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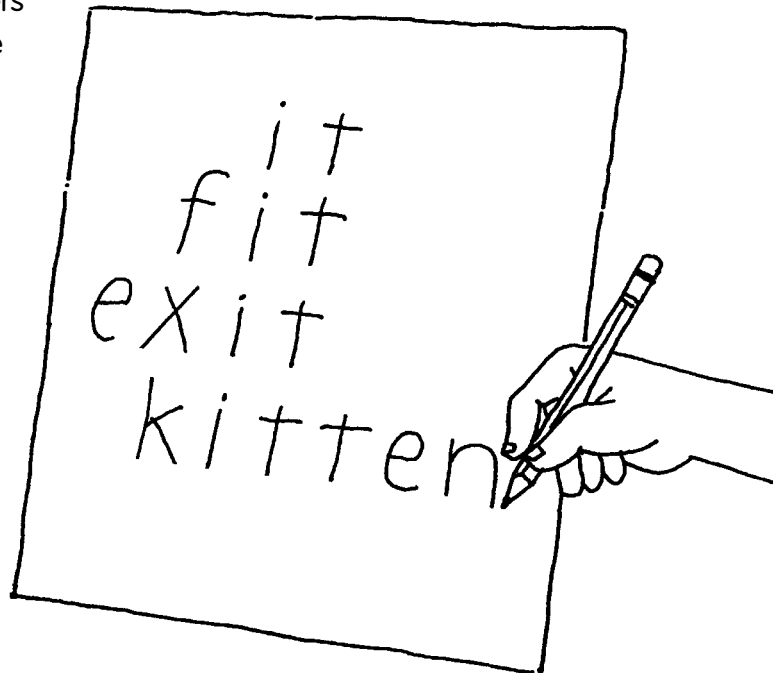
Introduction

Over 500 common primary words can be spelled with only 37 phonograms, or “packages” of sounds. Commonly referred to as “word families,” we combine sounds with consonants, blends, and digraphs to make words. Students who easily recognize the spelling patterns of these familiar phonograms learn to read and write more effectively.

Fun with Phonograms helps you teach students “how words work.” Once students can identify common word parts, they will be able to generalize this information to create a greater number of words. Use the program outlined in this book to give your beginning readers many opportunities to hear and generate rhymes. Once students are able to auditorily identify and produce rhyming sounds, they will be ready to read and write them. Adapt the activity ideas in this book for use with any phonogram. Use the reproducible phonogram cards and phonogram word lists to minimize planning and preparation time.

Each of the 37 phonograms that appear in almost every word primary students will encounter as they learn to read is featured in *Fun with Phonograms*. Each phonogram is highlighted in an original poem or story that students can read aloud with the class or on their own. A puzzle that features additional words with the phonogram follows each poem or story to provide students with extra practice and review.

This fun and easy approach to teaching students how to identify and produce words using 37 common phonograms fits easily into your daily classroom routine and will strengthen your language arts program!





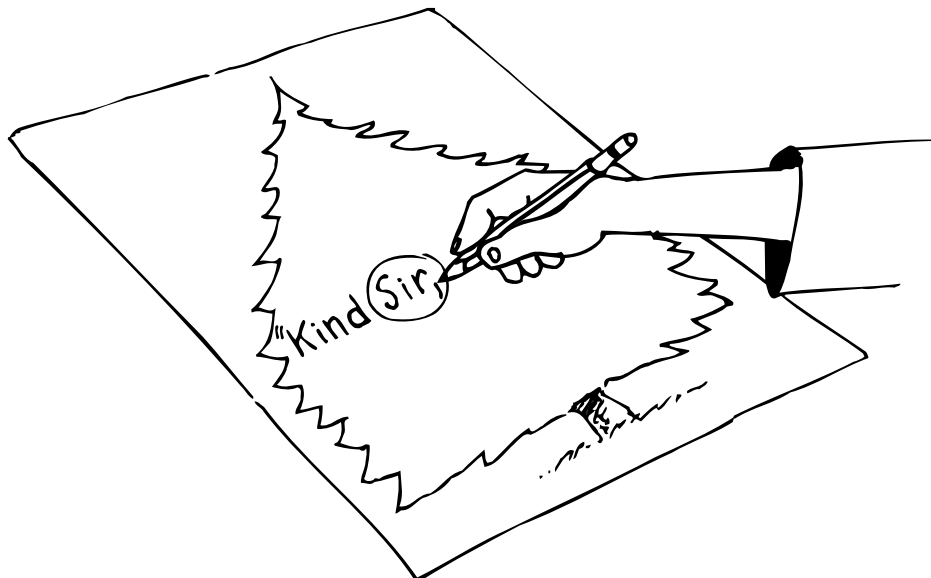
The phonograms in this book are arranged in alphabetical order, but you can customize your own program. Focus on phonograms with silent e (e.g., *-ake, -ice, -ide*) or short vowel sounds (e.g., *-at, -est, -ock*) over the course of several weeks. Or, choose a poem or story that fits your current theme, and have students explore the phonogram highlighted in it (e.g., *-ine* words for Valentine's Day).

Activities

Use one or two activities (see pages 6–10) to introduce a new phonogram at the beginning of each week. Use the reproducible phonogram cards (pages 11–16) and phonogram word lists (pages 17–22) with these activities or ones you create on your own. At the end of the week, have students use the phonogram to read the poem or story and complete the coordinating puzzle activity.

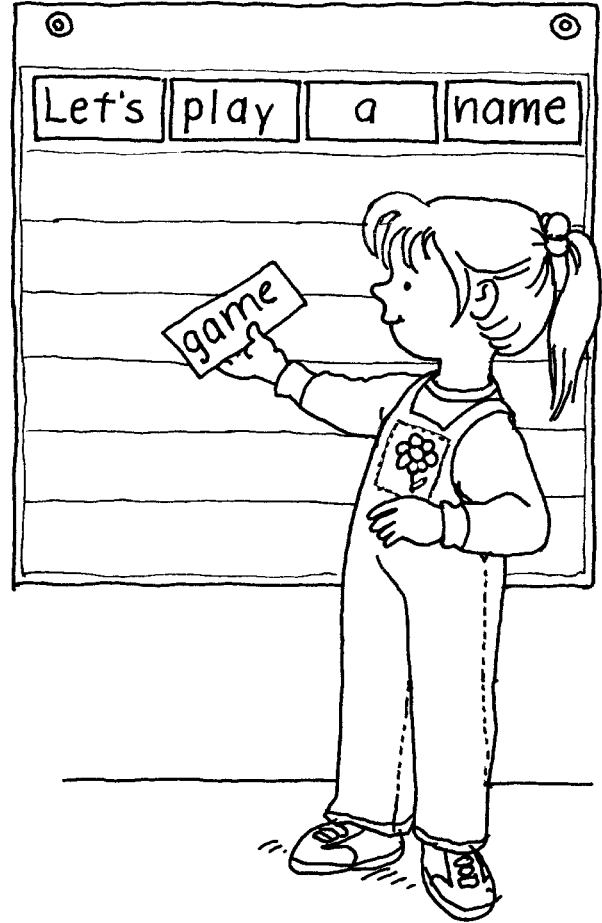
Stories

Photocopy a story on an overhead transparency, and display it. Invite students to help you read it aloud. Have students identify words that contain the phonogram, and circle them with a dry erase marker. Or, copy the story, use correction fluid to delete the word family words, and photocopy the page on an overhead transparency. Use a dry erase marker to write the words you deleted at the bottom of the page, and have students read them aloud. Then, expose only one sentence at a time, and ask students to fill in each blank. For extra practice, give students a copy of the story to read on their own in class or at home. Have students circle the words that contain the current phonogram and previous ones. Also, challenge students to look for the phonogram within words (e.g., *-ick* in *chicken*).




Poems

You can use the poems the same way you use the stories or write the words on separate sentence strips, and have students help you supply the missing words. Place the strips in order in a pocket chart, and invite the class to read the poem aloud. Then, invite students to point to the words that contain the "phonogram-of-the-week." Encourage students to also identify words with phonograms from past weeks.



Name _____ Date _____



think	sink	blink
link	pink	stink
rink	wink	drink
		mink

1. Do you like the color ____? [] [] [] []
2. Please wash the dishes in the _____. [] [] [] []
3. Do you ____ your eyes when it is windy? [] [] [] [] [] []
4. I went to the skating _____. [] [] [] [] [] []
5. Did you just ____ your eye at me? [] [] [] [] [] []
6. What is that smell? Does it ____! [] [] [] [] [] []
7. What do you ____ will happen in the next chapter of our book? [] [] [] [] [] []
8. I could use a ____ of lemonade on this hot day! [] [] [] [] [] []
9. She does not have a ____ coat. [] [] [] [] [] []
10. Let's ____ arms and skate together. [] [] [] [] [] []

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Puzzles

Each story or poem is followed by ten sentences and a list of words with the coordinating phonogram. Have students work independently or with a partner to read the words at the top of the page and then use each one to complete a sentence. Tell students to write each word in the boxes at the end of the sentence. Explain that only one letter fits in each box. Tell students that the missing word for a sentence with a star features the phonogram within the word. Review the completed sentences together as a class.

Activities

Materials

- Phonogram Cards (pages 11-16)
- scissors
- tape
- index cards

Word Families Word Wall

Identify an area of wall space in your classroom where you can display words that contain each phonogram. Introduce a new phonogram (e.g., *-ip*), copy and cut out its phonogram card, and tape it to the wall. Encourage students to think of words in this word family (e.g., *hip, lip, zip*). Write each word on a separate index card, and tape the cards below the phonogram. Repeat this process each week with a new phonogram. Encourage students to refer to the word wall to help them read and spell word family words.

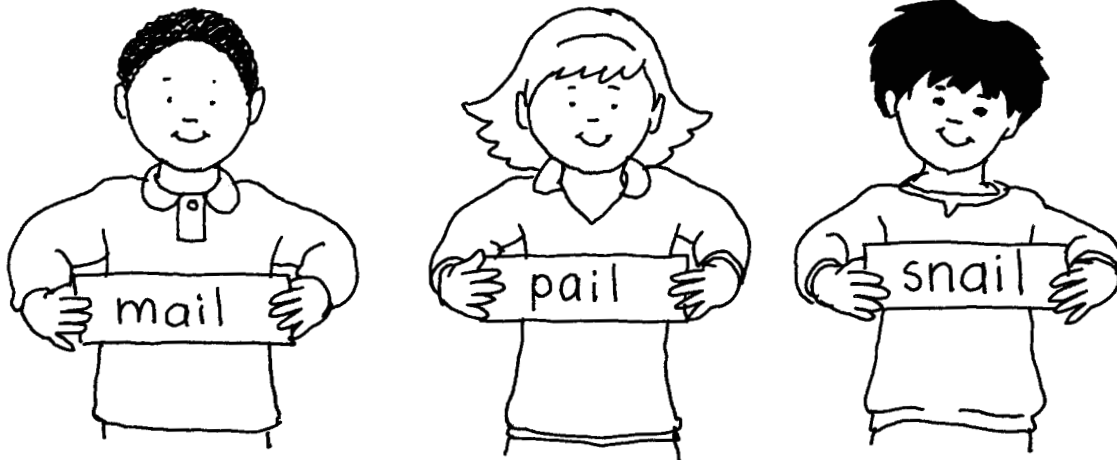
_ing	_ock	_ug
king	block	bug
ring	clock	hug
sing	rock	rug

Materials

- sentence strip halves

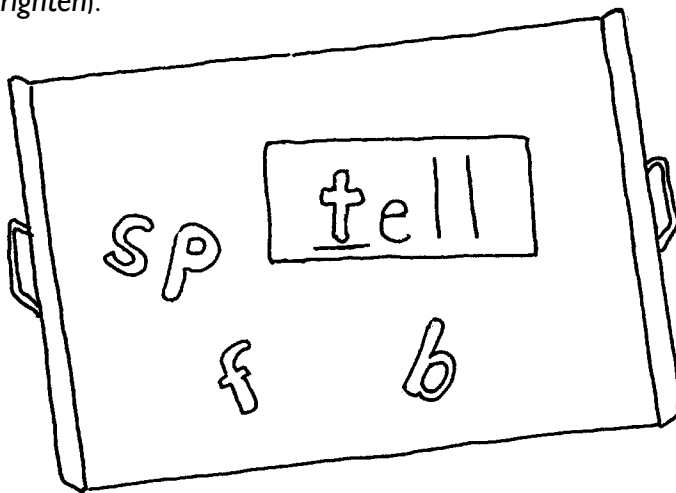
Alphabetical Order

Choose a phonogram, and invite students to brainstorm words that feature it. Write each word on a separate sentence strip half, and give each strip to a student. Slowly say aloud the alphabet, and invite the students who are holding a word card that begins with each letter to stand in a line. Invite those students who are not holding a word card to read aloud the words in the order they appear after all of the letters of the alphabet have been called. Collect the word cards, pass them out to different students, and repeat the activity.



Phonogram Cards

This activity is perfect for a learning center. Copy one page of phonogram cards, and cut them apart. Tape a phonogram card (e.g., *-ight*) to a cookie sheet or magnetic board, and place magnetic letters below it. Invite students to place letters in front of the phonogram to create real words (e.g., *light, bright*) and then write them on a piece of paper. Encourage students to repeat the activity with a new phonogram or add letters to the end of the phonogram to create new words (e.g., *lighter, brighten*).



Materials

- Phonogram Cards (pages 11-16)
- scissors
- tape
- cookie sheet or magnetic board
- magnetic letters
- writing paper

Word Family Sorting

Write the same number of words from two different word families on separate sentence strip halves, and place them in a large envelope. Invite a small group of students to sort the cards into the two piles. Encourage students to record the words for each family on separate pieces of writing paper. To extend learning, add a third set of word family cards to the envelope.

Materials

- sentence strip halves
- large envelope
- writing paper

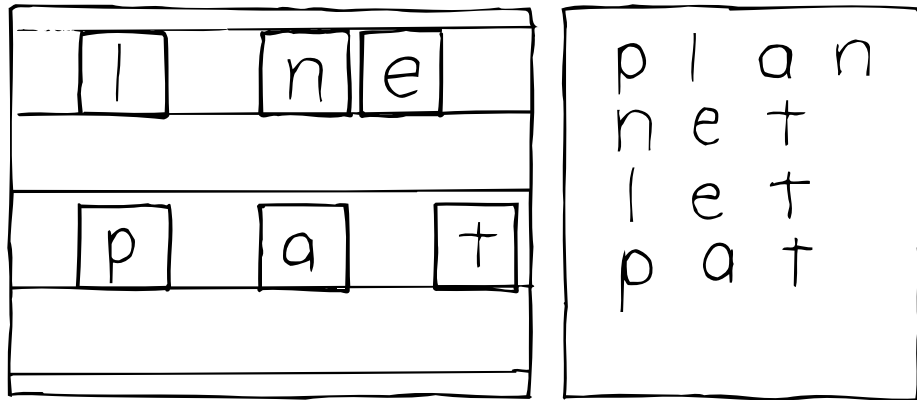


Materials

- index cards
- pocket chart
- chart paper

Secret Word Game

Choose a content area vocabulary word or one from your literature unit that features the phonogram-of-the-week (e.g., *continents* for the phonogram *-in*). Write each letter of the word on a separate index card. Place the cards in random order in a pocket chart. Invite students to rearrange the letters to make as many words as they can, and write them on a piece of chart paper next to the pocket chart. Challenge students to assemble the letters in order to spell the secret word. Remind students to use the phonogram-of-the-week to help them spell the word.

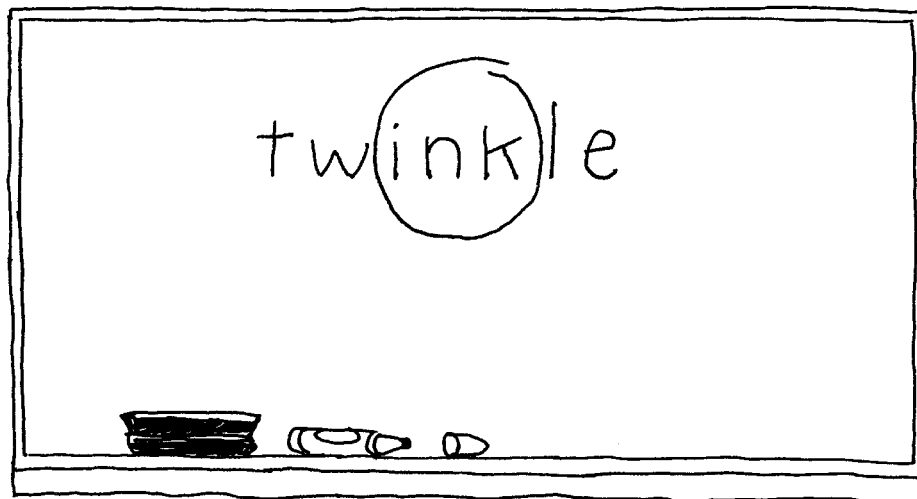


Materials

- dry erase board
(optional)

Words within Words

Each day choose a multisyllabic word that features the phonogram-of-the-week (e.g., *daily* for *-ail* or *handle* for *-and*), and write it on a chalkboard or dry erase board. Teach students to mentally break the word into “chunks” of sound (e.g., *daily* is /d/ /ail/ /y/). Invite students to circle the phonogram-of-the-week in the word. Have students blend the sounds together to read the new word.



Morning Message and Daily News

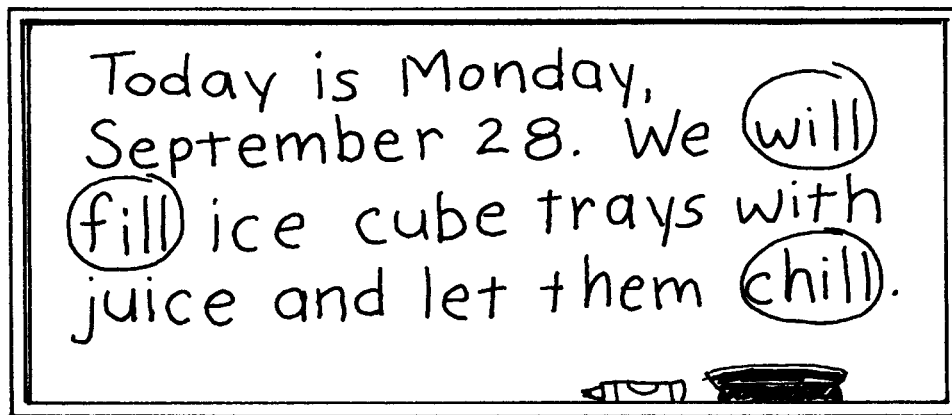
Include words that feature the phonogram-of-the-week in your class's morning message or daily news report. For example, write the following message on a chalkboard or dry erase board for students to read and/or copy on writing paper during the week that you introduce *-ight*:

Today is Monday, September 21. Tonight is Family Night at school. We will show our families how bright we are!

Invite students to circle the words in the message that feature the phonogram-of-the-week.

Materials

-dry erase board
and writing paper
(optional)

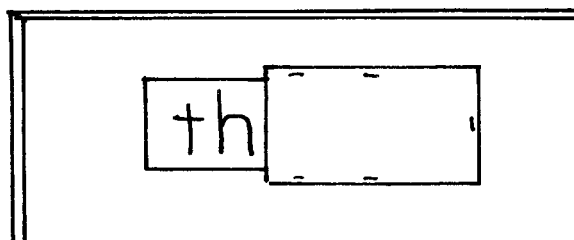


Can You Guess My Word?

Cut a large piece of construction paper in half horizontally. Staple the two long sides of one half to a bulletin board to create a sleeve. Slightly trim the other half of paper, write a word with the phonogram-of-the-week (e.g., *shocking*) on it, and slip it in the paper sleeve. Pull out the paper to expose the first letter or letters that make the first sound of the word (i.e., *sh*). Invite the class to say the sound aloud. Pull out the paper to expose the letter or letters for the next sound in the word (i.e., *ock*), and have the class say the new sound. Encourage the class to blend the first sound with the second sound. Repeat the process with the next sound or sounds until students have read the complete word. Remind students that they can read any word by breaking it down into smaller parts.

Materials

-scissors
-construction paper
-stapler

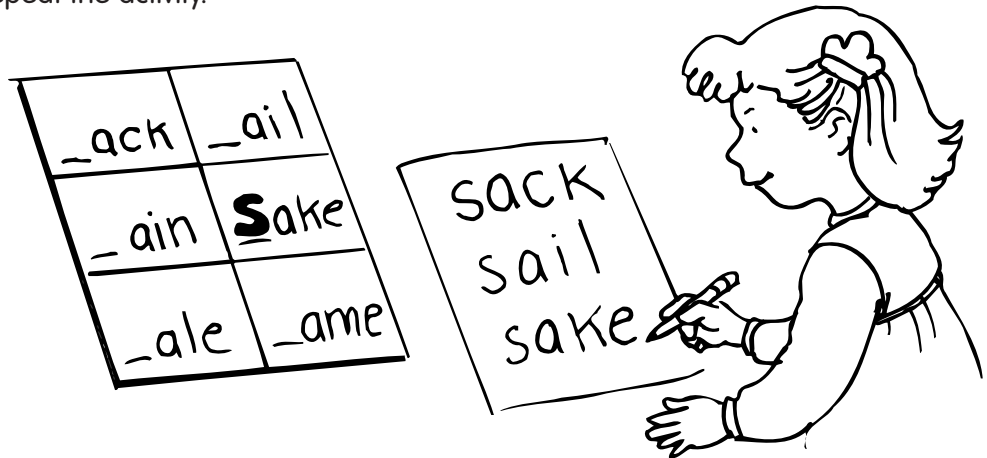


Materials

- Phonogram Cards (pages 11-16)
- magnetic letters or letter cards
- writing paper

Word Wizards

Invite students to work in groups of three or four. Choose one page of phonogram cards, and make a copy for each student. Give each student a magnetic letter or letter card. Ask students to place their letter before each rime on their paper. Have students write the real words they make on a piece of paper. After a few minutes, tell the students to pass their letter to the person sitting to their right and repeat the process. Continue until each student has manipulated every letter in the group. Invite students to compare their lists. Give each student a copy of a different page of phonogram cards and a new magnetic letter or card, and repeat the activity.

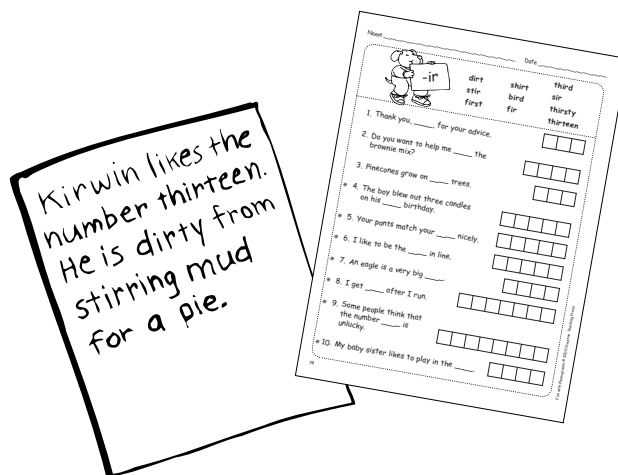


Materials

- phonogram puzzles
- writing paper
- crayons or markers

Puzzle Extensions

After students complete the puzzle page that appears after each story or poem, invite them to use the words in the word bank or add a prefix or suffix to these words to write new sentence puzzles. Or, have students choose a few words from the word bank, use them to write a sentence or two, and illustrate their sentence or sentences.



__ack

__ail

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