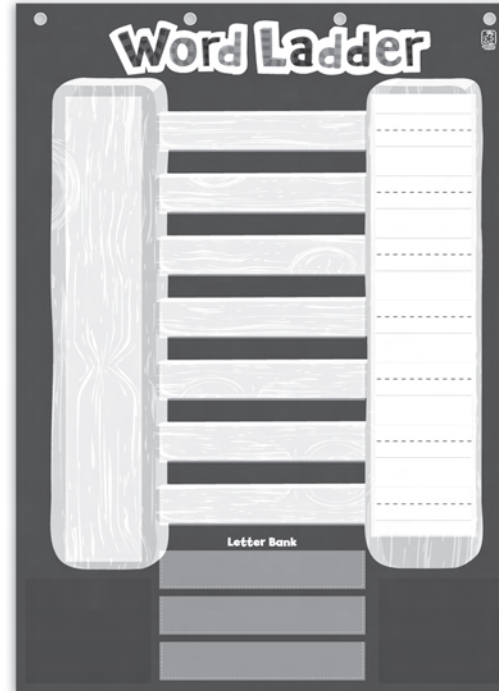


Word Ladder

Phonics Activity Center

Guide



Word Ladder is a hands-on activity with step-by-step word-making fun! Students “climb” the ladder one word at a time by saying, spelling, and writing words. As they climb, they are developing letter-sound recognition and word-building skills including: identifying beginning, middle, and ending sounds and adding, deleting, and substituting phonemes to create new words.

Includes:

- Pocket chart with lesson-card storage on back and letter-card storage on front
- 20 Double-sided lesson cards (40 lessons)
- 1 Lined writing card
- 58 Letter cards
- 6 Blank letter cards
- Teacher’s Guide

Word Ladder Pocket Chart

The Word Ladder Pocket Chart is large enough to use with a group or the whole class. It includes picture-card storage on back and letter-card storage on front.

Lesson Cards

Word Ladder includes 40 lessons. Each lesson reinforces a particular phonics skill. A Scope and Sequence is included in this guide. An Answer Key appears on the back of this guide.



Answer Key

- | | |
|--|--|
| 1 - fan, can, cat, rat, hat, ham, ram | 22 - line, pine, pile, file, five, dive, hive |
| 2 - hen, men, ten, pen, pet, wet, web | 23 - robe, rope, rose, hose, hole, pole, mole |
| 3 - six, sit, pit, hit, hip, lip, lid | 24 - rake, cake, cage, cape, cane, cone, bone |
| 4 - log, dog, dot, cot, pot, pod, rod | 25 - maze, mane, pane, pine, line, lime, time |
| 5 - mug, bug, bus, bun, run, sun, sub | 26 - mule, mole, hole, home, dome, dime, time |
| 6 - cup, cap, cat, bat, bag, bug, rug | 27 - gate, skate, plate, plane, cane, cake, snake |
| 7 - pot, dot, dog, dig, pig, pin, fin | 28 - kite, bite, bike, bake, flake, flame, frame |
| 8 - web, wet, jet, net, nut, cut, cub | 29 - grape, tape, cape, cane, cone, stone, stove |
| 9 - top, mop, map, mat, hat, hit, sit | 30 - smoke, spoke, spike, spine, vine, vane, plane |
| 10 - ten, men, man, can, cab, cub, tub | 31 - harp, sharp, shark, dark, dart, smart, chart |
| 11 - clock, block, lock, lick, sick, stick, brick | 32 - horn, corn, cork, fork, fort, sport, short |
| 12 - drum, plum, plug, slug, bug, bag, flag | 33 - barn, bark, shark, park, pork, stork, storm |
| 13 - king, wing, swing, sing, sink, pink, drink | 34 - yarn, barn, burn, turn, torn, torch, porch |
| 14 - skunk, trunk, truck, track, trap, clap, clam | 35 - skirt, shirt, dirt, dart, cart, card, cord |
| 15 - dump, stump, stamp, stack, black, crack, crab | 36 - sail, snail, tail, mail, pail, pool, stool |
| 16 - wink, drink, drip, drop, stop, step, stem | 37 - nail, pail, peel, feel, feet, sheet, sheep |
| 17 - frog, log, lock, block, black, track, trick | 38 - peach, beach, bean, beat, boat, coat, coach |
| 18 - stamp, lamp, land, hand, sand, sash, trash | 39 - goat, boat, beet, boot, root, room, broom |
| 19 - dish, fish, fin, chin, chip, chop, shop | 40 - hook, book, beak, bead, read, road, toad |
| 20 - chest, nest, neck, check, chick, chimp, blimp | |
| 21 - vase, vane, mane, pane, lane, lake, rake | |



Letter Cards

Word Ladder comes with 58 letter cards. They include single letters, vowel pairs, blends, and digraphs. Six blank replacement cards are also provided. Place the single-letter cards in one storage pocket and the double-letter cards in the other.



Lined Writing Card

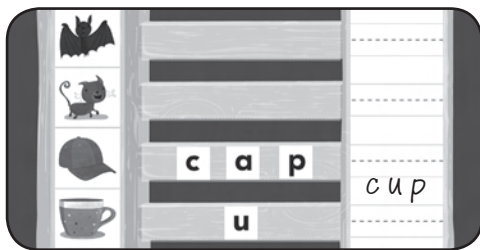
The lined writing card lets you, or your students, write the words that match the pictures. Simply slip the card into the pocket. Use a marker to write the words directly onto the pocket. Erase the words when the lesson has been completed.



Note: To prevent unwanted erasures, use a wet-erase marker. Test your marker on a small area of the writing card pocket. Use a damp (not wet) cloth to wipe away the words when you are done. A dry-erase marker can also be used.

Using Word Ladder

1. Hang your Word Ladder from magnetic hooks on your whiteboard or on a wall low enough so that students can easily move the letter cards and write on the chart. The chart must hang against a flat surface so that you or your students can easily write on the lined writing card pocket.
2. Insert a picture card in the left pocket and the writing card in the right pocket. Place the letter cards needed in the pockets labeled Letter Bank. The letters needed are shown at the bottom of the card.
3. Call on students to name the picture at the bottom of the card. (They may use the letter cards for clues if needed.) Have a student use the cards to form the word in the pocket on the ladder's bottom rung. Write the matching word on the bottom line of the writing card, or have the student do it.
4. Ask students to name the second picture from the bottom. Have them decide what letter (or letter combination, such as a blend, vowel pair, or digraph) needs to be replaced in the first word to make the second word. Call on a child to make the new word by moving the appropriate letter cards from the first word to the second rung. Have the child insert a new letter card for the one being replaced. (Example: If the first word is *cup* and the second *cap*, the *c* and *p* are moved up and the *u* is left behind. Then *a* is taken from the Letter Bank and placed between *c* and *p* to complete *cap*.) The second word is then written above the first on the lined writing card.
5. Repeat the procedure, having students make a new word on each rung by moving the appropriate letter cards up the ladder and writing the word on the corresponding line. Continue until all the words have been formed. Finally, have your group blend the sounds to read all the written words aloud together.



Scope and Sequence

Word Ladder reinforces the following letter-sound relationships:

- | | |
|---|--|
| Card 1 - Short <i>a</i> | Card 21 - Long <i>a</i> /silent <i>e</i> |
| Card 2 - Short <i>e</i> | Card 22 - Long <i>i</i> /silent <i>e</i> |
| Card 3 - Short <i>i</i> | Card 23 - Long <i>o</i> /silent <i>e</i> |
| Card 4 - Short <i>o</i> | Card 24 - Long <i>a, o</i> /silent <i>e</i> |
| Card 5 - Short <i>u</i> | Card 25 - Long <i>a, i</i> /silent <i>e</i> |
| Card 6 - Short <i>a, u</i> | Card 26 - Long <i>i, o, u</i> /silent <i>e</i> |
| Card 7 - Short <i>i, o</i> | Card 27 - Long <i>a</i> /silent <i>e</i>
Blends <i>pl, sk, sn</i> |
| Card 8 - Short <i>e, u</i> | Card 28 - Long <i>a, i</i> /silent <i>e</i>
Blends <i>fl, fr</i> |
| Card 9 - Short <i>a, i, o</i> | Card 29 - Long <i>a, o</i> /silent <i>e</i>
Blends <i>gr, st</i> |
| Card 10 - Short <i>a, e, u</i> | Card 30 - Long <i>a, i, o</i> /silent <i>e</i>
Blends <i>pl, sm, sp</i> |
| Card 11 - Short <i>i, o</i>
Blends <i>bl, cl, br, st</i> ;
Digraph <i>ck</i> | Card 31 - <i>ar</i> ; Blend <i>sm</i>
Digraphs <i>ch, sh</i> |
| Card 12 - Short <i>a, u</i>
Blends <i>dr, fl, pl, sl</i> | Card 32 - <i>or</i> ; Blend <i>sp</i>
Digraph <i>sh</i> |
| Card 13 - Short <i>i</i>
Blends <i>dr, sw, ng, nk</i> | Card 33 - <i>ar, or</i> ; Blend <i>st</i>
Digraph <i>sh</i> |
| Card 14 - Short <i>a, u</i>
Blends <i>cl, sk, tr, nk</i> ;
Digraph <i>ck</i> | Card 34 - <i>ar, or, ur</i>
Digraph <i>ch</i> |
| Card 15 - Short <i>a, u</i>
Blends <i>bl, cr, st, mp</i> ,
Digraph <i>ck</i> | Card 35 - <i>ar, ir, or</i>
Blend <i>sk</i>
Digraph <i>sh</i> |
| Card 16 - Short <i>e, i, o</i>
Blends <i>dr, st, nk</i> | Card 36 - <i>ai, oo</i> (pool)
Blends <i>sn, st</i> |
| Card 17 - Short <i>a, i, o</i>
Blends <i>bl, fr, tr</i> ,
Digraph <i>ck</i> | Card 37 - <i>ai, ee</i>
Digraph <i>sh</i> |
| Card 18 - Short <i>a</i>
Blends <i>st, tr, mp, nd</i> ;
Digraph <i>sh</i> | Card 38 - <i>ea</i> (beat), <i>oa</i>
Digraph <i>ch</i> |
| Card 19 - Short <i>i, o</i>
Digraphs <i>ch, sh</i> | Card 39 - <i>ee, oa, oo</i> (boot)
Blend <i>br</i> |
| Card 20 - Short <i>e, i</i>
Blends <i>bl, mp, st</i> ;
Digraphs <i>ch, ck</i> | Card 40 - <i>ea, oa, oo</i> (book) |