

## Word Ladder Windows™: Long Vowels, Blends & Digraphs

Congratulations on your purchase of **Word Ladder Windows™: Long Vowels, Blends & Digraphs**, a fun hands-on activity for beginning readers to isolate and substitute phonemes in simple pictorial word ladders.

### Objective

Change just one or two letters at a time to make a new word.

### Meeting the Standards

**Word Ladder Windows™: Long Vowels, Blends & Digraphs** aligns with the Common Core State Standards for English Language Arts below. For alignment with other state standards, please refer to our website's Standards Match.

### Phonics and Word Recognition

**RF.K.3.d.** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**RF.1.3.a.** Know the spelling-sound correspondences for common consonant digraphs.

### Phonemic Awareness

**RF.1.2.d.** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

### Conventions of Standard English

**L.K.2.d.** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

#### **This Really Good Stuff product includes:**

- 28 Word Ladder Cards
- 4 Window Sliders
- This Really Good Stuff Instructional Guide

### Managing the Word Ladder Windows™: Long Vowels, Blends & Digraphs

- Visit our website [www.reallygoodstuff.com](http://www.reallygoodstuff.com) to download Really Good Stuff Instructional Guides.
- The self-checking cards are numbered for easy management, practice, and assessment.
- The cards are dry erase for individual use or for projecting and completing with your whole class.
- Give students only a few cards at once and have them record their word ladders on the *Recording Sheet*.
- Cards and Window Sliders are designed to slide from the top to the bottom. Some students may realize that they can work from the bottom to the top. Either way provides practice in word study.
- Use the *Recording Sheets* to monitor progress.

### Introducing the Word Ladder Windows™:

#### **Long Vowels, Blends & Digraphs**

Actively engage students in fun phoneme isolation and substitution! This is a daily word study activity for the whole class, intervention, or center time. Simply move the *Window Slider*, showing two pictures at a time, to teach beginning readers how to make word ladders. Students love the challenge of turning *kite* into *trike*, changing just one or two letters at a time (using yellow clues) and recording their words on the sheet provided. Students will enjoy learning how words work with this fun tool!

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### Model the Activity

Model the activity before having students practice and ultimately work independently.

Select one card and window (and dry erase marker) and feed the card through the window. Give each student a *Recording Sheet* and pencil. Think aloud as you demonstrate how to complete a word ladder. Remind students that they will work with just two pictures at a time in the window as they slide the window down the card.



“I see the next picture is *white*. How do I change *kite* to *white*? These yellow boxes (pointing to them) tell me my beginning sound must change. Let’s say *white*, /wh/ /i/ /te/. What is the first sound you hear in *white*? Yes, /wh/! I will write *wh* in the first two blank lines.” Complete the rest of the blank lines, carrying down the letters that do not change (*ite*). (Point out that those letters did not change.) “We changed two letters to make *kite* say *white*!” Have students write *white* on their *Recording Sheets*.

Slide the window down to reveal *white* and *bite*. Repeat the process until the last word is completed. Model how to check your work using the back of the card.

Say, “Let’s work on card #13. Write 13 on your *Recording Sheet*. I’m going to change *kite* into *trike*! I will do that by changing just one or two letters each time I make a new word. We begin with *kite*, /k/ /i/ /te/. Below it I see *white*, /wh/ /i/ /te/. The yellow boxes are my clues that tell me which letter sounds I must change to make the new word.”

“I will start by writing *kite* (fill in the blank lines, saying each sound and letter as you write).” Invite students to sound out the word and direct your writing. Be sure to refer to beginning, middle and ending sounds as well as blends and digraphs. Have students write *kite* on their *Recording Sheets*.

You might show students an example of a pair of words where there is no yellow clue because a letter was dropped rather than added. Card #17 shows *grate* to *gate* without a yellow box because the *r* was dropped.



Name \_\_\_\_\_

Date \_\_\_\_\_ Ladder # \_\_\_\_\_

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Name \_\_\_\_\_

Date \_\_\_\_\_ Ladder # \_\_\_\_\_

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