



## Hands-on Activities for Home

Hands-on or multisensory activities provide children with more than one way to make connections and learn concepts. The more senses that are involved, the better children will remember the concepts they are working on! Providing opportunities for children to explore using sight, touch, hearing, smell, and taste makes the concepts more real and lasting in their minds.

You can support your child's early reading skills by providing activities at home that reinforce the things they learn through Smarty Ants! The activities below can be easily done with common household and office supplies. Once your child has completed the activities for a specific lesson, you can come to this list and select an activity to do. Spend time working on the activity with your child, asking questions and providing feedback along the way. Be sure to save any previous activities as well! It's great to use them to review as your child moves along in their reading development. **Most of all, have fun!**

### Pre-Kindergarten

Level	Lesson	Activity
Level 1	Lesson 1- ABC	<p><b>Dough Letters-</b> Students use modeling clay to form the letters "A", "B" &amp; "C" and to create an object that starts with each letter (apple, boat, and cup, for example. (Visual, Tactile, Kinesthetic)</p> <p><b>Letter Snacks-</b> Use raisins to form each letter, "A", "B", &amp; "C". Ask students to name 3 things that start with each letter, then allow the students to eat the raisins. (Visual, Tactile, Kinesthetic)</p>
Level 1	Lesson 1- DEF	<p><b>Stick Together-</b> Students use Fuse Beads to form each letter from the lesson, "D", "E", &amp; "F". If you have an iron, you can fuse the beads together and allow students to keep one of the letters they make. (Visual, Tactile, Kinesthetic)</p> <p><b>Dot to Dot-</b> Have students use Do-A-Dot paints/markers to create the letter shapes with dots. Then have them turn the letters into a picture of something that starts with that letter. (Tactile, Kinesthetic)</p>



Level	Lesson	Activity
Level 1	Lesson 1- GHI	<p><b>Put Your Whole Body In-</b> Have the students work together to form the letters “G”, “H”, &amp; “I” with their bodies. <i>Note: This activity is best done outside or in a multi-purpose room where there is lots of room to move around.</i> (Visual, Kinesthetic)</p> <p><b>String ‘em Along-</b> String beads and then use them to form the letters. Students can keep these for future use. (Visual, Tactile, Kinesthetic)</p>
Level 1	Lesson 1- JKL	<p><b>Letter Bingo</b> – Write the letters that students have learned up to this point (“A-L”) on a Bingo card (3x3) and call out letters. Each card should be slightly different. The first student to fill up their card wins a prize. Play multiple rounds so each has a chance to win something or continue play until all students have filled their card up. (Visual, Auditory, Kinesthetic)</p> <p><b>Messy Fingers-</b> Finger paint the letters from the lesson. Have the students make them in different sizes and use different colors of paint for each one. (Visual, Tactile, Kinesthetic)</p>
Level 1	Lesson 1- MNO	<p><b>Mystery Box-</b> Create a box that students can’t see inside of but has openings they can put their hands in. Place items that begin with one of the letters into the box. Have each student reach in and try to identify the items they grab by feel. Remind them that the objects start with the letter being worked on. (Tactile, Kinesthetic)</p> <p><b>Story Writing-</b> Show the students a picture that contains many words that start with one of the letters from this lesson. Have them brainstorm words that start with the letters. Then, have the students compose a story about the picture, each one contributing a sentence and require them to use at least one or two words from the brainstorming session in their sentences. Post the story for all to read. (Visual, Auditory)</p>
Level 1	Lesson 1- PQR	<p><b>Letter Hopscotch-</b> Write the letters from this lesson and any previous lessons in each hopscotch square. Have the students call out the letter and the sound it makes as they jump on each one. (Visual, Auditory, Kinesthetic)</p> <p><b>Snowball Fight-</b> Ask students to write letters from this lesson on pieces of paper. You can include letters from previous lessons, if desired. Each gets one letter. Wad up the pieces of paper into snowballs and have the students stand in two groups at opposite sides of the classroom. On cue, each group throws their snowballs towards the other. Once all have been thrown, have the students each collect one or two and return to their base. Take turns reading aloud the letters on the snowballs. They can then be crumpled back into snowballs and the process repeated. (Visual, Auditory, Kinesthetic)</p>



Level	Lesson	Activity
Level 1	Lesson 1- STU	<p><b>Fly Away Letters-</b> Create letter cards from sturdy paper or card stock for each letter in this lesson. You can include letters from previous lessons if desired. Have students sit around a small parachute or round disposable tablecloth and place the letter cards in the middle. The students grab the parachute and gently shake it, at first trying to keep the letter cards on it, while chanting “Letters, letters, bouncing around. How many will fly and land on the ground?” Then, they shake the parachute vigorously, trying to make the letter cards fly off. Count to 5 and then place the parachute on the floor. Have each student pick up one or two letter cards and return to the circle. Once all have been picked up, go around the circle and have the students read the letters on their cards. Return the cards to the center for another round. (Visual, Auditory, Kinesthetic)</p> <p><b>Alphabet Memory-</b> Print out two copies of the Letter Resource Cards. Cut out each letter and laminate them. Use the cards to play a memory game where the cards are mixed up and placed face down in pairs. Have the students take turns turning two cards over trying to make a match. Limit the cards used to the letters from this lesson or include letters from previous lessons if desired. Require students to say the name of the letter before they can claim the matching pair as their own. (Visual, Auditory, Tactile)</p>
Level 1	Lesson 1- VWX	<p><b>Letter Free Throws-</b> Write each letter from this lesson on separate pieces of paper. You can include letters from previous lessons as well. Create one paper for each participating student plus a couple extras. Place a line of masking tape on the floor for the “free throw” line and put an empty trash can about four feet away from it. As you call out an individual letter, each student who has that letter will crumple the paper into a ball, stand on the line, and try to make a basket. Students get as many chances as needed to make it in and everyone cheers! (Visual, Auditory, Tactile, Kinesthetic)</p> <p><b>Musical Plates-</b> Write each letter from this lesson on one side of paper plates. You can include letters from previous lessons as well. Have students stand in a circle and give each child a plate with the letter facing down. When the music plays, they all continuously pass the plates to the right. When the music stops, each student flips over the plate, reads the letter, and says the sound it makes. Start the music again and continue for a few rounds. (Visual, Auditory, Kinesthetic)</p>



Level	Lesson	Activity
Level 1	Lesson 1- YZ	<p><b>Musical Band-</b> Label musical instruments with letters of the alphabet. Hand one or more instruments to each student. Sing an alphabet song and ask the students to play their instrument when their letters are sung in the song. Alternate version: Play a song with letter sounds and have the students play the instrument that goes with the sound when it comes up in the song. Song options: Traditional ABC's, Smarty Ants Alphabet Song, Chicka Chicka Boom Boom. (Auditory, Kinesthetic)</p> <p><b>A-Mazing Alphabet-</b> Create a maze on the floor, table, or ground outside, using tape (inside) or chalk (outside). The maze starts at the letter "A" and ends at the letter "Z." At each turn, place a letter. Correct turns should take the student to the next letter in the alphabet (the correct path should be all letters from A-Z), and wrong turns should take them to a letter out of order. For the tape mazes, students can use their finger, a toy car, toy animal, or other manipulative to navigate the maze. When playing outside, students can use their whole body and walk through the maze. (Visual, Kinesthetic)</p>
Level 2	Lesson 2- abc	<p><b>Letter Push-ups-</b> Place handprints on a wall and footprints on the floor to show students where to place their hands and feet. Tape the letters from this lesson to the wall, and have students say their name and the sound they each make as they do pushups against the wall. One letter/sound per push-up. (Visual, Auditory, Kinesthetic)</p> <p><b>Chalk It Up!-</b> Take the students outside. Use sidewalk chalk to draw each letter from this lesson ("a", "b", and "c"). Have students try making different sizes of each, seeing how large and small they can each make them. (Visual, Tactile, Kinesthetic)</p>
Level 2	Lesson 2- def	<p><b>Alphabet Soup-</b> Place large letters or letter blocks for letters from this lesson into a pot. Students use a ladle to scoop out a letter and find something in the classroom that starts with that letter. (Visual, Auditory, Kinesthetic)</p> <p><b>Card Clips-</b> Label clothes pins with each lower-case letter learned up to this point. Create letter cards of upper-case letters. Have the students clip the lower-case letter clothes pin to the upper-case letter cards that match. You can even hang a clothesline have them to clip the letters to it. (Visual, Tactile, Kinesthetic)</p>



Level	Lesson	Activity
Level 2	Lesson 2- pqr	<p><b>Do You See?-</b> Play “I Spy” to find objects that start with the letters from the lesson. “I spy something that starts with the letter “r” and is red.” For a harder challenge, just give the starting letter. To get them up and moving around, have students go to the items when they are guessing them. This can be played in the classroom or outside. (Visual, Auditory, Kinesthetic)</p> <p><b>Pick a Letter!-</b> Print and laminate copies of the Letter Sounds pages for “p”, “q”, and “r” from the Guided Practice worksheets. Provide students with a copy of the worksheet and a dry erase marker. Have students work in pairs to write the starting letter for each picture on the worksheet. Have them take turns reading each word and spelling it to their partner. (Visual, Auditory, Kinesthetic)</p>
Level 2	Lesson 2- stu	<p><b>Cut It Out!-</b> Cut out each letter from construction paper or create outline for students to cut them out themselves. Have students glue objects that begin with each letter to them, such as toothpicks for the letter t. (Visual, Tactile, Kinesthetic)</p> <p><b>Letter Fishing-</b> Print, cut, and laminate the Letter Resource Cards. Attach magnet stickers to the back of each one. Using rods or sticks, create fishing poles. Use string and tie one end to the pole and the other to a magnet. Students will fish for a letter and identify their ‘catch’ by saying the letter. (Visual, Kinesthetic)</p>
Level 2	Lesson 2- vwx	<p><b>Bendy Letters-</b> Use pipe cleaners to make the letters in this lesson. You can include letters from previous lessons as well. Use the pipe cleaner letters to try and make simple CVC words and sound them out by saying the sound each letter makes and blending them together. (Visual, Tactile, Kinesthetic)</p> <p><b>BINGO!</b> Make Bingo game cards with CVC words from this lesson and previous lessons and play Bingo. (Visual, Auditory, Tactile)</p>



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Level 2	Lesson 2- yz	<p><b>Construction Time!</b>- Use large connecting blocks to build the letters in this lesson. You can include letters from previous lessons as well. Encourage students to be creative and see how many ways they can build each letter. Who can use the most blocks? Who can use the fewest?</p> <p><b>Real or Silly?</b> - Place letter tiles in three paper bags labeled C, V, and C. Place the vowel tiles in the V bag, and consonants in the other two bags. On a sheet of paper, draw a line down the middle. Label one column “Real Words” and other “Wacky Words.” Have students reach in each bag and pull out one letter tile. Have them make a CVC word with the tiles and decide if it’s a real word or a wacky word. Have them place their letter tiles forming the words in the corresponding column. (Visual and Tactile)</p>
Level 2	Lesson 2- simple word building	<p><b>Roll the Dice-</b> Write letters on each side of some dry erase cubes. On a sheet of paper, draw a line down the middle. Label one column “Real Words” and other “Wacky Words.” Have students roll the cubes and form words with the letters they get. Have them roll two consonant cubes and one vowel cube to get the letters needed to form a CVC word. Then, decide if it’s a real word or a wacky word. Have them write their words in the corresponding column. Have each student share their lists with the group. (Visual, Tactile, Kinesthetic)</p> <p><b>T is for Tin-</b> Students will place magnetic letters in muffin tin cups to form CVC words with short “a,” “i,” “o,” “u,” and “e”. Have them hold the tin vertically and give them spaces to make four words. (Visual, Tactile, Kinesthetic)</p>



## Kindergarten

Level	Lesson	Activity
Level 3	Lesson 3: Pat, Pat, Pat	<p><b>Clip it!</b>- For this activity, you need clothespins and craft sticks. On the clothespins, write the letter “a” on them in marker. On the craft sticks, write the beginning consonant, leave a space, and then an ending consonant. The student clips the clothespin to the craft stick to form monosyllabic short “a” words. (Tactile, Kinesthetic)</p> <p><b>Pick a Card</b>- Make word cards with short “a” words from the lesson. In pairs, have students lay out the cards face down, pick a one, and read the word to their partner. (Tactile, Kinesthetic)</p>
Level 3	Lesson 4: The Mat	<p><b>Phonics Box</b>- Find a shoebox and fill it with clothespins marked with consonants and vowels. On a zip-top bag, write several CVC words with short “a.” Students will find the letters and clip the clothespins onto the edge of the box to form the words. Extension: Create a short “a” bag, short “e” bag, short “i” bag for other word families. (Tactile, Visual)</p> <p><b>Trash It!</b>- Young students love getting up to throw things away so turn it into a fun phonics game! On plain paper, write down several words that follow a CVC pattern. Ball them up and put them in a bin. Students will take turns picking up a paper, opening it up, reading it and then throwing it in a different bin. (Visual, Kinesthetic)</p>
Level 3	Lesson 5: Dip	<p><b>Bean Bag Toss</b> – Make circle shapes with the sight words from Lessons 4 and 5 (<i>no, on, or, the, and, can</i>). Have students take turns tossing a bean bag onto a word circle and reading the word aloud. (Visual, Kinesthetic)</p> <p><b>Jumbo Letters</b> – Print letters on card stock. Have pairs or small groups sit on the carpet and form short “a” words and sight words. Have them read each other’s words. (Visual, Auditory, Tactile)</p>
Level 3	Lesson 6: Hit in Pit	<p><b>It’s Magnetic!</b>- Use metal tray and magnetic letters to have students form short “i” CVC words. They can work in pairs and practice reading the words to each other. Extension: Have students identify the words that rhyme. (Visual, Auditory, Tactile)</p> <p><b>Hopscotch</b>– Lay out card stock printed with short “a” and “i” CVC words on the carpet and to play hopscotch. Have them read each word they land on out loud. (Visual, Auditory, Kinesthetic)</p>



Level	Lesson	Activity
Level 3	Lesson 7: Hit it!	<p><b>Cookie Sheet Words</b> – Print out a Guided Practice worksheet or a similar worksheet and place on a metal tray. Students form the words using magnetic letters. (Visual, Tactile)</p> <p><b>Seek and Find</b>- Create a sensory bin by filling a tub with birdseed, craft sand, or rice. Place plastic letters and vowels in the bin. Have students find letters and form CVC words with them. After they form with words on a flat surface, they can practice writing them on paper. (Tactile, Visual)</p>
Level 3	Lesson 8: Nat Hid	<p><b>Pass the Plates</b> – On paper plates, write short “i” and “a” words, including new sight words ending in “ff.” Students stand in a circle with the plates face down and pass the plates to their right as music plays. When the music ends, they turn over their plate and read their word. (Visual, Kinesthetic)</p> <p><b>Moving to Music</b> – Write sight words that the students have been learning on the board. Play music and have the students dance. Stop the music and call out a sight word from the board, have students write it on their clipboards, and then start it all up again. (Visual, Auditory, Kinesthetic)</p>
Level 3	Lesson 9: Tot Sobs	<p><b>Pass the Box</b> – Place picture cards in a small cardboard box. Pass the box around the student circle and have each child take out a card. If their picture is a short “o” word, they keep the card. (Visual, Tactile)</p> <p><b>Cheerios!</b> – Write CVC words on a small white board, leaving a space for the vowel and only writing the consonants. Students place O-shaped cereal in the vowel spot. If they can correctly say each word, they get to eat the cereal! (Visual, Tactile)</p>
Level 3	Lesson 10: Tom and Bob	<p><b>O is for Octopus</b>– Roll up a piece of construction paper and tape to form a tube. Cut the paper from the bottom to form eight legs. Curl the legs and write a short “o” word from the lesson on each leg. Make an octopus for each group of students. Students practice saying and writing the words. Variation: Have the students make their own octopus with eight short “o” words. (Visual, Tactile)</p> <p><b>Write the Room</b> – Place short “o” picture cards all around the room, taped to chairs, etc. Give students clipboards with a recording sheet and have them walk around the room finding and writing down as many short “o” words as they can. (Visual, Kinesthetic)</p>





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Level 3	Lesson 11: The Bog	<p><b>Stick Together</b>- Students form short “o” CVC words using whiteboards and magnetic letters. They can work in pairs and practice reading the words to each other. Extension: Have students identify the words that rhyme. (Visual, Tactile)</p> <p><b>Clip it!</b> For this activity, you need clothespins and craft sticks. On the clothespins, use a marker and write the letter “a” on them. On the craft sticks, write the with a beginning consonant, leave a space, and then an ending consonant. The student clips the clothespin to the craft stick to form monosyllabic short “o” words. (Visual, Tactile, Kinesthetic)</p>
Level 3	Lesson 12: The Cab	<p><b>Sort it Out</b> - Give students picture cards with short “a,” “i,” and “o” CVC words. Have the students read and sort the words by their vowel sound. (Visual, Auditory, Tactile)</p> <p><b>Fishing for Sight Words</b> – Fill a tray with rice that has been dyed blue. Cut fish shapes from construction paper and attach a paper clip to each. Write a sight word on each one. Using rods or sticks, create fishing poles. Use string and tie one end to the pole and the other to a magnet. Place sight word cards in a bag and have students pick out a word without peeking. Once they have their word, they will use their magnetic fishing pole to catch their fish (Visual, Kinesthetic)</p>
Level 3	Lesson 13: Yes, Yes, Yes	<p><b>Hopscotch</b>– Lay out card stock printed with short “e” and CVC words on the carpet. Have students play hopscotch and read each word they land on out loud. (Visual, Kinesthetic)</p> <p><b>It’s Magnetic!</b> Pair up students and give each pair magnetic letters. The students can practice forming short “e” words using a metal filing cabinet, the whiteboard, or on a metal tray. Encourage the students to read the words out loud. (Visual, Auditory, Tactile)</p>
Level 3	Lesson 14: Ten for Ben	<p><b>Folder Fun!</b> - Write some short “e” CVC words on a file folder and use a blank (___) instead of the first letter. Write letters on clothes pins and have students clip the clothes pins onto the folder to form short “e” CVC words. (Visual, Tactile, Kinesthetic)</p> <p><b>Jumbo Letters</b> – Print letters on card stock and have pairs or small groups play on the carpet forming short “e” words and sight words. Have them read each other’s words. (Visual, Tactile, Kinesthetic)</p>



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Level 3	Lesson 15: Mom and Pop	<p><b>Make a Little Rhyme</b> – Staple several small pieces of paper together, with the last page being longer than the others. On the last page write “i,” “a,” “e,” or “o” plus a consonant. On the small pages, write a consonant that will form a CVC word when combined with the letters on the last page. Have students read their rhyming books with a partner. (Visual, Auditory, Tactile)</p> <p><b>Seek and Find</b> - Create a Sensory Bin by filling a tub with birdseed, craft sand, or rice. Place plastic letters and vowels in the bin. Have students find letters and form CVC words with them. After they form with words on a flat surface, they can practice writing them on paper. (Visual, Tactile, Kinesthetic)</p>
Level 3	Lesson 16: The Van	<p><b>We are Family-</b> Sort word cards by word family and place the individual words in the corresponding container showing the word family ending. For example, “top” would go into the container labeled, <i>-op</i>. This can be done with gold coins or checkers. The containers could be baskets, plastic cups, small plastic flower pots, etc. (Visual, Tactile)</p> <p><b>Sound It Out-</b> Pass out small whiteboards and dry erase markers. Have students practice sounding out the CVC words as you call them out and then practice writing the letters on their whiteboards. (Visual, Auditory, Tactile)</p>
Level 3	Lesson 17: Give Gus	<p><b>Zip and Clip!</b> - Place picture cards depicting short “u” CVC words (cup, mug, bus, etc.) and clothespins with the letters on them in zip-top baggies. Students will clip the letters on the picture cards in the correct order to form the corresponding word. (Visual, Tactile)</p> <p><b>BINGO!</b> Make Bingo game cards with short “u” words including words introduced in this lesson. Distribute the cards and play Bingo! (Visual, Tactile)</p>



Level	Lesson	Activity
Level 3	Lesson 18: Pup is Up	<p><b>Spin It!</b> Make word family spinners by cutting a circle shape out of poster board and attaching a strip of construction paper to the back of the spinner with a brad or fastener. On the strip, write “ug” and on the spinner write letters that can make a CVC word with “ug.” Make additional spinners for other short “u” word families. Students spin the wheel, sound out the word, and write it down. (Visual, Tactile, Kinesthetic)</p> <p><b>Folder Fun!</b> Write some short “u” CVC words on a file folder and use a blank (___) instead of the first letter. Write letters on clothes pins and have students clip the clothes pins onto the folder, forming short “u” CVC words. (Visual, Tactile, Kinesthetic)</p>
Level 3	Lesson 19: Sad Max	<p><b>Have a Spoonful!</b> - Write CVC words on plastic spoons. Label plastic cups with different word family endings, such as “-in,” “-at,” “-op,” etc. Have students sort the spoons by placing them in the corresponding cups. (Visual, Tactile, Kinesthetic)</p> <p><b>Bean Bag Toss</b> - Cut several large circle shapes out of construction paper. On each circle, write a sight word that has been introduced in Lessons 1 – 19. Place the circles on the floor, have students toss a bean bag and have them read the word that it lands on. (Visual and Kinesthetic)</p>
Level 3	Lesson 20: Big Yak	<p><b>Dominoes!</b> - Make word dominoes by writing two random CVC words covered in Lessons 1 – 20 on craft sticks. You can either play by matching beginning letters or by matching rhyming words (word families). Pair students up and have them play Word Dominoes! (Visual, Tactile)</p> <p><b>Flip It!</b> - Create a set of cards with a consonant or vowel on each card. Write a 1, 2, or 3 in the lower left corner of the card so that when the cards are placed on the mat, the letters form a CVC word. Students get some cards and take turns flipping over their top card and placing it in the correct box on the mat (the 1, 2, or 3 box). Students then sound out the word together. Continue until all the cards have been used to create CVC words. (Visual, Auditory, Tactile)</p>



Level	Lesson	Activity
Level 4	Lesson 21: Jake's Cake	<p><b>Clip an e!</b> Print the Resources Cards from the Teacher's Guide and create a file folder game. Cut the CVC words out and paste them around the edges of the open file folder. Write the letter e on each of the clothespins. Students can work in pairs, reading the CVC word first, then adding the clothespin with the letter 'e' and reading the new long a CVCe word. (Visual, Tactile, Kinesthetic)</p> <p><b>Magnetic Letters</b> – Using magnetic letters (consonants, and vowels <i>a</i> and <i>e</i>) and a metal tray, have students work in pairs to create CVC words first, and then add the letter e to the end to form a CVCe word. Have students read each word to their partner. (Visual, Auditory, Tactile)</p>
Level 4	Lesson 22: Brave Dave	<p><b>Add a letter!</b> - Create laminated cards with the following long 'a' silent 'e' segments: <i>ace, _ade, _age, _ake, _ale, _ame, _ane, _ape, _ate</i>, and <i>_ave</i>. Using soda bottle caps, write one of the following letters on each cap: <i>b, c, d, f, g, h, j, l, m, n, p, r, s, t, v, w</i>. Then, have students place a cap on each card to create words. (Visual, Tactile)</p> <p><b>Add a Letter- Large Block Version!</b> - Use large connecting blocks. Write the long "a" silent "e" segments on the: <i>ace, _ade, _age, _ake, _ale, _ame, _ane, _ape, _ate</i>, and <i>_ave</i>. (Visual, Tactile, Kinesthetic)</p>
Level 4	Lesson 23: Mike Hikes	<p><b>Magic E Toss</b> – Place large CVC short "i" word cards on the carpet. Have students take turns tossing a beanbag onto a word card and sound out the CVC word. Then place an "e" card at the end of the word and say the CVCe long "i" word. (Visual, Kinesthetic)</p> <p><b>Drawing Words</b> – Create a set of word cards with long "i" CVCe words. Have students select a card, and then draw a picture that represents the word. Have students write the CVCe word on their picture. (Visual, Tactile, Kinesthetic)</p>
Level 4	Lesson 24: Mine!	<p><b>Box It Up!</b> - In metal boxes, place magnetic letters to make long "i" CVCe words. Have students work in pairs and take turns shaking up the box, opening the box, and picking two consonants, an "i", and "e". Then, one will create a CVCe word on top of the metal box and say it. (Visual, Tactile, Kinesthetic)</p> <p><b>Long "i" Hopscotch</b> – Draw a hopscotch pattern on a sidewalk or playground with chalk. In each section, write a CVCe long "i" word. Have students toss a bean bag and hopscotch to the section where it lands and say the long "i" words out loud. (Visual, Auditory, Kinesthetic)</p>



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Level 4	Lesson 25: Ben Jokes	<p><b>Dance Party!</b> - To review sight words that the students have been working through Lesson 25, play music and have the students dance. Stop the music and call out a sight word from the list and have students write it on their clipboards. Then, start it the music and do it again. (Visual, Auditory, Kinesthetic)</p> <p><b>It's Magnetic!</b> – Use muffin tins to have students use magnetic letters to form CVC words with short “a,” “e,” “i,” “o,” and “u.” Have them hold the tin vertically, giving them spaces to make four words. As they form the words, have them write them down on a piece of paper. (Visual, Tactile, Kinesthetic)</p>
Level 4	Lesson 26: I Hope	<p><b>Folder Fun!</b> - Write long “o” CVCe words on a file folder and use a blank (___) instead of the first letter. Write letters on clothes pins and have students clip the clothes pins on the folder, forming CVCe words. In pairs, have students read their words to each other. (Visual, Auditory, Tactile)</p> <p><b>Long O Bingo</b> - Make Bingo game cards with long “o” CVCe words, including words introduced in this lesson. Distribute the cards and play Bingo! (Visual, Auditory, Tactile)</p>
Level 4	Lesson 27: Rules	<p><b>Air Writing</b> – As you read from a list of long “u” CVCe words from the lesson, have students practice writing the words in the air with their arms and fingers. (Auditory, Kinesthetic)</p> <p><b>Get Sandy</b> – Create a set of cards with long “u” CVCe words from the lesson. Place craft sand on a metal tray and have students practice writing those words using a finger in the sand. (Visual, Tactile, Kinesthetic)</p>
Level 4	Lesson 28: Game Time	<p><b>Hopscotch Fun!</b> - Draw a hopscotch game on the sidewalk or playground using sidewalk chalk. In each space, write a CVCe word from Level 4. Students will take turns tossing a beanbag to a word, hopping, and then reading the word out loud. (Visual, Auditory, Kinesthetic)</p> <p><b>Have a Ball!</b> - Write CVCe words from Level 4 on each section of a beach ball. Have students throw and catch the ball. Then, they read the words closest to their hands. (Visual, Auditory, Kinesthetic)</p>



Level	Lesson	Activity
Level 5	Lesson 29: Brad Brags	<p><b>Let's Clap!</b> - Have students clap as they make the consonant sounds that make up a blend, and then clap again as they make the sound of the blend. "C" (clap), "L" (clap), "CL" (clap). (Auditory, Kinesthetic)</p> <p><b>Snowball Fight!</b> – Write the sight words learned through Lesson 29 on index cards and tape through the room. Have multiple copies of each word. Give students ping pong balls, sponge balls, or crumbled up paper. Have them stand and as the teacher calls out a word, they find it and throw their ball at it. (Visual, Auditory, Kinesthetic)</p>
Level 5	Lesson 30: The Quest	<p><b>Building Words</b> – Cut pool noodles into smaller pieces. Write an ending blend ("ft", "lt", "mp", "nd", "nk", "nt", "sk", "st") on each piece. On other pieces write beginning consonant vowel pairs such as "ba", "be", "ca", "de", "du", "la", "le", "li", "lo", "me", "mi", "pa", "ra", etc. Have students build words by matching a beginning consonant-vowel pair with an ending consonant blend to make a word. Use a short dowel rod to keep the word parts together. (Visual, Tactile)</p> <p><b>Let's Match!</b> In a file folder or on a piece of poster board, write words from the lesson in a column (belt, bumps, end, gust, hand, etc.) on the left side of the card. On the right side of the card, glue pictures of the words. Attach pieces of yarn to the pictures. Next to each word, punch a hole. Have students thread the yarn from the pictures to the corresponding word. (Visual, Tactile, Kinesthetic)</p>
Level 5	Lesson 31: The Blimp	<p><b>Magnetic Letters</b> – Using magnetic letters (consonants and vowels) and a metal tray, have students work in pairs to create words that have consonant blends. (Visual, Tactile)</p> <p><b>Have a Ball!</b> - Write words with consonant blends in each section of a beach ball. Have students stand in a circle and have them take turns tossing the ball across the circle to another student. The student who catches the ball must read the word closest to their hands. (Visual, Kinesthetic)</p>



Level	Lesson	Activity
Level 6	Lesson 32: The Rush	<p><b>Spelling Sandboxes</b> – Place craft sand in a pencil box. Working in pairs, have students sit on the floor with their sandbox and take turns spelling words with consonant digraphs that they learned in the lesson. (Tactile, Kinesthetic)</p> <p><b>Put It Together</b> – On large cards write word segments (“_ack”, “_ape”, “_ed”, “_in”, “_ip”, “_ort”, “_ot”, “_ut”). On eight other cards write “sh.” Distribute a card to each student. Have students stand up and find another student who has a word segment that goes with “sh.” Have them stand together and hold their cards to create a word. Have everyone say the word together. (Visual, Auditory, Kinesthetic)</p>
Level 6	Lesson 33: Mush for Fish	<p><b>Shhhh</b> – Make large cards that have the digraph “sh” on them. As students sit in a circle, give each a “sh” card. The teacher reads from a list of words and has the students hold up their “sh” cards and make the “sh” sound whenever they hear a word that has the “sh” consonant digraph. (Auditory, Kinesthetic)</p> <p><b>Finding “Sh” Words</b> – Pair students up and give each a magazine, safety scissors, glue stick, and a piece of construction paper. Have the students find pictures of things that have “sh” in their names, cut them out, and glue them on the paper. (Visual, Tactile, Kinesthetic)</p>
Level 6	Lesson 34: Chet the Chimp	<p><b>Word Sort</b> – Make a set of cards that contain pictures of items that have “sh” and “ch” in their names. Have small groups of students sort the pictures into two piles – pictures that have the “sh” sound and those that have the “ch” sound. Have them say the names aloud together. (Visual, Auditory, Tactile)</p> <p><b>Sh or Ch</b> – Show students a variety of picture cards of items whose names contain either the “sh” sound or the “ch” sound. Have the students stand in a circle and have them hold their finger up to their lips and make the “sh” sound if the picture has that sound. Have them sit down cross legged and make the “ch” sound if the word has the “ch” sound. Then, have the students say the name of the picture together. (Visual, Auditory, Kinesthetic)</p>



Level	Lesson	Activity
Level 6	Lesson 35: This and That	<p><b>Digraph Garden</b> – Draw petal shapes on paper that contain the word segments “_an”, “_ank”, “_at”, “_ba_”, “_bro_”, “_in”, “_ink”, “_is”, “_ma_”, “_mo_”, “_pa_”. Make copies and give one to each student. Direct them to fill in the blanks with the digraph “th” and to cut out the petals with safety scissors. Give each student light green construction paper with the outlines for a stem, a couple of leaves, and a small circle. Have students cut them out, write “th” in the circle and then assemble their flower on light blue construction paper with a glue stick. Display the flowers together as a “garden.” (Visual, Tactile, Kinesthetic)</p> <p><b>Clip It and Cheer!</b> - Make a set of word cards with word segments that can be used to make words with “th.” Pair students up and have them sit on the floor with their word cards and clothespins. Have them take turns clipping the clothespin to the card and sounding out the word. If they get it right, they can jump up and cheer for themselves! (Visual, Auditory, Kinesthetic)</p>
Level 6	Lesson 36: Beth’s Whisk	<p><b>Snowball Fight!</b> - Tape “sh”, “ch”, “th”, and “wh” words learned through Lesson 36 on index cards all around the room. Have multiple copies of each word. Give students ping pong balls, foam balls, or crumbled up paper. Have them stand. As the teacher calls out a word, they find it and throw their ball at it.</p> <p><b>Dance Party</b> – Play fun dance music and have the students dance. Stop the music and hold up a large word card with a “wh” word on it. Have students sound out the word together. Then, resume the music and dancing. Repeat with each of the “wh” word cards. (Visual, Auditory, Kinesthetic)</p>





Level	Lesson	Activity
Level 6	Lesson 37: Zack's Duck	<p><b>Bottle Cap Center</b> – Make sets of picture cards with pictures for <i>back, brick, clock, crack, duck, lock, muck, quack, shack, sick, slick</i>, and other “ck” words from Lesson 37. Under each picture include a word segment including the “ck” and another consonant. Write vowels on bottle caps. Students will select a bottle cap to complete the “ck” word on the picture card. Students can work in pairs or small groups. (Visual, Tactile)</p> <p><b>Let's Make Words!</b> - Using a pocket chart, picture cards, and consonant, vowel, and digraph cards, students will pick a picture card, identify its name, place it in the pocket chart, and then pick the letters to spell the word. They will place the letters and digraphs in the pocket chart to spell the word. Students can work in pairs or small groups. (Visual, Auditory, Tactile)</p>
Level 6	Lesson 38: Catch	<p><b>Digraph Bingo</b> - Make Bingo game cards with words that either start with or contain “sh,” “ch,” “th,” “wh,” and “tch.” Play Bingo with the students! (Visual, Auditory, Tactile)</p> <p><b>Have a Ball!</b> - Write words with consonant digraphs in each section of a beach ball. Have students stand in a circle and have them take turns tossing the ball across the circle to another student. The student who catches the ball must read the word closest to their hands. (Visual, Kinesthetic)</p>
Level 6	Lesson 39: Hot Fudge	<p><b>Let's Write Outside!</b> – Take the students outside. Give them sidewalk chalk and have them practice writing short words from the lesson that contain “_dge” on the sidewalk. (Visual, Kinesthetic)</p> <p><b>Concentration</b> – Make a set of cards for a Concentration game. Half of the cards are picture cards and the other half are word cards with the “_dge” words from the lesson. Working in small groups, students place all the cards face down in rows and take turns flipping two cards over. Whenever a student gets a match, they get to “keep” the cards until the end of the game. (Visual, Tactile)</p>



## Grade 1

Level	Lesson	Activity
Level 7	Lesson 40: Life on the Farm	Use this activity to reinforce students' mastery of words with the "ar" vowel sound. Make some or all of these word cards: <i>ban, cad, cap, cat, gab, had, ham, lad, mat, pat, tap</i> . Keep a list of the words for yourself. Randomly distribute the cards to students. As a whole-class activity, ask the question, "Who has the word for a type of food?" (ham) Write ham on the chalkboard after the student responds. Then ask, "How can we use the letter "r" to change this word?" Call on volunteers to respond. Write the word harm on the board and lead students in pronouncing the word. Discuss the word's meaning. Repeat with the remaining words. (Auditory, Visual)
Level 7	Lesson 41: Mort and his Stork	Reinforce students' mastery of words with the ar and or vowel sounds in a small-group activity. Make cards for these letter segments: <i>b__n, c__d, f__m, l__d, p__ch, p__k, p__t, st__k</i> . Distribute these to eight pairs of students, or give two or more cards to fewer pairs. Write the letters ar and or on the chalkboard. Have partners build two words (one with "ar" and one with "or") using the letter segments on their cards. Have students call out the words they build. Write these on the board and discuss the words' definitions. Invite volunteers to make up sentences using each pair of words, as in "The cat was born in a barn". (Auditory, Visual, Kinesthetic)
Level 7	Lesson 42: Germs	Help strengthen students' mastery of words with the "-ir", "-er", and "-ur" combinations by enlisting their help in building a word wall. Draw a wall on the chalkboard or whiteboard composed of twenty "bricks," or rectangles. Explain that students will help build a wall made of words that have the "ir", "er", and "ur" vowel sound. Begin by writing the words bird, fern, and hurt in three of the bricks. Point out that the vowel sound is the same, even though the words have different vowels. Then call on volunteers to suggest additional words to fill the wall and have them come to the board and write them in the empty blocks. Try to get an equal number of words spelled with the -ir", "-er", and "-ur" combinations. (Auditory, Visual, Kinesthetic)



Level	Lesson	Activity
Level 8	Lesson 43: Bing, Bang, Bong	Help students build words to reinforce their mastery of the “-ing”, “-ang”, “-ong”, and “-ung” word endings. Write these word endings as column headings on the chalkboard. Write the following letters and letter combinations on slips of paper, one letter or combination per slip: <i>b, br, cl, d, f, fl, k, l, p, r, s, sl, spr, st, str, sw, t, th, tw</i> . Distribute one or more slips to each student in the small group. Call on students to use their letters or letter combinations to make as many words as possible with the word endings. List the words under the appropriate headings on the chalkboard or whiteboard. Say each word aloud with students. Alternate version: Have the chart on paper and ask students to complete the chart on their own and compare the results to others in their group. (Auditory, Visual, Kinesthetic)
Level 8	Lesson 44: The Stink	Reinforce students' mastery of the “-ink”, “-ank”, “-onk”, and “-unk” word endings. Make word cards for each student, one or more cards per student. Each card should have a different “-ink”, “-ank”, “-onk”, and “-unk” word on it. Distribute the cards. Have students take turns sounding out the word on their card and discussing its meaning. Then have students make up and write out a sentence using the word. Next, challenge students to join with one or more students to make up a sentence that uses the words on their cards. (Auditory, Visual, Kinesthetic)
Level 8	Lesson 45: The Price of Mice	Play a rhyming game to support students' mastery of words with the "soft" c letter sound, using words such as <i>brace, cent, cell, face, ice, lace, mice, nice, place, price, race, rice, slice, space, spice, twice</i> . Create two-line rhymes in which students must supply the final rhyming word that has a soft “c” sound, as in these examples: What a bunch of hungry mice! They ate a great big bag of ____ (rice). Samantha did so well in the race, she ran to the finish with a smile on her ____ (face)! Write each rhyming word on the chalkboard. Sound out each word with students. Then, have students pair up and create their own rhyming couplets, using words with the soft “c” letter sound, writing them out and sharing with the group. (Auditory, Visual, Kinesthetic)
Level 8	Lesson 46: Ages Ago	Reinforce students' mastery of words with the soft “g” letter sound, as well as the other lesson words. Make a word card for each lesson word. Designate a space in the classroom where students can tape, pin, or clip their word cards. Distribute one or more cards to students. Then begin the game by asking questions such as these: Who has a word that has the “j” sound and that means the opposite of small? (large). Who has a word that has the “k” sound and that means "sharp, pointy objects"? (spikes). As students respond, have them tape, pin, or clip the word cards in the designated space. Continue until all the words have been identified. (Auditory, Visual, Kinesthetic)



Level	Lesson	Activity
Level 9	Lesson 47: Tweet	Use a word-building game to reinforce students' mastery of the "ee" vowel digraph. Write the word <i>bet</i> on the chalkboard. Ask, What would the new word be if we added another "e" in the middle of <i>bet</i> ? ( <i>beet</i> ) Write <i>beet</i> next to <i>bet</i> . Then challenge students to name other words that begin with <i>bee</i> ( <i>beef</i> , <i>beep</i> ). Add these words to the chalkboard. Repeat with the words <i>fed</i> ( <i>feed/feel</i> , <i>feet</i> ), and <i>met</i> ( <i>meet/mEEK</i> ). Have students do that same on their own paper with <i>pep</i> ( <i>peep/peek</i> , <i>peel</i> , <i>peer</i> ), <i>red</i> ( <i>reed/reek</i> ), <i>ref</i> ( <i>reef/reel</i> ), <i>ten</i> ( <i>teen</i> ), and <i>wed</i> ( <i>weed/week</i> , <i>weep</i> ) and then share with the group their results. (Auditory, Visual, Kinesthetic)
Level 9	Lesson 48: Fears	Reinforce students' mastery of the "ea" vowel digraph by having students change CaC words to CeaC words in oral sentences. Write some or all of these words on the chalkboard: <i>bad</i> , <i>ban</i> , <i>bat</i> , <i>far</i> , <i>fat</i> , <i>hat</i> , <i>lad</i> , <i>lap</i> , <i>man</i> , <i>mat</i> , <i>rad</i> , <i>sat</i> , <i>tam</i> , <i>tar</i> . Explain that you will use these words in silly sentences. Ask students to change a to ea to create words that make sense in the sentences. Begin by pointing to <i>bad</i> and saying, Do you like my new <i>bad</i> necklace? Call on a volunteer to change <i>bad</i> to a new word, using "ea". Write <i>bead</i> on the chalkboard and say the original sentence, substituting <i>bead</i> for <i>bad</i> . Repeat with the remaining words. (Auditory, Visual)
Level 9	Lesson 49: Gail Sails	Offer students more practice with the "ai" vowel digraph. Organize students into pairs or groups of three. Provide each group with this set of letter cards: <i>ai</i> , <i>b</i> , <i>br</i> , <i>ch</i> , <i>d</i> , <i>f</i> , <i>g</i> , <i>gr</i> , <i>l</i> , <i>m</i> , <i>n</i> , <i>p</i> , <i>r</i> , <i>s</i> , <i>st</i> , <i>t</i> , <i>tr</i> , <i>w</i> . Ask students to work together in the group to build as many "ai" words as possible using the letter sounds. Have one student in each group write the words on a sheet of paper. Circulate around the room and model word building with the cards when necessary. This can be a timed activity, in which the group that builds the most words within the time limit is the winner. (Auditory, Visual, Kinesthetic)
Level 9	Lesson 50: Kay in the Bay	Have students create a round-robin poem to reinforce their mastery of words with the "ay" vowel digraph. Write these words on the chalkboard as prompts: <i>bay</i> , <i>clay</i> , <i>day</i> , <i>gray</i> , <i>hay</i> , <i>jay</i> , <i>lay</i> , <i>may</i> , <i>pay</i> , <i>play</i> , <i>ray</i> , <i>say</i> , <i>spray</i> , <i>stay</i> , <i>sway</i> , <i>tray</i> , <i>way</i> . Then invite students to help build a poem in which the last word of each line ends in <i>ay</i> . Provide this example for students: I went outside to play/I saw a baby jay. Call on a volunteer to offer the first line of the poem (or use the example I went outside to play as a starter). Continue calling on volunteers to dictate lines of the poem. Write the poem on the chalkboard as each line is added, or have students come up and write them on their own. Alternate: After the first line of the poem is decided on, have the students each compose their own poem, using "ay" words from the list. (Auditory, Visual, Kinesthetic)



Level	Lesson	Activity
Level 9	Lesson 51: Joan's Boat	Play a guessing game to reinforce students' mastery of words with the "oa" vowel digraph. Write the vowel digraph "oa" on the chalkboard. Below this, list these words: <i>bat, bar, cat, gal, got, lad, man, mat, rod, ram, sap, tad, flat, cost</i> . Explain to students that in this game, you will give a clue that uses one of the words on the list. Students can guess the correct answer by changing the middle vowel in the word to "oa". Give clues such as these: <i>What will a tad of a tadpole become someday? (a toad) What might a cold cat wear? (a coat) What can a flat boat do? (float) What can you use to wash sap off your hands? (soap)</i> Write the new words on the chalkboard. (Auditory, Visual)
Level 9	Lesson 52: Come Out	Reinforce students' mastery of words with the "ou" vowel digraph with a word-card game played in groups of three. Provide each group with these word cards: <i>bond, bound, cloud, count, fond, found, fund, ground, groan, hunt, hound, loud, loan, moan, mound, mouth, pain, pond, pound, round, runt, sloth, south, spout, top, trout, trunk</i> . Instruct students to place the cards face down and scramble them. Have students in each group take turns selecting a card and sounding out the word. Students who draw "ou" words get to keep the cards. The other words go into a discard pile. When all the cards have been drawn, the student in each group with the most "ou" word cards is the winner. (Auditory, Visual, Kinesthetic)
Level 9	Lesson 53: The Goof	Draw a large chart with nine squares. Write these headings for the squares: "_oo", "_ood", "_oof", "_ool", "_oom", "_oon", "_oop", "_oot", "_ooth". Give students their own copies of the chart to write on. Then distribute these letter and consonant blend cards to students, one or more cards per student: "b", "c", "d", "f", "g", "h", "l", "m", "n", "p", "r", "s", "t", "bl", "br", "cr", "gl", "pr", "sc", "sp", "st". As you point to one square at a time on the chart, ask students to use their letter/blend cards to create words for the selected square and write them on their sheet. Then, call on volunteers to share the words they made (e.g., letter "b": <i>boo, boom, boon, boot, booth</i> ). List the words on the large chart. (Auditory, Visual, Kinesthetic)
Level 9	Lesson 54: The Book	Reinforce students' mastery of words with the "oo" vowel digraph (as in <i>book</i> ) by having them identify words with this sound in sentences. On the chalkboard, write several short sentences that have at least two words that show different pronunciations for the vowel digraph "oo", for example, <i>A crook took my boots. The cook lost her spoon. I heard a hoot in the woods. Jill stood on one foot in her room</i> . Read aloud the first sentence. Then call on volunteers to come to the board and identify the word or words in the sentence that have the same sound as "oo" in <i>hook</i> . They can underline or circle the correct word or words. Repeat with the remaining sentences on the chalkboard. (Auditory, Visual, Kinesthetic)



Level	Lesson	Activity
Level 9	Lesson 55: Choices	Play a guessing game to reinforce students' mastery of words with the <i>oi</i> vowel diphthong. Write 12 questions whose answers are these <i>oi</i> words: <i>boil, broil, coil, coin, foil, join, moist, noise, oil, point, soil, spoil</i> . One question might be <i>What is another name for a nickel or a dime?</i> ( <i>coin</i> ) Tell students that you will read aloud questions and that all the answers are words with the “ <i>oi</i> ” sound. After you read each question, call on a volunteer to suggest an answer. Write correct answers on the chalkboard and review them at the end of the game. (Auditory, Visual)
Level 9	Lesson 56: The Toy	Reinforce students' mastery of words with the “ <i>oi</i> ” and “ <i>oy</i> ” vowel diphthongs in a word-scramble activity. Organize students in teams of three or four. Provide each team with this list of 10 scrambled words that have either “ <i>oi</i> ” or “ <i>oy</i> ”: <i>boli, byo, inco, lifo, olpy, oty, pilos, tipon, yjo, yos</i> . Allow each team five minutes to unscramble as many words as possible. When all teams have finished, call on volunteers to name the unscrambled words. List these on the chalkboard under the headings “ <i>oi</i> ” and “ <i>oy</i> ” and lead students in saying each word aloud. (Auditory, Visual, Kinesthetic)
Level 9	Lesson 57 Owl on the Prowl	Have students play a sentence-building game to reinforce their mastery of words with the <i>ow</i> vowel diphthong. Write the exclamation “Ow!” on the chalkboard. Then list these “ <i>ow</i> ” words on the board: <i>brown, clown, cow, down, frown, howl, owl, town</i> . Explain that students will take turns making up silly sentences that begin with “Ow!” and that use one or more words from the list. Model this example: “Ow! I bumped into a <i>brown cow!</i> ” Have each student spend 5-10 minutes writing out some silly sentences on a sheet of paper. Call on volunteers to share one of their sentences. Write the sentences on the chalkboard. At the end of the game, read each sentence aloud, emphasizing the “ <i>ow</i> ” sound in the words. (Auditory, Visual, Kinesthetic)
Level 9	Lesson 58: The Big Show	Use a word-sort activity to reinforce students' mastery of words with both variants of the “ <i>ow</i> ” vowel digraphs and diphthongs (as in <i>cow</i> and <i>low</i> ). Make several sets of these word cards: <i>blow, bowl, brown, cow, down, flow, frown, glow, grow, how, howl, low, now, owl, own, plow, show, slow, snow, town</i> . Organize students into groups of three or four and distribute a set of cards to each group. Explain that each group will have five minutes to sort the words into those with the “ <i>ow</i> ” sound and those with the long “ <i>o</i> ” sound. Display one set of sorted words on a classroom bulletin board. Discuss these words that have both “ <i>ow</i> ” sounds, depending on the meaning: <i>bow, row, sow</i> . (Auditory, Visual, Kinesthetic)



Level	Lesson	Activity
Level 10	Lesson 59: The Mailbox	Have students play a game of "Concentration" to reinforce their mastery of compound words and to count out syllables in the words. For each group of students, make word cards such as these: <i>air, back, ball, beam, bed, book, camp, class, fire, foot, grass, home, hopper, moon, pack, plane, rail, road, room, sea, shore, store, time, town</i> . Instruct students to place the cards facedown. Students take turns choosing two cards. If the cards form a compound word, the student gets to keep them. Otherwise the cards are returned to the pile. Review the compound words with students and clap to count out the syllables in the words. (Auditory, Visual, Kinesthetic)
Level 10	Lesson 60: Looking	Organize students into two groups. Provide one group with some or all of these word cards: <i>beg, bump, burn, feel, grab, hear, hop, hunt, jump, nod, rock, run, sob, tap</i> . Distribute to the other group cards with these suffixes, one suffix per card: <i>“-ed”, “-er”, “-est”, “-ing”, “-y”</i> . Call on one student from each group to combine their word and suffix. Have one of the students write the new word on the chalkboard. Help students determine whether the final consonant in the word must be doubled. Repeat. (Auditory, Visual, Kinesthetic)
Level 10	Lesson 61: Things	Use a sentence-completion activity to reinforce students' mastery of the suffixes <i>“-s”</i> and <i>“-es”</i> . Write this partial sentence on the chalkboard: "I took three ____ to see four ____." Next to this, list nouns such as these: <i>ant, barn, boat, branch, bus, cake, cow, dish, fox, frog, hat, moon, owl, peach, snake, stick, tire, wish</i> . Call on volunteers to choose nouns and add plural suffixes to come to the board and complete the sentences. Read aloud the finished sentences. Discuss which words require an <i>s</i> suffix and those that require an <i>“-es”</i> suffix. (Auditory, Visual, Kinesthetic)
Level 10	Lesson 62: The Sweetest Bears	Organize students into three groups. Distribute one or more of these word cards to students in Group 1: <i>clean, cold, cool, dark, fast, hard, long, loud, low, old, sharp, short, small, soft, tall, warm</i> . Distribute one or more of these word cards to students in Group 2: <i>cleaner, colder, cooler, darker, faster, harder, longer, louder, lower, older, sharper, shorter, smaller, softer, taller, warmer</i> . Distribute one or more of these word cards to students in Group 3: <i>cleanest, coldest, coolest, darkest, fastest, hardest, longest, loudest, lowest, oldest, sharpest, shortest, smallest, softest, tallest, warmest</i> . Give students one to two minutes to find their "word buddies." Have buddies stand together and read their words. (Auditory, Visual, Kinesthetic)





Level	Lesson	Activity
Level 10	Lesson 63: Thankful	Use a guessing game to reinforce students' mastery of the suffixes “-ly”, “-less”, and “-ful”. Write each suffix and its meaning on the chalkboard: “-ly”: “how something happens”; “-less”: “without”; “-ful”: “full of.” Explain to students that they will use a word with one of these suffixes to answer a clue that you give—for example, “a worker without care” ( <i>a careless worker</i> ). Offer clues such as these: <i>a person full of joy, to act in a kind way, a waterfall without end, music played in a soft way, a girl without fear, smiling in a shy way, enough milk to fill a glass, a night without sleep</i> . Call on volunteers to answer the clues. Write each correct answer on the chalkboard. (Auditory, Visual)
Level 10	Lesson 64: Cutest	Write these vowel suffixes on the chalkboard: “-ed”, “-er”, “-est”, “-ing”, “-y”. Organize students into three groups. Give the first group these cards: <i>fine, like, name, note, whine</i> ; the second group these cards: <i>bat, gum, hug, pet, pin</i> ; and the third group these cards: <i>drop, flip, grab, step, trim</i> . Have students work together to write as many new words as possible by adding one or more suffixes. Give them a set amount of time to make their lists. Ask a volunteer from each group to read the words. Write the words on the chalkboard and discuss their meanings. (Auditory, Visual, Kinesthetic)
Level 10	Lesson 65: Mishaps	Support students' mastery of words with prefixes by helping them build new words by combining base words with the prefixes “un-”, “dis-”, “mis-”, and “re-”. List some or all these base words on the chalkboard: <i>judge, lead, like, lock, make, name, pack, play, read, run, trust, try, work</i> . Then make cards for the prefixes “un-”, “dis-”, “mis-”, and “re-”, one prefix per card. Hand out the cards to four students. Have the students, one at a time, come to the chalkboard and place their prefix cards in front of each word on the list. As a group, determine whether the prefix and base word make a new word. Discuss the meaning of each new word. (Auditory, Visual, Kinesthetic)
Level 10	Lesson 66: Mumble Jumble	Reinforce students' mastery of words that end with “le” by playing a question-answer game. Tell students that you will ask them questions and that the answers are words that end in “le”. Give clues such as these to elicit words ending in “le”: What's a seat on a horse? ( <i>a saddle</i> ) What's a baby's toy? ( <i>a rattle</i> ) What do you light with a match? ( <i>a candle</i> ) What's a small laugh? ( <i>a giggle</i> ) What's a small pool of rain? ( <i>a puddle</i> ) What's a bunch of cows? ( <i>cattle</i> ) What's a color for kings? ( <i>purple</i> ) What's something for breakfast? ( <i>a waffle</i> ) What can you blow from soap? ( <i>bubbles</i> ) What protects your eyes when you swim? ( <i>goggles</i> ) Write the answers on the chalkboard and pronounce each word together. Alternative: Have students record their answers to each question as you go along and then discuss the answers as a group once all questions have been asked. Write all answers on the board and have students practice sounding them out together. (Auditory, Visual, Kinesthetic)





Level	Lesson	Activity
Level 11	Lesson 67: Nell Won't Play	Support students' mastery of contractions with a matching activity for student pairs. Give one student in each pair these phrase cards: <i>I am, they are, we are, he is, it is, I have, they have, I will, she will, can not, have not, is not</i> . Give the other student these contraction cards: <i>I'm, they're, we're, he's, it's, I've, they've, I'll, she'll, can't, haven't, isn't</i> . Students take turns selecting one of their cards and showing it to their partner, who must find a match among their cards. When all the matches have been made, list the contractions under these headings on the chalkboard: " <i>am</i> " ( <i>I'm</i> ), " <i>are</i> " ( <i>they're, we're</i> ), " <i>is</i> " ( <i>he's, it's</i> ), " <i>have</i> " ( <i>I've, they've</i> ), " <i>will</i> " ( <i>I'll, she'll</i> ), and " <i>not</i> " ( <i>can't, haven't, isn't</i> ). Identify the "left out" letters in each contraction. (Auditory, Visual, Kinesthetic)
Level 11	Lesson 68: Our Family	Support students' mastery of the lesson words by playing a clues-and-answers game followed by a sorting game. Write the lesson words (minus the proper nouns) on word cards and distribute one or more cards to students. For each word, give a clue, such as "small, round vegetables" ( <i>peas</i> ). Tell students to check their word cards for the correct answer and hold up the card if the answer appears on it. Write each correct answer on the chalkboard. When all the words are on the chalkboard, ask students to think of ways to group them—for example "things to eat" ( <i>peas, soup</i> ), "words that show belonging" ( <i>hers, yours</i> ), and "ways to show kindness" ( <i>lend, shares</i> ). (Auditory, Visual, Kinesthetic)
Level 11	Lesson 69: Gail's Gift	Support students' mastery of possessives in a question-response activity with the group. Explain that you will ask a question about something that belongs to students and they will respond with possessives. Begin by pointing to a student's desk and asking, "Whose desk is this?" Call on a volunteer to respond (e.g., "Albert's desk" or "his desk"). Write the response on the chalkboard. Circulate around the group, asking more questions to elicit responses that use either proper-noun possessives or possessive pronouns and providing corrections as needed. Then review the list of responses with students. Alternate: Have students be the ones asking the questions and moving around the room, with their peers providing answers. They can take turns being "it". (Auditory, Visual, Kinesthetic)



## Grade 2

Level	Lesson	Activity
Level 12	Lesson 70: Houndsley and Catina Ch.1: The Writer	Extend the Warm-Up activity by providing pairs of students with one or more classroom books or magazines. Ask students to search through the reading material to find two-syllable words that have the vowel-consonant-consonant-vowel pattern. Have them write the words on a sheet of paper. (This can be a timed activity.) When time is up, invite volunteers to call out the words they found. List these on the board and work as a class to divide each word into syllables, pronounce the syllables, and then blend the syllables to pronounce the word. (Auditory, Visual, Kinesthetic)
Level 12	Lesson 71: Houndsley and Catina Ch.2: Cooking Contest	Extend the Warm-Up activity by providing pairs of students with four or more word cards that have two-syllable words with the VCV pattern written on them (e.g. <i>begin, later, open, paper, return, second, shovel, and visit</i> ). Have students agree on correct syllabication of each word. Then ask one student in each pair to use scissors to cut the word into syllables. When students have completed this part of the activity, ask them to display and pronounce the syllables in each word separately and then blend the syllables to pronounce the word. (Auditory, Visual, Kinesthetic)
Level 12	Lesson 72: Houndsley and Catina Ch.3: Fireflies	Extend the Warm-Up activity by having students divide additional words into syllables, pronounce the syllables, and then blend the syllables to pronounce the words. Write words with the target syllable-division patterns on the board (e.g., <i>acorn, after, attic, become, broken, carpet, dinner, donut, ever, garden, hotter, item, lemon, open, tender, under</i> ), so that there is one word per student. Number the words, and then have students count off numbers. As you point to a word, have the student whose number corresponds to the word's number divide the word into syllables, pronounce the syllables, and then pronounce the word. (Auditory, Visual)
Level 12	Lesson 73: Reinforcement Lesson	Play syllable "I Spy" with students. Put the numbers 1, 2, 3 and 4 in a hat or other container students can pick from. Each student takes turns picking a number from the hat and identifying an item in the room that has that many syllables in its name. When they give the clue to the other students in the small group, they should also include another descriptor, so no one gets overly frustrated. For example, "I spy something that is purple and has 2 syllables" = eggplant, or "I spy something you eat and has 3 syllables" = chocolate. When students are guessing the answer, they should clap out the syllables as they say the words. As they get more practiced with the game, you can add the numbers 5 and 6 to the mix as well for a greater challenge. (Auditory, Visual, Tactile, Kinesthetic)



Level	Lesson	Activity
Level 13	Lesson 74: Life Cycles	Have volunteers describe life cycles of plants and animals using signal words. Write words such as these on the board: <i>after, before, during, finally, first, last, next, soon, then</i> . Ask each student to use some of the words on the list as they describe the life cycle of a plant or an animal. (Auditory, Visual)
Level 13	Lesson 75: Plants	Arrange students in small groups and assign each group the name of a plant. Provide students with source materials they can use to learn about their assigned plant. Allow time for students to find at least three new facts about their plant. After students have completed their research and listed their facts, have a member of each group read aloud the new facts. Lead a class discussion of how students' prior knowledge about plants helps them understand the new facts they found in the activity. (Auditory, Visual, Kinesthetic)
Level 13	Lesson 76: Traits	Have student teams play a guessing game like the one they played in the Outline Activity. Ask each team to think of three or more living things. Have students work together to write three clues to the identity and habitat of each living thing. Then have teams take turns presenting their sets of clues as the other team tries to guess each animal or plant and its habitat. (Auditory, Visual, Kinesthetic)
Level 13	Lesson 77: Reinforcement Lesson	Play Go Fish using irregular plurals. Create a deck of cards with word pairs of irregular plural words. Two or more students can play together, each player getting 5 cards to start. The goal is to match up the singular and plural noun cards as pairs. Player 1 will ask player 2 for either the singular or plural version of one of their cards. (For example, if Player 1 has the card mouse, they would ask for the card mice. Player 1 should not say "Do you have the plural for <i>mouse</i> ?" when requesting a card.) If Player 2 has that card, they hand it over. If they do not, they say "Go Fish." The student with the most pairs at the end of the game wins. Use these suggested singular/plural word pairs: <i>mouse/mice, man/men, child/children, fish/fish, woman/women, goose/geese, foot/feet, tooth/teeth, leaf/leaves, wolf/wolves, cactus/cacti, ox/oxen, person/people, knife/knives, hoof/hooves, shelf/shelves, sheep/sheep, moose/moose</i> . (Auditory, Visual, Kinesthetic)
Level 14	Lesson 78: H&C- Birthday Surprise Ch.1: Sad	Extend the Warm-Up activity by having students explore settings in other stories. Provide groups of students with illustrated classroom books. Write questions such as these on the board: <i>What place is shown? What is the time of day? What is the weather? How do the characters seem to feel?</i> Have students work together to answer the questions. Ask a volunteer from each group to summarize what students learned about setting from the pictures. (Auditory, Visual, Kinesthetic)



Level	Lesson	Activity
Level 14	Lesson 79: H&C- Birthday Surprise Ch.2: The Cake	Organize students into two or more teams. Toss a coin to determine which team will go first. Then have students on each team count off to determine the order in which they will play the game. Begin the game by writing a two-syllable word with the VCCV or VCCCV pattern on the board. Have Student 1 on Team 1 divide the word into syllables, pronounce each syllable, and blend the syllables to pronounce the word. If the student correctly divides the word, the team gets a point. Repeat until all students have had a turn, either with a new word or a word that was incorrectly divided by the other team member. The team with the most points wins the game. (Auditory, Visual, Kinesthetic)
Level 14	Lesson 80: H&C- Birthday Surprise Ch.3: The Surprise	Have student pairs practice forming and identifying compound words. Write compound words such as these on notecards or construction paper: <i>airplane, bedtime, cookbook, daylight, eyeball, firefly, goldfish, hilltop, mailbox, outside, playhouse, raincoat, sailboat, teacup, windmill</i> . Cut each card to separate the small words that compose the compound word. Scramble the cards and give them to students. Have students work together to correctly form compound words from the smaller words. Students may make additional compound words such as <i>fireside</i> and <i>boxtop</i> . (Auditory, Visual, Kinesthetic)
Level 14	Lesson 81: Reinforcement Lesson	Play homophone Memory. Select 10-12 homophone pairs and create cards on card stock for each pair (one word per card). Have a small group of students place all cards face down on the table and mix them up. They will take turns turning over 2 cards at a time, trying to make a match of the pairs of words that sound the same but are spelled differently. If they find a match, they keep the pair of cards. If they don't find a match, they turn the cards over and play continues with the next player. For those that have more than 2 spellings, choose 2 to use for the game. The student with the most pairs at the end of the game wins. Use these suggested homophone pairs: <i>meet/meat, ad/add, eight/ate, blew/blue, toad/towed, hour/our, be/bee, wait/weight, by/buy/bye, to/two/too, their/there/they're, your/you're, rows/rose, here/hear, one/won, bale/bail, board/bored, break/brake, bread/bred, seller/cellar, eye/I, fined/find, dear/deer, die/dye, crews/cruise, days/daze, byte/bite, censor/sensor, gate/gait, hole/whole, made/maid, male/mail, passed/past, piece/peace, peer/pier, read/reed, see/sea, sun/son, would/wood</i> . (Auditory, Visual, Kinesthetic)



Level	Lesson	Activity
Level 15	Lesson 82: Rocks	Provide partners with paper, crayons, and other materials to create a diagram about rocks. Instruct students to use any three or more letters in the word "rocks" to write phrases or sentences about rocks (for example, "Rocks come in all sizes"; "Some rocks are very old"; "three categories of rocks"; "Igneous is one kind of rock"; "Growing seeds can break rocks.") When all student pairs have completed their diagrams, invite volunteers to share them with the class. Display the diagrams in the classroom. (Auditory, Visual, Tactile, Kinesthetic)
Level 15	Lesson 83: Fossils	Review the information about fossils by asking <i>who, what, when, where, why,</i> and <i>how</i> questions. Write the "5W and H" words on the board. For example, for the who question, you might ask, "Who are the scientists that study fossils?" (paleontologists) Invite students to suggest their own questions about fossils using the "5W and H" words. Have volunteers answer the questions. (Auditory, Visual)
Level 15	Lesson 84: Measurements	Have groups of students choose items to measure in the classroom. Provide groups with tools such as rulers, yardsticks, and measuring tape with both English and metric measurements. Ask one student in each group to record the measurements on paper. Then pose problems such as these on the board for students: how many centimeters long is your thumb? How many feet wide is the doorway? After students have taken turns estimating the measurements, have volunteers perform the actual measurements. (Auditory, Visual, Tactile, Kinesthetic)
Level 15	Lesson 85: Reinforcement Lesson	Have students play Abbreviation Swatter! Using index cards or word strips, write one abbreviation on each card and place around the room. Students are divided into two teams. Two students face off, one from each team at a time (think Family Feud). Teacher calls out a word and the players must swat the abbreviation for that word. First to hit the abbreviation gets a point for their team. Each student gets three chances and then the pair facing off rotate and two new students get to be the swatters. First team to get XX points wins (winning total should be determined by the number of students on each team). For added fun, use plastic fly swatters. (Auditory, Visual, Tactile, Kinesthetic)
Level 16	Lesson 86: H&C- Quiet Time Ch.1: Silent White	Make sets of word cards for each of several student teams. Each set should contain the same root words (e.g., <i>close, correct, friend, help, joy, love, meteor, play, read, sad, sense, work</i> ), prefixes ( <i>en, in, re</i> ), and suffixes ( <i>er, ful, ible, ite, ly</i> ). Distribute the cards and tell students they have five (or more) minutes to form words from the cards. One player on each team should write the words on a sheet of paper. When time is up, have a member of each team read aloud the words students formed. (Auditory, Visual, Kinesthetic)



Level	Lesson	Activity
Level 16	Lesson 87: H&C- Quiet Time Ch.2: The Island	Write words such as these on the board in one column: <i>act, direct, heat, ice, large, nice, smell, subtract, view</i> . Then write <i>pre</i> in another column headed "Prefix" and <i>y, er, and tion</i> in a third column headed "Suffixes". Challenge students to add appropriate prefixes or suffixes to the root words on the list to answer questions such as these: <i>What's a word that means "someone who is more kind" (nicer)? What's a word that describes something that stinks (smelly)?</i> (Auditory, Visual, Kinesthetic)
Level 16	Lesson 88: H&C- Quiet Time Ch.3: The Concert	Have students suggest examples of stories (including movies) in which one or more characters change in an important way. Then help students connect each character change to the theme of the story. Have the students pair up and draw a picture that depicts the character and theme of one of the stories discussed (their choice). (Auditory, Visual, Tactile, Kinesthetic)
Level 16	Lesson 89: Reinforcement Lesson	Create a word scramble for students. Give each student in the small group a set of two of each of the following letters ( <i>a, e, o, k, h, l, p, g, r, t, f, n, s</i> ). The students will use these to form as many words as possible in 10 minutes, writing them out in a list. It is ok if they use the same letter multiple times in a word. At the end of the 10 minutes, bring the students together in a small group to discuss the words they made. Each word created is worth a point. Each word that has the "ph" digraph or is part of either the "_oor" or "_alk" word family gets a bonus point. The student with the most points gets a prize at the end. (Auditory, Visual, Kinesthetic)
Level 17	Lesson 90: Light	Have student groups play a category game. On notecards, write various categories such as <i>types of balls, kinds of fruit, ways of sending messages</i> , and so on, one category per card. Distribute two or more cards to each group. Have students work together to list as many items for each category as they can think of within a time limit. Invite students to share their responses at the end of the game. (Auditory, Kinesthetic)
Level 17	Lesson 91: Sounds	Have volunteers take turns pointing to objects (or persons) in the classroom or in illustrations and asking classmates whether the objects can make sounds and, if so, what types of sounds. Ask students to review cause and effect by describing how the sounds are made and received by human ears. (Auditory, Visual, Kinesthetic)





Level	Lesson	Activity
Level 17	Lesson 92: Forces	Write these terms on the board as a list: <i>title, headings, diagram, drawing, labels, caption, boldfaced words, numbered list</i> . Have groups of students create a framework for an article about how ancient pyramids were built. Ask them to write a title and at least two headings for their article. Then have them describe a diagram or picture they might use, as well as any labels and captions that would go with these. Next, have them list boldfaced words they would define and describe any lists they would use. Have a member from each group describe students' plan for the article. (Auditory, Visual, Kinesthetic)
Level 17	Lesson 93: Reinforcement Lesson	Make Bingo cards with “ <i>ough</i> ”, “ <i>ew</i> ”, “ <i>aw</i> ” and “ <i>au</i> ” words. Make small picture cards with pictures of the words being reinforced. Play Bingo by holding up a picture card and having student name the picture. If they have the word on their card, they cover it up (cross it out, cover with a checker piece, etc.). The first student to get “Bingo” wins the game. (Auditory, Visual, Kinesthetic)
Level 18	Lesson 94: H&C-Plink&Plunk Ch.1: Plink	Make word cards (one for each student) that show words with either “ <i>-ing</i> ” or “ <i>-ed</i> ” suffixes, one word per card. Half of the cards should show words whose roots have changed with the added suffixes. Distribute the cards and call on students to pronounce their word. Write the word on the board. Then have students identify the root and tell whether it changed when the suffix was added. (Auditory, Visual)
Level 18	Lesson 95: H&C-Plink&Plunk Ch.2: Crash!	Provide student pairs with word cards that have the Warm-Up Greek roots ( <i>micro, scope, photo, graph</i> for example) and Latin prefixes and suffixes ( <i>bi</i> and <i>tri</i> for example) on them. Challenge students to use the cards to make as many words as they can in three minutes. As an option, they can add a word not on one of the cards to form a word, as in <i>microwave</i> . (Auditory, Visual, Kinesthetic)
Level 18	Lesson 96: H&C-Plink&Plunk Ch.3: Plunk	Make a plot map such as the one shown in the Warm-Up activity, or use the story map found <a href="#">here</a> . Provide each student with a copy of the map. Have students fill in the elements of the plot of a story they have read (or a movie they have seen). Emphasize that the story events should be written in their correct order on the map. Alternatively, students can work in pairs or small groups to map a familiar story such as "Goldilocks and the Three Bears". (Auditory, Visual, Kinesthetic)
Level 18	Lesson 97: Reinforcement Lesson	Create a word sort where students work together to sort the words into pairs of antonyms and synonyms. Place a pile of words on the table. Have 2 boxes, one labeled Antonyms and one labeled Synonyms, as well as a bunch of paper clips. When students find a pair of words that are either antonyms or synonyms, they clip them together and place them into the correct box. Once all words have been sorted, the students will share the results with the teacher. Challenge: Split the kids into teams and give points for each pair correctly identified. (Auditory, Visual, Tactile, Kinesthetic)