

WORD MAPPING

YEARLONG BUNDLE

WORD MAPPING CVC SHORT VOWELS

Science of Reading Aligned *Linda Kamp*

WORD MAPPING CVCe LONG VOWELS

Science of Reading Aligned *Linda Kamp*

WORD MAPPING DIGRAPHS

Science of Reading Aligned *Linda Kamp*

WORD MAPPING INITIAL BLENDS

Science of Reading Aligned *Linda Kamp*

WORD MAPPING FINAL BLENDS

Science of Reading Aligned *Linda Kamp*

WORD MAPPING DIPHTHONGS

Science of Reading Aligned *Linda Kamp*

WORD MAPPING VOWEL PAIRS

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WORD MAPPING R-CONTROLLED

Science of Reading Aligned *Linda Kamp*

80

Phonics
patterns
included

1000

Words to
map, plus
picture cards

400+








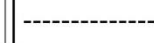



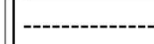







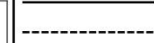



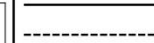




Pages of
phonics
activities

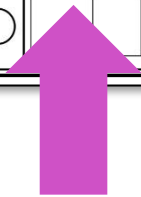
| | |
|---------------------|--|
| CVC short vowels | a, e, i, o, u |
| CVCe long vowels | a, e, i, o, u |
| Beginning digraphs | ch, sh, th, wh |
| Ending digraphs | ch, sh, th, ck, ng |
| Diphthongs | au, aw, ew, oi, oo (book) oo (moon) ou, ow (town), oy |
| Beginning blends | bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw |
| Final blends | lb, ld, lf, lk, lm, lp, lt, mp, nd, nk, nt, sk, sp, st, ct, ft, pt |
| Vowel pairs | ai, ay, ea, ee, ey, ie, igh, oa, oe, ui, ue |
| R-controlled vowels | ar, er, ir, or, ur |

5 Formats for differentiated practice

Name _____ **Mixed Practice**

Map the Word!








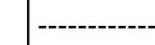



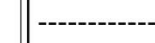







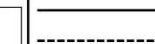
| Say It | Tap & Map | Graph It | Write It |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |



Students say, map, graph, write. They can tap, chop, color or place a disc, cube, or eraser in the circle for each sound to make it more hands-on.

Name _____ **SH Digraphs**

Map the Word!

| Say It | Tap & Map | Build It | Write It |
|---|---|--|---|
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |







sh sh sh sh sh i p
r a a ke oe

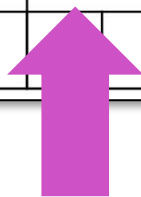


Optional cut and paste letters provide word building and fine motor skills practice.

Name _____ **Mixed Practice**















Say the picture name. Tap the letters that make the sounds you hear. Cut out the letters and glue them into the boxes to spell the word.

| | | | |
|---|---|----|----|
|  |  | b | a |
| | | th | ch |
|  | | i | ck |
| $1+1=3 \otimes$ |  | wr | o |
| | | ng | r |
| | | a | sh |
|  |  | kn | o |
| | | ck | sh |
| | | i | p |












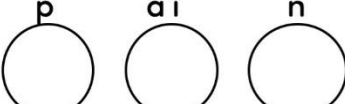


A less busy format used in a center for students to say the picture, tap the letters on the side to map them, then cut and paste to spell the word.

Includes 2 simpler, less busy formats

| Name _____ | | Long E Vowel Pairs ea, ee, ey |
|---|--|---|
|  Say It |  Tap It + Map It |  Write It |
|  wr ea th |  |  |
|  t ee th |  | |
|  h o ck ey |  | |
|  l ea d |  | |
|  ch ee p |  | |

Graphemes are provided for younger students just learning letter sounds or students who need a visual reference to help them write letters correctly.

| Name _____ | | Long A Vowel Pairs (ai, ay) |
|---|--|---|
|  Say It |  Tap It + Map It |  Write It |
|  s ai l |  |  |
|  M ay |  | |
|  b r ai |  | |
|  p ai n |  | |

Again, graphemes are provided for younger students. This format has bigger spaces for covering the circles with cubes, discs, or use bingo blotters, to map the word. The writing lines are also bigger.

Word mapping process

Say It

Students identify the picture & say the word.

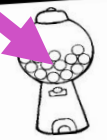






Map It

Students map the word by using their finger to tap each sound.

CVC Short U

Name _____

Map the Word!

| Say It | Tap & Map | Graph It | Write It |
|---|-----------|----------|----------|
|  | ○ ○ ○ | | |
|  | ○ ○ ○ | | |
|  | ○ ○ ○ | | |
|  | ○ ○ ○ | | |
|  | ○ ○ ○ | | |
|  | ○ ○ ○ | | |
|  | ○ ○ ○ | | |

Graph It

Students write the letters, stamp them, or use letter tiles to represent the sounds and spell the word. Some pages have cut & glue letters.

Write It

Students then write the word.

Includes cut & glue word builders

Say It

Students identify the picture & say the word.








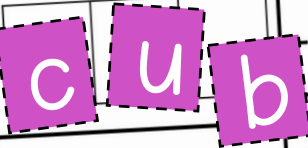


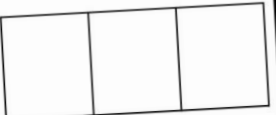


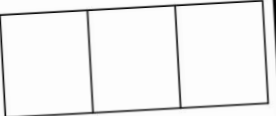


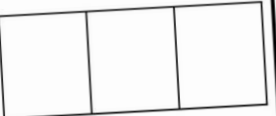
Map It

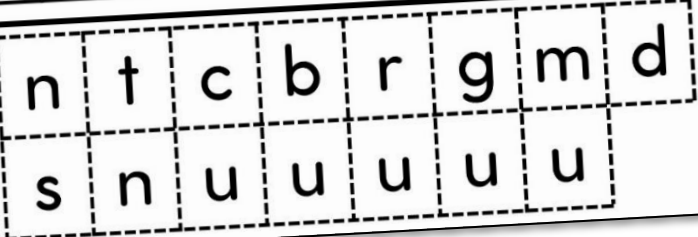
Students use their finger to tap each sound they hear in the word. They can also clap, color a circle, or put a disc or cube for each sound.

CVC Short U

Name _____

Map the Word!

| Say It | Tap & Map | Build It | Write It |
|---|---|---|---|
|  |  |  |  |
|  |   |  |  |
|  | |  | |
|  |  |  | |
|  |  |  | |



Build It

Students cut and glue the letters that make the sounds they hear.

Write It

Students then write the word.

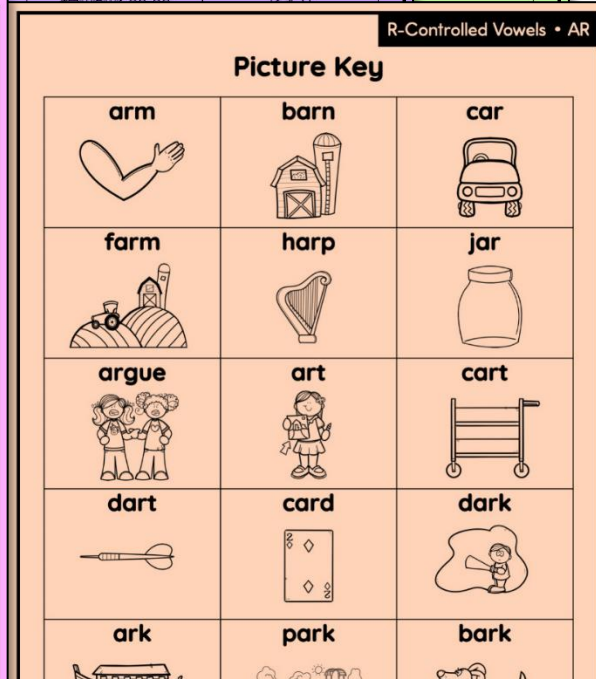
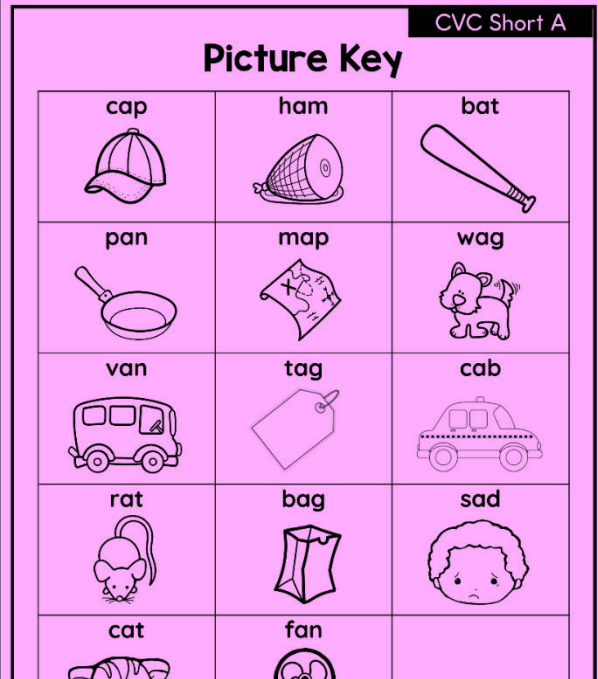
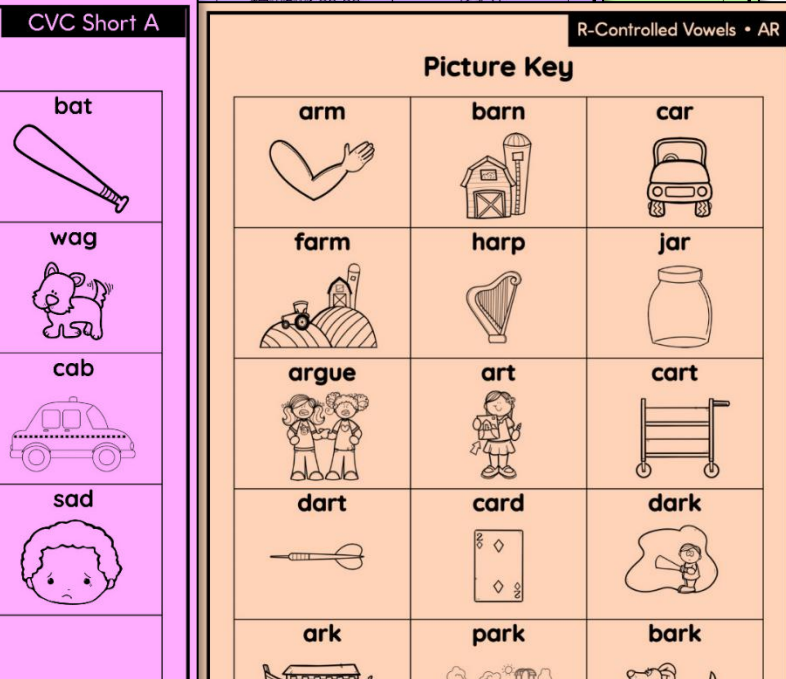
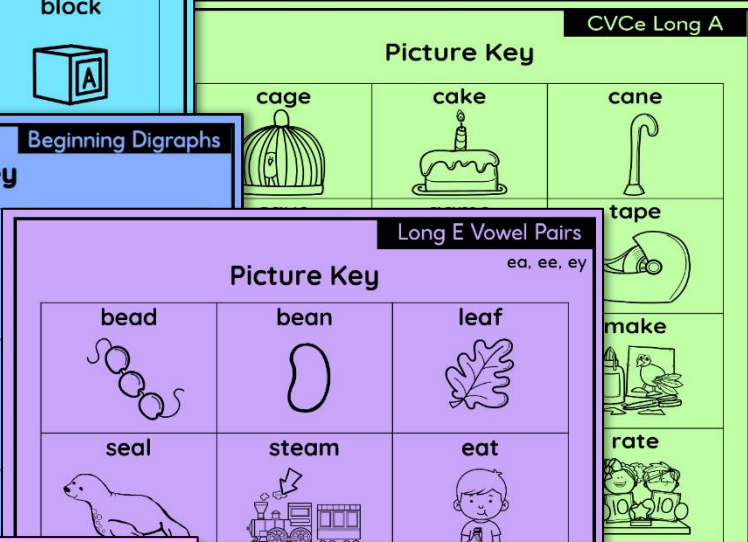
Also included:

Teacher Notes

- Teacher directions
- Word mapping procedures
- Picture cards

Picture keys identify unknown pictures.

Over 1000 picture cards that also double as sorting activities.



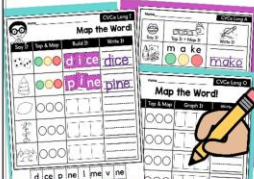
Yearlong phonics practice

WORD MAPPING BUNDLE

WORD MAPPING CVC SHORT VOWELS



WORD MAPPING CVCe LONG VOWELS



WORD MAPPING FINAL BLENDS



WORD MAPPING DIPHTHONGS



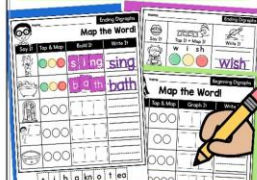
WORD MAPPING VOWEL PAIRS



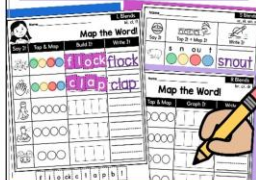
WORD MAPPING R-CONTROLLED



WORD MAPPING DIGRAPHS



WORD MAPPING INITIAL BLENDS



Name _____ Long E Vowel Pairs
eg, ee, ey

Map the Word!

| Say It | Tap & Map | Build It | Write It |
|-------------------------------------|-----------------------------|----------|----------|
| <td><td>bean</td><td>bean</td></td> | <td>bean</td> <td>bean</td> | bean | bean |
| <td><td>deer</td><td>deer</td></td> | <td>deer</td> <td>deer</td> | deer | deer |
| <td></td> <td></td> <td></td> | | | |
| 3 | | | |
| <td></td> <td></td> <td></td> | | | |

Linda Kemp

80 Phonics Patterns

Ideal for:

- guided lessons
- small group instruction
- literacy centers
- interventions
- morning work
- independent practice