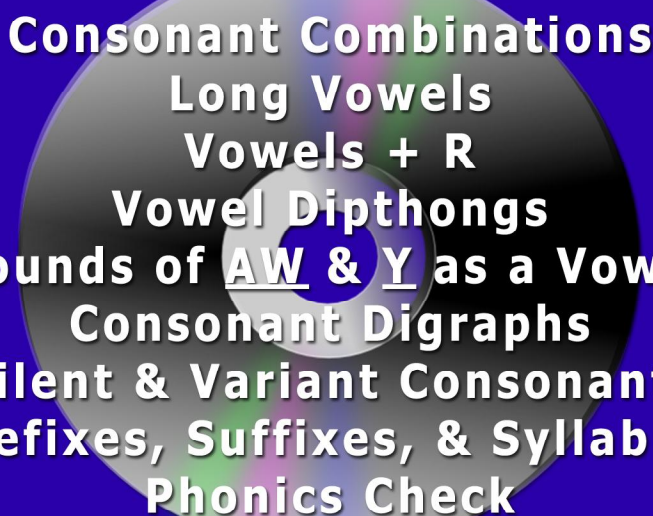


PHONICS REVIEW 2



Consonant Combinations
Long Vowels
Vowels + R
Vowel Diphthongs
Sounds of AW & Y as a Vowel
Consonant Digraphs
Silent & Variant Consonants
Prefixes, Suffixes, & Syllables
Phonics Check

JUST **PUSH THE PLAY BUTTON ON YOUR CD PLAYER**

Systematic, Meaning-Based Instruction
Extended Activities to Literature

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Audio-Based Literacy Programs

Lesson 1

Consonant Combinations

sm, sw, sn, st, sp, sk, ng, nk, spr, str, scr, spl, shr, thr

Extra Activities

- Write the following consonant combinations in a row on a chalkboard: **sm, sw, sn, st, sp, sk**. Ask students to think of words that begin or end with the consonant combinations. Continue the activity with the following combinations: **ng, nk, spr, str, scr, spl, shr, thr**.
- After students practice saying and writing the following **high frequency reading words**, ask them to underline the consonant combinations in each word: **along, long, morning, nothing, sing, thing, bang, anything, belong, something, hung, ring, wing, king, song, young, wrong / aunt, hunt / land, send, second, mind, wind / left / nest, past / sent, tent / think, bank / swam, swim, swish / small, smell, smile, smoke, /snow / spoke, spot / splash / spring / straight, strange, stream, strong, stretch, string / threw, through, throw / stamp, stand, star, stare, start, station, stick, stone, stand**
- Write the **high frequency reading words** from the activity above, and the words from **Picture Words That Students Can Draw** at the bottom of the page, on word cards for word matching and concentration games.
- Informally, call attention to beginning consonant combinations, and their sounds, in students' books and in their writing.
- Teach the following high frequency reading words: **quack, quick, quit, quite, quiet, quart, quarter / squirrel, squall, squeeze / twelve, twice, twin, twist, twinkle, twenty**.
- Have each student draw, or cut from magazines, pictures representing words with consonant combinations and use the pictures to make a Consonant Combinations Book.

Picture Words that Students Can Draw

spring, skunk, skirt, sky, skate, desk, mask, smile, smoke, snake, snail, sneakers, snow, spider, spoon, spot, shrimp, shrub, screen, star, stamp, stick, stone, stop, nest, sweater, sweep, lamp, bump, hand, land, swing, ant, tent, cent, plant, point, bank, ink, tank, ring, strawberry, string, street, stripe

PHONICS REVIEW 2

Lesson 1, Consonant Combinations

sm sw sn st sp sk

● Part 1

smoke spin

1. ___ile 2. ___ell 3. cri___ 4. ___ooth

● Part 2

sm sp

1. Could you ___ile for your picture?
2. Did you find a small ___oon?
3. A wa___ flew into the house.

● Part 3

snail stop

1. ___ep 2. ___ap 3. ___ack 4. du___

● Part 4

sn st

1. She tried not to ___eeze.
2. They walked in the ___ow.
3. The ___ory was about a lo___ dog.

Lesson 1, Consonant Combinations

sm sw sn st sp sk

Part 1

swim skate

1. ___ing 2. ___in 3. a___ 4. ___eep

Part 2

sw sk

1. Does a ___unk have spots or stripes?
2. They like to play on the ___ings.
3. Can a ___an fly into the ___y?

Part 3

1. smile smoke swing swift

2. snow snail small sneeze

3. sweep smash snake swim

Part 4

1. still stand spin spell

2. skate skip past desk

3. story crisp trust speak

Lesson 1, Consonant Combinations

spr str scr spl shr thr ng nk

● Part 1

1. ring - s _ _ _ br _ _ _ str _ _ _

2. bank - t _ _ _ th _ _ _ sp _ _ _

● Part 2

wing bank

1. tru _ _ 2. sti _ _ 3. dri _ _ 4. ha _ _

● Part 3

ng nk

1. Did you bri _ _ your lunch?
2. There is no i _ _ in this pen.
3. Can we si _ _ a new so _ _ ?
4. Does a sku _ _ live in the woods?

● Part 4

1. ring sing spring sting

2. ink think drink wink

3. wing trunk wrong skunk

Lesson 1, Consonant Combinations

spr str scr spl shr thr

● Part 1

spray split

1. ___ ___ ing 2. ___ ___ ash 3. ___ ___ ead 4. ___ ___ ice

● Part 2

spr spl

1. Did you ___ ___ ain your ankle?
2. Try not to ___ ___ ash water on me.
3. He ___ ___ ead fresh jam on his bread.

● Part 3

scrub string

1. ___ ___ ap 2. ___ ___ eam 3. ___ ___ ape 4. ___ ___ aw

● Part 4

scr str

1. A skunk has a white ___ ___ ipe on its body.
2. He put a ___ ___ een on the window.
3. Can you swim in a ___ ___ eam?

Lesson 1, Consonant Combinations

spr str scr spl shr thr

● Part 1

shrub three

1. ___ __ _imp 2. ___ __ _ow 3. ___ __ _ed 4. ___ __ _ill

● Part 2

shr thr

1. The cat played with a ball of ___ __ _ead.
2. Did your cap ___ __ _ink in the wash?
3. How far can you ___ __ _ow the ball?

● Part 3

1 spray spring stripe strong

2. screen scratch split splash

3. shrimp shrine three thread

● Part 4

1 strip scrub spring through

2. scrape thrill shrub strike

3. stream through spread shrink

Lesson 1, Consonant Combinations

spr str scr spl shr thr ng nk sm sw sn st sp sk

● **Part 1** _____

sn sm sw

1. ___ing 2. ___all 3. ___ake 4. ___eep

● **Part 2** _____

st sp sk

1. ___ore 2. ___in 3. de___ 4. ___ate

● **Part 3** _____

ng nk

1. tha___ 2. thi___ 3. ba___ 4. spri___

● **Part 4** _____

spr str scr

1. ___atch 2. ___ay 3. ___eam 4. ___ing

● **Part 5** _____

spl shr thr

1. ___ash 2. ___ill 3. ___imp 4. ___ow

● **Part 6** _____

- | | | | |
|----------|-------|----------|-------|
| 1. smile | swell | 2. state | skate |
| 3. think | thing | 4. bring | drink |
| 5. spray | stray | 6. three | spree |

Phonics Activity

Trace the underlined letters in each word.

1. smile swim snow

2. stop spin skate

3. trust ask crisp

4. think thing strong

5. three splash spring

6. strike shrink scream

7. string scrape throw

I read the words to _____.

Name _____

Date(s) _____

To the Teacher:

Students read the words with you or other students. For language experience, students use each word in a sentence and draw representations for, or find pictures of, selected words.

Lesson 2, Long Vowels

ai, ay, oa, ow, ea, ee

Extra Activities

- Write the following word pairs on a chalkboard: **ran / rain; pad / paid; men / mean; met / meet**. Lead students to see that in each of the word pairs the first word has a short vowel sound and the second word has a long vowel sound. Tell students that when a short word has two vowels together the first vowel often says its own name. Now, write the words **slow** and **play** on the chalkboard. Read the words. Remind students that the letters **w** and **y** sometimes act like vowels.
- After students practice saying and writing the following high frequency reading words, ask them to underline the long vowel sound in each word and cross out the vowel that is silent, not heard: **train, paint, rain, afraid, straight / day, say, stay, pay, may, maybe, birthday, always, today / meet, need, sheep, sweet, green, sleep, street, between, keep, teeth / teach, teacher, read, please, peanut, dream, each, leave, mean, stream / road, float, know, show, yellow, own, window, tomorrow, blow, follow, grow, throw.**
- Provide magazine and newspaper advertisements and packaging for food products that represent long vowel sounds for students to read: **green beans, peaches, peas**, for example. Have students write animal names that have long vowel sounds, such as: **eagle, bee, sheep.**
- Teach the following homophones: **be/bee, rode/road, sale/sail, male/mail, feet/feat, pale/pail, pane/pain, meet/meat, see/sea, weak/week.**
- Informally, call attention to long vowel words in students' books and in their writing.
- Review the following high frequency reading words that do not follow the long vowel rule: **ahead, ready, heavy, break, breakfast, instead, again.**

Picture Words That Students Can Draw

train, rain, tail, chain, pail, hay, tray, peach, leaf, jeans, tea, peanut, stream, seal, seat, leave, wheel, tree, bee, sheep, feet, weed, jeep, coat, boat, road, toaster, bowl, snow, yellow, window, arrow

PHONICS REVIEW 2

Lesson 2, Long Vowels
ai ay oa ow ea ee

● **Part 1**

rain day

● **Part 2**

1. w__it 2. t__il 3. p__int

● **Part 3**

1. d__y 2. s__y 3. st__y

● **Part 4**

1. rain - m__ __ __ tr__ __ __
2. pay - pl__ __ aw__ __

● **Part 5**

1. It may (**ran** **rain**) today.
2. We like to (**play** **plan**) baseball.
3. She (**pad** **paid**) for the peanuts.
4. Did you wash the (**pan** **pain**)?

Lesson 2, Long Vowels
ai ay oa ow ea ee

● **Part 1**

road snow

● **Part 2**

1. c__at 2. t__ad 3. s__ap

● **Part 3**

1. l__w 2. sh__w 3. gr__w

● **Part 4**

1. road - t__ __ __ l__ __ __

2. crow - sl__ __ kn__ __

● **Part 5**

1. She put on her hat and (**cot** **coat**).
2. Water the grass so it will (**grow** **gray**).
3. He lost one green (**sock** **soak**).
4. A tree fell across the (**rod** **road**).

Lesson 2, Long Vowels
ai ay oa ow ea ee

● **Part 1**

bee tea

● **Part 2**

1. tr__e 2. s__e 3. gr__en

● **Part 3**

1. s__at 2. r__ad 3. sp__ak

● **Part 4**

1. need - f__ __ __ sp__ __ __
2. beat - s__ __ __ h__ __ __

● **Part 5**

1. Shall we (**met meet**) at the bus stop?
2. Did you (**see say**) the black crow?
3. Put a clean sheet on the (**bed bead**).
4. How many books did you (**read road**)?

Lesson 2, Long Vowels

ai ay oa ow ea ee

● Part 1

- | | | | | |
|-------|------|-------|-------|-------|
| 1. | rain | pain | main | train |
| <hr/> | | | | |
| 2. | fail | mail | sail | snail |
| <hr/> | | | | |
| 3. | tail | trail | aid | maid |
| <hr/> | | | | |
| 4. | paid | wait | paint | faint |

● Part 2

- | | | | | |
|-------|------|------|------|------|
| 1. | day | may | say | way |
| <hr/> | | | | |
| 2. | stay | gray | clay | play |

● Part 3

- | | | | | |
|-------|------|------|------|------|
| 1. | coat | goat | road | toad |
| <hr/> | | | | |
| 2. | goal | coal | soak | soap |

● Part 4

- | | | | | |
|-------|------|------|------|------|
| 1. | mow | snow | low | blow |
| <hr/> | | | | |
| 2. | grow | crow | show | bowl |

Lesson 2, Long Vowels

ai ay oa ow ea ee

● Part 1

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. | see | bee | tree | free |
| <hr/> | | | | |
| 2. | need | feed | seed | speed |
| <hr/> | | | | |
| 3. | beet | feet | meet | sheet |
| <hr/> | | | | |
| 4. | sweep | sleep | steep | sheep |

● Part 2

- | | | | | |
|-------|------|------|-------|-------|
| 1. | sea | tea | bead | read |
| <hr/> | | | | |
| 2. | heat | meat | neat | seat |
| <hr/> | | | | |
| 3. | beam | team | steam | dream |
| <hr/> | | | | |
| 4. | beak | leak | weak | speak |