

Word PlayHouse

LETTER and
WORD Family
CARDS



AMERICAN PRINTING HOUSE
FOR THE BLIND, INC.

Louisville, Kentucky

2008

For use in Word PlayHouse 1-03562-00

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CARDS



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 **WARNING:**

CHOKING HAZARD - Small parts. Not intended for children
ages 5 and under without adult supervision.



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Resource Services
1839 Frankfort Avenue
Louisville, KY 40206-0085

Word families or rimes and suffixes without braille contractions

ab ack ad ag ail ain all ake ale
 am ame an and ane ank ap ar ash
 at ate aw ay ble eam eat eep eet
 ed ell en es est et full ice ick
 id ide ig ight ill in ine ing ink
 ip ish it ive less oat ock og oke
 one ong op ope ose ot ound tion ture
 ub uck ug ump un unk ush

Ten blank green cards are included for the teacher to make additional cards as needed.

Letter or letter combinations with contracted braille

ain ally ance and ar ash ation ble ch
ea eam eat ed en ence er est ful
gh ight in ine ing ink ish ity less
ness one ong ou ound ow sh shr sion
st str th thr tion ush wh

Fourteen blank green cards for contracted braille are included for the teacher to make additional cards as needed.

Letter and Letter Combinations Included in Kit

Vowels, vowel diagraphs, and vowel diphthongs without braille contractions

a ai au e ea ee ei eu i ie o oa oe
oi oo ou u ue ui y

Ten blank yellow cards are included for the teacher to make additional cards as needed.

Consonants, consonant blends, consonant diagraphs, and consonant trigraphs without braille contractions

b bl br c ch ck cl cr d dr f fl fr
g gl gr h j k l m n p ph pl pr
q qu que r s sh shr sk sl sm sn sp spl
spr st str sw t th thr tr tw v w wh wr
x y z

Ten blank blue cards are included for the teacher to make additional cards as needed.

Credits

Project Leader:
Jeanette Wicker

APH Staff:
Katherine Corcoran
Darlene Donhoff
Terri Gilmore
Frank Hayden
Rosanne Hoffman
David McGee
Tom Poppe

Field Testers:
Kim Consagra
Pam Durant
Michelle Garrett
Doris Harper
Jane Herder
Donna Keale
Cindy Lumpkin
Merrilee Petersen
Linda Ross
Jamie Sigel
Laura Spears
Brooke Strand
Sharon Woods



Purpose: Word PlayHouse can be used to teach students with visual impairments some of the concepts and skills necessary for emergent, beginning, and struggling readers to become fluent readers. Word study activities have been shown to promote the development of phonological awareness and alphabetic principle.

Phonemic awareness, phonics, vocabulary, fluency, and comprehension have been identified as essential components of reading instruction through scientifically based reading research.

The National Reading Panel, in the report *Teaching children to read: an evidence-based assessment of the scientific literature on reading and its implication for reading instruction* (2000), notes that "correlational studies have identified phonemic awareness and letter knowledge as the two best school-entry predictors of how well children will learn to read during the first two years of school." They also reported, "Teaching children to manipulate phonemes using letters produced bigger effects than teaching without letters."

In 1970, Wylie and Durrell identified 37 basic phonograms. These phonograms can be found in more than 500 primary grade words. These 37 phonograms

Bibliography

Armbruster, B.B., Lehr, F. & Osborn, J. *Putting reading first: The research building blocks for teaching children to read*. Washington, DC: Center for the Improvement of Early Reading Achievement, 2001.

Beck, Isabel L. *Making sense of phonics: the hows and whys*. New York: Guilford Press, 2006.

National Reading Panel. *Teaching children to read: an evidence-based assessment of the scientific literature on reading and its implication for reading instruction*. (NIH Publication No. 00-4754). Washington, DC: National Institute of Health, 2000.

There are no tactile point symbols in the upper left corner of word families and suffixes cards. The low vision student will note that all word families and suffixes are on green cards while the braille user will note that there is no tactile symbol in the upper left corner. Velcoin dots are attached to the back of each piece to secure the letters to the bi-fold felt work board and to assist in organization and storage of the pieces in the binder that is provided with the kit.

5. Contracted braille cards

Because all students are not introduced to contracted braille at the same time, two different cards are enclosed for some word families, suffixes, blends, diphthongs, and digraphs. The cards for contracted braille letter combinations are printed on green squares with both black print and braille. Cards that contain contracted braille have both top corners notched. The notch in the upper right corner is for orientation, as with all cards in the set. The notch in the upper left corner alerts the teacher and the student that contracted braille is used on the card. Velcoin dots are to be attached to the back of each piece to secure the letters to the bi-fold felt work board and to assist in organization and storage of the pieces in the binder that is provided with the kit.

6. Storage Binder

A binder is provided for storage of letters. Each binder page is covered in veltex to assist the teacher in sorting and storing the many small pieces included in this kit.

are included in this kit as well as vowels, vowel digraphs and diphthongs, consonants, consonant digraphs and blends, suffixes, and additional phonograms.

Because all students are not introduced to contracted braille at the same time, two different cards are enclosed for some word families, suffixes, blends, diphthongs, or digraphs. One card is in contracted braille and the other is in uncontracted braille.

These cards are intended to supplement the reading program used in your school. They are not intended to replace the reading curriculum. The cards included in this kit can be used in a variety of ways during reading and language arts instruction.

- Recognizing letters
- Build the understanding of letter and sound correspondence
- Understanding vowel digraphs and diphthongs
- Understanding consonant blends and digraphs
- Reinforcing phonetic concepts
- Identifying CVC patterns
- Identifying CVCe patterns
- Identifying long-vowel digraph patterns
- Identifying r-controlled vowel patterns
- Combining letters to make words
- Recognizing patterns in words
- Building word families
- Identifying rhyming words

- Reinforcing encoding and decoding skills
- Developing and reinforcing word recognition skills
- Association of spelling to letter sounds
- Vocabulary development
- Addressing individual needs
- Learning the braille alphabet
- Correlating contracted and uncontracted braille
- Mirroring the classroom instruction that is presented visually in the regular classroom

Contents

1. Bi-fold felt work board

The bi-fold felt work board provides a working space for the student. One side can be used for working storage of letters that will be introduced during the lesson. The other side can be used as a working space for the student to use as he/she manipulates letters and word families.

2. Vowels, vowel digraphs, and vowel diphthong cards

The letter/letters are printed on yellow squares with both black print and braille so that they are suitable for use with small and large groups and with both large print and braille users. The upper right corner has been notched to provide orientation for the braille reader. All vowels, vowel digraphs, and vowel diphthongs have a small open circle point symbol in the upper left corner. The low vision student will note that all vowels, vowel digraphs, and vowel diphthongs are printed on

yellow cards while the braille user will note that there is a small open circle point symbol in the upper left corner. Velcoin dots are to be attached to the back of each piece to secure the letters to the bi-fold felt work board and to assist in organization and storage of the pieces in the binder that is provided with the kit.

3. Consonants, consonant digraphs, and blends

The letter/letters are printed on blue squares with both black print and braille so that they are suitable for use with small and large groups and with both large print and braille users. The upper right corner has been notched to provide orientation for the braille reader. All consonants, consonant digraphs, and consonant blends have a small vertical bar point symbol in the upper left corner. The low vision student will note that all consonant, consonant digraphs, and consonant blends are printed on blue cards while the braille user will note that there is a small vertical bar point symbol in the upper left corner. Velcoin dots are to be attached to the back of each piece to secure the letters to the bi-fold felt work board and to assist in organization and storage of the pieces in the binder that is provided with the kit.

4. Word families and suffixes

These letters are printed on green squares with both black print and braille so that they are suitable for use with small and large groups and with both large print and braille users. The upper right corner has been notched to provide orientation for the braille reader.