

ADVANCING PHONICS

Word Work Small Group Set

Set para trabajar con palabras y progresar con el método Phonics con grupos pequeños

Kit pour petit groupe de travail sur les mots avec des sons avancés

Aufbauendes Lautbildungstraining – Kleingruppenset zur Wortarbeit



*Develop phonics and advanced
word-building skills!*



WARNING:

CHOKING HAZARD - Small parts.

Not for children under 3 years.



Introduction

Inspire children to build, blend, and segment words with the flexible, ready-to-use Advancing Phonics Word Work Small Group Set! Magnetic activity trays, durable magnetic tiles, and engaging activity mats provide the tools advancing young learners need for hands-on literacy skills practice. The magnetic tiles are color-coded, with blank tiles in each color to customize your set. Place an activity mat on the tray, and the rim keeps tiles contained for frustration-free word work aligned with the Science of Reading.

Includes

- 6 Magnetic Dry-erase Activity Trays
- 30 Double-sided, Dry-erase Activity Mats (6 sets of 5)
- 672 Magnetic Grapheme Tiles (6 sets of 112)

Each set includes:



21 Consonants



7 Vowels
(including y and silent e)



11 Digraphs



15 Vowel Teams



5 R-Controlled Vowels



7 Diphthongs



11 Additional
Sounds



3 Dots for any
letter sound



3 Hearts for
unfamiliar sounds



29 Blank
Tiles

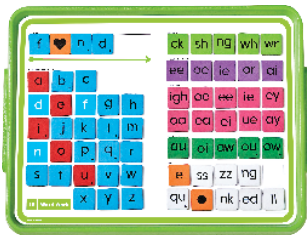
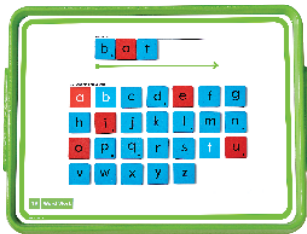
Activities

Mats 1A, 1B: Word Work

Skill: Identify letters and sounds; blend sounds to read and spell words.

Practice recognizing the 26 letters of the alphabet on Mat 1A. Prompt children to organize letter tiles onto the consonants and vowels on the mat, then recite the alphabet.

Children will start word-building next as they move letter tiles to the My Word box. Start with CVC words (consonant/vowel/consonant). Children choose a consonant (**b**), place it in the My Word box, and say its sound. (/b/) They add letters after it and say their sounds: an ending consonant and a middle vowel. (/ă/, /t/) Encourage children to say the sounds together slowly, following the arrow with their finger to blend the sounds and read the word. (/b.../ă.../t/, **bat**) Refer to the Word List (p. 7) and progress to words with up to six sounds.



Add sound tiles to word work practice on Mat 1B. Organize letter tiles onto the mat first, then add sound tiles for the digraphs and variant vowels students need.* See the back cover for a list of grapheme tiles included in

*The mat is designed to fit specific tiles needed for each activity, but not the whole set at once. This allows students to focus on the skill they are practicing.

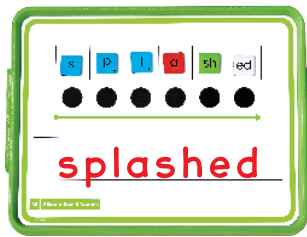
this set. Guide children to build words by moving a letter or sound tile into the My Word box. Use a heart tile to represent unfamiliar sound patterns that may be difficult to decode—this will help children learn to read them “by heart.”



Mats 2A, 2B: Beginning/Ending Sound Match

Skill: Identify beginning (Mat 2A) and ending (Mat 2B) sounds.

Place the correct beginning or ending sound tile on each picture. Encourage children to say the sounds and words aloud as they place the tiles: /ü/, *umbrella*; /ær/, *stir*. Children will naturally identify pictures differently; see the Answer Key (p. 7) as needed.



Mats 3A, 3B: Elkonin Boxes

Skill: Segment words with up to three (Mat 3A) and up to six (Mat 3B) sounds.

Say a word aloud (see Word List, p. 7) and listen for its sounds. Say the word again,

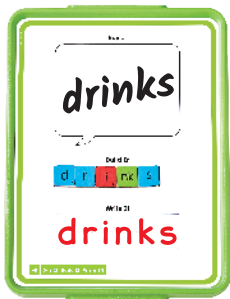
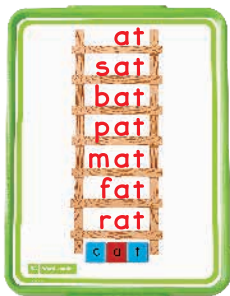
prompting children to touch a dot for each sound they hear. Help children identify the tile for each sound, place it in the correct box, and then write the word on the line below.

Mat 4A: Word Ladder

Skill: Add beginning sounds to build word families.

Invite children to build words on every rung of the ladder with their tiles! Try switching out beginning sounds to

build a word family (**at, sat, bat, pat, mat, fat, rat, cat**). Place tiles for the first word at the top of the ladder, then move the tiles down a rung to build the next word. Write in the words that are moved to hold their place. Get creative as children's word-building skills grow. For example: in, tin, tan, ran, rang, ring, sing, singer.



Mat 4B: Say It, Build It, Write It!

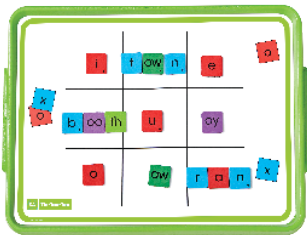
Skill: Identify letters for sounds to spell, write, and read words.

Write a word (or place a picture for the word) in the top section: **drinks**. Children will say the word, place tiles in the boxes to build it, then write the word on the line below. Read the word aloud together!

5A: Tic-Tac-Toe

Skill: Identify sounds to build words.

Build three words in any direction to win! Place a vowel tile in the middle of each square, and have student pairs work together to build words with three sounds across, down, or diagonally. Start with CVC words (see Word List, p. 7), then mix it up with variant vowels or a variety of sounds.



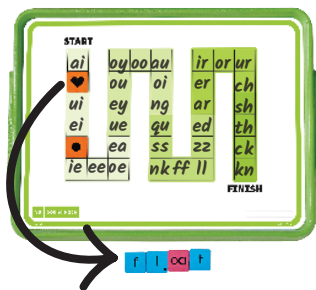
Mat 5B: Sound Race

Skill: Build words with up to six sounds.

Use the Word List (p. 7) and add a die to race for sounds and build words!

Build-a-Word Race

Create a word-building game path by writing a letter or sound on each square. Children choose a heart or dot tile as their game pawn, roll a die, and move that many spaces on the path. They will use their tiles to build a word with the letter or sound they land on, rolling and racing to the finish! Start with a beginning or ending sound game, play a middle sound round, and add variant vowels and digraphs for a phonemic challenge.



Roll for Sounds

Children roll a die and build a word with that many sounds on the game path. Roll and build words with up to six sounds to race to the finish! If children roll a number that doesn't match the spaces left in the game (e.g., a 3 with only 1 space left), they roll again. Rolling a 1 is like a wild card—children can build a word with as many sounds as they wish!

Mat 2 Answer Key

Mat 2A

horse, quilt, fan, zebra, rock, violin, iguana, orange, elephant, turtle, umbrella, kite, cheese, leaf, yo-yo, worm, apple, octopus, jar, sock

Mat 2B

stir, boy, dog, van, mop, star, bed, paw, tray, toe, gum, fish, cow, box, crab, moth, ring, truck, tree, blue

Word List

2-Sound Words

ace*	add*
at	bay*
bee*	each*
go*	key*
off*	out*
see*	shoe*
tea*	up

CVC Words

bat	box
cab	dip
dog	fit
get	ham
hut	leg
pin	red
sun	tug

3-Sound Words

bath	cake
cash	dish
dry*	fish
gray*	harm*
kite	read*
shut	sky*
tree*	try*

4-Sound Words

band	crab
drop	dust
first*	float*
flush	hunt
jump	lamp
mist	price*
sneak*	speed*

5-Sound Words

brink	brisk
grand	ground*
plant	print
scratch*	scream*
slept	spend
splash	split
spread	spring

6-Sound Words

brands	clinked*
drinks	grasped*
myself*	plants
prompt	screamed*
slumped*	splashed*
splint	stamps
strikes*	together*

Grapheme Tiles

b	q	o	kn	oe	au	zz
c	r	u	mb	ey	ou	ed
d	s	y	ai	ei	oo	ing
f	t	ch	ay	eigh	oi	dge
g	v	sh	ee	augh	oy	● (3)
h	w	th	ea	ar	ng	♥ (3)
j	x	wh	oa	er	nk	e
k	y	ph	ie	ir	tch	
l	z	ck	igh	or	qu	
m	a	gn	ue	ur	ff	
n	e	wr	ui	ow	ll	
p	i	gh	ew	aw	ss	

Blank Tiles

(3)	(3)	(3)	(4)	(3)	(5)	(3)	(5)
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Note: Use a wet- or dry-erase marker when writing on the cards to ensure repeated use. Test your marker first on the corner of one card to ensure it does not leave a permanent mark. Use a damp cloth when removing wet-erase marks. Do not saturate the cards with water, as the material may warp.

Nota: Para poder reutilizar las tarjetas, escribe sobre ellas con un rotulador de borrado en húmedo o de borrado en seco. Prueba primero el rotulador en la esquina de una de las tarjetas para comprobar que no deja una marca permanente. Para borrar las marcas de rotulador de borrado en húmedo, usa un trapo mojado. No satures las tarjetas con agua ya que el material puede deformarse.

Remarque : utilisez un marqueur effaçable à sec ou soluble pour écrire sur les cartes afin de pouvoir les réutiliser. Testez-le au préalable dans le coin d'une carte pour vous assurer qu'il ne laisse pas de marque indélébile. Utilisez un chiffon humide pour effacer les marqueurs solubles. Ne saturez pas les cartes d'eau pour éviter qu'elles ne se déforment.

Hinweis: Damit Sie das Set wiederverwenden können, nehmen Sie einen nass oder trocken abwischbaren Stift. Testen Sie den Stift zuerst an der Ecke einer Karte, um sicherzugehen, dass er keine dauerhaften Rückstände hinterlässt. Nass abwischbare Stifte mit einem feuchten Tuch abwischen. Durchtränken Sie die Karten nicht mit Wasser, da sich das Material wellen kann.

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ACHTUNG: ERSTICKUNGSGEFAHR.

Kleine Teile. Nicht für Kinder unter drei Jahren geeignet.

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