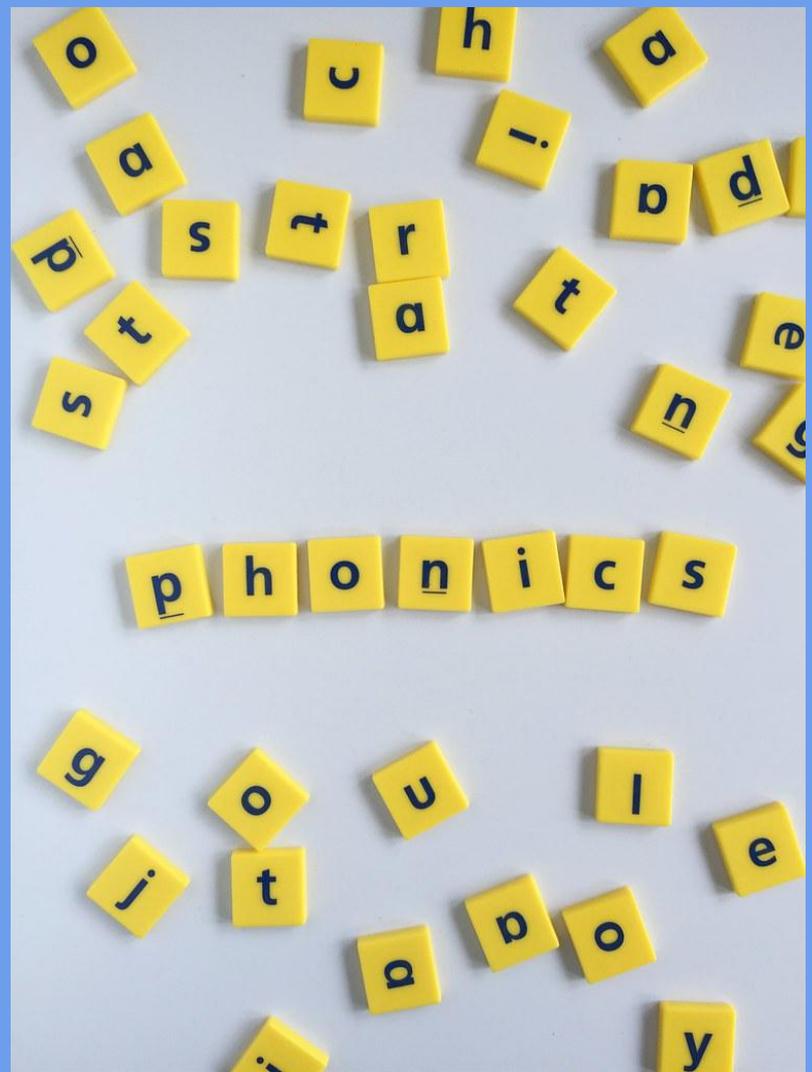
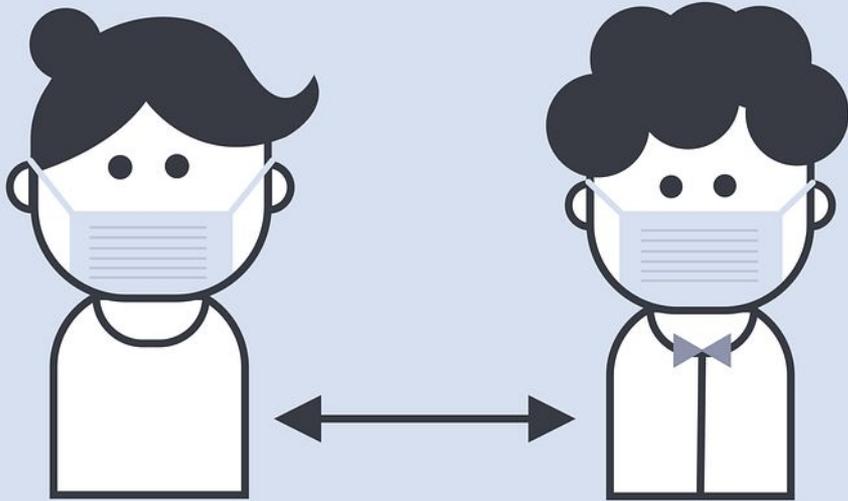


Hands-on Phonics... without the hands

By Molly Franklin &
Taylor Johnston



Socially Distanced Phonics Instruction

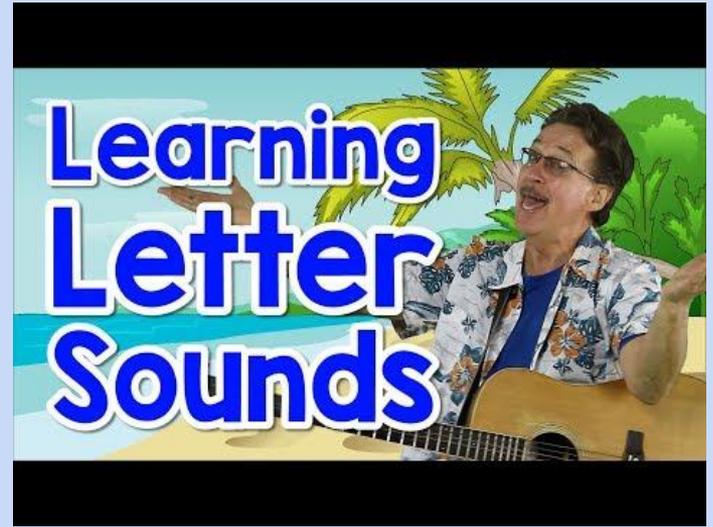


Phonics instruction is usually a closely connected process that involves student-teacher interaction. Each person spends time watching mouth formations and connecting them to sounds and letters.

The purpose of this presentation is to highlight hands-on activities that are cheap (or free) and easy to make. This will enable teachers to make multiple copies for students to have their own materials and work in their own space.

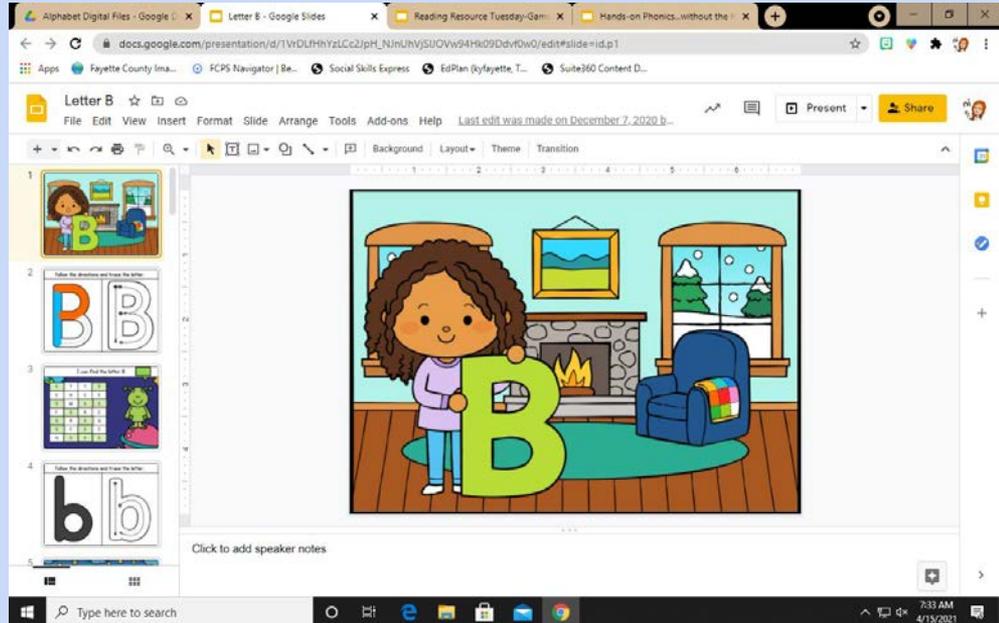
Letters and Letter Sounds

Before teaching blends, onset and rime, we as teachers must make sure that our students know their letters and letter sounds. They will struggle with blending if they do not know the sounds of the letters. There are tons of Google slides that you can use to help your students practice the letters and sounds but also many songs that you can paste into google classroom. I have included some in this presentation to help get you started!



Letters and Letter Sounds

Here is an example of slides I utilized with students using google classroom and online learning for letter practice.

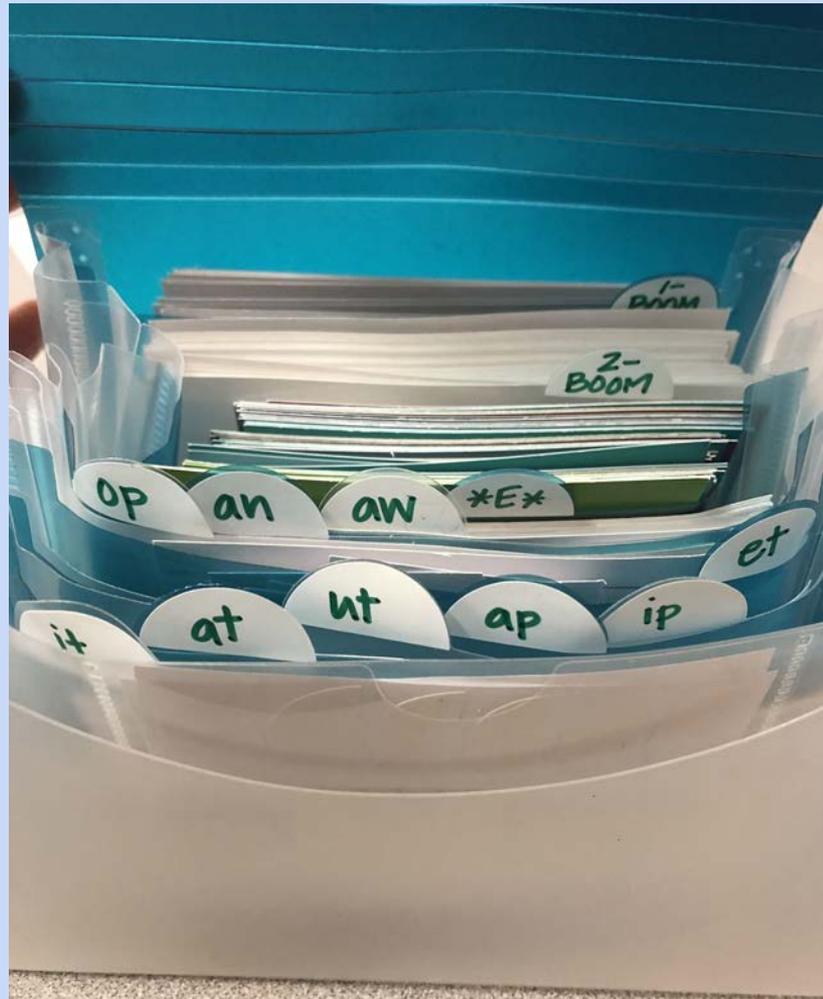


Onset and rime practice

Use notecards to make word family sets. Students can practice the rimes as many times as needed, and substitute in different beginning sounds.

Be sure to organize them for easy access and daily review (try something like a coupon organizer).

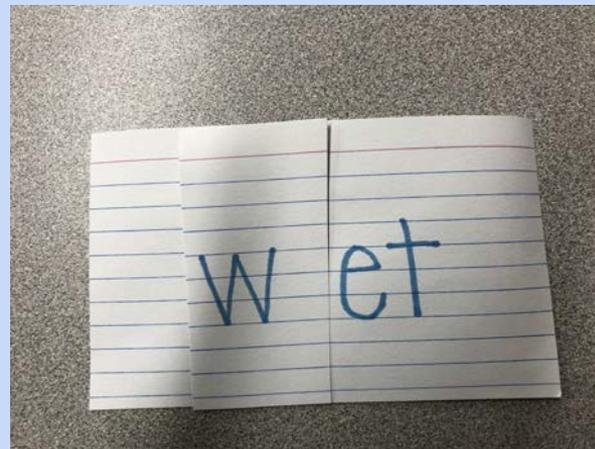
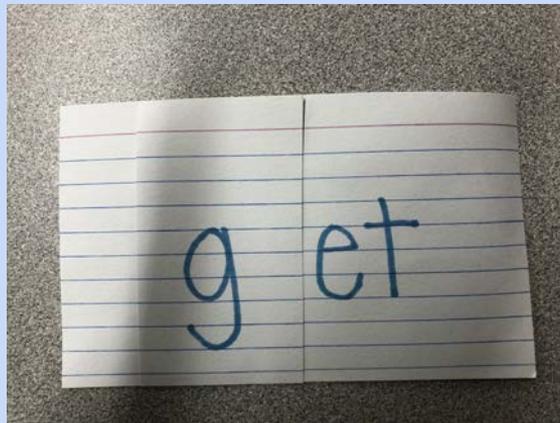
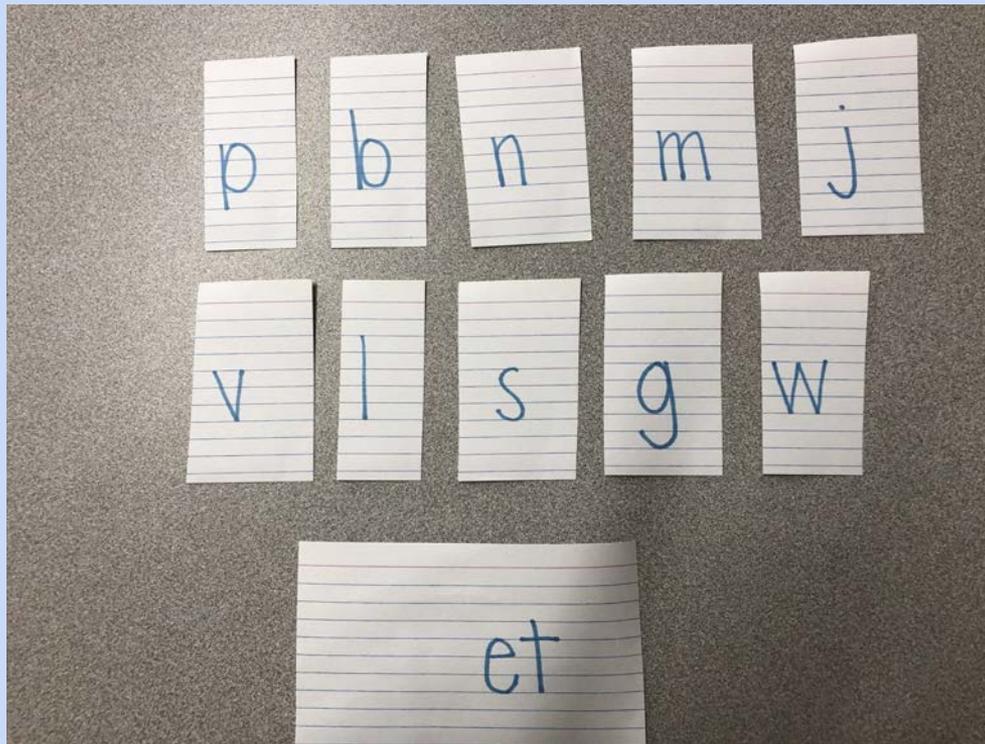
This is a quick activity that can be as individual and socially distanced from other students as needed.



Onset & rime practice cards

Using cards means students can physically separate the sounds as they practice saying words.

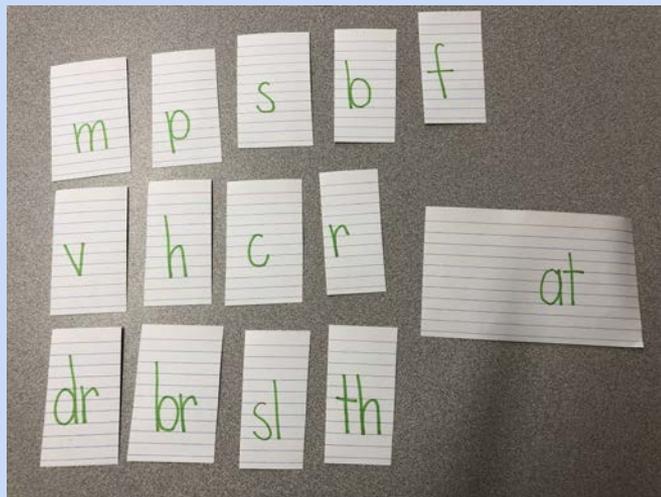
ET family



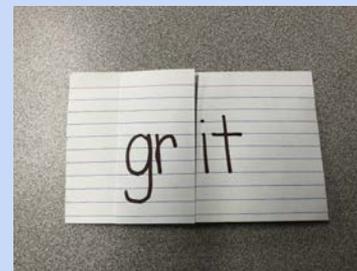
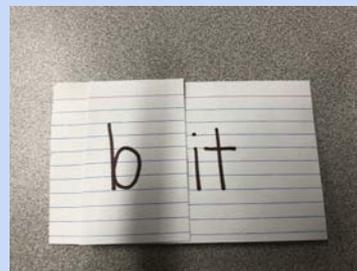
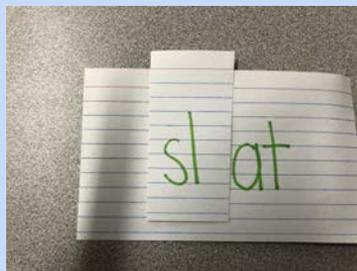
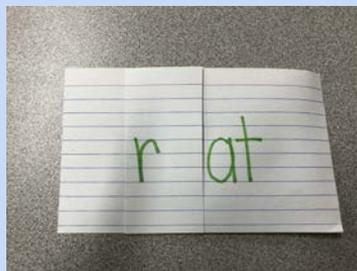
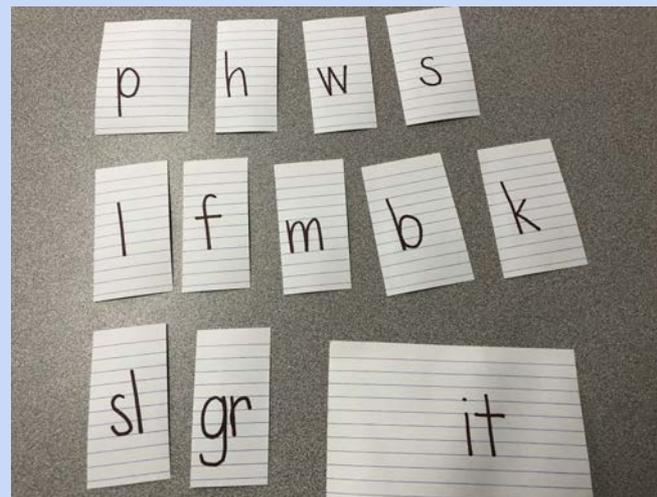
Onset & rime practice cards

Beginning onset sounds can be a simple phoneme or more complex blend or digraph. Using different colors for each set means they can be easily separated if mixed.

AT family

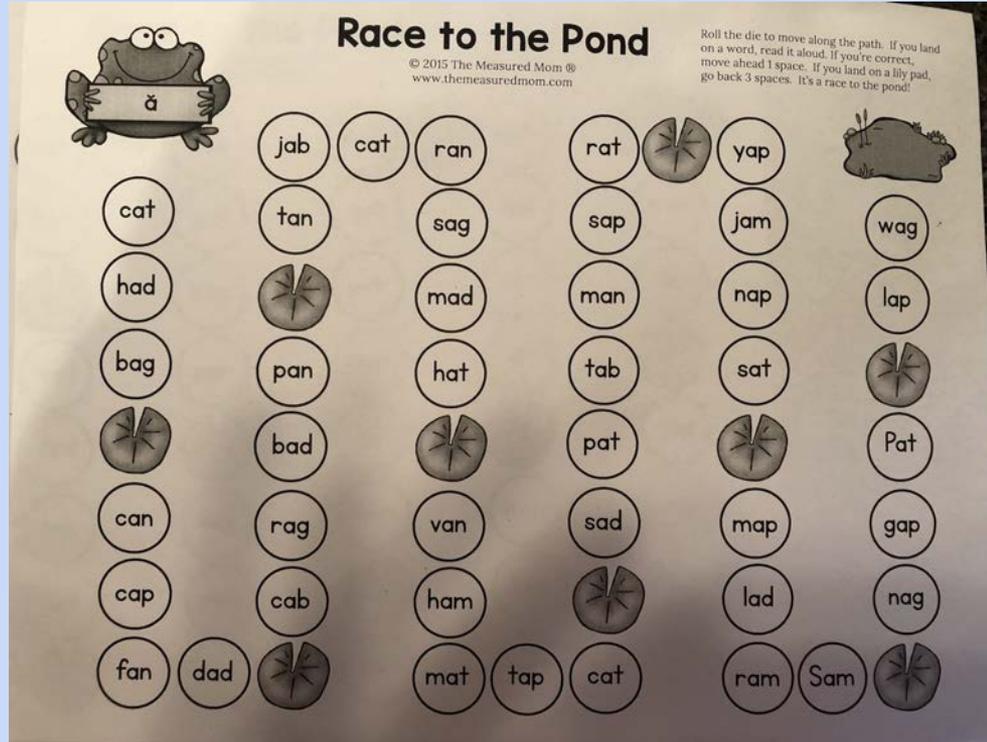
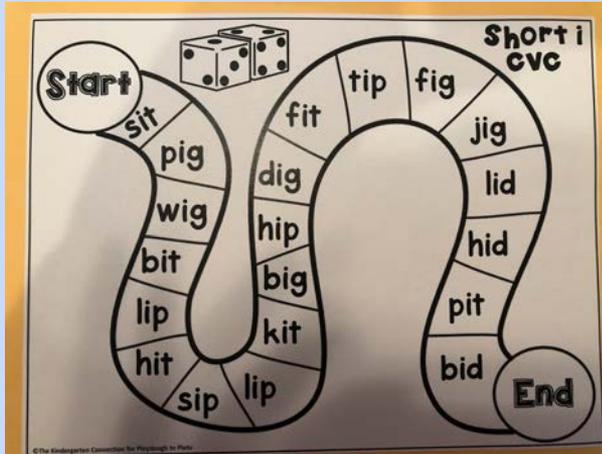
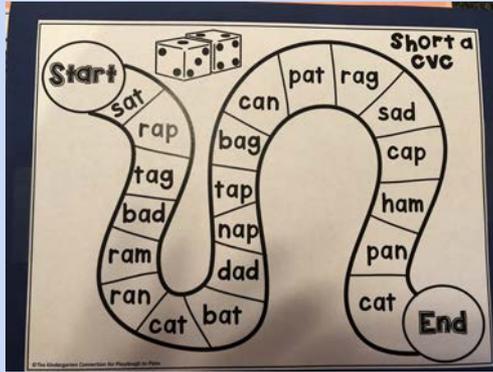


IT family



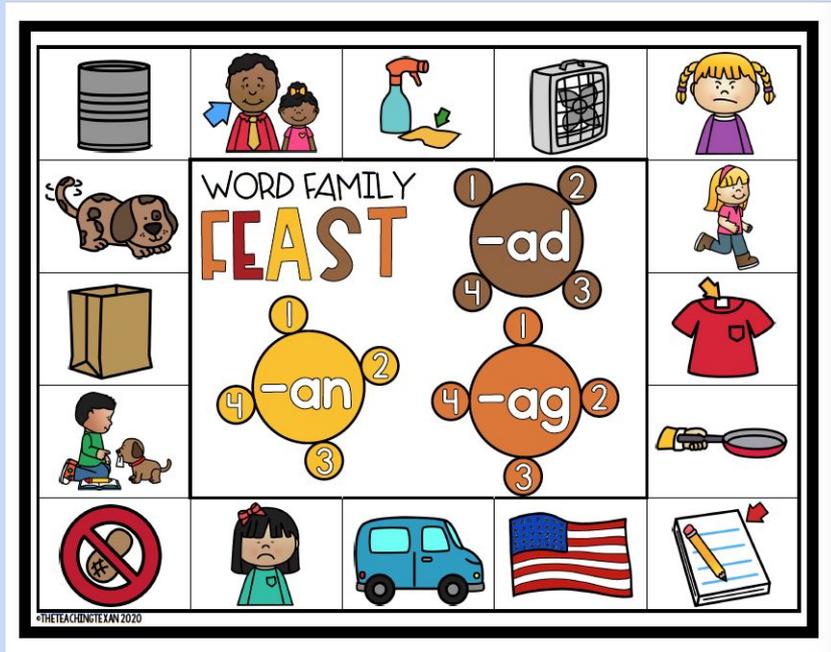
Word family games

Simple sight word games give students an opportunity to practice word families using a different format. They can play against themselves or a (socially distanced) friend.



Word family games

Examples of how to use Word family games in Zoom or Google Classroom

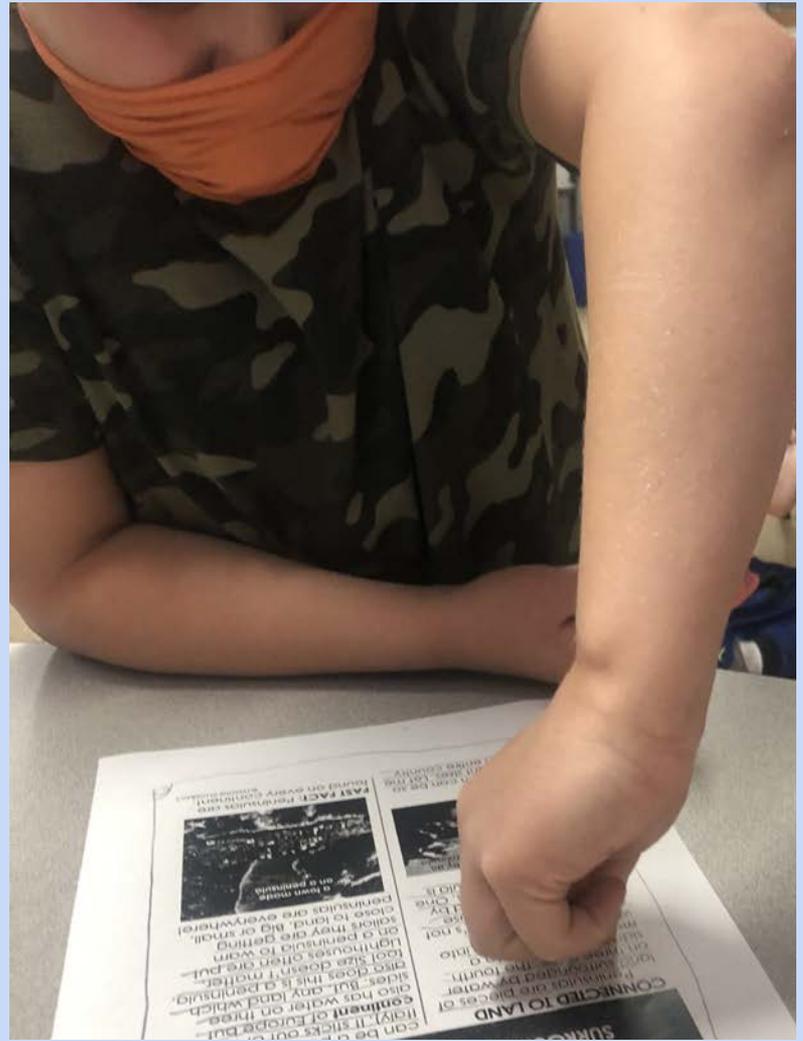
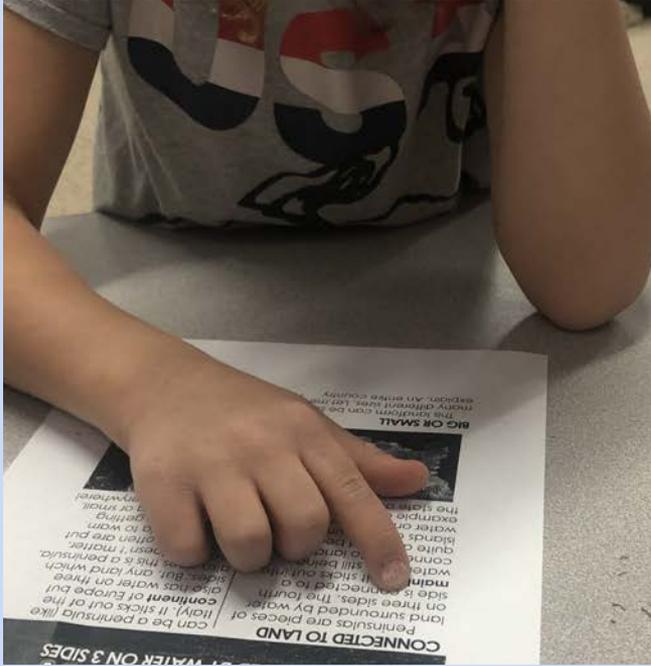


- 1) Take a picture of the game and paste it into a google slide
- 2) Find an online dice (ex: <https://www.teacherled.com/iresources/tools/dice/>)
- 3) Use the shapes tool to create “markers” and fill them with different colors
- 4) Use whole group instruction to show students how to manipulate the game and invite parents to also hear how to play
- 5) Assign the slide in google classroom for at home practice and/or practice in breakout rooms

*There are TONS of word family games online and they are easy to play digitally

Chunking words

Once students are used to looking at word parts, they will be more comfortable physically chunking words into word family parts. They can use their fingers to cover up all but one chunk of the words as they use their rime skills to read words in text.



Making vowel sounds *feel* different

It's very difficult for students to hear the differences between short vowel sounds. Use hand motions to accentuate the differences in mouth formation to help students hear the differences, too. While this is best used without masks, students can get the idea even with a mask on! The goal is to have them associate the different sounds with different motions so they differentiate between the letters even if they can't differentiate between the sounds. Students should say the sound while motioning with their hands.

Bring chin down to meet hand

Push sides of mouth back with each finger

Exaggerate upper lip curl and touch nose

Open mouth and trace circle (o) around lips

Thump chest with closed fist



Making vowels different

Once students are comfortable with the different vowel sounds, have them work on filling in missing vowel sounds in words. Based on individuals' readiness, this activity can be used in different ways.



Beginning: students listen for the vowel sound and use their hand motions as they read to identify the missing sound.

Progressing: students listen for the vowel sounds and verbally identify the vowel name without hand motions.



Advanced: students work on writing the missing vowels in the blanks.



sound in each CVC word. Color.

Middle Sound Review

1.  p _ g	11.  h _ m
2.  l _ g	12.  b _ t
3.  j _ g	13.  n _ t
4.  c _ t	14.  r _ g
5.  b _ d	15.  p _ t
6.  w _ g	16.  m _ g
7.  p _ n	17.  l _ p
8.  d _ g	18.  j _ t
9.  s _ t	19.  m _ p
10.  s _ n	20.  h _ t

Isolating Sounds

Based on individual needs, students can work on sounds in isolation. Identifying sounds in each part of a words help when blending sounds together to make whole words. Because of the written aspect of this type of activity, it is more advanced than a more hands-on and manipulatable resource.

Fill in the missing beginning sound in each CVC word. Color

Name _____

Beginning Sound Review

1.  _ig	11.  _am
2.  _og	12.  _at
3.  _ug	13.  _et
4.  _at	14.  _ug
5.  _ed	15.  _ot
6.  _ig	16.  _ug
7.  _an	17.  _ip
8.  _og	18.  _et
9.  _it	19.  _op
10.  _un	20.  _at

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in each CVC word. Color

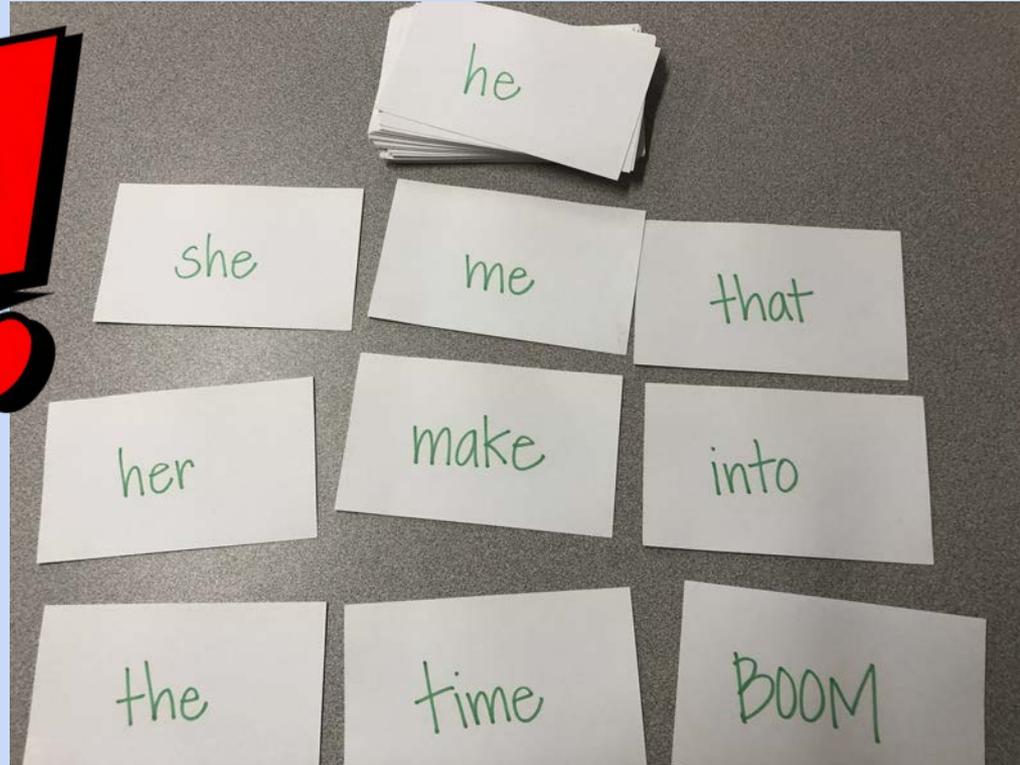
Ending Sound Review

1.  pi_	11.  ha_
2.  lo_	12.  ba_
3.  ju_	13.  ne_
4.  ca_	14.  ru_
5.  be_	15.  po_
6.  wi_	16.  mu_
7.  pa_	17.  li_
8.  do_	18.  je_
9.  si_	19.  mo_
10.  su_	20.  ha_

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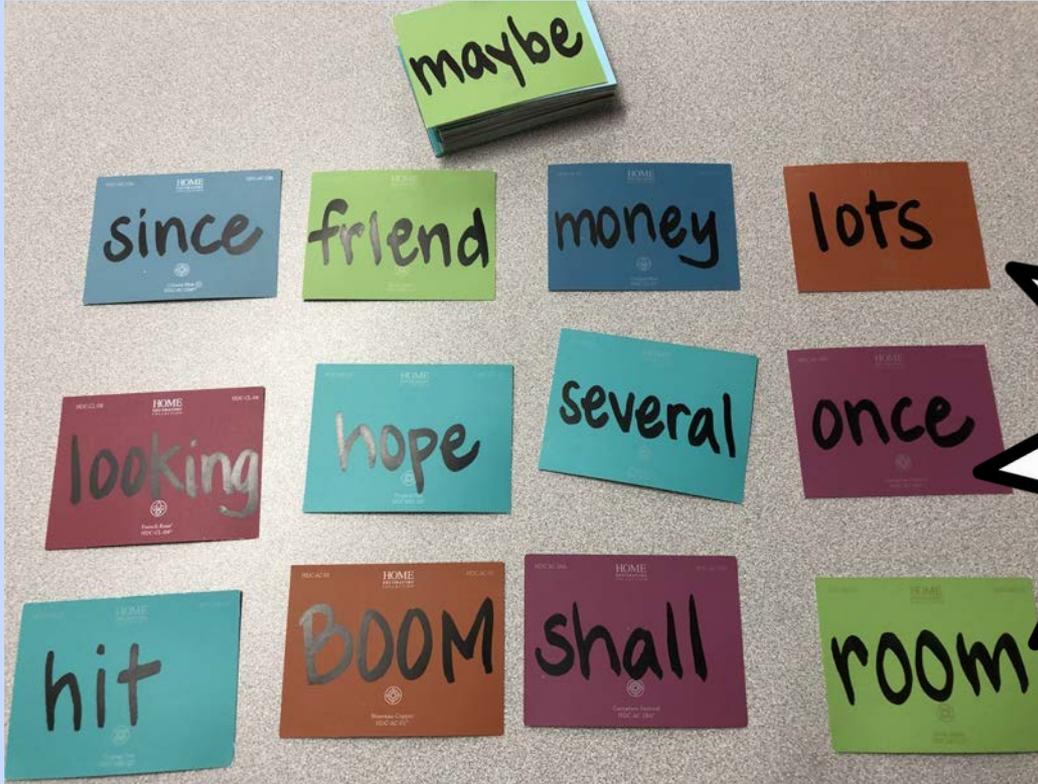
BOOM Game

Write words (sight words? word families? You choose!) on cards. Add in some cards that say BOOM. Students take turn turning over cards and saying each word. Correct pronunciation means keeping the card, incorrect pronunciation means returning the card to the deck. Turn over a BOOM card and return all of the one's accumulated cards to the deck. Be sure to use a color that won't bleed through! Again, different colors of marker make separating mixed decks easier.



BOOM Game

Did you try to choose a paint color during quarantine? Put all of the sample strips to good use! Using colored paint cards makes the game brighter and much more exciting!



Sight Word Swat Game

Did you have a fly swatter at home? If so, this game is EASY to create and play. You can write the student's sight words on index cards or small pieces of paper. Lay them out on a flat surface and then read the student a word. They have to "swat" the correct word with their fly swatter. If they are right, they keep the word. Then, they must read you a word to "swat". This allows the student to practice ALL words by reading both silently and aloud. The winner is whoever has the most words at the end.



Play Sight Words Fly Swat



Fluency check cards

The goal of all of this work is to read words in context. Have quick passages ready in varying levels for student practice. Students can use these for individual practice OR as a quick assessment. Using cardstock increases durability (laminating works too and means cards can be wiped down as needed). Be sure to crop out the level...that's for adult eyes-only!

Level: K
Word Count: 51

Sam is a rat. He is big and white. He has a long tail. Sam lives in a log. The log is warm and snug. He likes to run and play. He likes the sun, too. He runs in the sun. He jumps in the sun. Now Sam wants a nap!

Level: 2nd
Word Count: 60

My dad is the best! He taught me how to ride my bike. I was very scared. But, dad told me he would run beside me so I would not fall. I climbed on my bike and began to pedal. I held on tight. My dad ran beside me. Then he let go. I was riding my bike by myself!

Level: 1st
Word Count: 64

My friend Jake has a dog. He is big and brown. Jake's dog is named Spot. Spot has a black spot on his head. It looks like he has a hat on his head. Spot loves to play with a ball. Jake and I like to play fetch with Spot. Spot always brings the ball to us. Spot is a good dog! I wish I had a dog, too.

Level: 3rd
Word Count: 86

One of my favorite things about school is recess. We go outside after lunch. My friends and I like to play dodge ball. Each day we pick a new person to be in the middle. Today it was my turn. Everyone was throwing the ball at me but I dodged it. I am a fast runner. I think that helped me. But, then I got tired and did not move fast enough. My friend, Jake, threw the ball and hit me. It is a fun game!

Online Reading Program for students

When Distance learning started in March 2020, I was determined to find a way to continue to get books and stories into my student's hands. I looked all over the internet for a program that would benefit my students and provide access to books on their levels that practiced skills and standards. I found Guided Readers and this program has been great for my data collection and my student learning.

<https://guidedreaders.com/>

Great Parts of Guided Readers:

- Variety of levels
- New topics EVERY month
- Ability for students to record themselves reading and submit to you
- Assign books on students level
- Student has access only to books you feel are appropriate
- Google Slide activities for every book
- Running Records and Comprehension quizzes for all books
- Passages that can be used in whole group discussions but multiple levels on the same topic