

ALPHABET LETTERS SET Item # 136349
150 letters total
Vowels: 9 of each letter
Consonants: 5 of each letter

SOUND BLENDS/ DIGRAPHS SET Item # 136350
63 total
ae gh sc ai gl sh ar gr shr au ie sk aw ir sl ay ng sm bl oa sn br oe sp ch oi spl cl oo spr cr oo st dr or str ea ou sw ea ou th ee ow tr ei ow tw er oy ue ew ph ui ey pl ur fl pr wh fr qu wr

WORD FAMILIES/ CHUNKS SET Item # 136361
62 total
ack eg ock ad ell od ag en ode ail est og ain et oke ake ice op ale ick or all id ore am ide ot ame ight out an ike own ank ill uck ap im ud ash in ug at ine ump ate ing un aw ink unk ay ip ush eal ir ut eat ire ute ed it

Congratulations on your purchase of the Really Good Stuff® EZread Soft Touch™ Magnetic Letters Kit. These lower case magnetic letters are a wonderful manipulative that will enrich your language arts program.

- The letters are tough and soft, fun and versatile.
- Letters are easy to read, with red and blue letters contrasting on a black background.
- Letters are color coded: red for vowels, blue for consonants.
- Perfect size for individual, center, or group use, on magnetic white boards, chalkboards, filing cabinets, or on individual Write Again Magnetic Dry Erase Boards.
- For more learning fun, combine letter sets together, or you can build words using a combination of written letters and magnetic letters.

This guide contains activities for each of the 3 sets available:

- Alphabet Letters Set
- Sound Blends/Digraphs Set
- Word Families/Chunks Set

ALPHABET LETTERS SET

- Included in this Really Good Stuff® set you'll find:
- Complete Alphabet Set including 9 of each vowel and 5 of each consonant, totalling 150 letters
 - This Really Good Activity Guide™

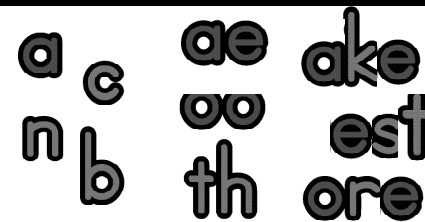
Here are some ideas for using these letters in your classroom.

Freeplay Fun

Provide children with a surface the letters will adhere to such as a magnetic chalkboard, magnetic white board, a metal cookie sheet, a filing cabinet, or individual Write Again Magnetic Dry Erase Boards. Allow children time to freely explore the letters.

Name Game

Use a whiteboard or blackboard to print the first initial of a child in your class. Show how it is possible to use the magnetic letters to build the rest of that child's first name. Invite a group of children to visit the letter center where you have already printed their first initials. As they look on, use the letters to build the rest of their names. Then, as they continue to look on, mix up the letters on the board. Challenge the children to unscramble the names in order to rebuild their first names. (*Variation:* Try this same activity using only the children's last names, or the children's first and last names. At first you may want to limit the number



of children who participate in this activity, but with practice, more names may be incorporated, allowing more children to play.)

ABC Song

Place the magnetic letters in ABC order from left-to-right on a magnetic surface. Sing the alphabet song, pointing to each letter as you sing. Sing again, this time inviting the children to join in. Then, as the children watch, remove some of the letters leaving a space. (*Tip:* You may want to draw a "blank space line" indicating where each missing letter was located.) Offer each letter to a child. Tell the children you are going to sing the song again. Instruct the children holding the letters to come up and place his or her letter in the appropriate space when you come to that letter in the song.

Alphabet Building

Use the magnetic letters to build the alphabet. Have children take turns using the letters to build a second alphabet directly beneath the one you built. Play a guessing game in which you describe a letter and have the children locate that letter. The example might be a hard clue, depending on the age. You could say, "This letter has the ____ sound and it starts the word turtle."

Go Fish and Feel

Pass the container of letters to each child (or just limit the letters to those you have already introduced as initial sounds). Have each child select a letter. Children may then take turns placing the letter on the magnetic board and naming one or more words that begin with that letter's sound. You can then use more magnetic letters to completely spell out each word for the children to read. (*Variation:* Have children each select a letter without peeking and then use their fingers to feel and identify each letter selected. Children can then name that letter and name one or more words that begin with that letter's sound. *Challenge:* Ask that the words the children name belong to a theme you are currently exploring, such as Animals or Favorite Foods.)

Environmental Print H unt

Place a number of letters on the magnetic board. Have children each select a letter and then walk around the classroom, school or neighborhood in an attempt to locate words beginning with or containing that letter. Assist children in reading any words they discover. They can also look through books or cut letters out of magazines and newspapers.

Connecting Sounds and Letters

- Listen and Match: say words, one at a time, and have children select and display the consonant letter that begins each word. (Tip: Children may select from as few as two letters you offer, or, as a challenge, they may select from a larger array.) Children may do this same activity by listening for final consonants and medial vowels.
- Picture/Letter Search: show the children a picture and say the picture name. Have children find the magnetic letter that matches the beginning sound of the picture name.
- Letter Match: write letters randomly on paper. Say a letter name and have children find the matching magnetic letter and place it on top. (It helps to visually learn each letter.)

Building CVC Rhyming Words

Build a CVC word on the right-hand side of the magnetic board. Read the word aloud. Arrange several letters along the left side that will make words when connected to the chunk in the word. Have children take turns removing an initial consonant and sliding a letter over to form a new word. Help children read aloud the two words and ask what they notice about them. (They rhyme.) Note the spelling pattern responsible for the rhyming. Repeat this exercise with other CVC words.

Other Activities

- Challenge children to use the letters to build and read CVC words.
- Place letters in a center to review spelling or vocabulary words from guided reading books.
- Use letters to teach proper spacing between words when writing sentences.

SOUND BLENDS/DIGRAPHS SET

You can use these letters with the Alphabet Set, or use them alone by writing missing letters on chalkboards or white boards.

Included in this Really Good Stuff ® set you'll find:

- Sound Blends/Digraphs Set including 59 two-letter blends/digraphs and 4 three-letter blends/digraphs totalling 63 pieces
- This Really Good Activity Guide™

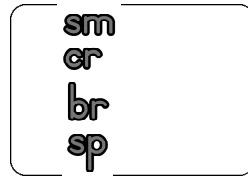
Here are some ideas for using these letters in your classroom.

Exploring Initial Consonant Blends

Separate the initial consonant blend letters from the set. These include:

bl	fl	pr	sn	str
br	fr	sc	sp	sw
cl	gl	sk	spl	tr
cr	gr	sl	spr	tw
dr	pl	sm	st	

Build a series of CVC words containing the five short vowel sounds such as pat, pet, pit, pot, and put. Offer children the set of blends and challenge them to take turns removing the initial consonant p from the CVC words and replacing it with an initial blend. From this process, the children will sometimes build real words and will sometimes build nonsense words. Use chart paper to list the real words the children discover. Repeat this activity using other CVC words.



Exploring Initial Blends and Rhymes

Use individual letters or write on a magnetic surface common short vowel word endings such as: an, ap, ed, en, id, it, op, ot, up, and ut. Offer children the set of blends and challenge them to take turns adding an initial blend to the front of the word ending. From this process, the children will sometimes build real words and will sometimes build nonsense words. Use chart paper to list the real words the children discover. Repeat this activity using other short vowel word endings.

Use individual letters to build a repeated number of word endings, for example:

an an an an an

Offer children the set of blends and challenge them to take turns adding an initial blend to the front of the word ending. From this process, the children will sometimes build real words and will sometimes build nonsense words. Use chart paper to list the real words the children discover. Read your list together to discover that your list of words rhyme. Talk together about how rhyming words contain the same word endings. Use other short vowel word endings to build additional lists of rhyming words.

Exploring the Ending Digraph ng

The set contains one digraph ending: ng. Use individual letters (or write on a magnetic surface) a number of word beginnings that, when paired with ng will build real words, for example:

ba	da	ga
bo	di	go
bi	fa	hu
cla	fil	

Have children take turns placing the digraph ng after these letters and reading the resulting words.

Exploring Ending Blend Sounds

Select ending clusters sk, sp and st from the letter set and show them to the class. Demonstrate how other letters may be combined with these endings to make words such as: task, gasp and best. Read these words together. Then, read a list of other words containing these ending blend sounds (below) and have children use the letters to spell these words. Help children correct any spelling mistakes then invite the whole group to read each word aloud.

ask	crisp	dust	list	past
desk	wasp	fast	lost	pest
disk	blast	fist	mast	post
dusk	bust	gust	mist	rest
mask	cast	jest	most	rust
risk	cost	just	must	test
task	crust	last	nest	west

(Tip: You may want to read the above list to children so that the word endings are presented randomly.)

Consonant Digraphs

Digraphs occur when two or more letters combine to make one new sound. The consonant digraphs in this set include: ch, gh, ph, sh, shr, th, and wh. Build words using these digraphs. These may include: ghost, phone, shrink, and when. Help children read these words and notice how the letters work together to make new sounds when they are combined.

WORD FAMILIES/CHUNKS SET

You can use these letters with the Alphabet Set, or use them alone by writing missing letters on chalkboards or white boards.

Included in this Really Good Stuff ® set you'll find:

- Word Families/Chunks Set including 27 two-letter chunks, 34 three-letter chunks and 1 four-letter chunk for a total of 62 pieces
- This Really Good Activity Guide™

Here are some ideas for using these letters in your classroom.

Rhyme Time

Begin by sharing aloud some favorite nursery rhymes or rhyming poems. Ask children to listen for the rhyming words. Read the poems again, this time leaving off the second rhyming word so children can supply it aloud. Ask children how they knew what the missing word was. (It completes a rhyme.) Transfer the poems to chart paper. Look at the spellings of the rhyming words. Note that sometimes the shared spelling of the word endings accounts for the rhyming sound.

ell ing oke

Use the letters to build some of the rhyming word pairs. (Choose word pairs that contain rhyming endings that are spelled the same.) Look together at how the word endings are spelled the same. Separate the rhyming ending from each word so there is a space between the initial letter cluster and the rhyming ending. Have children use the alphabet letters to see how many more rhyming words they can build using these same rhyming word endings.

Short and Long Vowel Words

Build the following short vowel CVC words.

can slim not
cap twin cut

Read this list of words together. Show how the sound and meaning of these words can be changed with the addition of a silent e to the word end, so each word is now a CVCe word.

cane slime note
cape twine cute

Read these new words together. Help children discover that the vowel pronunciation changed from short to long. Have children use each short and long vowel word pair in a sentence.

Describe a Word

Build the word "bug" on the magnetic surface. Model how to describe the phonetic features of the word. ("This word begins with the letter b and ends with the word family chunk containing a short u and a letter g. This word rhymes with rug.") Build several more words. Describe one word at a time for children to find in the group of letters. Then build a new array of words or invite children to build their own words. Take turns telling about them so classmates can guess which words are being described.