

# WORD ATTACK POSTERS



**Masters for Duplicating**

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This beautiful collection of sea and wildlife posters is designed to reinforce students' word attack skills. Each poster focuses on a specific word analysis skill; therefore it is a tool for prescriptive teaching. A classroom progress chart listing each poster skill is included. When completed, the posters are suitable for classroom display.

## Directions for All Patterns:

Students make a C on all correct answers, draw a line through all incorrect answers, shade lightly in pencil all spaces marked with a C and then color them.

## Directions for Short Vowel Sound Patterns

**Pattern 1 (Short a).** Students find all of the words that have the same vowel sound as the vowel sound heard at the beginning of the picture word *ant*.

**Pattern 2 (Short e).** Students find all of the words that have the same vowel sound as the vowel sound heard at the beginning of the picture word *elephant*.

**Pattern 3 (Short i).** Students find all of the words that have the same vowel sound as the vowel sound heard at the beginning of the picture word *igloo*.

**Pattern 4 (Short o).** Students find all of the words that have the same vowel sound as the vowel sound heard at the beginning of the picture word *octopus*.

**Pattern 5 (Short u).** Students find all of the words that have the same vowel sound as the vowel sound heard at the beginning of the picture word *umbrella*.

## Directions for Long Vowel Sound Patterns

**Pattern 6 (Silent e).** Students find all of the words that have long vowel sounds.

**Pattern 7 (Vowel digraphs ai, ea and oa).** Students find all of the words that have long vowel sounds.

## Directions for Vowel Diphthong Patterns

**Pattern 8 (Vowel diphthongs ow, ou, oi and oy).** Students find all of the words that have the same vowel sounds as the vowels sounds heard in the picture words *clown*, *boy*. Students should understand that *oi* and *oy* have similar sound values in most words and that *ow* and *ou* have similar sound values in most words.

## Directions for Compound Word Patterns

**Pattern 9 (Compound words).** Students find all of the compound words. Students should understand that most compound words keep the basic meaning of each word making up the compound.

## Directions for One and Two Syllable Word Patterns

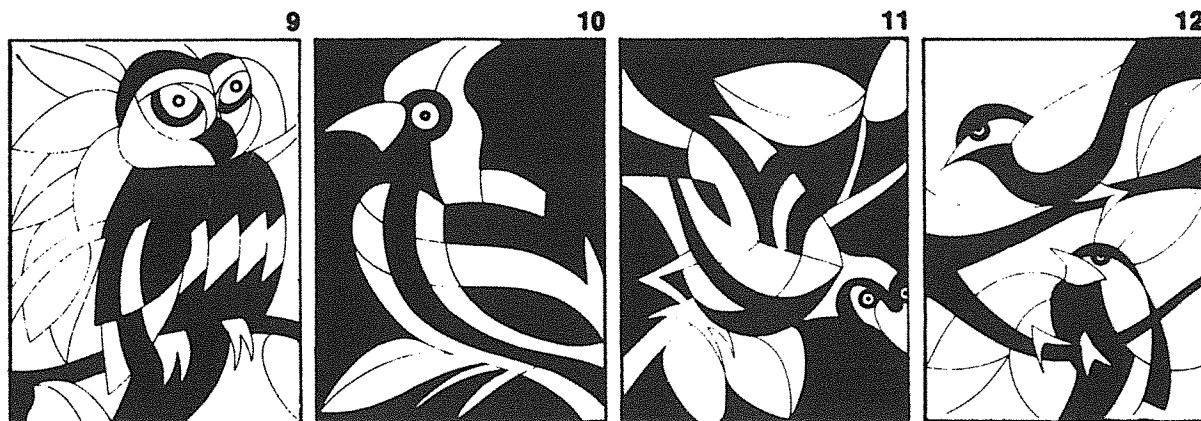
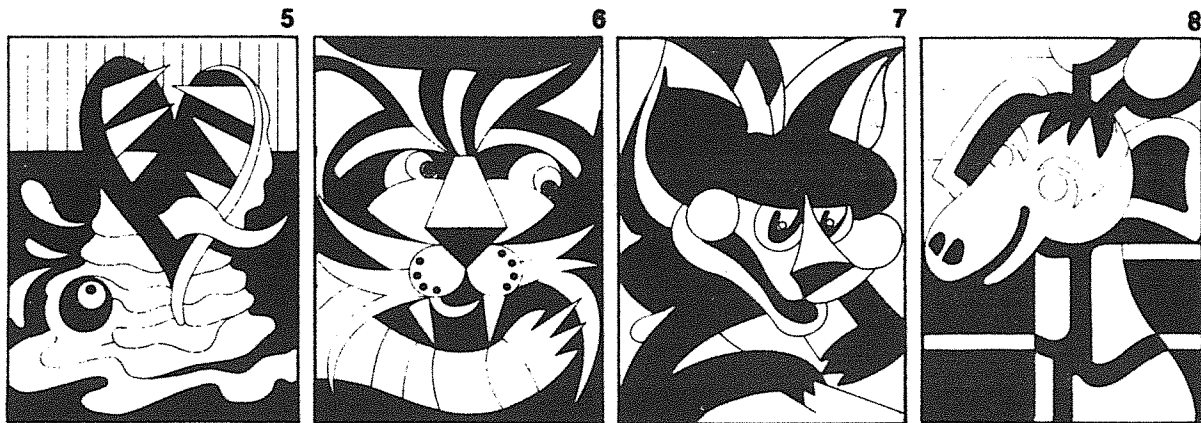
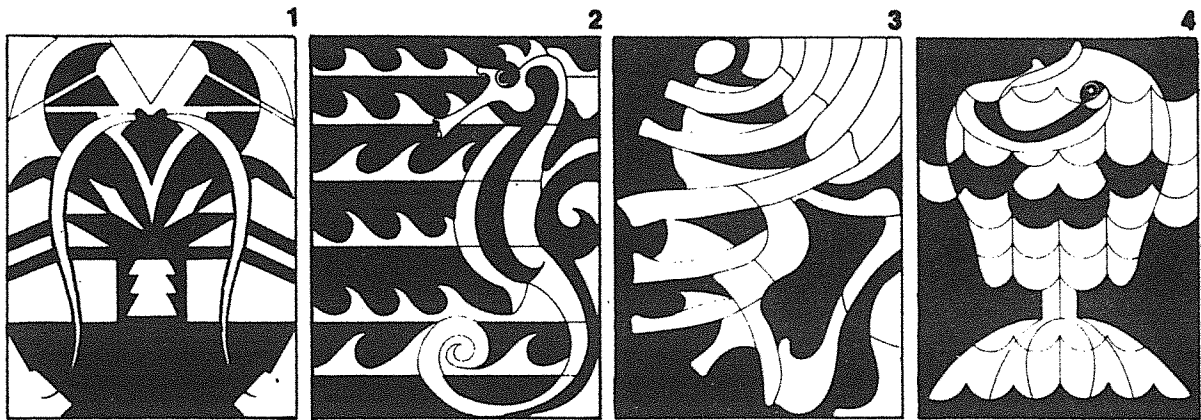
**Pattern 10 (One-syllable words).** Students find all of the words having one syllable. Students should understand that a syllable is a word or part of a word in which a vowel sound is *heard*. They should know that the number of vowel sounds that is heard in a word tells the number of syllables in that word. Students will learn to distinguish between vowel sounds heard and those silent: *pin*, *pine* and *bean* are one-syllable words because only one vowel sound is heard.

**Pattern 11 (Two-syllable words).** Students find all of the words having two syllables, two vowel sounds that are heard.

## Directions for Contraction Word Patterns

**Pattern 12 (Contractions).** Students find all of the contractions. Students should understand that a contraction is a short way for saying two words: For example, *let's* is a short way for saying *let us*.

# ANSWER KEY



# **SEA LIFE POSTERS**



1. Make a C on all words that have the same vowel sound as the beginning sound in the picture word; draw a line through those that don't. Shade and color.

pitch rich bat hat sat tick fan kiss ham miss mad chin glad Rick lap rack grass tack thick hit fit rat in dig an man nip chip jam track mitt tin sin glass stand grass thick fit rat tip pig can tan hip lip ship tin nap fin tap flag tack chick kick fat mat hiss pan tip dad big sad win pack and

2. Make a **C** on all words that have the same vowel sound as the beginning sound in the picture word; draw a line through those that don't. Shade and color.



bat bed rat map red

led track an am hen fed sand men

shed tap pan let nap

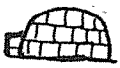
stack bet them

den lap then grass fell land stand met

ten can peck check fan flap

bent mat shell rack ran set hand tag

vent sled pet



3. Make a C on all words that have the same vowel sound as the beginning sound in the picture word; draw a line through those that don't. Shade and color.

A large rectangular area filled with various words, each enclosed in a hand-drawn, irregular shape. The words are: fin, men, bed, jet, bat, chin, let, hit, wet, trap, big, them, him, bell, grass, dig, went, ship, stack, mad, tell, band, chip, sick, ham, tack, miss, tan, gas, an, in, lick, am, vent, fig, sad, rich, sell, red, hip, fit, glass, pitch, kick, nip, rat.

4. Make a C on all words that have the same vowel sound as the beginning sound in the picture word; draw a line through those that don't. Shade and color.



rob nod job pot  
 hat hit bed sob  
 mob Bob red chin lip sick  
 in pan  
 tag jam lad  
 big rod went hot sell  
 lot sand jot rot let can  
 cot nip them wet ten top  
 shot hop tell bell fell den pop chop  
 shock lock mop hit bet Ron rock sock  
 then vent let  
 Mom fed shed pet Rick lap rack dock  
 block sob rot mob