Link to FREE flashcards and bingo cards to help children learn sight words used in the books pictured below

- *A Phonics Reading and Coloring Book for Grades K-3*
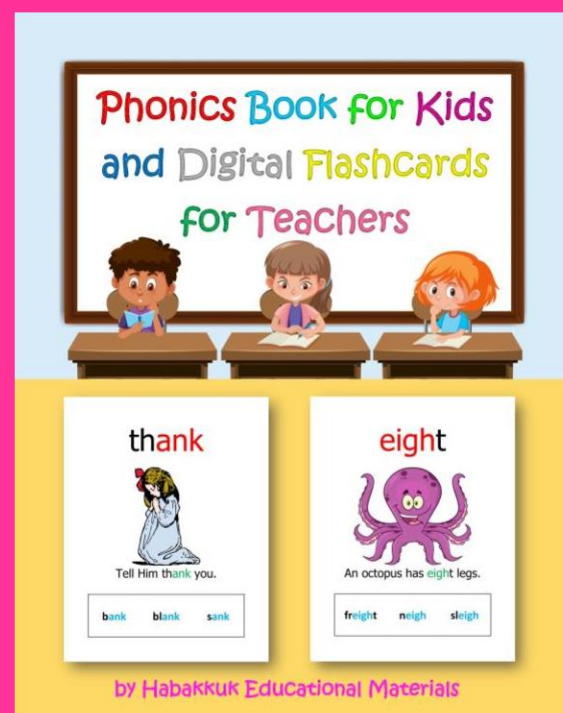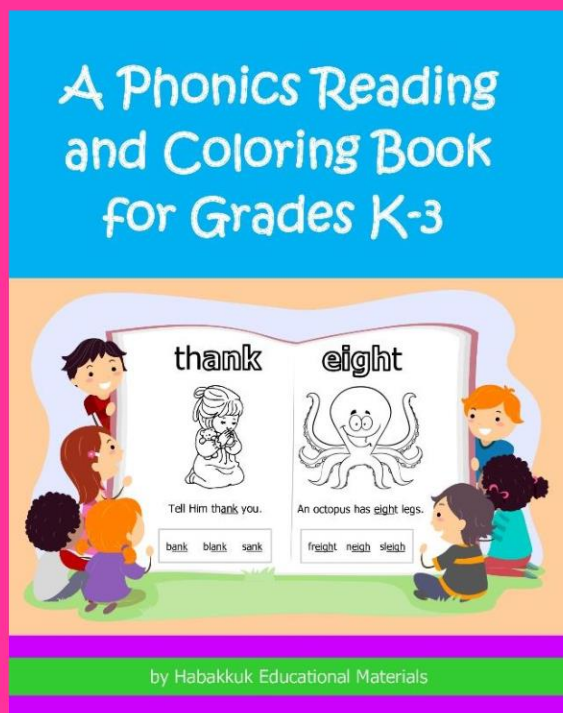- *Phonics Book for Kids and Digital Flashcards for Teachers*

A Phonics Reading and Coloring Book for Grades K-3

thank   eight

Tell Him thank you.   An octopus has eight legs.

bank   blank   sank   freight   neigh   sleigh

by Habakkuk Educational Materials

Phonics Book for Kids and Digital Flashcards for Teachers

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Table of Contents

Sight Word Games and Activities

SIGHT WORD SENTENCES: The sight word sentences that students recite daily prior to reviewing the phonics flashcards are also provided with this file so that you can make copies to use for the word recognition games and to send home with students.

Writing journals: After memorizing one of the sentences, instruct students to record it in their writing journals. Then let each student read to you the sentence he/she has recorded, pointing to each word in turn. Reward the child's work by offering him a sticker to add to his incentive chart.

WORD CARDS
1. **Show word cards in order of the sentences:** Arrange the first 36 flashcards so that they are in the same order as the sentences. Then show each word in turn as students recite the sentences in unison. Note that during this activity students will sometimes recite a word from memory before it is displayed. To help prevent this from happening, have available several pennies or other small objects and a see-through cup. Then put one penny in the cup each time a word is said prior to being shown. If you have any pennies left over, attach a monthly symbol to the wall, such as a pumpkin for October or a turkey for November. After 100 symbols have been earned, treat your class to a pizza party, a "build-your-own-sundae" party, or any other privilege of your choice.

WORD RECOGNITION GAMES
2. **Matching Game:** Prepare two sets of word cards to play a matching word game or to play Go Fish. (**Note:** Have available copies of the sentences students have memorized. When a child gets stuck on a word, encourage him to find it in the sentences and then to recite it word by word until he can identify it correctly.)

Go Fish! Deal five cards to each player and place the others in a stack.

Player 1: "Do you have the word _____?" (Example: If Player 1 has the word *mother* in her set, she might ask another player if he has that same word. Player 1 would show the word to the other player while identifying its spelling—"Do you have the word *mother*: *M-o-t-h-e-r*, *mother*?")

Player 2 has the card: Player 2 sets *mother* down and spells it out. (Player 1 keeps the pair and has a second turn.)

Player 2 does not have the card: Player 2 says, "Go Fish!" (Player 1 draws a card, and it is player 2's turn.)

KABOOM!: Several *KABOOM* cards are also provided with the word cards to use for this game. Students take turns drawing a word card from a lunch sack. If the child can identify the word, he/she holds onto the card. If not, the child puts the card back in the sack. If a *KABOOM* card is drawn, the child has to put back all cards except for those with a phonetic "secret" (see number 3 below). Do not put a KABOOM card back in the bag after it has been drawn. The student with the most cards at the end of the game is the winner.

Around the World: Two students from the class stand together, and the teacher holds up a sight word card. The first child to identify the word would move to the next child in line for a second race, and the game would continue in this manner. If you are just using the word cards with the underlined phonetic "secrets," students might instead race to identify the sound of the underlined letters.

3. **Phonetic "secrets"**
   Besides the sight words from the sentences, there are also flashcards with words that can be easily sounded out so that students can practice sounding out words with short vowel sounds and consonant sounds taught with the *Digital Alphabet Flashcards* by Habakkuk Educational Materials. Additionally, there are flashcards with phonetic "secrets" to help students learn the consonant digraphs *ch*, *sh*, and *th*, the sound made by *an* and *en* in *man* and *men*, and the three common ways of identifying a long vowel sound (i.e., vowel sounds changed by a final *e*, double vowel patterns, and *CV* and *CCV* words). Review the rules below.
   - When a word has two vowels and one is a final *e*, the final *e* is usually silent, and the first vowel says its name. Sometimes, *u* only says half its name (it says /ü/ rather than /yü/).
     (**Examples:** c*a*m**e**, g*a*v**e**, m*e*t**e**, P*e*t**e**, f*i*v**e**, l*i*k**e**, c*o*n**e**, h*o*p**e**, c*u*t**e**, t*u*n**e**)
   - When two vowels come together, the first vowel usually says its name and the second is silent. However, *u* only says half its name. (**Examples:** b*ai*t, pl*ai*n, m*ea*n, r*ea*d, k*ee*p, qu*ee*n, b*oa*t, c*oa*t, cl*ue*, gl*ue*)
   - A vowel usually says its name when it ends a word with no other vowel. (**Examples:** b*e*, h*e*, m*e*, sh*e*, p*i*, n*o*, pr*o*, s*o*)

   Activity: At the end of a word recognition game, let students look through their cards for any words with underlined letters. For example, the *ch* in *chick* has been underlined, as has the *sh* in *shop* and the *th* in *thing*, to name a few. If a student can name the letters and tell you the sound it makes (if he/she can repeat what was memorized from daily reviews of the digital phonics or alphabet flashcards), reward the child with a sticker to add to his/her incentive chart. When the pronunciation of a letter (or letters) is dependent upon certain conditions (e.g., *i* says its name in *ride* because the word ends with *e*), encourage the student to explain to you what makes the *i* say its name in the word. Winners of games can earn an extra sticker.

BINGO CARDS: Reproduce the 25 Bingo cards on this file to play Bingo with.

My mother and I are going.

You should come also.

That was his answer to our question.

Your father has done more than enough.

This round one is for the two of them.

They have a baby now.

my

mother

and

I

are	going
you	should

come

also

that

was

| his | answer |
| to | our |

question	your
father	has

done	more
than	enough

this	round
one	is

for

the

two

of

them

they

have

a

baby

now

<u>a</u>te

th<u>e</u>se

r<u>i</u>de

h<u>o</u>me

<u>u</u>se

w<u>ai</u>t

<u>ea</u>t

<u>see</u>

c<u>oa</u>t

bl<u>ue</u>

we

hi

go

chick

shop

thing

man

hen

bug

fox

jet

kin

lap

qu̲iz

tel̲l̲

vet

yes

KABOOM

KABOOM

KABOOM

this	<u>ch</u>ick	his
<u>sh</u>op	my	round
now	yes	th<u>e</u>se

come	r<u>i</u>de	one
round	mother	<u>sh</u>op
<u>th</u>ing	answer	my

also	<u>th</u>ing	one
to	is	m<u>an</u>
h<u>o</u>me	mother	and

<u>u</u>se	that	for
and	is	m<u>an</u>
I	h<u>en</u>	our

w<u>ai</u>t	I	are
the	th<u>e</u>se	for
question	bug	h<u>en</u>

are	going	<u>qu</u>iz
<u>a</u>te	two	the
your	<u>ea</u>t	fox

te<u>ll</u>	of	two
father	r<u>i</u>de	going
jet	you	s<u>ee</u>

you	<u>ch</u>ick	<u>c</u>o<u>a</u>t
r<u>i</u>de	of	should
them	kin	has

bl<u>ue</u>	done	they
lap	should	h<u>o</u>me
come	<u>sh</u>op	them

they	more	w<u>e</u>
<u>qu</u>iz	come	was
have	h<u>o</u>me	also

th<u>e</u>se	have	that
a	hi<u>i</u>	his
th<u>a</u>n	also	te<u>ll</u>

vet	<u>a</u>te	a
g<u>o</u>	baby	that
was	enough	<u>th</u>ing

bug	now	<u>ch</u>ick
s<u>ee</u>	this	was
yes	<u>a</u>te	his

<u>sh</u>op	answer	baby
round	th<u>e</u>se	fox
my	his	c<u>oa</u>t

now	r<u>i</u>de	to
<u>th</u>ing	mother	jet
answer	<u>o</u>ne	g<u>o</u>

and	my	m<u>an</u>
is	w<u>ai</u>t	kin
h<u>o</u>me	our	to

<u>u</u>se	question	mother
lap	I	w<u>ai</u>t
for	h<u>en</u>	our

<u>ea</u>t	vet	are
bug	the	m<u>an</u>
<u>y</u>our	<u>u</u>se	question

<u>ea</u>t	two	father
yes	w<u>e</u>	your
going	fox	h<u>en</u>

<u>qu</u>iz	and	jet
has	father	<u>s</u>ee
you	g<u>o</u>	of

I	kin	bl<u>ue</u>
h<u>i</u>	done	has
should	te<u>ll</u>	them

done	<u>u</u>se	are
w<u>e</u>	come	more
lap	they	bl<u>ue</u>

w<u>e</u>	than	going
answer	also	c<u>oa</u>t
more	<u>qu</u>iz	have

to	you	te<u>ll</u>
h<u>i</u>	that	enough
a	w<u>ai</u>t	than

this	baby	<u>a</u>te
enough	g<u>o</u>	should
<u>ch</u>ick	vet	was