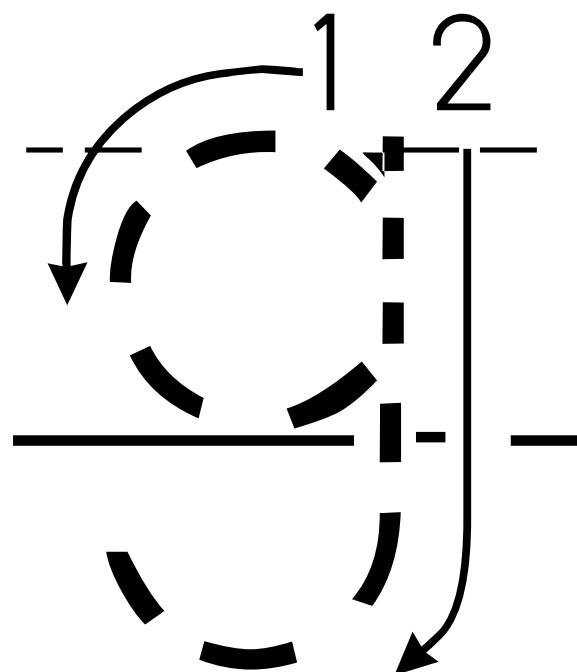
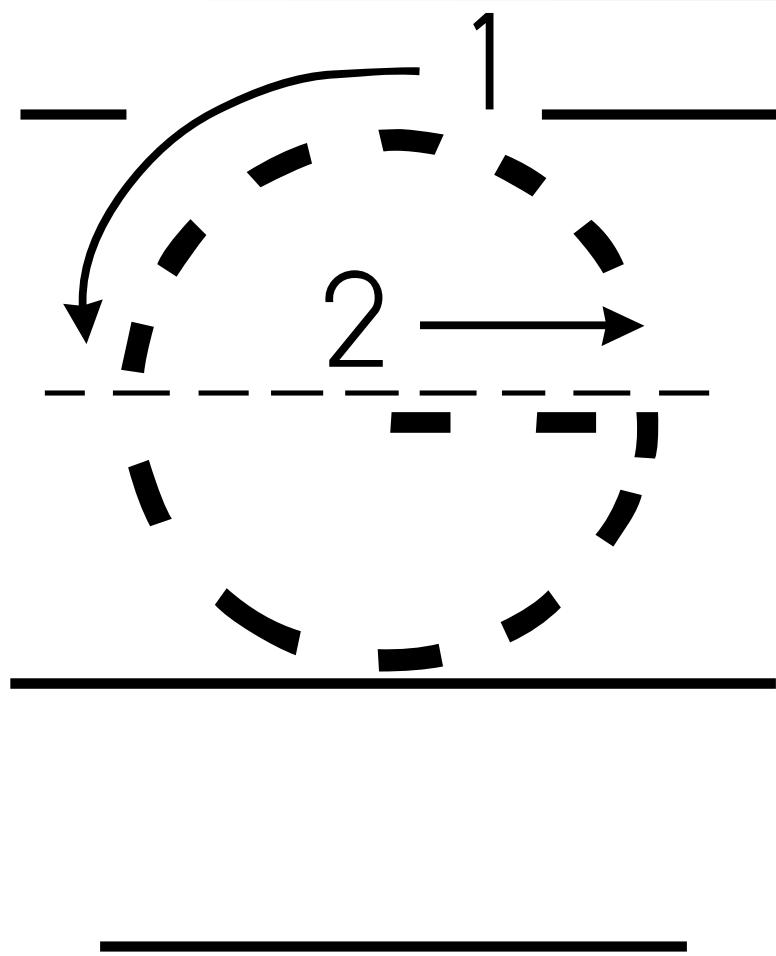


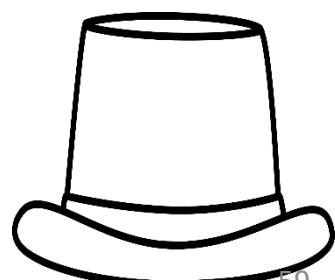
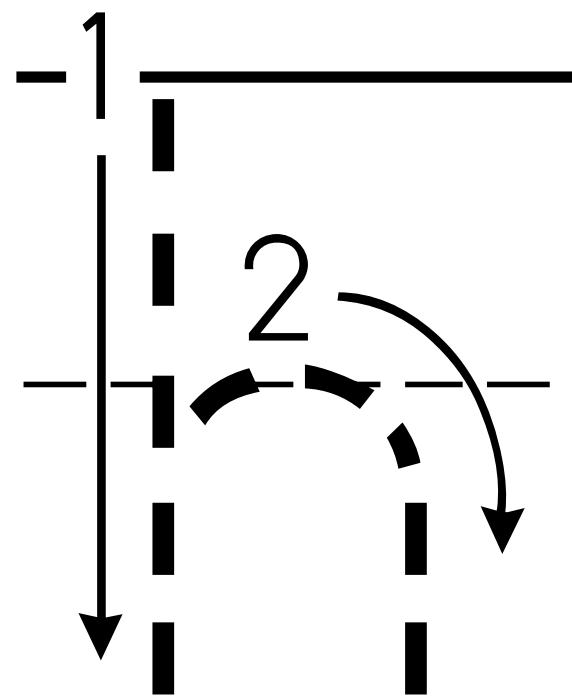
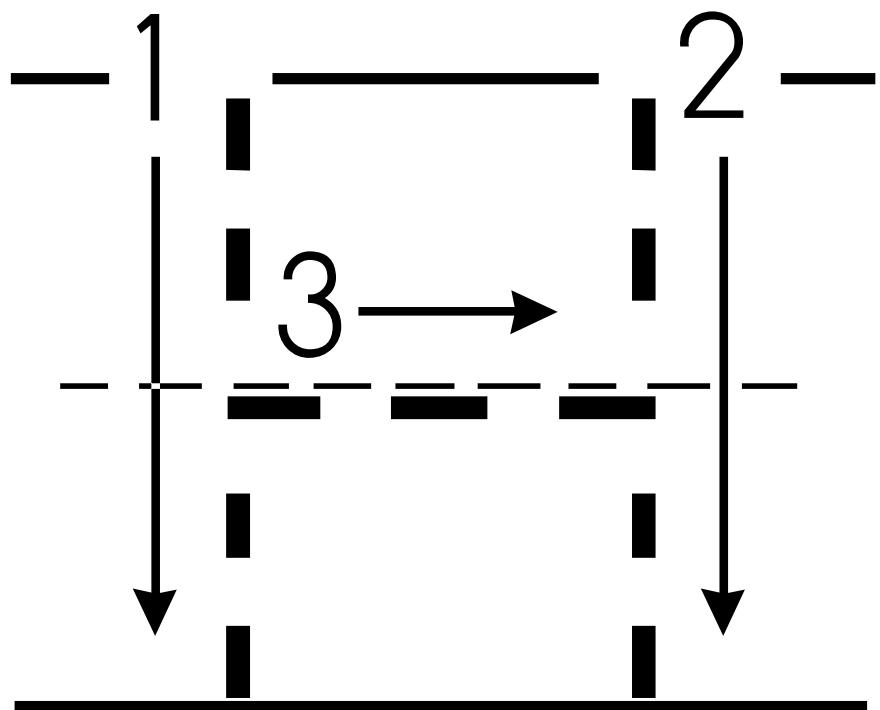






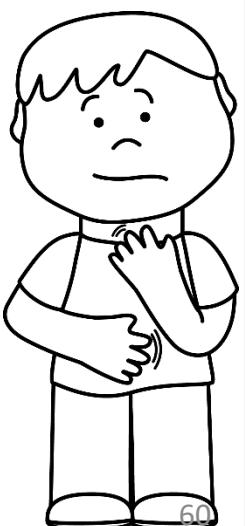


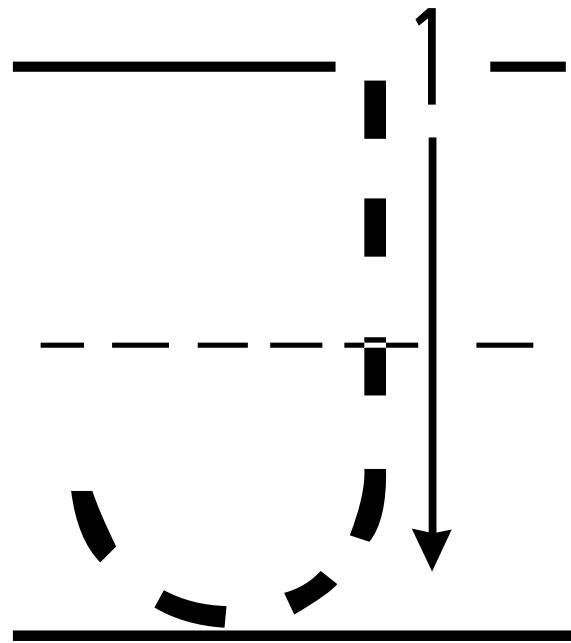




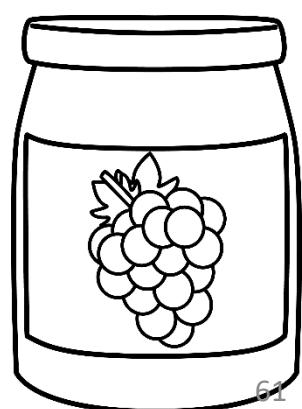
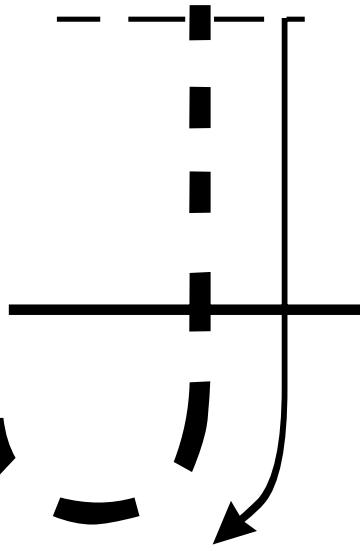
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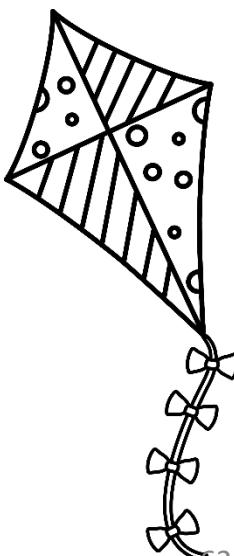
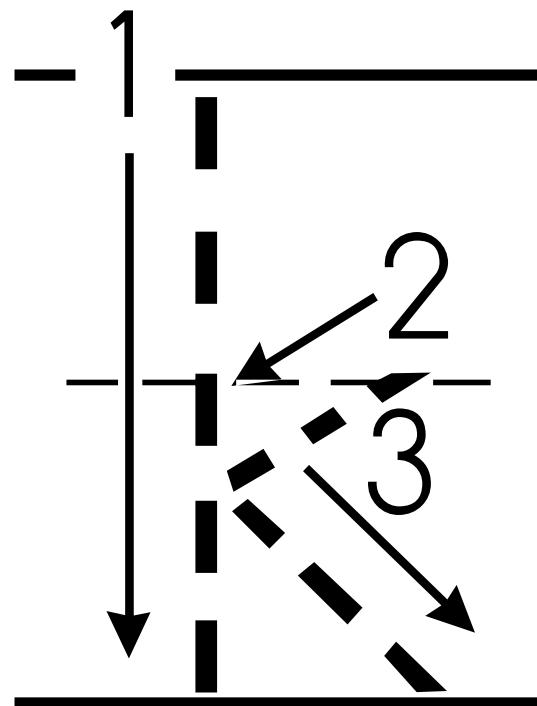
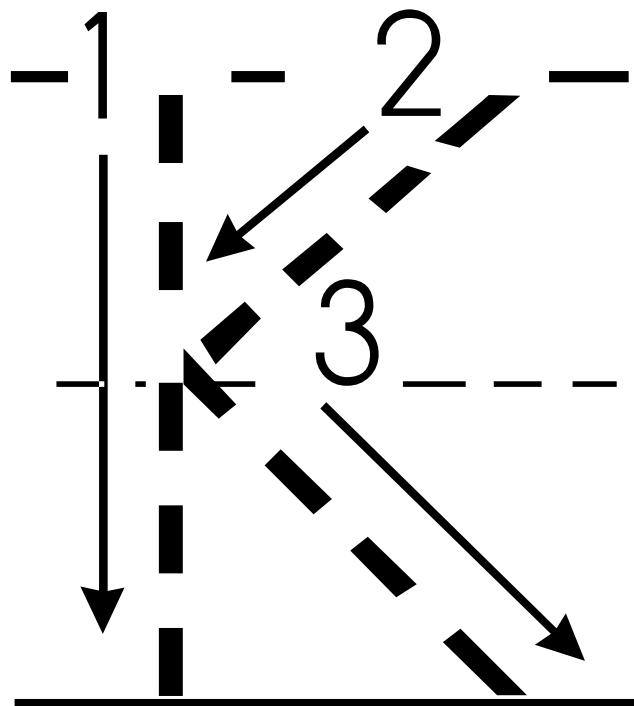
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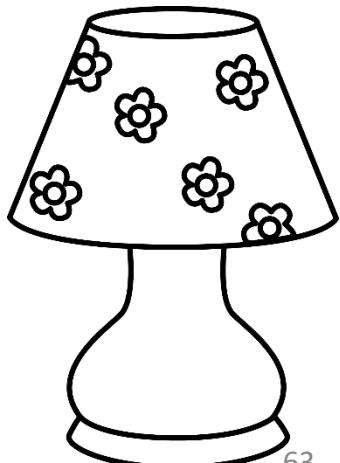
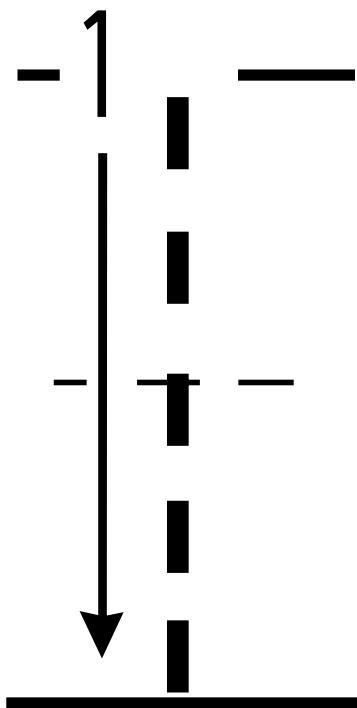
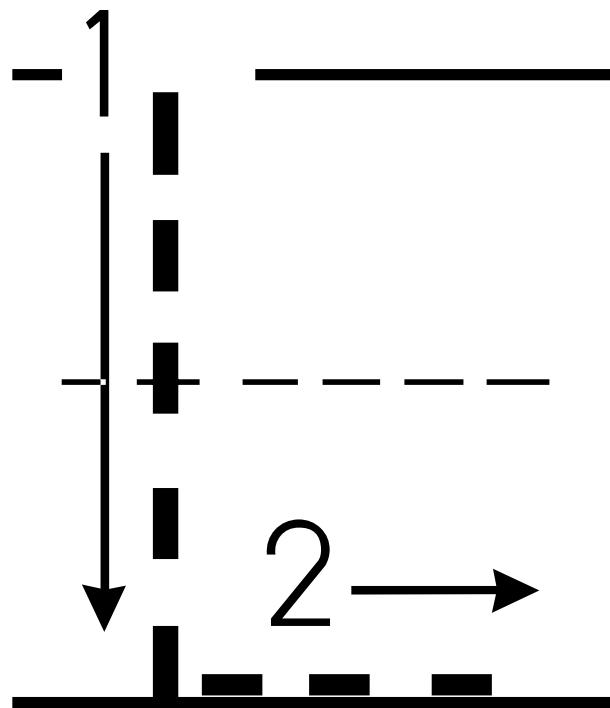


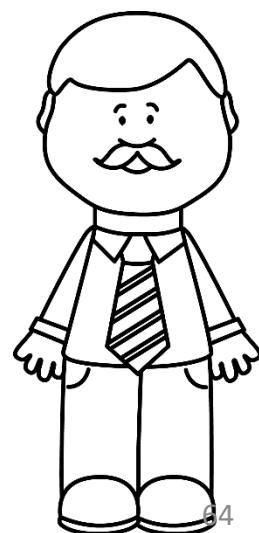
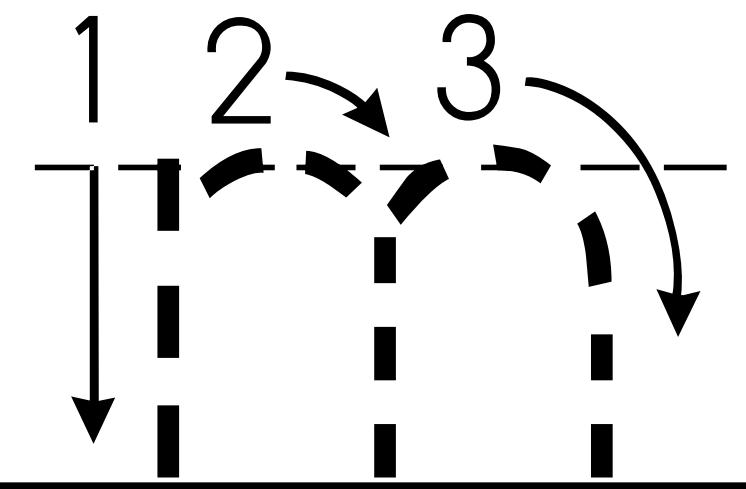
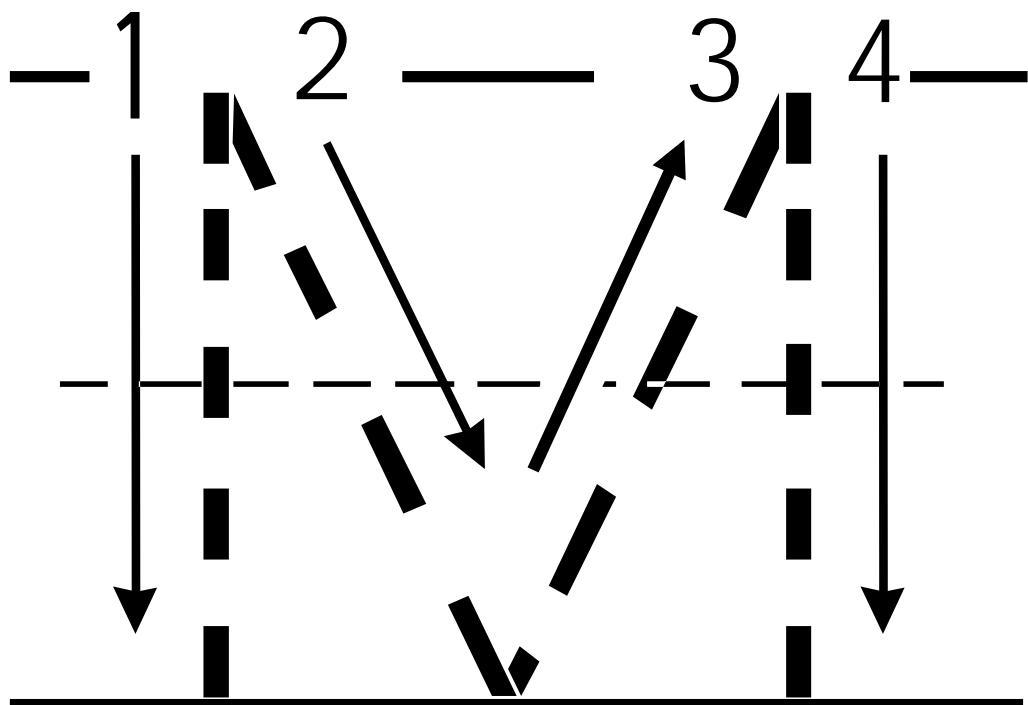


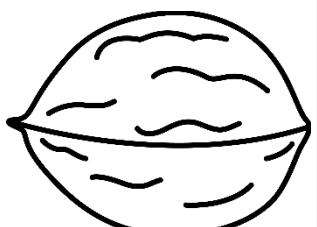
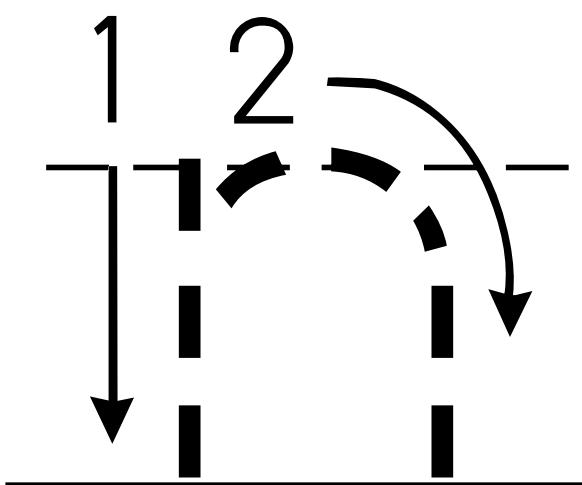
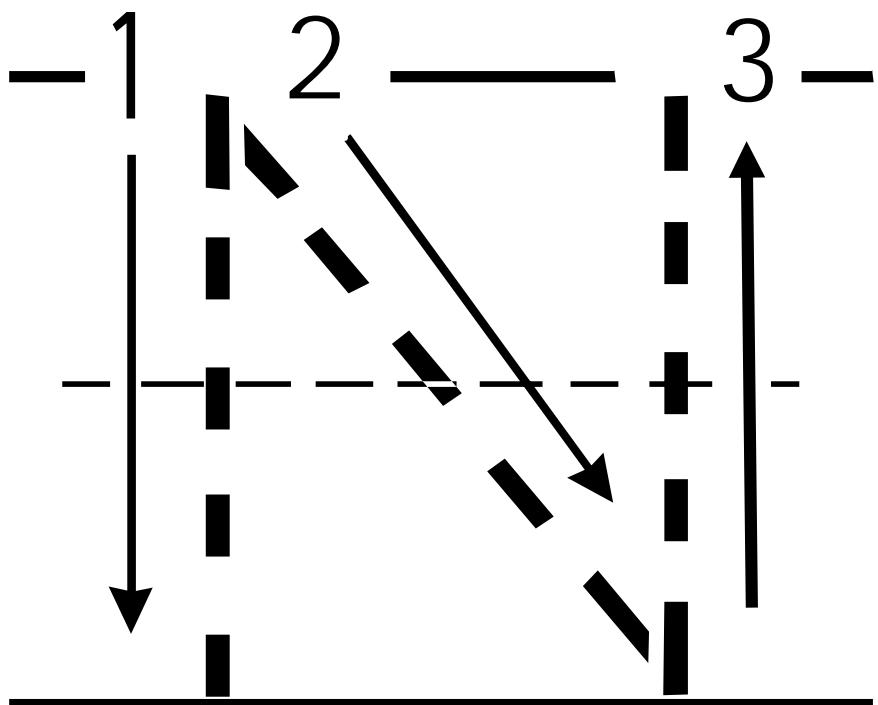
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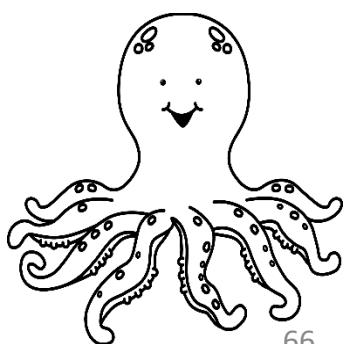
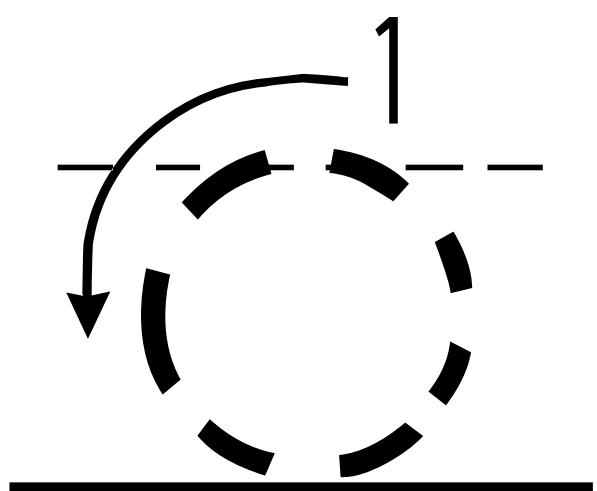
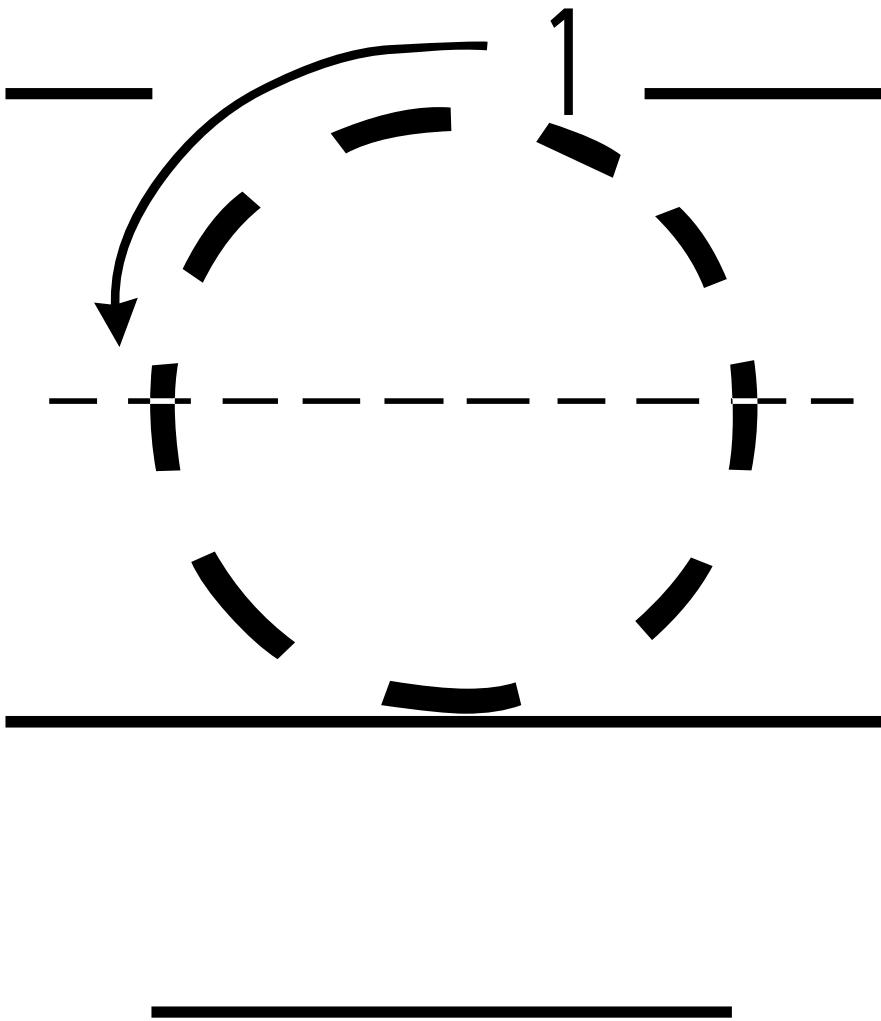


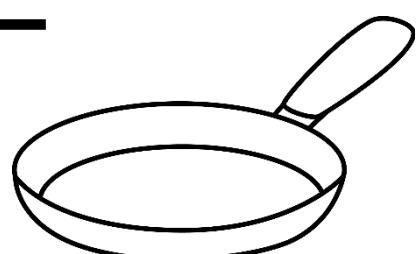
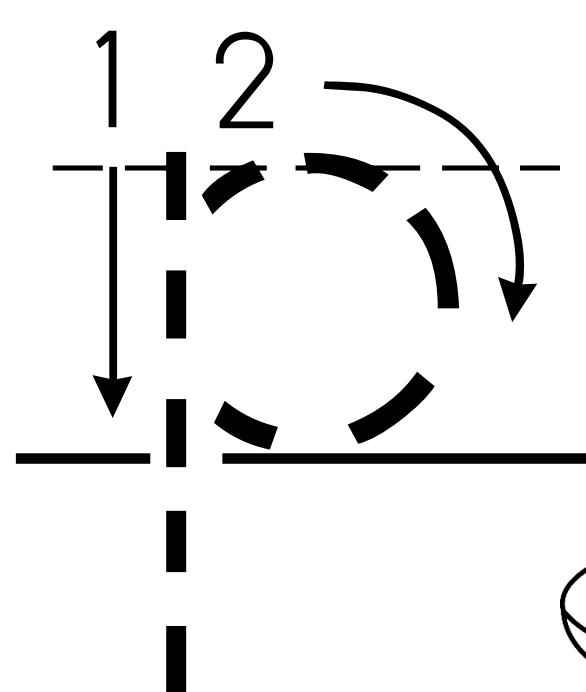
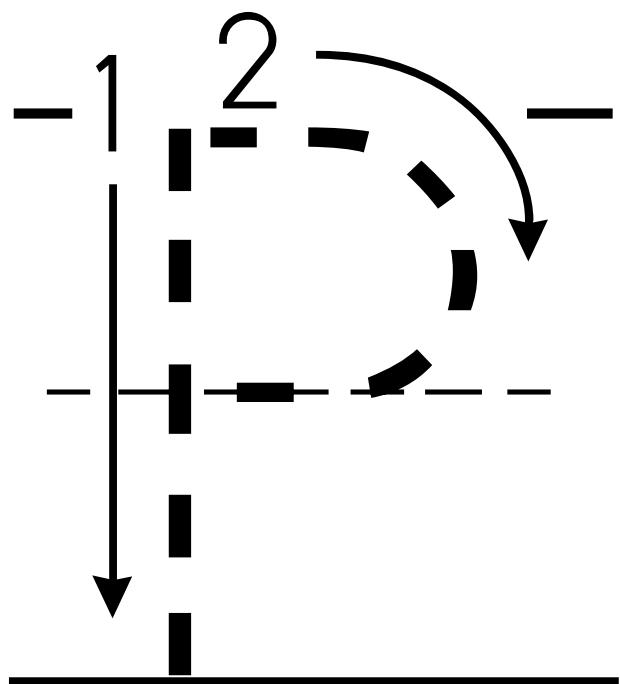


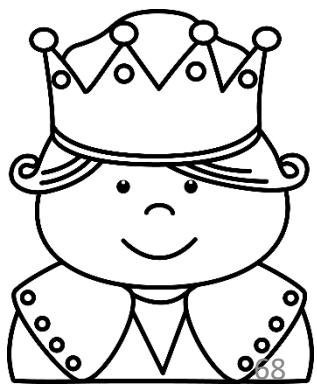
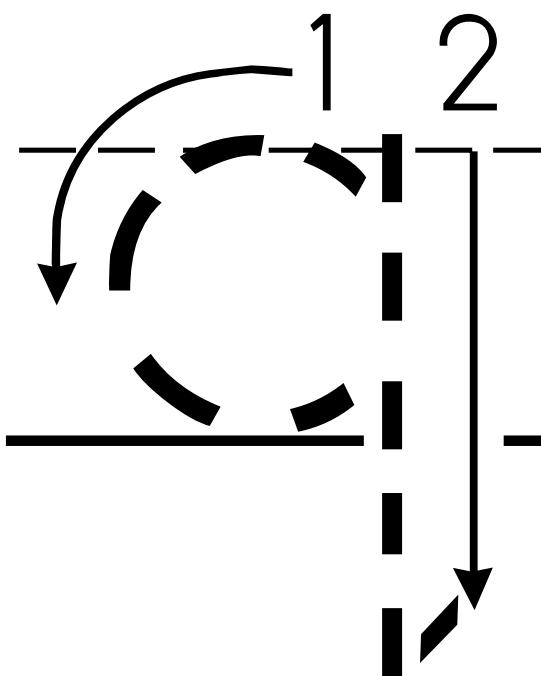
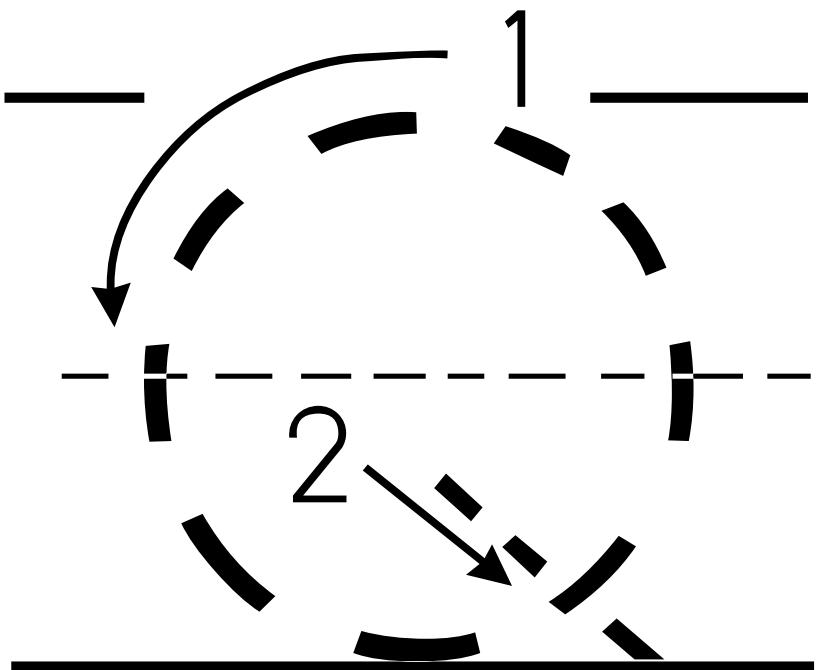


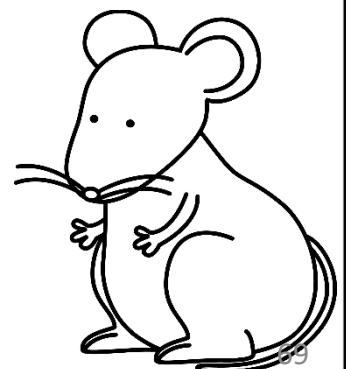
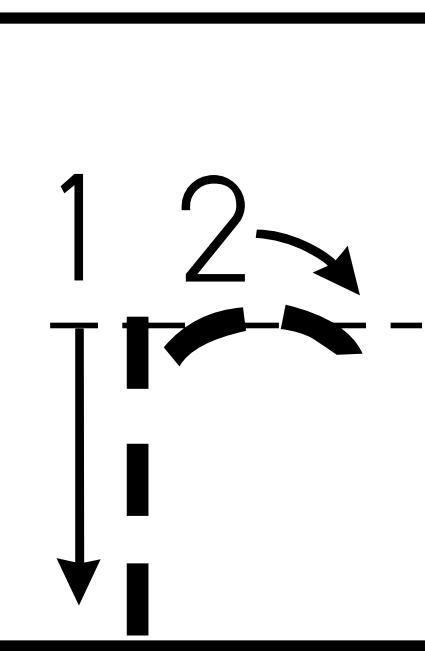
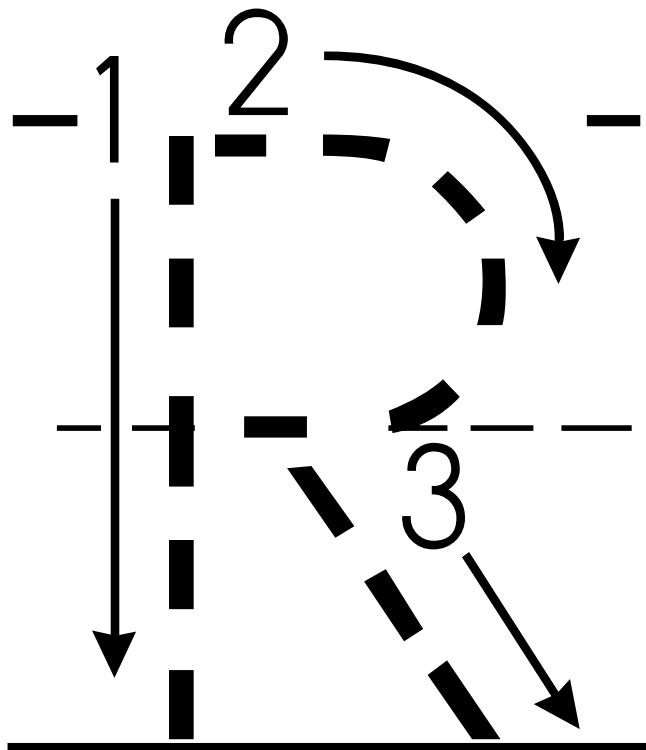


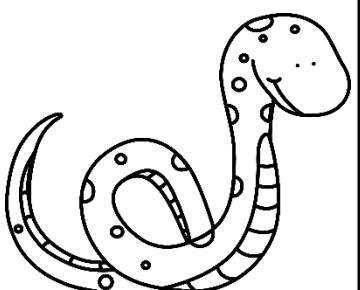
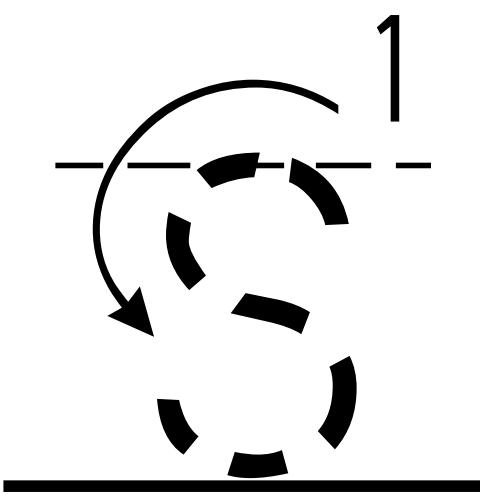
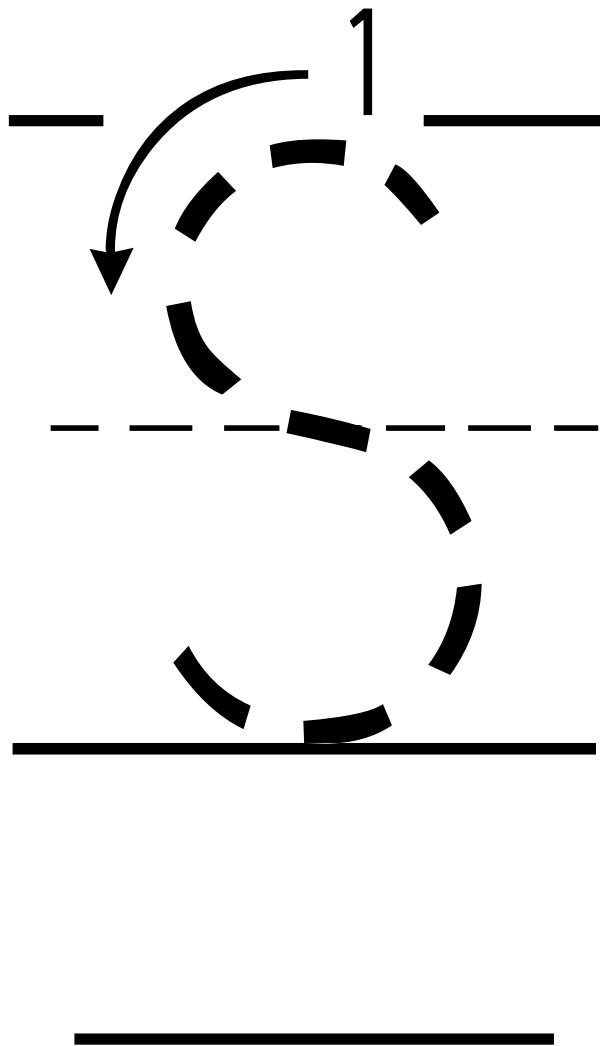
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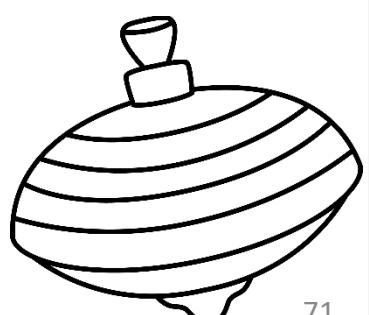
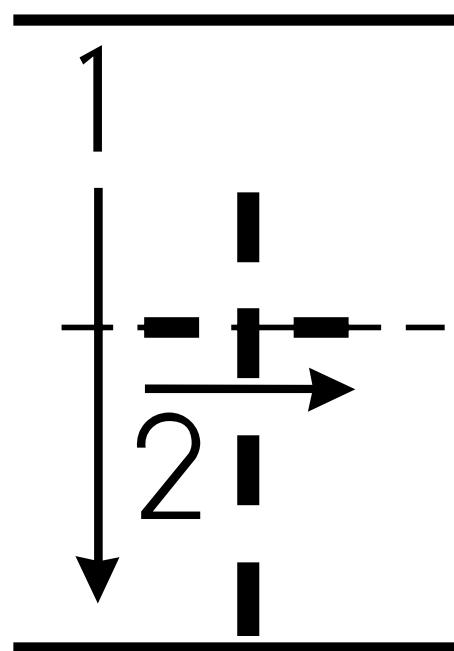
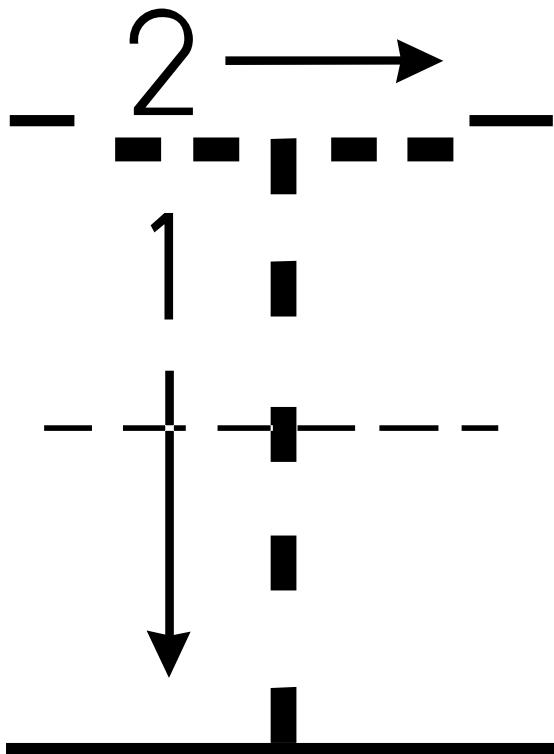


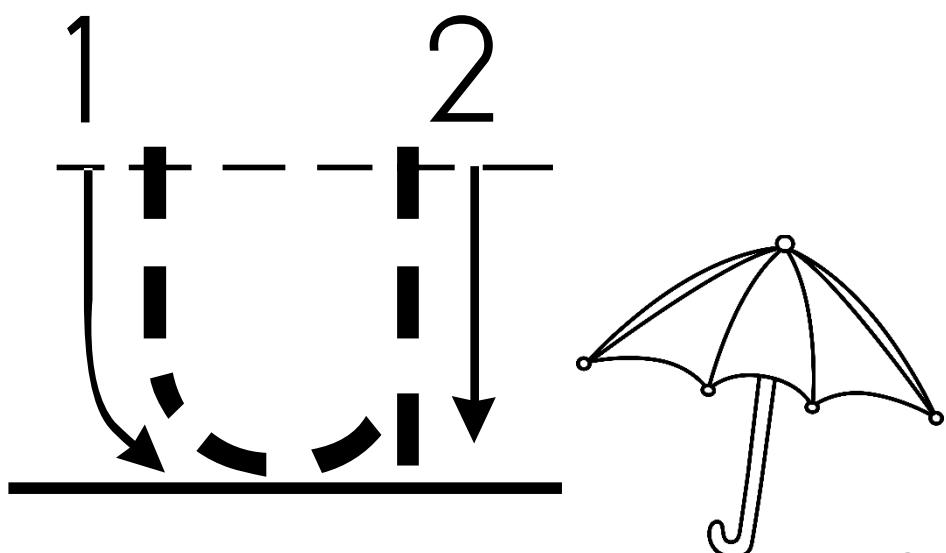
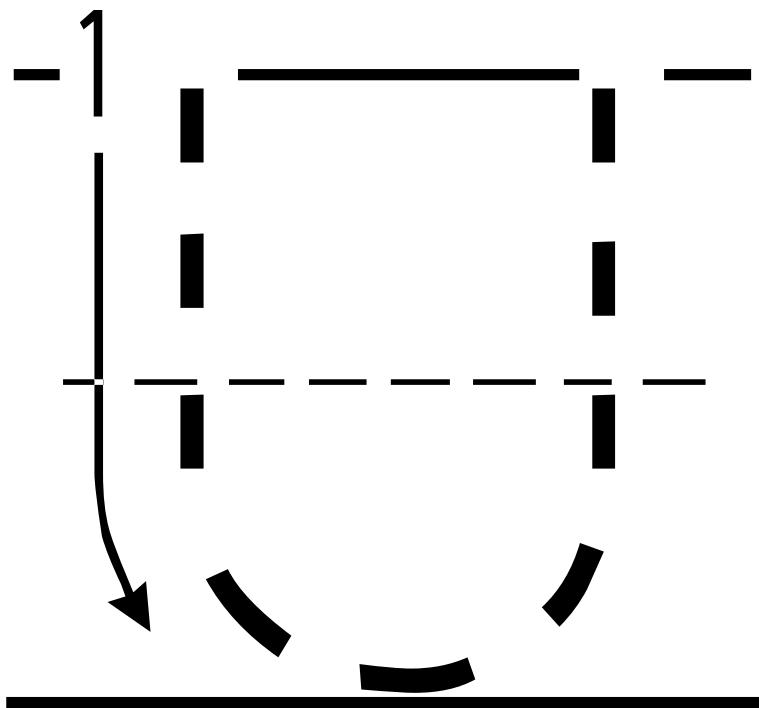


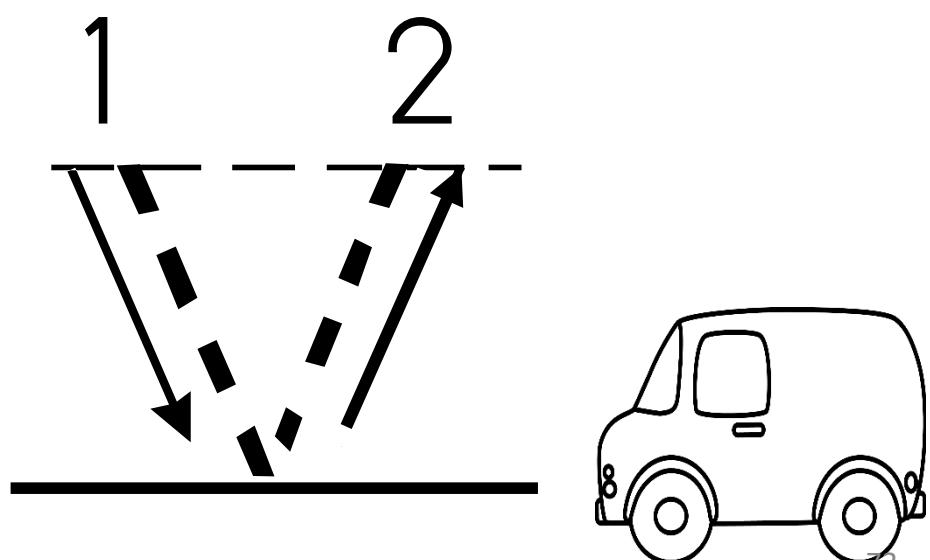
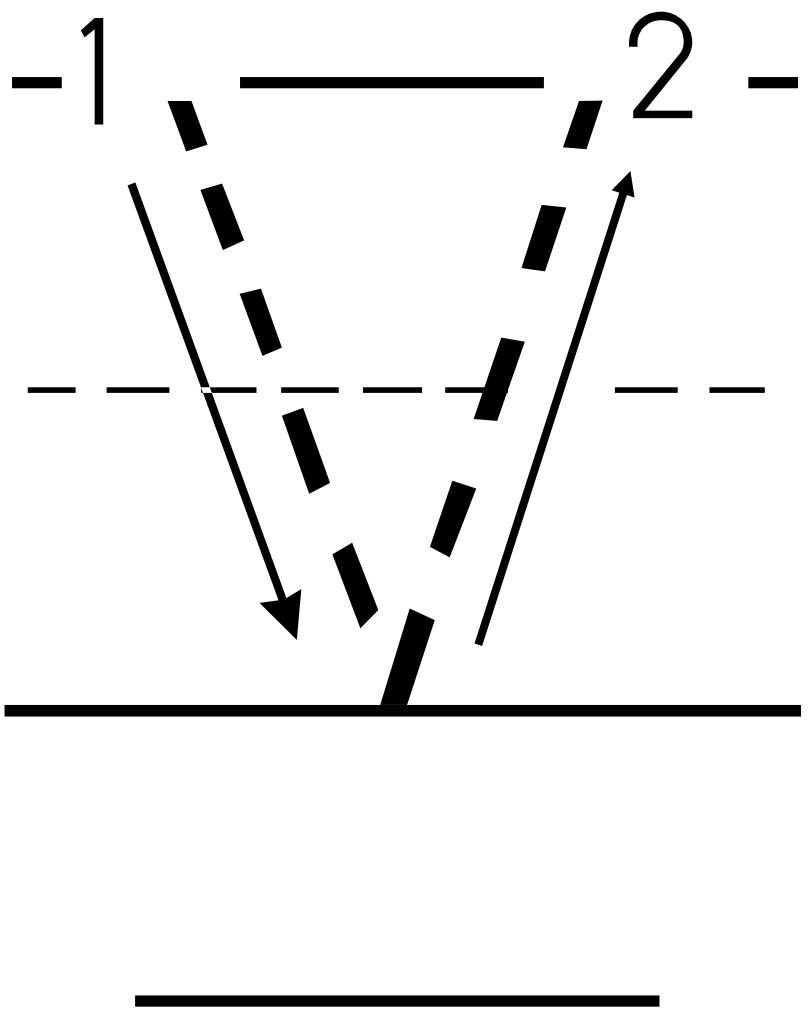


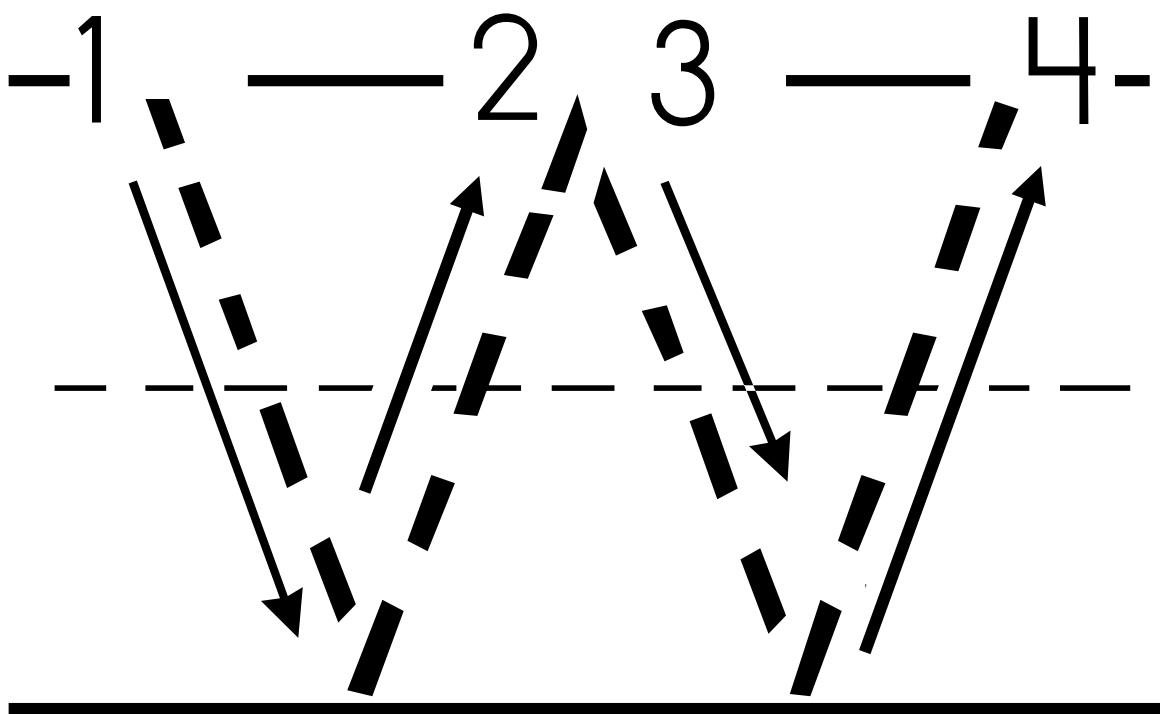




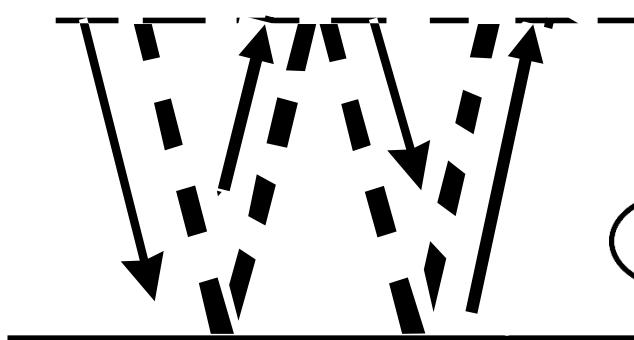


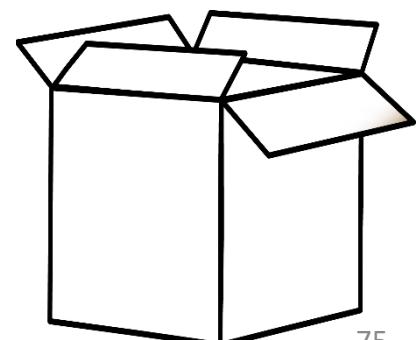
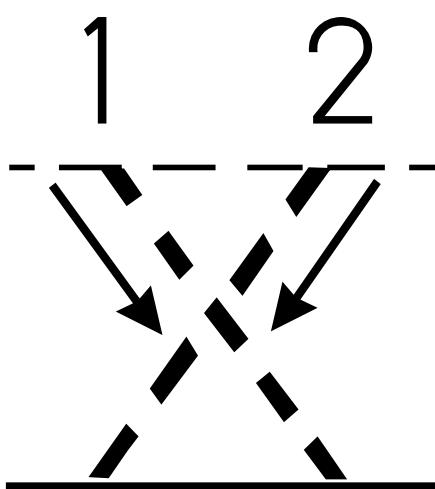
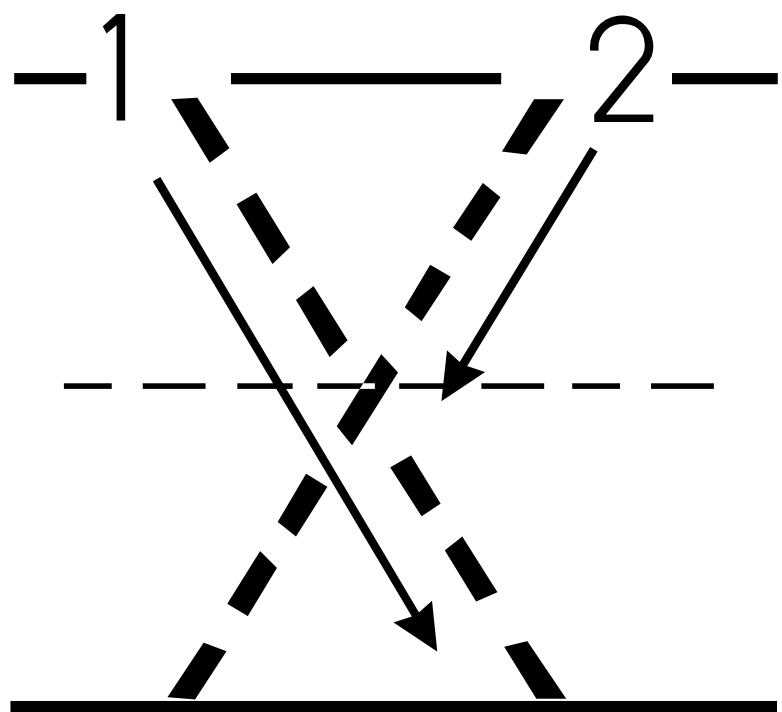


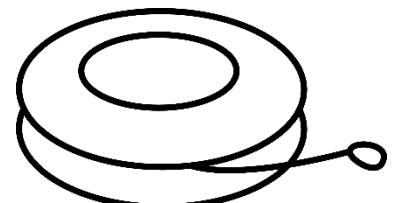
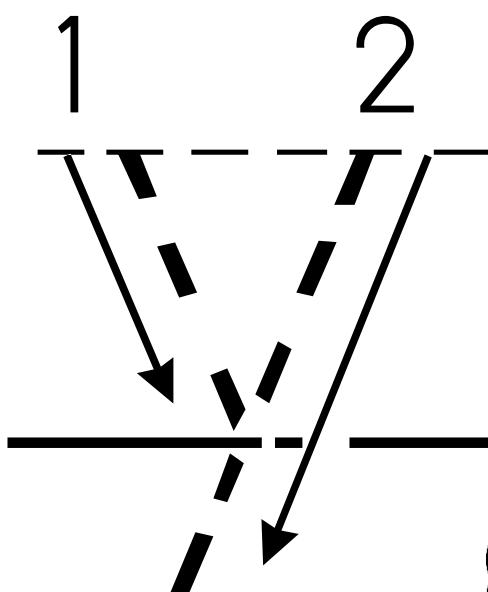
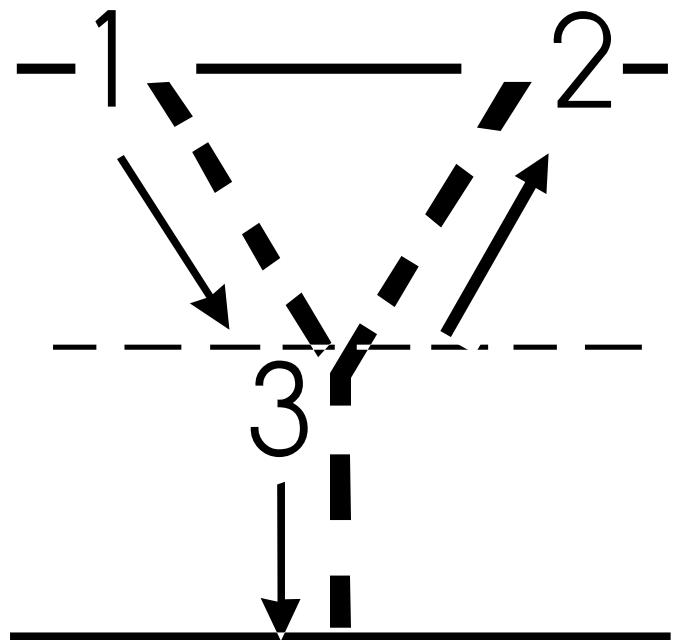


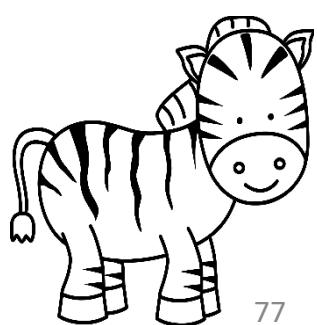
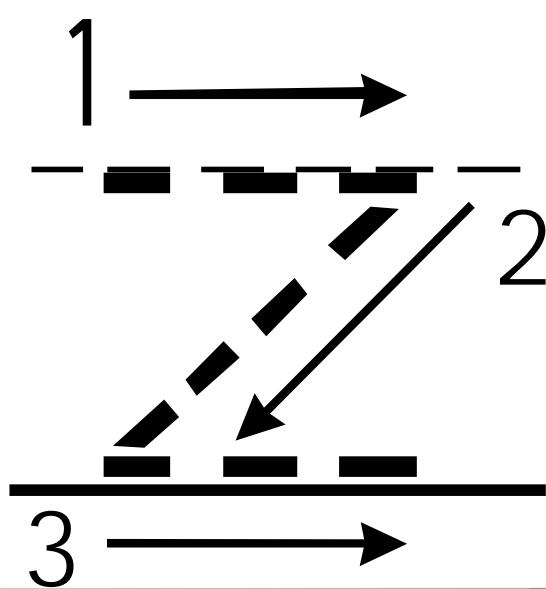
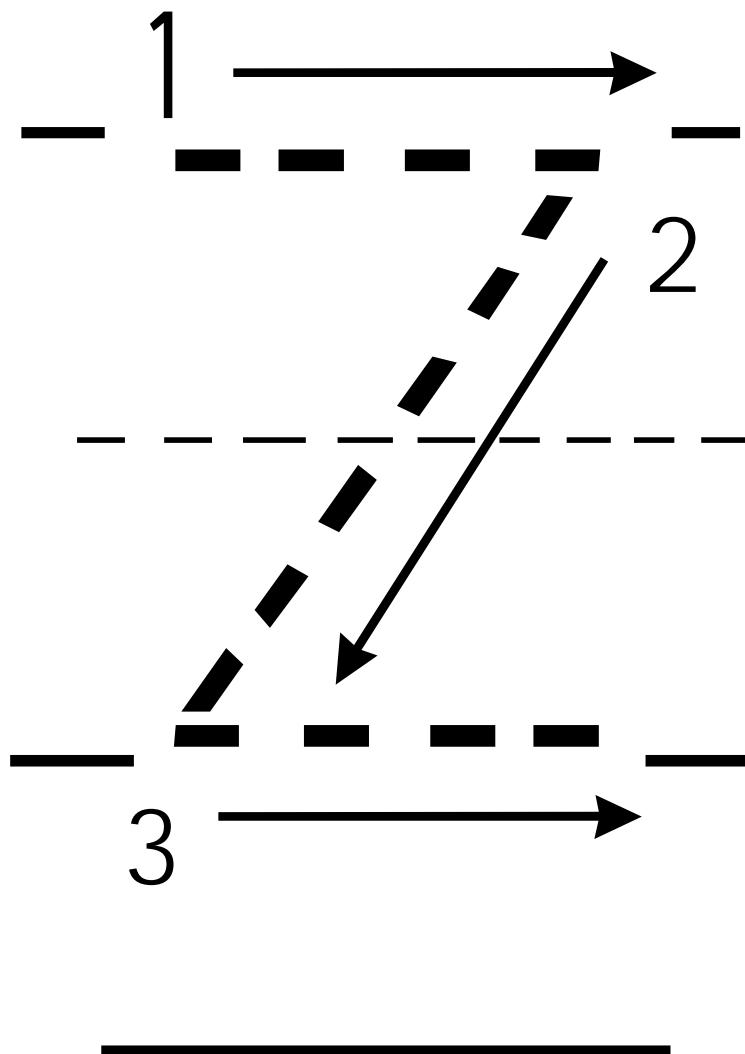


1 2 3 4









Name: _____ Date: _____



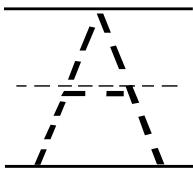
a /ă/

Say it.

Trace it.

Try it.

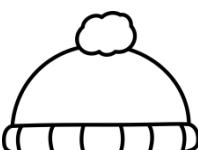
A



a



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

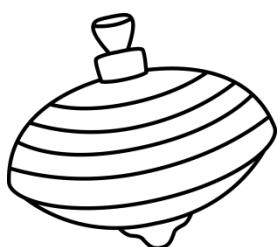
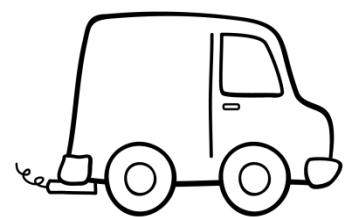
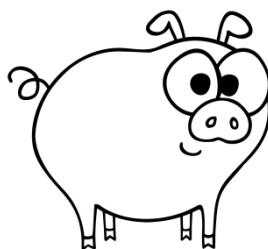
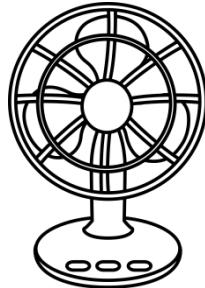
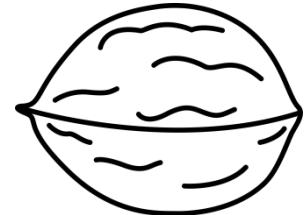
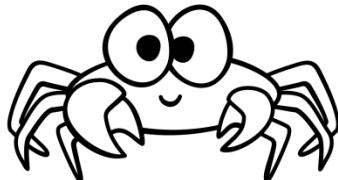


Name: _____

Date: _____



1. Say each picture name.
2. Write a on the line if you hear /ă/.



Name: _____ Date: _____



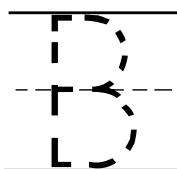
Bb /b/

Say it.

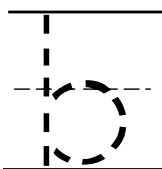
Trace it.

Try it.

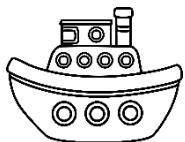
B



b

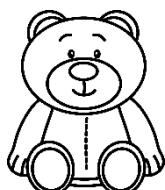


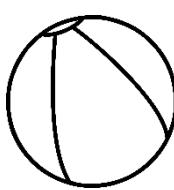
Write b under the pictures that begin with /b/.











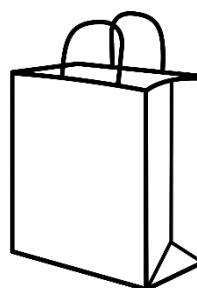
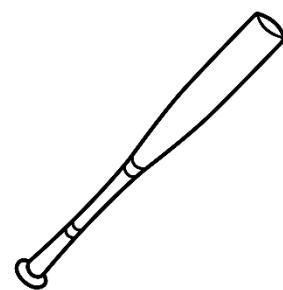
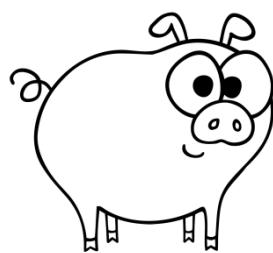
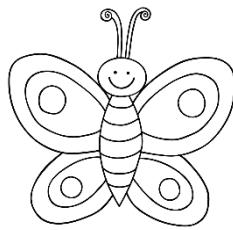
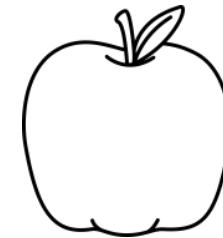
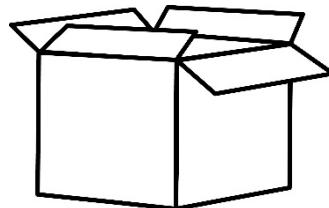
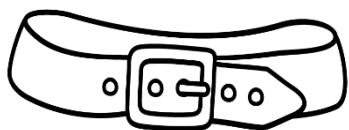


Name: _____

Date: _____

1. Say each picture name.

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



Name: _____ Date: _____



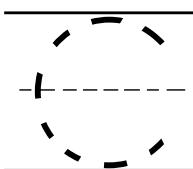
Cc /k/

Say it.

Trace it.

Try it.

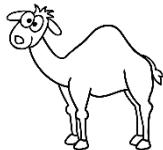
C



C



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

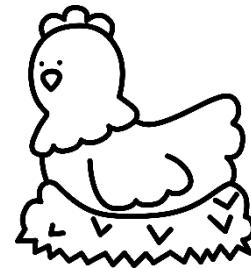
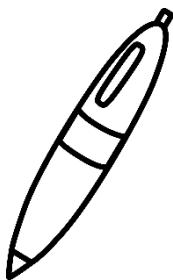
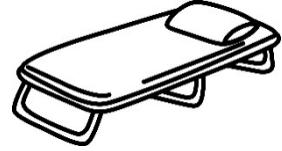
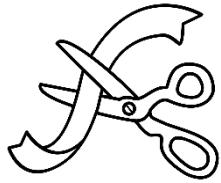


Name: _____

Date: _____



1. Say each picture name.
2. Write c on the line if you hear /k/.



Name: _____ Date: _____



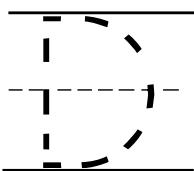
D d /d/

Say it.

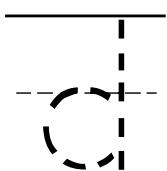
Trace it.

Try it.

D



d



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











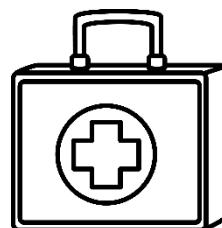
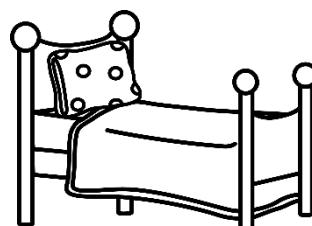
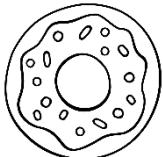
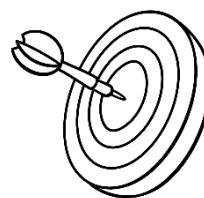
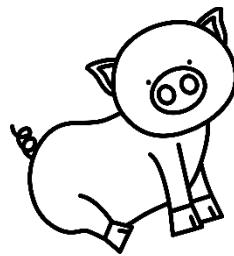
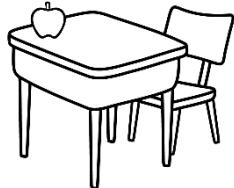


Name: _____

Date: _____



1. Say each picture name.
2. Write d on the line if you hear /d/.



Name: _____ Date: _____



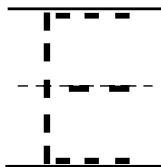
Ee /ě/

Say it.

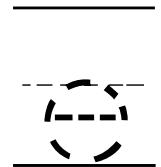
Trace it.

Try it.

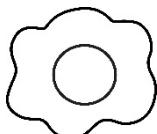
E

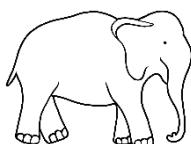


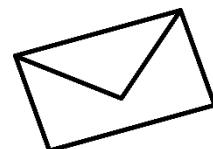
e



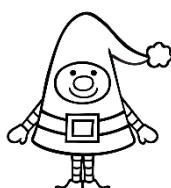
Write e under the pictures that begin with /ě/.











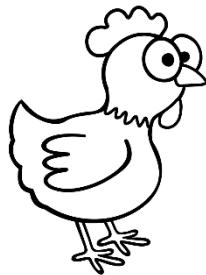


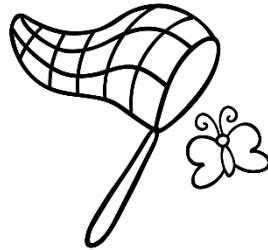
Name: _____

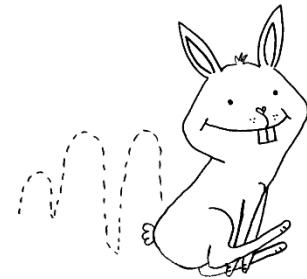
Date: _____

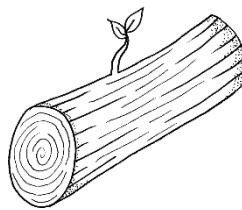


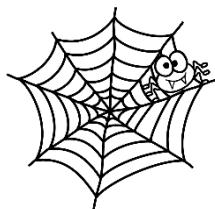
1. Say each picture name.
2. Write e on the line if you hear /ě/.

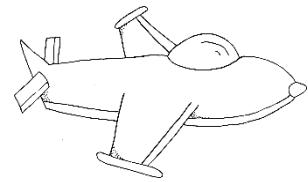




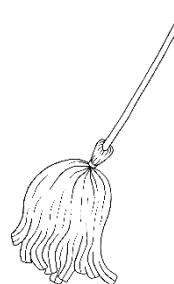






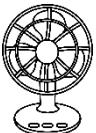






10

Name: _____ Date: _____



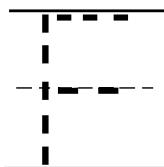
F f /f/

Say it.

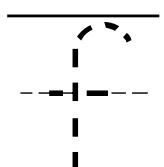
Trace it.

Try it.

F



f

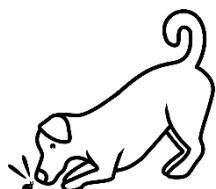


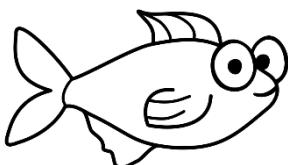
Write f under the pictures that begin with /f/.











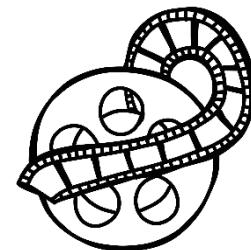
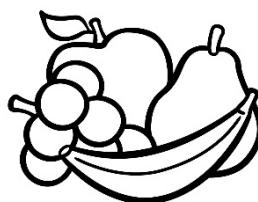
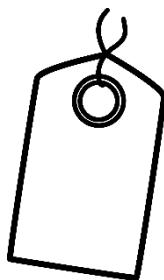
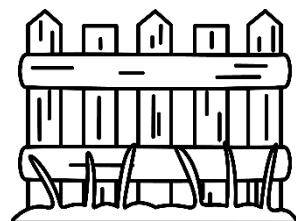
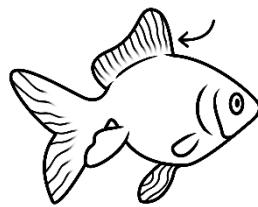
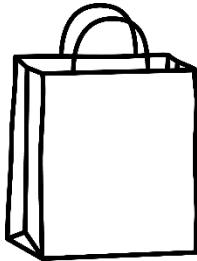
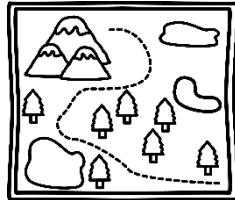
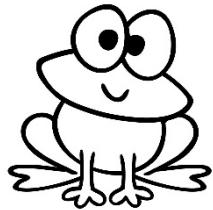
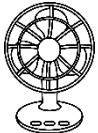


Name: _____

Date: _____

1. Say each picture name.

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



Name: _____ Date: _____



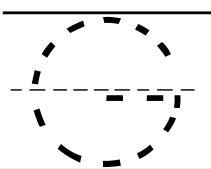
Gg /g/

Say it.

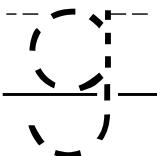
Trace it.

Try it.

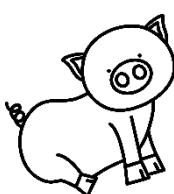
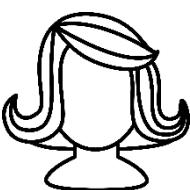
G



g



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

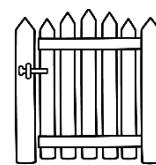
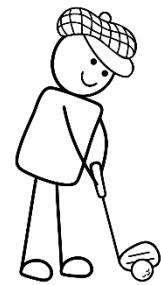
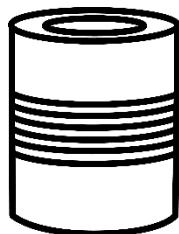
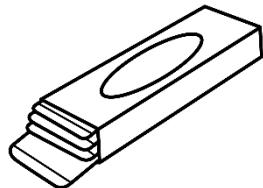


Name: _____

Date: _____



1. Say each picture name.
2. Write g on the line if you hear /g/.



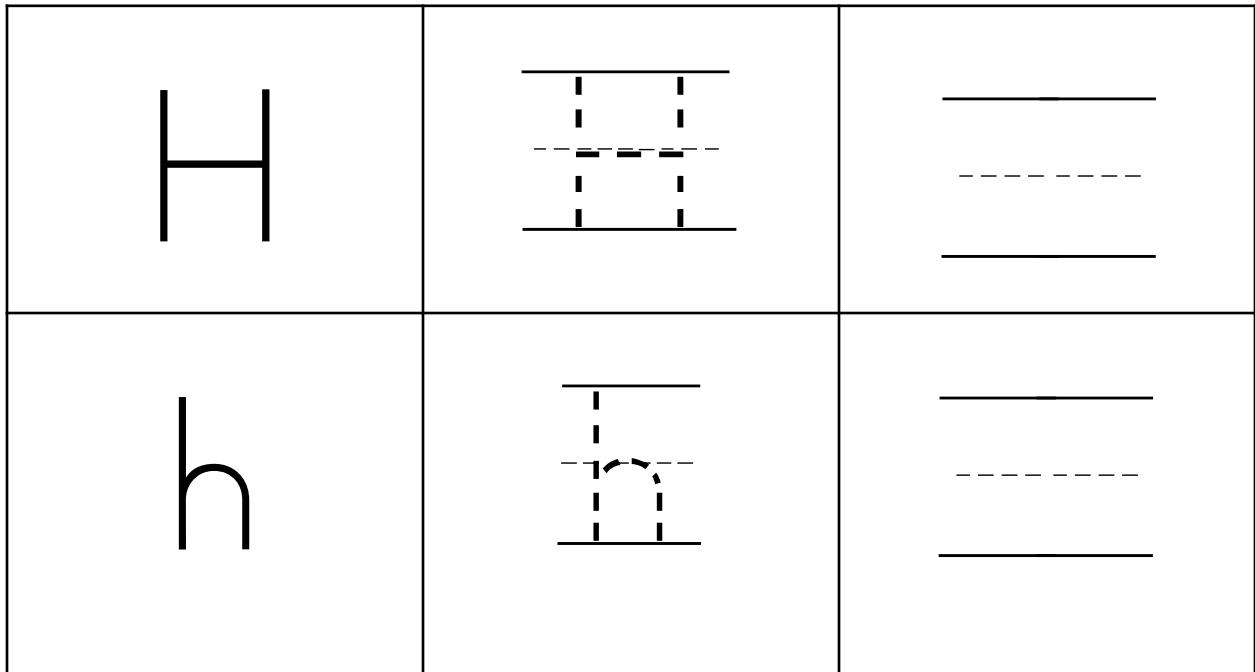
Name: _____ Date: _____ 

H h /h/

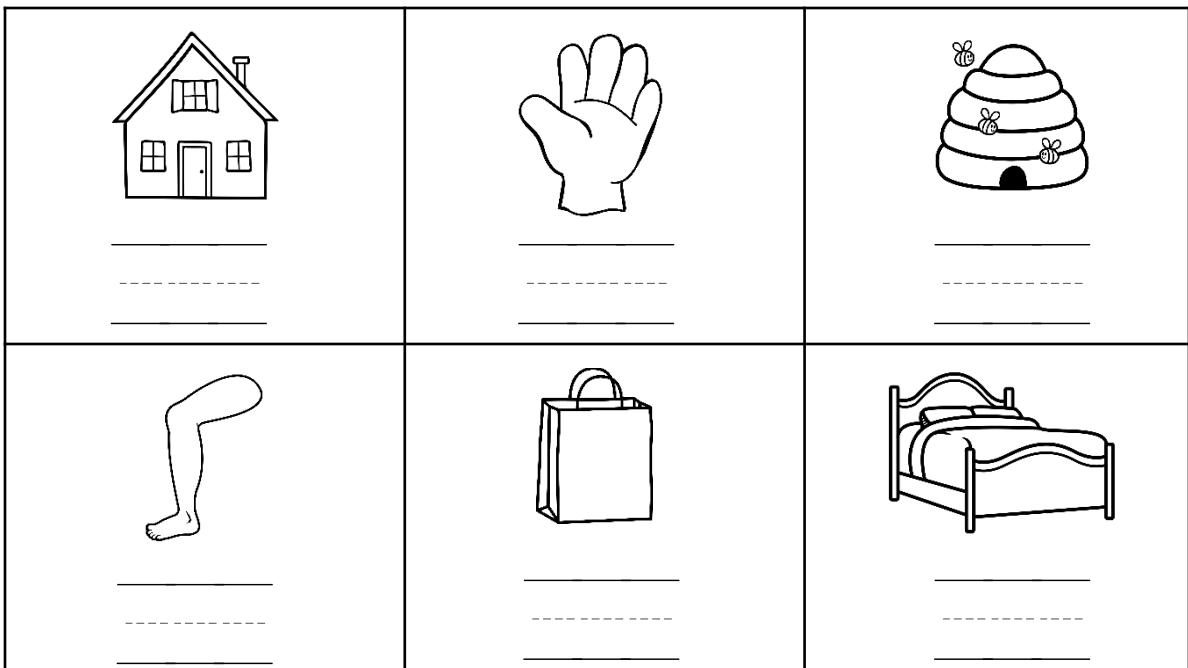
Say it.

Trace it.

Try it.



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

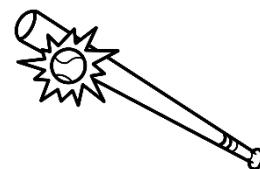
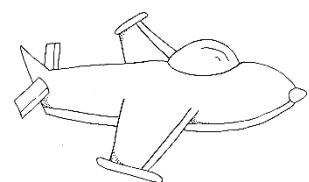
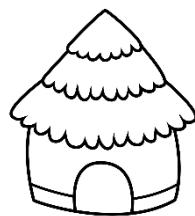
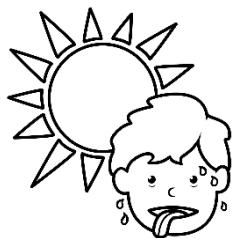
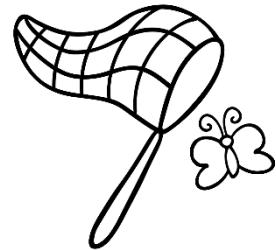
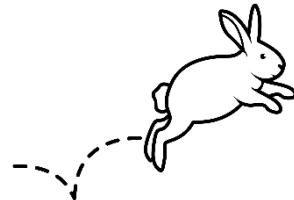
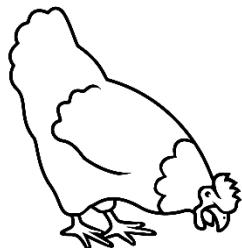


Name: _____

Date: _____



1. Say each picture name.
2. Write h on the line if you hear /h/.



Name: _____ Date: _____

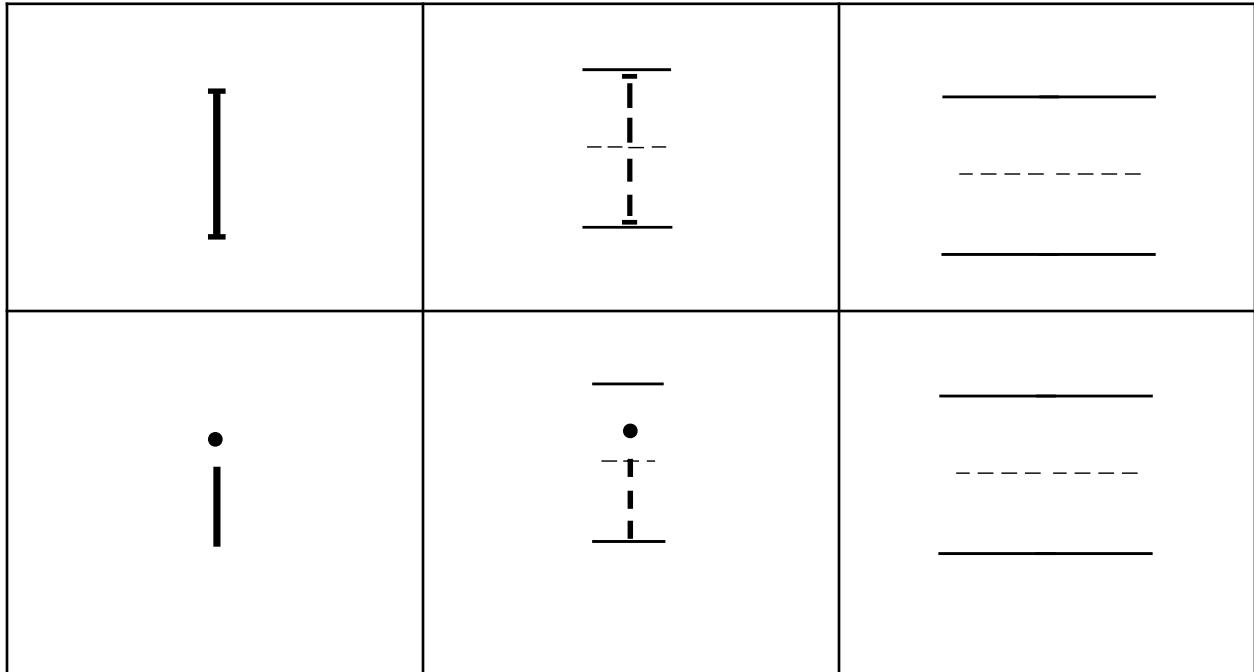


ī /ī/

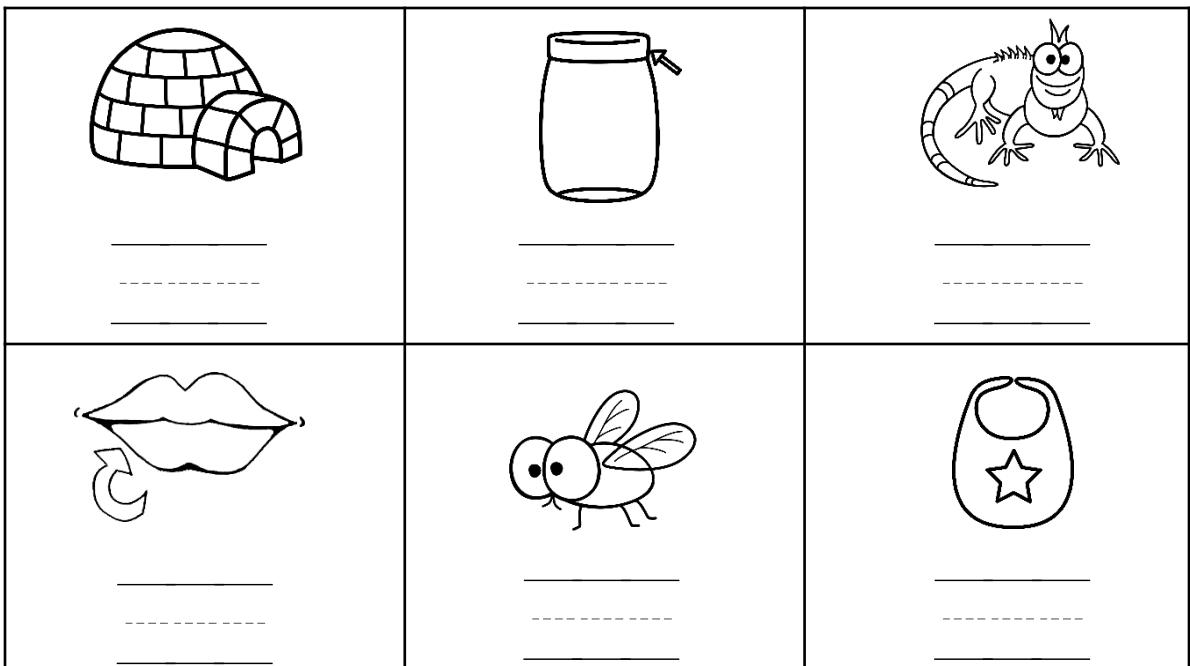
Say it.

Trace it.

Try it.



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

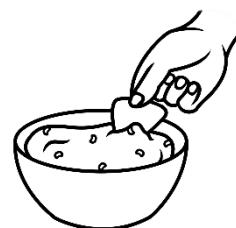
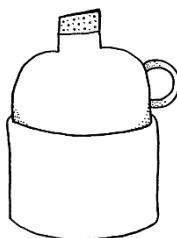
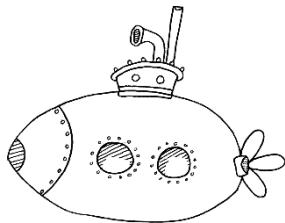
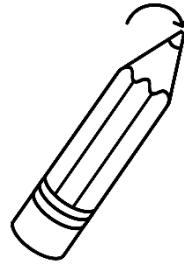
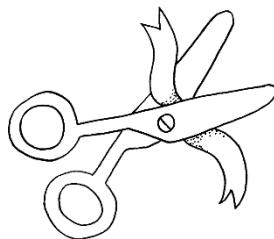
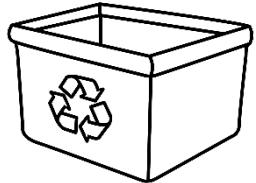


Name: _____

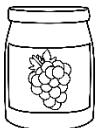
Date: _____



1. Say each picture name.
2. Write *i* on the line if you hear /i/.



Name: _____ Date: _____

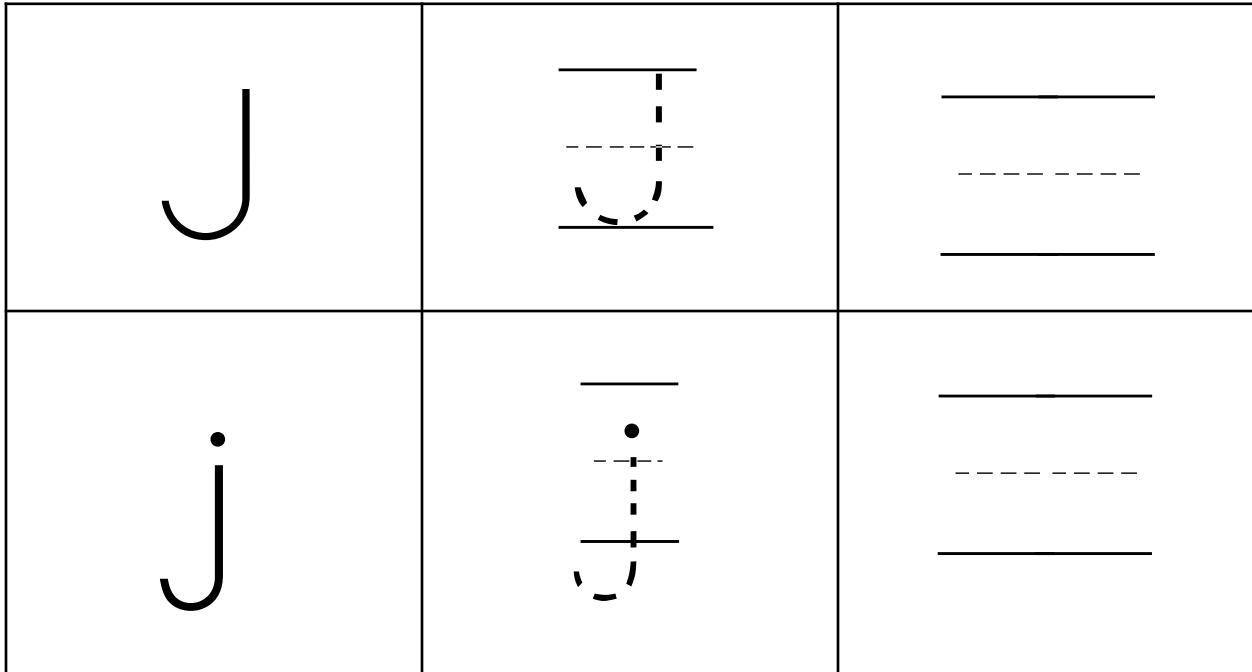


Jj /j/

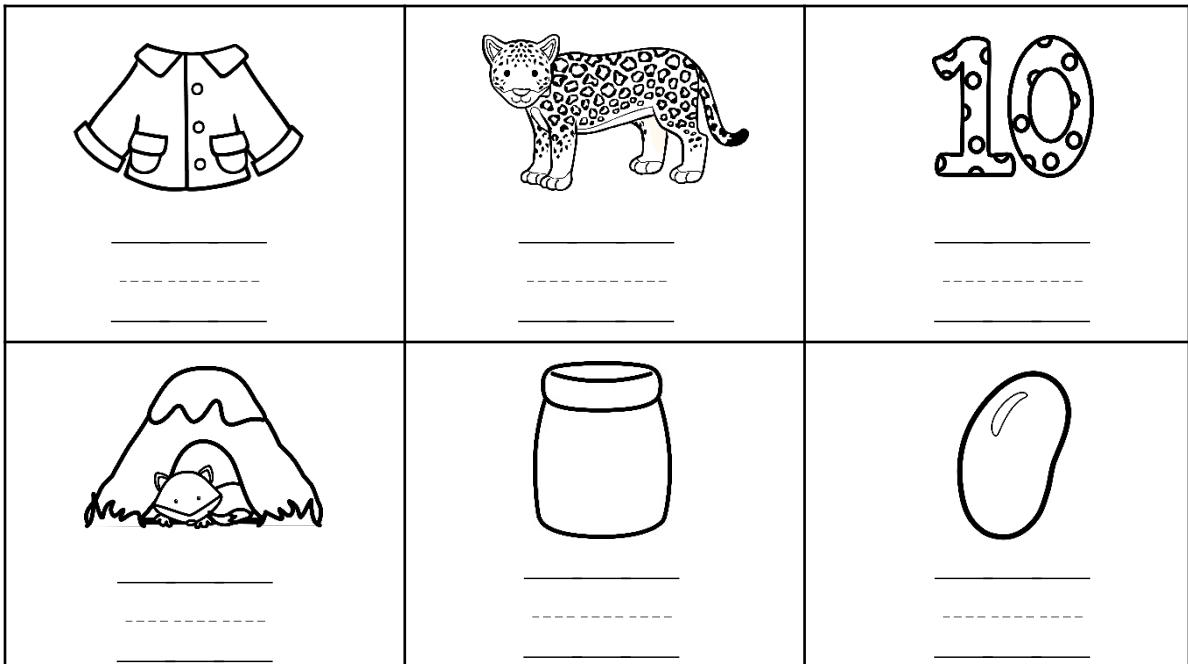
Say it.

Trace it.

Try it.



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



Name: _____

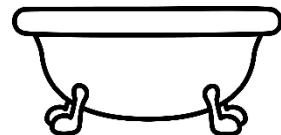
Date: _____



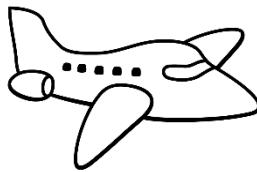
1. Say each picture name.
2. Write j on the line if you hear /j/.



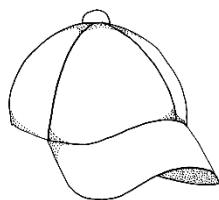




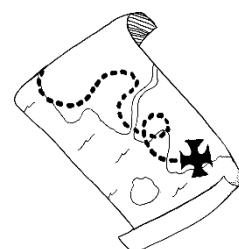




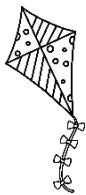








Name: _____ Date: _____



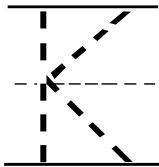
Kk /k/

Say it.

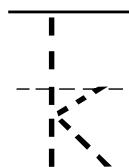
Trace it.

Try it.

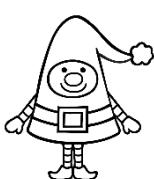
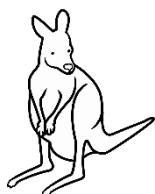
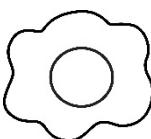
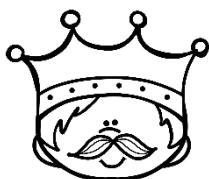
K



k



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

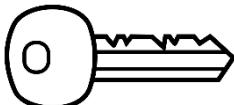
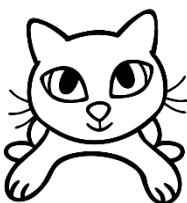
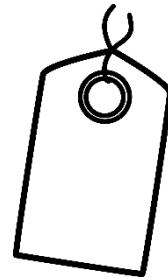
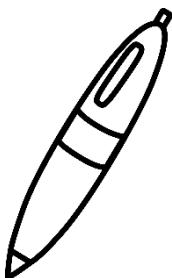
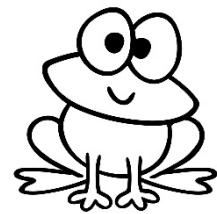
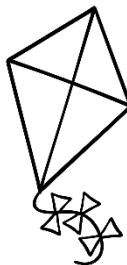


Name: _____

Date: _____



1. Say each picture name.
2. Write k on the line if you hear /k/.



Name: _____ Date: _____

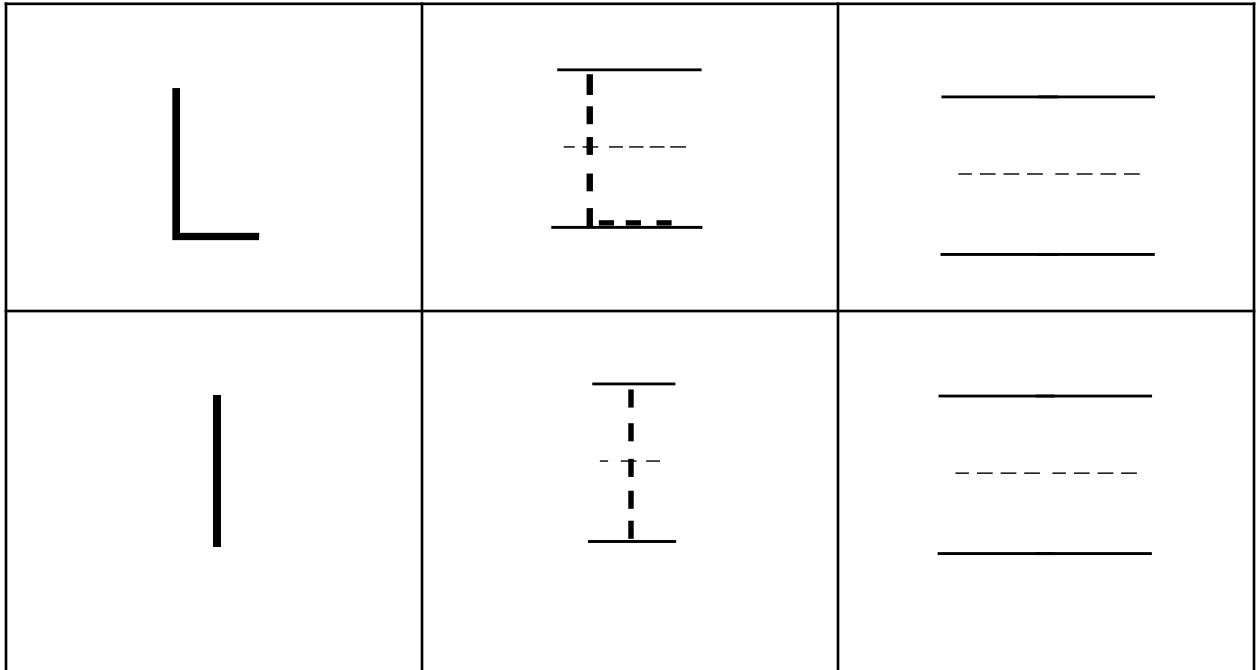


L | / /

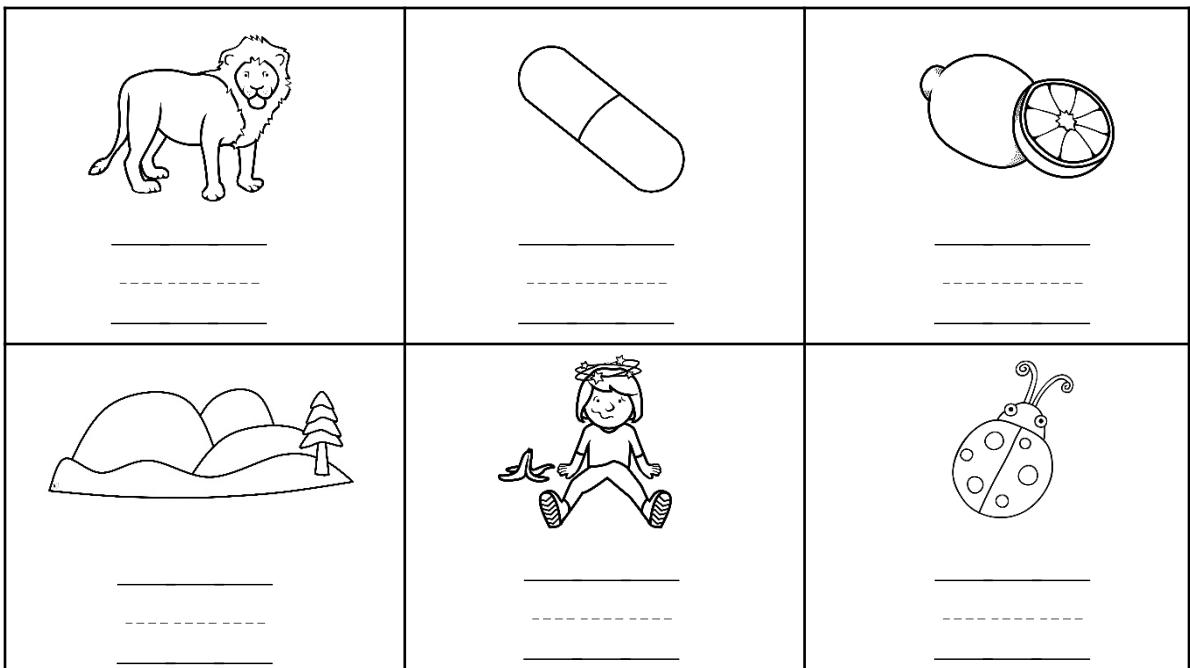
Say it.

Trace it.

Try it.



Write I under the pictures that begin with / /.



Name: _____

Date: _____



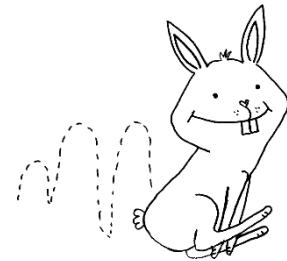
1. Say each picture name.
2. Write l on the line if you hear /l/.



l l l l



l l l l



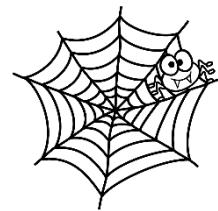
l l l l



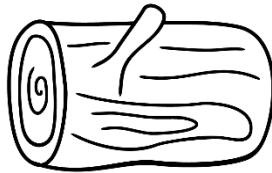
l l l l



l l l l



l l l l



l l l l



l l l l



l l l l

Name: _____ Date: _____



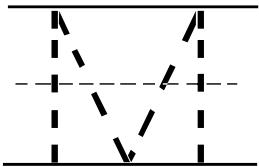
M m /m/

Say it.

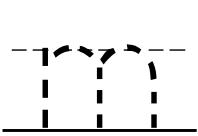
Trace it.

Try it.

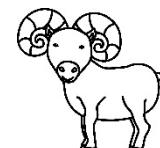
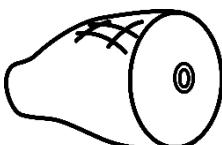
M



m



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



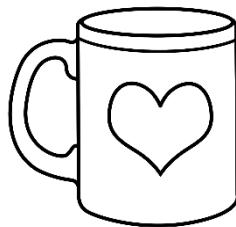
Name: _____

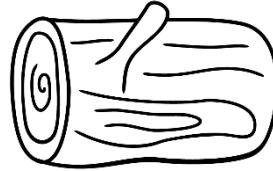
Date: _____

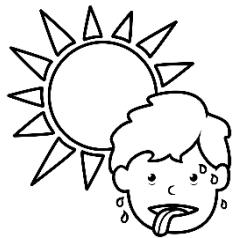


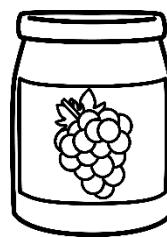
1. Say each picture name.
2. Write m on the line if you hear /m/.





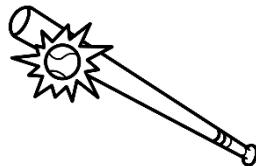














Name: _____ Date: _____



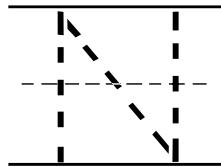
Nn /n/

Say it.

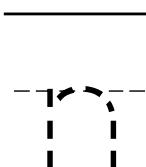
Trace it.

Try it.

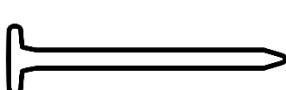
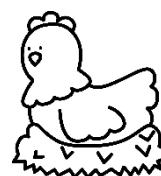
N



n



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

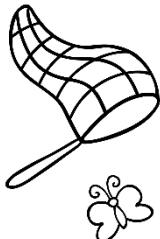


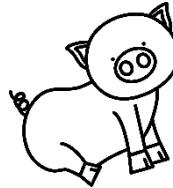
Name: _____

Date: _____



1. Say each picture name.
2. Write n on the line if you hear /n/.

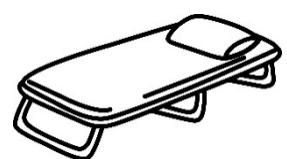


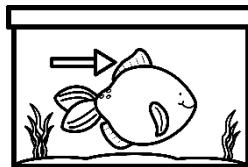


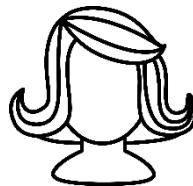






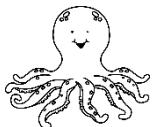








Name: _____ Date: _____

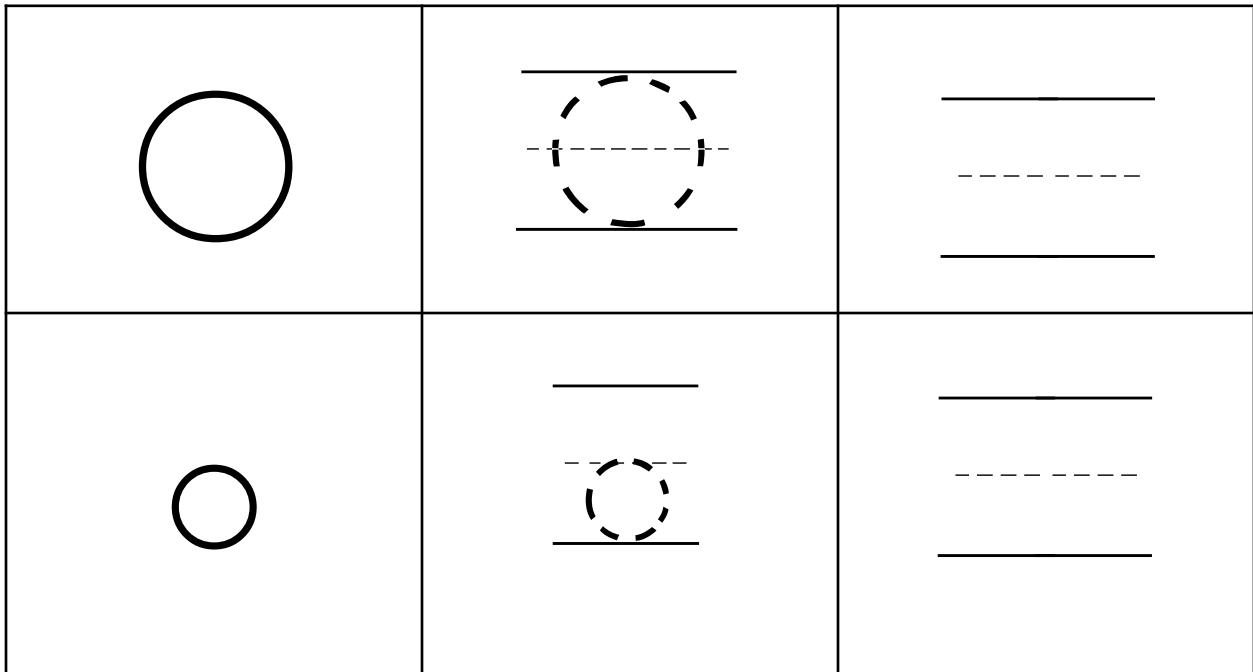


Oo /ō/

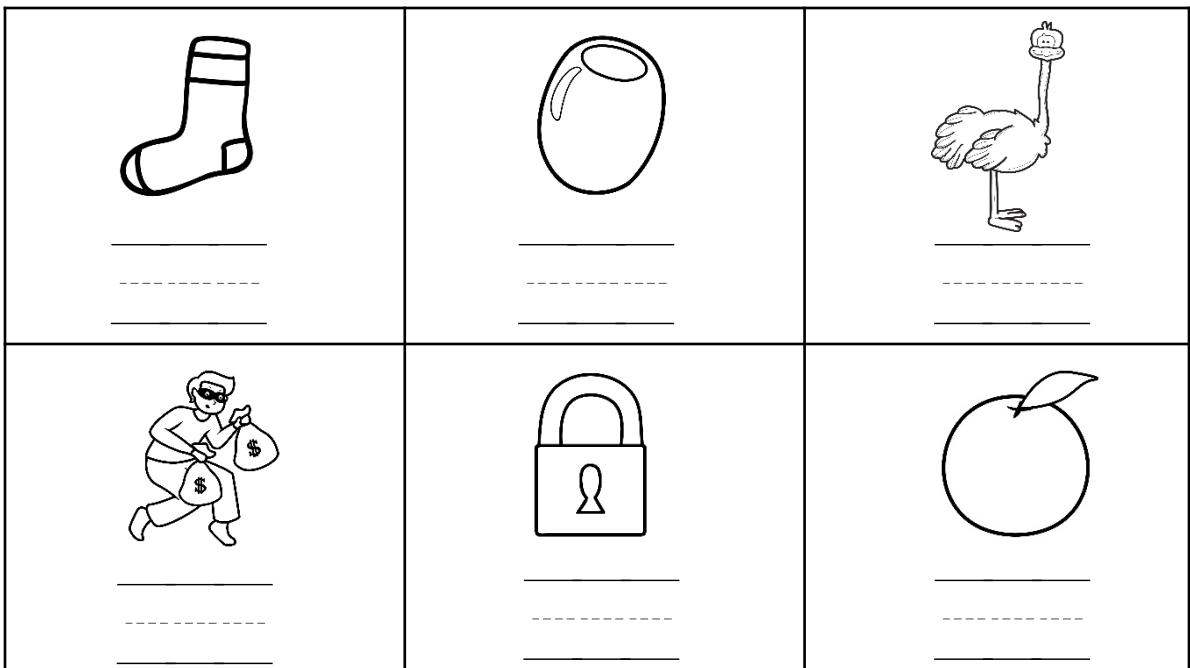
Say it.

Trace it.

Try it.



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



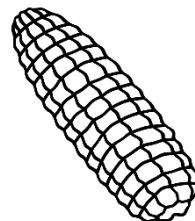
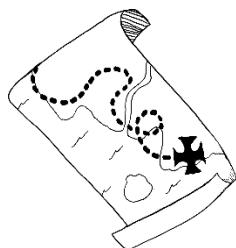
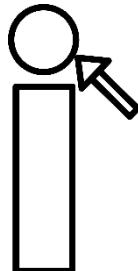
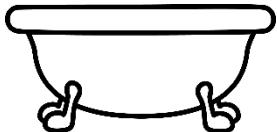
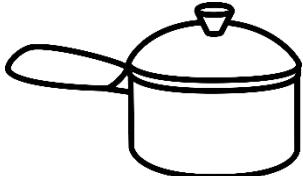
Name: _____

Date: _____



1. Say each picture name.

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



Name: _____ Date: _____ 

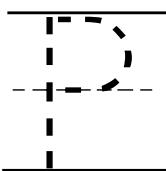
Pp /p/

Say it.

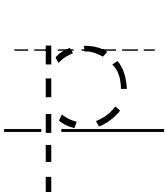
Trace it.

Try it.

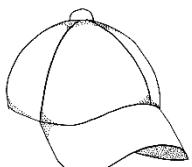
P



p

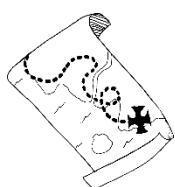


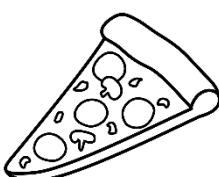
Write p under the pictures that begin with /p/.

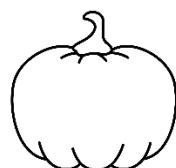






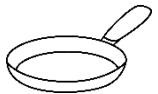






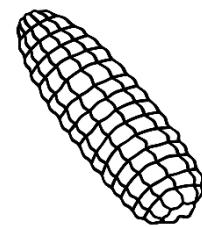
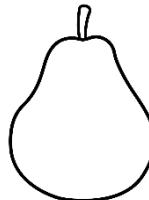
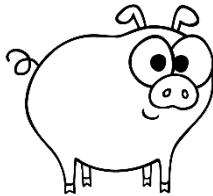
Name: _____

Date: _____

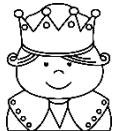


1. Say each picture name.

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

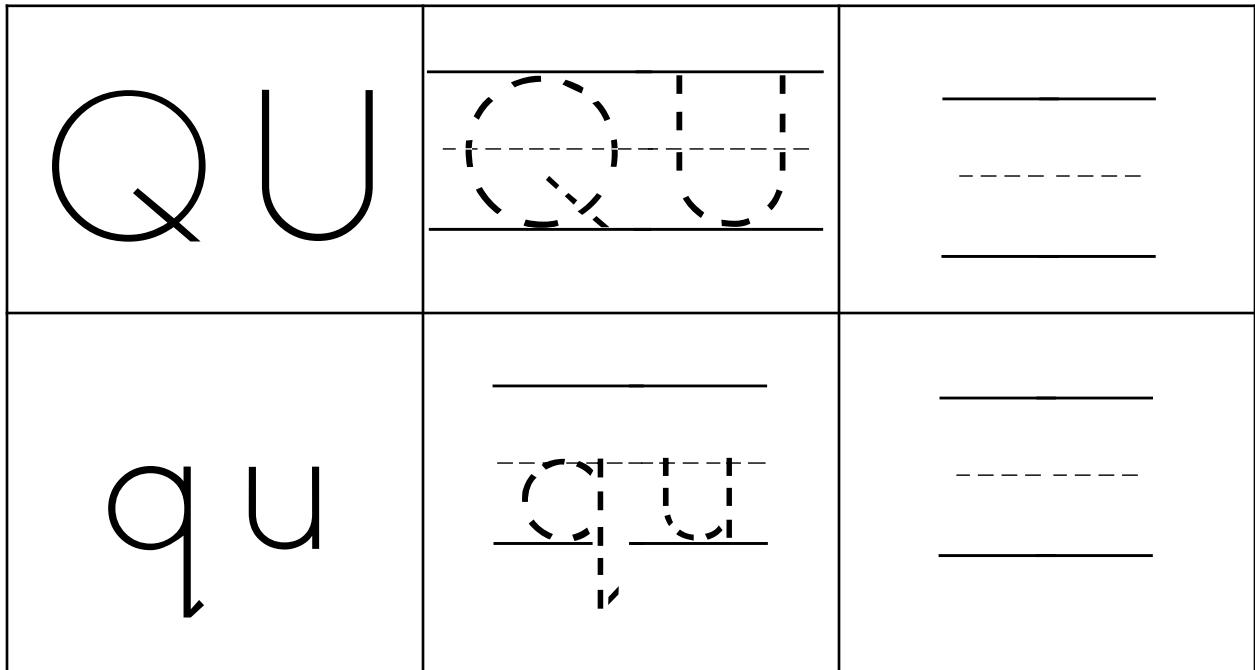


Name: _____ Date: _____

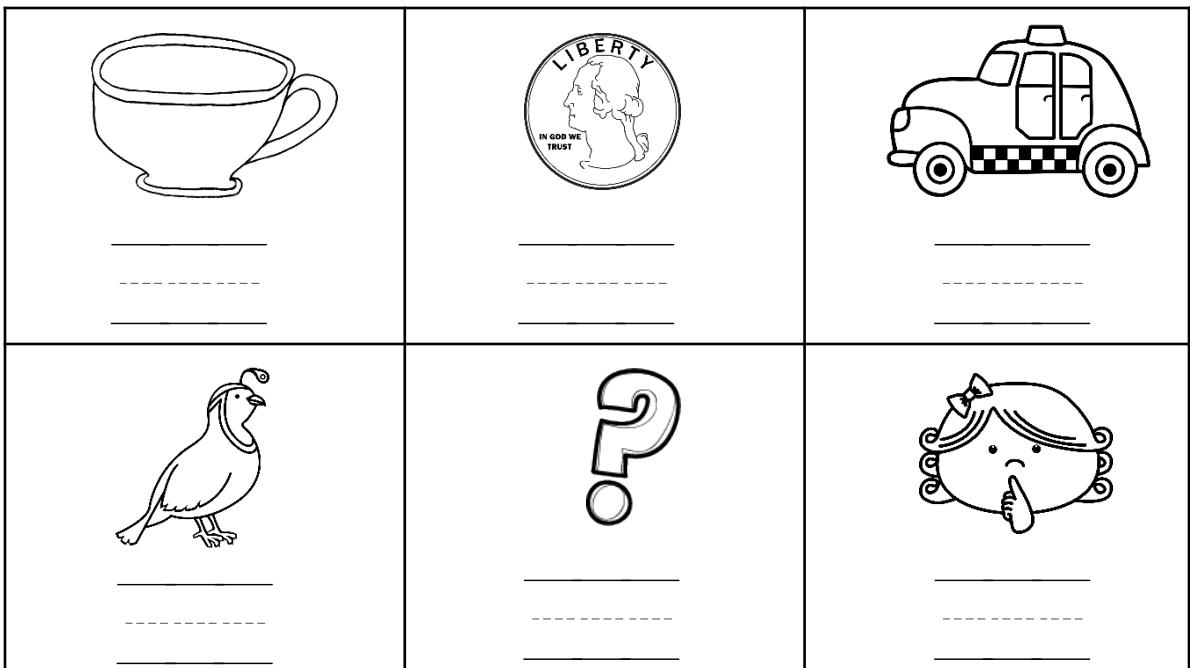


QU qu /kw/

Say it. Trace it. Try it.

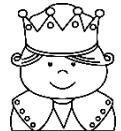


Write qu under the pictures that begin with /kw/.

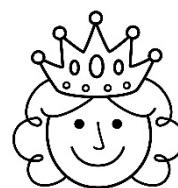
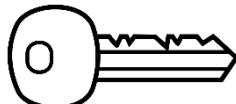
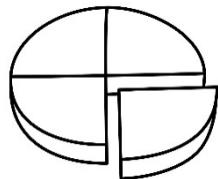
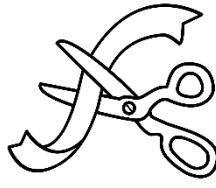
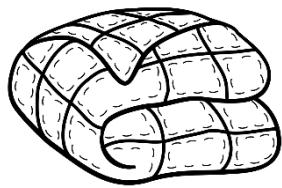


Name: _____

Date: _____



1. Say each picture name.
2. Write qu on the line if you hear /kw/.



Name: _____ Date: _____



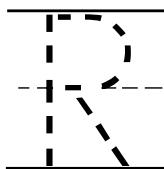
Rr /r/

Say it.

Trace it.

Try it.

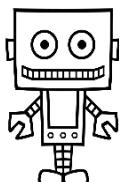
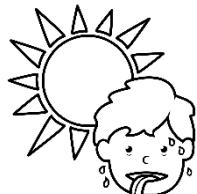
R



r



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

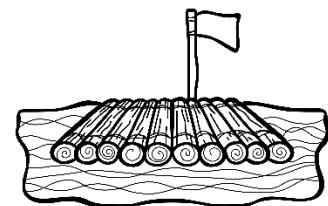
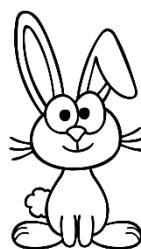
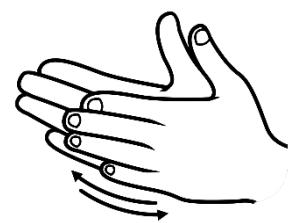
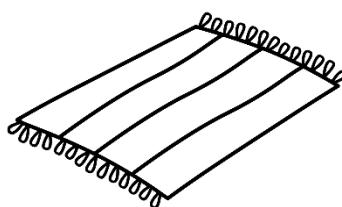
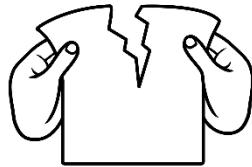


Name: _____

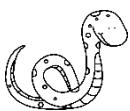
Date: _____



1. Say each picture name.
2. Write r on the line if you hear /r/.



Name: _____ Date: _____



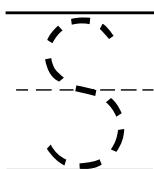
Ss /s/

Say it.

Trace it.

Try it.

S

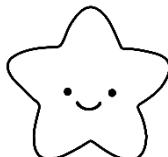


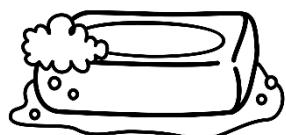
S

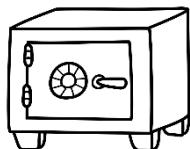


Write s under the pictures that begin with /s/.

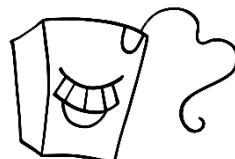






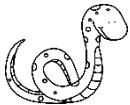




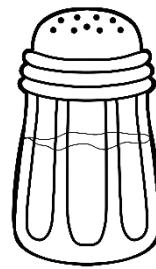
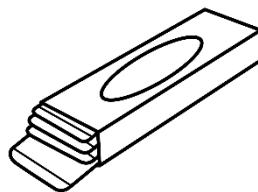
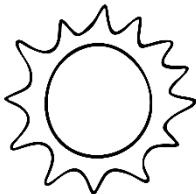


Name: _____

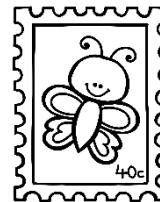
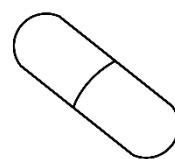
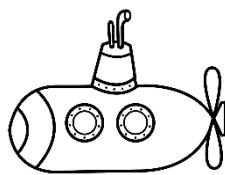
Date: _____



1. Say each picture name.
2. Write s on the line if you hear /s/.



$1+2=3$



Name: _____ Date: _____ 

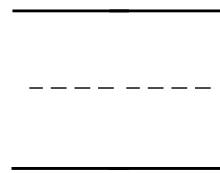
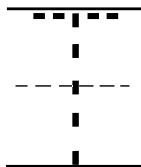
Tt /t/

Say it.

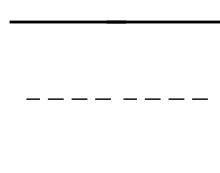
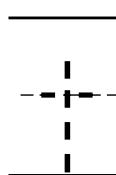
Trace it.

Try it.

T



t

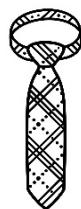


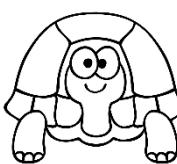
Write t under the pictures that begin with /t/.











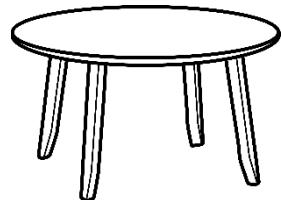


Name: _____

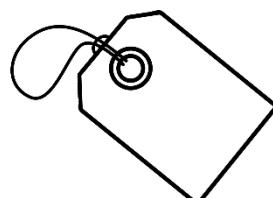
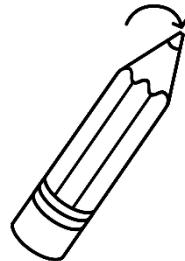
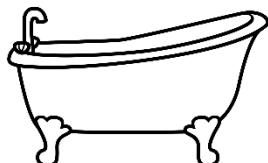
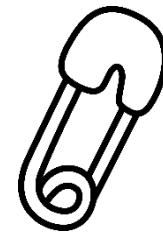
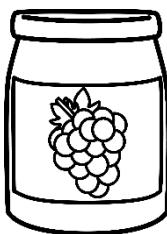
Date: _____



1. Say each picture name.
2. Write t on the line if you hear /t/.



10



Name: _____ Date: _____

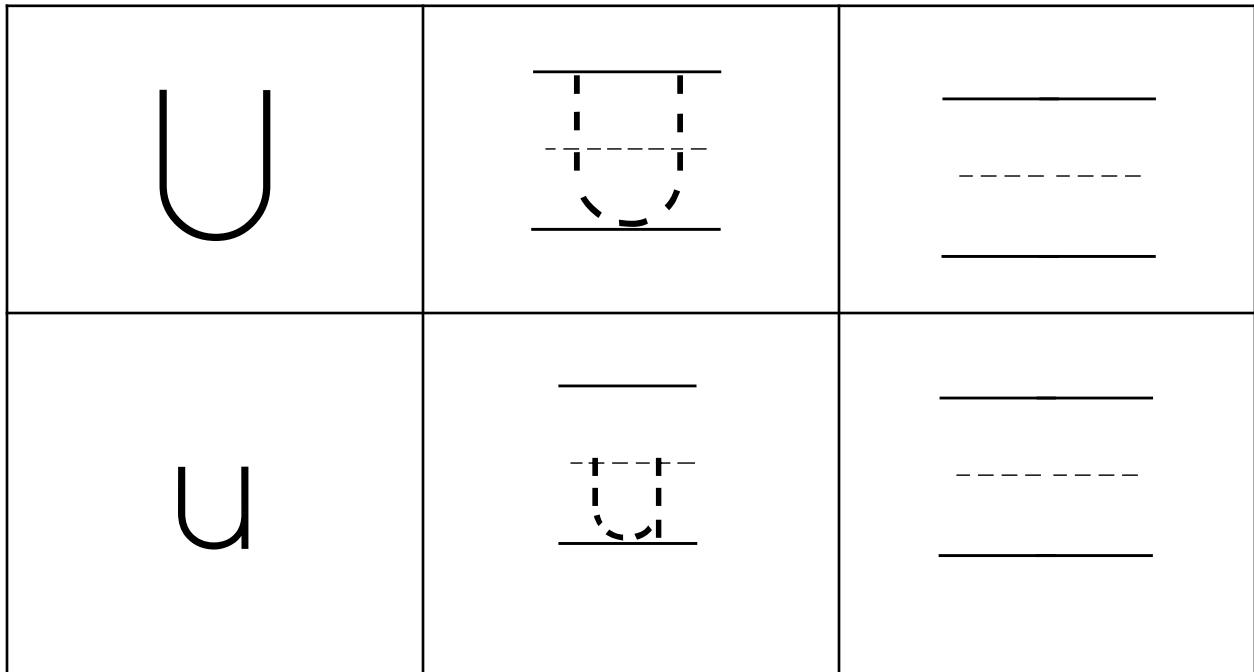


Uu /ʊ/

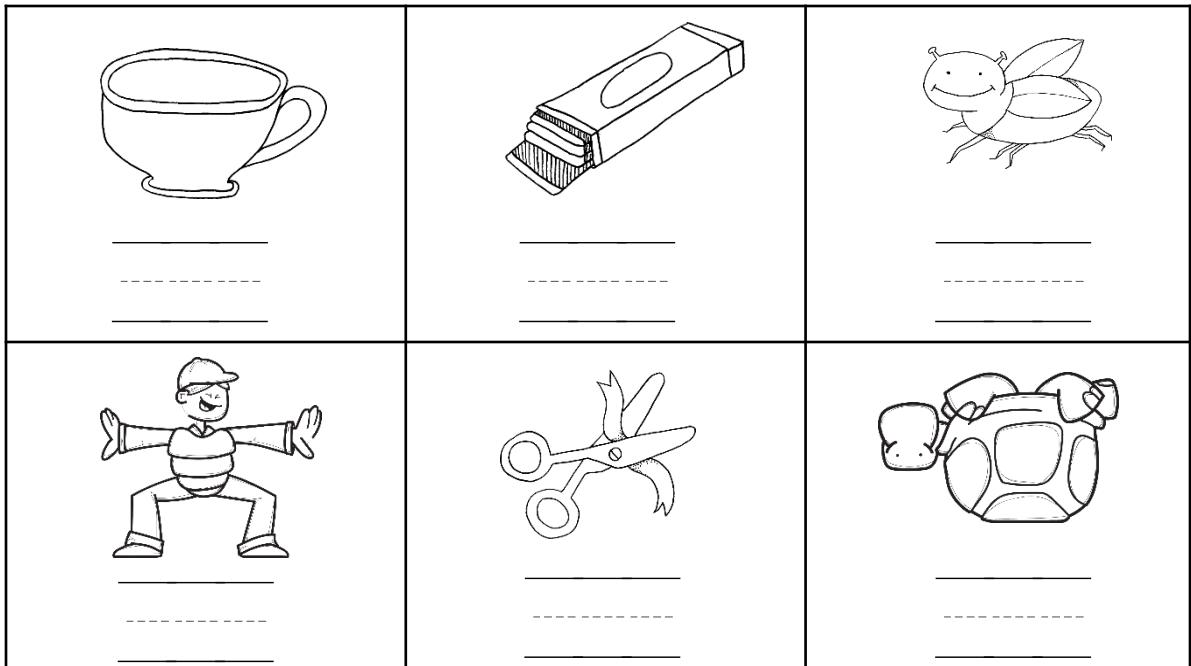
Say it.

Trace it.

Try it.



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



Name: _____

Date: _____

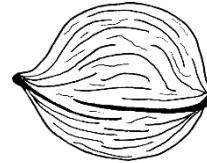


1. Say each picture name.

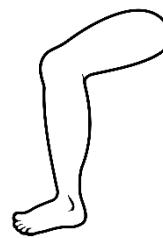
2. Write u on the line if you hear /u/.

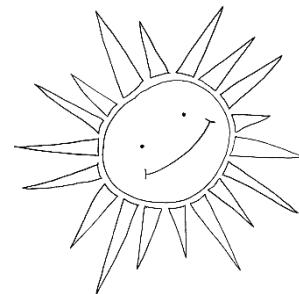


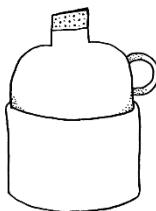


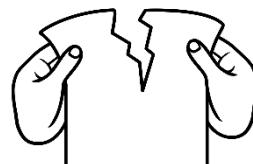


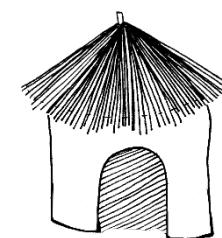












Name: _____ Date: _____



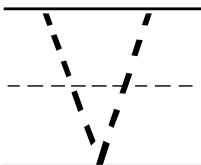
V v /v/

Say it.

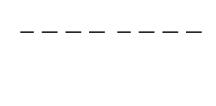
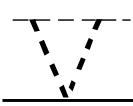
Trace it.

Try it.

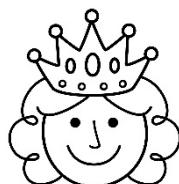
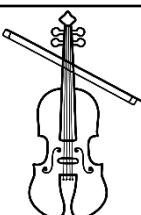
V



v



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

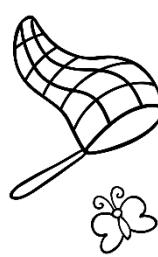
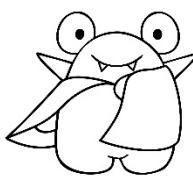
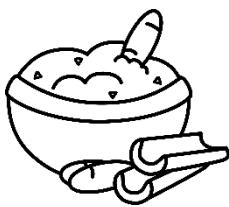
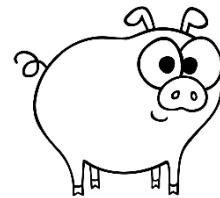
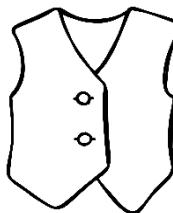


Name: _____

Date: _____



1. Say each picture name.
2. Write v on the line if you hear /v/.



Name: _____ Date: _____



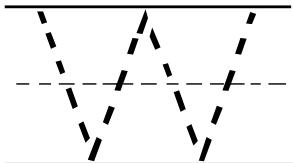
W w /w/

Say it.

Trace it.

Try it.

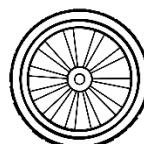
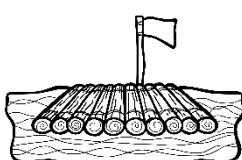
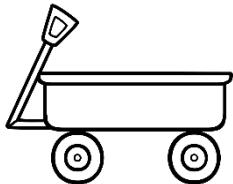
W



W



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

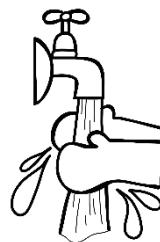
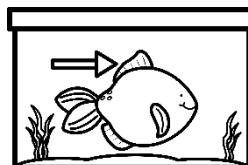
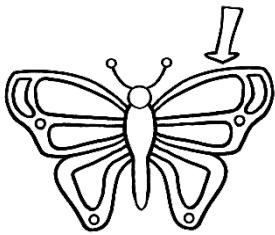
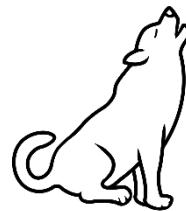


Name: _____

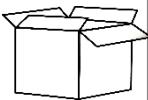
Date: _____



1. Say each picture name.
2. Write w on the line if you hear /w/.



Name: _____ Date: _____



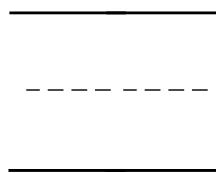
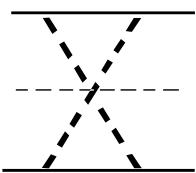
X x /ks/

Say it.

Trace it.

Try it.

X

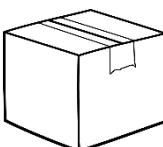


X



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

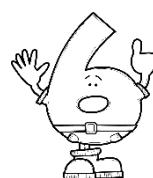












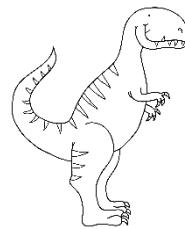
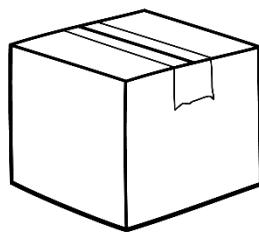
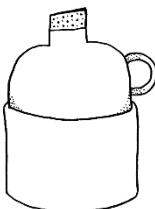
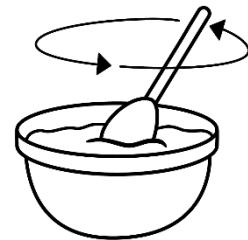
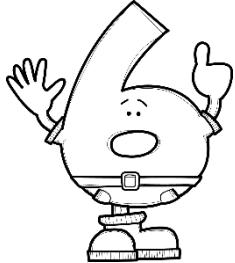
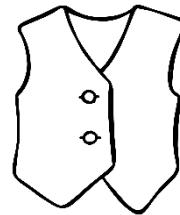
Name: _____

Date: _____

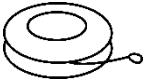


1. Say each picture name.

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



Name: _____ Date: _____



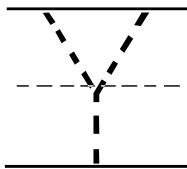
Y y /y/

Say it.

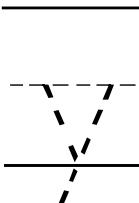
Trace it.

Try it.

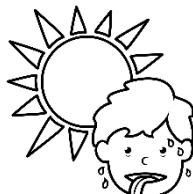
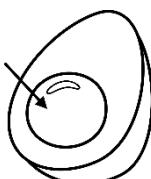
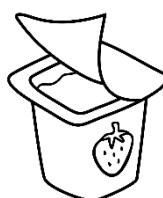
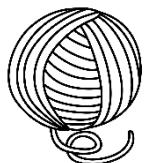
Y



y

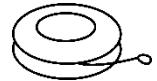


Write y under the pictures that begin with /y/.



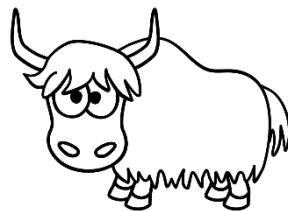
Name: _____

Date: _____



1. Say each picture name.
2. Write y on the line if you hear /y/.

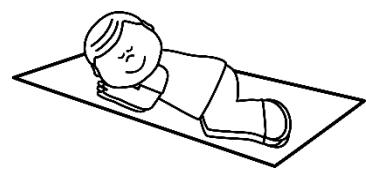


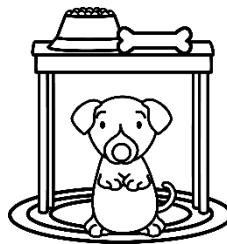


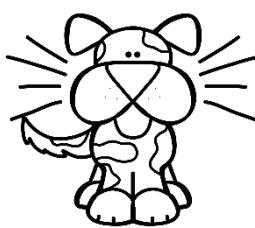


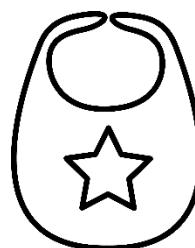












Name: _____ Date: _____



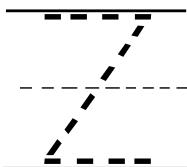
Z z /z/

Say it.

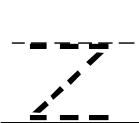
Trace it.

Try it.

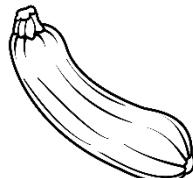
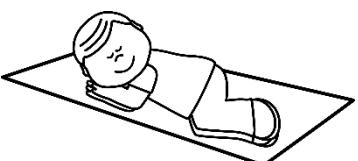
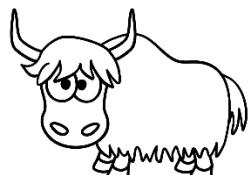
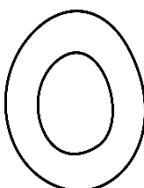
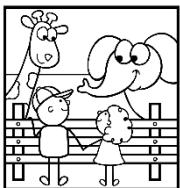
Z



Z



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



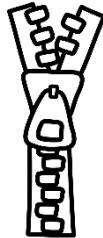
Name: _____

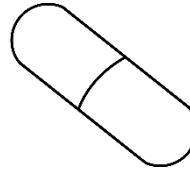
Date: _____



1. Say each picture name.

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



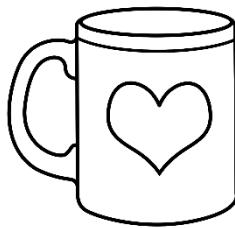


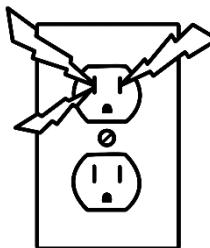


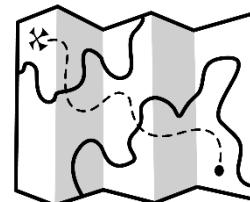


$1+2=3$









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

a

b

a

b

a

c

a

f

a

h

a

f

h

a

f

j

a

f

c

b

b

a

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

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

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

g	+
+	g
p	+
m	p
k	m
j	k
i	j
h	i
f	h
c	f
b	c
a	b

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

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

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

a

+

p

m

k

j

i

h

f

c

b

d

a

+

p

m

k

j

i

th

h

u

f

n

c

-

b

r

a

a

+

p

m

k

j

i

ch

e

th

h

u

f

n

c

-

b

r

a

a

+

p

m

k

j

i

sh

e

s

h

u

f

n

c

-

b

r

a

o

g	
+	sh
p	ch
m	th
k	d
j	s
-	e
h	u
f	r
c	-
b	r
d	o

g	sh
+	ch
p	th
m	w
k	d
j	s
-	e
h	u
f	r
c	-
b	r
d	o

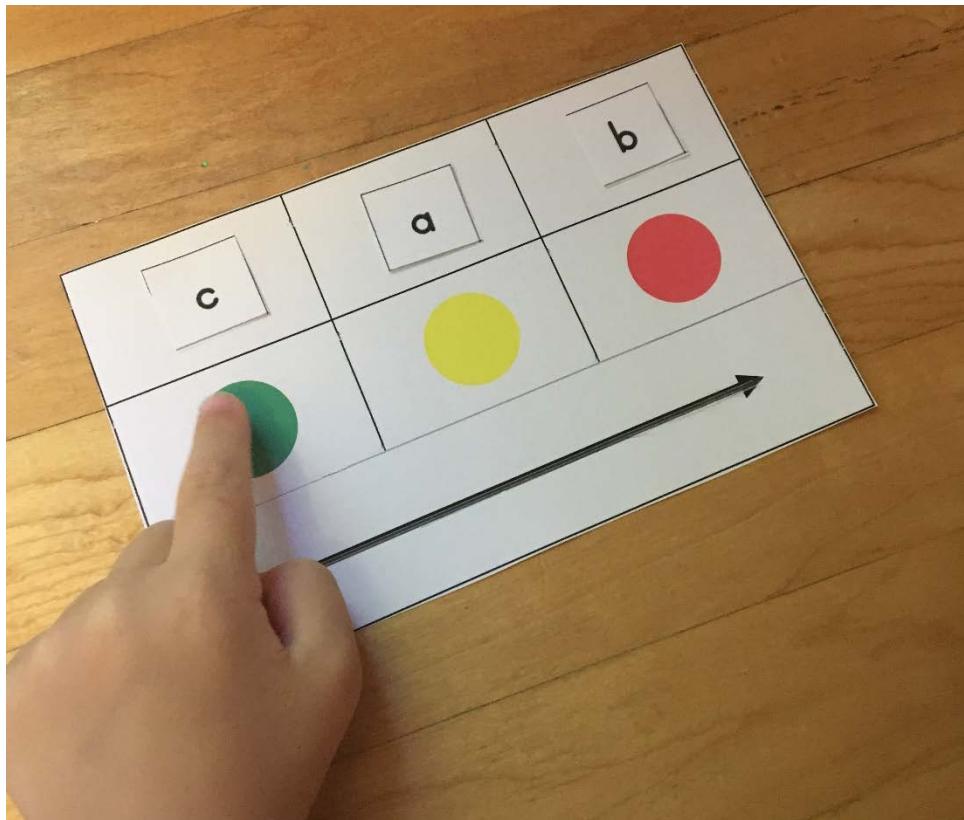
g	ch
+	th
p	y
m	w
k	d
j	s
-	e
h	u
f	r
c	-
b	r
d	o
sh	wh

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

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

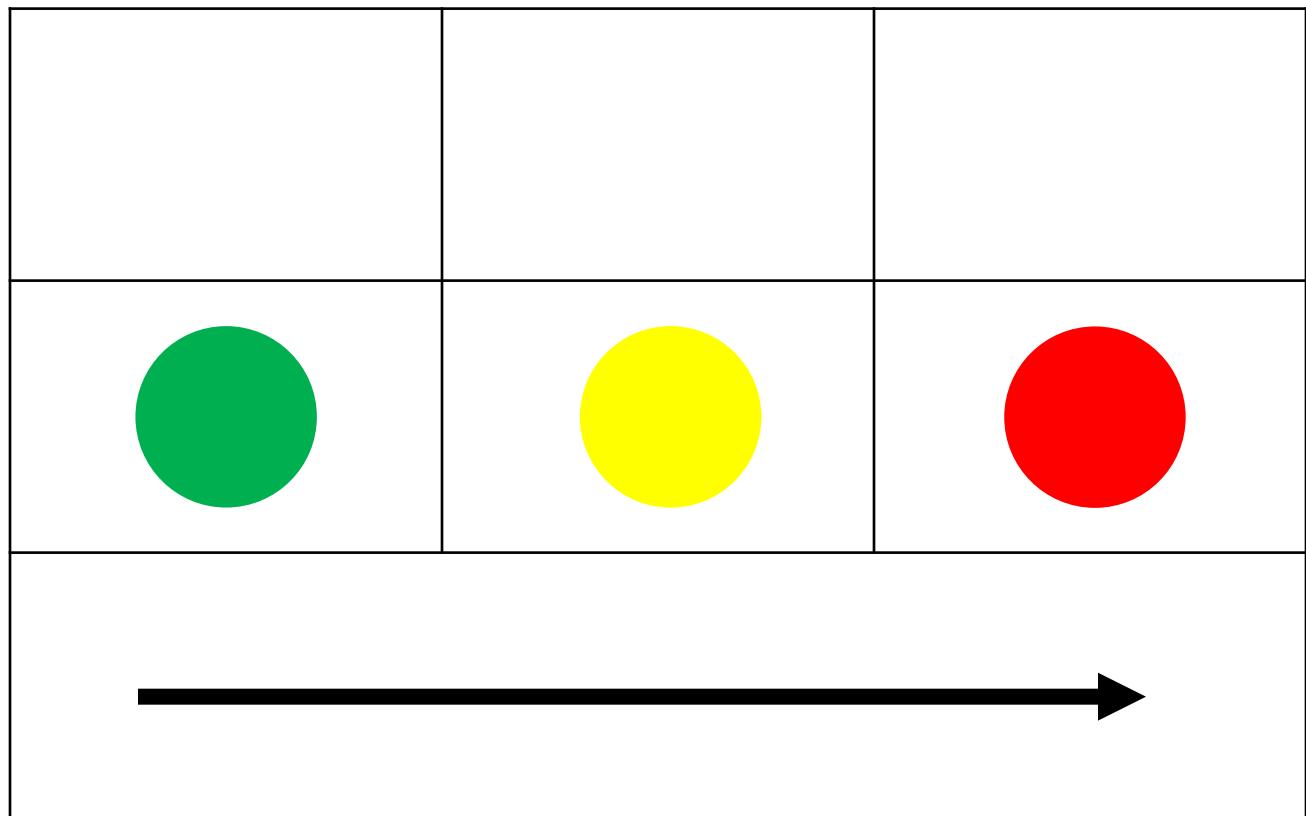
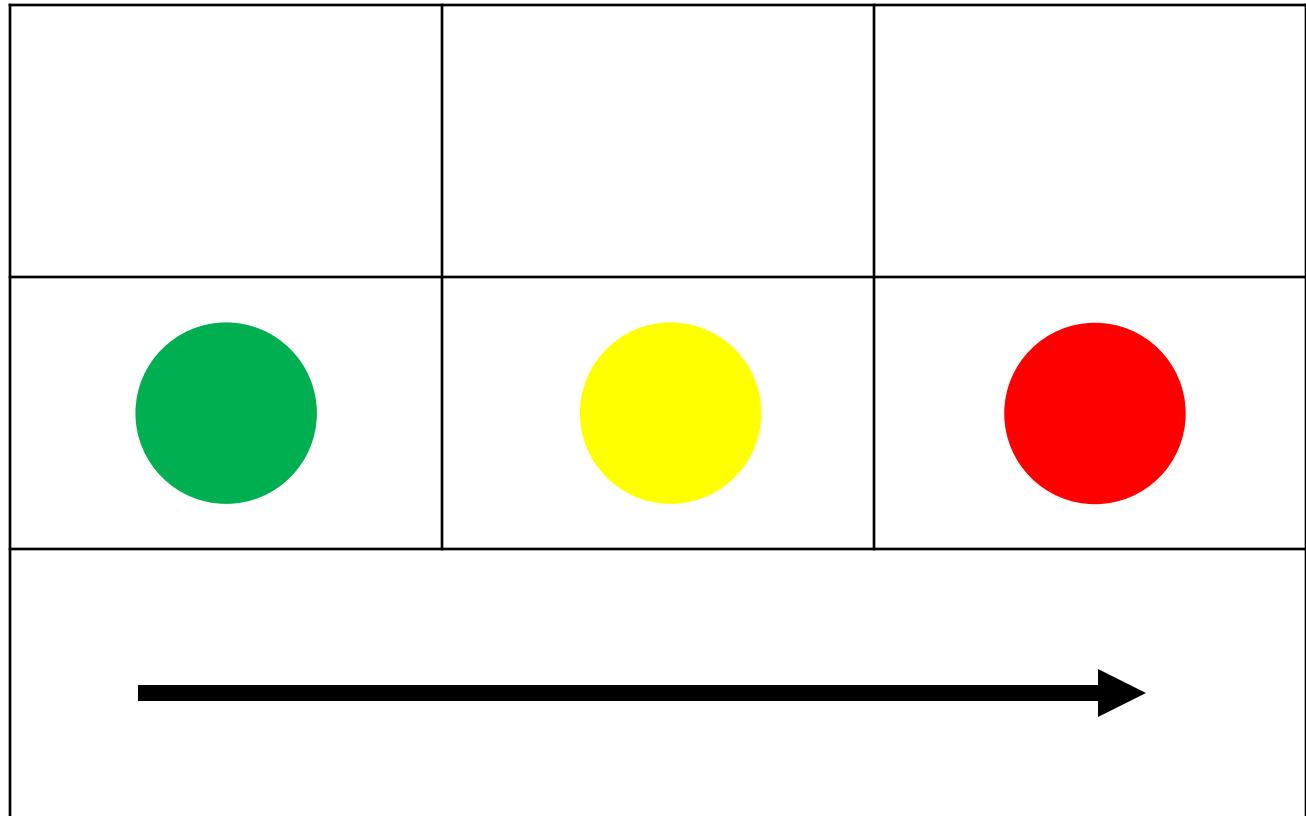
g	z	
+	v	
p	y	
m	w	
k	d	
j		s
i	e	
h	u	wh
f	n	sh
c	-	ch
b	r	th
a	o	x

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



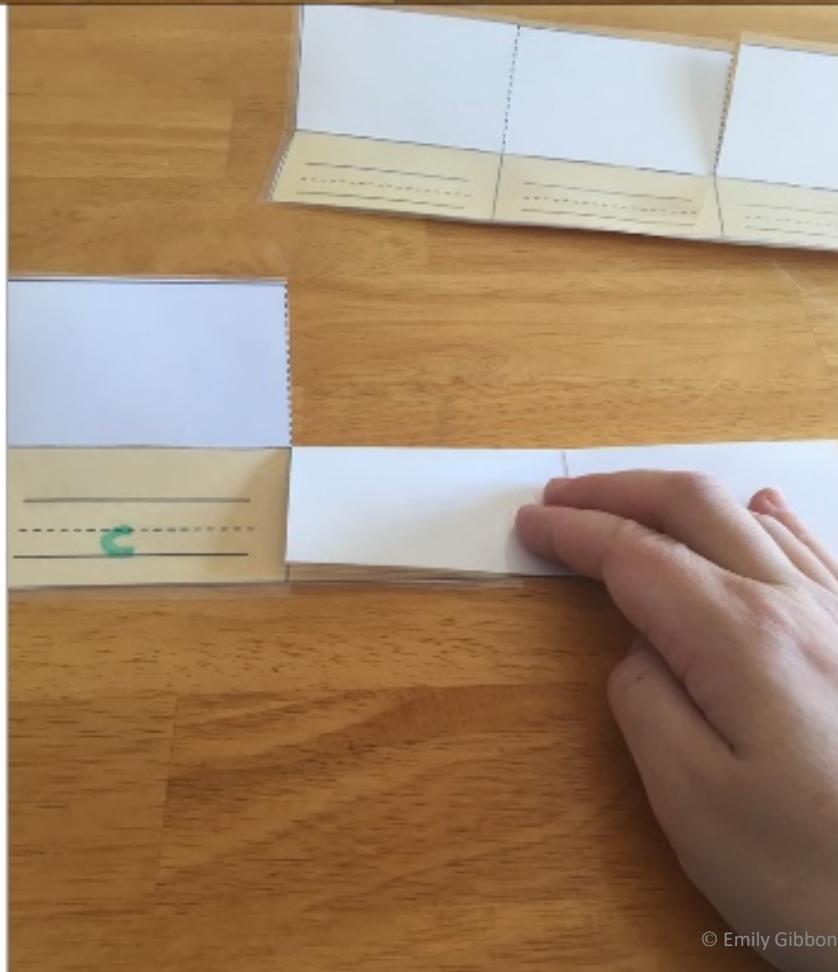
This tool can be used as Elkonin box practice without the letters, OR for blending and segmentation practice. Use letter tiles, plastic buttons or counters. The use of a traffic light system is a scaffold for children who are beginning to blend letters together and read words. Have students slide a green, 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 I letter tiles.



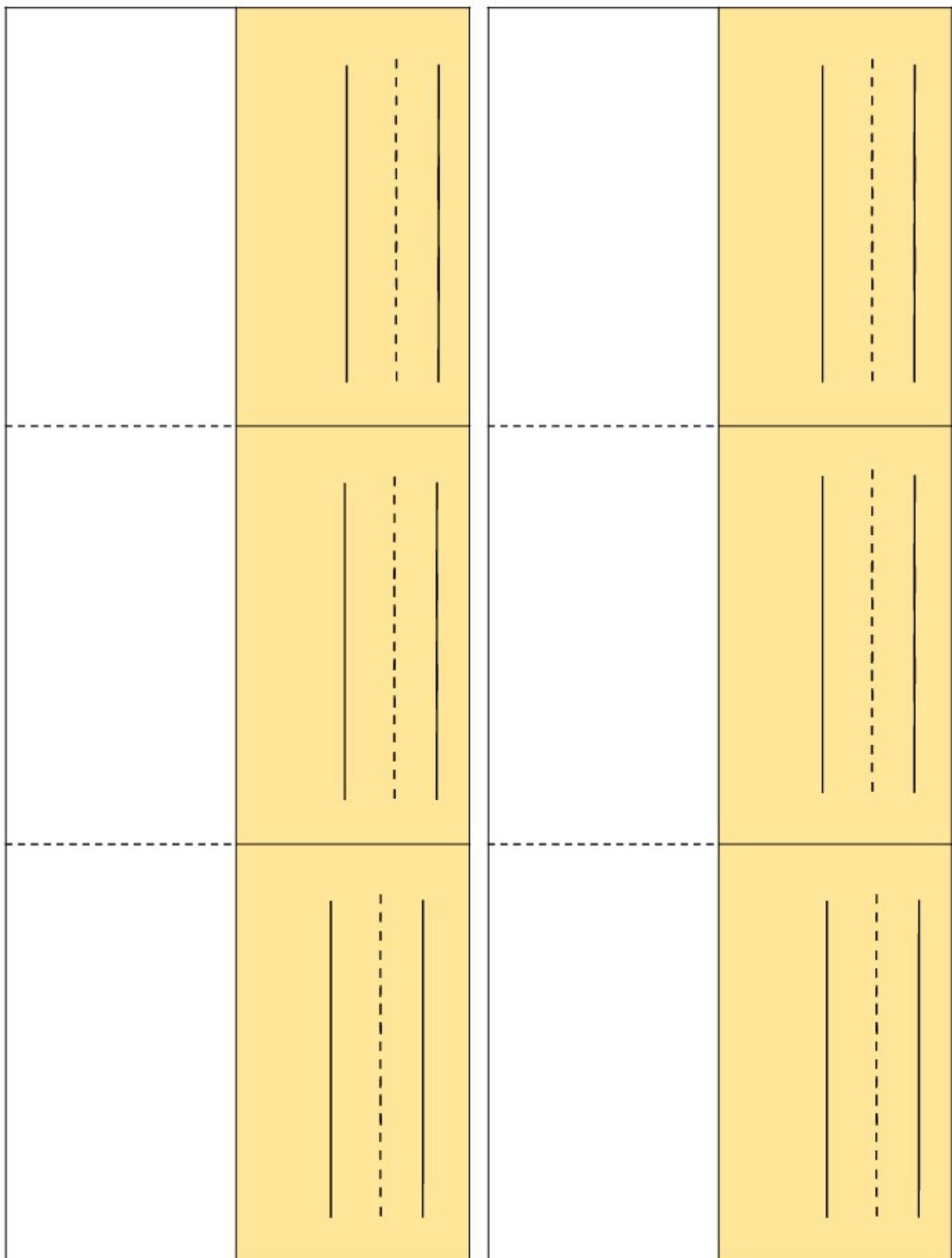


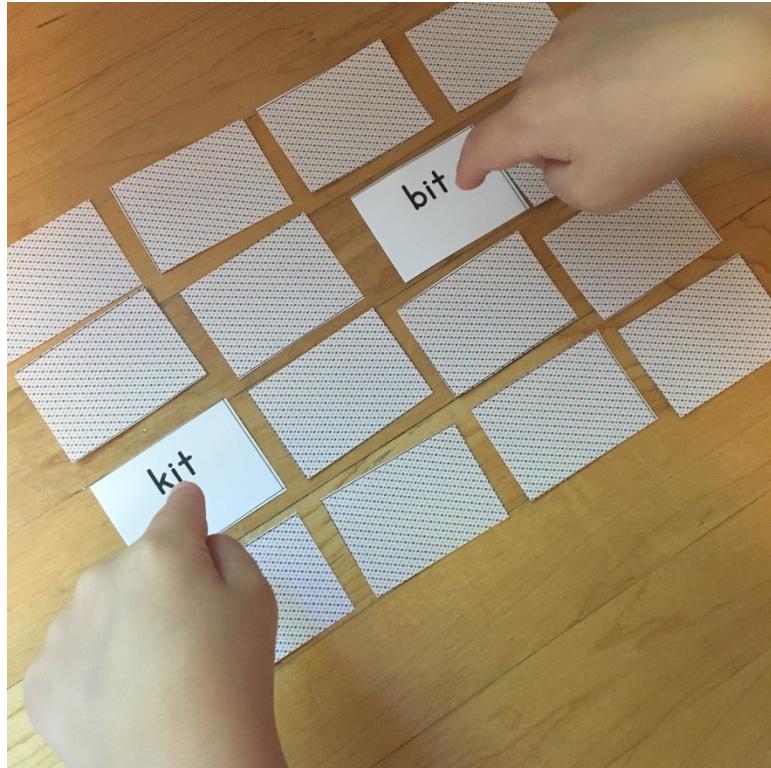
Cut and
lamine
spelling
flip-flap
cards for
longer
lasting use.



Fold down
the flaps
for
focused
spelling
practice.

CVC Spelling Flip-Flap Cards

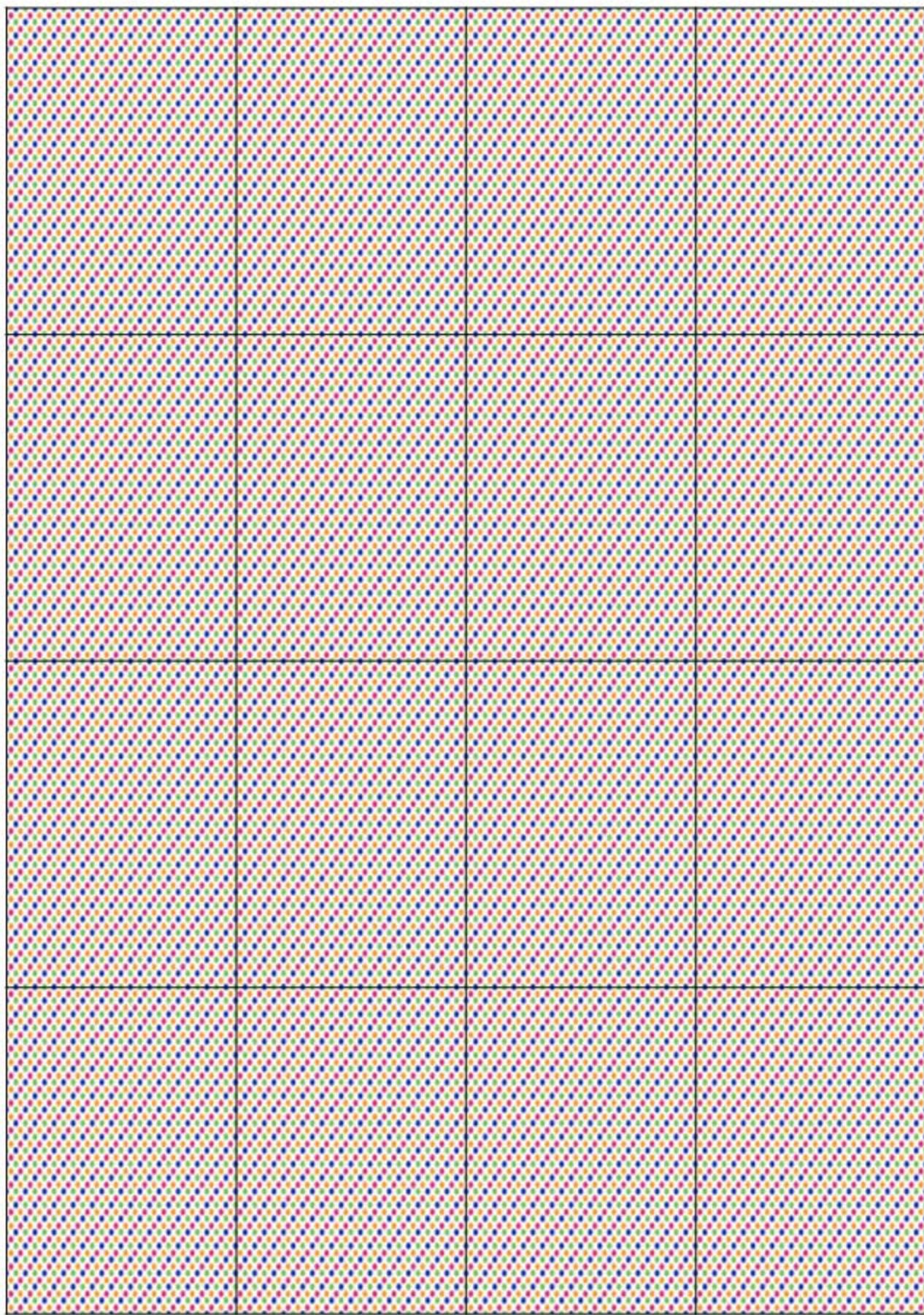




CVC Concentration

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.

Group I Phonograms Rhyming Concentration With CVC Words



Group I Phonograms Rhyming Concentration With CVC Words

pat

hat

jab

cab

cat

mat

bit

fit

jam

bam

hip

tip

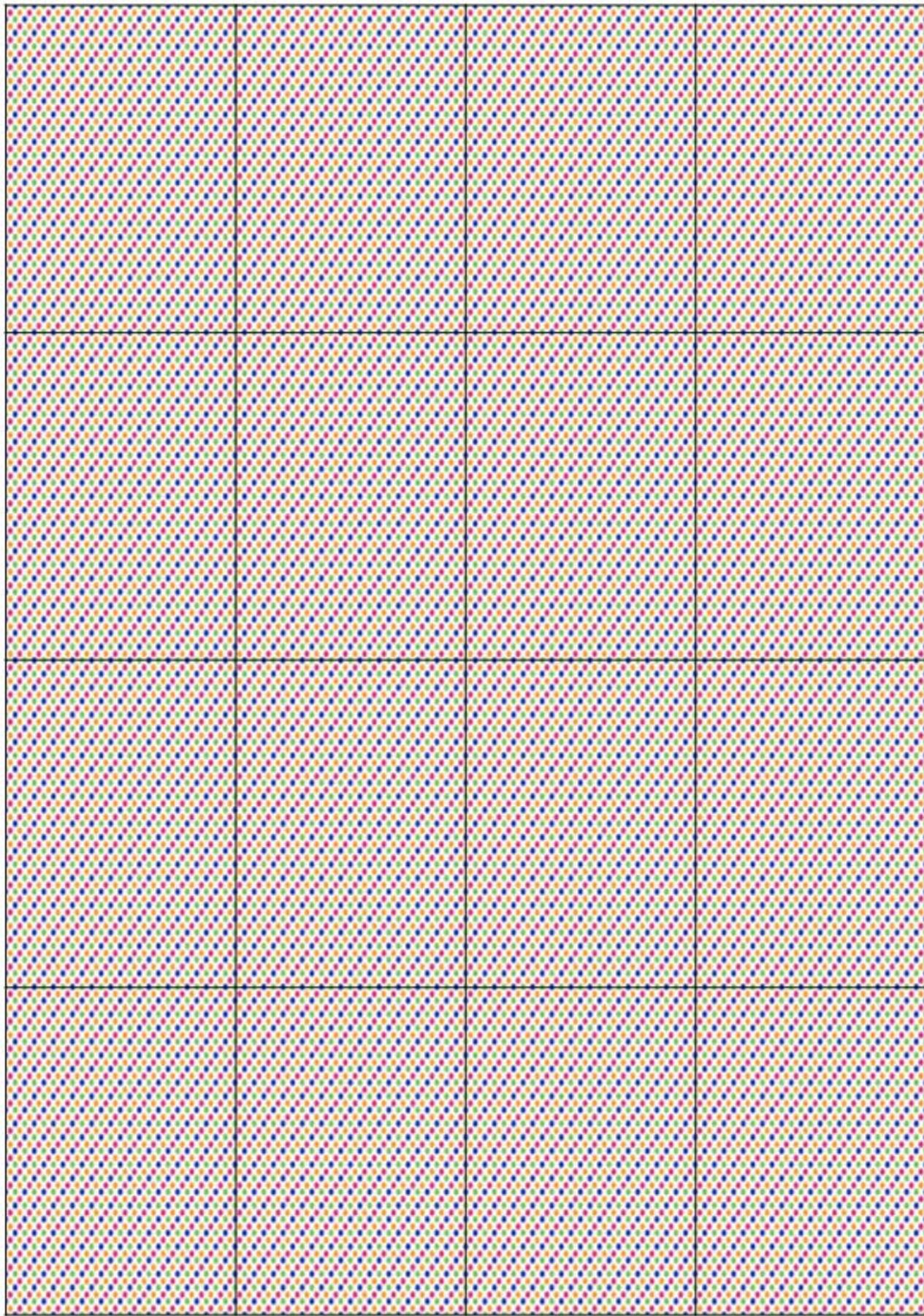
Jim

Tim

hit

kit

Group 2 Phonograms Rhyming Concentration With CVC Words



Group 2 Phonograms Rhyming Concentration With CVC words

got

lot

sun

fun

dug

mug

den

pen

dog

fog

ten

hen

wig

dig

lad

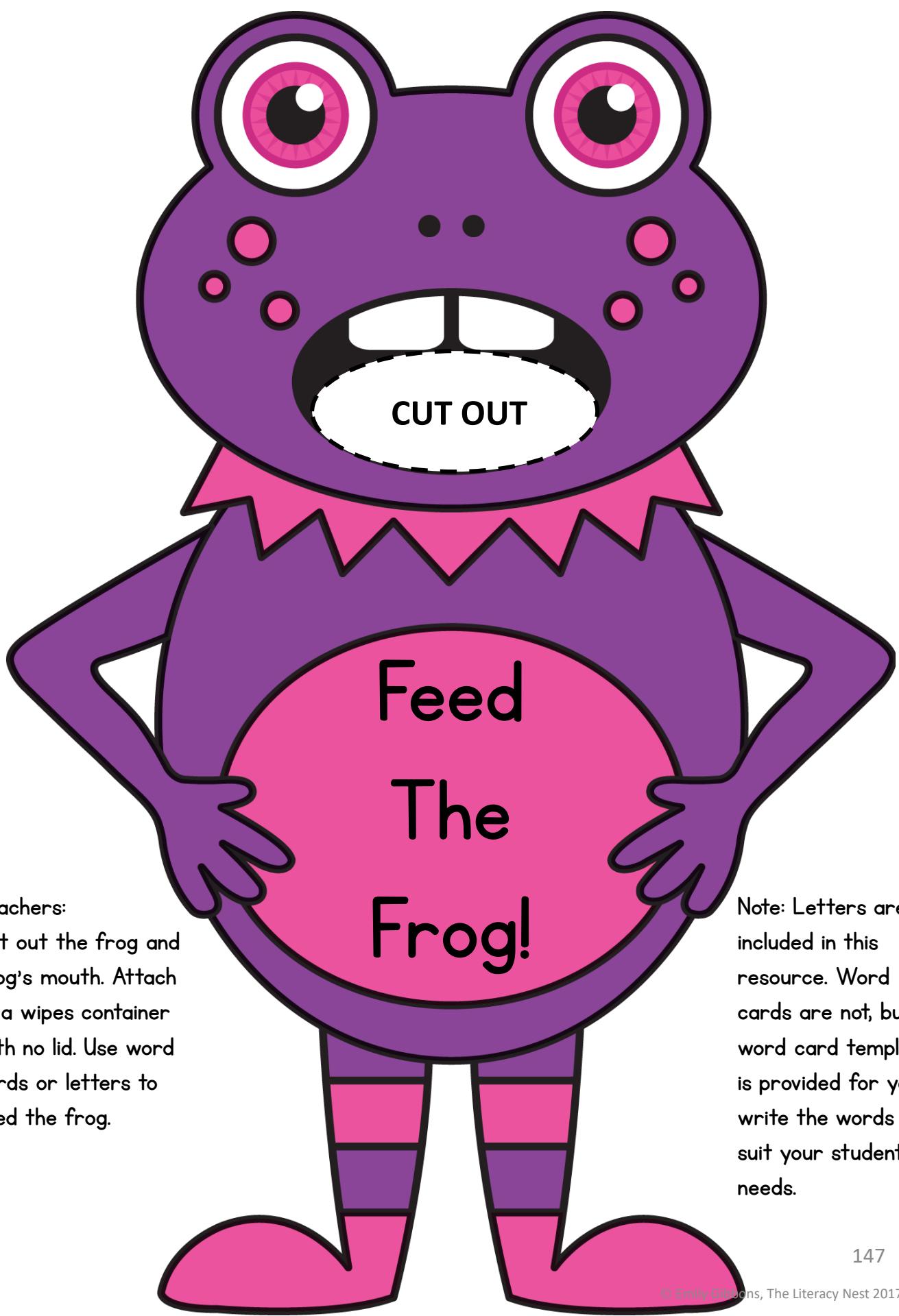
dad



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.

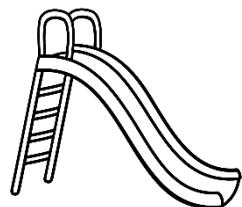
Note: Letters are included in this resource. Word cards are not, but a word card template is provided for you to write the words that suit your students' needs.

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



Ladders and Slides

Game Directions



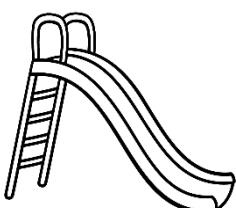
Materials: One die, game pieces for each player, one Ladders and Slides game board

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

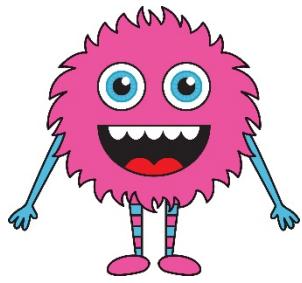
1. Decide who will go first.
2. Roll the die. Move the same number of spaces as the number you rolled on.
3. If you land on...
 - A letter: Say the letter, its key word, and its sound.
 - A ladder: Climb up to the space above you.
 - A slide: Slide backwards to the space where the bottom of the slide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



Ladders and Slides

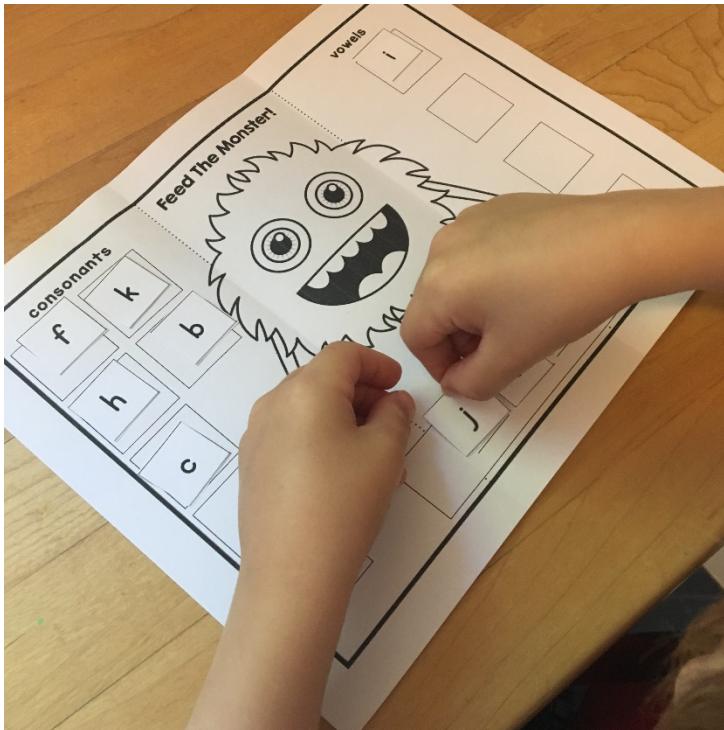
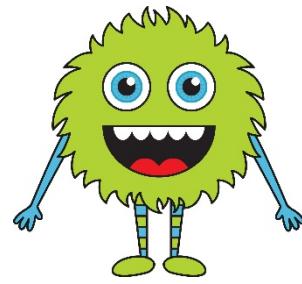


x	y	z	Finish
w	v	u	t
p	qu	r	s
o	n	m	l
h	i	j	k
g	f	e	d
Start	a	b	c



Feed The Monster

Game Directions



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

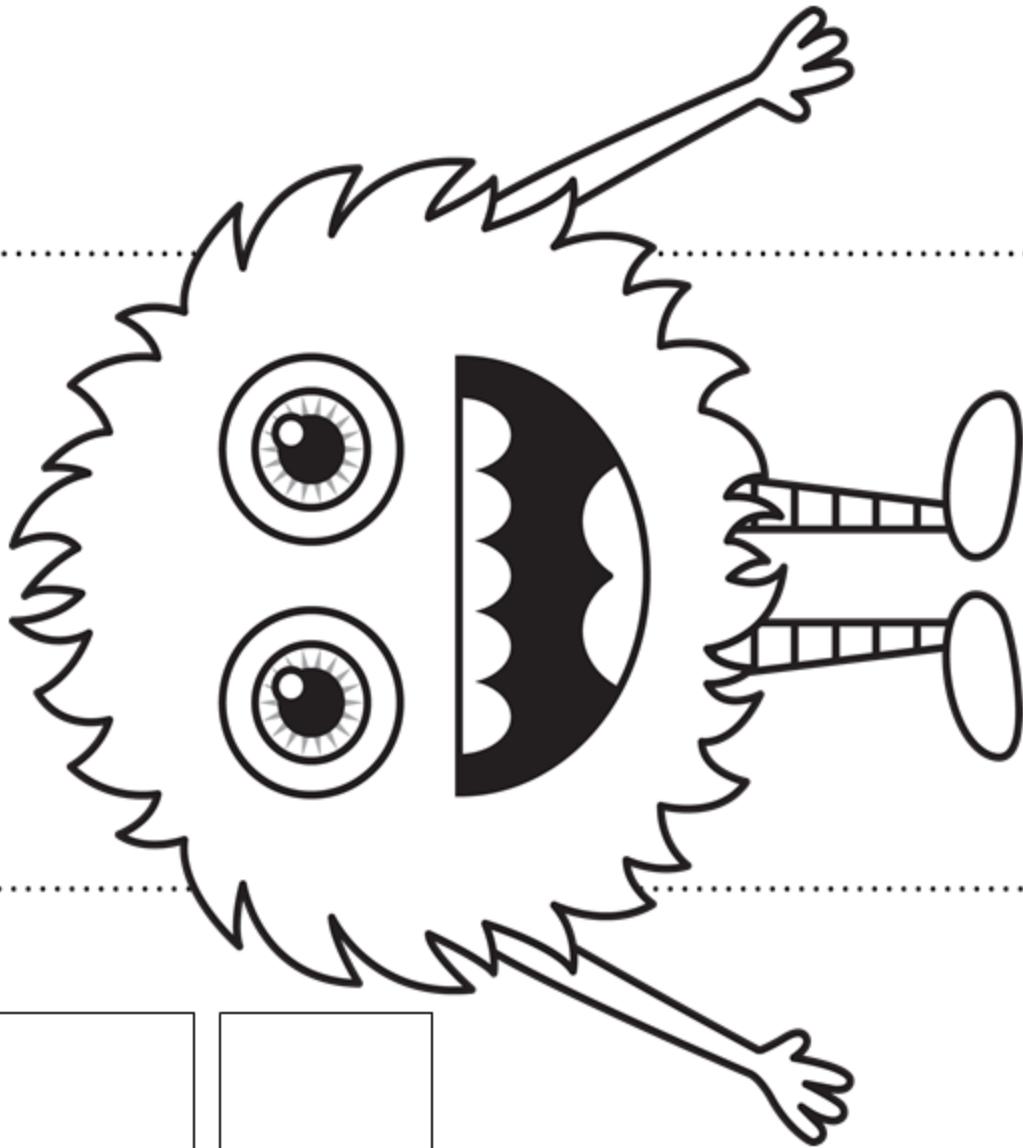
To Play: The teacher will think of a secret CVC word, and hand out letter tiles for students to place on their game boards.

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.

Feed The Monster!

vowels

consonants



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



Key Word Bingo Player 2

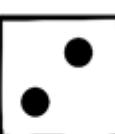
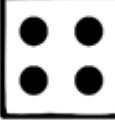
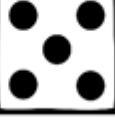
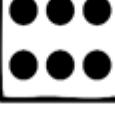
FREE!



Key Word Bingo Calling Cards

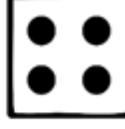
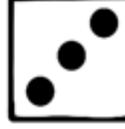
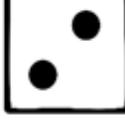
Aa apple	Bb boy	Cc cat	Dd dog
Ee Ed	Ff fan	Gg goat	Hh hat
Ii itchy	Jj jam	Kk kite	Ll lamp
Mm man	Nn nut	Oo octopus	Pp pan
QU qu queen	Rr rat	Ss snake	Tt top
Uu umbrella	Vv van	Ww wind	Xx box
Yy yo-yo	Zz zebra		

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!

						p	g	b	d	j	p	q	b	p
						b	j	d	p	j	d	q	b	g
						g	q	j	p	q	g	p	d	p
						p	d	j	b	b	p	j	g	q
						d	j	p	g	j	d	p	b	g

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!

	o	o	o	o	o	o
	o	o	o	o	o	o
	o	o	o	o	o	o
	o	o	o	o	o	o
	o	o	o	o	o	o
	o	o	o	o	o	o

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