

# Reading Ready

**A guide for parents and  
caregivers to teach children  
word reading skills.**



**Katharine Pace Miles, Ph.D.**

## About the Author

**Katharine Pace Miles, Ph.D.** is a professor of early literacy development and instruction at Brooklyn College, City University of New York. Dr. Miles's research interests include orthographic facilitation and mapping, high frequency word learning, literacy assessment of students with special needs, and literacy instruction for young children that is both developmentally appropriate and grounded in the science of reading. She works closely with New York City's Department of Education to support literacy initiatives that impact the city's most under-served students. Dr. Miles proudly serves as the Academic Advisor for Reading Rescue, a professional development program and an evidence-based literacy intervention provided to first grade students across New York City. In addition, she supports the alignment of other early literacy programs with the field of reading science in an effort to close the research to practice divide.

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## Special Acknowledgements

To **Gregory B. Rubin** for his outstanding assistance in the development of this document.

To **Tiffany Zapico** for her encouragement and guidance.

To **Jayne Bentzen** for her support and feedback.

To **Esther Friedman** for her honesty and mentorship.

To **Anna Commitante** for her critique and outstanding editing skills.

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## Special Thanks

To **The Benedict Silverman Foundation** for their partnership.



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# Introduction

Getting young children ready to read is one of the most important and rewarding things a parent or caregiver can do. Reading is an essential life skill that not only determines success throughout the school years, but also later in life. The world that today's young children will inherit revolves more and more around information and the printed word, and because of this, the importance of being a proficient reader cannot be understated.

While most of the formal aspects of teaching a child to read can and should rest with educators, there is much that parents/caregivers can do to build on and support the work of schools.

Many parents/caregivers today are keenly aware of the importance of reading to their children from an incredibly young age. Much has been written about early exposure to books. Many also understand the value of talking to and with their child. However, they may feel less able to help their child learn the sounds of speech and to connect these sounds to letters and words on paper.

**Reading Ready** is made possible by the Benedict Silverman Foundation whose mission is to promote equity and excellence in public schools by supporting research-based literacy instruction. This parent/caregiver guide is one way the foundation fulfills its mission to

make every child a reader. Written by early reading expert Dr. Katharine Pace Miles, Asst. Professor of Early Childhood Education at Brooklyn College, CUNY, the goal of this guide is to give parents/caregivers a toolbox of easy to implement strategies that can be used to help children in Kindergarten and First Grade lay a solid foundation of word analysis and word reading skills that will lead to overall proficient reading.

The activities are organized in two parts. **Part One: Sound Practice**, includes activities 1-7 that focus on building children's knowledge of spoken sounds, and **Part Two: Word Practice**, includes activities 8-11 that help children read simple words and sentences.

## Daily Activities

### Five minutes of sound practice

Pick 2-3 different sound activities and complete 2-3 sets per activity.

### Ten minutes of word practice

Do at least one set of word chains and one set of word writing/mapping.

Read a set of decodable sentences or read a decodable book.

# Glossary

The words defined here are used throughout this guide.

## Phonics

System of spoken sounds and their corresponding letters; also, the instructional method of teaching early readers to match letters to sounds

## Phoneme

Smallest unit of speech, as in the sound /b/

## Phoneme Blending

To hear the individual sounds in words and be able to put them together to say the word; for example, /b//i//g/, “**big**”

## Phoneme Segmenting

To hear a word and break it down into its individual sounds; for example, to break the word **ran** into the sounds /r//a//n/

## Initial, Middle and Final Sound

The first, middle and last sounds in a word

## Compound Words

When two words are joined together to make a new word, as in the word **haircut** or **baseball**

## CVC words

Three letter words that have a consonant-vowel-consonant pattern, as in the words **cat** or **lip**

## Silent-e words

When an **-e** at the end of a word changes the sound of the vowel in the middle of the word from short to long, as when **bit** becomes **bite**

## R-Controlled Vowels

When a vowel is followed by an **-r** and the sound of the vowel is changed, as in the words **car** and **stir**; notice that the sound of the **-a** in **car** and the sound of **-i** in **stir** is not short or long.

## Decode

To use knowledge of letter-sound relationships to read words accurately



# Sound Practice

|   |           |
|---|-----------|
| <b>Activity 1: Phoneme Isolation .....</b>  | <b>7</b>  |
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| <b>Activity 7: Deleting and Substituting Initial<br/>and Final Sound.....</b>       | <b>13</b> |



# Sound Practice

## Description

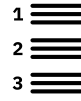
Children must be able to identify and manipulate the sounds in words. Identifying and manipulating sounds in words is an essential skill needed for word reading and spelling. The seven activities that follow can help your child develop this important skill. Remember, **you only speak the words in these activities; no written words!**

Read the directions for each activity and use the practice words provided. The sets of words start from the basic skill of identifying sounds and progress to the more complicated skill of deleting and changing the sounds in words. Words in **blue** are said aloud by the **parent/caregiver** and words that appear in **red** are said aloud by the **child**.

While many practice word sets are provided, they are not meant to be completed in one sitting. The practice sets can be **used over the course of many days and should only last 5 minutes each time**. Ideally, you would pick **2-3 different sound activities each day** and you'd **complete 2-3 sets per activity** each time (check them off as you go).

Using different activities will keep children engaged. As with any activity involving young learners, be mindful of their stamina and frustration level. The activities are intended to be fun and to teach children how sounds combine to make words. Keep in mind that sound practice means that the activities **involve listening and speaking**. Children are **not yet working with the words in print**.

## Recommended Use



**Five** minutes of sound practice

Pick **2-3** different sound activities and complete **2-3** sets per activity.

## Materials



**3** plain blocks

## Notes



# Activity 1: Phoneme Isolation

By connecting an individual sound to each block, children learn to identify the first, last or middle sound in a word. Remember, you only speak the words in this activity; no written words!

## Directions

You will need **3 plain blocks**.

Place the 3 plain blocks **with sides touching** on the table. Each block represents a sound in the word.

Say, "Watch and listen. I will say the word and then say the first (or last or middle) sound I hear. You repeat the word, and say the first (or last or middle) sound you hear."

Slide your finger across the blocks as you say the word, "dot."

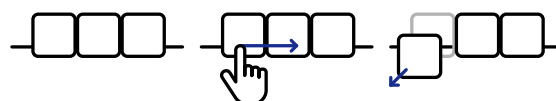
Slide away the first block (or last or middle), "/d/."

Reset the blocks and say, "Your turn."

Child copies block movements while saying: "dot, /d/."

## Practice Words

### First Sound



"dot"

"/d/"

Set 1: pan, tin, pip, sit

Set 2: tan, sat, tip, pit

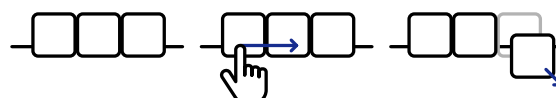
Set 3: sip, Nat, pat, nap

Set 4: map, hen, kit, dip

Set 5: ran, cod, ham, mit

Set 6: did, rub, can, hem

### Last Sound



"dot"

"/t/"

Set 7: leg, run, dip, put

Set 8: rub, lid, beg, dot

Set 9: rag, fib, pal, lot

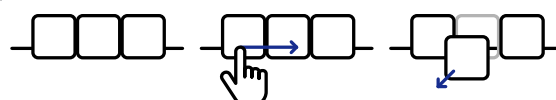
Set 10\*: fad, box, hit, lip

Set 11: wax, rip, jab, zip

Set 12: lit, mix, fry, yes

\* Consider if the child still needs blocks for support.

### Middle Sound



"dot"

"/o/"

Set 13+: pop, ran, sock, fill

Set 14+: mess, hill, doll, jug

Set 15+: van, bug, Vick, tell

Set 16+: dot, hit, Mell, will

Set 17+: hill, lot, gum, had

Set 18: big, pal, bed, tug

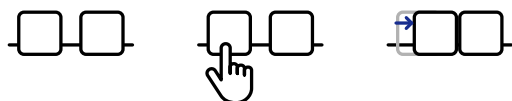
+ Double letters and -ck are one sound so you still only need 3 blocks for these words

# Activity 2: Phoneme Blending / Segmenting of Large Units

Children learn to put together or take apart two large units of a spoken word. Remember, you only speak the words in this activity; no written words!

## Phoneme Blending

### Directions



**“birth - day” “birthday”**

Place 2 blocks (or more, depending on number of syllables/word parts) on the table **an inch apart**. Each block represents a word part.

Say, **“Watch and listen, and then repeat after me.”**

Touch a block as you say each part of the word.

**“birth - day.”**

Slide the blocks together when saying the whole word.

Say, **“birthday.”** Reset the blocks. **“Your turn.”**

**Child repeats and copies block movements:**  
**“birth - day, birthday.”**

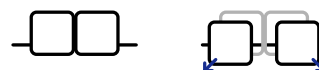
### Practice Words

- Set 1: air-plane → airplane, lap-top → laptop, sail-boat → sailboat, rain-drop → raindrop
- Set 2: shoe-lace → shoelace, snow-ball → snowball, tea-cup → teacup, some-thing → something
- Set 3: Segmenting →
- Set 4: earth-quake → earthquake, sun-burn → sunburn, hair-cut → haircut, birth-day → birthday
- Set 5: card-board → cardboard, side-walk → sidewalk, butter-fly → butterfly, jelly-fish → jellyfish
- Set 6: Segmenting →
- Set 7\*: gar-bage → garbage, blan-ket → blanket, pen-cil → pencil, pic-ture → picture
- Set 8: fro-zen → frozen, nap-kin → napkin, fe-ver → fever, af-ter → after, wel-come → welcome
- Set 9: Segmenting →
- Set 10: plas-tic → plastic, ba-na-na → banana, trav-el-er → traveler, ham-ster → hamster
- Set 11: oc-to-pus → octopus, fan-tas-tic → fantastic, Fri-day → Friday, whis-per-ing → whispering
- Set 12: Segmenting →

\*Consider if the child still needs blocks for support.

## Phoneme Segmenting

### Directions



**“birthday” “birth - day”**

Place 2 blocks (or more, depending on number of syllables/word parts) **with sides touching** on the table. Each block represents a word part.

Say, **“Watch and listen, and then repeat after me.”**

Say the word.

**“birthday.”**

Slide the blocks apart as you say each part of the word.

**“birth - day.”** Reset the blocks. **“Your turn.”**

**Child repeats and copies block movements:**  
**“birthday, birth - day.”**

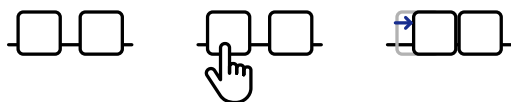
### Practice Words

- Set 1: Blending
- Set 2: Blending
- Set 3: bedtime → bed-time, homework → home-work, spaceship → space-ship, classroom → class-room
- Set 4: Blending
- Set 5: Blending
- Set 6: popcorn → pop-corn, driveway → drive-way, upstairs → up-stairs, inside → in-side
- Set 7: Blending
- Set 8: Blending
- Set 9: blanket → blan-ket, napkin → nap-kin, garbage → gar-bage, frozen → fro-zen
- Set 10: Blending
- Set 11: Blending
- Set 12: ham-ster → hamster, Mon-day → Monday, com-pu-ter → computer, won-der-ful → wonderful

# Activity 3: Phoneme Blending of Individual Sounds

Children learn to put together individual sounds to make a spoken word. Remember, you only speak the words in this activity; no written words!

## Directions



**“/a/ /t/”**

**“at”**

Place 2 (or more, depending on number of sounds) blocks on the table **an inch apart**.

Say, **“Watch and listen, and then repeat after me.”**

Touch one block as you say each sound, **“/a/ /t/.”**

Slide the blocks together when saying the whole word, **“at.”**

Reset the blocks. Say: **“Your turn.”**

**Child repeats and copies block movements:**

**“/a/ /t/, at.”**

## Practice Words

### Two Sound Words (2 blocks)

- Set 1: i-t → it, u-p → up, a-t → at, i-s → is  
Set 2: a-t → at, i-s → is, a-m → am, E-d → Ed  
Set 3: i-n → in, u-p → up, a-n → an, a-s → as

### Three Sound Words (3 blocks)

- Set 4: s-a-t → sat, t-a-n → tan, p-e-n → pen, c-a-p → cap  
Set 5: t-a-p → tap, s-i-t → sit, d-e-n → den, l-i-t → lit  
Set 6: p-i-t → pit, s-i-p → sip, m-a-p → map, d-i-p → dip  
Set 7: r-a-n → ran, h-e-n → hen, m-a-n → man, d-i-p → dip  
Set 8: d-o-g → dog, f-i-t → fit, b-u-n → bun, p-i-g → pig  
Set 9: l-o-t → lot, b-u-s → bus, h-u-g → hug, r-u-n → run  
Set 10: f-i-t → fit, b-i-g → big, g-e-t → get, h-e-n → hen  
Set 11: j-u-g → jug, w-e-t → wet, v-a-t → vat, z-i-p → zip

## Three Sound Words (continued)

- Set 12\*: w-i-g → wig, R-e-x → Rex, j-a-b → jab, y-e-s → yes  
Set 13: v-e-t → vet, J-a-n → Jan, w-a-g → wag, m-i-x → mix  
Set 14+: b-u-zz → buzz, M-a-ck → Mack, T-e-ss → Tess, d-i-d → did  
Set 15+: J-e-ff → Jeff, J-i-ll → Jill, b-a-ck → back, R-i-ck → Rick  
Set 16+: h-i-ll → hill, h-a-ck → hack, w-a-g → wag, p-e-ck → peck

\* Consider if the child still needs blocks for support.

+ Double letters and -ck are one sound so you still only need 3 blocks for these words

## Four Sound Words (4 blocks)

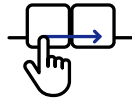
- Set 17: p-o-n-d → pong, f-l-u-ff → fluff, c-o-s-t → cost, b-l-a-ck → black  
Set 18: b-r-a-g → brag, f-l-o-p → flop, s-p-i-t → spit, j-u-m-p → jump  
Set 19: n-e-s-t → nest, b-a-n-d → band, s-i-f-t → sift, c-r-a-m → cram  
Set 20: l-a-n-d → land, m-e-n-d → mend, t-r-o-d → trod, s-l-i-t → slit  
Set 21+: th-u-m-p → thump, s-t-i-ng → sting, t-r-a-sh → trash, b-l-u-sh → blush  
Set 22+: b-r-i-ng → bring, c-r-a-sh → crash, ch-ee-k-s → cheeks, qu-i-l-t → quilt  
Set 23+: sh-i-p-s → ships, qu-e-s-t → quest, s-m-a-sh → smash, ch-a-t-s → chats

+ qu, ng, sh, ch, th are all one sound so you still only need 4 blocks for these words

# Activity 4: Phoneme Segmenting of Individual Sounds

Children learn to identify each sound in a word. Remember, you only speak the words in this activity; no written words!

## Directions



**“am”**

**“/a/ /m/”**

Place 2 (or more, depending on number of sounds) blocks **with sides touching** on the table.

**“Watch and listen, and then repeat after me.”**

Slide your finger across the blocks as you say the word, **“am.”**

Slide the blocks apart as you say each sound.

**“/a/ /m/.”** Reset the blocks. **“Your turn.”**

**Child repeats and copies block movements:**  
**“am, /a/ /m/”**

## Practice Words

### Two Sound Words (2 blocks)

- Set 1: a-n → an, a-t → at, i-t → it, i-s → is  
Set 2: a-m → am, i-n → in, a-t → at, a-s → as  
Set 3: i-t → it, a-n → an, i-s → is, a-m → am

### Three Sound Words (3 blocks)

- Set 4: c-a-t → cat, t-i-p → tip, K-e-n → Ken, k-i-t → kit  
Set 5: m-a-n → man, p-e-n → pen, d-i-d → did, h-a-d → had  
Set 6: n-a-p → nap, k-i-d → kid, p-e-t → pet, d-i-m → dim  
Set 7: c-u-p → cup, b-a-g → bag, h-i-t → hit, g-u-ll → gull  
Set 8: m-u-d → mud, b-u-t → but, b-a-d → bad, l-i-p → lip  
Set 9: r-u-g → rug, g-o-t → got, m-u-g → mug, b-i-t → bit  
Set 10: p-i-t → pit, l-e-d → led, r-o-d → rod, c-a-b → cab  
Set 11: z-i-g → zig, f-o-x → fox, y-a-m → yam, w-e-t → wet

## Three Sound Words (3 continued)

- Set 12\*: y-e-s → yes, z-a-g → zag, b-o-x → box, L-i-z → Liz  
Set 13: t-u-x → tux, z-i-g → zig, J-i-m → Jim, v-a-n → van  
Set 14+: Z-a-ck → Zack, v-e-t → vet, m-i-ll → mill, r-o-ck → rock  
Set 15+: w-e-t → wet, m-a-ss → mass, d-i-ll → dill, p-u-ff → puff  
Set 16+: v-a-n → van, b-u-ff → buff, b-e-ll → bell, d-u-g → dug

\* Consider if the child still needs blocks for support.

+ Double letters and -ck are one sound so you still only need 3 blocks for these words

## Four Sound Words (4 blocks)

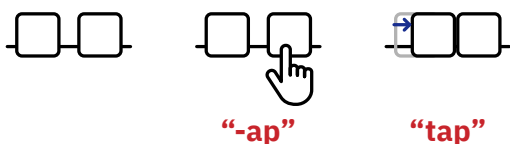
- Set 17: f-l-i-p → flip, c-r-a-b → crab, d-u-s-t → dust, t-r-o-t → trot  
Set 18: f-l-e-d → fled, s-l-a-b → slab, d-u-m-p → dump, s-k-i-p → skip  
Set 19: g-i-f-t → gift, r-a-m-p → ramp, t-r-e-k → trek, h-e-l-d → held  
Set 20: c-o-s-t → cost, s-e-n-d → send, l-a-m-p → lamp, f-l-a-t → flat  
Set 21+: s-m-i-th → smith, ch-o-p-s → chops, qu-i-t-s → quits, f-l-a-sh → flash  
Set 22+: f-l-i-ng → fling, ch-e-s-t → chest, sh-o-p-s → shops, c-r-u-sh → crush  
Set 23+: b-r-u-sh → brush, s-l-i-ng → sling, ch-i-m-p → chimp, f-l-e-sh → flesh  
+ qu, ng, sh, ch, th are all one sound so you still only need 4 blocks for these words

# Activity 5: Adding Phonemes

Children learn to add a sound to make a word. Remember, you only speak the words in this activity; no written words!

## Initial Sound

### Directions



Place 2 blocks on the table **an inch apart**. One block represents the sound to be added. The other block represents the rest of the word.

**"Watch and listen, and then repeat after me."**

Touch the second block when saying the word ending (all sounds after the initial sound)

Say the word **ending**. If the word is tap, say **"-ap."**

**Child repeats: "-ap."**

Touch the first block when saying the initial sound, then the second block when repeating the word ending.

**"Now, add /t/ to -ap."**

Slide the blocks together, **"tap."**

Reset the blocks. **"Your turn."**

**Child follows steps and copies block movements:**  
**"-ap, t-ap, tap."**

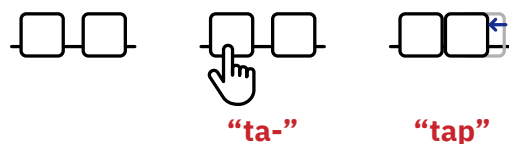
## Practice Words

Set 1: p-it, p-an, t-in, s-at  
Set 2: s-ip, h-at, t-ap, n-ip  
Set 3: p-in, t-ip, p-at, t-an  
Set 4: r-at, h-en, d-ad, h-id  
Set 5: d-ip, m-ap, k-id, l-ap  
Set 6: c-an, r-ip, t-ap, h-en  
Set 7: p-up, l-ot, m-om, f-ed  
Set 8: n-ut, d-og, l-eg, p-ig  
Set 9\*: h-ip, s-ob, g-et, f-og  
Set 10: b-uzz, z-ap, f-ox, j-ig  
Set 11: j-ee-p, w-ag, y-es, f-izz  
Set 12: y-ap, d-en, w-it, f-ix  
Set 13: g-rin, s-nug, s-wim, p-lod  
Set 14: s-log, c-reek, s-wam, b-ring  
Set 15: s-wing, s-tood, c-reep  
Set 16: b-lack, f-lag, s-led, s-kin  
Set 17: s-pit, b-rat, t-rip, c-rack  
Set 18: b-lot, f-lick, b-rag, c-rock

\*Consider if the child still needs blocks for support.

## Final Sound

### Directions



Place 2 blocks on the table **an inch apart**. One block represents the sound to be added. The other block represents the rest of the word

**"Watch and listen, and then repeat after me."**

Touch the first block when saying the word beginning (all sounds before the final sound).

Say the word **beginning**. If the word is tap, say **"ta-."**

**Child repeats: "ta-."**

**"Now, take ta- and add /p/ (point to the second block) at the end."**

Slide the blocks together, **"tap."**

Reset the blocks. **"Your turn."**

**Child follows steps and copies block movements:**  
**"ta-p, tap."**

## Practice Words

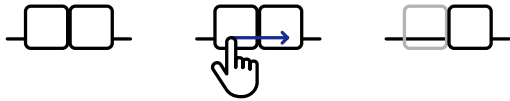
Set 19: see-k, see-n, see-m, ves-t  
Set 20: bee-f, bee-p, ram-p, pon-d  
Set 21: fee-l, crus-t, bum-p, han-d  
Set 22: zes-t, ten-d, quee-n, chee-k  
Set 23: gus-t, lim-p, tee-th, chea-p  
Set 24: cam-p, wel-d, shee-p, shee-t  
Set 25: fon-d, rom-p, ves-t, lif-t  
Set 26: mas-t, wel-d, men-d, sif-t  
Set 27: tuf-t, lim-p, hel-d, nes-t  
Set 28: quil-t, cam-p, ten-d, fas-t  
Set 29: cham-p, blas-t, hel-d, men-d  
Set 30: ques-t, spen-d, lum-p, shaf-t

# Activity 6: Deleting and Substituting Compound Words and Syllables

Children learn to delete or change a large sound unit and say the rest of the word or the new word. Remember, you only speak the words in this activity; no written words!

## Deletion: Compound Words and Syllables

### Directions



**“cupcake”**

**“cake”**

Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word.

“cupcake.”

**Child repeats; “cupcake.”**

“Now say ‘cupcake’ without ‘cup.’” Remove the block that represents the part of the word to be deleted.

Let the child answer. If needed, demonstrate by saying, “cake.” Then, reset the blocks and say, “your turn.”

**Child follows steps and copies block movements: “cupcake, cake.”**

### Practice Words

The answer is underlined

Set 1: baseball, doghouse, wheelchair, handstand

Set 2: suitcase, stoplight, doorway, raincoat

Set 3: birthday, headphones, playhouse, sidewalk

Set 4: bedtime, Sunday, lunchroom, outdoor

Set 5\*: number, powder, hardest, smallest

Set 6: kindest, order, member, laughter

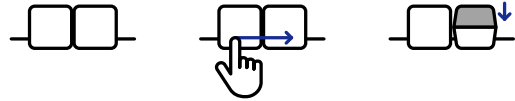
Set 7: thinking, cooking, looking, dusting

Set 8: faster, slower, colder, darker

\* Consider if the child still needs blocks for support.

## Substitution: Compound Words and Syllables

### Directions



**“doorbell”**

**“doorway”**

Place 2 blocks **with sides touching** on the table.

Say, “Watch and listen, and then repeat after me.”

Say the word. Touch both blocks as you say the word, “doorbell.”

**Child repeats, “doorbell.”**

Say, “Now say ‘doorbell,’ but change ‘bell’ to ‘way.’”

Flip over the block that represents the word part being changed.

Let the child answer. If needed, demonstrate by saying, “doorway.” Then, reset the blocks and say, “your turn.”

**Child follows steps and copies block movements and says, “doorbell, doorway.”**

### Practice Words

Substitute the first underlined part with the second underlined part.

Set 1: sunset → sunshine  
weekday → weekend  
backyard → backpack  
hairbrush → haircut

Set 2: baseball → football  
bedroom → classroom  
nighttime → daytime  
notebook → cookbook

Set 3\*: number → member  
powder → chowder  
hardest → softest  
laughter → sister

Set 4: thinking → laughing  
cooking → crying  
colder → cleaner  
darker → greater

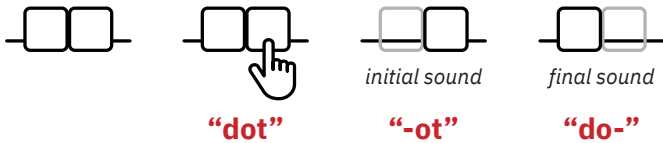
\* Consider if the child still needs blocks for support.

# Activity 7: Deleting and Substituting Initial and Final Sound

Children learn to delete or change a sound and say the rest of the word or the new word that remains. Remember, you only speak the words in this activity; no written words!

## Deletion: Initial and Final Sound

### Directions



Place 2 blocks **with sides touching** on the table.  
Say, "Watch and listen, and then repeat after me."

Say the word. Touch both blocks when you say the word.  
"dot."

**Child repeats: "dot."**

"Now say dot without /d/." Remove the block that represents the syllable to be deleted.

Let the child answer. If needed, demonstrate by saying, "-ot." Then, reset the blocks and say, "your turn."

**Child follows steps and copies block movements.**  
(Initial) "dot, -ot." or (Final) "dot, do-"

### Practice Words: Initial Sound

The answer is underlined

Set 1: t-ick, j-og, l-ack, p-it  
Set 2: p-ill, l-ock, s-ick, l-oss  
Set 3: Substitution →  
Set 4: l-ack, k-in, p-ot, r-at  
Set 5\*: r-ed, l-ag, k-id, p-at  
Set 6: Substitution →

### Practice Words: Final Sound

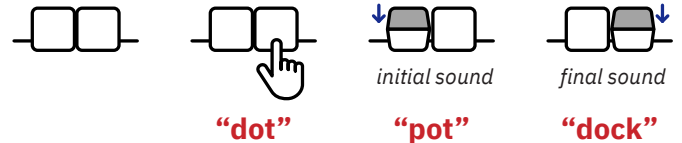
The answer is underlined

Set 7: see-m, see-n, see-k, see-d  
Set 8: bee-p, pee-p, ree-f, kee-p  
Set 9: Substitution →  
Set 10: bea-m, bea-d, bee-t, bea-k  
Set 11: cha-t, qui-ck, wi-ng, ca-sh  
Set 12: Substitution →  
Set 13\*: ca-ke, ca-ve, ca-se, ca-ne  
Set 14: ga-me, hi-ke, cu-te, ho-me  
Set 15: Substitution →  
Set 16: ro-pe, for-k, car-d, fee-t  
Set 17: for-t, yar-d, cor-n, bar-k  
Set 18: Substitution →

\*Consider if the child still needs blocks for support.

## Substitution: Initial and Final Sound

### Directions



Place 2 blocks **with sides touching** on the table.  
Say, "Watch and listen, and then repeat after me."

Say the word, "dot." Slide your finger across the blocks as you say the word. The first block represents the first sound.

**Child touches blocks and says: "dot."**

"Now say dot, but change /d/ to /p/." Flip over the block that represents the word part being changed.

Let the child answer. If needed, demonstrate by saying, "pot." Then, reset the blocks and say, "your turn."

"Now say dot, but change /t/ to /ck/." Flip over the block that represents the word part being changed.

Let the child answer. If needed, demonstrate by saying, "dock." Then, reset the blocks and say, "your turn."

**Child follows steps and copies block movements.**  
(Initial) "dot → pot" or (Final) "dot → dock"

### Practice Words: Initial Sound

Substitute the first underlined part with the second underlined part.

Set 3: v-an → c-an; b-ell → t-ell  
m-iss → k-iss; f-uzz → b-uzz  
Set 6\*: r-an → f-an; p-ot → d-ot  
r-im → h-im; r-ock → s-ock

### Practice Words: Final Sound

Substitute the first underlined part with the second underlined part.

Set 9: dee-p → dea-l; fee-d → fee-l  
wee-p → wee-k; hee-l → hea-t  
Set 12: ba-ng → ba-t; fi-sh → fi-n  
ki-ng → ki-d; chi-ll → chi-p  
Set 15\*: di-ne → di-me; fi-ne → fi-ve  
ma-de → ma-ze; ro-de → ro-pe  
Set 18: shar-p → shar-k; por-t → por-k  
mar-k → mar-ch; la-ke → la-te

\*Consider if the child still needs blocks for support.





# Word Practice

**Activity 8: Word Chains/Making New Words . . . . . 17**

**Activity 9: Word Writing/Mapping Letters to Sounds . . . . 18**

**Activity 10: Decodable Sentence Reading . . . . . 21**

**Activity 11: Extension Activities . . . . . 25**



# Word Practice

## Description

Children need to be able to spell and read words by either matching the sounds they hear in words to letters they know (spelling), or by matching the letters they see in words to their sounds and then blending those sounds together to say the word (reading).

Understanding the relationship between letters and sounds is essential to accurately read and spell words. Emphasizing letter-sound relationships in words creates a strong foundation of word attack and word analysis skills that will serve the child well in the early and later years of reading.

Part Two includes activities to help your child practice their word reading skills: word chains, word writing/mapping, and sentence reading. The sets of words for each skill progress from basic CVC (consonant-vowel-consonant: CAT) words to words with more complex elements (e.g., silent e, r-controlled vowels).

Suggestions for extension activities are available at the end of this section to further support word reading skills.

## Recommended Use



1  
2  
3



**Ten** minutes of sound practice

Do at least **one** set of word chains and **one** set of word writing/mapping.

Read **one set** of decodable sentences or **read one decodable book**

## Materials



abc



Paper and pencil with eraser

Activity sheet in a sleeve protector (Optional)

Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser (Optional)

## Notes

# Activity 8: Word Chains/Making New Words

Children learn to change a letter or letters in a word to make a new word.

## Directions

cat at rat

↓ ↑

Prepare: Paper and pencil with eraser, Magnetic Letter Set (Optional), Whiteboard, Dry Erase Marker, Eraser (Optional)

Build each word by using magnetic letters or writing on a whiteboard. "Make the word cat."

"Now, make the word rat. Only change the letters that need to be changed." (For example, remove only the c and replace it with r to make rat.)

Prompt the child to read each word when it is built. "Read the word." (Repeat cycle)

## Practice Words

Set 1 (a,t,s,p,n): at → sat → pat → nat

Set 2 (i,t,s,p,n): it → sit → pit → pin

Set 3 (i,n,t,p,s): in → tin → tip → sip

Set 4 (a,n,r,c,p): an → ran → can → cap

Set 5 (h,e,n,t,p): hen → ten → pen → pet

Set 6 (k,e,n,m,a,p): Ken → men → man → map

Set 7 (u,p,p,c,a): up → pup → cup → cap

Set 8 (h,o,t,p,i,l): hot → hop → hip → lip

Set 9 (b,i,n,g,t,f): bin → big → bit → fit

Set 10 (j,e,t,v,w,y): jet → vet → wet → yet

Set 11 (t,a,x,w,m,i): tax → wax → Max → mix

Set 12 (z,i,g,w,n,t): zig → wig → win → wit

Set 13 (b,a,c,k,p,u,d): back → pack → puck → duck

Set 14 (m,i,s,s,e,t,l): miss → mess → Tess → tell

Set 15 (b,u,z,z,s,g,a): buzz → bus → bugs → bags

Set 16 (c,a,s,t,v,e,n): cast → vast → vest → nest

Set 17 (s,k,u,i,l,l,p,e): skull → skill → spill → spell

Set 18 (t,r,u,c,k,a,c,b,i): truck → track → crack → brick

Set 19 (f,e,e,d,n,j,p,sh): feed → need → jeep → sheep

Set 20 (c,r,y,t,f,s,p): cry → try → fly → spy

Set 21 (f,r,e,e,d,s,l,p,c,r,k): free → feed → sleep → creek

Set 22 (d,i,s,h,w,t,p,a): dish → wish → with → path

Set 23 (r,u,s,h,a,c,f,l): rush → rash → cash → flash

Set 24 (c,h,I,c,k,u,a,p,d): chick → Chuck → chap → Chad

Set 25 (l,a,t,e,d,c,u,b): late → date → cute → cube

Set 26 (l,u,k,e,a,b,I,t): Luke → lake → bike → kite

Set 27 (b,a,k,e,c,r,t,s,v): bake → cake → crate → save

Set 29 (c,a,r,d,f,m): car → card → far → farm

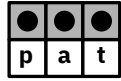
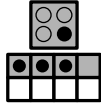
Set 29 (h,a,r,d,p,m,c): hard → park → Mark → march

Set 30 (f,o,r,t,h,n): for → fort → thorn → north

# Activity 9: Word Writing/Mapping Letters to Sounds

Children learn to write the letters that make each sound in the word using the Activity Sheet on the next page.

## Directions



Prepare: Copies of the activity sheet (see next page), small objects to place in the circles (pennies, game pieces, buttons)

Say, "Watch and listen, and then repeat after me."

Say, "pat."

Child repeats: "pat."

"Now listen and watch me as I say the sounds in the word: /p/ /a/ /t/." Hold up a finger for each sound.

Write the word on a piece of paper.

"Now listen and watch me point as I say the sounds in pat."

Say the sounds in the word again, pointing to each letter or letters that make each sound.

"/p/ /a/ /t/, pat."

Cover the word on the paper.

"Now, move a chip on the activity sheet into the grey boxes for each sound you hear in pat."

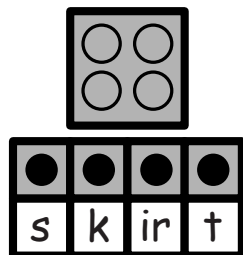
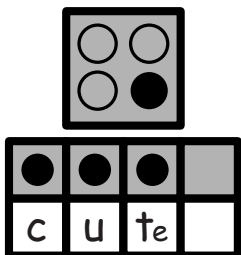
"Now, spell pat by writing the letters that make the sounds in each box."

"Read the word."

Uncover the word and have the child compare what they wrote to what is written on the paper.

"Let's check our spelling!"

Additional examples:



## Practice Words

Each underline represents a box

Set 1: a t, i t, a n, t i n

Set 2: p a t, s i t, t a p, p i n

Set 3: p a n, s a t, t a n, p i t

Set 4: a m, m a n, f e d, r a p

Set 5: d i d, r i p, l a p, h e n

Set 6: h e m, r a t, k i d, c a n

Set 7: k i d, s a d, m a t, b e g

Set 8: b u g, c o t, l a d, g e t

Set 9: p i g, h o p, l o g, n u t

Set 10: R e x, y e s, b o x, j e t

Set 11: f o x, j u g, y e t, v a n

Set 12: f i x, y a m, z i p, j a m

Set 13: l e s s, t u c k, d o l l, b a g s

Set 14: s o c k, t i c k, p a s s, b u z z

Set 15: f i l l, b u g s, r o c k, w e l l

Set 16: b e s t, c r u s t, s k u l l, B r a d

Set 17: b l o c k, s l e d, f l e c k, s p e n d

Set 18: b r i c k, g i f t, b a n d, c r a c k

Set 19: f l y, s k y, s e e m, w e e p

Set 20: s e e d, s l e e p, c r e e p, w e e d s

Set 21: f r e e, m e e t, c r e e k, n e e d s

Set 22: s i n g, s o n g, b r i n g, q u e e n,

Set 23: n e c k, s t i c k, s h e d, b a n g

Set 24: q u a c k, k i n g, b r u s h, t e e t h

Set 25: J a k e, h o p e, J u n e, c o d e

Set 26: u s e, r i d e, K a t e, m a z e

Set 27: r u l e, l i k e, d i n e, j o k e

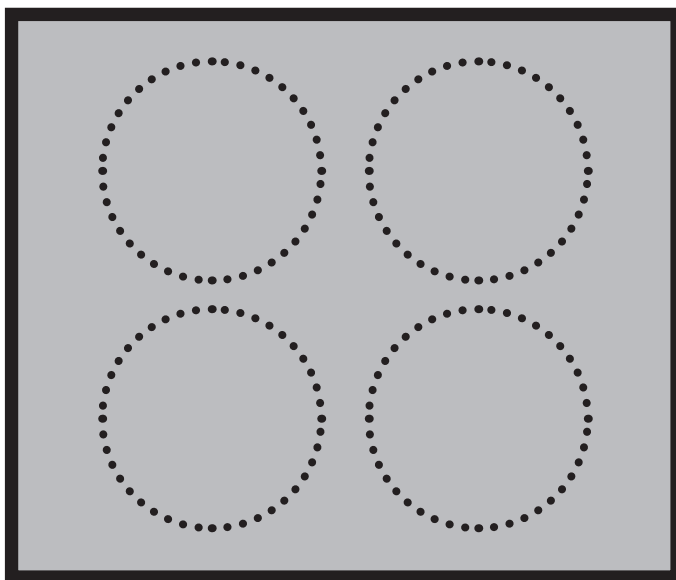
Set 28: a r t, c o r n, f o r k, s k i r t

Set 29: p a r t, g i r l, s h a r k,

Set 30: d a r k, s h a r p, b i r d, c h i r p

# Word Mapping Activity Sheet

Place in sheet protector



|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |



# Activity 10: Decodable Sentence Reading

Children learn to read sentences with decodable words that get increasingly more difficult as they learn new letter-sound concepts.

## Practice Sentences

Use the practice sentences on the following pages or the Jamboard with the prewritten sentences available.

## Directions

Say, “Now try to read this sentence. Point to each word as you say it.”

Child reads the sentence two to three times, depending on time constraints.

Continue with each of the current day’s sentences.

You can ask basic questions to ensure comprehension of each sentence.

For example, “Who sat in the pit?” or “Where is the kid?”

## Activity 10: Practice Sentences

### High-Frequency Words the, a

#### Set 1

A tan pit  
The tin pan  
It is tan.  
Sit in the pan.

#### Set 2

Tap the pin.  
Tip the pan.  
Sit in the pit.  
Is the pin in the pan?

#### Set 3

Nat is tan.  
Pip sat in sap.  
Pat sat in the pit.  
Is Nan in the pan?

#### Set 4

The man ran.  
Tam is mad.  
Ed had a map.  
Sim did a rap.

#### Set 5

Min hid the rat.  
The man had a hen.  
The cat is in a lap.  
Did Nam rip the map?

#### Set 6

Can the kid pet the cat?  
Is the rat in the pen?  
Can Pip nap in the den?  
Did Tad rip the hem?

#### Set 7

Kit had a mat.  
The cup is red.  
A kid is sad.  
The dog can beg.

#### Set 8

Get the big mug.  
A bug bit the kid.  
The lad got a hug.  
The kid is on a cot.

#### Set 9

A pig got in the mud.  
Did Tig hop on the log?  
Mom fed the pup a nut.  
Can a rat run up a leg?

#### Set 10

Max can jog.  
Yes, zip the bag!  
Jen has a wig.  
Rex the dog is wet.



## Activity 10: Practice Sentences

### Set 11

Jaz can zig and zag.  
Did Mem fix the jet?  
The fox is at the vet.  
Lug the jug to Zak.

### Set 12

Did the pig get a yam?  
Is the wax in the box?  
Did Wes mix up Jen and Jan?  
Is the van at the bus hub?

**High-Frequency Words**  
the, a, to

### Set 13

Jess ran up to the well.  
Tuck in the dolls.  
Pick up the mess.  
Bill can pack a sock.

### Set 14

The bugs will buzz.  
The pop has fizz.  
Back up the bus, Rick.  
Can Jill pass the ball to Zack?

### Set 15

Pack up the bags, Jeff.  
Did Vick tell on Tess?  
Tell Mack to fill the jugs.  
Will Nick miss the van?

**High-Frequency Words:**  
the, a, to, was, of

### Set 16

Mell will cast a spell.  
The dog hit his skull.  
The crust was the best!  
Put the vest on Brad.

### Set 17

Pick up the fleck of dust.  
Brad will sled on the hill.  
The block was on the track.  
I spend a lot on gum.

### Set 18

Put the brick in the truck.  
He will crack his skull!  
The gift will cost a lot.  
The last band was a flop.

**High-Frequency Words**  
the, a, to, was, of, you

### Set 19

You need to feed the frogs.  
We will fly up in the sky.  
The jeep will go up the ramp.  
You seem to need help.

### Set 20

No, Bret will cry and weep.  
The eels can swim in the pond.  
Try to get the spy to creep up.  
Was the seed just a weed?

## Activity 10: Practice Sentences

### Set 21

The frogs will try to sleep in the creek.  
You must not try to feed the bee!  
He needs to keep his hands free.  
You need to meet Fran at the camp.

### Set 22

You can smash the dish.  
The queen left the ship.  
Bring that thing to me.  
I wish to sing a song.

### Set 23

Is that a rash on his neck?  
Bang the drum with a stick.  
He will rush to Seth in a flash.  
You will spend a lot of cash on that shed.

### Set 24

The duck will quack at the moth.  
Then the king will brush his teeth.  
Chad has to ship Chuck a ring.  
Did the chick flap his wings?

### Set 25

Jane is late for her date.  
Can we hike to the cave?  
I hope June can hike home!  
Pete will line up in time.

### Set 26

Jake was lost in the maze.  
Let us fly a kite in the sky!  
Can we bake a cute cake?  
Kate can ride her bike by the lake.

### Set 27

Will you save a crate of beets for me?  
Will Luke dine at home?  
You need to use a code in the game.  
Eve made a joke, but it was bad.

### Set 28

A spot on the skirt is green.  
Can we get corn at the farm?  
Chip got a card that sang.  
You can make art with a fork.

### Set 29

The shark will bite Mark!  
The girl can sing in the car.  
Part of the park is not safe.  
It is hard to march in place.

### Set 30

The bird will not chirp in the dark.  
The sharp thorn can hurt you.  
Mar got third place in the race.  
The fort is at the north part of the lake.

# Activity 11: Extension Activities

These are some suggested extension activities to strengthen word reading and spelling development.

## Optional: Decodable Books to Use

Example of FREE decodables: **SPELD-SA**

<https://www.speldsa.org.au/speld-phonics-books>

Use decodable books in the following ways:

- Child reads the book or reads a page or two of the book at a time. Allow opportunities to reread the books.
- Parent/Caregiver reads a page and then the child rereads the page.
- Parent/Caregiver reads a page and then the child reads the next page.

## Optional: Sentence Dictation

Have the child repeat one of the sentences they read three times.

Draw a line for each word.

Have the child write each word to the best of their ability. Help the child hear each sound in the word. Let the child spell using phonetic representations (correct spellings are not necessary). Focus on improving the spelling of one word.

Have the child read the sentence they wrote.

## Optional: Sentence Writing Add-ons

Have the child orally add 2-3 sentences to one of the sentences they read to make a mini story.

The instructor can write the words.

Have the child read each add-on sentence after the instructor writes it.

## Optional: Reverse Role for Word Mapping (or any other activity)

Let the child serve as the parent/caregiver by offering words to be mapped.

Parent/Caregiver goes through the steps of the word mapping activity with the fun words the child suggests.