

BB SCHOOLS PROJECT

תשע"ט 2018-9

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Here is a selection of phonics stories, activities and drills that I shared with the teachers in my BB (and other!) schools this year.

Fran Levin

MAGIC E



Magic or silent e after a vowel and consonant at the end of a syllable waves its wand and makes the vowel say its name.

tap

tape

bit

bite

not

note

tub

tube

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♥♥“GOING STEADY”♥♥

The letter “Q” is going steady with “U”. They won’t agree to be split up!

Q + U = QU

quick, quit, quiet, equal, quack,
quiz, quote



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“PEANUT BUTTER” SOUNDS

SH, CH, TH, WH, and PH

If you put peanut butter on bread, it becomes stuck to the bread; you can't pull it off. When the “S” is next to the “H”, they become stuck. They make a whole new sound.

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BOSSY R

Bossy R likes to tell the vowel before it what to do. •
So it changes the way in which the vowel sounds.

park

sister

skirt

north

turn

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Y “Dresses Up” as a Vowel

When the letter Y appears at the end of a one syllable word without a vowel, it dresses up as **I**.

cry fly my dry



When Y appears at the end of a two or more syllable word after a consonant, it dresses up as **EE**.

candy sixty party baby

THE SILENT “GH” EXPLOSION

G & H are made of gunpowder.

When they meet in the middle of a word (and sometimes at the end) they silently collide into each other and vanish.

eight

night

high



right

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BFF Doubles



Double letters are Best Friends Forever.
They stick together! So we only make one
sound for them.



class, fizz, bottle, odd, bunny

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JUMP IT

This is the board, divided into two digraphs with a line down the middle. The stars represent 5 students standing in line with their backs to the board.

Read out a list of words with **th** and **sh** in them. When they hear “th” in a word they have to jump to the TH side. When they hear “sh” they jump to the SH side. When someone makes a mistake, they sit down. The one left is the winner.

This can be adapted for any pair of phonemes.

TH

SH



DICTATION

The ear hears, the mouth says, the hand writes.

- 1) Focus on ONE new orthographical pattern at a time.**
- 2) Make a list of 10 words in which the pin-pointed sound is constant. The other letters in the words should only be those that are familiar to the students.**
- 3) You can add an eleventh “challenge” word- one which includes more complex structures or more syllables.**
- 4) Dictate the words slowly to the class. Say each word twice. You can also use the target word in a sentence to give some context.**

DICTATIONS

5) The children are encouraged to write according to what they hear and according to the rules they have already learned.

6) When you have finished, ask the students to take turns in dictating their representations of the words. Or ask them to come to the board and write the word.

For example: Shani: Please spell “chip”

7) Write the word as dictated. Ask if anyone has a different spelling. Compare the differences by asking them to read them. Discuss any mistakes.

The SOUND READING programme has many examples of words grouped in this way.

DICTATION LIST EXAMPLES

CVC with U	SH	Magic e with A
fun	ship	gate
up	shot	plane
run	shut	made
hug	brush	name
bus	shelf	tape
sum	wish	case
must	shin	safe
jump	cash	lake
club	shampoo	shape
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MAKE –A - WORD CHALLENGE

1) Ask the pupils to remind you what consonants and vowels they have learned and arrange them in a table on the board. Limit the number of vowel to two so that they can sharpen the difference between them.

2) On the timer each pair works for 5 minutes and writes down in pencil as many CVC combinations as they can. Nonsense words are acceptable.

Learned consonants	VOWELS	Learned consonants
b	a	g
g	e	d
s		t
m		n

bag, set, get, Ben, bed, sad, met, ged, seg, sat, bat,
bet, bad, sen

MAKE- A -WORD

Arrange the words in two columns on the board: real and nonsense words.

Ask the children to read out some of the words they created.

Translate the real words and explain which words are nonsense words. They rub out the nonsense words. Who found the most English words?

REAL WORDS

bag, set, get
Ben, bed, sad
met, sat, bat

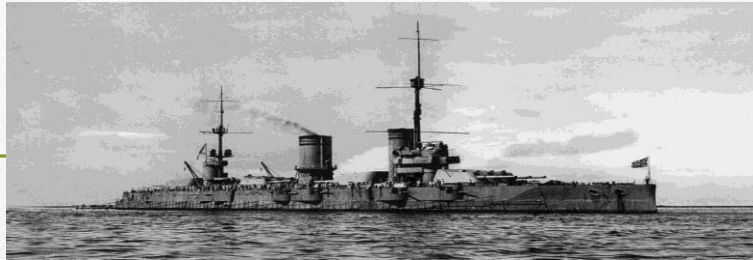
NONSENSE WORDS

ged •
seg •
sen •

Battleship Phonics

	l	c	n	d
ame				
ate				
ook				
ay				

Battleship Phonics



This is based on the popular game Battleships.

- 1) Draw a grid on the board with initial sounds written across the top, and medial and final sounds written together down the left side of the grid.
- 2) Let the students know that you have chosen a few squares as 'special squares' that they should seek out.
- 3) They find these squares by volunteering to say a whole word made up of a letter at the top and the side of the grid. The intersection of this row and column highlights a particular square. The object is for the students to find all your designated special locations.

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WORD GRIDS

Q: Read the word in 3B.

A: It's "globe".

Q Where is "p-l-a-t-e"?

A "Plate is in 4D"

Q "Spell and read 2E"

Q Read two rhyming words.

Q Find and read two words in which you can hear "O" saying its name.

	A	B	C	D	E
1	cake	June	knife	chase	size
2	alone	shine	quite	lake	these
3	phone	globe	cute	date	code
4	drive	flame	rule	plate	cube
5	here	plane	vote	Steve	bike

Get
around in

ENGLISH

Lesson Seventy-two

How to Pronounce the **th** sound

1.



PLACE TIP OF TONGUE
BEHIND TOP TEETH

2.



BREATHE OUT

3.



RETRACT TONGUE

4.



VIBRATE AIR BEHIND
TONGUE AND SAY:

5.



*"The Smiths wear thin clothes
throughout the winter months"*

6.



CONSULT DENTIST