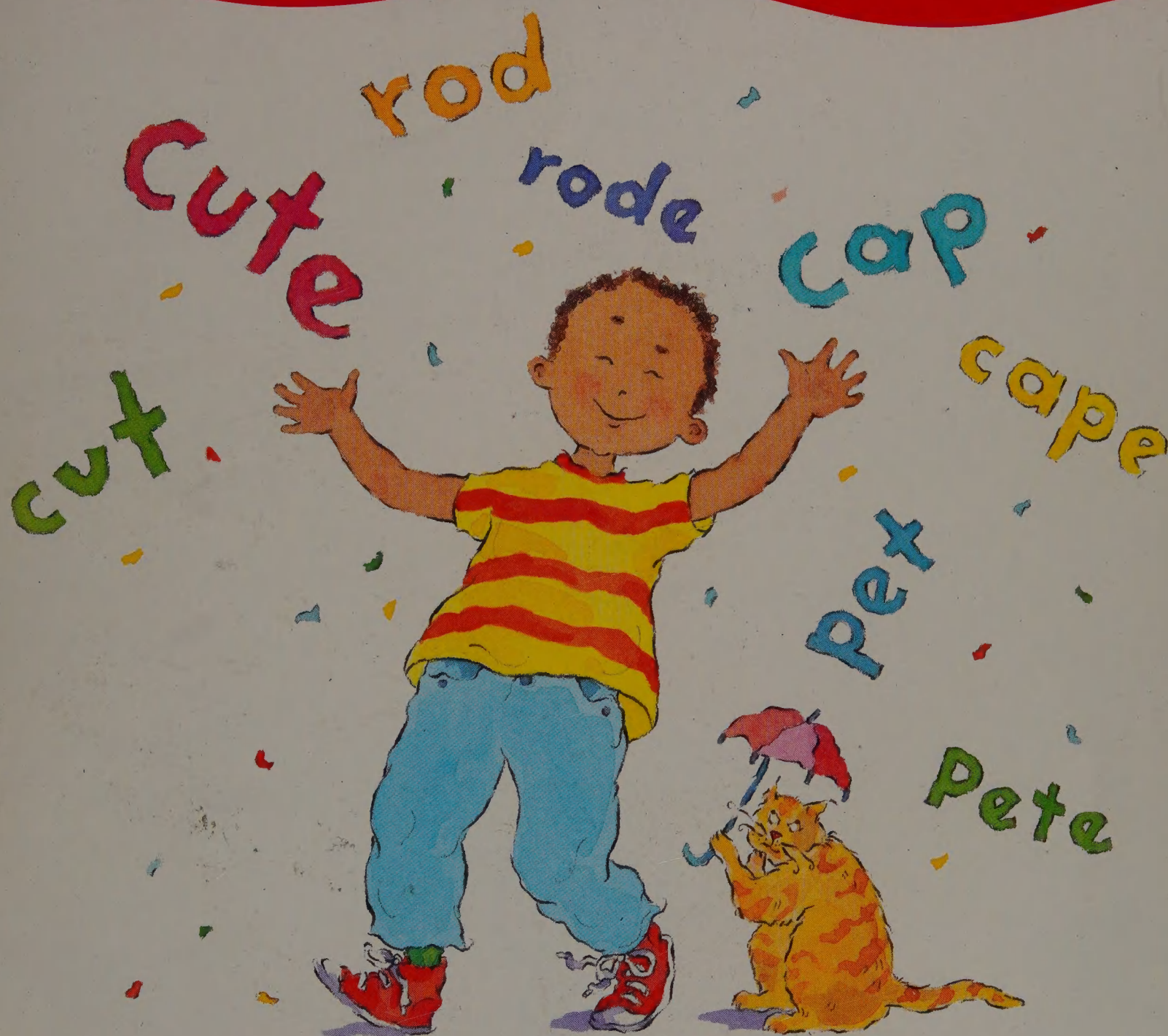


Book
7

SCHOLASTIC
Fun With Phonics!

Grades
1-2

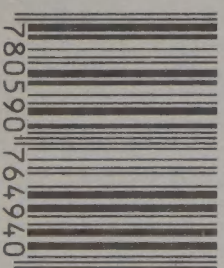
Short & Long Vowels



**Instant Activities, Games, Take-Home Book, Fun Skill Pages,
and 32 Picture/Word Cards to Build Early Reading Skills**

ISBN 0-590-76494-2

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Short & Long Vowels

by Claire Daniel



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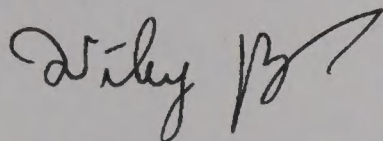
NEW YORK • TORONTO • LONDON • AUCKLAND • SYDNEY

Dear Teacher,

Nothing can be more important in the primary grades than instilling in children the joy of reading and teaching them the skills to become successful, lifelong readers. To do this, we must teach children how to unlock the mysteries of print. Reading instruction that includes systematic and explicit phonics instruction is essential to achieve this goal.

Phonics instruction unlocks the door to understanding sounds and the letters or spelling patterns that represent them. Quality phonics instruction engages children, provides opportunities for them to think about how words work, and offers reading and writing experiences for children to apply their developing skills. The playful, purposeful activities in the *Fun With Phonics!* series offer practice, reinforcement, and assessment of phonics skills. In combination with your daily reading instruction, these activities will help to capture the fun and excitement associated with learning to read.

Enjoy!



Wiley Blevins, Reading Specialist

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Contents

Using "Fun With Phonics!"	4
Family Letter	5
Poem <i>My Pets</i>	6
Map It Out! <i>Short Vowel a</i>	7
Hop, Frog! <i>Short Vowel o</i>	8
Find a Word <i>Short Vowel i</i>	9
Short Vowel Dominoes <i>Short Vowels a, o, i</i>	10
Rhyming Puzzles <i>Short Vowel e</i>	11
Word Ladder <i>Short Vowel u</i>	12
Add a Vowel <i>Short Vowels a, e, i, o, u</i>	13
Crossword Puzzle <i>Long Vowel a</i>	14
Riddle Me! <i>Long Vowel i</i>	15
Circus Time <i>Long Vowel o</i>	16
Sliding Words <i>Long Vowel u</i>	17
A Dog and His Bone <i>Long Vowels a, i, o, u</i>	18
Short and Long Pets <i>Reviewing Short and Long Vowels</i>	19
Show What You Know <i>Standardized Test-Taking Skills</i>	20
Take-Home Book <i>Have You Ever?</i>	21–22
Classroom Fun <i>Group Games and Activities</i>	23–25
Instant Activities <i>More Ideas for Quick and Easy Practice</i>	26–27
Spin-a-Vowel-Sound Pattern	28
Word Bank	29
Teacher Notes	29
Word/Picture Card Set <i>Short and Long Vowels</i>	30–31
Observation Checklist	32

Using "Fun With Phonics"

Fun With Phonics! is a set of hands-on activity resource books that make phonics instruction easy and fun for you and the children in your classroom. Following are some ideas to help you get the most out of *Fun With Phonics!*

Classroom Management

Reproducibles Reproducible pages 7–19 offer a variety of individual and partner activities. Simple directions to the children are augmented when necessary by *Answers* or *Game Directions* in the *Teacher Notes* section on page 29.

Directions You may wish to go over the directions with children and verify that they can identify all picture cues before they begin independent work.

Games When children play partner games, you may want to circulate to make sure children understand procedures.

Working with the Poem

A poem on page 6 introduces the phonics elements in this book, short and long vowels. Read this page aloud. Duplicate the poem so that children can work with it in a variety of ways:

Personal Response Read the poem, encouraging children to chime in with you. Then ask children to talk about pets they have.

Phonemic Awareness You can use the poem to introduce or reinforce each vowel sound. Reread the poem and ask children to raise their hands when they hear a particular sound.

Short and Long Vowels Write the poem on a chart and reread the poem with children. Then have children

point to or circle words that have the *consonant-vowel-consonant* pattern for short vowel sounds and the *consonant-vowel-consonant-e* pattern for long vowel sounds. Ask children to find one word that has both patterns.

Innovation Brainstorm ideas first. Then duplicate one line or more of the poem, leaving a blank. Encourage children to "write" an original verse.

Connecting School and Home

The Family Letter on page 5 can be sent home to encourage families to reinforce what children are learning. Children will also enjoy sharing the Take-Home Book on pages 21–22. You can cut and fold these booklets ahead of time, or invite children to participate in the process.

Word/Picture Card Sets

Pages 30–31 of this book contain matching sets of Word and Picture Cards drawn from the vocabulary presented in this book. You may wish to mount these on heavier stock as a classroom resource. You may also wish to duplicate and distribute them to children for use in matching and sorting activities. Each child can use a large envelope to store the cards. Each title in the *Fun With Phonics!* series contains a new set of thirty-two Word/Picture Cards.

Assessment

Page 20, Show What You Know, provides children with targeted practice in standardized test-taking skills, using the content presented in this book. The Observation Checklist on page 32 gives you an informal assessment tool.

Dear Family,

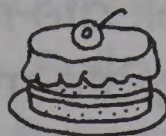
Your child is learning in school about words with short and long vowels.



cat



sun



cake



mice

You may enjoy sharing some or all of the following activities with your child:

Use Environmental Print

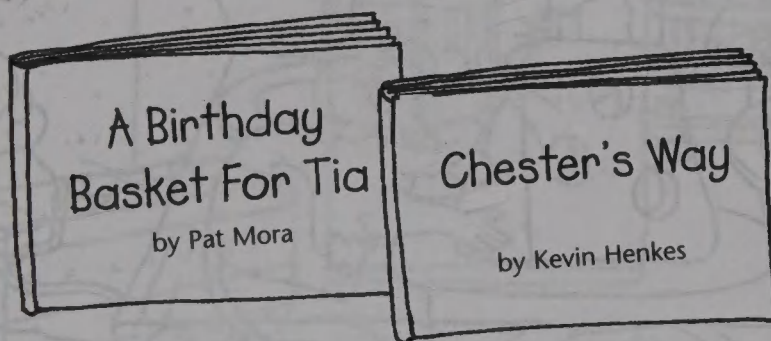
As you travel around town on foot or in the car, point to signs and environmental print. Ask your child to name any vowel sounds in the words.

Long Vowel Collage

Spend time with your child cutting out pictures of words with long vowel sounds, such as *cake* or *rose*. Paste them on construction paper. Help your child label each picture.

Reading Together

To practice reading words with long and short vowels, read your child's Take-Home Book, "Have You Ever?" Ask your child to color pictures of short vowel words and to circle pictures of long vowel words. You may also wish to look for these books in your local library:

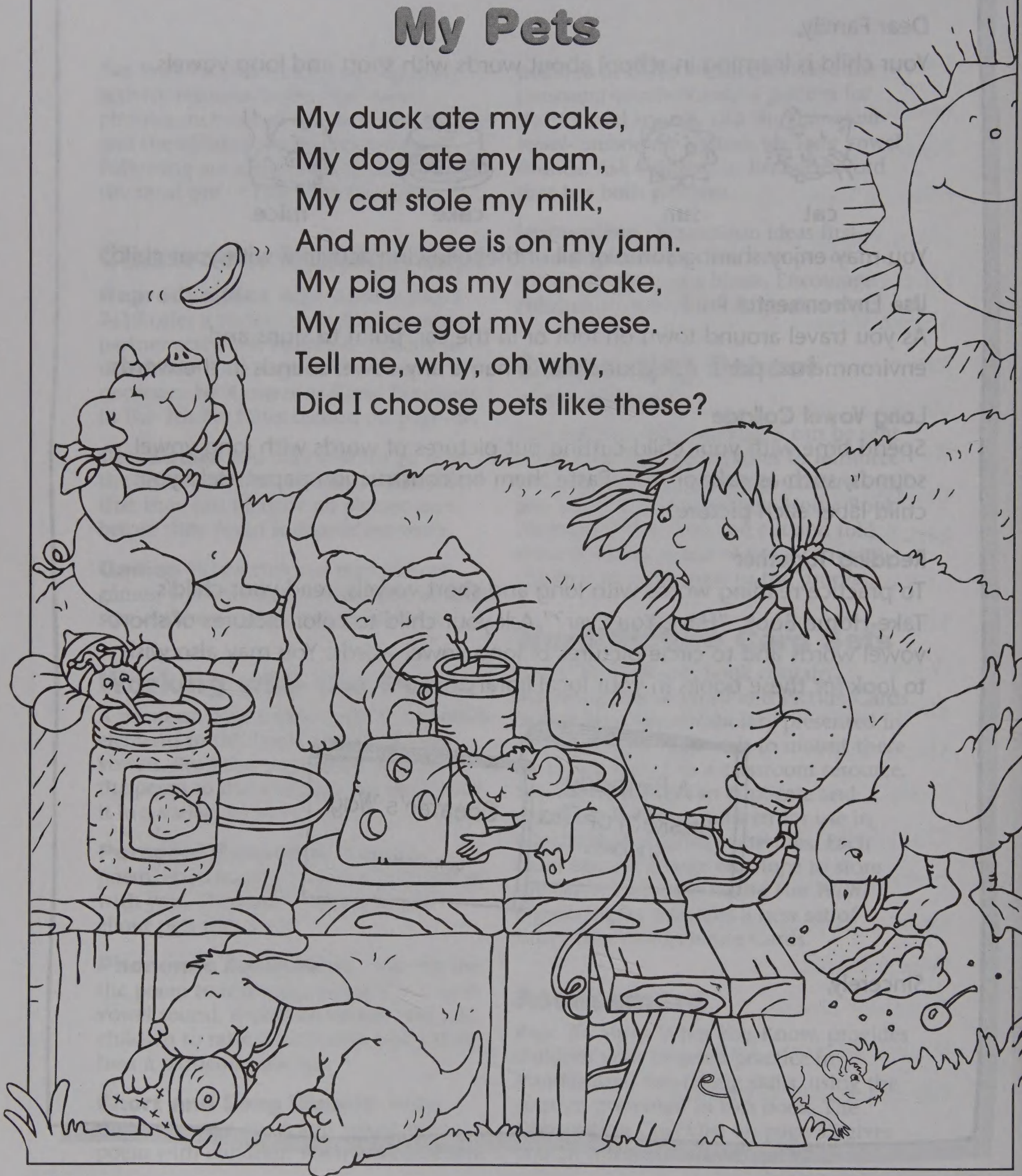


Sincerely,

Name _____

My Pets

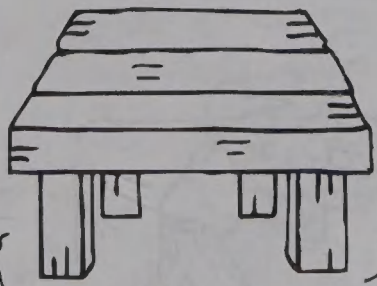
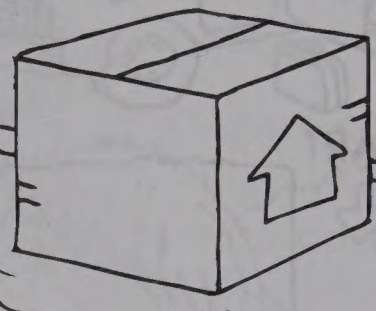
My duck ate my cake,
My dog ate my ham,
My cat stole my milk,
And my bee is on my jam.
My pig has my pancake,
My mice got my cheese.
Tell me, why, oh why,
Did I choose pets like these?



Name _____

Hop, Frog!

Frog wants to hop across the pond to see his friend, Beaver. Write **o** under each picture whose name has the short **o** sound. Draw one more thing Frog can hop on, and write **o** under it on the line. Then cut out Frog and help him hop across the pond.



Name _____

Find a Word

Color all the short i words red. Then finish the sentence with the short i word you find!

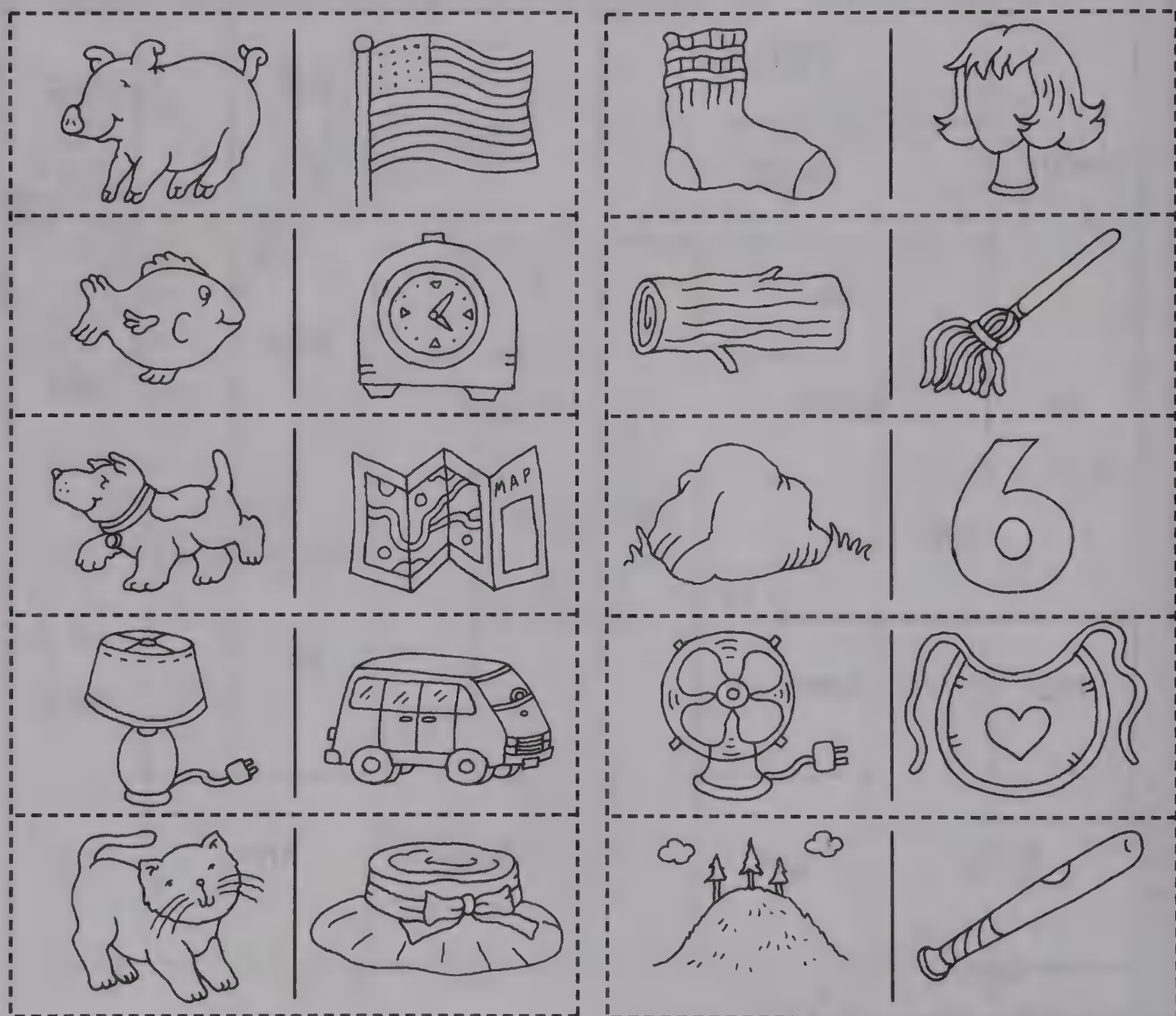
bike	red	hen		time	
with	jam		can	will	win
	dog			pig	pin
	kite		it		
lip	lamp		pet		
pill		tag	is	fin	wig
hip	ham				
hide			get		

Meet me on top of the _____!

Name _____

Short Vowel Dominoes

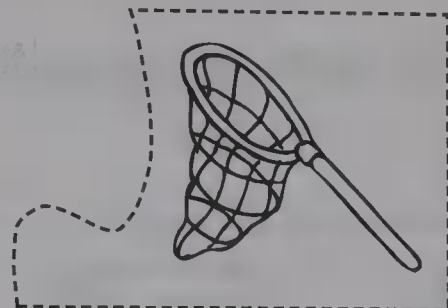
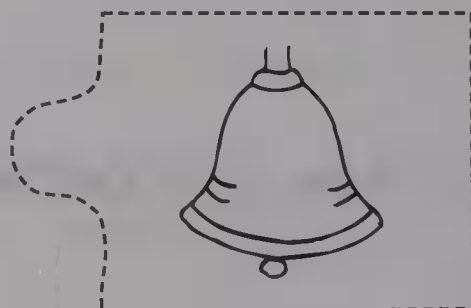
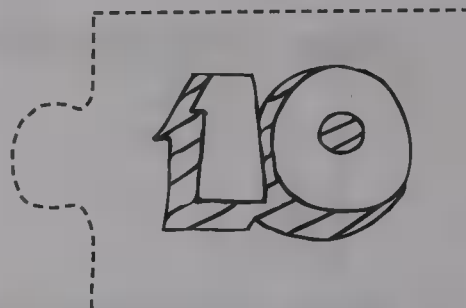
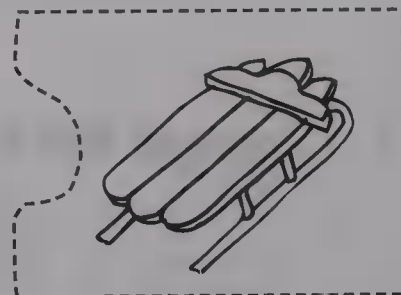
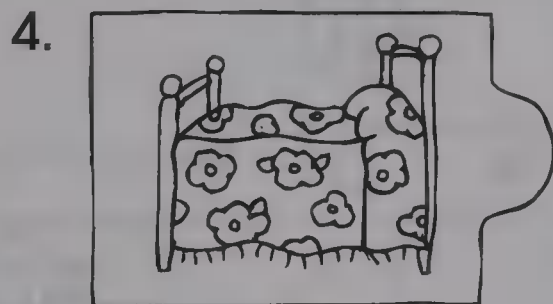
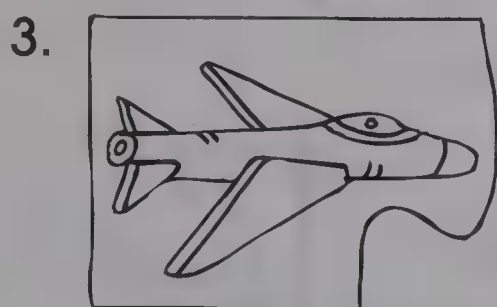
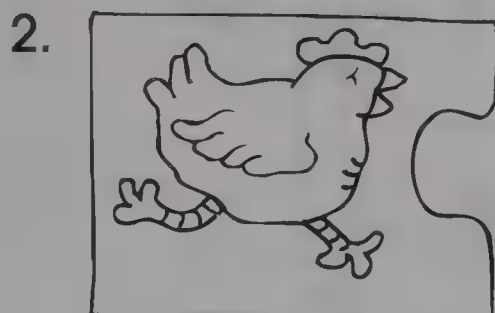
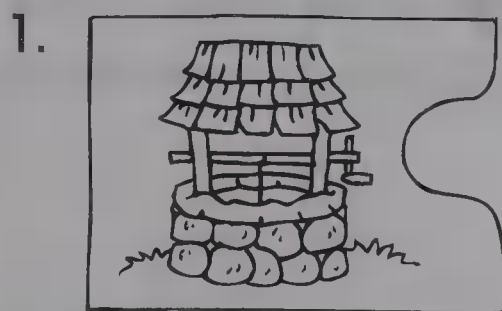
Cut out the pictures below. Then play dominoes by matching the pictures whose names have the same vowel sounds. Make new short vowel dominoes by cutting out pictures from magazines.



Name _____

Rhyming Puzzles

Say the picture names. Cut out the puzzle piece on the right that rhymes with the name of each picture on the left. Paste the puzzle piece where it belongs. Finish the sentence at the bottom of the page.



The b _____ ll is on the w _____ ll.

Name _____

Word Ladder

Follow the directions to make new words. Write each new word on the word ladder. Cut and paste the matching picture next to each word.

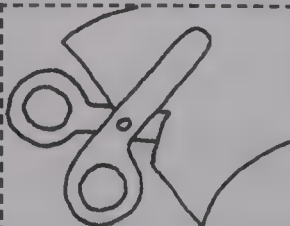
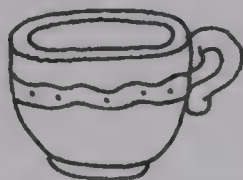
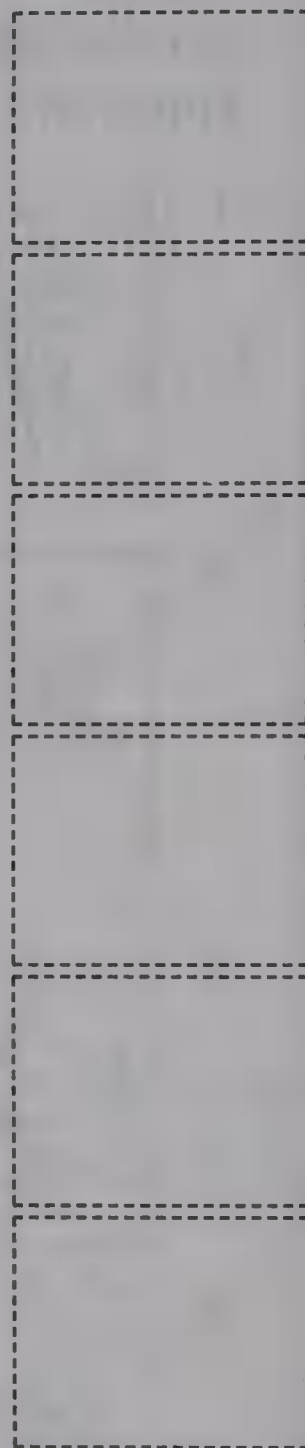
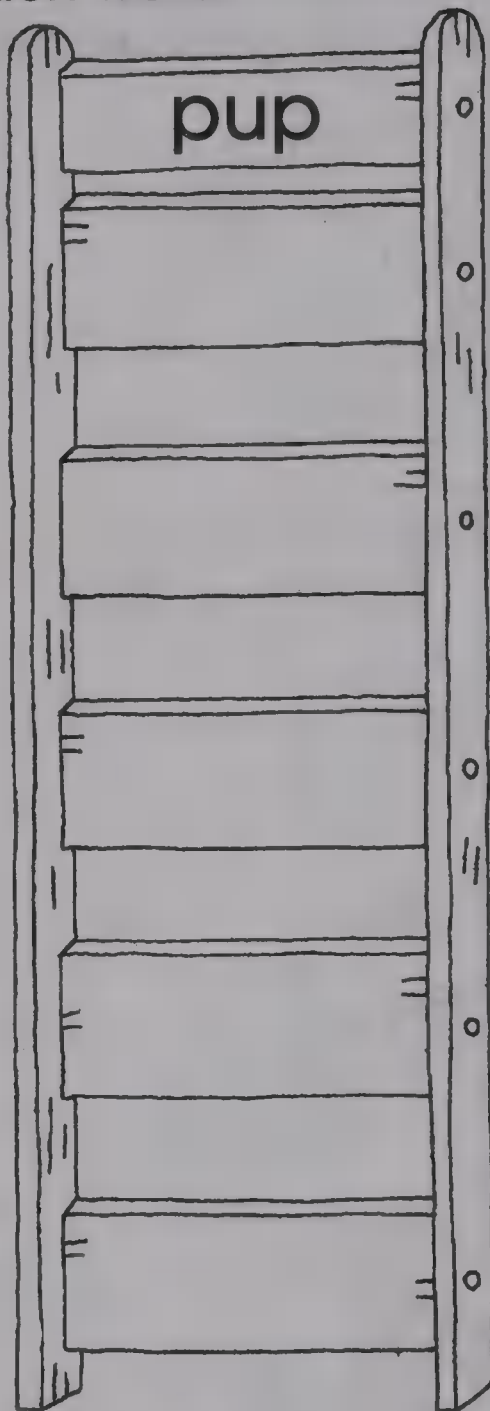
1. Change the first **p** to **c**.

2. Now, change the **p** to **b**.

3. Now, change the **b** to **t**.

4. Now, change the **c** to **n**.

5. Now, change the **n** to **h**.



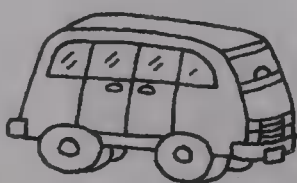
Name _____

Add a Vowel

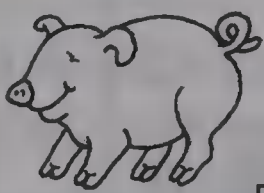
Look at the consonants next to each number. Add the vowel you hear in the picture to the middle space. Now you have made two words. Read one word from top to bottom. Read the other word from left to right. Write the two words on the lines. Make one word puzzle of your own.

1. 

	f	
s		n
	n	

2. 

	v	
f		n
	n	

3. 

	p	
w		g
	g	

4.

Name _____

Crossword Puzzle

Look at each picture clue. Write the picture name in the puzzle next to the matching number. Choose words from the box.

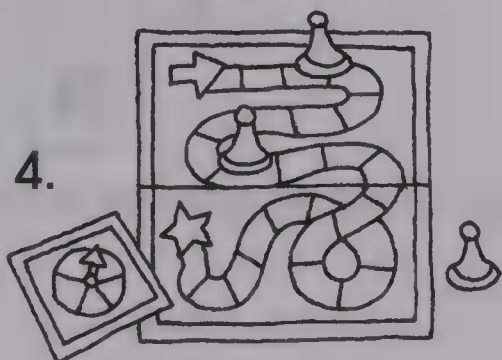
game	rake	tape	vase	cake
------	------	------	------	------

Across

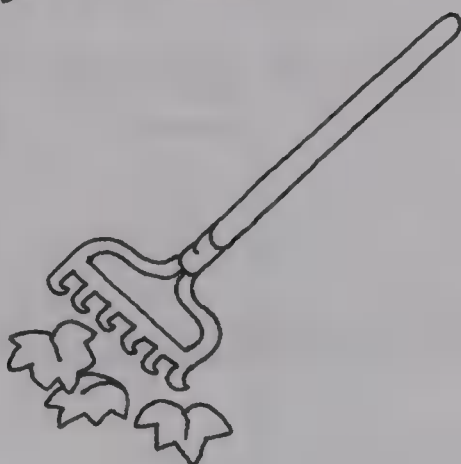
2.



4.

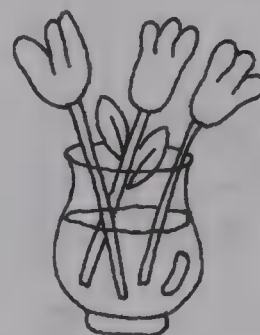


5.

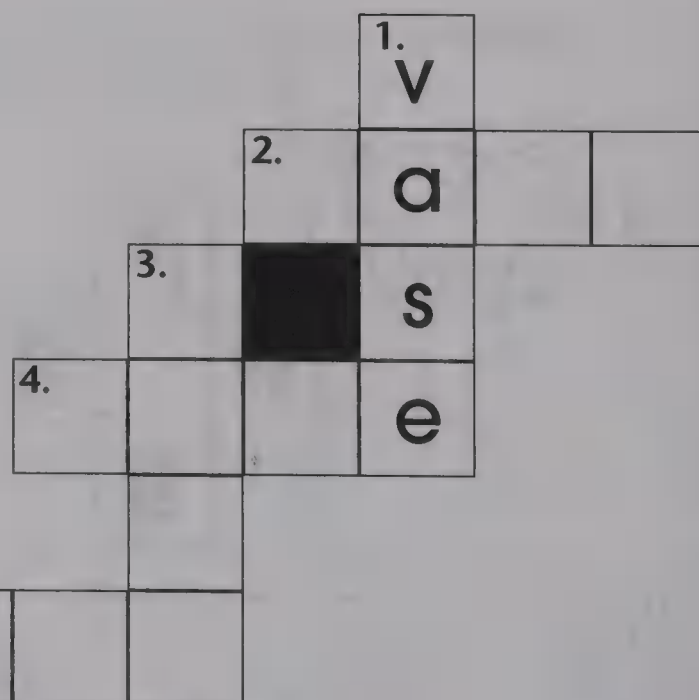


Down

1.



3.



Name _____

Riddle Me!

Look at the picture. Read the riddles. Fill in the blank with one of the words in the box.

mice

bike

five

kite

hike

It rides the wind,
It has a white stripe.
It makes me smile.
What is it?
It's my _____.

It can go fast.
It can go slow.
I can ride it by myself.
What is it?
It is a _____.

We walk and we talk,
We look at the birds.
We smell the clean air.
What do we do?
We _____.



Name _____

Circus Time

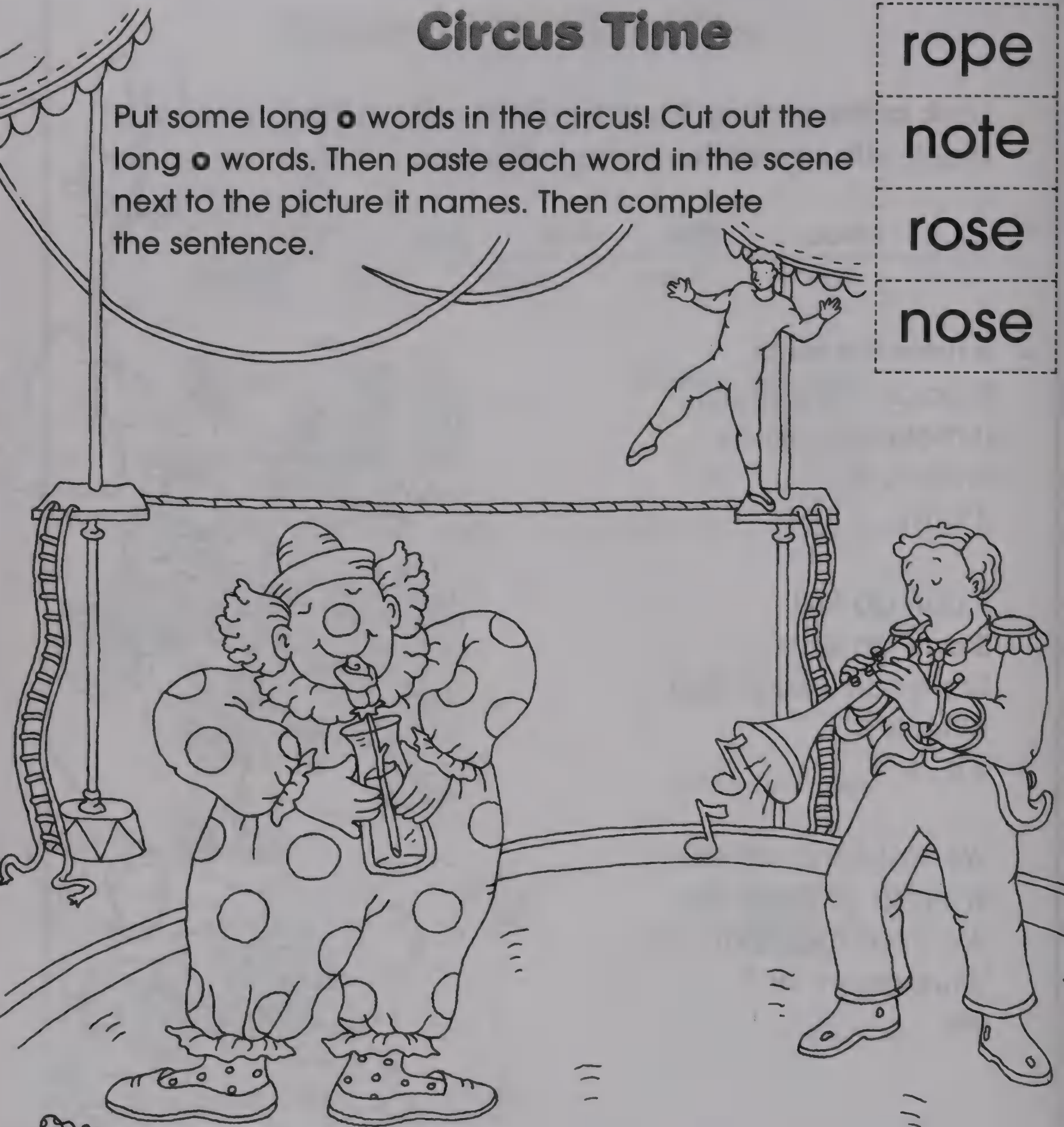
Put some long **o** words in the circus! Cut out the long **o** words. Then paste each word in the scene next to the picture it names. Then complete the sentence.

rope

note

rose

nose



I need my _____ to smell the _____!

Name _____

Sliding Words

Cut out the word box and the letter strips. Cut the slits in the word box. Slide letter strips **1** and **2** up and down to make words. Write the words you make.

①

t

r

fl

m

c

②

n

t

l

b

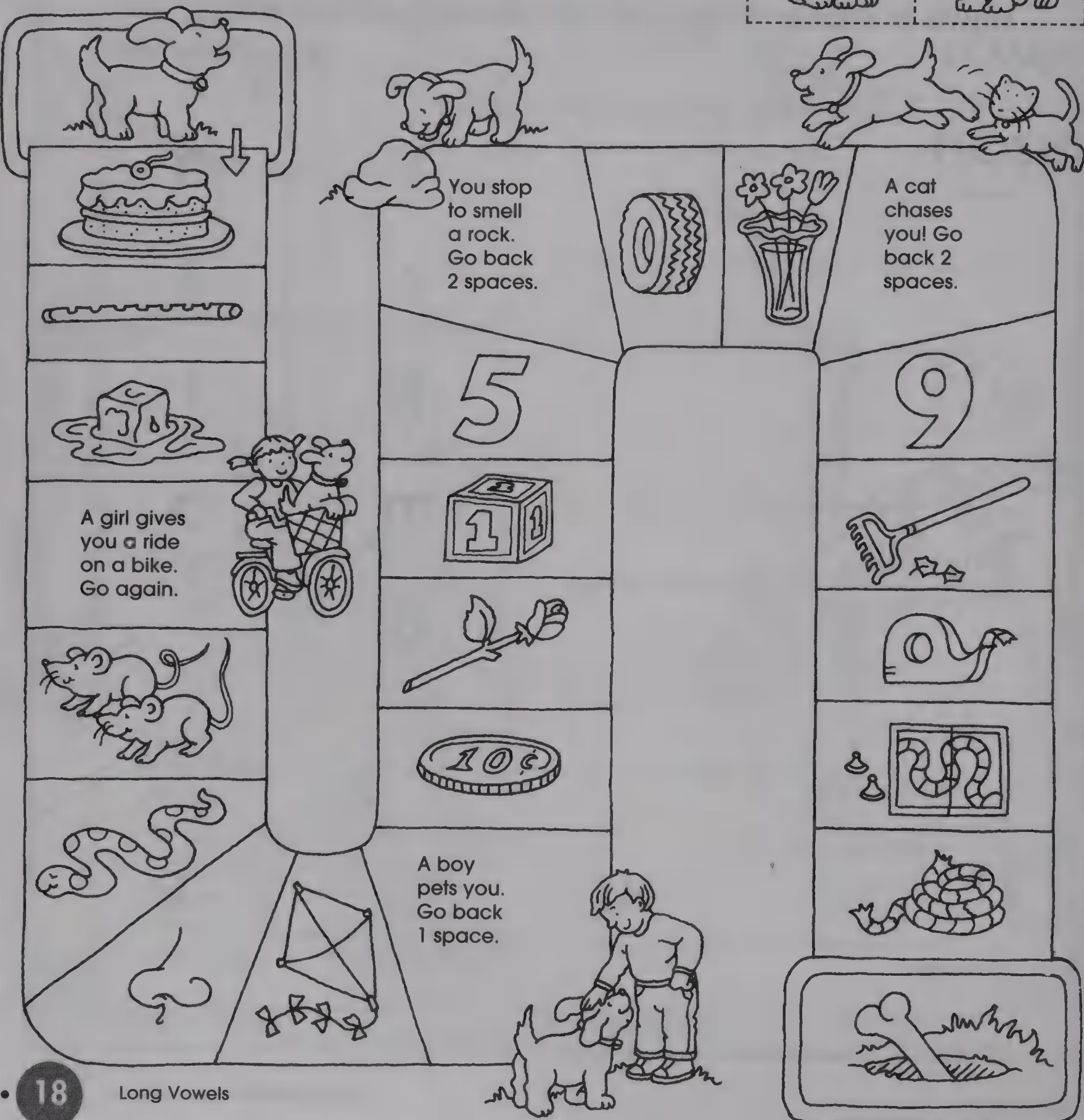
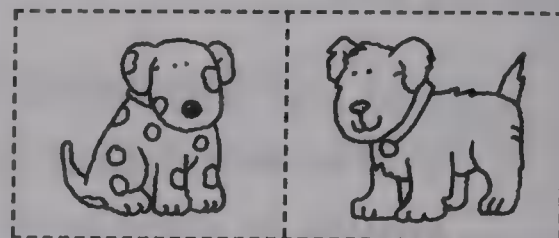
①	②
_____	_____
_____	_____

u e

Name _____

A Dog and His Bone

Help the dog find his bone. Your teacher will tell you how to play this game.



Name _____

Short and Long Pets

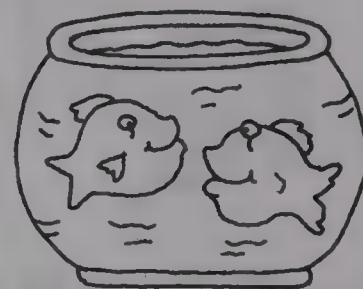
Ann wants pets with short vowel names. Jake wants pets with long vowel names. Write the missing letters to name the pets. Cut out the animal pictures. Paste each one in Jake's box or Ann's box. Color the pictures.

Ann's Pets

Jake's Pets



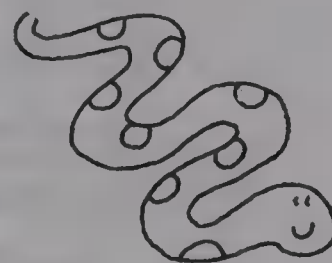
m _ _ c _ _



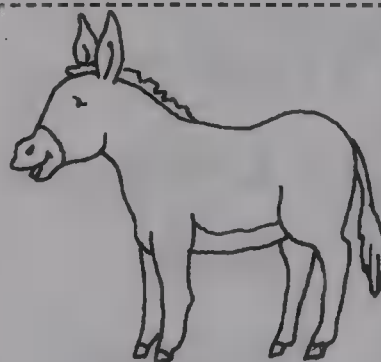
f _ _ sh _ _



c _ _ t _ _



sn _ _ k _ _



m _ _ l _ _



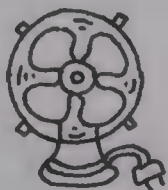
d _ _ ck _ _

Name _____

Show What You Know

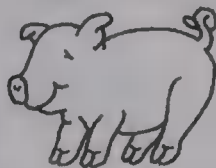
A. Practice taking tests. Look at the pictures. Read the words.
Fill in the circle next to the word that names each picture.

1.



- ☐ fan
☐ fin
☐ fine

2.



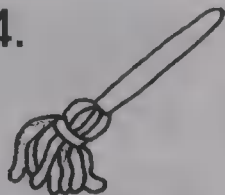
- ☐ peg
☐ page
☐ pig

3.



- ☐ rack
☐ rake
☐ ran

4.



- ☐ mope
☐ map
☐ mop

5.



- ☐ rise
☐ rode
☐ rose

6.



- ☐ well
☐ will
☐ web

B. Look at each picture. Say the picture name. Circle the word that names the picture.

1.



The man has a _____.

van vine vest

2.



I see the _____.

cube pup cup

3.



We can go up the _____.

hit hill hen

4.



Can you make a _____?

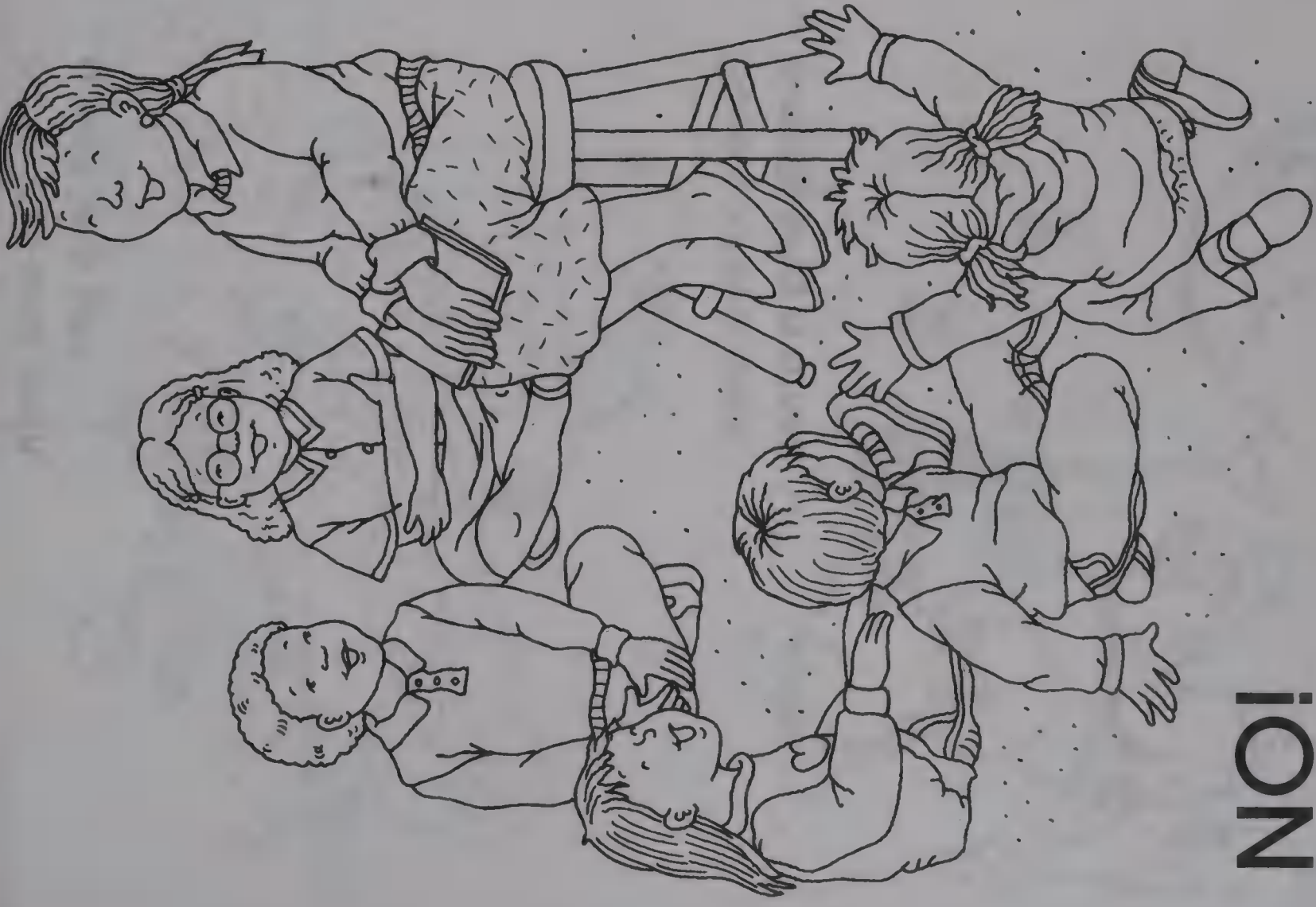
rake lake cake

5.



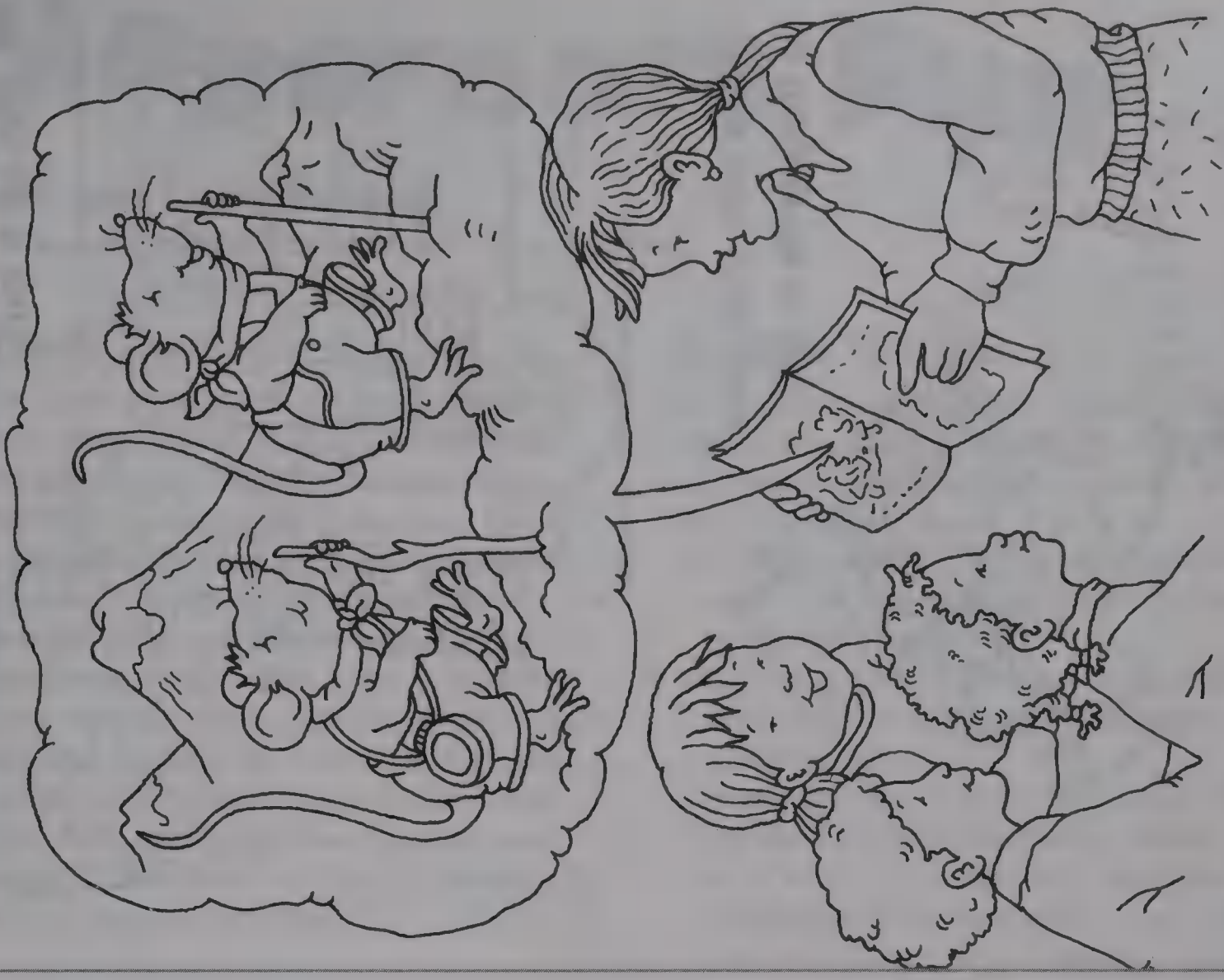
Get the _____, Lil.

rope rose nose



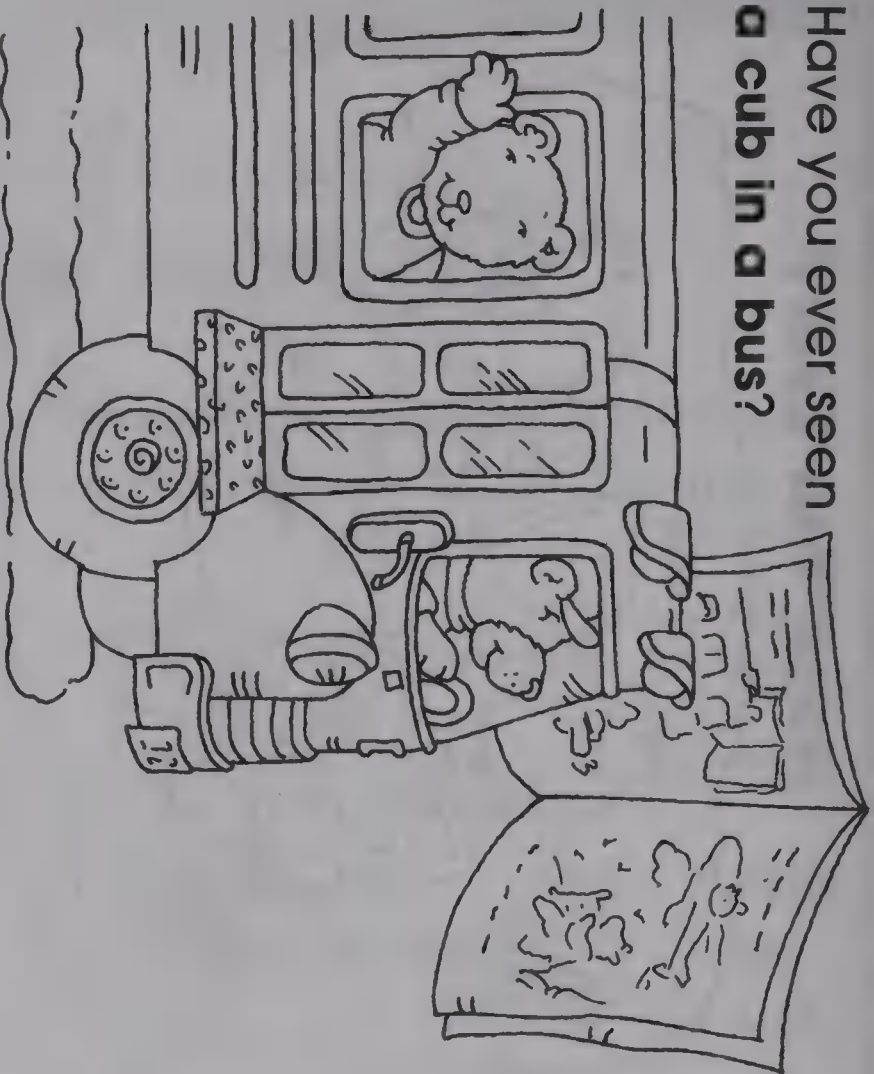
NO!

Have You Ever?

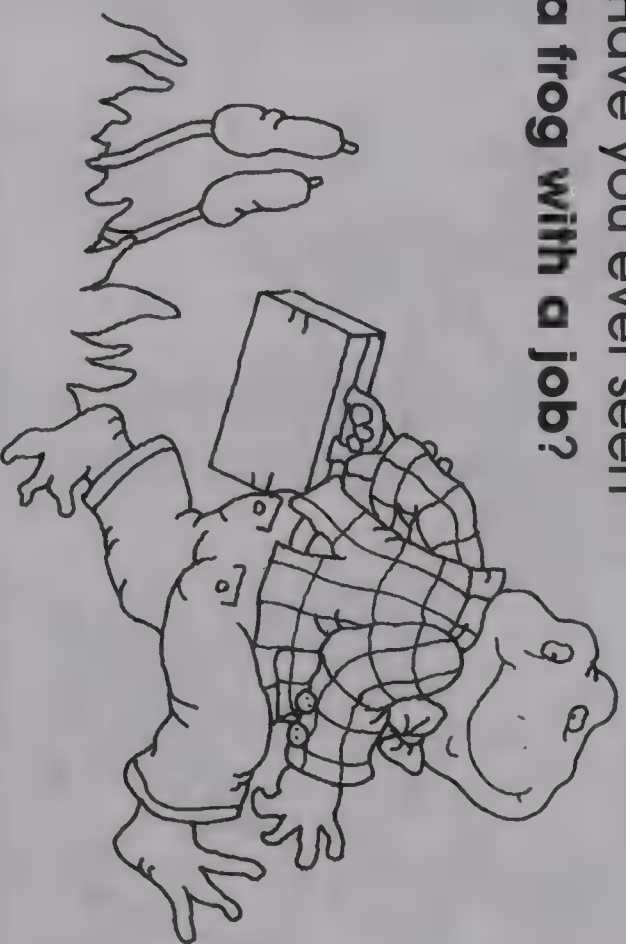


Have you ever seen mice on a hike?

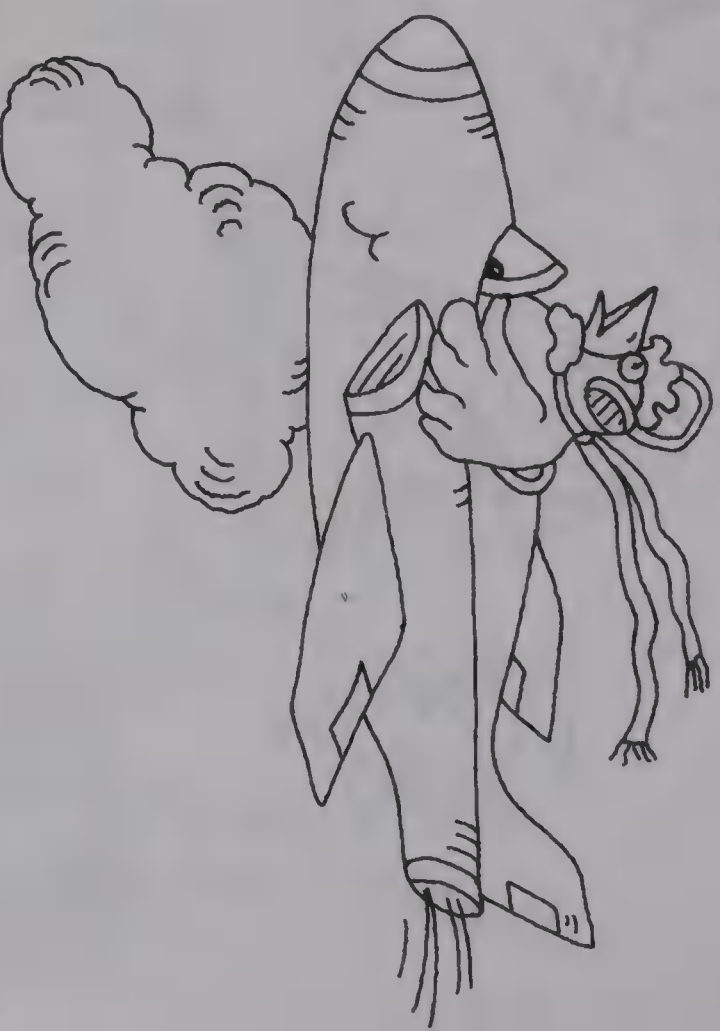
Have you ever seen
a cub in a bus?



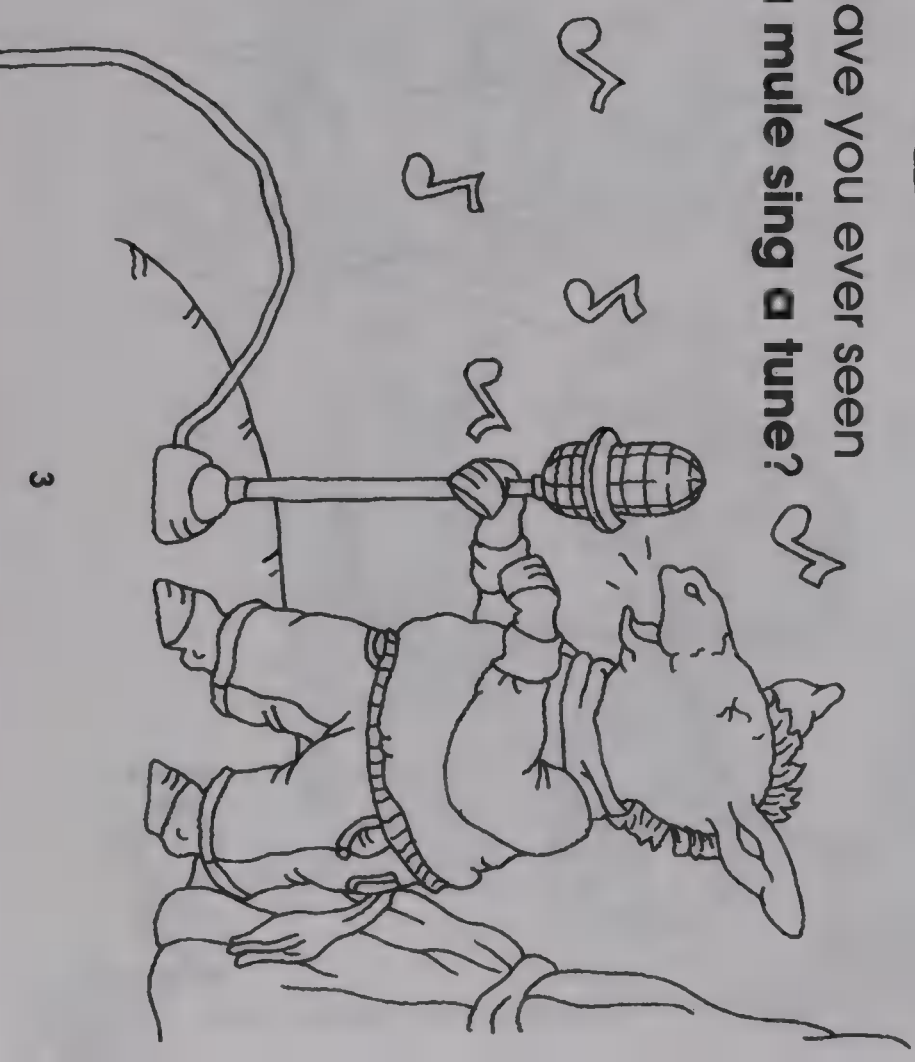
Have you ever seen
a frog with a job?



Have you ever seen
a hen in a jet?



Have you ever seen
a mule sing a tune?

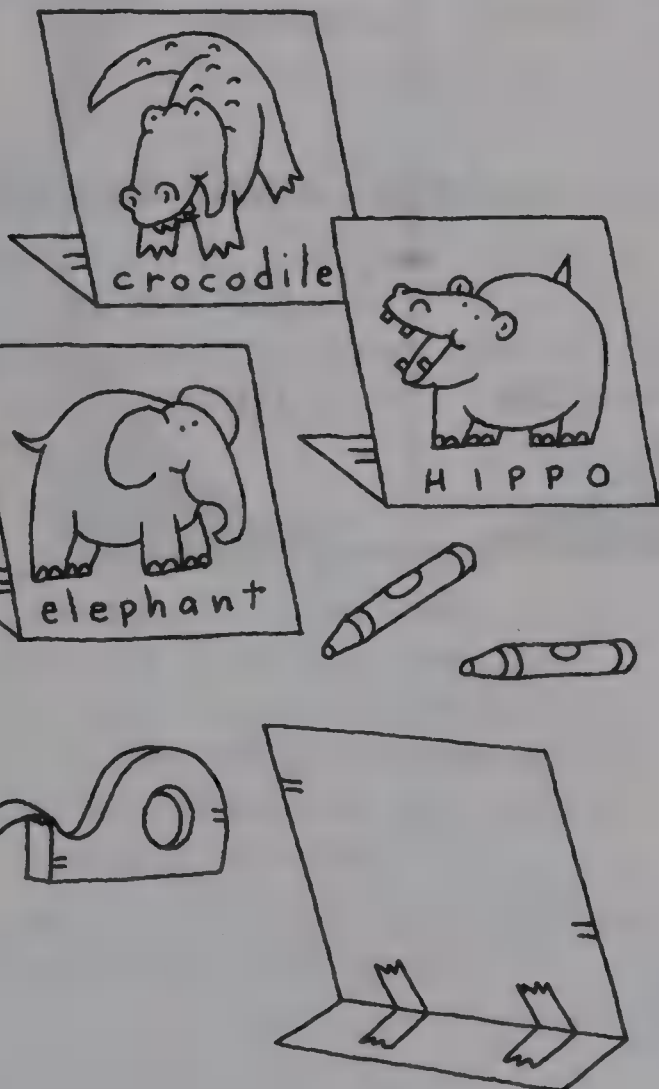


Classroom Fun ...

Short and Long Vowels

Vowel Zoo

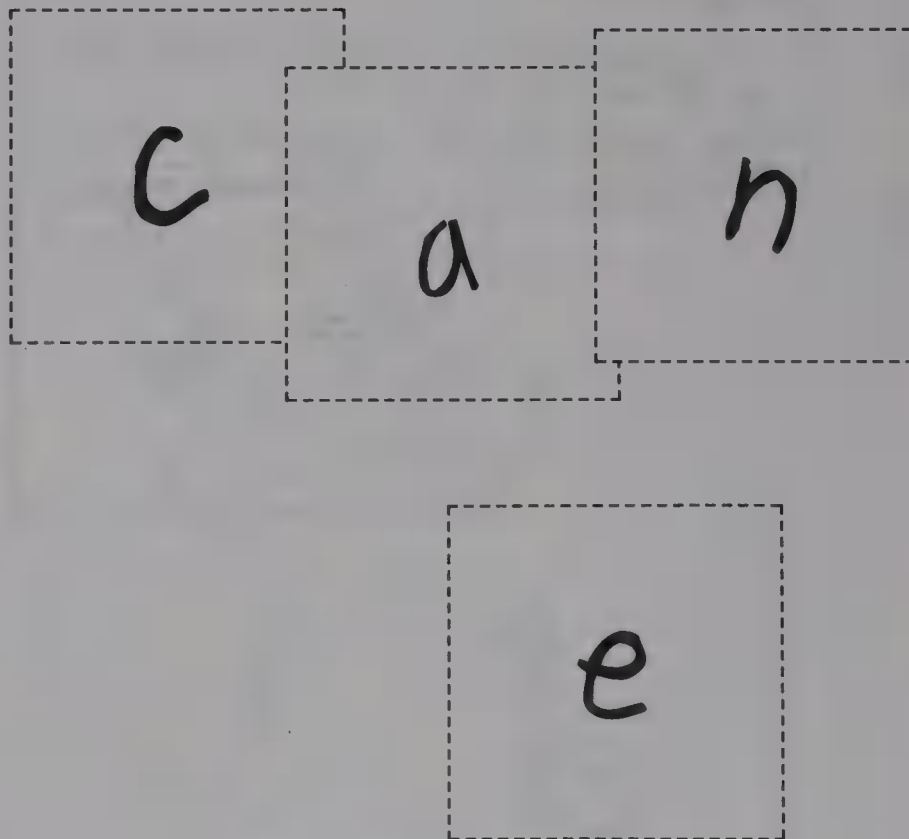
Invite children to brainstorm a list of zoo animals whose names have long and short vowel sounds. (For example: *crocodile*, *hippo*, *elephant*, *ostrich*, *snake*, *ape*, and so on.) Provide magazines and drawing materials so children can cut out or create pictures of the animals. Have them paste each picture onto oaktag, bending back 3 or 4 inches at the bottom to create a stand-up frame. A length or two of tape in the back will help the frame stand up more securely. Have children make a label for each animal. Place the frames in an alphabet zoo, arranging each animal in a display according to the vowel sound in its name.



Letter Cards

You may wish to distribute letter cards for vowels and consonants in order to practice sound/letter correspondence. Here are some ways you can use them:

- Say words aloud. Have children hold up the vowel card that matches the vowel sound in each word.
- Call out a word, such as *can* or *cane*, and have children arrange the letter cards to make the word.
- Write short vowel words such as *can*, *tub*, or *cub* on the chalkboard. Have children recreate each word with letter cards. Then have children add the letter card *e* to each word and read the new word they have made.

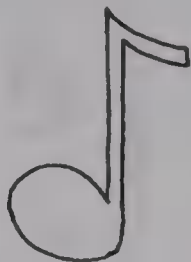
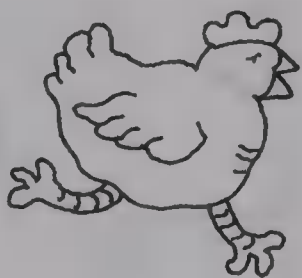
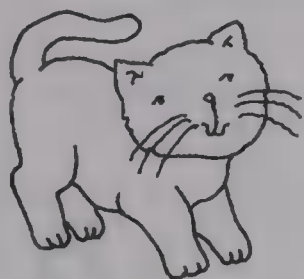


Classroom Fun

Picture Cards

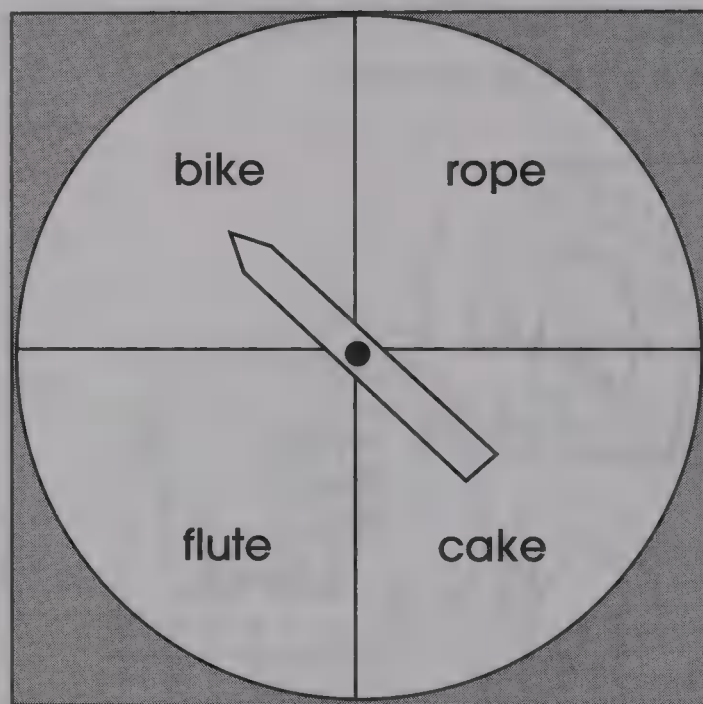
Picture cards can help children practice auditory recognition of long and short vowels. A set of Word/Picture Cards on pages 30–31 will get you started. You can use these cards in the following ways:

- Display several picture cards for each of three different vowel sounds. Then have children sort the cards according to vowel sounds.
- Display a vowel letter card or write a vowel on the chalkboard. Have children identify picture cards whose names have that vowel sound.
- Have children match picture cards with word cards or label the picture cards with stick-on notes.



Spin a Vowel Sound Game

Make spinners from the pattern on page 28 by cutting each circle and the arrow shape out of oaktag. Push a paper fastener through the arrow in the center of the spinner. Press the fastener tails down flat. Before you use each spinner, say each picture name and identify the vowel sound. Have children form teams and take turns spinning the spinner, landing on a picture, and naming another word with that same vowel sound. A team gets a point for each word a child can correctly name.





Word Ladders

On the chalkboard, begin a word ladder by writing *cat*. Ask children how they might change the beginning consonant *c* in order to make a new word. For example, they might change the *c* to *h* to make the word *hat*. Show children how to change the ending consonant, and finally suggest changing the vowel. To reinforce the long vowel sounds, start a new ladder with the vowel-consonant-*e* pattern.

cat	lake
<u>h</u> at	<u>c</u> ake
h <u>a</u> m	w <u>a</u> ke
h <u>i</u> m	w <u>o</u> ke
h <u>i</u> t	p <u>o</u> ke
h <u>o</u> t	p <u>o</u> le
<u>c</u> ot	<u>h</u> ole
<u>l</u> ot	h <u>o</u> me

"Vowel Says" Game

Play a version of "Simon Says." Instead of beginning with "Simon says," tell children to follow your instructions only when they hear a person's name that has a short vowel sound. For example:

Kim says, "Close your eyes." (yes)

Ben says, "Stand up." (yes)

Pam says, "Sit down." (yes)

Pat says, "Touch your toes." (yes)

Joe says, "Put on your coat." (no)

Luke says, "Raise your hands up." (no)

Jill says, "Touch your chin." (yes)

Jane says, "Go outside." (no)

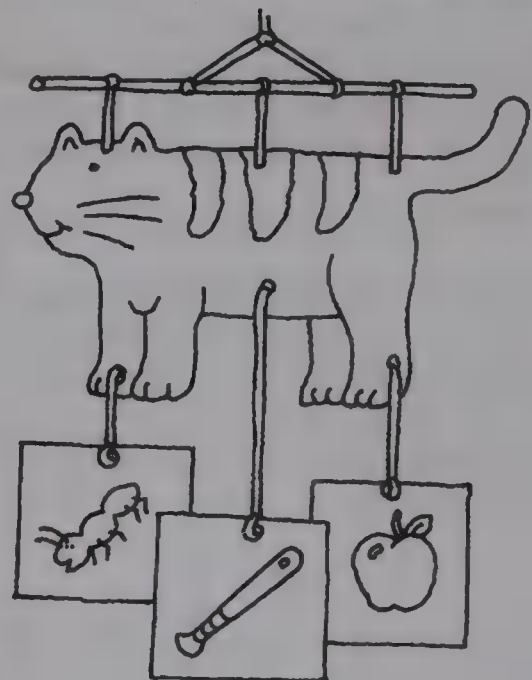
You may want to play this game again using names with long vowel sounds.

Short or Long Charades

Place short and long vowel word cards in a bag or box. Divide the class into teams. To begin the game, have a volunteer reach in to the bag to choose a word card. The child can gesture to indicate whether the word has a long or short sound. Then have the child act out the word and let children on the other team guess what it is. Easy Words: *cat*, *pig*, *ax*, *race*, *rake*, *frog*, *snake*, *jump*. Harder Words: *flag*, *camp*, *mud*, *shop*, *cake*, *rope*, *rose*, *kite*.

Short or Long Vowel Mobiles

Cut out a large picture shape of a word representing a vowel sound (such as *cat* for short *a*, *bell* for short *e*, *pig* for short *i*, *top* for short *o*, and *bus* for short *u*). Then give a small group of children one of the shapes. Ask them to think of other examples of objects whose names have that vowel sound. Let them color and cut out pictures of each object and attach them to the large shape with yarn. Each group can present its mobile to the class.



Instant Activities



Missing Letters Write words with a missing vowel on the chalkboard and have children write vowels to make words. For example: c_t, c_b, _ce, m_le, b_t, and so on.



Vowel of the Day Choose a short or long vowel to be the focus of the day. Children can collect objects whose names have that vowel sound and place them in a box. At the end of the day, hold up each object and let children identify the items in the collection.



Rhyming Fun Say a word like *cake* or *hat* and have children take turns suggesting rhyming words. Write each response on chart paper and have volunteers circle the vowel or vowels that stand for the sound.



Vowel "I Spy" Invite children to play a game of "I Spy," in which they look for objects whose names have long or short vowels. For example: "I spy something that has the same vowel sound as *pet*." (*desk, pen, etc.*)



Bag of Vowels Place word cards for short or long vowels on a desk next to bags labeled for each category. Have children take turns reading a word and placing the card in the appropriate bag.



Tic-Tac-Toe Children can play tic-tac-toe with short vowel words instead of X's and O's. Draw a tic-tac-toe grid on the chalkboard. Have two children come to the chalkboard and take turns writing a word with a certain short vowel sound. The first one to be able to draw a line through three items in a row with the same vowel sound wins the game.



Rhyme It Say a short or long vowel word, and have children say a word that rhymes. Continue, until the list is exhausted. Then let another child say a long or short vowel word, and continue.



Listen and Walk Ask children to stand in a straight line facing you, but ten steps away. As you say two words, have them take a step forward if the two words have the same vowel sound. Use pairs like these: *lake, game; ice, pig; cab, trash.*



Search for Vowels Write a short or long vowel word on the chalkboard and invite children to search during the day in the classroom, lunchroom, and in their textbooks for words with that same sound. As they find words, have children write them in a list on the chalkboard.



Silly Sentences Have children choose a short or long vowel sound. Then, have them use two or more words with that vowel sound in a silly sentence. For example: *My black cat goes to camp.*

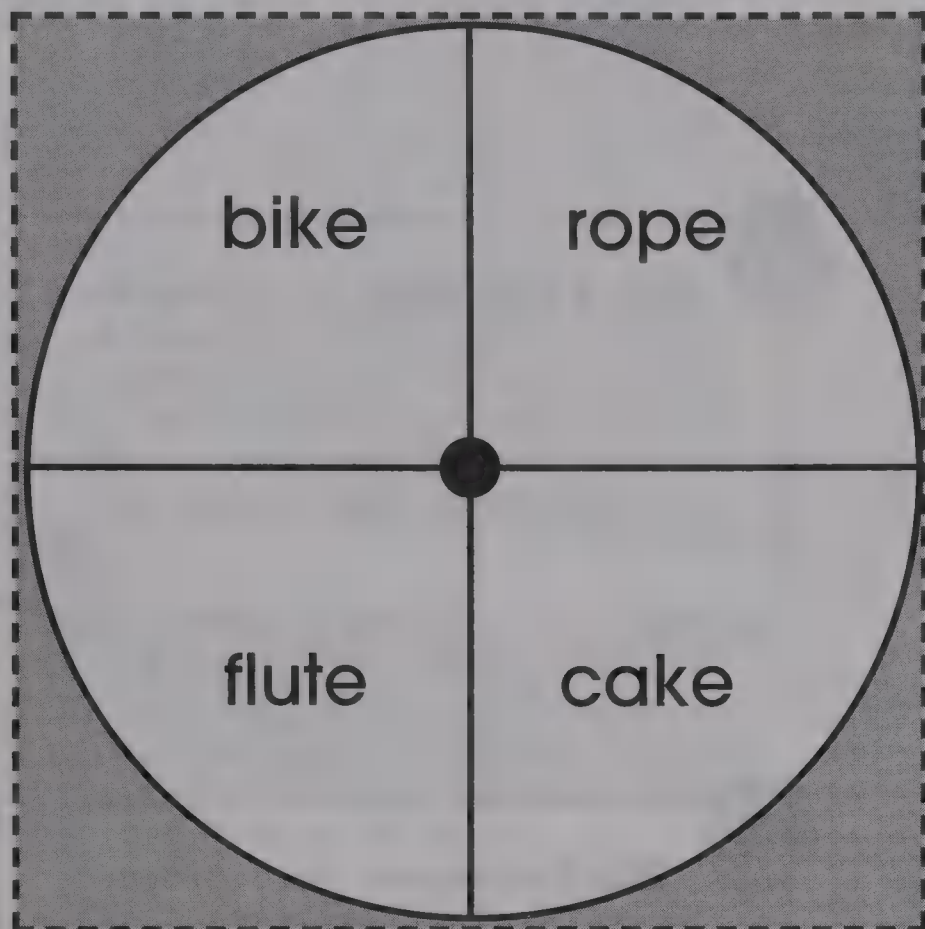


Vowel Concentration Write words on index cards, two for each long and short vowel sound. Turn them face down and have children take turns turning over two, trying to make a vowel sound match. If the two vowel sounds do match, the player keeps the cards. If not, the cards are turned back over. Play until all cards have been matched.

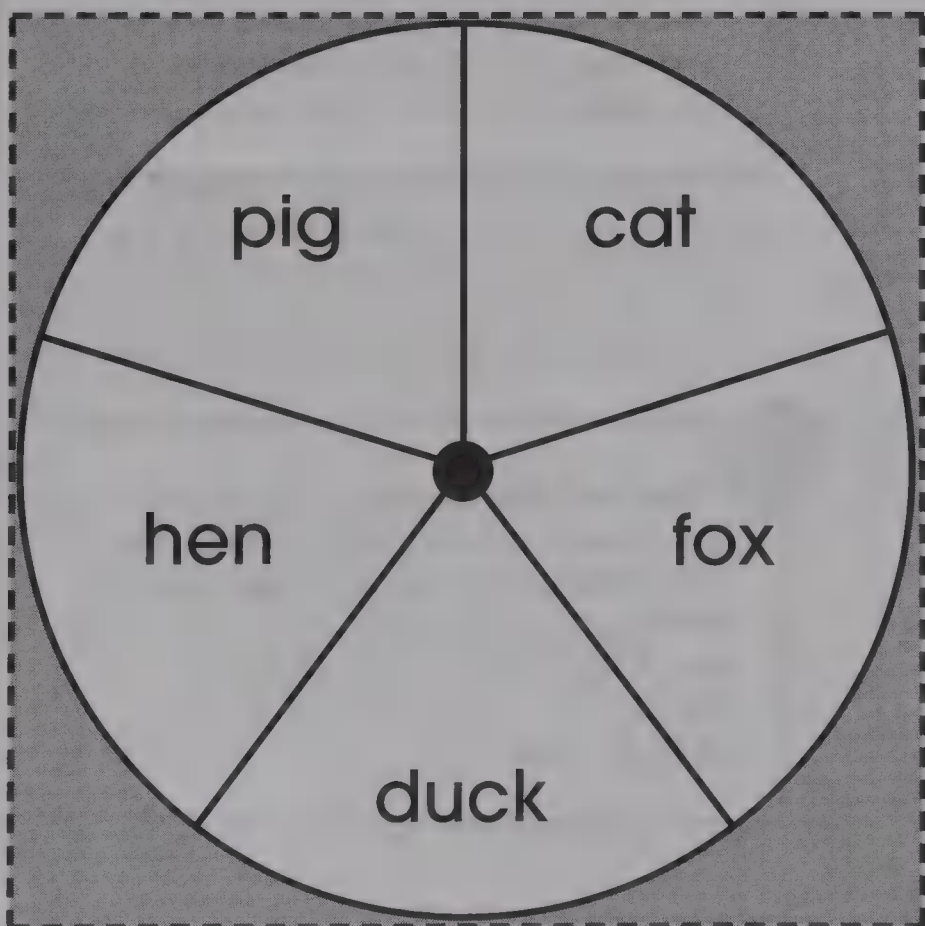


Secret Sentences Write sentences with missing short vowels and have children try to figure out what the sentence says. For example: *The p_g h_s on a b_g r_d w_g.* Then challenge children to create secret sentences of their own.

Spin-a-Vowel-Sound Pattern



Spinner 1: Long Vowels



Spinner 2: Short Vowels



Word Bank

Below is a list of words that you may use to illustrate short and long vowel sounds. Some of these words are included in the Word/Picture Card set on pages 30–31. Ideas for using these cards and additional cards you may create yourself can be found in “Classroom Fun,” pages 23–25.

Short Vowels

a	red	log
ax	ten	mop
bag	web	pop
bat	well	top
cat	i	u
cap	bib	bus
fan	fig	club
fat	hill	cub
ham	lid	cup
hat	lip	cut
jam	pig	fun
map	pin	hut
pan	six	mud
tag	wig	nut
van	win	pup
e	o	sub
bed	cot	sun
bell	fog	
egg	hot	
hen	jog	
jet	lock	
pen		
pet		

Long Vowels

a	mice	u
ape	nine	cube
cage	rice	cute
cake	ride	flute
cape	time	mule
cane	vine	rude
cave	o	rule
game	bone	tube
lake	hole	tune
name	home	use
race	joke	
rake	mole	
tape	nose	
vase	note	
i	robe	
bike	rope	
dime	rose	
dive	woke	
five		
hike		
ice		
kite		
line		

Teacher Notes

Page 6 See page 4, “Working with the Poem.”

Page 7 *Answers:* trash cans, caps, flags, cat, cab, man, fan, bags, van; *Bonus Words:* map, sunglasses.

Page 8 *Answers:* rock, box, dog.

Page 9 *Answers:* with, lip, pill, hip, hit, it, is, will, pig, fin, win, pin, wig; hill.

Page 10 *Answers:* short vowel *a*-flag, map, lamp, van, fan, cat, hat, bat; short vowel *i*- pig, wig, fish, six, bib, hill; short vowel *o*- sock, clock, log, mop, dog, rock.

Page 11 *Answers:* 1. well-bell 2. hen-ten 3. jet-net 4. bed-sled
The bell is on the well.

Page 12 *Answers:* 1. cup 2. cub 3. cut 4. nut 5. hut.

Page 13 *Answers:* 1. fun, sun; 2. van, fan; 3. pig, wig;
4. *Answers will vary.*

Page 14 *Answers:* 1. vase 2. cake 3. tape 4. game 5. rake.

Page 15 *Answers:* kite, bike, hike.

Page 16 *Answers:* nose, rose, rope, note; I need my nose to smell the rose!

Page 17 *Answers:* tune, tube, rule, flute, mute, mule, cute, cube.

Page 18 *Game Directions:* Distribute gameboards to pairs of children. Tell them to cut out the dog pictures to use as markers. Before playing, say all the picture names with children. Then have the first player toss a number cube and move that number of spaces. To stay on a picture space a child must say the picture name and the name of the vowel sound. It is then the next player's turn, unless the space has special instructions. Play continues until the dog reaches his bone.

Page 19 *Answers:* Ann: cat, fish, duck; Jake: mice, mule, snake.

Page 20 *Answers:* A. 1. fan 2. pig 3. rake 4. mop 5. rose
6. web; B. 1. van 2. cup 3. hill 4. cake 5. rope.

Word Cards

cat

fan

bell

hen

pig

hill

mop

bus

sun

game

lake

dime

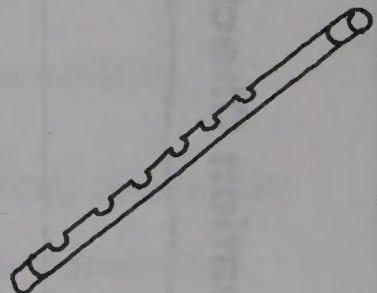
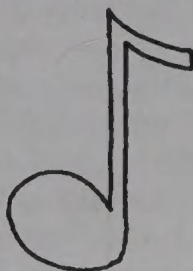
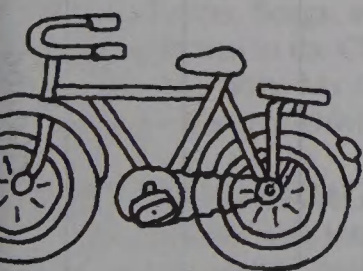
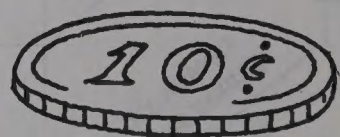
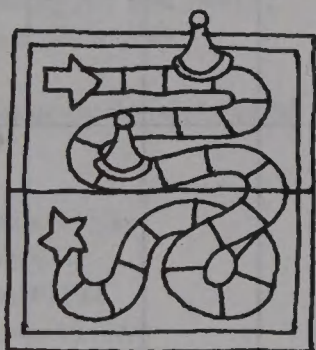
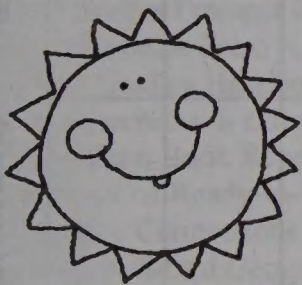
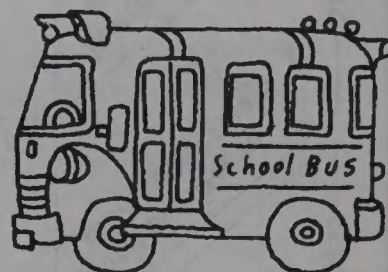
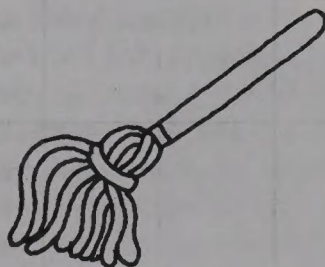
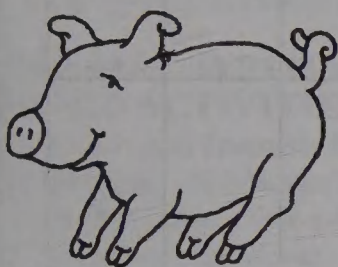
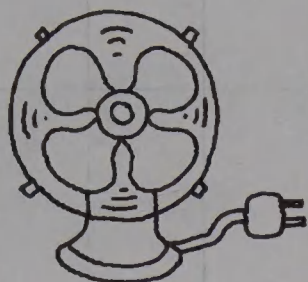
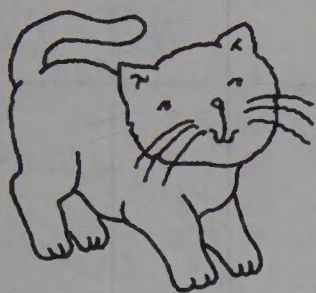
bike

rose

note

flute

Picture Cards



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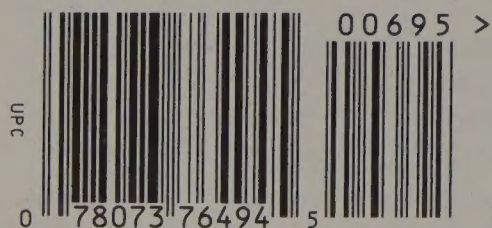
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