## Small Letter Cards

## For Spelling The Wordlists In Mixed Short Vowel Words And Sentences

## Instructions

The use of small letter cards printed on paper is provided here for teachers who are unable to obtain small plastic letters for student instruction. Each page in this file is used to supplement a lesson in the Mixed Short Vowel Words And Sentences book. There are 18 different word lists in the student book, and this file has a separate set of letter cards for each word list. The letter cards supply all the letters needed to spell the ten words on the list. There are between 8 and 15 letter cards for each list. In each lesson, you may be able to spell additional short vowel words using the available letters, however this is optional. Be aware that students should not spell short vowel words with beginning or ending consonant blends until they reach them in level four.

This activity should be done at a teaching table with three rotating small groups of students. It is very similar to the activity Working With Plastic Letters, described in the student book. Be sure to read that section, and also the Words To Spell With Plastic Letters section in the student book for more detailed information.

The teacher will work directly with each small group to assist them in spelling each of the words, using the movable letter cards. To start have students build two-letter vowel-consonant and con-sonant-vowel combinations as a warm-up before spelling the ten new words. For some students, this two-sound practice is an essential stepping stone to success with three-sound words.

The ideal time to spell words with either plastic letters or small letter cards is the afternoon before a new word list is introduced. Students will practice saying the sounds one at a time as they place the letters in order as they spell each word. They can focus on the sounds without having to worry about writing the letters at this point. This helps them internalize the concept of beginning, middle, and ending sounds and their relationship to letter symbols in short vowel words, as they choose the correct letters, going from left to right, to represent those sounds. If students make a mistake, they
are able to easily change the position of the letters as needed. Working in a small group with direct modeling and support from the teacher along with the chance to observe other students spelling successfully builds enthusiasm and confidence. This prepares students to spell the words successfully during the next day's spelling dictation period.

## Getting Started

Print the letter pages on white cardstock, if possible. Thick white paper will work if cardstock is not available. Print on just one side of the sheet.

Each page is labeled, showing the lesson number in the book that it matches. The letters needed to spell each of the words on that list are printed on the page. Some pages have enough sets of letters for three students. Other pages have enough sets of letters for two students. Print enough pages so that each student in the small group gets one set of letters.

You will be able to work comfortably with about six or seven students at a time, or even eight if necessary. Ahead of time, prepare the needed work mats to use in each small group. This only needs to be done one time, since the pages will be saved to use each time students do this activity. Use a sheet of copy paper, colored cardstock, or construction paper. Draw a straight line horizontally $21 / 8$ inches from the bottom of the page, positioned in landscape mode. The area above the line will be the "letter bank" where students put all the cut-out letters they will use for spelling that day. They should arrange the letters neatly in two or three rows. The letters do not need to be in any particular order. The area below the line will be the "spelling area."

Have the first group of students each cut apart a set of letter cards and arrange them on their work mats. After they have spelled the words with the letter cards, it will be a simple process to rotate the next two groups to the table. The work mats and letters will already be in place.

The letter cards can be saved for future use, if desired. After all three groups have completed the lesson, each set of letter cards can be placed in a small clear resealable plastic bag or a paper envelope, labeled with the name of the Mixed Short Vowel Words And Sentences book and the lesson number. Pages that can be cut apart to serve as labels are provided in this PDF file.


Letter Cards For Lesson 1
Mixed Short Vowel Words And Sentences

Letter Cards For Lesson 2
Mixed Short Vowel Words And Sentences

Letter Cards For Lesson 3
Mixed Short Vowel Words And Sentences

Letter Cards For Lesson 4
Mixed Short Vowel Words

## And Sentences

Letter Cards For Lesson 6 Mixed Short Vowel Words And Sentences

Letter Cards For Lesson 8 Mixed Short Vowel Words And Sentences

Letter Cards For Lesson 9
Mixed Short Vowel Words And Sentences

Letter Cards For Lesson 10
Mixed Short Vowel Words And Sentences

Letter Cards For Lesson 11
Mixed Short Vowel Words And Sentences

Letter Cards For Lesson 12
Mixed Short Vowel Words

## And Sentences

Letter Cards For Lesson 14 Mixed Short Vowel Words And Sentences

Letter Cards For Lesson 16 Mixed Short Vowel Words

And Sentences

| Letter Cards For Lesson 17 | Letter Cards For Lesson 18 |
| :---: | :---: |
| Mixed Short Vowel Words | Mixed Short Vowel Words |
| And Sentences | And Sentences |
|  |  |


| $t$ | $h$ | $l$ | $I$ | $n$ | $n$ |
| :--- | :--- | :--- | :--- | :--- | :--- |
| $u$ | $b$ |  |  |  |  |
| $t$ | $h$ | $l$ | $l$ | $n$ | $n$ |
| $u$ | $b$ |  |  |  |  |
| $t$ | $h$ | $l$ | $I$ | $n$ | $n$ |
| $u$ | $b$ |  |  |  |  |

$$
\begin{array}{ccccccc}
f & f & u & n & r & m \\
m & h & t & t & x & l \\
f & f & u & n & r & m \\
m & h & t & t & x & l \\
f & f & u & n & r & m \\
m & h & t & t & x & l
\end{array}
$$

Mixed Short Vowel Words And Sentences - List \# 3 (3 sets)



$$
\begin{array}{lllll|l|l}
\hline j & J & e & t & f & f \\
b & B & n & h & m & u \\
t & s & s & & & \\
j & J & e & t & f & f \\
b & B & n & h & m & u \\
t & s & s & & & \\
\hline
\end{array}
$$

| $n$ | $o$ | $t$ | $r$ | $j$ | $l$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| $h$ | $s$ | $s$ | $b$ | $m$ | $f$ |
| $f$ |  |  |  |  |  |
| $n$ | $o$ | $t$ | $r$ | $j$ | $l$ |
| $h$ | $s$ | $s$ | $b$ | $m$ | $f$ |
| $f$ |  |  |  |  |  |

Mixed Short Vowel Words And Sentences - List \# 7 (3 sets)

| C | 0 | $t$ | $6$ | $j$ | $\Pi$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| П | $f$ | $f$ | $X$ | $U$ |  |
| C | 0 | $t$ | 6 | $j$ | $\Pi$ |
| П | $f$ | $f$ | $X$ | $U$ |  |
| C | 0 | $t$ | 0 | $j$ | $\cdots$ |
| M | $f$ | $f$ | X | $U$ |  |

Mixed Short Vowel Words And Sentences - List \# 8 (2 sets)

| $\Gamma$ | 0 | 0 | 0 | $\cap$ | C |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $t$ |  | 1 | $U$ | $b$ | $\cap$ |
| S | $S$ |  |  |  |  |
| $\Gamma$ | O | 0 | 0 | $\cap$ | C |
| $t$ |  |  | $U$ | 0 | $\Pi$ |
| $\mathbf{S}$ | $S$ |  |  |  |  |

Mixed Short Vowel Words And Sentences - List \# 9 (3 sets)

| ח | 0 | $t$ | $\Gamma$ | $\emptyset$ | C |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $6$ | $\cap$ | $j$ |  |  |  |
| n | 0 | $t$ | $\Gamma$ | 6 | C |
| $b$ | $\cap$ | $j$ |  |  |  |
| M | 0 | $t$ | $\Gamma$ | $\emptyset$ | C |
| b | $\cap$ | $j$ |  |  |  |

Mixed Short Vowel Words And Sentences - List \# IO (3 sets)


Mixed Short Vowel Words And Sentences - List \# II (2 sets)

| $b$ | $i$ | 0 | $\sigma$ | $\Pi$ | $X$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $f$ | $S$ | $\cap$ | $W$ | $h$ |  |
|  |  |  |  |  |  |
| $b$ | $i$ | 0 | $\theta$ | n | $X$ |
| $f$ | $S$ | $\cap$ | W |  |  |
|  |  |  |  |  |  |

$$
\begin{array}{l|l|l|l|l}
\hline s & s & i & p & r
\end{array} t
$$

$$
\begin{array}{l|l|llll}
\hline k & i & s & s & d & d \\
h & r & l & 0 & g & t \\
h & p & & & \\
k & i & s & & & \\
\text { h } & \text { l } & \text { l } & d & d \\
h & r & l & 0 & g & t \\
h & p & & & &
\end{array}
$$

| $r$ | $e$ | $d$ | $b$ | $y$ |
| :---: | :---: | :---: | :---: | :---: |
| $l$ | $s$ |  |  |  |
| $l$ | $l$ | $k$ | $g$ | $t$ |
| $p$ | $n$ |  |  |  |
| $r$ | $e$ | $d$ | $b$ | $y$ |
| $l$ | $l$ | $k$ | $g$ | $t$ |
| $p$ | $n$ |  |  |  |


| $\Gamma$ | 0 | 9 | $S$ | S | 1 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\cap$ | W | $6$ | $t$ | 0 |  |
| $\Gamma$ | 0 | 9 | $\mathbf{S}$ | 5 |  |
| $\cap$ | W | $b$ | $t$ | 0 |  |
| $\Gamma$ | 0 | 0 | $S$ | $S$ |  |
| $\cap$ | W | $b$ | $t$ | 0 |  |



$$
\begin{array}{llllll}
d & u & g & b & r & j \\
l & l & p & p & c & f \\
t & f & f & & & \\
d & u & g & b & r & j \\
l & l & p & p & c & f \\
t & f & f & & &
\end{array}
$$

|  | 0 | 7 | 7 | $b$ | $U$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $f$ | $\theta$ |  | 0 | 04 | $t$ |
|  | 1 |  |  |  |  |
|  | 0 | $Z$ | 2 | 0 | $U$ |
| $f$ | $\theta$ |  | 0 | QU | $t$ |
|  | 1 |  |  |  |  |

