



EASY

PHONICS

starter kit



Thank you for your purchase! I hope that our Playdough to Plato family of websites helps you save time, stay inspired, and give EVERY student bigger results.

XO, Malia

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Hello!



Imagine this: It's Saturday afternoon, and you're craving a delicious, homemade cake. You pull out a mixing bowl, crack your knuckles, and get ready to bake—only to realize you don't have a recipe. No measurements, no instructions... just a vague idea of what a cake should be. You toss in some flour, add a splash of milk, maybe an egg? You cross your fingers, pop it in the oven, and hope for the best.

Thirty minutes later, you pull out a lumpy, sunken mess. Yikes. 🤢

Now, picture a different scene. This time, you have a simple, easy-to-follow recipe. All the ingredients are right in front of you, pre-measured and ready to go. You follow the steps, mix everything together, and slide the pan into the oven. Soon, the kitchen fills with the warm, sweet smell of success.

That's exactly the difference between piecing together phonics lessons from scratch versus using print-and-go lessons like the ones you'll find in this free starter kit! With these lessons from [The Phonics Toolkit](#), you'll see just how much easier it is to teach when everything you need is in one spot:

- ✓ Step-by-step lesson plans that make it clear what to teach and how to teach it
- ✓ Literacy centers that turn skill practice into fun and engaging learning
- ✓ Decodable passages that help students truly master each phonics skill

Gone are the days of spending hours scouring the internet for resources or trying to figure out what to do next. Just print, teach, and watch your students thrive!

Let's dive in! ❤️

Mafia Hollowell
playdoughtoplato.com
hello@playdoughtoplato.com



volume 1

PHONICS TOOLKIT

Alphabet

phonics LESSON #1

/m/ sound spelled with "m"

PRACTICE THE ALPHABET CHANT

INTRODUCE 4 LETTERS OF THE ALPHABET EACH DAY. USE THE FLASHCARDS TO PRACTICE THE CHANT AT LEAST 3 TIMES DURING THE DAY.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

SHARE SOUND ARTICULATION

/M/ IS A VOICED NASAL SOUND, SO IT IS PRODUCED IN OUR NASAL PASSAGE. TO MAKE THIS SOUND, PRESS YOUR LIPS TOGETHER, VIBRATE YOUR VOICEBOX, AND RELEASE A LITTLE AIR THROUGH YOUR NASAL PASSAGE. YOUR LIPS WILL VIBRATE AS YOU PRODUCE THE SOUND.

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT BEGIN WITH THE TARGET SOUND.

1. My milk is cold. (my, milk)
2. The car made a black mark. (made, mark)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

TO MAKE THE UPPERCASE LETTER M, BEGIN AT THE TOP LINE AND DRAW A STRAIGHT LINE DOWN. PICK UP YOUR PENCIL AND GO BACK TO THE TOP. DRAW A DIAGONAL LINE DOWN TO THE BOTTOM LINE AND THEN ANOTHER DIAGONAL LINE BACK UP TO THE TOP. THEN MAKE A STRAIGHT LINE DOWN TO THE BOTTOM LINE.

TO MAKE THE LOWERCASE LETTER m, BEGIN AT THE MIDLINE AND DRAW A STRAIGHT LINE TO THE BOTTOM. TRACE THE LINE BACK TO THE TOP AND MAKE A CURVED LINE TO THE BOTTOM, THEN TRACE THE LINE UP AND REPEAT ANOTHER CURVED LINE TO THE BOTTOM.

COMPLETE HANDWRITING PRACTICE

COMPLETE HANDWRITING PRACTICE FOR THE LETTER "M".

phonics LESSON #1

/m/ sound spelled with "m"

SPELLING RULES & NOTES

WHEN THE LETTER "M" APPEARS MORE THAN ONCE IN A WORD (I.E. SUMMER) THE FIRST M IS SILENT. OTHER SPELLINGS OF THE SOUND:
chm (drachm), gm (phlegm), lm (calm), mb (lamb), mn (autumn)

SORT WORDS WITH THE SOUND

PRINT PICTURE SORT #1 FOR EACH STUDENT OR PAIR OF STUDENTS AND HAVE THEM CUT APART THE PIECES. THEN ASK THEM TO SORT THEIR CARDS INTO TWO PILES: STARTS WITH THE /M/ SOUND AND DOES NOT START WITH THE /M/ SOUND.

REPEAT THESE SAME STEPS THE FOLLOWING DAY FOR REINFORCEMENT

PRINT PICTURE SORT #2 FOR EACH STUDENT OR PAIR OF STUDENTS AND HAVE THEM CUT APART THE PIECES. THEN ASK THEM TO SORT THEIR CARDS INTO TWO PILES: STARTS WITH THE /M/ SOUND AND DOES NOT START WITH THE /M/ SOUND.

READ AND SOUND MAP A HIGH FREQUENCY WORD


SKILL NOT INTRODUCED YET

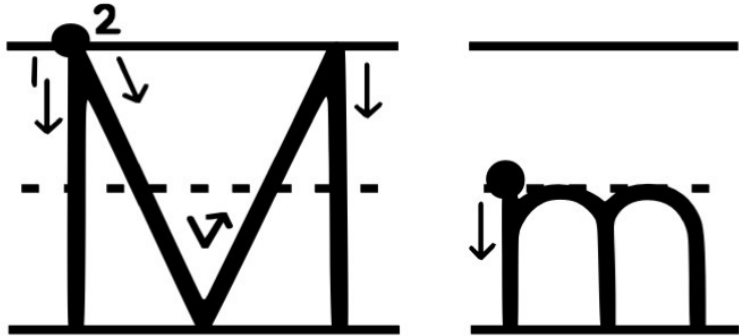
READ DECODABLE TEXT

SKILL NOT INTRODUCED YET

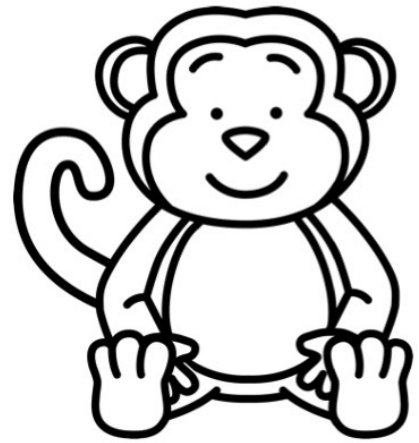
Name _____

HANDWRITING SHEET

Highlight it. 



Color it. 

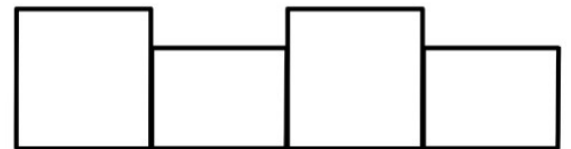


monkey

Rainbow write it. 



Box it. 



Trace it. 

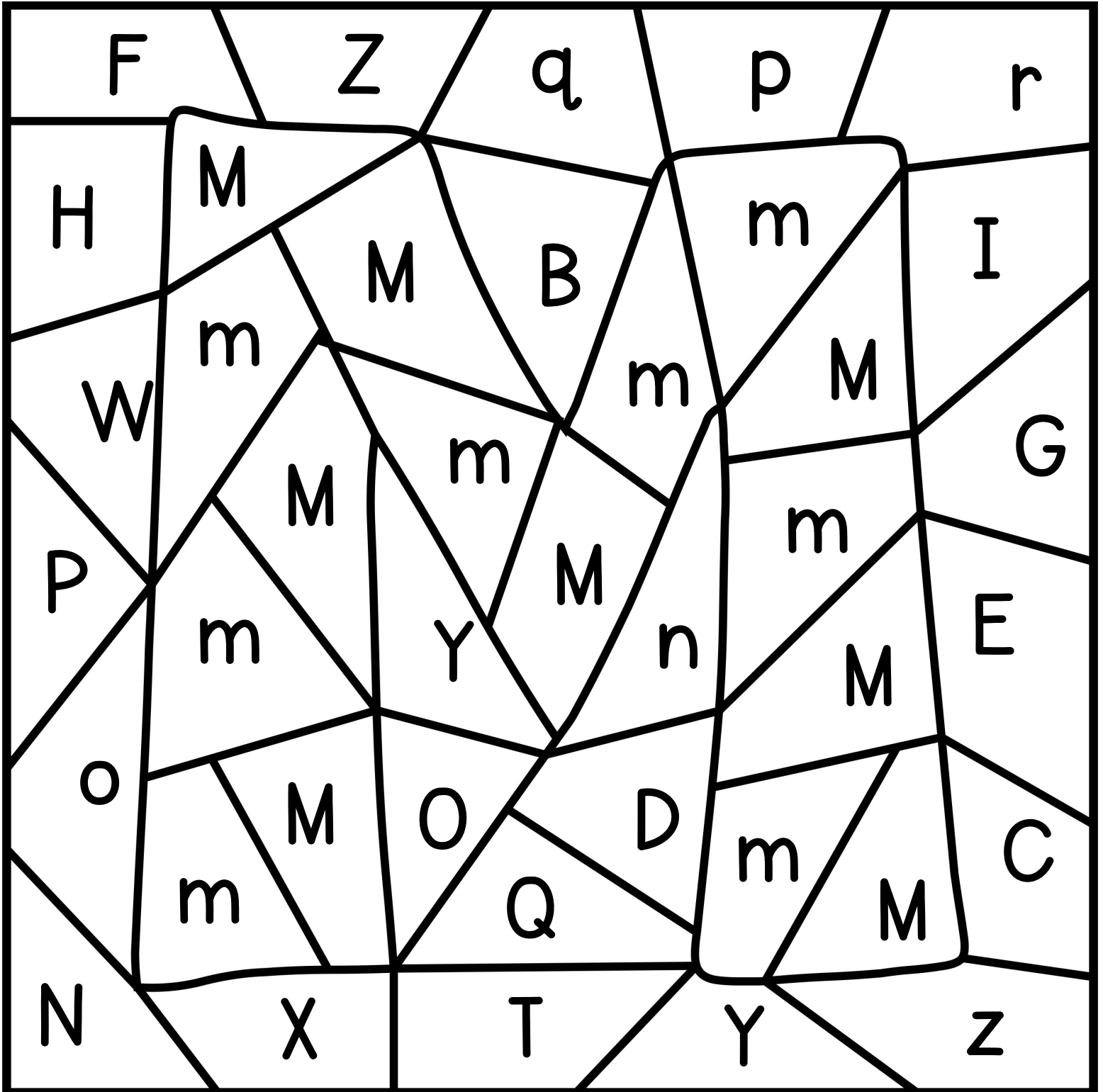




HIDDEN LETTERS

Color all of the:

Mmm

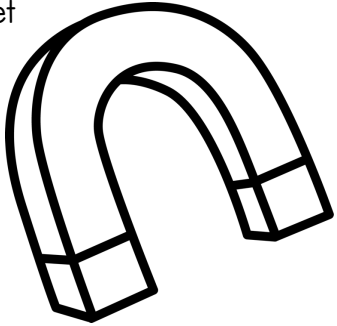


Name _____

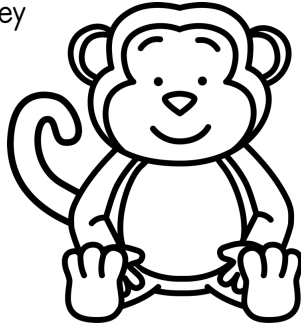
DIRECTIONS – Print this picture sort on the first day and have students sort the cards into two groups: starts with the / m / sound and does not start with / m /.

/ m / sort # 1

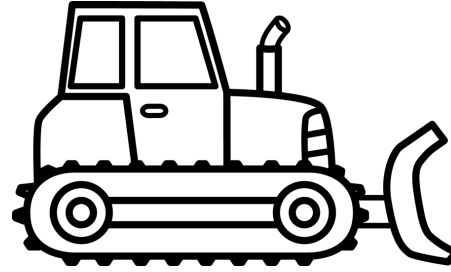
magnet



monkey



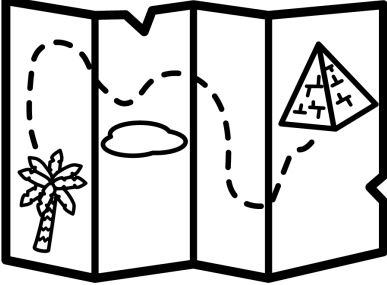
bulldozer



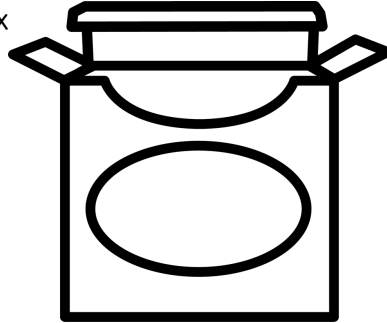
dentist



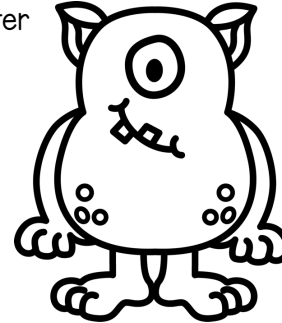
map



box



monster



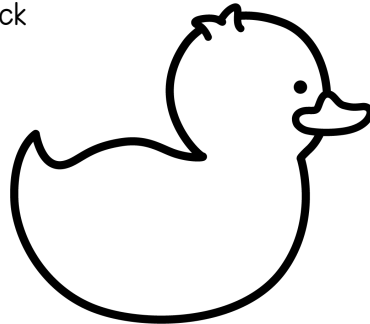
muffin



boat



duck



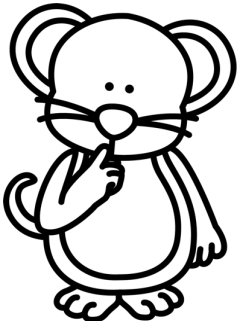
mop



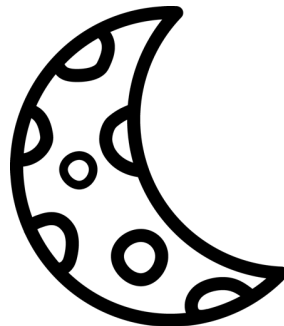
toothbrush



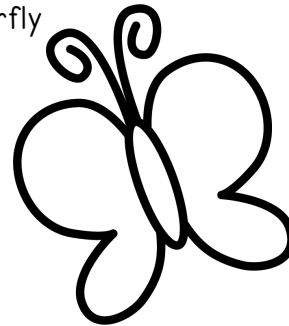
mouse



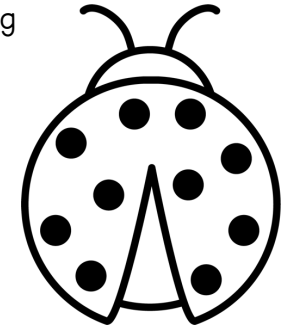
moon



butterfly



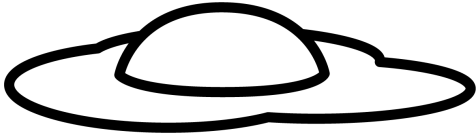
ladybug



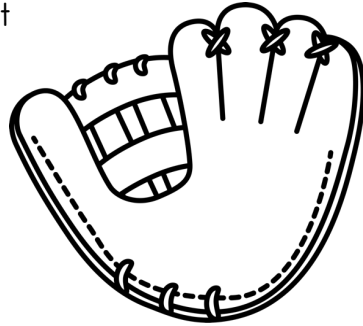
DIRECTIONS – Print this picture sort on the second day and have students sort the cards into two groups: starts with the / m / sound and does not start with / m /.

/ m / sort # 2

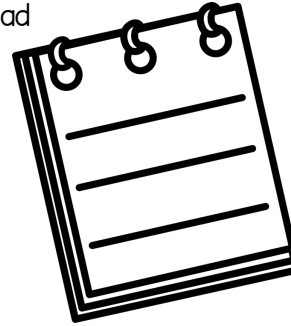
egg



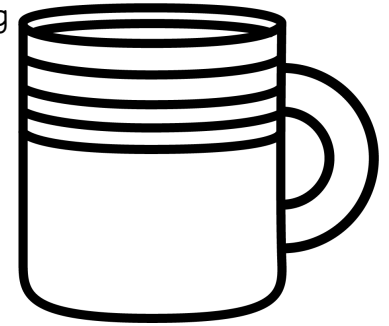
mitt



notepad



mug



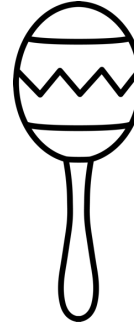
ball



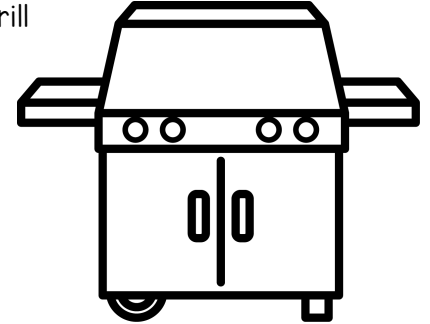
medicine



maraca



grill



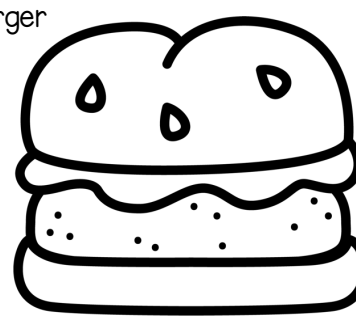
mix



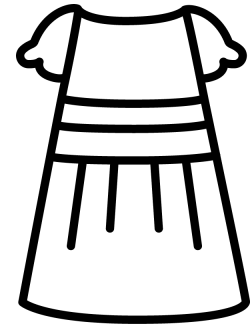
harp



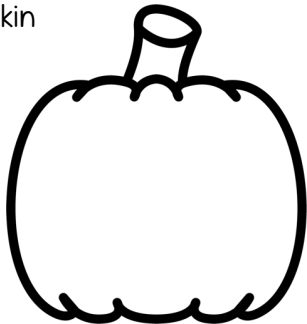
burger



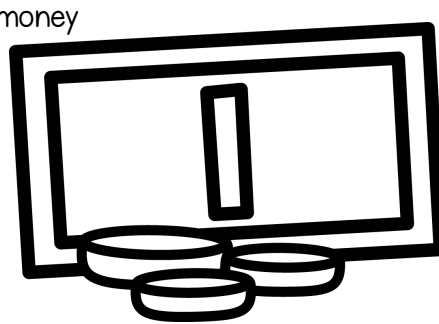
dress



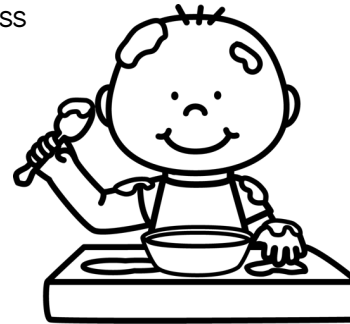
pumpkin



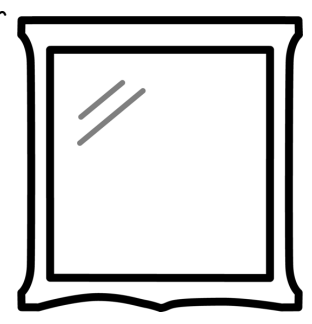
money



mess



mirror





volume 2

PHONICS TOOLKIT

Bonus Short Vowel Centers

FLIP & WRITE

SKILL-

Reading and writing –ET words.

PREP-

Print off the crayon cards and record sheet. To give them a fun pop, print on brightly colored paper.

Cut apart the crayon cards and place them in a pile upside down on the table.

PLAY-

Have children flip over one card at a time, read the word out loud and rainbow write it on their record sheet.

(First, they'll write the word in red crayon or marker, then they'll trace over it in orange, then yellow, green and purple.)

Play continues until all of the words have been rainbow written on the record sheet.



Name _____

FLIP & WRITE

Flip over one crayon card at a time. Read the word out loud and then rainbow write it in an empty spot below.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16



bet



jet



wet



get



met



net



vet



let



set



pet



set



pet



bet



net



wet



let



get



met



vet



jet

WORD FAMILY MATS

SKILLS-

Read and write short E words.

PREP-

Print one set of word family mats for each work station and place it at a table along with a basket of alphabet magnets, Scrabble tiles or other collection of letters.

Remove all of the vowels (A, E, I, O and U) from the collection.

Print one record sheet for each student.

ACTIVITY-

Students will pick up one letter at a time and place it in an empty spot on their word family mat. They will read the word they built out loud and then add it to their record sheet under the column "real word" or "nonsense word".

Play continues until all of the letters have been used.

Then children clear their mats and start again!

Name _____

WORD FAMILY MATS

Write each word you make in the correct column.

REAL WORDS

NONSENSE WORDS

WORD FAMILY MAT

Place a magnetic letter on each spot below. Read the first word out loud. If it is a real word, write it in the REAL column on your sheet. If it is not real, write it in the NONSENSE column.

○ eb

○ eb

○ eb

○ eb

○ eg

○ eg

○ eg

○ eg

○ en

○ en

○ en

○ en

WORD FAMILY MAT

Place a magnetic letter on each spot below. Read the first word out loud. If it is a real word, write it in the REAL column on your sheet. If it is not real, write it in the NONSENSE column.

○ ed

○ ed

○ ed

○ ed

○ em

○ em

○ em

○ em

○ et

○ et

○ et

○ et

WORD BUMP

SKILL-

Practice reading and writing short E words.

NOTE-

You have 3 different versions of this game so you can easily focus on one short E word family at a time. Pick the version that best matches your lesson plans. For instance, if you're working on -ET words, print the -ET playing mat and cards. If you're practicing -ED words, print the -ED mat and cards instead.

PREP-

Print one bump sheet and one set of cards for each pair of players. (You can print them on colored paper for a fun pop!)

Cut along the lines to separate the cards and grab a stack of counting chips or mini erasers for players to use as cover up manipulatives.

Print one record for every child.

PLAY-

Player One flips a card, reads the word, and covers up the answer with a chip.

Then Player Two flips another card and reads it. If the answer is the same, Player Two can either bump Player One's chip off the spot to make room for his chip or cover up the answer in a different place on the board.

The first player with five in a row either across, down or diagonally wins the game!

Name _____

WORD BUMP

Write each word you and your partner claim in the correct column.

MY WORDS

MY PARTNER'S WORDS

Name _____

WORD BUMP

Player One flips a card, reads the word, and covers up the answer with a chip. Then Player Two flips another card and reads it. If the answer is the same, Player Two can either bump Player One's chip off the spot to make room for his chip or cover up the answer in a different place on the board. The first player with five in a row either across, down or diagonally wins the game!

jet	wet	set	yet	net
pet	let	met	get	bet
net	pet	wet	met	jet
let	wet	bet	jet	pet
get	yet	let	net	set
set	net	get	bet	met

bet

wet

set

get

let

pet

net

jet

yet

met

bet

wet

set

get

let

pet

net

jet

yet

met

WORD RACE

SKILL-

Reading and writing –EN words.

PREP-

Print the cards and record sheet. To give the cards a fun pop, print them on brightly colored paper.

Cut apart the cards and place them in a pile upside down on the table.

Grab one playing die for each station.

PLAY-

Students flip over a word card and read it out loud.

Then they roll their playing die and write the word that many times on their record sheet. For instance, if they flipped over the word “pen” and rolled a five, they would write “pen” five times on their record sheet.

Students continue flipping, reading and writing until they reach the end and win the game.

Ben

pen

ten

ten

hen

men

pen

Ben

hen

den

men

Ben

men

ten

den

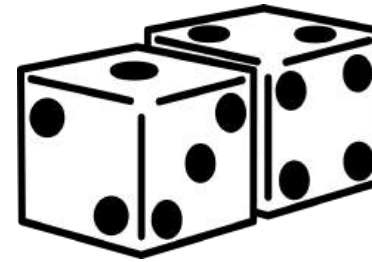
hen

den

pen

Name _____

WORD RACE



Pick the top word card and read it out loud. Roll a die and write your word in that many spaces below. Make sure to write left to right across the page just like you read! Then pick the next word in the pile, read it, roll the die, and write it a matching number of times. Keep playing until you reach END and win the game!

START					
					END



volume 3

PHONICS TOOLKIT

Digraphs, Floss Rule, & Magic E

phonics LESSON #30

/sh/ sound spelled with "sh"

REVIEW PREVIOUS PHONICS SKILL

BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

SHARE SOUND ARTICULATION

/SH/ IS A VOICELESS FRICATIVE, WHICH MEANS AIR ESCAPES THROUGH A NARROW SPACE. TO MAKE THIS SOUND, ROUND YOUR LIPS AND STICK THEM OUT SLIGHTLY. CLOSE YOUR JAW AND RELAX YOUR TONGUE AS YOU RELEASE A LONG BREATH.

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT CONTAIN THE TARGET SOUND.

1. The beach was covered in shells and shark teeth. (shells, shark)
2. Shelly's fur is shiny after a wash. (Shelly's, shiny, wash)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

COMPLETE HANDWRITING PRACTICE

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

phonics LESSON #30

/sh/ sound spelled with "sh"

SPELLING RULES & NOTES

1. "SH" MAKES THE / SH / SOUND WHEN THE LETTERS APPEAR TOGETHER IN THE SAME SYLLABLE.
2. OTHER SPELLINGS: ch (chef), ci (social), s (sure), tion (action)

READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE	DAY TWO	DAY THREE
shin ship shut ash rush	gash dish mesh lash gush	shop shin shut gush cash

SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE	DAY TWO	DAY THREE
rash dish cash wish mesh	shut ship shot dash fish	wish fish lash rush ash

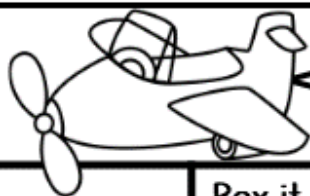
READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORD IS: she

READ DECODABLE TEXT

READ DECODABLE TEXT "WISH FOR FISH".

Name _____

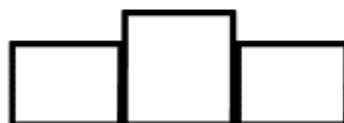


she

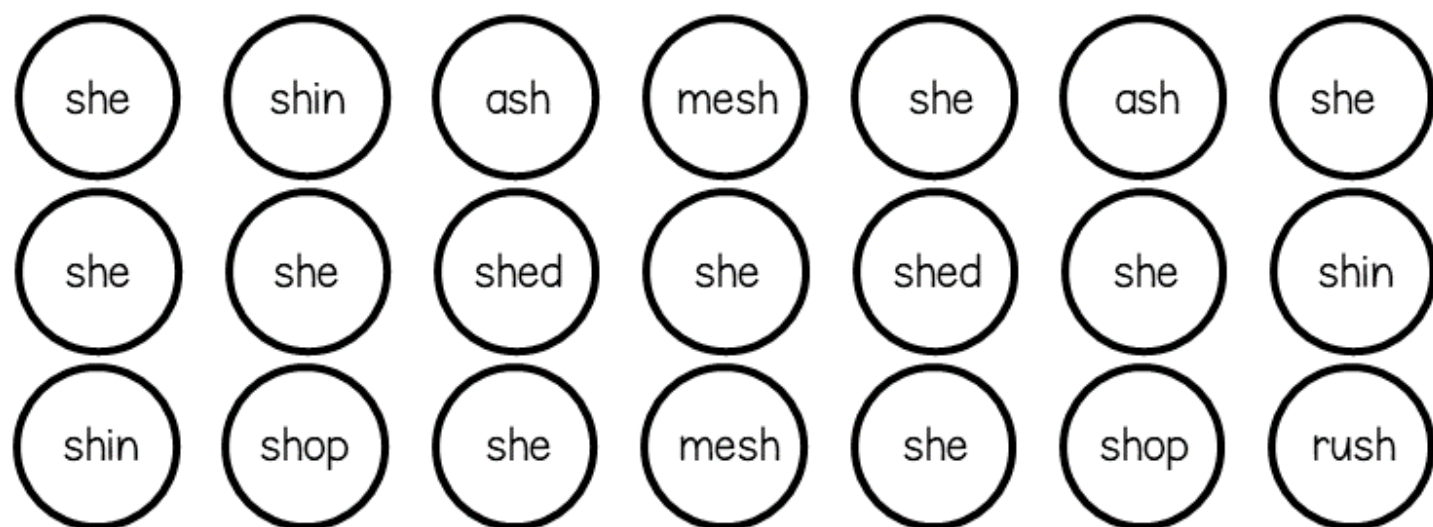
Trace it.



Box it.



Dab it or color it.



Read it in a sentence.

She has my gum in the cab.

Write it in a sentence.

Write it in a second sentence.

Name _____

SH Words

WISH FOR FISH

Touch and read.

Cash had a wish for fish.

He got fish at the shop.

Cash put the fish on a dish.

Then Cash bit the fish.

He did not wash up.

Color a star each time you read.



WORD RACE

SKILL-

Reading and writing SH- words.

PREP-

Print the cards and record sheet. To give the cards a fun pop, print them on brightly colored paper.

Cut apart the cards and place them in a pile upside down on the table.

Grab one playing die for each station.

PLAY-

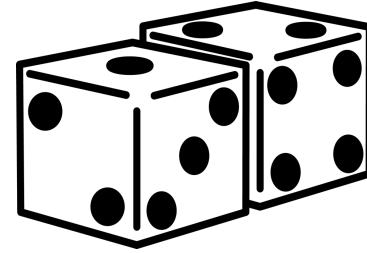
Students flip over a word card and read it out loud.

Then they roll their playing die and write the word that many times on their record sheet. For instance, if they flipped over the word "cash" and rolled a five, they would write "cash" five times on their record sheet.

Students continue flipping, reading and writing until they reach the end and win the game.

Name _____

WORD RACE



Pick the top word card and read it out loud. Roll a die and write your word in that many spaces below. Make sure to write left to right across the page just like you read! Then pick the next word in the pile, read it, roll the die, and write it a matching number of times. Keep playing until you reach END and win the game!

START					
					END

ash

shop

rush

shot

cash

dash

gush

shut

shop

mesh

fish

shin

shed

lash

shut

ship

rash

wish

Name _____

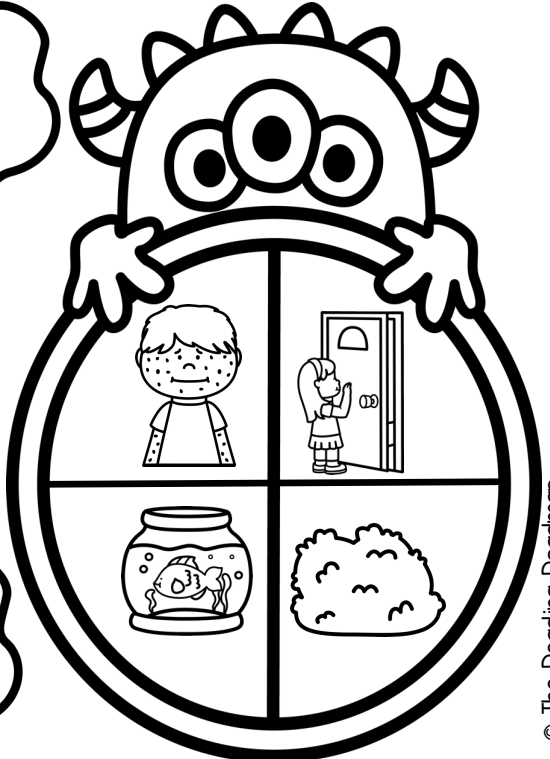
SPIN A WORD FAMILY

Spin a word and then color a matching splat below. Continue until all of the splats are colored!

Word families: bush, fish, shut, rash

Illustrations for coloring:

- A boy with a rash on his face.
- A girl knocking on a door.
- A fish in a bowl.
- A bush.





volume 4

PHONICS TOOLKIT

Beginning Blends & Ending Blends

phonics LESSON #50

blends bl -

REVIEW PREVIOUS PHONICS SKILL

BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

SHARE SOUND ARTICULATION

THE "BL" SOUND IS MADE BY COMBINING, OR BLENDING, / B / AND / L /. TO MAKE THIS BLEND, PRESS YOUR LIPS TOGETHER AND RELEASE A PUFF OF AIR AS YOU RELAX YOUR MOUTH AND BRING YOUR TONGUE TO THE BACK OF YOUR FRONT TEETH. THE MOVEMENT OF YOUR TONGUE WILL CARRY THE / B / SOUND INTO THE / L / SOUND.

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT CONTAIN THE TARGET SOUND.

1. Blake watched the flowers bloom in the spring. (Blake, bloom)
2. We colored the blank paper black and blue. (blank, black, blue)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

COMPLETE HANDWRITING PRACTICE

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

phonics LESSON #50

blends bl -

SPELLING RULES & NOTES

THE "BL" BLEND IS TYPICALLY FOUND AT THE BEGINNING OF A WORD, BUT IT MAY APPEAR ELSEWHERE LIKE IN THE EXAMPLES "HUMBLE" AND "BUBBLE".

READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE	DAY TWO	DAY THREE
blip bless blot blab blob	blog bled black block bluff	bloke blame bliss blush blade

SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE	DAY TWO	DAY THREE
blog bled black block bluff	blush blame bliss blaze bloke	blip bless blot blab blob

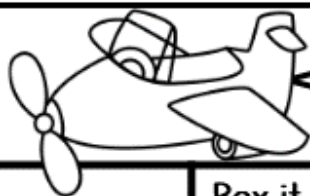
READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORD IS: **black**

READ DECODABLE TEXT

READ DECODABLE TEXT "BLOCK PILE".

Name _____



black

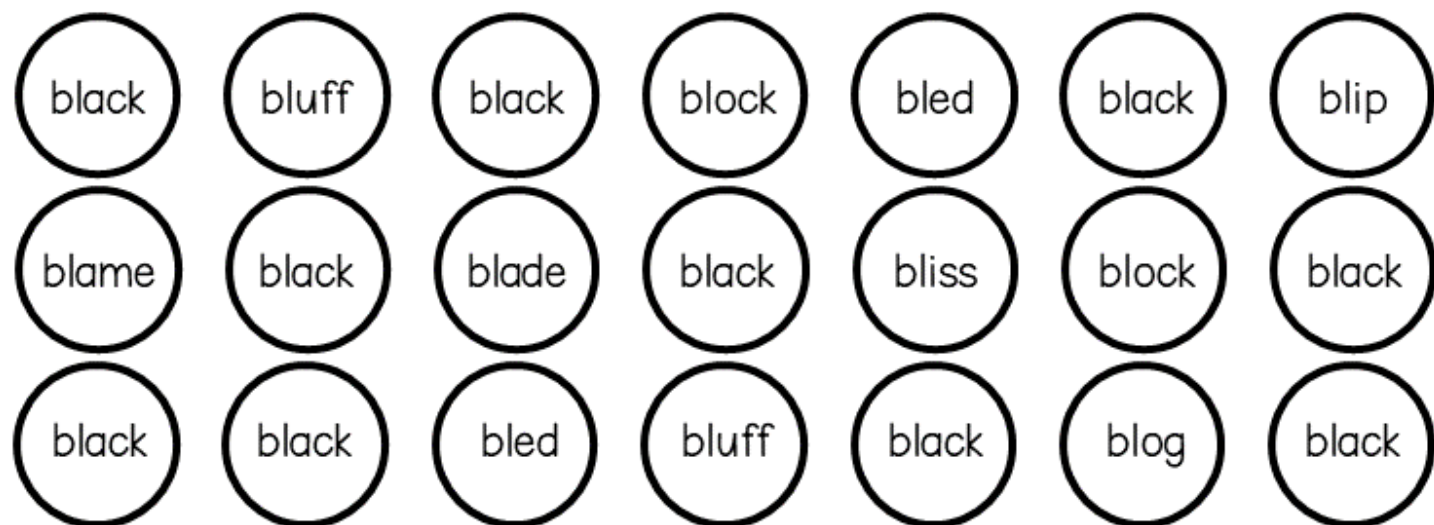
Trace it.



Box it.



Dab it or color it.



Read it in a sentence.

The black dog can run.

Write it in a sentence.

Write it in a second sentence.

Name _____

BLOCK PILE

Touch and read.

I got a bag of black blocks.

I pile my blocks up.

Dan puts a big block on top.

The blocks all fall.

I blame Dan.

Color a star each time you read.



ROLL IT, READ IT, WRITE IT

SKILL-

Reading, writing and understanding words containing the beginning blend BL.

PREP-

Print one playing mat and record sheet for each student.

Grab your set of playing dice.

PLAY-

Students roll a die and count the number of dots that land on top.


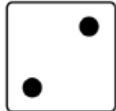




They read the word that is at the bottom of the matching column, write it on their record sheet and then color the box to mark that the word has already been read.

Play continues until one of the words reaches the top and “wins” the game.

Name _____

ROLL IT, READ IT, WRITE IT

Roll the dice, read the word at the bottom of the column, write it on your record sheet, and then color in the box. The row that reaches the top first wins!

bless	blip	blog	block	blaze	blame
bless	blip	blog	block	blaze	blame
bless	blip	blog	block	blaze	blame
bless	blip	blog	block	blaze	blame
bless	blip	blog	block	blaze	blame
bless	blip	blog	block	blaze	blame
bless	blip	blog	block	blaze	blame
					

HIDE & SEEK

SKILL-

Reading and writing words containing the beginning blend BL.

PREP-

Print the two pages of cards and cut along the lines to separate the pieces. To give the cards a fun pop (and make it easier to find around the room), print the sheets on brightly colored paper.

Hide the cards around the classroom.

Print a record sheet for each student.

PLAY-

Children will look for cards hidden around the room. When they find one, they will whisper read it out loud and then write the word on their record sheet.

Play continues until they have found all 16 cards.

Name _____

HIDE & SEEK

Look around your classroom for a word card. Each time you find a card, write the word in the correct spot below.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

1

blob

2

bless

3

blip

4

bloke

5

blame

6

bliss

7

blab

8

blog

9

blush

10

bled

11

blot

12

blade

13

black

14

blaze

15

bluff

16

block



volume 5

PHONICS TOOLKIT

**Alternate Spellings, Closed &
Open Syllables, & Vowel Teams**

phonics LESSON #79

/ z / sound spelled with "z"

REVIEW PREVIOUS PHONICS SKILL

BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

SHARE SOUND ARTICULATION

/ Z / IS A VOICED FRICATIVE, WHICH MEANS AIR ESCAPES THROUGH A NARROW SPACE. TO MAKE THIS SOUND, PRESS YOUR TEETH TOGETHER, PRESS YOUR TONGUE AGAINST THE BACK OF YOUR TEETH, AND PRODUCE A CONTINUOUS VOCAL BREATH.

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT CONTAIN THE TARGET SOUND.

1. The cubs and their moms live in dens. (cubs, moms, dens)
2. There were bugs all over then pig pens. (bugs, pens)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

COMPLETE HANDWRITING PRACTICE

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

phonics LESSON #79

/z/ sound spelled with "z"

SPELLING RULES & NOTES

/z/ IS SPELLED WITH "Z" WHEN IT FOLLOWS A VOICED SOUND. THIS ONLY OCCURS AT THE END OF A WORD.

READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE	DAY TWO	DAY THREE
is as was has his	wise pose muse hose use	close those chose these phase

SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE	DAY TWO	DAY THREE
use rose rise fuse nose	as is was has those	rose wise his is hose

READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORD IS: goes

READ DECODABLE TEXT

READ DECODABLE TEXT "MY NOSE"

SOUND MAP

#1 Tap it.

#2 Map it.

--	--	--	--	--	--

#3 Graph it.

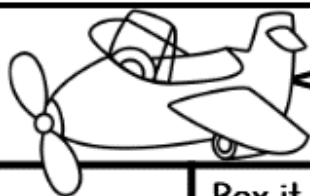
--	--	--	--	--	--

#4 Write it.

#5 Read it.



Name _____

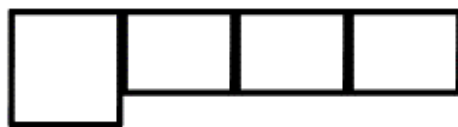


goes

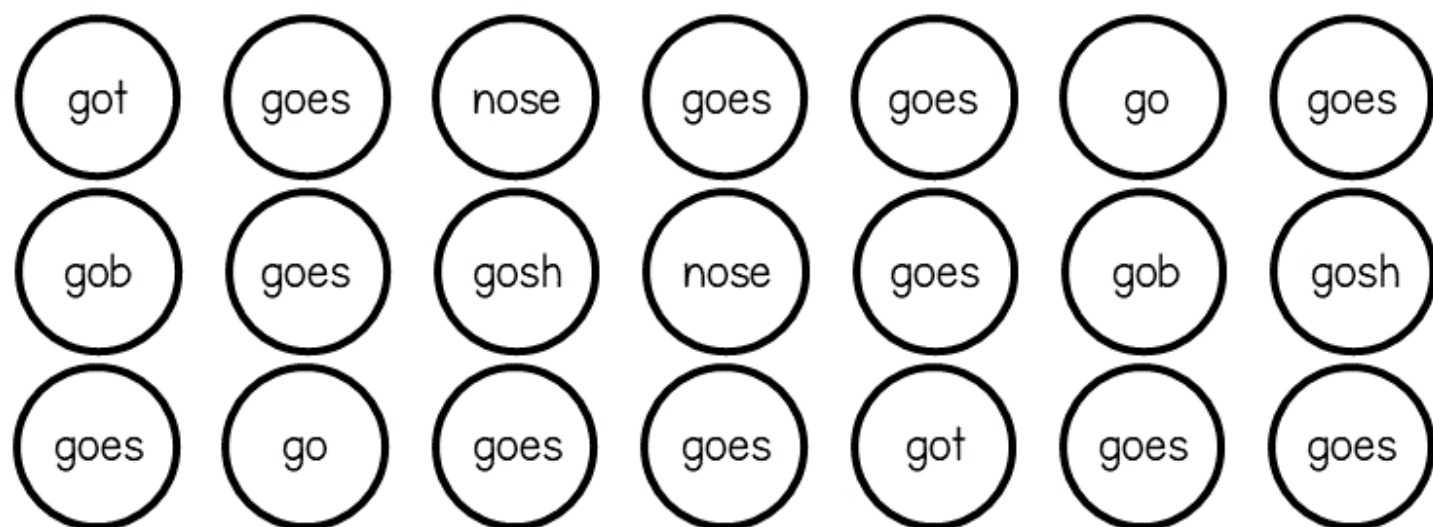
Trace it.



Box it.



Dab it or color it.



Read it in a sentence.

Dad goes to pick a rose for mom.

Write it in a sentence.

Write it in a second sentence.

Name _____

/Z/ Spelled with "S" Words

MY NOSE!

Touch and read.

Dan is in his rose bed.

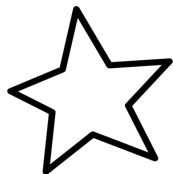
He tripped on the hose!

He fell and pricked his nose.

He hit his nose on those roses.

It is wise to get rid of that hose.

Color a star each time you read.



HIDE & SEEK

SKILL-

Reading and writing words that contain the sound /z/ spelled with s.

PREP-

Print the two pages of cards and cut along the lines to separate the pieces. To give the cards a fun pop (and make it easier to find around the room), print the sheets on brightly colored paper.

Hide the cards around the classroom.

Print a record sheet for each student.

PLAY-

Children will look for cards hidden around the room. When they find one, they will whisper read it out loud and then write the word on their record sheet.

Play continues until they have found all 16 cards.

Name _____

HIDE & SEEK

Look around your classroom for a word card. Each time you find a card, write the word in the correct spot below.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

1

is

2

as

3

was

4

has

5

his

6

wise

7

pose

8

muse

9

hose

10

use

11

close

12

those

13

chose

14

phase

15

these

16

rose

Name _____

WORD HUNT

Use a magnifying glass to find one of the words in the box. Whisper read it out loud and then write it on a blank line. Cross off the word and find a new one.

The word hunt grid contains the following words:

- wise
- hose
- is
- was
- chose

The magnifying glass is currently focused on the word "hose".

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



volume 6

PHONICS TOOLKIT

**Diphthongs, R-Influenced Vowels, Suffixes,
Trigraphs, Prefixes, & Contractions**

phonics LESSON #104

/ oi / sound spelled with "oi"

REVIEW PREVIOUS PHONICS SKILL

BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

SHARE SOUND ARTICULATION

TO MAKE THE / OI / SOUND, ROUND YOUR MOUTH AND PLACE YOUR TONGUE LOW IN THE FRONT OF YOUR MOUTH. WHEN YOU BEGIN TO VOICE THE SOUND, PULL THE BACK OF YOUR TONGUE AND LIPS BACK.

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT CONTAIN THE TARGET SOUND.

1. The voice over the loudspeaker made a weird noise. (voice, noise)
2. Our fruit became moist and started to spoil. (moist, spoil)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

COMPLETE HANDWRITING PRACTICE

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

phonics LESSON #104

/oi/ sound spelled with "oi"

SPELLING RULES & NOTES

MOST COMMONLY, "OI" MAKES THE /OI/ SOUND WHEN IT IS FOUND AT THE BEGINNING OR MIDDLE OF A WORD OR SYLLABLE.

READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE	DAY TWO	DAY THREE
oil boil join soil coin	choice spoil voice moist void	oil joining boil point choice

SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE	DAY TWO	DAY THREE
toil point foil noise coil	oil join coin noise point	broil joint hoisted spoil voice

READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORD IS: point

READ DECODABLE TEXT

READ DECODABLE TEXT "THE MOIST CARPET".

SOUND MAP

#1 Tap it.

#2 Map it.

--	--	--	--	--	--	--	--

#3 Graph it.

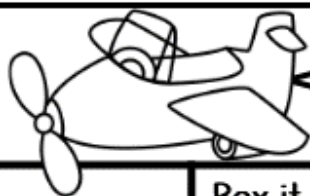
--	--	--	--	--	--	--	--

#4 Write it.

#5 Read it.



Name _____

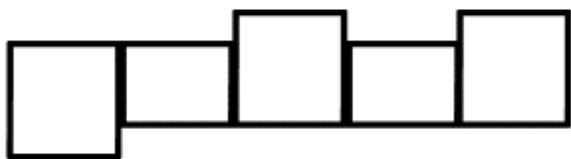


point

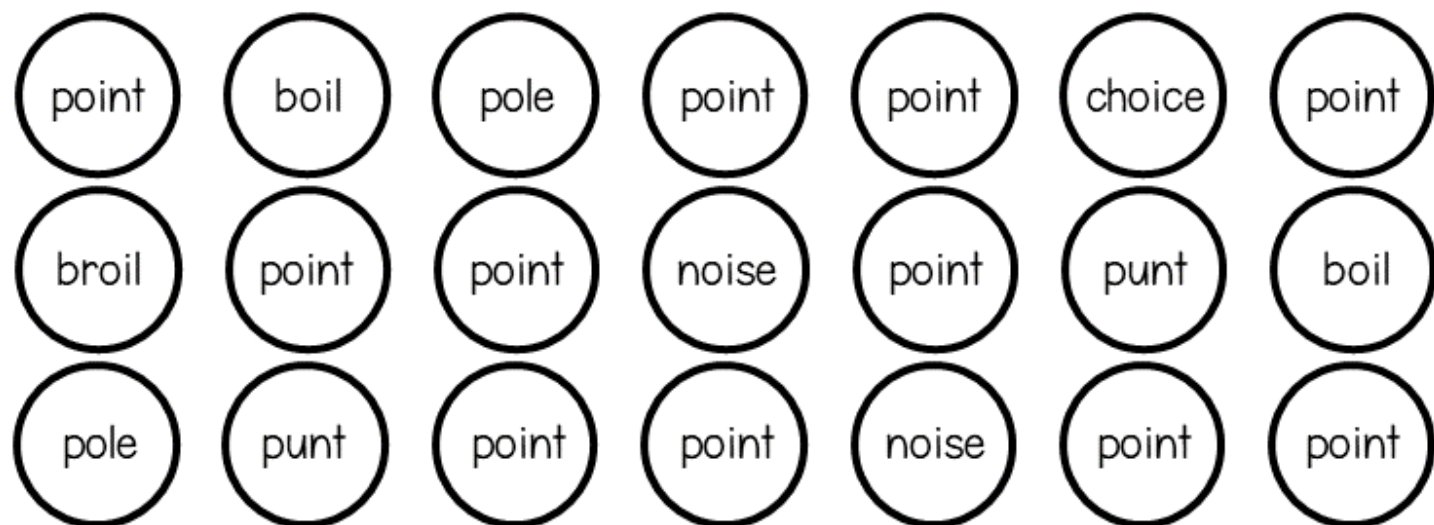
Trace it.



Box it.



Dab it or color it.



Read it in a sentence.

Kush can point to the prize of his choice.

Write it in a sentence.

Write it in a second sentence.

Name _____

/OI/ Words
Spelled with "OI"

THE MOIST CARPET

Touch and read.

There is a noise in the hall.

My mom is calling me to

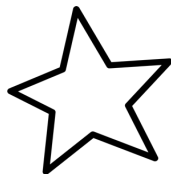
join her. When I do, she

points to the carpet. Oops!

It is moist from my wet feet

I will clean up the mess.

Color a star each time you read.



ROLL IT, READ IT, WRITE IT

SKILL-

Reading and writing words containing the OI diphthong.

PREP-

Print one playing mat and record sheet for each student.

Grab your set of playing dice.

PLAY-

Students roll a die and count the number of dots that land on top.

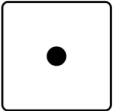
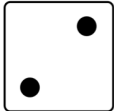
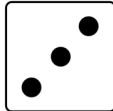
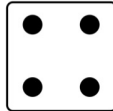
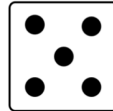

They read the word that is at the bottom of the matching column, write it on their record sheet and then color the box to mark that the word has already been read.

Play continues until one of the words reaches the top and “wins” the game.

Name _____

ROLL IT, READ IT, WRITE IT

Roll the dice, read the word at the bottom of the column, write it on your record sheet, and then color in the box. The row that reaches the top first wins!

soil	join	broil	choice	noise	hoisted
soil	join	broil	choice	noise	hoisted
soil	join	broil	choice	noise	hoisted
soil	join	broil	choice	noise	hoisted
soil	join	broil	choice	noise	hoisted
soil	join	broil	choice	noise	hoisted
soil	join	broil	choice	noise	hoisted
					

WORD RACE

SKILL-

Reading and writing words containing the OI diphthong.

PREP-

Print the cards and record sheet. To give the cards a fun pop, print them on brightly colored paper.

Cut apart the cards and place them in a pile upside down on the table.

Grab one playing die for each station.

PLAY-

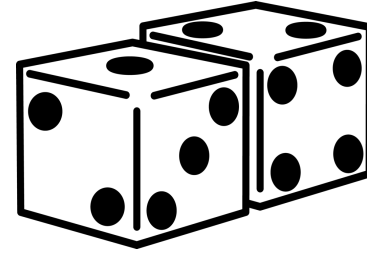
Students flip over a word card and read it out loud.

Then they roll their playing die and write the word that many times on their record sheet. For instance, if they flipped over the word "sound" and rolled a five, they would write "sound" five times on their record sheet.

Students continue flipping, reading and writing until they reach the end and win the game.

Name _____

WORD RACE



Pick the top word card and read it out loud. Roll a die and write your word in that many spaces below. Make sure to write left to right across the page just like you read! Then pick the next word in the pile, read it, roll the die, and write it a matching number of times. Keep playing until you reach END and win the game!

START					
					END

oil

joint

oil

boil

coil

boil

joining

choice

joining

spoil

coil

spoil

void

choice

void

voice

joint

voice



Your Next Step

Now that you've had a taste of how simple and effective structured phonics instruction can be, it's time to take the next step with The Phonics Toolkit! Think of it like going from baking one delicious cake to having an entire bakery at your fingertips.

With this bundle, you'll get:

1

A **phonics assessment** to quickly pinpoint what each student needs (because teaching phonics without assessing first is like a doctor prescribing medicine without knowing the symptoms!).

2

More than **120 print-and-go lessons**, complete with literacy centers and decodable passages, so you never have to scramble for resources again.

3

A **proven, research-backed system** that helps kids actually learn to read—while making it easier (and more joyful!) for you to teach.

Your students deserve structured, effective reading instruction—and you deserve tools that make teaching easier, not harder.

Grab your game-changing Phonics Toolkit today and make this the year your students' reading skills take off!

what's INCLUDED ←

PHONICS TOOLKIT



click
here

EVERYTHING you need to teach phonics in pre-K, kindergarten, first, or second grade in one easy download.

a closer look ←

PHONICS LESSONS

Activities to introduce each sound or skill

Pronunciation notes for each sound

phonics LESSON #1

/m/ sound spelled with "m"

PRACTICE THE ALPHABET CHANT

INTRODUCE 4 LETTERS OF THE ALPHABET EACH DAY. USE THE FLASHCARDS TO PRACTICE THE CHANT AT LEAST 3 TIMES DURING THE DAY.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. What is the air flow?

SHARE SOUND ARTICULATION

/M/ IS A VOICED NASAL SOUND, SO IT IS PRODUCED IN OUR NASAL PASSAGE. TO MAKE THIS SOUND, PRESS YOUR LIPS TOGETHER, VIBRATE YOUR VOICEBOX, AND RELEASE A LITTLE AIR THROUGH YOUR NASAL PASSAGE. YOUR LIPS WILL VIBRATE AS YOU PRODUCE THE SOUND.

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT BEGIN WITH THE TARGET SOUND.

1. My milk is cold. (my, milk)
2. The car made a black mark. (made, mark)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

TO MAKE THE UPPERCASE LETTER M, BEGIN AT THE TOP LINE AND DRAW A STRAIGHT LINE DOWN. PICK UP YOUR PENCIL AND GO BACK TO THE TOP. DRAW A DIAGONAL LINE DOWN TO THE BOTTOM LINE AND THEN ANOTHER DIAGONAL LINE BACK UP TO THE TOP. THEN MAKE A STRAIGHT LINE DOWN TO THE BOTTOM LINE.

TO MAKE THE LOWERCASE LETTER m, BEGIN AT THE MIDLINE AND DRAW A STRAIGHT LINE TO THE BOTTOM. TRACE THE LINE BACK TO THE TOP AND MAKE A CURVED LINE TO THE BOTTOM, THEN TRACE THE LINE UP AND REPEAT ANOTHER CURVED LINE TO THE BOTTOM.

COMPLETE HANDWRITING PRACTICE

COMPLETE HANDWRITING PRACTICE FOR THE LETTER "M".

© The Reading Roadmap.

Page references for related materials

Detailed letter formation notes for each letter

a closer look ←

PHONICS LESSONS

Detailed spelling rules & notes

phonics LESSON #1

/m/ sound spelled with "m"

SPELLING RULES & NOTES

WHEN THE LETTER 'M' APPEARS MORE THAN ONCE IN A WORD (I.E. SUMMER) THE FIRST M IS SILENT. OTHER SPELLINGS OF THE SOUND:
chm (drachm), gm (phlegm), lm (calm), mb (lamb), mn (autumn)

SORT WORDS WITH THE SOUND

PRINT PICTURE SORT #1 FOR EACH STUDENT OR PAIR OF STUDENTS AND HAVE THEM CUT APART THE PIECES. THEN ASK THEM TO SORT THEIR CARDS INTO TWO PILES: STARTS WITH THE /M/ SOUND AND DOES NOT START WITH THE /M/ SOUND.

REPEAT THESE SAME STEPS THE FOLLOWING DAY FOR REINFORCEMENT

PRINT PICTURE SORT #2 FOR EACH STUDENT OR PAIR OF STUDENTS AND HAVE THEM CUT APART THE PIECES. THEN ASK THEM TO SORT THEIR CARDS INTO TWO PILES: STARTS WITH THE /M/ SOUND AND DOES NOT START WITH THE /M/ SOUND.

READ AND SOUND MAP A HIGH FREQUENCY WORD

SKILL NOT INTRODUCED YET

READ DECODABLE TEXT

SKILL NOT INTRODUCED YET

© The Reading Roadmap

Sound sorts for letter sounds

a closer look ←

PHONICS LESSONS

Daily word lists for later letter sounds & phonics skills

phonics LESSON #9

/n/ sound spelled with 'n'

SPELLING RULES & NOTES

1. WHEN THE LETTER "N" APPEARS MORE THAN ONCE IN A WORD (IE. PENNY), THE FIRST "N" IS SILENT.
2. OTHER SPELLINGS: gn (gnat), kn (kneel), mn (mnemonic), pn (pneumonia)

READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE	DAY TWO	DAY THREE
nip nap tin man tan	fan pin man tin can	nip nap an pan fin

SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE	DAY TWO	DAY THREE
fan pin can fin pan	nap nip in an fin	can tan fan man in

READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORDS ARE: in & it

READ DECODABLE TEXT

READ DECODABLE TEXT: SENTENCE PYRAMIDS /n/.

© The Reading Roadmap.

High frequency sight words added to build fluency

a closer look ←

DECODABLE TEXTS

Only include skills & words students have learned so far

TH Words

A FUN BATH

Touch and read.

Beth had a bath.

The bath was not hot.

Then Seth had a bath.

The bath had mud in it.

not a fun bath.

Phonics skill listed on each page

Space to track multiple readings

Color a star each time you read.



what's INCLUDED ←

DECODABLE CENTERS

Name _____

PHONICS 4 IN A ROW

Read a word out loud and color it with your crayon. Write it in on your record sheet. Then it's Player Two's turn to read and color a word. Write her word on your record sheet too. The first player to color 4 words in a row wins the game!

ban	fan	pan	ran	tan	can
fan	pan	ran	can	ban	van
pan	ban	fan	man	pan	can
ran	van	can	tan	fan	ban
tan	ran	van	ban	ran	fan
van	man	ban	fan	can	man
can	tan	pan	van	man	ran

couch

couch

WORD FAMILY MAT

Place a magnetic letter on each spot below. Read the first word out loud. If it is a real word, write it in the REAL column on your sheet. If it is not real, write it in the NONSENSE column.

ed	h em	b et
ed	em	s et
ed	em	et
ed	em	e n

Name _____

SPIN A WORD FAMILY

Spin a word and then color a matching splat below. Continue until all of the splats are colored!

bush shut fish bush rash

rash bush shut rash

bush shut fish rash

rash fish bush shut

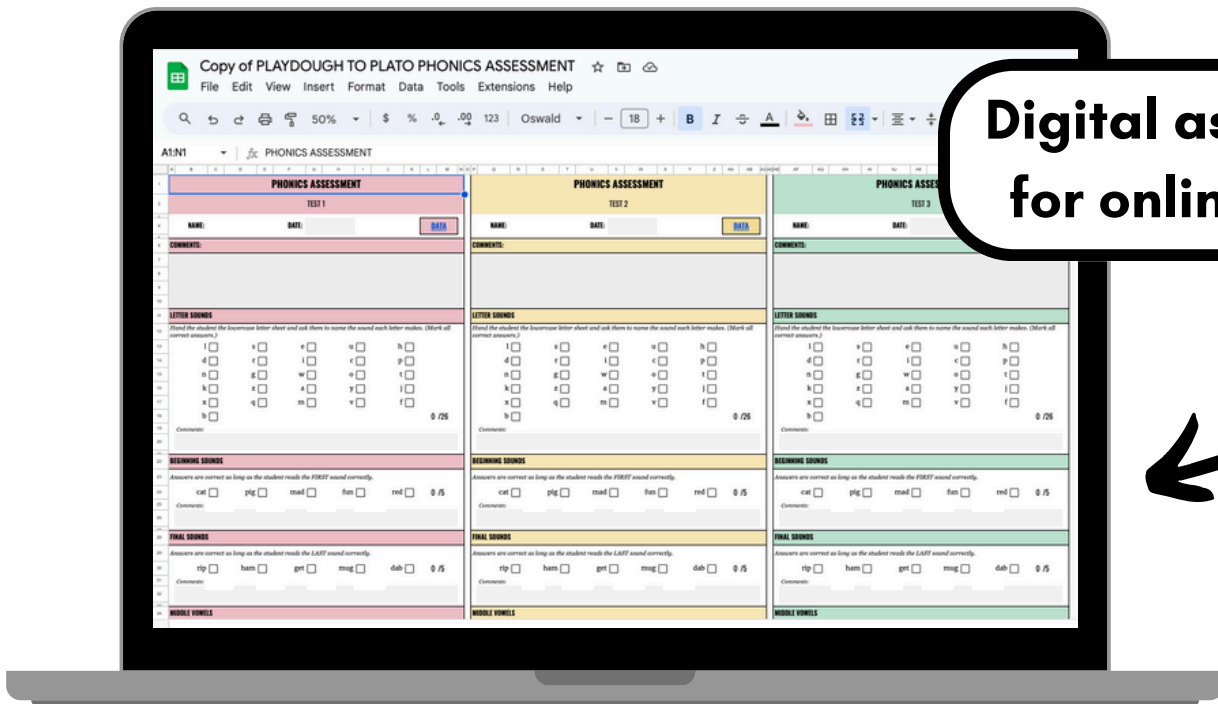
pushes boxes ashes

waxes mashes boxes

267 playful, engaging centers that make it fun for students to practice each phonics skill. You'll never need to spend time searching for those just-right activities for each student!

what's INCLUDED ←

ASSESSMENTS



Digital assessments for online tracking

Or print assessments if you prefer paper!



Use the digital or print phonics assessment and data analysis sheets to pinpoint students' growth and track data trends throughout the year.

frequently asked ←

QUESTIONS

1 **What grades is this good for?**

The Phonics Toolkit is perfect for students in pre-K through 2nd grade.

2 **What is the best order to teach phonics skills?**

What's extra helpful about the phonics lessons is that you can follow the order they are presented in to take out any guesswork!

3 **I'm a member. Is this in the vault?**

Yes, just like all of the other teaching tools you see in my TPT shop, you have 24/7 access to this in the vault. #MemberPerks

what's INCLUDED ←

PHONICS TOOLKIT



click
here

EVERYTHING you need to teach phonics in pre-K, kindergarten, first, or second grade in one easy download.