



Hands-On Learning

The Phonics Factory

Primary Concepts®

A Note to the Teacher

Primary Concepts has been collecting miniature objects for use in the classroom since 1984. Teachers have learned to depend on Primary Concepts to provide the most appealing, realistic miniatures for many different content areas, including phonics. But keeping supplies of these small miniatures is no easy task. Occasionally a miniature is temporarily out of stock. While we always provide a substitute, please bear in mind that the objects you use in the activities may need to be adjusted accordingly.

©2008 Primary Concepts
P.O. Box 10043
Berkeley, CA 94709
www.primaryconcepts.com

All rights reserved.

Primary Concepts grants teachers permission to print or photocopy or project the reproducible pages from this book for classroom use. Permission is limited to the teacher who downloaded the file. One copy may be stored on a hard drive or retrieval system, but no other part of this publication may be reproduced or transmitted in any form or by any means, electronic, mechanical photocopying, recording, or otherwise, without the prior written consent of the publisher.

The Phonics Factory

The Phonics Factory is a collection of miniatures specifically chosen for teaching phonics concepts. The miniatures are organized and stored alphabetically in labeled drawers so you have easy access to just the object you need to make phonics lessons come alive for young children.

There are objects for each of the following phonics concepts:

- rhyming words
- sound-alike words
- phoneme isolation
- sound segmentation
- beginning consonants
- ending consonants
- blends and digraphs
- short vowels
- final silent *e* pattern
- vowel pairs
- *r*-influenced vowels



Getting Started

Place the labels on the drawers in alphabetical order. Put the objects in the drawers based on their beginning letter. Include in each drawer the word cards to match the objects. (Note: At first, no objects will be in the vowel drawers. That is because it is best to teach vowels with words in which the vowel sound is heard in the medial position. Later, when you are working on vowels, you can move the objects for teaching vowels into the vowel drawers in preparation for those activities.)

Familiarize yourself with the objects and the words they represent. Objects were chosen that are easy to recognize and that contain one or more key phonics concepts within a single syllable word. No multi-syllable words are included in the set.

Work with children in small groups using the activities described in this guide. Use the word lists on pages 26–31 to find objects for a particular phonics concept. When you are finished, return the objects to their drawers so you can be ready for the next day's activity.

Other Resources

In addition to the objects, word cards, and the drawer cabinet, you may wish to have these additional resources available for your lessons.

Moveable Alphabet

Hands-on letters will help your students connect the sounds in words with the letters that represent them, and then later, students can use the letters to build the words. You can use molded letters, magnetic letters, plastic letter tiles, or printed cardstock, or you can simply write the letters of the alphabet on 3" × 5" cards. Storing the letters alphabetically in *The Phonics Factory* drawers or in a letter organizer box makes it easy to find the letters you need.

Sorting Mats and Containers

The Phonics Factory drawers work well as sorting containers. For example, if you are working on short vowel sounds, you might use drawers labeled *a*, *e*, *i*, *o*, and *u* with a collection of short vowel objects. Students can sort the objects in the drawers, matching the short vowel in the word for the object with the letter on the label. Plastic margarine tubs also work well as sorting containers, or you may make or purchase sorting mats. Laminated sorting mats with two, three, four, and five columns are available from Primary Concepts.



Word Building Cards

Make or purchase fill-in-the-blank Word Building Cards for key skills. For short vowels, for example, make a card for CVC (consonant-vowel-consonant) words. Write the beginning and ending consonants and leave a space for the vowel. The children will fill in the blank with a letter.



Assessing Progress

The final activity in this guide is an assessment of progress. (See page 25.) Students write words containing the various phonics concepts. Use your experiences working with the children in small groups as well as the results of the assessments to tailor further instruction for each child.



Activity 1: Sound Concentration

Children find pairs of words that rhyme.

Focus: Rhymes

Preparation

Choose about 20 pairs of rhyming words from the list on page 26. Mix up the objects and spread them out on your work area.



Activity

Remind the children of the card game Concentration. Tell the children that they will be playing a similar game but with objects. Point out the objects on the work area. Invite the children to take turns finding pairs of rhyming words and saying the words. For example, a child might pick up the plate and the skate and say, “The words *plate* and *skate* rhyme.” If the words rhyme, the child keeps the objects. Continue until all the objects have been paired. Then have the children count the number of rhymes they found.

Extending the Learning

You might also ask the group to think of other words that rhyme with the pair of words the child found. For *plate* and *skate*, for example, the children might think of words such as *date*, *Kate*, *late*, *gate*, and *wait*.





Activity 2: Round Robin Rhymes

Is there ever a time when you can't make a rhyme?

Focus: Rhymes

Preparation

Set out a random selection of objects from *The Phonics Factory* drawers.



Activity

Pick an object and say a word that rhymes with it. Then invite the child at your right to name another word that rhymes. Continue until the children are unable to think of any other rhyming words.

Then ask the child at your right to start a new round by picking a different object and naming a word that rhymes with it.

Continue this way until everyone has had a turn.

Extending the Learning

Have the children pick an object and say the word for the object in a sentence with another word that rhymes. For example, if the object is a pig, the child might say, "I know a pig that wears a wig."





Activity 3: Sound Alikes

Say the word. Listen to the sounds. Which sound is different?

Focus: Phonemic Awareness

Preparation

Set out about 12 pairs of objects that differ by only one sound using the lists on page 26. The pairs of objects can differ at the beginning (words that rhyme), in the middle, or at the end. Mix up the objects and spread them out on your work area.



Activity

Ask the children to find a pair of sound-alike objects and tell where in the word the sounds are different. For example, the words *boot* and *boat* have the same beginning and ending sounds, but they have a different sound in the middle. The words *bug* and *bus* have the same sounds in the beginning and middle of the words, but they have different ending sounds. The words *nest* and *vest* rhyme; they differ only in the beginning sound.

Repeat the activity with different pairs of objects.

Extending the Learning

Make the concept more visually apparent by drawing three sound boxes like those below, one representing a difference at the beginning, one representing a difference in the middle, and one representing a difference at the end of the words. Show the children the appropriate visual representation when they find pairs of sound-alike objects.

X		
	X	
		X



Activity 4: Sound Out

In this activity, children manipulate sounds in words to make new words. *Couch* without the *ch*...that's *cow*.

Focus: Phoneme Isolation and Blending

Preparation

You will need the objects on the Phoneme Isolation and the Phoneme Blending word lists. (See page 27.)



Activity

First, display objects from the Final Sound Deletion list, one at a time. Have the children say each word without the ending sound (e.g., *tent* becomes *ten*). Then display the beginning sound deletion objects. Invite the children to say the words in the Beginning Sound Deletion list without the beginning sound (e.g., *block* becomes *lock*).

Next, display objects from the lists for Phoneme Blending, and tell the children what sound to add either at the beginning or at the end of the word. See if the children can blend the sounds and name the word. If you show the children the bee and ask them to add the sound /d/ to the end of the object's word, for example, they should say the word *bead*. If you tell the children to add /s/ to the beginning of the word *pin*, they should respond with the word *spin*.

Extending the Learning

Challenge the children with more complex tasks such as the following:

- Take out the *s* in *nest*. (net)
- Take out the *n* in *hand*. (had)
- Take out the *w* in *swing*. (sing)
- Take out the *m* in *lamp*. (lap)



Activity 5: Word Chain

Add words that have the same sound to the chain.

Focus: Same Sounds

Preparation

Set out a random group of objects from *The Phonics Factory* drawers.



Activity

Pick an object to start the chain. Challenge the children, in turn, to find another object that sounds like it in some way and tell how the words are alike. The word could have the same sound at the beginning, in the middle, or at the end. For example, a child might place a bug next to a bed, explaining that the beginning sounds are the same. Now it's the next child's turn to find an object that has the same sound somewhere as the word *bug*. Continue the chain as long as possible. Then start a new chain.



Extending the Learning

Have the children make chains in which the beginning sound of one word matches the ending sound of the next word. For example, a chain might have *goat, ten, nail, lamp, pig*, and so on. Focus on the sounds in the words rather than on the spelling. That is, a child might put the seal next to the dice because the final sound in *dice* is /s/.



Activity 6: Go Fish

Here's a fun variation of the game Go Fish.

Focus: Beginning Consonants

Preparation

Use some or all of the objects on the word list for Beginning Consonants. (See page 28.) Mix up the objects, and display them on the work area. Place a set of beginning consonant letters in a bag.



Activity

Invite each child to choose seven objects. Now reach into the bag of consonant letters and take out one. Ask the children to name the letter and the sound it represents. Then have the children see if one or more of their seven objects begins with that letter/sound. If so, they should give you the object or objects. If they do not have any objects that begin with the letter you name, they must “go fish” (take another object). Play continues until there are no more objects in the fish pool. The player with the fewest objects wins.

Extending the Learning

Ask a child to pick an object and tell one thing that starts with the same sound. Go around the group having children respond with more words that start with that sound. Then move on to another object.



Activity 7: Sorting Sounds

Digraphs are tricky because one sound is represented by two letters.

Focus: Beginning Consonant Digraphs




Preparation

Make or use a sorting mat with four columns. Find all the objects with beginning consonant digraphs. (See page 28.) Mix them up near the sorting mat.



Activity

Tell the children to sort the objects into groups that start with the same sound. For example, *chain* and *cheese* start with the same sound so they would go together in one column. When the children have completed the sorting, introduce the letter pairs that represent the sounds. Write the digraphs *ch*, *sh*, *th*, and *wh* at the top of the columns of the sorting mat.

ch	sh	th	wh
			

Extending the Learning

Play the game Concentration described on page 5 using pairs of objects that begin with the same sound. Use pairs of beginning consonants and beginning digraphs.



Activity 8: Special Orders

Can the factory workers find the objects for the special orders?

Focus: Beginning Blends



Preparation

You'll need 18 baggies labeled with blends *bl, br, cl, cr, dr, fl, fr, gl, gr, pl, qu, sk, sl, sn, sp, st/str, sw, and tr*.



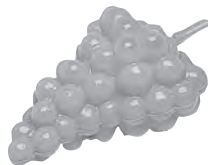
Activity

Tell the children to imagine they are factory workers and their job is to pack bags with special orders for objects with beginning blends. Hand out a bag to each child, and have them search in *The Phonics Factory* drawers for objects that start with these blends.

After the objects have been bagged, ask the children to check each other's work. You can find the list of objects for each beginning blend on page 29.

Extending the Learning

Invite the children to make up tongue twisters with the words in each bag plus other words that start with the same blends. For example, for *gr*, a tongue twister might be, "Greg and Gracie grew green grapes." Challenge the children to say the tongue twisters several times fast.





Activity 9: Factory Sorting

Can the factory workers sort the objects into the right drawers?

Focus: Beginning Consonants

Preparation

Empty the drawers of *The Phonics Factory* cabinet. Mix up all the objects and spread them out on your work area near *The Phonics Factory* cabinet.



Activity

Tell the children that they are factory workers. They need to sort objects into the drawers of *The Phonics Factory*. Point out the letter labels on the drawers. Tell the children to put the objects in the drawers so that the beginning letter/sounds match the letters on the labels.

Check the students' work and give feedback as necessary. Note that there is no sound difference between words that begin with *k* and those that begin with *c*, so children may put the words in either drawer.

Extending the Learning

Purposely misplace some of the objects in *The Phonics Factory* cabinet drawers. Challenge the children to find your mistakes and put the objects in the drawers where they belong.



Activity 10: In the Bag

Factory bag checkers make sure there are no mix-ups.

Focus: Ending Consonants

Preparation

Put objects that all share the same ending letter/sound in a baggie using the Ending Consonants list on page 29. Then add one object to each bag that ends with a different letter/sound. For example, the bag for *d* could have these objects: bed, lid, red, snail, sled, and wood.



Activity

Tell the children that they will be factory bag checkers today. Explain that an order has come in for objects that end in certain sounds. The objects have been packaged in bags based on their ending letter/sound. The children need to check each bag to make sure that all the objects in the bags belong there.

Hand out the bags, and invite the children to find the object that doesn't belong. For example, the snail does not belong in the bag with objects that end with /d/.

Extending the Learning

Once the children have eliminated the object that does not belong, ask them to label the bag with the letter that represents the ending sound for all the objects in the bag.



Activity 11: The Vowel in the Middle

Children focus on the middle sound in this activity.

Focus: Short Vowel Sounds

Preparation

Hand out objects from the Short Vowel CVC Words list on page 30. Give each child an equal number of objects. Set out the five vowel drawers (i.e., *a*, *e*, *i*, *o*, and *u*).



Activity

Ask a child to pick an object, say the word emphasizing the middle vowel sound, and then place the object in the drawer that matches the sound. Have the children take turns putting objects in the drawers in this manner.

Extending the Learning

Have the children play Concentration with the short vowel objects. Mix up all the objects. In turn, each child finds a pair of words that have the same sound in the middle.



Activity 12: Fill Ins

In this activity, children build words by adding vowels to fill-in-the-blank word cards.

Focus: Short Vowels

Preparation

Set out short vowel letters (i.e., *a*, *e*, *i*, *o*, and *u*), Short Vowel CVC objects (see page 30), and matching laminated cards showing beginning and ending letters with a blank space for the vowel.



Activity

Invite children to find the word card for each object and then fill in the blank with the appropriate letter.



mop

Extending the Learning

For each word card, place different vowels in the middle position, and have the children say each new word. For *p_g*, for example, change the vowel to make the words *pig*, *peg*, *pag*, *pug*, and *pog*. Point out nonsense words such as *pog*. If the word is a real word, say the word in a sentence.



Activity 13: Sound Count

Counting sounds helps children prepare to represent each sound they hear when they write and to read each letter or letter cluster they see when they read.

Focus: Sound Segmentation

Preparation

Set out a variety of objects from *The Phonics Factory*. You can use the Sound Counting list on page 27. Be sure to include words with blends.



Activity

Display an object and have the children say the word stretching out the sounds. As they say the word, clap for each sound. How many sounds do they hear? Note that the number of sounds may differ from the number of letters in the word. The word *bee* has two sounds; *hat* and *leaf* have three sounds; *drum* and *plate* have four sounds; and *plant* and *grapes* have five sounds.

Extending the Learning

Sort the objects on a sorting mat based on the number of sounds in the word.



Activity 14: Word Building

Get started with word building with short vowel words. Each sound is represented by a letter.

Focus: Short Vowel Words

Preparation

Put together some objects from the Short Vowels with Blends list and from the Short Vowel CVC Words list. (See page 30.) Have moveable alphabet letters or paper and pencil available.



Activity

Invite the children to choose objects and to build the word with letters or to write the words on paper. Remind them to be sure to count the number of sounds in the words and to find a letter to represent each sound. Some of the words have three sounds, some four sounds, and some five sounds.

Extending the Learning

Students can check their work by looking at the matching word card for the object. Did they include a letter for each sound? Are the letters in the correct order?



Activity 15: A, E, I, O, U

Sometimes the vowel sound says its own name.

Focus: Long Vowel Sounds

Preparation

You will need all the objects in the word lists for the Final Silent *e* Pattern and Vowel Pairs. (See page 31.) Mix up the objects and place them near the five vowel drawers.



Activity

Have the children say the words, listening for the vowel sound, and then have them place each object into the appropriate vowel drawer.

Extending the Learning

Play Concentration with the objects. Players must find pairs of objects that have the same middle vowel sound.



Activity 16: The Sounds of Silence

An *e* at the end of a word often signals that the preceding vowel is long.

Focus: Final Silent *e* Pattern

Preparation

You will need all the Final Silent *e* Pattern objects and word cards to match. (See page 31.)



Activity

Set out the word cards, and ask the children what they notice about all the words. (They all end in *e*.) Explain to the children that in these words, the final *e* is silent and the other vowel in the word says its name. For example, show the word *cube*. Put a finger on the *e*. What word is it? (*cu*) Take your finger off the *e*. Now what is it? (*cube*) Repeat with other examples (e.g., *kite*, *tube*, *pipe*, *dime*, *cone*, and *plane*).

Now have the children match the word cards with the objects and say each of the words.

Extending the Learning

Turn over each of the word cards. Invite the children to build each of the words with moveable alphabet letters or to write the words on paper. When the children have finished building a word, they can turn over the word card to check their work.



Activity 17: Vowel Pair Sort

You can almost always depend on a vowel pair to have a predictable sound pattern.

Focus: Vowel Pairs





Preparation

Set out all the objects in the Vowel Pairs word list. (See page 31.) You will also need a five-column sorting mat.



Activity

Tell the children to sort the objects into groups that have the same middle vowel sound. For example, *chain* and *snail* would go together in one column because they have the same long *a* sound. When the children have completed the sorting, introduce the letter pairs that represent the sounds. Point out that there are two vowel pairs that commonly represent the long *e* sound: *ee* and *ea*. Write the vowel pairs at the top of each column.

ai	oa	ee ea	oo	ou
				



Extending the Learning

Have the children find the word card that matches each object and place it in the column with the object.



Activity 18: Special Endings

Double letters, silent letters, blends, digraphs. The ends of words need special attention, too.

Focus: Ending Consonants, Blends, and Digraphs

Preparation

Use objects from the word lists for Ending Consonants and Ending Blends and Digraphs. (See pages 29 and 30.) Mix up the objects. You will need the word cards as well.



Activity

First, have the children find the word card for each object. Then invite them to sort the objects and their word cards into groups so that all the objects in a group end with the same letter. Now for each group, have the children look at the ending letters and sort the objects and words by spelling pattern. For example, some words that end in *s* have a double *s* at the end (e.g., *dress*), while others have only one *s* (e.g., *bus*). Point out common consonant pairs at the end of words: *ck*, *ng*, *nk*, *ll*, *ss*, *sh*, and *ch*.

Extending the Learning

Children can record their sorts on paper.



Activity 19: It's a Match

Can the children match all the objects with their word cards?

Focus: Spelling Patterns

Preparation

You will need word cards for each of the objects. Set out the objects in one area and the word cards in another area.



Activity

Children can work on this activity in groups. Invite them to match objects and word cards using their knowledge of letters and sounds. This activity is more challenging than it appears because many of the words are similarly spelled. For example, *pan* and *pin* have only one letter different as well as *nest* and *net*. As children get down to the last few word cards and objects, they may discover some mistakes and correct them.

When the list is finished, check the words and give feedback as needed.

Extending the Learning

Point out the following anomalies in the spellings of words.

- *dice*: *c* represents the /s/ sound
- *cage*: *g* represents the /j/ sound
- *thumb*: *b* is silent

Also point out *r*-influenced words. (See page 31.) Often these words are hard to spell because it is difficult to hear the vowel sound.



Activity 20: Story Time

It's time to be creative with the objects in *The Phonics Factory*. What story do they tell?

Focus: Spelling

Preparation

Set out all the objects from *The Phonics Factory*. Word cards can be kept in *The Phonics Factory* drawers so children can easily find them.



Activity

Tell the children that they will use the objects to plan a story, which they will later write. Their stories should contain as many objects as possible. You may wish to set a minimum number of objects in the story, such as ten.

After students have acted out the story, they should write it, being careful to spell all the words for objects correctly. They can check the word cards to be sure.

Extending the Learning

Invite children to read their stories to the group.



Paper and Pencil Assessment

Use the following paper and pencil assessment to check understanding of the key phonics concepts taught with *The Phonics Factory*.

Assessment

Read each of the words below and say it in a sentence. Have the children write each word on paper. You may wish to use half the words as a pretest and half as a posttest. Record errors, noting the type of error (e.g., consonant digraph or vowel pattern). Test the child on similar words to see if the error pattern is repeated. If so, work with the child to correct the misunderstanding and to provide more practice with the skill.

Short Vowel Words

- | | | | |
|--------|----------|----------|-----------|
| 1. big | 6. zest | 11. job | 16. tusk |
| 2. pal | 7. cub | 12. rig | 17. gas |
| 3. won | 8. fix | 13. next | 18. lid |
| 4. dug | 9. hop | 14. yum | 19. mob |
| 5. vet | 10. kept | 15. zap | 20. spend |

Silent e Pattern Words

- | | |
|----------|----------|
| 1. mile | 5. froze |
| 2. shave | 6. flute |
| 3. tune | 7. white |
| 4. slope | 8. game |

Vowel Pairs

- | | |
|-----------------|-------------------|
| 1. paid | 6. wait |
| 2. meet or meat | 7. goal |
| 3. coach | 8. cheap or cheep |
| 4. south | 9. loud |
| 5. booth | 10. soon |



The Phonics Factory Word Lists

Sound Alikes

Rhyming words are words that sound different at the beginning of the words.
Other words sound different in the medial or final positions.

rhyming words										
bat	cat	hat	rat		drum	gum	thumb			
bed	red	sled			flag	tag				
bee	key	three	tree		grape	shape				
bell	shell				hen	ten				
bib	crib				jeep	sheep				
black	jack				jet	net				
block	clock	lock	sock		kite	white				
boat	goat				lamp	stamp				
bone	cone	stone			leg	peg				
box	fox				lip	ship	zip			
brick	stick				moon	spoon				
brown	clown	crown			mop	top				
bug	mug	plug	rug	slug	nail	pail	quail	sail	snail	whale
cake	flake	rake	snake		nest	vest				
can	fan	pan	tan		pipe	stripe				
car	jar	star			plate	skate				
chain	plane	train			ring	string	swing	wing		
cube	tube				rope	soap				
dog	frog	log			seal	wheel				

different medial sounds	different ending sounds	
leg	log	
map	mop	
net	nut	
pan	pin	
peg	pig	
tan	ten	
sail	seal	
black	block	
boat	boot	bat
crab	crib	
sheep	ship	shape
can	cone	
wheat	white	
	bug	bus
	can	cat
	pig	pin
	tag	tan
	ten	tent
	nest	net
	plane	plate
	dice	dime
	rope	rose
	snail	snake
	cage	cake
	bone	boat



Sound Counting

Use objects like the following for sound counting. Note that the number of sounds may differ from the number of letters in a word.

2	3	4	5	6	
bee key	hat tree pail sun mop rug	goat bone nut cup pig leaf	nest drum hand plug tent sled	slug lamp crib flag frog plate	plant stamp grapes stripes

Phoneme Isolation

Phonemes are the building blocks of words. Students who can isolate phonemes have an easier time learning how to read and write.

final sound deletion		beginning sound deletion	
tent (ten)	seal (sea)	block (lock)	hand (and)
plant (plan)	plane (play)	box (ox)	plane (lane)
goat (go)	lamp (lamb)	broom (room)	plate (late)
train (tray)	fork (for)	couch (ouch)	sled (led)
sheep (she)	couch (cow)	crib (rib)	snail (nail)
		cup (up)	swing (wing)
		deer (ear)	train (rain)
		dice (ice)	

Phoneme Blending

In order to read words, children need to be able to blend sounds together.

final sound addition	beginning sound addition
bee + d bead	s + pin spin
bell + t belt	b + rake brake
car + t cart	s + nail snail
key + p keep	c + lip clip
rose + t roast	b + lock block
star + t start	c + lamp clamp
	b + ring bring



Beginning Consonants

When starting to work with children on beginning consonants, use objects that begin with single consonants, not blends or digraphs.

<u>b</u> bat bed bee bell bib bird boat bone boot box bug bus	<u>c</u> cage cake can car cat cone couch cube cup <u>d</u> deer dice dime dog duck	<u>f</u> fan fish five fork fox <u>g</u> goat gum <u>h</u> hand hat hen hook horn house	<u>j</u> jack jar jeep jet <u>k</u> key kite <u>l</u> lamp leaf leg lid lips lock log	<u>m</u> map moon mop mug mule <u>n</u> nail nest net nine nut	<u>p</u> pail pan peg pig pin pink pipe <u>r</u> rake rat red ring rope rose rug	<u>s</u> sail seal six soap sock sun <u>t</u> tag tan ten tent top tube	<u>v</u> vase vest <u>w</u> wing wood <u>y</u> yarn <u>z</u> zip
--	--	---	---	---	---	--	---

Beginning Digraphs

Digraphs are pairs of letters that represent one sound. The most common consonant digraphs are *ch*, *sh*, *th*, and *wh*.

ch	sh	th	wh
chain cheese	shape shark sheep shell ship	three thumb	whale wheat wheel white



Beginning Blends

Blends are pairs of letters each of which represents a single sound. The sounds blend together and are sometimes harder for children to distinguish than single consonant sounds.

<u>bl</u> black block blue	<u>cl</u> clock clown	<u>dr</u> dress drill drum	<u>gl</u> glass globe	<u>pl</u> plane plant plate plug	<u>sk</u> skate	<u>sp</u> spoon	<u>sw</u> swing
<u>br</u> brick broom brown brush	<u>cr</u> crab crib crown	<u>fl</u> flag flake	<u>gr</u> grapes green	<u>qu</u> quail quilt	<u>sl</u> sled slug	<u>st/str</u> stamp star stick stone string stripes	<u>tr</u> train tree

Ending Consonants

After children can easily recognize beginning consonants, introduce ending consonants.

<u>b</u> bib crab crib	<u>g</u> bug dog flag frog leg log mug peg pig plug rug slug tag	<u>k/ck</u> black block brick clock duck hook jack lock sock stick	<u>l/ll</u> bell drill nail pail quail sail seal shell snail wheel	<u>n</u> brown can chain clown crown fan green hen moon pan pin spoon sun tan ten train	<u>p</u> cup jeep lip map mop sheep ship soap top zip	<u>r</u> car deer jar star	<u>t</u> bat boat boot cat goat hat jet net nut rat wheat
<u>d</u> bed lid red sled wood			<u>m</u> broom drum gum			<u>s/ss</u> bus dress glass	<u>x</u> box fox six



Ending Blends and Digraphs

Specific instruction in ending blends and digraphs is often important for children.

<u>ch</u> couch	<u>ck</u> black block	<u>lt</u> quilt	<u>nk</u> pink	<u>nd</u> hand	<u>rk</u> fork shark	<u>st</u> nest vest
<u>sh</u> brush fish	brick clock lock stick	<u>ng</u> ring string swing wing	<u>mp</u> lamp stamp	<u>nt</u> plant tent	<u>rn</u> horn yarn	<u>rd</u> bird

Short Vowel CVC Words

It is best to teach vowel sounds in the medial position. Start with these short vowel words, all of which have just three letters.

a	e	i	o	u
bat	bed	bib	box	bug
can	hen	lid	dog	bus
cat	jet	lip	fox	cup
fan	leg	pig	log	gum
hat	net	pin	mop	mug
map	peg	six	top	nut
pan	red	zip		rug
rat	ten			sun
tag				
tan				

Short Vowels with Blends

These short vowel words have blends at the beginning or the end.

crab	flag	lamp	plug	stamp
crib	frog	nest	sled	tent
drum	hand	plant	slug	vest



Final Silent e Pattern

The final silent *e* pattern is pervasive in the English language.

a	i	o	u
cage cake flake grapes plane plate rake shape skate snake vase whale	dice dime five kite nine pipe stripes white	bone cone globe rope rose stone	cube mule tube

Vowel Pairs

Here are several more essential vowel patterns children need to recognize. Start with CVVC words, and then move on to words with blends and digraphs.

oa	ai	ee	ea	oo	ou	ow
boat goat soap	nail pail sail chain quail snail train	deer jeep green sheep wheel	leaf seal wheat	boot moon wood hook broom spoon	couch house	brown clown crown

r-Influenced Vowels

When a vowel is followed by *r*, we say the vowel is “influenced” and the vowel sound is often difficult to determine. Here are some examples.

ar	ir	or
car jar star	yarn shark bird	fork horn



The Phonics Factory Object List

bat	crab	hook	pin	sock
bed	crib	horn	pink	spoon
bee	crown	house	pipe	stamp
bell	cube	jack	plane	star
bib	cup	jar	plant	stick
bird	deer	jeep	plate	stone
black	dice	jet	plug	string
block	dime	key	quail	stripes
blue	dog	kite	quilt	sun
boat	dress	lamp	rake	swing
bone	drill	leaf	rat	tag
boot	drum	leg	red	tan
box	duck	lid	ring	ten
brick	fan	lip(s)	rope	tent
broom	fish	lock	rose	three
brown	five	log	rug	thumb
brush	flag	map	sail	top
bug	flake	moon	seal	train
bus	fork	mop	shape	tree
cage	fox	mug	shark	tube
cake	frog	mule	sheep	vase
can	glass	nail	shell	vest
car	globe	nest	ship	whale
cat	goat	net	six	wheat
chain	grapes	nine	skate	wheel
cheese	green	nut	sled	white
clock	gum	pail	slug	wing
clown	hand	pan	snail	wood
cone	hat	peg	snake	yarn
couch	hen	pig	soap	zip(per)



The Phonics Factory

Bring new life to your phonics lessons with this unique multi-sensory system. Enticing miniatures represent all the phonemes you teach primary students, organized alphabetically into drawers for instant access.

The Phonics Factory includes 150 miniatures, 24-drawer cabinet, drawer labels, word cards, and guidebook. (4113)

The Phonics Factory Special includes everything in The Phonics Factory, plus molded letters, letter organizer, fill-in-the-blank cards, and sorting mats. (4115)

To see our complete line of literacy resources, visit us online at www.primaryconcepts.com.

Primary Concepts®
P. O. Box 10043
Berkeley, CA 94709
www.primaryconcepts.com

Cat. No. 224113