

# **Sample Lesson Plans for Teachers Using Flipping for Phonics**

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## Introduction

You have in your hands a delightful little tool that can be used in a variety of educational games and activities for young children.

As soon as the first letter of the alphabet has been introduced, alphabetically or randomly, let the fun begin!

There are five things that a student should know about each letter of the alphabet:

1. its name,
2. the sound it represents,
3. the spelling of that sound,
4. the alphabetical order of that letter, and
5. how to write the letter correctly.

The following material has been developed using Bloom's Taxonomy and covers the entire spectrum from Knowledge to Evaluation. So, take your *Flipping for Phonics* in hand and choose those activities that will best suit you and your class. Remember! A good teacher makes learning a joy. Have fun!

# **Suggested Games and Activities**

## **Activity #1 Letter Recognition / small group**

**Materials:** Flipping for Phonics/ one copy

**Objective:** The students will be able to name, with 100% accuracy, each letter of the alphabet as it appears on the chart.

**Directions:** Repeat, in unison, the name of each letter as I say it. (The teacher chooses whether the letters are to be alphabetical or random). Name, in unison, each letter as I show it to you.

**Evaluation:** Ask individual students to name each letter as you show it on your chart. Note each student who is having difficulty and make plans that provide for individual help until this objective is reached.

## **Activity #2 Letter / Sound Relationship / small group**

**Materials:** Flipping for Phonics/ one copy/ small group

**Objective:** The students will be able to relate ,with 100% accuracy, the beginning sound of each picture to the letter that represents it as shown on the chart.

**Directions:** Repeat, in unison, the name of the picture as I say it. Listen as I isolate the beginning sound. (Introduce the sounds and letters in the same order as they are being introduced in your reading program.) Apple. "A", "a", "a". A says "a" as in apple. Let me hear you. "A", "a", "a,". A says "a" as in apple. Use the same procedure for each picture. Be sure they can hear the isolated sound so that they understand what they are listening for. You can take this skill to a higher level by asking the students to show you something in the classroom that begins with the same sound. You may also go to a higher level of thinking by asking the students to write the letter that represents the sound you make. Be sure the students have received proper handwriting instruction before requiring this task.

**Evaluation:** Ask individual students to tell you the beginning sound of each picture on the chart as you point to it. The response should not be the letter name, but the sound that the letter represents. Then, ask that student how to spell the sound he or she just made. That answer would be the name of the letter. Take notes on any student not being able to relate the letter to the beginning sound as shown on the chart.

## **Activity # 3 Recognition and Identification of Letters, Sounds, and Spellings/any size group**

**Materials:** Flipping for Phonics/one copy per student

**Objective:** The students will be able to locate, with 80% accuracy, the letters, sounds represented, and spellings. (Many sounds can be spelled more than one way. Mastery takes a lifetime).

**Directions:** Listen carefully. I will either name a letter, make a sound, or ask you to spell a sound. Locate the answer on your flipchart and then show me. Find the letter b. Show me. Find the letter that says, "f" Show me. (Use picture clues from the first page of the book as long as needed). How do you spell "k"? Show me. (This is an example of the different spellings. The answer is c, k, ck and ch depending on the level of instruction.)

**Evaluation:** An assistant needs to be observing and making notes on the progress of students during the activity. Plans need to be made for each student needing individual help.

## **Activity #4 Blending Beginning Consonants and Vowels / any size group**

**Materials:** Flipping for Phonics/one copy per student

**Objective:** The students will be able to use, with 80% accuracy, what has been learned about letters, sounds, and spellings, to blend a beginning consonant sound with any short vowel sound. (Use the blends as they are taught in your reading program).

**Directions:** Pick up your chart. Your left hand is touching the first row. Find the letter b on the first row. Show me. Find the letter a on the second row. Show me. Listen as I make each sound. "B", "a". Now listen as I blend the beginning sound with the vowel sound. "Ba". Let us do that together. (Repeat the first two steps.) Now, let me listen to you as you do it. We are going to do the same thing for each short vowel sound. (Ba, be, bi, bo, bu). We will change the beginning sound and practice the new sound with each short vowel sound. (Do as many as time allows).

**Evaluation:** Call on individual students to choose a consonant and blend it with the five short vowel sounds. After sufficient oral practice and proper hand writing instruction, dictate several blends to be written on scrap paper by the students. Students with less than 80% accuracy will need to continue this activity until mastery is achieved.

## **Activity # 5 Blending Beginning Short Vowel Sounds and Final Consonants any size group**

**Materials:** Flipping for Phonics/ one copy per student

**Objective:** The students will be able to use, with 80% accuracy, what has been learned to blend any beginning short vowel sound and a final consonant.

**Directions:** We are going to be working with blends that begin with a short vowel sound and end with a consonant. Pick up your flipchart. Ending sounds are located on the last row of your chart where your right hand is. So, we will need to find the letter a on row five, one row over from row six. Find a and show me. On the last row, find the letter d. You should now have a and d side by side. Show me. Listen as I make each sound and then blend the two sounds together. "A", "d", "ad". Make those sounds with me. (Repeat the sounds). Let me hear you do the same thing. Now, we are going to change the last sound and try a new consonant with each short vowel sound. Find the letter m on the last row. (Repeat)

**Evaluation:** After sufficient oral practice and proper handwriting instruction dictate several blends to be written by the students on the board or on scrap paper. Students with less than 80% accuracy will need further practice until mastery is achieved.

## **Activity # 6 Building Words with a Short Vowel /any size group**

**Materials:** Flipping for Phonics / one copy per student

**Objective:** The students will be able to demonstrate, with 80% accuracy, their phonic skills by building a specific number of short vowel words on their flipcharts.

**Directions:** Refer to "Getting Started" on the inside cover of *Flipping for Phonics*. Follow those directions with your students.

**Evaluation:** Observe those students having difficulty. Be sure that they not only know the letter names and sounds, but that they can write the letters correctly and easily in alphabetical order. (Students who cannot do this are often the ones who cannot blend the sounds to make words. Once this skill is mastered, the blending will usually follow. Be sure the proper handwriting instruction has taken place before assigning this task.

## **Activity # 7 Building Words With Long Vowels / any size group**

**Materials:** Flipping for Phonics/ one copy per student

**Objectives:** The students will be able to demonstrate, with 80% accuracy, their phonic skills by building a specific number of long vowel words on their flipchart.

**Directions:** Use the suggestions on the back of the picture page in Flipping for Phonics for building long vowel words. Introduce other ways of making vowels long as they are presented in your reading program.

**Evaluation:** Observe those students having difficulties. Pinpoint the skill that seems to be lacking; cannot name the letter, does not know the sound the letter represents, or cannot spell the sound that the letter or letters represent. Make individual recommendations for those students. Provide more practice for the class.

## Activity # 8 Spelling / any size group

**Materials:** Flipping for Phonics / one copy per student

**Objectives:** The students will be able to arrange, with 80% accuracy, the letters on their flipcharts to spell a specific number of words that the teacher dictates.

**Directions:** Use the spelling words of the week for practice. Begin by stating the word. Isolate each sound. Talk the students through the process of locating the spelling of each sound on their flipcharts and then showing you. As they grow in skill mastery, it will not be necessary to isolate each sound. As they encounter long vowel words, it will most often be necessary to discuss which spelling is correct for a particular word. Allow the students to ask, "Which a?" for example, as in the word, mail. The correct answer would be, ai. Had the word been, male, the correct answer would be either a \_ e or a with a signal e at the end of the word.

**Evaluation:** Observe those students having difficulty. Pinpoint the skill that seems to be lacking; cannot name the letter, does not know the sound the letter represents, or cannot spell the sound that the letter or letters represent. Make individual recommendations for those students. Provide more practice for the class.

## **Activity # 9 Spelling Tic-Tac-Toe / any size group**

**Materials:** Flipping for Phonics / 2 copies An overhead projector and projector markers or a white board with dry erase markers or 9 chairs lined up in three rows of three. (Use students to represent the Xs and Os. Boys against the girls makes this easier to see when a team gets a win, but a color-code of some sort could be used).

**Objectives:** The students will be able to arrange, with 100% accuracy, the letters on their flipchart to spell correctly the words dictated by the teacher. The students must then decide where to place the X or the O on the Tic-Tac-Toe grid in order to get three in a row and thus, win the game.

**Directions:** Divide the class into two teams; one on each side of the room. Team members must stand quietly, one behind the other awaiting their turn. No one is allowed to make a sound except the person whose turn it is to spell the word. Decide which team will be first by giving the two team members who are at the head of their lines, the same word to spell. The team member who spells it correctly on his/her flip chart and shows the teacher gets to go first. That team member decides which symbol, the X or the O will represent their team. Having already spelled the first word correctly, that member places their symbol in the place of his/her choosing. No one else from the team is allowed to help in this decision. The next word will be spelled by the first person in line on the opposing team. If that team member misspells the next word, he/she will need to go to the end of the line and the next person on that team gets a chance. The first team to get three in a row wins the round. If you want to make this a really quiet game, show the students how to give a silent cheer. Since the students are showing the spelling on their flipcharts, only the teacher's voice should be heard.

**Evaluation:** An assistant in the classroom needs to be noting those students who failed to spell their word correctly. She/He should then pinpoint the skill that seems to be lacking; cannot name the letter, does not know the sound the letter represents, or cannot spell the sound that the letter or letters represent. Make individual recommendations for those students. Provide more practice for the class.

## Activity # 10 Spelling Baseball / any size group

**Materials:** Flipping for Phonics / one copy only

**Objectives:** The students will be able to arrange, with 100% accuracy, the letters on their flipchart to correctly spell the word the teacher dictates. Then the student goes to first base and eventually, hopefully, to home plate to score a run.

**Directions:** Divide the class into two teams. Designate four areas in the classroom to be the three bases and home plate. Decide which team will "bat" first. Give that team member the copy of Flipping for Phonics and instruct him/her to spell the word that you say by arranging the letters on the chart and showing it to you and the class. Say the word, use it in a sentence, and say it again. The team member has one chance of spelling the word correctly. If successful, he/she hands the chart to the next "batter" and goes to first base. If unsuccessful, that one hands the chart to the next batter and goes to the end of the line. The team has made an "out". The next person in line on that team is then up to bat. As soon as a person reaches home plate, a run is scored for the team. As soon as the team makes three outs, the next team is up to bat. The teacher will decide the number of innings based on time allowed for the activity.

**Evaluation:** An assistant in the classroom needs to be noting those students who fail to spell their word correctly. He/she should then pinpoint the skill that seems to be lacking; cannot name the letter, does not know the sound the letter represents, or cannot spell the sound that the letter or letters represent. Make individual recommendations for those students. Provide more practice for the class.

## Activity # 11 Discovering Words /any size group

**Materials:** Flipping for Phonics / one copy per student  
White board and dry erase markers or equivalent

**Objectives:** The students will work together as a group to examine, a group of letters and to discover, with 80% accuracy, what words can be made on their flipcharts using all of those letters.

**Directions:** Direct the students' attention to a group of scrambled letters that are written on the board. Instruct them to listen carefully to the directions and not to begin using their charts until told to "begin". You are to arrange the letters that you see on the board to form a word on your chart. You are to use all of the letters. As soon as you have discovered a word and arranged your letters, show me. If you are correct, I will write the word on the board and you may discover another word. No student may show me a word that another student has already discovered. Are there any questions? If not, you may begin. (This is a good place for a student with good handwriting skills to do the recording on the board).

The following groups of letters may be used: s, a, t, c (answer: cast, acts, scat, and cats), s, a, e, l, p (answer: pleas, pales, lapse, leaps, & peals), a, t, e (answer: ate, eat, & tea), and t, s, a, p (answer: taps, pats, & past). Ask students to come up with other groups of letters.

**Evaluation:** Observe the level of difficulty for the group attempting this activity. You may need to limit the group of letters to just three letters or you may want to increase the number of letters in the group. Provide other opportunities for practice.

## Activity # 12 Palindromes / any size group

**Materials:** Flipping for Phonics / one copy per student  
chart paper and markers

**Objective:** The students will examine the letters on their flip chart and see how many palindromes they can discover. The class will produce a chart. (No degree of accuracy is expected here. It will show up in the evaluation. This activity will cause students to be more aware of words, and they will start to notice palindromes as they read other material).

**Directions:** Explain to the students that a palindrome is a word, a sentence or a group of numbers that can be read the same backward or forward. Examples: bob, did, dad, Hannah, etc. Write the word palindrome on the chart paper. Instruct the students to use their flipcharts to spell any palindrome that they have discovered. If the students have had proper handwriting instruction allow them to record the words that they have found. Once a word is recorded no one else can suggest that word.

**Evaluation:** Set a goal of finding twenty or twenty-five palindromes. Students will notice them throughout the year as they encounter many different pieces of reading material. Allow them to continue recording. Give a little sticker to the student who finds a new one. They will start bringing them from home!  
Words can be so much fun!

## Activity # 13 Rhyming Words / any size group

**Materials:** Flipping for Phonics / one copy per student

**Objectives:** The students will be able to use their flipcharts to discover, with 80% accuracy, rhyming words when given the vowel and ending letters.

**Directions:** Refer to the lists of words on the back of the picture page in Flipping for Phonics. Choose the list and the endings most suited for the instructional level of your students. Refer to the "Getting Started" section on the back of the front cover of the book to get the proper arrangement of letters. Show the students how to set up the ending sound of a word. Put the vowel in front of that ending sound and then explain that in rhyming words the ending sound does not change, nor does the vowel sound change. (Notice that it is the sound that does not change. Later, the students will learn that it is the spelling of a sound that can change.) Direct the students to choose a consonant letter from the row in front of their vowel to make a rhyming word. Have the student read the word. Record it on the board. See how many rhyming words they can discover with that ending. Change the ending sound only and discover more words.

**Evaluation:** Note those students having difficulty rhyming words. Suggest a list of activities for homework. (Make a picture book of rhyming words. Read aloud poetry and have students identify the rhyming words. Start a collection of small objects that rhyme.) Give plenty of opportunities for practice.

## Activity #14 Substitution /small group

**Materials:** Flipping for Phonics / one copy per student

**Objectives:** The students will be able to demonstrate and read, with 80% accuracy, their ability to substitute letters in words to form new words on their flipcharts.

**Directions:** Refer to the "Getting Started" section of Flipping for Phonics found on the back of the front cover for the proper set up. Choose your words from your own spelling or reading materials. Direct the students to arrange a word on their chart just as you have. Have someone read the word. For example: stack. After the word has been read, suggest that the vowel sound be changed to i. Have the new word read. Change the vowel to u and ask someone to read the word. After you have exhausted the possibilities with the vowel sounds, substitute the letter l for the t and repeat the process. Change the c to an r and then an l. Change the st to p and repeat the process. The possibilities are endless and challenging.

**Evaluation:** Note the students who are having difficulty. There could be an auditory discrimination problem. Refer to Jerome Rosner's helping children overcome learning difficulties. Use the auditory screening test there and follow his prescription for addressing this deficiency.