

Grades

1-2



Phonics Activities

**Hands-on word-building practice
with Unifix® CVC and Blends Cubes**

Includes blends, digraphs, and short, long,
r-controlled, and ambiguous vowels



Rowley, Massachusetts

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INTRODUCTION

Unifix® Reading: Phonics Activities is an engaging format for small-group phonics study with **Unifix® Cubes**. The focus of these activities is the study of blends, digraphs, and short, long, *r*-controlled, and ambiguous vowels.

Word Building For Success

Students benefit from hands-on practice manipulating letters to make words with recurring sound patterns. The activities in this book provide students with auditory, visual, and kinesthetic cues. Differentiate instruction by choosing activities that target individual students' needs so that all can participate. Monitor student progress and modify as needed. See the Student Progress Monitoring Chart on page ix.

Unifix® Letter Cubes provide an engaging hands-on experience for students building words. The letter cubes are color coded: single vowels (red), single consonants (blue), beginning blends and digraphs (green), ending blends and digraphs (yellow), and long vowel patterns, *r*-controlled vowels, and ambiguous vowels (orange). The colors help students make a visual connection to the word features. With **Unifix® Cubes** students physically connect letters and begin to recognize chunks such as blends and vowel patterns.



The Activities

Word building introduces the letters and patterns with targeted practice for each one. Students build and write two words, then read the words and listen for the common sound(s).

Word Building: Long Vowel Patterns 69

Name Jack

1. Name each picture and listen for the vowel sound.
2. Build and write the words.
3. Color in each picture.

1. snail

2. train

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INTRODUCTION continued

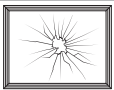
Comparison activities reinforce the sounds and patterns introduced in the word building activities by looking at two different letters or chunks at once. Students enjoy coloring in each picture as they identify and build each word.


Word ladders throughout the book build on skills reviewed in previous word ladders. In Section 1, each word ladder focuses only on the beginning blend or digraph sound position. In all other word ladders, students change cubes in varying sound positions.


Name Jack


Word Ladder: Beginning Blends and Digraphs 33


- Name each picture and listen for the beginning sound(s).
- Build the first word.
- Change the beginning blend or digraph to match the next picture and write that word. Complete the word ladder.


1. 

2. 

3. 


4. 

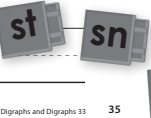
5. 



stack

track





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The activities are designed assuming that each student group has **Unifix® Letter Cubes** CVC and Blend sets.


- See **Letters for the Activities** on the first page of each section for needed cubes. You'll also find tips on teaching that skill with **Unifix® Cubes** plus objectives.


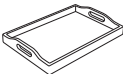


Name Jack





Comparison: Long Vowel Patterns 71

- Use these vowel patterns to build and write the words pictured.
- Color in each picture.






-  hay
-  braid
- 
- 


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Name Jack


Word Ladder: Long Vowel Patterns 83


- Name each picture.
- Build the first word.
- Change one sound to match the next picture and write that word.


1. 

2. 

3. 


4. 


5. 





seat

seal







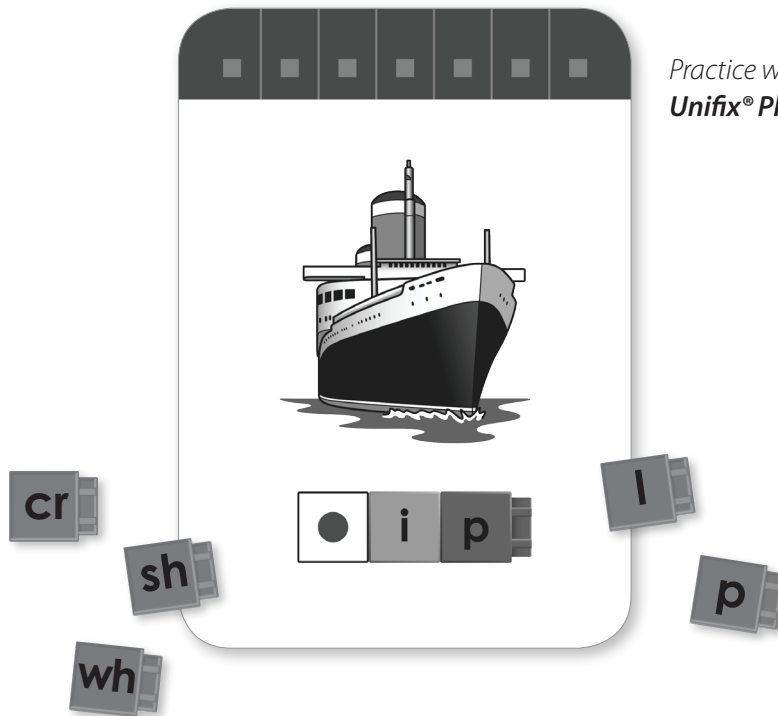


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Warm-up Activities

Before having students do the activities, engage small groups in warm-ups that get them thinking about the word features they will be studying:

- **Object, Picture, and Word Sorting** – Mix up a selection of items that represent the target word features and have students sort into word feature categories. Use **Unifix® Cubes** to label the categories, and always review the completed sort with students.
- **Beginning Blend/Digraph Matching** – Match beginning blend or digraph items with their patterns (for example, “Which words start with /ch/?”).
- **Sound Segmenting and Blending** – Say the sounds in CCVC, CVCC, and CCVCC words and have students blend the sounds to say the complete word.
- **Short to Long Unifix® Practice** – Have students build CVC words and then attach **e** at the end to see if they’ve built a real word with silent **e**.
- **Sound Segmenting and Blending** – Say the sounds in CVC words and have students blend the sounds to say the complete word.
- **Word-Building** – Build one word at a time using the **Unifix® Phonics Word-Building Cards**.



*Practice word building in full color with
Unifix® Phonics Word-Building Cards.*

Beginning Blends and Digraphs

In this section, beginning blends and digraphs are studied in three types of activities.

1 Introduce the Blend or Digraph

Blend and Digraph Word-Building provides targeted practice for each pattern. When naming the pictures with the student(s), emphasize the beginning blend or digraph. Students build two words with the same blend or digraph, then write the words and color the pictures. Model reading the words and listening for the pattern. As a final step, be sure to have students identify the blend or digraph in both words.

2 Reinforce the Blends or Digraphs

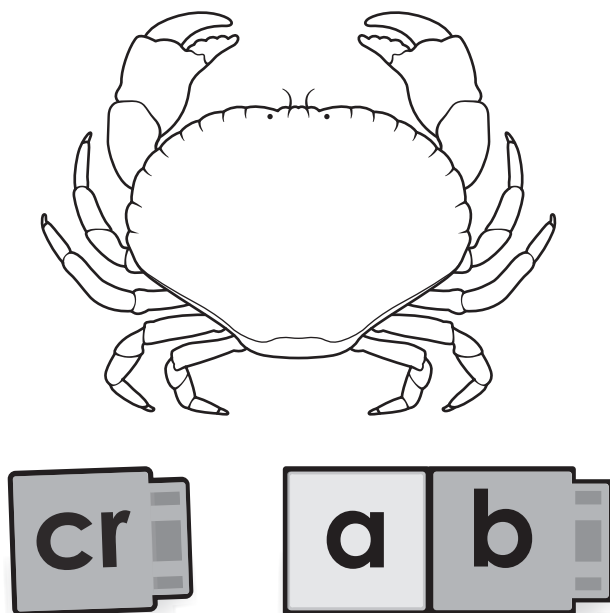
Comparing Blends and Digraphs is a fun, puzzle-like activity that helps students learn to isolate and pronounce the beginning blend or digraph in CCVC and CCVCC words with picture support. Building on their blend and digraph practice from the targeted word-building activity, students use picture clues to identify missing beginning blends and digraphs. They color in each picture after building that word.

3 Word Ladder Challenge

Beginning Blend and Digraph Word Ladder is a challenge that draws on practice from the previous activities. Here students build a series of words with the same vowel and ending sound(s), changing beginning blends and digraphs to match the pictures and writing the words as they move down the ladder. Again, students get to color in the pictures.

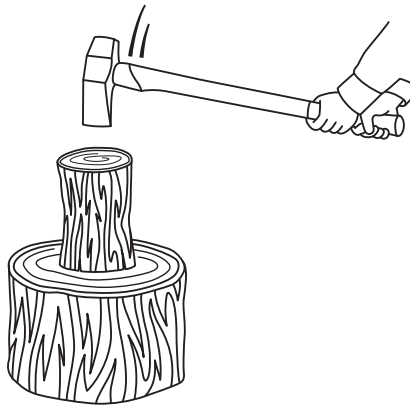
Objectives

- Identify and use beginning blends and digraphs to make words.
- Substitute beginning blends and digraphs to build new words.

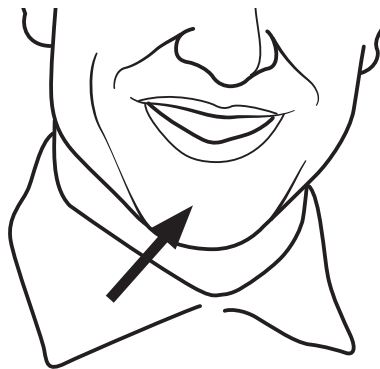


Name _____

1. Name each picture and listen for the beginning digraph.
2. Build and write the words.
3. Color in each picture after you build that word.



1. o p

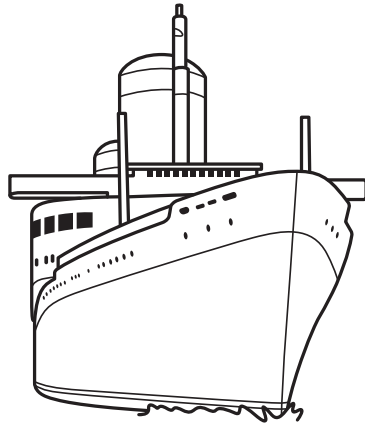


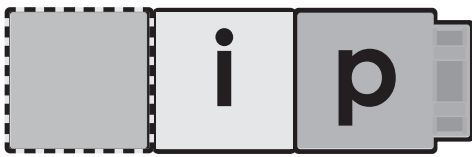
2. i n

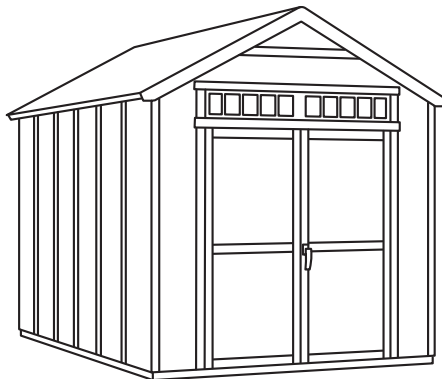
2 Word Building: Beginning Digraphs

Name _____

1. Name each picture and listen for the beginning digraph.
2. Build and write the words.
3. Color in each picture after you build that word.



1. 



2. 

Name _____

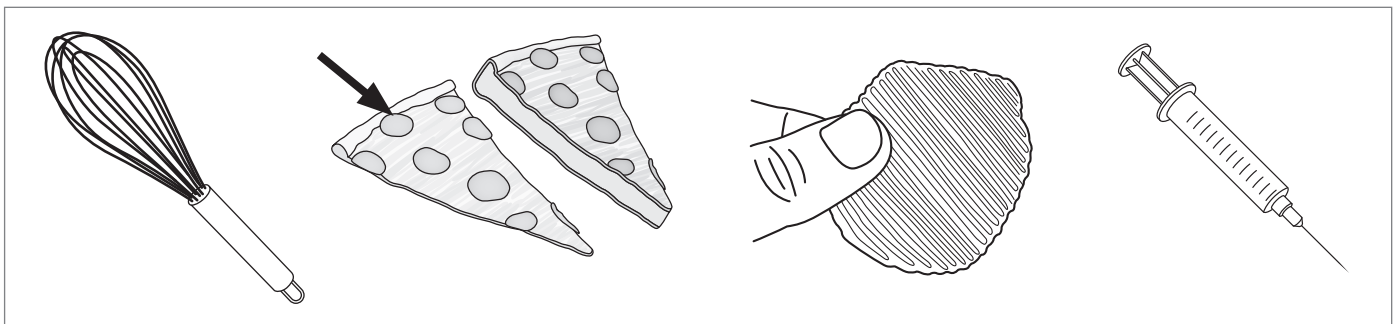
1. Use these beginning digraphs to build and write the words pictured.
2. Color in each picture after you build that word.

ch

sh

th

wh



1. i sk

2. o t

3. i n

4. i p
